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- НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА
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5

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2019-yildan boshlab O'zbekiston Respublikasi Oliy attestatsiya komissiyasi Rayosati qarori bilan quyidagi fan sohalari bo'yicha OAKning dissertatsiyalar asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlar ro'yxatiga kiritilgan.

01.00.00-Fizika-matematika fanlari (14)
02.00.00-Kimyo fanlari (18)
03.00.00-Biologiya fanlari (17)
09.00.00-Falsafa fanlari (24)
10.00.00-Filologiya fanlari (26)
13.00.00-Pedagogika fanlari (30)

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PHYSICS AND MATHEMATICS

YARIMO'TKAZGICH-DIELEKTRIK CHEGARA SOHASIDAGI SiO_2 ORALIQ QATLAMINING ZARYAD TUTISH VA OQISH TOKI MEXANIZMLARIGA TA'SIRI.

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Annotatsiya. *Yarimo'tkazgich qurilmalarining uzluksiz kichrayib borishi yuqori dielektrik singdiruvchanlikka ega materiallardan foydalanishni taqozo etadi. Shu nuqtai nazardan, titan dioksidi (TiO_2) o'zining yuqori dielektrik singdiruvchanligi tufayli metall–dielektrik–yarimo'tkazgich (MDY) tuzilmalarida istiqbolli material hisoblanadi. Biroq TiO_2 qatlamining kremniy asos bilan bevosita kontakti chegara sirt nuqsonlari zichligining ortishiga, oqish toki kuchayishiga hamda sig'im–kuchlanish (C–V) xarakteristikalarida gisterezis hodisasining yuzaga kelishiga olib keladi. Mazkur ishda kremniy asos va TiO_2 dielektrik qatlam orasiga yupqa kremniy dioksidi (SiO_2) oraliq qatlamini kiritish orqali chegara sirt sifatini yaxshilash masalasi ko'rib chiqildi. Taklif etilayotgan Si/SiO_2/TiO_2/metal tuzilma doirasida oraliq qatlamning zaryad tutuvchi markazlar zichligi (D_{it}), oqish toki va elektrofizik xossalarga ta'siri nazariy jihatdan tahlil qilinadi.*

Kalit so'zlar. *MOS-kondensator, titan dioksidi (TiO_2), kremniy dioksidi (SiO_2), oraliq qatlam, chegara sirt nuqsonlari, zaryad tutuvchi markazlar, oqish toki, sig'im–kuchlanish xarakteristikasi, gisterezis, dielektrik qatlam.*

EFFECT OF AN INTERFACIAL SIO_2 LAYER ON CHARGE TRAPPING AND LEAKAGE CURRENT MECHANISMS AT THE SEMICONDUCTOR–DIELECTRIC INTERFACE

Abstract. *The continuous scaling of semiconductor devices requires the use of materials with high dielectric permittivity. In this regard, titanium dioxide (TiO_2), due to its high dielectric constant, is considered a promising material for metal–dielectric–semiconductor (MDS) structures. However, the direct contact of the TiO_2 layer with the silicon substrate leads to an increase in the density of interface states, an increase in leakage current, and the appearance of hysteresis in capacitance–voltage (C–V) characteristics. In this work, the improvement of interface quality by introducing a thin silicon dioxide (SiO_2) interfacial layer between the silicon substrate and the TiO_2 dielectric layer is considered. Within the proposed Si/SiO_2/TiO_2/metal structure, the effect of the interfacial layer on the density of charge trapping centers (D_{it}), leakage current, and electrophysical properties is analyzed theoretically.*

Keywords. *MOS capacitor, titanium dioxide (TiO_2), silicon dioxide (SiO_2), interfacial layer, interface states, charge trapping centers, leakage current, capacitance–voltage characteristics, hysteresis, dielectric layer*

ВЛИЯНИЕ МЕЖСЛОЙНОГО СЛОЯ SIO_2 В ОБЛАСТИ ГРАНИЦЫ ПОЛУПРОВОДНИК–ДИЭЛЕКТРИК НА МЕХАНИЗМЫ ЗАХВАТА ЗАРЯДА И ТОКА УТЕЧКИ

Аннотация. *Непрерывная миниатюризация полупроводниковых приборов требует использования материалов с высокой диэлектрической проницаемостью. В этом отношении диоксид титана (TiO_2), благодаря своей высокой диэлектрической проницаемости, рассматривается как перспективный материал для металл–диэлектрик–полупроводник (МДП) структур. Однако непосредственный контакт слоя TiO_2 с кремниевой подложкой приводит к увеличению плотности интерфейсных состояний, росту тока утечки, а также к появлению гистерезиса в характеристиках ёмкость–напряжение (C–V). В данной работе рассмотрена возможность улучшения качества интерфейса путём введения тонкого межслойного слоя диоксида кремния (SiO_2) между кремниевой подложкой и диэлектрическим слоем TiO_2. В рамках предлагаемой структуры Si/SiO_2/TiO_2/metal теоретически проанализировано влияние межслойного слоя на плотность центров захвата заряда (Dit), ток утечки и электрофизические свойства.*

Ключевые слова. *MOS-конденсатор, диоксид титана (TiO_2), диоксид кремния (SiO_2), межслойный слой, интерфейсные дефекты, центры захвата заряда, ток утечки, характеристики ёмкость–напряжение, гистерезис, диэлектрический слой.*

Kirish. Zamonaviy mikro- va nanoelektronikaning jadal rivojlanishi yarimo‘tkazgich qurilmalarining o‘lchamlarini keskin kamaytirishni hamda ularning elektr samaradorligini oshirishni talab etmoqda. Bu esa, o‘z navbatida, metall–dielektrik–yarimo‘tkazgich (MDY) tuzilmalarida qo‘llaniladigan dielektrik materiallarning xossalariga bo‘lgan talabni yanada kuchaytiradi[1,2]. An’anaviy kremniy dioksidi (SiO_2) dielektrik qatlam sifatida keng qo‘llanilgan bo‘lsada, uning past dielektrik singdiruvchanligi sababli yuqori sig‘im qiymatlarini ta’minlashda cheklovlar yuzaga keladi. Shu sababli so‘nggi yillarda yuqori dielektrik singdiruvchanlikka ega materiallar, jumladan titan dioksidi (TiO_2), MDY tuzilmalarida dielektrik qatlam sifatida keng o‘rganilmoqda. TiO_2 o‘zining yuqori dielektrik doimiysi, keng energiya taqiqlangan zonasi va texnologik moslashuvchanligi bilan ajralib turadi[3]. Bu xususiyatlar uni yuqori sig‘imli va kichik o‘lchamli qurilmalarni yaratishda istiqbolli materialga aylantiradi. Biroq TiO_2 asosidagi MDY tuzilmalarda asosiy muammolardan biri — bu titan dioksidi qatlamining kremniy asos bilan bevosita tutashgan chegara sirtida katta miqdorda nuqsonlar va zaryad tutuvchi markazlarning hosil bo‘lishidir[4,5]. Ushbu chegara sirt nuqsonlari sig‘im–kuchlanish (C–V) xarakteristikalarining cho‘zilishiga, gisterezis hodisasining paydo bo‘lishiga hamda oqish toki zichligining ortishiga olib keladi. Natijada qurilmaning elektr barqarorligi va ishonchliligi pasayadi[6,7].

Tadqiqot usullari. Mazkur tadqiqotda metall–dielektrik–yarimo‘tkazgich tuzilmasi sifatida kremniy asos, yupqa kremniy dioksidi (SiO_2) oraliq qatlam, titan dioksidi (TiO_2) asosiy dielektrik qatlam hamda metall elektroddan tashkil topgan ko‘p qatlamli tizim taklif etiladi. Taklif etilayotgan tuzilma quyidagi ketma-ketlikda ifodalanadi: **Al/TiO_2/SiO_2/Si.** Ushbu tuzilmada SiO_2 oraliq qatlam yarimo‘tkazgich va yuqori dielektrik qatlam orasidagi chegara sirt sifatini yaxshilash vazifasini bajaradi. Yarimo‘tkazgich asos — n-tip legirlangan kremniy (Si), zaryad tashuvchilarning qayta taqsimlanishi sodir bo‘ladigan muhitni tashkil etadi. Oraliq qatlam — 0,5–3 nm qalinlikdagi kremniy dioksidi (SiO_2), chegara sirtni passivatsiyalash uchun xizmat qiladi. Asosiy dielektrik qatlam — 10–25 nm qalinlikdagi titan dioksidi (TiO_2), yuqori dielektrik singdiruvchanlik hisobiga katta sig‘im qiymatini ta’minlaydi. Metall elektrod — (Al), tashqi kuchlanishni uzatish va elektr maydon hosil qilish vazifasini bajaradi. Taklif etilayotgan tuzilmaning muhim xususiyati — SiO_2 oraliq qatlamining mavjudligi bo‘lib, u TiO_2 va kremniy orasidagi to‘g‘ridan-to‘g‘ri kontaktni bartaraf etadi va chegara sirt nuqsonlarini kamaytiradi.

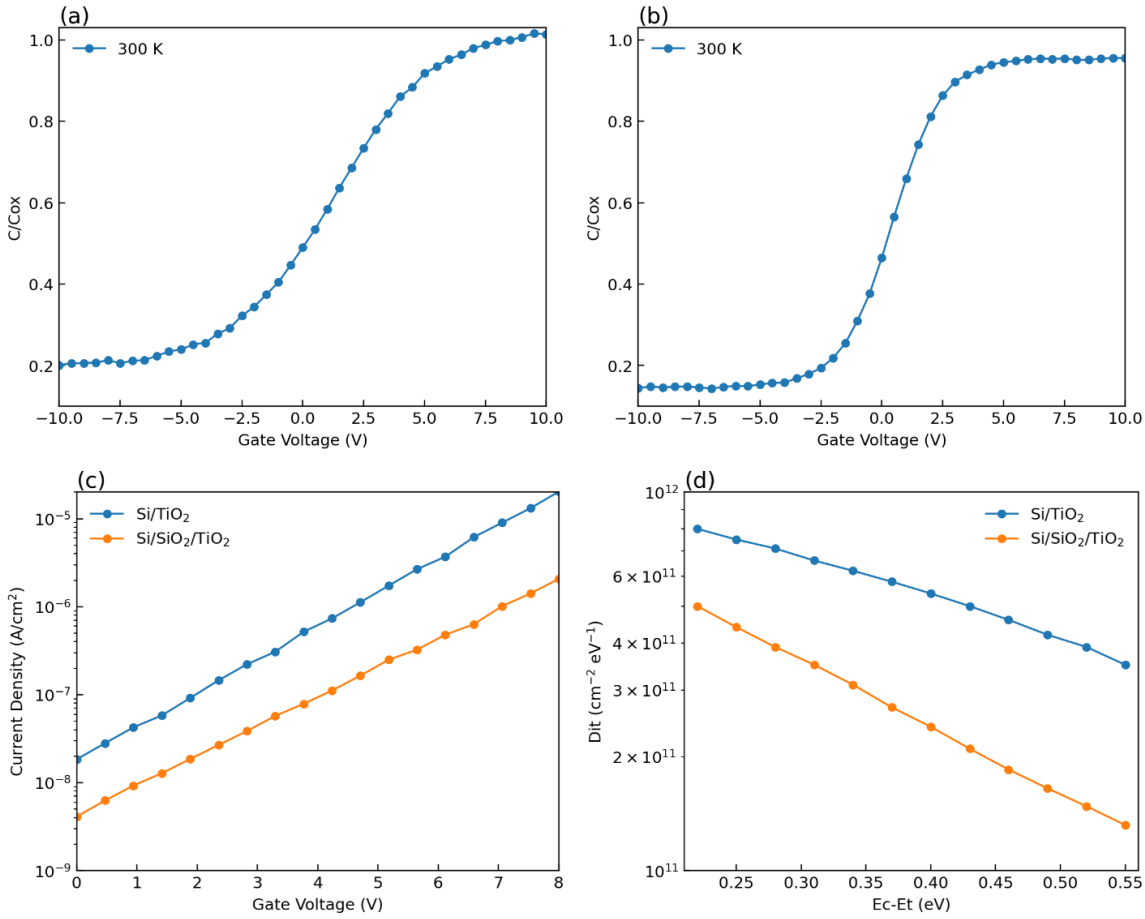
MDY tuzilmani shakllantirish quyidagi texnologik bosqichlarda amalga oshiriladi: Avvalo n-tip kremniy plastina yuzasi organik va noorganik iflosliklardan tozalanadi. So‘ngra tabiiy oksid qatlamini olib tashlash uchun suyultirilgan HF eritmasi bilan qisqa muddatli ishlov beriladi. Bu bosqich sirtning tozaligi va keyingi qatlamlarning sifatli hosil bo‘lishi uchun muhim hisoblanadi. Kremniy yuzasida 0,5–3 nm qalinlikda yupqa SiO_2 qatlam hosil qilinadi. Ushbu qatlam termik oksidlanish yoki boshqa mos texnologik usullar orqali shakllantiriladi. Qatlam qalinligi spektroskopik ellipsometriya yordamida nazorat qilinadi. SiO_2 qatlam ustiga 10–25 nm qalinlikda TiO_2 dielektrik qatlam atom qatlamli cho‘ktirish (ALD) usuli yordamida hosil qilinadi. Ushbu usul qatlam qalinligini aniq nazorat qilish va yuqori sifatli, bir jinsli qatlam olish imkonini beradi. TiO_2 qatlam ustiga metall elektrod (Al) fizik bug‘ fazasidan cho‘ktirish (PVD) usuli yordamida qoplanadi. Metall qatlam tashqi elektr signalini uzatish uchun xizmat qiladi. Hosil qilingan tuzilma 300–400°C haroratda azot muhitida termik ishlovdan o‘tkaziladi. Ushbu jarayon chegara sirt sifatini yaxshilaydi, nuqsonlarni kamaytiradi va dielektrik qatlamning elektr xossalarini barqarorlashtiradi.

Muhokama va tadqiqot natijalari. MDY sutrukturada nuqsonlar mavjud bo‘lganda C–V egri chizig‘ining cho‘zilishi, kuchlanishga bog‘liq sig‘imning sekin o‘zgarishi , gisterezis (oldinga va orqaga yurishda farq) hodisasi kuzatiladi. Gisterezis hodisasi zaryadlarning tutib qolishi va qayta taqsimlanishining nosimmetrik bo‘lishi bilan izohlanadi. SiO_2 oraliq qatlam qo‘llanilganda esa chegara sirt holatlari kamayadi, zaryad almashinuvi tezlashadi, C–V xarakteristika ideal holatga yaqinlashadi va natijada qurilmaning elektr barqarorligi oshadi. 1(a)-rasmda oraliq qatlam mavjud bo‘lmagan Si/TiO_2 tuzilma uchun C–V xarakteristika ko‘rsatilgan. Ushbu holatda egri chiziqning sezilarli darajada cho‘zilishi kuzatiladi, bu esa yuqori chegara sirt nuqsonlari zichligi (D_{it}) bilan izohlanadi. Zaryad tashuvchilarning chegara sirt holatlari orqali tutib qolinish va kechikib bo‘shatilishi C–V xarakteristikaning noideal shaklga ega bo‘lishiga olib keladi. 1(b)-rasmda SiO_2 oraliq qatlam kiritilgan Si/SiO_2/TiO_2 tuzilma uchun C–V xarakteristika keltirilgan. Bu holatda egri chiziq ancha tiklashgan bo‘lib, bu chegara sirt nuqsonlari zichligining kamayganini bildiradi. Bundan tashqari, C–V xarakteristikaning kuchlanish bo‘yicha siljishi kuzatiladi, bu sirt zaryadlari va ichki elektr maydonning qayta taqsimlanishi bilan bog‘liq. Shu bilan birga, maksimal sig‘im qiymatining biroz kamayishi SiO_2 qatlamining qo‘shimcha dielektrik sifatida ishtirok etishi bilan tushuntiriladi.

MOS-kondensatorlarda oqish toki dielektrik qatlam orqali zaryad tashuvchilarning o‘tishi natijasida yuzaga keladi. Bu jarayon bir nechta fizik mexanizmlar orqali amalga oshishi mumkin. TiO_2 asosidagi tuzilmalarda quyidagi asosiy

mexanizmlar namoyon bo‘ladi: bevosita tunnel effekti ya’ni yupqa dielektrik qatlamlarda zaryad tashuvchilar energiya to‘sig‘idan tunnellanish yo‘li bilan o‘tadi. Bu holat asosan kichik qalinliklarda kuzatiladi. Fowler–Nordheim tunnel effekti ya’ni kuchli elektr maydon ta’sirida zaryad tashuvchilar potensial to‘siq orqali tunnellanish yo‘li bilan o‘tadi. Bu jarayon yuqori kuchlanishlarda yuzaga keladi. Poole–Frenkel emissiyasi bu esa dielektrik ichidagi nuqsonlar bilan bog‘liq bo‘lib, zaryad tashuvchilar nuqson markazlaridan elektr maydon ta’sirida ajralib chiqadi va o‘tkazuvchanlikka hissa qo‘shadi. TiO_2 qatlamida nuqsonlar ko‘pligi sababli aynan nuqson orqali o‘tish asosiy rol o‘ynaydi. SiO_2 oraliq qatlamining kiritilishi esa energetik to‘siq balandligini oshiradi, nuqsonlar sonini kamaytiradi, o‘tkazuvchanlik yo‘llarini uzadi. Natijada oqish toki sezilarli darajada kamayadi. 1(c)-rasmda I–V xarakteristikalar taqqoslanadi. Ko‘rinib turibdiki, SiO_2 oraliq qatlam mavjud bo‘lgan holatda oqish toki zichligi sezilarli darajada kamayadi. Bu energetik to‘siq balandligining ortishi va nuqson orqali o‘tish mexanizmlarining susayishi bilan izohlanadi.

Metall–dielektrik–yarimo‘tkazgich tuzilmalarida dielektrik qatlam va yarimo‘tkazgich orasidagi chegara sirt qurilmaning elektrofizik xossalarini belgilovchi asosiy omillardan biridir. Ideal holatda ushbu chegara sirt mukammal bo‘lishi lozim, biroq amalda atomlararo bog‘lanishlarning uzilishi, kristall panjara buzilishlari va kimyoviy nomutanosibliklar natijasida turli xil nuqsonlar hosil bo‘ladi. Ushbu nuqsonlar zaryad tutuvchi markazlar sifatida namoyon bo‘lib, ular energiya taqiqlangan zonada joylashgan holatlar orqali zaryadlarni vaqtincha ushlab turish xususiyatiga ega. Bu markazlarning zichligi odatda chegara sirt nuqsonlari zichligi (D_{it}) bilan ifodalanadi. TiO_2 va kremniy orasidagi bevosita kontakt holatida Dit qiymati yuqori bo‘lib, bu zaryadlarning tutib qolishi va kechikib bo‘shatilishi, sig‘im–kuchlanish xarakteristikasining cho‘zilishi, gisterezis hodisasining yuzaga kelishi, qurilma parametrlarining vaqt bo‘yicha o‘zgarishiga olib keladi. SiO_2 oraliq qatlamining kiritilishi kremniy yuzasidagi erkin bog‘lanishlarni passivatsiyalash orqali chegara sirt nuqsonlarini sezilarli darajada kamaytiradi. Natijada D_{it} qiymati pasayadi va zaryad tutish jarayonlari cheklanadi. 1(d)-rasmda chegara sirt nuqsonlari zichligi D_{it} ning energiya bo‘yicha taqsimoti ko‘rsatilgan. SiO_2 oraliq qatlam kiritilganda D_{it} qiymati barcha energiya diapazonida kamayishi kuzatiladi. Bu kremniy yuzasining passivatsiyalanishi va erkin bog‘lanishlarning kamayishi bilan bog‘liq.



1-rasm. *Si/TiO_2 va $Si/SiO_2/TiO_2$ MDY tuzilmalar elektrofizik xarakteristikalari.*

SiO_2 oraliq qatlam qalinligi qurilmaning asosiy parametrlariga sezilarli ta’sir ko‘rsatadi. **Juda yupqa qatlamda (0,5 nm dan kichik)** yetarli passivatsiya, ta’minlanmaydi, nuqsonlar saqlanib qoladi **Optimal qatlam (1–2 nm)** chegara sirt maksimal darajada passivatsiyalanadi, D_{it} kamayadi. **Juda qalin qatlam (3 nm dan katta)** umumiy dielektrik qalinlik ortadi va sig‘im kamayadi Shuning uchun SiO_2 qatlam qalinligini optimallashtirish orqali sig‘im va elektr barqarorligi o‘rtasida

muvozanatga erishish mumkin. Taklif etilayotgan $Si/SiO_2/TiO_2$/metal MOS tuzilmaning elektrofizik xossalari tahlil qilindi hamda oraliq SiO_2 qatlamning qurilma ishlashiga ta'siri baholandi.

Gisterezis hodisasi zaryadlarning dielektrik qatlam yoki chegara sirtida tutib qolinishi va kechikib bo'shatilishi natijasida yuzaga keladi. TiO_2 asosidagi tuzilmalarda yuqori D_{it} qiymati, nuqson markazlarining ko'pligi, zaryadlarning "tuzoqlarda" ushlanishi tufayli gisterezis yuqori bo'ladi. SiO_2 oraliq qatlam chegara sirtni passivatsiyalaydi, zaryad tutuvchi markazlar sonini kamaytiradi, zaryad almashinuvi jarayonini tezlashtiradi. Natijada gisterezis hodisasi sezilarli darajada kamayadi va qurilmaning qayta ishlash xususiyatlari yaxshilanadi.

Xulosa. TiO_2 asosidagi metall–dielektrik–yarimo'tkazgich (MOS) kondensatorlarda kremniy asos va dielektrik qatlam orasiga yupqa SiO_2 oraliq qatlamini kiritish orqali chegara sirt xossalarini yaxshilash imkoniyatlari tahlil qilindi. Tahlillar shuni ko'rsatadiki, TiO_2 va kremniy orasidagi bevosita kontakt yuqori zichlikdagi chegara sirt nuqsonlarining hosil bo'lishiga olib keladi, bu esa oqish toki ortishi, sig'im–kuchlanish xarakteristikalarida gisterezis paydo bo'lishi va qurilma barqarorligining pasayishiga sabab bo'ladi. SiO_2 oraliq qatlamning kiritilishi esa kremniy yuzasini passivatsiyalash orqali ushbu nuqsonlarni kamaytiradi va zaryad tutish jarayonlarini cheklaydi. Natijada taklif etilgan $Si/SiO_2/TiO_2$ tuzilma uchun quyidagi ijobiy o'zgarishlar kutiladi:

- oqish toki zichligining kamayishi;
- chegara sirt nuqsonlari zichligining pasayishi;
- sig'im–kuchlanish xarakteristikasining barqarorlashuvi;
- gisterezis hodisasining sezilarli kamayishi.

Bundan tashqari, SiO_2 oraliq qatlam qalinligining optimallashtirilishi qurilmaning sig'imi va elektr barqarorligi o'rtasida muvozanatni ta'minlashda muhim omil ekanligi ko'rsatildi. Nazariy tahlillarga ko'ra, 1–2 nm diapazon optimal hisoblanadi.

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IKKI ZARRACHALI PANJARA SCHRÖDINGER OPERATORLARI UCHUN KRITIK SIRTLAR VA SPECTRAL O'TISHLARI

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***Annotatsiya**: Ushbu ishda chekli radiusli o'zaro ta'sirga ega ikki zarrachali panjara Schrödinger operatorining diskret spektri Fredholm determinanti yondashuvi yordamida o'rganiladi. Muhim spektr chegaralari yaqinidagi xatti-harakatni tavsiflash uchun threshold (chegaraviy) polinomlar kiritiladi. Bu polinomlar parametrlar fazosini xos sirtlar orqali sohalarga ajratadi, har bir sohada xos qiymatlar soni o'zgarmas bo'lib qoladi, sirtlardan o'tishda esa spektral o'tishlar yuz beradi.*

***Kalit so'zlar:** panjara Schrödinger operatori, ikki zarrachali sistema, muhim spektr, diskret spektr, Fredholm determinant, kritik operatorlar*

***Аннотация**: В работе исследуется дискретный спектр двухчастичного решёточного оператора Шрёдингера с конечным радиусом взаимодействия с использованием подхода на основе детерминанта Фредгольма. Вводятся пороговые многочлены, описывающие поведение системы вблизи краёв существенного спектра. Показано, что эти многочлены задают критические поверхности, разбивающие пространство параметров на области с постоянным числом собственных значений, при переходе через которые происходят спектральные изменения.*

***Ключевые слова:** решёточный оператор Шрёдингера, двухчастичная система, существенный спектр, дискретный спектр, детерминант Фредгольма, критический оператор*

***Abstract:** We study the discrete spectrum of a two-particle lattice Schrödinger operator with finite-range interactions using the Fredholm determinant approach. Threshold polynomials are introduced to describe behavior near the edges of the essential spectrum. These polynomials define critical surfaces that partition the parameter space into regions with a constant number of eigenvalues, while crossing them leads to spectral transitions.*

***Keywords:** lattice Schrödinger operator, two-particle system, essential spectrum, discrete spectrum, Fredholm determinant, critical operators.*

Introduction

Discrete Schrödinger operators on lattices play an important role in mathematical physics and operator theory (see, e.g., [1, 2]). Owing to the bounded dispersion relation, these operators exhibit specific spectral features, in particular, the possible appearance of discrete eigenvalues outside the essential spectrum. The spectral theory of few-particle lattice Hamiltonians has been extensively developed (see, e.g., [3-5]). In particular, threshold effects and properties of the discrete spectrum have been studied in various settings (see, e.g., [6-8]).

However, the problem of determining the number and location of discrete eigenvalues, as well as a geometric description of the parameter space, remains incomplete, even in the one-dimensional case (see [9]). In this paper, we consider a two-particle lattice Schrödinger operator on the one-dimensional lattice Z with finite-range interactions depending on three coupling constants. Using fiber decomposition with respect to the total quasi-momentum, the problem is reduced to a family of parameter-dependent operators.

The analysis is based on the Fredholm determinant approach. We introduce critical operators defined by the degeneration of the leading terms of the determinant. The corresponding critical sets form algebraic surfaces in $\mathbb{R}^3$ that partition the parameter space into regions with a constant number of discrete eigenvalues. Crossing these surfaces leads to eigenvalue transitions.

The paper is organized as follows. Section 2 introduces the model. Section 3 presents the method. Section 4 describes the critical surfaces. Section 5 contains the main results.

2. Fiber Hamiltonians and spectral setting

Let $\mathbb{T} = (-\pi, \pi]$ be the one-dimensional torus equipped with the normalized Haar measure $dv(p) = \frac{dp}{2\pi}$. We consider the Hilbert space $L^{2,e}(\mathbb{T})$ of square-integrable even functions on $\mathbb{T}$ endowed with the inner product

$$\langle f, g\rangle = \int_{\mathbb{T}} f(t)\overline{\{g(t)\}}\, dv(t)\ , f, g \in L^{2,e}(\mathbb{T}).$$

For each value of the total quasi-momentum $K \in \mathbb{T}$, the corresponding two-particle Hamiltonian is represented by the fiber operator

$$H_{\boldsymbol{\mu}}(K): L^{2,e}(\mathbb{T}) \to L^{2,e}(\mathbb{T}),\ H_{\boldsymbol{\mu}}(K) = H_0(K) + V_{\boldsymbol{\mu}},$$

where $\boldsymbol{\mu} = (\mu_1, \mu_2, \mu_3) \in \mathbb{R}^3$ is the vector of coupling constants.

For any $L^{2,e}(\mathbb{T})$, the free part $H_0(K)$ acts as a multiplication operator:

$$(H_0(K)f)(p) = \mathcal{E}_K(p)\, f(p), \qquad \mathcal{E}_K(p) = 4(1 - \cos\frac{K}{2}\cos p).$$

The interaction term $V_{\boldsymbol{\mu}}$ is a finite-rank operator of the form

$$(V_{\boldsymbol{\mu}} f)(p) = \sum_{i=1}^{3} \mu_i \langle \phi_i, f\rangle\, \phi_i(p).$$

Here, the functions $\{\phi_i\}_{i=1}^3$ constitute an orthonormal system given by

$$\phi_1(t) = 1, \qquad \phi_2(t) = \sqrt{2}\cos t, \qquad \phi_3(t) = \sqrt{2}\cos 2t, \qquad t \in \mathbb{T}.$$

The spectrum of the free operator $H_0(K)$ forms a single interval,

$$\sigma(H_0(K)) = [\mathcal{E}_{\min}(K), \mathcal{E}_{\max}(K)],$$

where the endpoints are determined by

$$\mathcal{E}_{\min}(K) = 4(1 - \cos\frac{K}{2}), \qquad \mathcal{E}_{\max}(K) = 4(1 + \cos\frac{K}{2}).$$

Since $V_{\boldsymbol{\mu}}$ is a perturbation of finite rank, it does not affect the essential spectrum. Hence,

$$\sigma_{\text{ess}}(H_{\boldsymbol{\mu}}(K)) = [\mathcal{E}_{\min}(K), \mathcal{E}_{\max}(K)].$$

As a consequence, any discrete eigenvalues of $H_{\boldsymbol{\mu}}(K)$ can only appear outside the essential spectrum, that is,

$$(-\infty, \mathcal{E}_{\min}(K)) \cup (\mathcal{E}_{\max}(K), +\infty).$$

Furthermore, due to the bound $rank(V_{\boldsymbol{\mu}}) \le 3$, the number of discrete eigenvalues is finite and satisfies

$$n(H_{\boldsymbol{\mu}}(K)) \le 3, \qquad K \in \mathbb{T}.$$

3. Fredholm determinant and threshold asymptotics

3.1 The transposed Lippmann–Schwinger operator. In the particular case $\boldsymbol{K = 0}$, the essential spectrum reduces to the interval $\boldsymbol{\sigma(H_0(0)) = [0, 8]}$. Therefore, for any $\boldsymbol{z \in \mathbb{R}\backslash[0, 8]}$, the resolvent of the free operator

$$R_0(0, z) := (H_0(0) - zI)^{-1}$$

is well-defined and bounded.

Definition 3.1 *Let $z \in \mathbb{R}\backslash[0,8]$, The transposed Lippmann–Schwinger operator corresponding to $H_{\boldsymbol{\mu}}(0)$ is introduced by*

$$L_{\boldsymbol{\mu}}(0, z) := -V_{\boldsymbol{\mu}} R_0(0, z). \qquad (1)$$

The next result describes the equivalence between the spectral properties of $H_{\boldsymbol{\mu}}(0)$ and the associated Lippmann–Schwinger operator.

Lemma 3.2 *A number $z \in \mathbb{R}\backslash[0,8]$ is an eigenvalue of $H_{\boldsymbol{\mu}}(0)$ of multiplicity m if and only if 1 is an eigenvalue of $L_{\boldsymbol{\mu}}(0, z)$ with the same multiplicity.*

Proof. The equation $H_{\boldsymbol{\mu}}(0)\psi = z\psi$ can be rewritten in the form

$$(H_0(0) - z)\psi = -V_{\boldsymbol{\mu}}\psi.$$

Applying the resolvent $R_0(0, z)$ to both sides, we obtain

$$\psi = -R_0(0, z)V_{\boldsymbol{\mu}}\psi,$$

which shows that ψ is an eigenvector of $L_{\boldsymbol{\mu}}(0, z)$ corresponding to the eigenvalue 1. The reverse implication is obtained by the same argument.

Lemma 3.3 *A point $z \in \mathbb{R} \setminus [0,8]$ is an eigenvalue of $H_{\boldsymbol{\mu}}(0)$ if and only if*

$$\Delta_{\boldsymbol{\mu}}(z) = 0,$$

where the Fredholm determinant is given by

$$\Delta_{\boldsymbol{\mu}}(z) := det(I - L_{\boldsymbol{\mu}}(0, z)) = det\left(\delta_{ij} + \mu_j a_{ij}(z)\right)_{i,j=1}^{3}.$$

The matrix elements $a_{ij}(z)$ are defined as

$$a_{ij}(z) := \langle R_0(0,z)\varphi_j, \varphi_i \rangle = \int_{\mathbb{T}} \frac{\varphi_i(t)\varphi_j(t)}{\mathcal{E}_0(t) - z} d\nu(t), \qquad i,j = 1,2,3. \quad ,$$

Moreover $\Delta_{\boldsymbol{\mu}}(\cdot)$ has at most three zeros (counting multiplicities) in $z \in \mathbb{R}\backslash[0,8]$.

Proof. Since $L_{\boldsymbol{\mu}}(0,z)$ is a finite-rank operator, the condition $1 \in \sigma(L_{\boldsymbol{\mu}}(0,z))$ is equivalent to the vanishing of the Fredholm determinant

$$\Delta_{\boldsymbol{\mu}}(z) = det(I - L_{\boldsymbol{\mu}}(0,z)).$$

In the basis $\{\varphi_i\}_{i=1}^3$, the operator $L_{\boldsymbol{\mu}}(0,z)$ admits the representation

$$(L_{\boldsymbol{\mu}}(0,z)\varphi)_i = -\sum_{j=1}^{3} \mu_j a_{ij}(z)\varphi_j,$$

which yields the matrix representation above.

By the estimate $n(H_{\boldsymbol{\mu}}(K)) \le 3$ the determinant $\Delta_{\boldsymbol{\mu}}(z)$ has at most three zeros in $z \in \mathbb{R}\backslash[0,8]$, counting multiplicities

Lemma 3.3 *The functions $a_{ij}(z)$, $i,j = 1,2,3$, possess the following symmetry and asymptotic behavior.*

(i) Parity property.

$$a_{ij}(8-z) = (-1)^{i+j+1} a_{ij}(z), \quad i,j \in \{1,2,3\}.$$

(ii) Asymptotics near the spectral edges.

$$a_{ij}(z) = \begin{cases} \dfrac{\phi_i(0)\phi_j(0)}{2\sqrt{2}\zeta_0(z)} + A_{ij} + O(\zeta_0(z)), & z \nearrow 0, \\ -\dfrac{\phi_i(\pi)\phi_j(\pi)}{2\sqrt{2}\zeta_8(z)} - A_{ij} + O(\zeta_8(z)), & z \searrow 8, \end{cases}$$

where $\zeta_0(z) = \sqrt{-z}$ for $z < 0$ and $\zeta_8(z) = \sqrt{z-8}$ for $z > 8$. The regular part is given by the matrix

$$A = \begin{pmatrix} 0 & -\dfrac{\sqrt{2}}{4} & -\dfrac{\sqrt{2}}{2} \\ -\dfrac{\sqrt{2}}{4} & -\dfrac{1}{2} & -1 \\ -\dfrac{\sqrt{2}}{2} & -1 & -1 \end{pmatrix}.$$

Proof. The parity relation

$$a_{ij}(8-z) = (-1)^{i+j+1} a_{ij}(z)$$

follows from the identities

$$\mathcal{E}_0(t+\pi) = 8 - \mathcal{E}_0(t), \qquad \phi_k(t+\pi) = (-1)^{k+1}\phi_k(t),$$

together with the change of variables $t \mapsto t + \pi$ in the integral representation of $a_{ij}(z)$.

The asymptotic expansions are obtained by analyzing the singular behavior of the integrand near the points $t = 0$ and $t = \pi$, which correspond to the lower and upper edges of the spectrum, respectively.

Lemma 3.4 (Determinant asymptotics) *For any $\boldsymbol{\mu} \in \mathbb{R}^3$, the Fredholm determinant admits the asymptotic expansions*

$$\Delta_{\boldsymbol{\mu}}(z) = \begin{cases} C^-(\boldsymbol{\mu})\dfrac{1}{2\sqrt{2}\zeta_0(z)} + D^-(\boldsymbol{\mu}) + O\big(\zeta_0(z)\big), & z \nearrow 0, \\ C^+(\boldsymbol{\mu})\dfrac{1}{2\sqrt{2}\zeta_8(z)} + D^+(\boldsymbol{\mu}) + O\big(\zeta_8(z)\big), & z \searrow 8, \end{cases}$$

where $\zeta_0(z) = \sqrt{-z}$ for $z < 0$ and $\zeta_8(z) = \sqrt{z-8}$ for $z > 8$, and the coefficients are given by

$$\begin{aligned} C^{\pm}(\boldsymbol{\mu}) &= \mp\Big(\mu_1 + 2\mu_2 + 2\mu_3 + \tfrac{1}{4}\mu_1\mu_2\mu_3\Big) + \tfrac{1}{2}\mu_1\mu_2 + \mu_1\mu_3 + \mu_2\mu_3, \\ D^{\pm}(\boldsymbol{\mu}) &= \pm\Big(\tfrac{1}{2}\mu_2 + \mu_3 + \tfrac{1}{8}\mu_1\mu_2\mu_3\Big) + 1 - \tfrac{1}{2}\mu_2\mu_3 - \tfrac{1}{8}\mu_1\mu_2 - \tfrac{1}{2}\mu_1\mu_3. \end{aligned} \tag{2}$$

Proof. The result follows directly from Lemma 3.3 combined with straightforward algebraic computations.

4. Geometric classification of critical parameters

4.1 Threshold polynomials. The polynomials $\boldsymbol{C}^{\pm}(\boldsymbol{\mu})$ defined in (2) determine the threshold behavior of the operator $\boldsymbol{H}_{\boldsymbol{\mu}}(\boldsymbol{0})$. Their zero sets

$$\Gamma^{\pm} := \{\boldsymbol{\mu} \in \mathbb{R}^3 : C^{\pm}(\boldsymbol{\mu}) = 0\} = \bigcup_{\alpha} \Gamma_{\alpha}^{\pm}$$

form critical surfaces in the parameter space, across which spectral transitions occur.

Remark 4.1 *The polynomials $C^{\pm}$ satisfy the symmetry relation*

$$C^{+}(\mu_1,\mu_2,\mu_3) = C^{-}(-\mu_1,-\mu_2,-\mu_3),$$

which reflects the invariance of the model under the transformation $\boldsymbol{\mu} \mapsto -\boldsymbol{\mu}$. This symmetry allows one to deduce the geometric structure of Γ^{+} from that of Γ^{-}.

A key structural property of $C^{\pm}$ is its affine dependence on μ_1.

Lemma 4.2 *The polynomial $C^{\pm}(\boldsymbol{\mu})$ admits the affine representation*

$$C^{\pm}(\boldsymbol{\mu}) = Q_0^{\pm}(\mu_2,\mu_3) + \mu_1 Q_1^{\pm}(\mu_2,\mu_3),$$

where

$$Q_0^{\pm} = \mu_2\mu_3 \mp 2(\mu_2+\mu_3), \quad Q_1^{\pm} = \mu_3 + \frac{1}{2}\mu_2 \mp (1+\frac{1}{4}\mu_2\mu_3).$$

The equation $Q_1^{\pm}(\mu_2,\mu_3) = 0$ defines the curve

$$\mu_2 = -\frac{4(\mu_3 \mp 1)}{2 \mp \mu_3}, \quad \mu_3 \neq \pm 2,$$

which partitions the (μ_2,μ_3)-plane into regions where $Q_1^{\pm}$ has a constant sign.

For all (μ_2,μ_3) such that $Q_1^{\pm}(\mu_2,\mu_3) \neq 0$, the equation $C^{\pm}(\boldsymbol{\mu}) = 0$ uniquely determines μ_1 as

$$\mu_1 = -\frac{Q_0^{\pm}(\mu_2,\mu_3)}{Q_1^{\pm}(\mu_2,\mu_3)}.$$

Proof. The statement follows directly from the explicit form of $C^{\pm}$ by collecting the terms with respect to μ_1.

4.2 Discrete spectrum classification. In this subsection, we characterize the relationship between the geometric regions $\boldsymbol{\mathcal{C}_{\alpha}^{\pm}}$ and the number of discrete eigenvalues of the operator. In particular, the spectral behavior of the system is governed by the position of the interaction parameters with respect to the critical surfaces $\boldsymbol{\Gamma^{\pm}}$.

Combining the invariance of the number of eigenvalues and their explicit determination established in Theorems 3.5 and 3.6 of [9], we obtain the following result.

Lemma 4.3 *Let $\mathcal{C} = \mathcal{C}_{\alpha}^{-}$ (respectively, $\mathcal{C} = \mathcal{C}_{\alpha}^{+}$), where $\alpha \in \{0,1,2,3\}$. Then the number of eigenvalues of $H_{\boldsymbol{\mu}}(0)$ lying below 0 (respectively, above 8) is constant throughout the region $\mathcal{C}$ and is given by*

$$n_{-}(H_{\boldsymbol{\mu}}(0)) = \alpha \quad \text{if} \mathcal{C} = \mathcal{C}_{\alpha}^{-},$$

$$n_{+}(H_{\boldsymbol{\mu}}(0)) = \alpha \quad \text{if} \mathcal{C} = \mathcal{C}_{\alpha}^{+}.$$

5. Spectral transitions and global results

5.1 Criticality and discontinuity. In this subsection, we analyze the spectral behavior at the edges of the essential spectrum. We introduce the notion of criticality and describe the mechanism of spectral transitions, showing how eigenvalues appear or disappear as the interaction parameters cross the critical surfaces $\boldsymbol{\Gamma^{\pm}}$.

We denote by

$$E_{-} = 0, \qquad E_{+} = 8$$

the lower and upper edges of the essential spectrum, respectively.

Definition 5.1 *$H_{\boldsymbol{\mu}}(0)$ is critical at the lower threshold $z = 0$ (resp. the upper threshold $z = 8$) if the counting function*

$$n_{-}(H_{\boldsymbol{\mu}}(0)) := trE_{H_{\boldsymbol{\mu}}(0)}((-\infty,0)), \quad \text{resp.} \quad n_{+}(H_{\boldsymbol{\mu}}(0)) := trE_{H_{\boldsymbol{\mu}}(0)}((8,+\infty))$$

is discontinuous at $\boldsymbol{\mu}$.

Theorem 5.2 *$H_{\boldsymbol{\mu}}(0)$ is critical at the threshold $E_{\pm}$ if and only if $\boldsymbol{\mu} \in \Gamma^{\pm}$. This criticality is equivalent to the existence of a finite limiting determinant:*

$$\Delta_{\boldsymbol{\mu}}^{*}(E_{\pm}) := \lim_{\substack{z \to E_{\pm} \\ z \in \mathbb{R}\setminus[0,8]}} \Delta_{\boldsymbol{\mu}}(z) < \infty$$

Proof. If $\boldsymbol{\mu} \in \Gamma^{\pm}$, then $C^{\pm}(\boldsymbol{\mu}) = 0$, and by Lemma 3.4 the singular term in the asymptotic expansion vanishes, so the limit $\Delta_{\boldsymbol{\mu}}(z)$ as $z \to E_{\pm}$ is finite.

Moreover, by Theorem 4.3, the number of eigenvalues $n_{\pm}$ is constant on each region $\mathcal{C}_{\alpha}^{\pm}$ and changes by one when passing from one region to an adjacent one across $\Gamma^{\pm}$. This implies that the counting function is discontinuous at $\boldsymbol{\mu}$.

Conversely, if $H_{\boldsymbol{\mu}}(0)$ is critical, then the counting function $n_{\pm}$ is discontinuous at $\boldsymbol{\mu}$. Since $n_{\pm}$ is constant within each region $\mathcal{C}_{\alpha}^{\pm}$, such a discontinuity can occur only at points separating these regions, that is, on the surfaces $\Gamma^{\pm}$. Hence, $\boldsymbol{\mu} \in \Gamma^{\pm}$.

Theorem 5.3 (One-sided continuity) *Let Γ_{α}^{-}, $\alpha = 0,1,2$, be a critical surface separating $\mathcal{C}_{\alpha}^{-}$ and $\mathcal{C}_{\alpha+1}^{-}$, and let $\boldsymbol{\mu}^{0} \in \Gamma_{\alpha}^{-}$*

1. If $\boldsymbol{\mu} \in \mathcal{C}_\alpha^-$ approaches $\boldsymbol{\mu}^0$, then
$$\lim_{\substack{\boldsymbol{\mu}\to\boldsymbol{\mu}^0 \\ \boldsymbol{\mu}\in\mathcal{C}_\alpha^-}} n_-(H_{\boldsymbol{\mu}}(0)) = n_-(H_{\boldsymbol{\mu}^0}(0)) = \alpha.$$

2. If $\boldsymbol{\mu} \in \mathcal{C}_{\alpha+1}^-$ approaches $\boldsymbol{\mu}^0$, then
$$\lim_{\substack{\boldsymbol{\mu}\to\boldsymbol{\mu}^0 \\ \boldsymbol{\mu}\in\mathcal{C}_{\alpha+1}^-}} n_-(H_{\boldsymbol{\mu}}(0)) = \alpha + 1 > n_-(H_{\boldsymbol{\mu}^0}(0)) = \alpha.$$

Analogous statements hold for n_+ and Γ_α^+.

Proof sketch. By Theorem 4.3, the function n_- is constant on each region $\mathcal{C}_\alpha^-$ and $\mathcal{C}_{\alpha+1}^-$. Let $\boldsymbol{\mu}^0 \in \Gamma_\alpha^-$.

If $\boldsymbol{\mu} \in \mathcal{C}_\alpha^-$ tends to $\boldsymbol{\mu}^0$, then the number of eigenvalues below 0 remains equal to α, and hence
$$n_-(H_{\boldsymbol{\mu}}(0)) \to n_-(H_{\boldsymbol{\mu}^0}(0)) = \alpha.$$

If $\boldsymbol{\mu} \in \mathcal{C}_{\alpha+1}^-$ tends to $\boldsymbol{\mu}^0$, then one eigenvalue approaches 0 and is no longer counted at $\boldsymbol{\mu}^0$. Therefore,
$$\lim_{\substack{\boldsymbol{\mu}\to\boldsymbol{\mu}^0 \\ \boldsymbol{\mu}\in\mathcal{C}_{\alpha+1}^-}} n_-(H_{\boldsymbol{\mu}}(0)) = \alpha + 1 > n_-(H_{\boldsymbol{\mu}^0}(0)) = \alpha.$$

Thus, the one-sided limits differ, and the counting function is discontinuous at $\boldsymbol{\mu}^0$.

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2D P-N-O‘TISH VAX NING YORUG‘LIK CHASTOTASIGA BOG‘LIQLIGI

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Annotatsiya. *Teskari tokning yorug‘lik quvvati ortishi bilan o‘zgarishi yorug‘lik ta’sirida ishlovchi ikki o‘lchamli materiallar ($BP/WSe_2/MoTe_2$) asosidagi p–n o‘tishli diodlar uchun nazariy jihatdan o‘rganildi. Bu natijalar fotovoltaik mexanizm bilan mos kelishi isbotlangan bo‘lib, unga ko‘ra hosil bo‘lgan fototok teskari tokni oshiradi. Bu esa yangi kam quvvatli optoelektron qurilmalarni yaratishda asosiy omillardan biri hisoblanadi.*

Kalit so‘zlar: *p–n o‘tish, fototok, yorug‘lik, ikki o‘lchamli materiallar, optoelektron ulanish sxemalari, fotovoltaik mexanizmi.*

ЗАВИСИМОСТЬ ВОЛЬТ-АМПЕРНОЙ ХАРАКТЕРИСТИКИ ДВУМЕРНОГО p–n ПЕРЕХОДА ОТ ЧАСТОТЫ СВЕТА

Аннотация. *Теоретически исследовано изменение обратного тока при увеличении мощности света для диодов с p–n переходом, работающих при освещении в двумерных материалах ($BP/WSe_2/MoTe_2$). Показано, что это согласуется с фотогальваническим механизмом, согласно которому возникающий фототок увеличивает обратный ток. Это является одним из основных факторов при создании новых маломощных оптоэлектронных устройств.*

Ключевые слова. *p–n переход, фототок, свет, двумерные материалы, оптоэлектрические межсоединительные схемы, фотогальванический механизм.*

DEPENDENCE OF THE CURRENT–VOLTAGE CHARACTERISTIC OF A TWO-DIMENSIONAL P–N JUNCTION ON LIGHT FREQUENCY

Abstract. *The change in the reverse current with increasing light power is theoretically studied for p-n junction diodes operating in light in two-dimensional materials ($BP/WSe_2/MoTe_2$). This has been proven consistent with the photovoltaic mechanism, that the resulting photocurrent increases the reverse current. This is one of the main factors in producing new low-power optoelectronic devices.*

Keywords. *p-n junction, photocurrent, light, two-dimensional materials, optoelectrical interconnection circuits, photovoltaic mechanism.*

Kirish

Hozirgi kunda dunyoda zamonaviy nanoelektronika asboblari va fotoelektrik qurilmalarning xususiyatlarini yaxshilash, ularning tez ishlashi shuningdek yuqori samaradorlikka ega bo‘lishlarini ta’minlash uchun eng so‘nggi fan va texnologiya yutuqlaridan samarali foydalangan holda, yupqa qatlamli plyonkalar, 2D va 3D o‘lchamdagi p-n-o‘tishli diodlar, fotodetektorlar va quyosh fotoelementlarini olish muhim vazifalardan biri hisoblanadi. Xususan, 2D va 3D o‘lchamdagi p-n-o‘tishli diodlarni samaradorligini oshirish uchun ularning elektr xususiyatlariga o‘ta yuqori chastotali maydon, deformatsiya va yorug‘lik ta’sirlarini e’tiborga olish, hamda foydali ish koeffisientlarini oshirish maqsadga muvofiq. Shuningdek, o‘ta yuqori chastotali maydon, deformatsiya va yorug‘lik ta‘siridagi p-n-o‘tishda hosil bo‘ladigan generatsiya va rekombinatsiya toklariga alohida e’tibor qaratilmoqda.

Adabiyotlar tahlili

So‘ngi yillarda ikki o‘lchamli (2D) yarimo‘tkazgichli materiallar ko‘p qirrali elektron qurilmalarni ishlab chiqarishda imkoniyatlari yuqori bo‘lganligi sababli elektronika sohasida katta qiziqishlar uyg‘otib kelmoqda. Yarimo‘tkazgichli 2D materiallari yorug‘lik yutilishining samarali bo‘lishini ko‘rsatadi. Shuning uchun, bu materiallar optoelektronik asboblar, ayniqsa, fotodetektorlar uchun asosiy manba hisoblanadi [1-4]. 2D materiallaridan WSe_2 ning xususiyatlari va amalda qo‘llanilishi tajriba va nazariy jixatdan [5] ishda solishtirilgan. Atom jixatdan yupqa MoS_2ning ikki o‘lchamli tabiati va kam quvvatli elektronika potensiali yangi yaratilgan nanoelektronika ayniqsa, kosmosga bog‘langan elektronika uchun muhim

ahamiyat kasb etadi. Bularni inobatga olib, [6] ishda ikki o'lchamli MoS_2 maydon tranzistorlariga vakuumli ultrabinafsha nurlanish ta'sirini tajriba natijalari keltirilgan. [7] ishda akustik fononning cheklangan xarakatchanligini n - tipli ikki o'lchamli MoS_2 da T<100K harorat va zaryad tashuvchi zichligi uchun Bolsman tenglamasi va akustik elektron-fonon o'zaro ta'siridan foydalangan holda o'rganilgan. Uzluksiz elastik model bilan birgalikda deformatsiya potensiali va pyezoelektrik o'zaro ta'sirlar uchun analitik ifodalar keltirilgan. MoS_2 kabi qatlamli materiallarning atomik nozik plyonkalari elektrostatik maydon orqali ikki o'lchamli fazali o'tishlarni o'rganishga katta qiziqish uyg'otmoqda. Bunday fazali o'tishlarga erishish uchun zaryad tashuvchi zichligiga kirish imkonini beruvchi elektrostatik maydon usullari kerak. [8] ishda bir necha qatlamli MoS_2 da $4 \cdot 10^{14} sm^{-2}$ maksimal n – tipning zichligiga erishishga imkon beruvchi elektrostatik maydon usulini ishlab chiqilgan. Bundan tashqari, zaryad tashuvchining zichligi ortib borishi bilan izolyatorni metallga o'tishini va MoS_2 da to'liq bo'lmagan metallni o'tkazgichga o'tishi kritik xarorat 10K bo'lganda keltirib chiqarilgan va o'ta o'tkazuvchanlik boshlangandan so'ng, o'tkazgich o'tish xarorati MoS_2 ikki qatlamli yupqa namunalar uchun zaryad tashuvchining zichligiga bog'liq emasligi keltirilgan.

2D o'lchamdagi nanomateriallar va ularning geterostrukturalariga asoslangan yangi materialshunoslik sohasining rivojlanishi yigirma birinchi asrning ikkinchi o'n yilligida sezilarli darajada kuzatildi [9-12]. Individual nanostrukturali 2D materiallari elektron xususiyatlarining keng doirasiga qo'shimcha ravishda, yuqori sirt maydoni, sirt xolatining tabiati, spin-orbital bog'lanish xususiyatlari va kvant spin Holl effektlari kabi juda qiziqarli xususiyatlarni o'z ichiga oladi [13-15].

Zamonaviy yarimo'tkazgichli elektronika atom jixatdan nozik p-n-o'tishlarini yaratishda qora fosfor, kremniy, germaniy va metall o'tishli dixalkogenidlar oilasini o'rganishni boshladi [16].

2D materiallarining o'ta nozik tabiatidan foydalanib, 3D p-n-o'tishlari erisha olmaydigan imkoniyatlarga 2D o'lchamdagi p-n-o'tishlari yordamida erishish mumkin. Bulardan, elektron va optoelektron qurilmalar, tranzistorlar, quyosh batareyalari, fotodetektorlar va boshqalar yaratishda foydalanish [17] ishda ko'rsatilgan. [18] ishda metall o'tishli dixalkoginit ikki o'lchamli yarimo'tkazgich qurilmalarda sig'imi hamda maydonlarning chiziqli zichligning tashuvchi statistikasiga ta'siri tadqiq qilingan va tajriba ma'lumotlari bilan taqqoslangan.

Biroq, yuqorida keltirilgan ishlarda 2D p-n o'tish VAX ning yorug'lik chastotasiga bog'liqligi yetarli darajada o'rganilmagan.

Ishning maqsadi, 2D p-n o'tish VAX ning yorug'lik chastotasiga bog'liq holda o'zgarishi, yorug'lik intensivligining kuchlanish funksiyasi sifatida o'rganish hamda salt yurish kuchlanishi va qisqa tutashuv tokining kuchlanishga bog'liqligini o'rganishdan iborat.

Tadqıqot metodologıyası.

Ushbu ishda 2D p-n o'tish volt-amper xarakteristikasini nazariy modellashtirish orqali tahlil qilishga e'tibor qaratildi. Modellash asosida p-n o'tish VAX ning yorug'lik chastotasiga bog'liqligi, shuningdek, yorug'lik intensivligining kuchlanish funksiyasi sifatida o'rganish hamda salt yurish kuchlanishi va qisqa tutashuv tokining kuchlanishga bog'liqligi hisobga olindi. 2D p-n o'tish VAX ni yorug'lik ta'sirida o'zgarish ifodalari keltirib chiqarildi va Maple dasturi yordamida grafiklari olindi

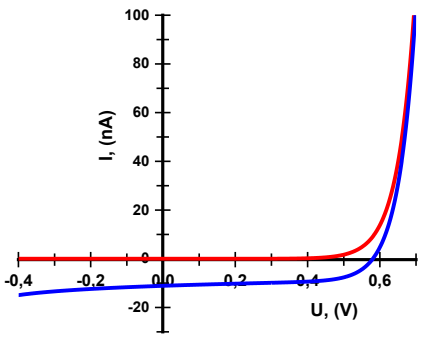
Tahlil va natijalar.

2D o'lchamli p-n-o'tish VAX ning yorug'lik chastotasiga bog'liqligi

Yarimo'tkazgichli 2D materiallarga asoslangan fotodetektorlar uchun yarimo'tkazgich volt-amper xarakteristikasining yorug'lik chastotasiga bog'liq holda o'zgarishini ko'rib chiqamiz. Bunda 2D o'lchamli p-n-o'tishning umumiy tokini hisoblash uchun Shokli tenglamasidan foydalanish mumkin [19]:

$$I_{ds} = \frac{mU_T}{R_s} f\left(\frac{I_S R_s}{mU_T} \exp\left(\frac{U_{ds}+I_S R_s}{mU_T}\right)\right) - I_s \qquad (1)$$

ifodadan foydalanib, 2D o'lchamdagi p-n-o'tishning volt-amper xarakteristikasini olishimiz mumkin (1-rasm).



1-rasm. 2D o'lchamdagi p-n-o'tish volt - amper xarakteristikasi

2D o'lchamdagi fotodiodning umumiy tokini (1) ifodadan foydalangan holda quyidagicha keltirib chiqaramiz:

$$I_{ds} = \frac{mU_T}{R_s} f\left(\frac{I_s R_s}{mU_T} exp\left(\frac{U_{ds}+I_s R_s}{mU_T}\right)\right) - I_s - I_c, \quad (2)$$

bunda, $I_c = eI_0(1-\beta_0)$, $I_0 = \alpha G(1-R)$ – yorug'likning intensivligi, $\alpha = A(h\nu - E_g - \Delta\varepsilon)^r$ bo'lganda, $h\nu \geq E_g$shart bajarilishini inobatga olamiz

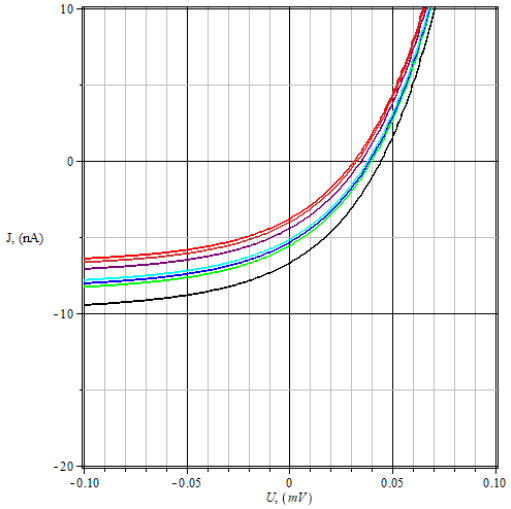
Yuqoridagilarni hisobga olib, (2.14) ifodani quyidagicha yozish mumkin:

$$I_c = \frac{eNL_s(1-R)A(h\frac{c}{\lambda}-E_g-\Delta\varepsilon)^r}{(L_s+L)}, \quad (3)$$

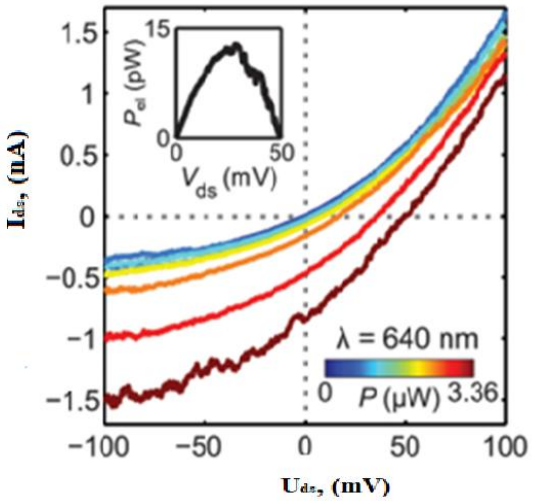
(3) tenglikni (2) ifodaga qo'yib,

$$I_{ds} = \frac{mU_T}{R_s} f\left(\frac{I_s R_s}{mU_T} exp\left(\frac{U_{ds}+I_s R_s}{mU_T}\right)\right) - I_s - \frac{eN(1-R)A(h\nu-E_g-\Delta\varepsilon)^r}{1+\frac{L}{L_s}}, \quad (4)$$

ifodani hosil qilamiz. Ushbu ifodadan foydalanib, 2D o'lchamdagi yarimo'tkazgich volt-amper xarakteristikasi uchun 2-rasmda keltirilgan grafikka Nazariy jihatdan olingan (4) ifoda yordamida 2D o'lchamdagi p-n-o'tish volt-amper xarakteristikasining yorug'lik chastotasiga bog'liq holda o'zgarish grafigini olib (3-rasm) va olingan natijani tajriba [19] natijalari (3-rasm) bilan solishtirdik.ega bo'lamiz.



2-rasm. 2D o'lchamdagi p-n-o'tish volt - amper xarakteristikasi



3-rasm. 2D o'lchamdagi p-n-o'tish volt - amper xarakteristikasining to'lqin uzunligiga bog'liqligi [20; 4785–4791-b].

Ushbu solishtirishlardan, nazariy va tajriba natijalari sifat jixatdan mos tushishi ko'rsatildi. 2-rasmda nazariy jixatdan ko'rilgan yorug'lik chastotasiga mos ravishda teskari tok o'zgarib borayotganini tajriba natijalari ko'rsatib turibdi. Bu fotovoltaik mexanizmga mos keladi va hosil bo'lgan fototok teskari tokni chastotasiga bog'liq holda kamaytirdi.

Diodning quvvatini $P_{el} = I_{Ds}U_{Ds}$**ifodadan foydalanib** keltirib chiqaramiz:

W energiyani esa intensivlik I bilan bog'laymiz $W = IS$

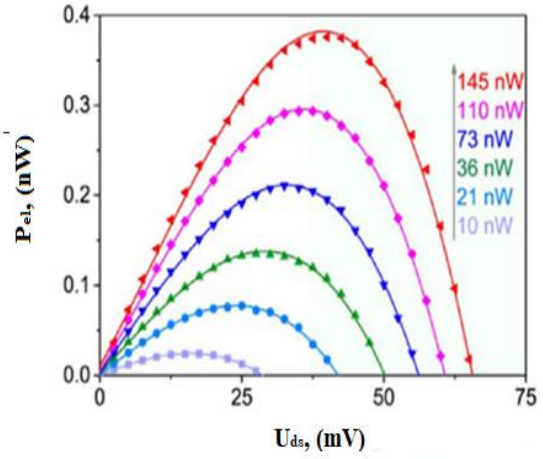
$$P_{el} = IU = \left(\frac{mU_T}{R_s} IS\left(\frac{I_s R_s}{mU_T} exp(\frac{U_{ds}+I_s R_s}{mU_T})\right) - I_s - \frac{eIS\lambda L_s(1-R)A(\Delta\varepsilon)^r}{(L_s+L)\cdot hc}\right)\cdot U \quad (7)$$

Diod quvvatining kuchlanishga bog'liqligining tajriba natijalari [20] 4-rasmda keltirilgan. Nazariy jixatdan olingan (7) formula yordamida diod quvvatining turli yorug'lik intensivliklarida kuchlanishga bog'liqlik natijalari esa 5-rasmda keltirilgan. 4-5-rasmlardan ko'rinib turibdiki, 10 nW quvvatdan boshlab, 2D o'lchamli yarimo'tkazgichlar yorug'likni seza boshlaydi. Yorug'lik intensivligi ortgan sari fotovoltaik mexanizm kuzatiladi.

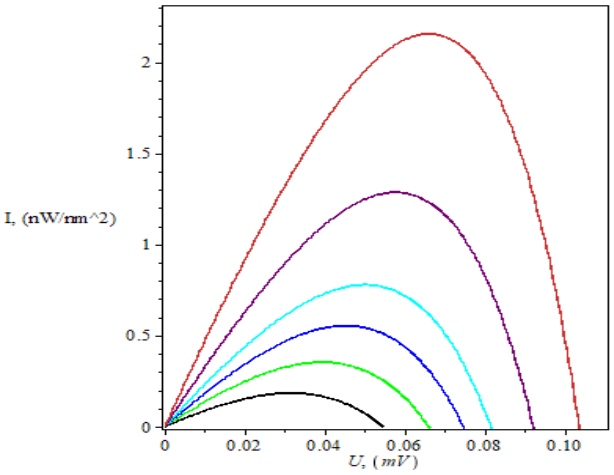
Xulosa qilib aytganda, 2D o'lchamdagi (BP/WSe_2/$MoTe_2$) materiallarda yorug'lik bilan ishlaydigan p-n-o'tishli diodlar uchun yorug'lik intensivligining ortib borishi bilan teskari tok o'zgarib borayotganini [20] tajriba natijalari bilan nazariy qilingan hisob-kitob natijalari sifat jixatdan mos tushishi ko'rsatib berildi va bu fotovoltaik mexanizmga mos kelishi, hosil bo'lgan fototok teskari tokni orttirishi ko'rsatib berildi. Maple dasturi asosida yorug'likning intensivligini kuchlanishga qanday bog'langanini va intensivlik va fototokni o'zgarishini ko'rib chiqdik. Intensivlikni oshirganimiz sari kuchlanishni keskin ortib borishini ko'rdik.

Intensivlik kamaysa umumiy tok ham kamayishini, intensivlik ortgani sari esa umumiy tok ham ortishini ko'rib chiqdik.

Bu esa kam energiya iste'moli bilan ishlaydigan yangi optoelektronik qurilmalarni ishlab chiqarishda asosiy omillardan biri bo'ladi.



4-rasm. P_{el} turli yorug'lik quvvatlarida U_{DS} ning funksiyasi sifatida [20]



5-rasm. P_{el} turli yorug'lik Intensivliklarida U_{DS}ning funksiyasi sifatida.

Salt yurish kuchlanishi va qisqa tutashuv tokini yorug'lik quvvati funksiyasi sifatida [20] ishda ko'rsatib berilgan (6-rasm).

(4) ifodani nolga tenglab, p-n-o'tish salt yurish kuchlanishi ifodasini keltirib chiqaramiz:

$$\frac{mU_T}{R_s} W\left(\frac{I_S R_S}{mU_T} exp\left(\frac{U_{xx}+I_S R_S}{mU_T}\right)\right) - I_s - \frac{eW\lambda L_S(1-R)A(\Delta\varepsilon)^r}{(L_S+L)\cdot hc} = 0, \quad (8)$$

(8) ifodada $L = \left(\frac{2\varepsilon\varepsilon_0}{e}\frac{n_n+p_p}{n_n p_p}\right)(\phi_0 + U_{xx}))^{\frac{1}{2}}$ – xajmiy zaryad qatlami kengligi, $L_s = \frac{D_e}{s}$, s- rekombinatsiya tezligi [21]. Bundan quyidagi transendent tenglamaga ega bo'lamiz:

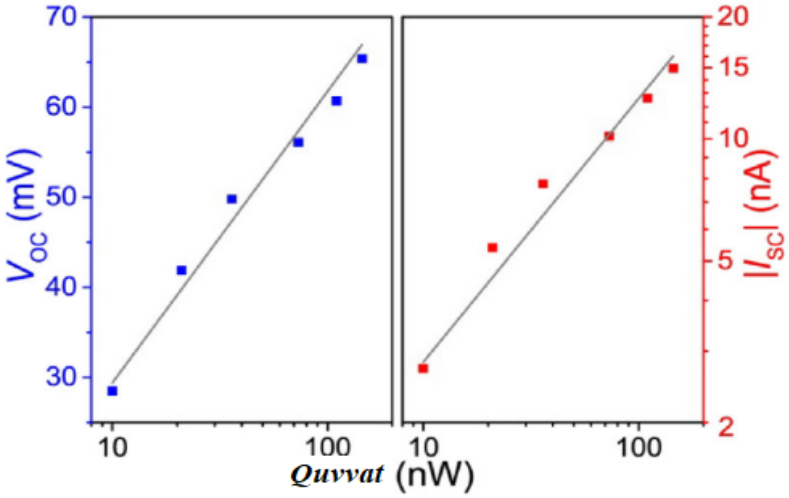
$$\frac{mU_T}{R_s} W\left(\frac{I_S R_S}{mU_T} exp\left(\frac{U_{xx}+I_S R_S}{mU_T}\right)\right) - I_s = \frac{eW\lambda L_S(1-R)A(\Delta\varepsilon)^r}{1+\left(\frac{2\varepsilon\varepsilon_0}{e}\frac{n_n+p_p}{n_n p_p}(\phi_0+U_{xx})\right)^{\frac{1}{2}}\frac{s}{D_e}}, \quad (9)$$

(9) ifodadagi $U_{xx} = 0$ bo'lgan*da* 2D o'lchamdagi p-n-o'tish uchun qisqa tutashuv tokiga ega bo'lamiz:

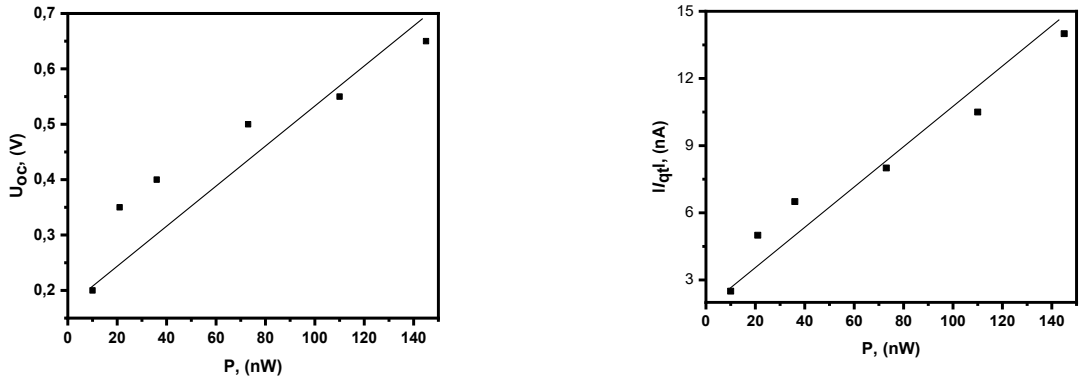
$$I_{qt} = \frac{mU_T}{R_s} W\left(\frac{I_S R_S}{mU_T} exp\left(\frac{I_S R_S}{mU_T}\right)\right) - I_s - \frac{eW\lambda L_S(1-R)A(\Delta\varepsilon)^r}{1+\left(\frac{2\varepsilon\varepsilon_0}{e}\frac{n_n+p_p}{n_n p_p}(\phi_0)\right)^{\frac{1}{2}}\frac{s}{D_e}}. \quad (10)$$

(9) va (10) ifodalardan foydalanib, salt yurish kuchlanishi va qisqa tutashuv tokini yorug'lik quvvatining funksiyasi sifatida tushuntirish mumkin.

6- va 7-rasmlardan ko'rish mumkinki, salt yurish kuchlanishi va qisqa tutashuv toki yorug'lik quvvatiga chiziqli bog'liq bo'ladi. 2D o'lchamdagi p-n-o'tish salt yurish kuchlanishi va qisqa tutashuv toki yorug'lik quvvatiga mos ravishda ortib boradi. Bu esa optoelektronik asboblarning ishlash prinsipini yaxshilashga imkon beradi.



6-rasm. Salt yurish kuchlanishi va qisqa tutashuv tokining quvvatga bog'liqligi [20].



7-rasm. Salt yurish kuchlanishi va qisqa tutashuv tokining quvvatga bog'liqligi

Xulosa

2D o'lchamdagi (BP/WSe2/MoTe2) materiallarda yorug'lik bilan ishlaydigan p-n-o'tishli diodlar uchun yorug'lik quvvatining ortib borishi bilan teskari tok o'zgarib borayotganini tajriba natijalari bilan nazariy qilingan hisob-kitob natijalari sifat jixatdan mos tushishi ko'rsatib berildi va bu fotovoltaik mexanizmga mos kelishi, hosil bo'lgan fototok teskari tokni orttishi bilan tushuntirildi.

Tasdiqlash

Ish FZ-20200929243 "Yarimo`tkazgichli quyosh fotoelementlar va nanostrukturalarning xarakteristikalaruga kuchli elektromagnit maydonda qizigan elektron va fononlarning ta`siri" fundamental tadqiqot grantlari asosida amalga oshirildi.

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POLIMER QUYOSH ELEMENTLARNING SAMARADORLIGIGA FAOL QATLAMLAR QALINLIGINING TA'SIRI

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Annotatsiya. *Ushbu tadqiqotda D18 donor va Y6 akseptor polimeri asosidagi turli qalinliklarda tayyorlangan faol qatlamlarning optik va fotovoltaik xossalari tahlil qilindi. Yutilish, fotolyuminessensiya va tashqi kvant samaradorligi natijalari asosida D18:Y6 aralashmasining yorug'likni samarali yutishi hamda zaryad tashuvchilarni ajratish qobiliyati tadqiq qilingan. Tadqiqot natijalarimizda polimer quyosh elementlari uchun 90 nm qalinlikdagi faol qatlam eng optimal ekanligini va natijada D18:Y6 faol qatlamning yuqori samarali, barqaror va istiqbolli material ekanini ko'rsatdi.*

Kalit so'zlar: *D18 polimer, Y6 akseptor, faol qatlam qalinligi, optik xossalar, tashqi kvant samaradorligi.*

THE INFLUENCE OF ACTIVE LAYER THICKNESS ON THE EFFICIENCY OF POLYMER SOLAR CELLS

Abstract*. In this study, the optical and photovoltaic properties of active layers with different thicknesses, fabricated using D18 donor and Y6 acceptor polymers, were analyzed. Based on the results of absorption, photoluminescence, and external quantum efficiency, the efficient light absorption and charge carrier separation ability of the D18:Y6 blend were investigated. Our findings demonstrate that an active layer thickness of 90 nm is optimal for polymer solar cells, indicating that the D18:Y6 active layer is a highly efficient, stable, and promising material.*

Keywords: *D18 polymer, Y6 acceptor, active layer thickness, optical properties, external quantum efficiency.*

ВЛИЯНИЕ ТОЛЩИНЫ АКТИВНОГО СЛОЯ НА ЭФФЕКТИВНОСТЬ ПОЛИМЕРНЫХ СОЛНЕЧНЫХ ЭЛЕМЕНТОВ

Аннотация. *В данном исследовании были проанализированы оптические и фотоэлектрические свойства активных слоёв различной толщины, изготовленных на основе полимера-донора D18 и полимера-акцептора Y6. На основе результатов измерений поглощения, фотолюминесценции и внешней квантовой эффективности была исследована способность смеси D18:Y6 эффективно поглощать свет и разделять заряды. Полученные результаты показывают, что оптимальной толщиной активного слоя для полимерных солнечных элементов является 90 нм, а активный слой D18:Y6 представляет собой высокоэффективный, стабильный и перспективный материал.*

Ключевые слова: *D18 полимер, Y6 акцептор, толщина активного слоя, оптические свойства, внешняя квантовая эффективность.*

Kirish. So'nggi yillarda qayta tiklanuvchi energiya manbalariga bo'lgan talabning ortishi natijasida polimer quyosh element (PQE)lari fotovoltaik texnologiyalar orasida muhim o'rin egallashi olimlar tomonidan istiqbolli deb qaralmoqda. PQElarning asosiy afzalliklari past ishlab chiqarish xarajati, moslashuvchanlik, yengil konstruksiya hamda yarim shaffoflik imkoniyati an'anaviy kremniy asosidagi elementlarga nisbatan ko'plab sohalarda yetakchilik qilishi kutilmoqda[1, 2]. PQElarning umumiy samaradorligi esa asosan faol qatlam sifatida ishlatiladigan donor-akseptor aralashmalarning optik

va elektr xossalariga bog‘liqdir. An’anaviy fullerenga asoslangan akseptorlar o‘rnini yangi avlod fullerensiz akseptor materiallari egalladi[3]. Bu esa o‘z navbatida, yuqori samarali donor polimerlariga bo‘lgan ehtiyojni kuchaytirganini ko‘rishimiz mumkin. Shunday istiqbolli materiallardan biri bu - D18 donor polimeri hisoblanadi. D18-bu konjugatsiyalangan polimer bo‘lib, uning asosiy strukturasida benzodithiophene (BDT) bloklari va fluorlangan tirazol fragmentlari mavjud[4]. Ushbu tuzilma polimerning keng spektrda yorug‘lik yutish qobiliyatini yaxshilanishini ta’minlaydi[5]. D18 polimerining asosiy afzalliklari qilib quyidagilarni aytishimiz mumkin. D18 donor polimerning optik yutish diapazoni 500-800 nm oralig‘ida yorug‘likni samarali qamrab oladi. Ionlanish potensiali va HOMO darajasi D18 polimerining energiya darajalari Y6 kabi fullerensiz akseptorlar bilan yaxshi mos keladi[6], bu esa samarali zaryad ajralishini ta’minlaydi. Zaryad tashuvchanligi yuqori darajadagi kovak harakatchanlik tufayli yorug’lik ta’sirida hosil bo’lgan zaryadlarni tashish imkonini beradi. PQElarining samaradorligi donor va akseptor materiallar o‘rtasidagi energetik moslikka hamda ularning yorug‘likni yutish xususiyatiga bog‘liqdir[7]. Yuqori samaradorlikka erishish maqsadida ishlab chiqilgan D18 donor va Y6 akseptor polimerlari kombinatsiyasi hozirgi kunda eng istiqbolli tizimlardan biri sifatida tan olingan[8-12]. Fullerensiz akseptor Y6 yadro-qo‘shilgan elektron akseptor molekula bo‘lib, uning markazida planar π-konjugatsiyalangan tizim mavjud. Bunday tuzilma elektronlarning erkin harakatini kuchaytiradi va zaryad tashuvchanlikni yaxshilaydi. Y6 fullerensiz akseptor kichik taqiqlangan soha energiyasi, yuqori elektron tashuvchanlik hamda 600 nm to‘lqin uzunligi sohasidan katta bo’lgan sohalarda yutilish intensivligi bilan mashhur hisoblanadi. D18 polimeri ko‘pincha Y6 akseptor bilan juftlikda ishlatiladi[13]. Bu kombinatsiya quyosh spektrining keng qismini yutish va samarali elektron-holat mosligini ta’minlaydi. Natijada, laboratoriya sharoitida tayyorlangan D18:Y6 asosidagi PQElari yaxshi fotovoltaik samaradorlikka erishgan. Ushbu ikki polimerning o‘zaro uyg‘unligi natijasida D18:Y6 asosidagi faol qatlamlar yuqori zaryad ajralish samaradorligi va energiya o’zgarish samaradorligi (EO’S)ga ega bo’ladi. Tadqiqotlar shuni ko‘rsatadiki, faol qatlam qalinligi, tayyorlanish sharoitlari va issiqlik bilan ishlov berish bosqichlari optik yutilish, tashqi kvant samaradorligi (TKS) va fotovoltaik natijalarga sezilarli darajada ta’sir ko‘rsatadi[14-16]. Shuning uchun D18:Y6 asosidagi PQElarda optik xususiyatlar va fotovoltaik samaradorlik o‘zgarishlarini tahlil qilish ularning optimal parametrlarini aniqlash hamda kelgusida samaradorlikni oshirish yo‘llarini belgilashda muhim ilmiy asos yaratadi.

Tadqiqot usullari

Faol qatlamlarni tayyorlash uchun donor material sifatida D18 polimeri va akseptor sifatida Y6 qabul qilinib, ular 1:1 massa ulushi nisbatida aralashtirildi. Buning uchun D18 donor polimeri va Y6 akseptoridan har biridan 10 mg miqdorda olinib, 1 ml toluol erituvchisida eritildi. Hosil bo‘lgan aralashma xona temperaturasida magnitli aralashtirgich yordamida 6 soat davomida aralashtirilib, hajm bo‘ylab bir tekis konsentratsiyaga ega bo‘lgan gomogen eritma hosil qilindi.

Organik quyosh elementlarini (OQE) tayyorlash jarayoni bir necha ketma-ket bosqichlarda amalga oshirildi. Dastlab ITO (indiy-qalay oksidi) qoplangan shisha tagliklar sirtini ifloslikdardan tozalash maqsadida ketma-ket ravishda deionizatsiyalangan suv, atseton va etil spirtida ultratovushli vannada har biri 15 daqiqadan yuvildi. Tozalangan tagliklar azot (N_2) gazi oqimi yordamida quritildi.

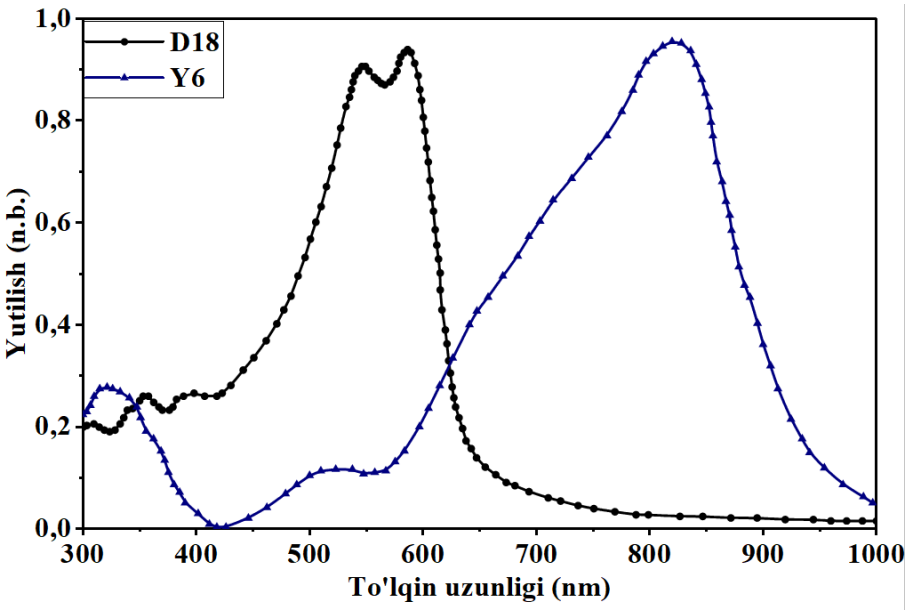
Keyingi bosqichda kovak tashuvchi qatlam sifatida PEDOT:PSS polimeri ITO qoplangan shisha tagliklar ustiga “spin coating” usuli yordamida yotqizildi. Bunda aylanish tezligi 4000 ayl/min bo‘lib, jarayon 20 soniya davomida amalga oshirildi va natijada taxminan 40 nm qalinlikdagi qatlam hosil qilindi. Hosil bo‘lgan shisha/ITO/PEDOT:PSS struktura 150 ℃ temperaturada 15 daqiqa davomida termik ishlov berildi. Termik ishlovdan so‘ng shisha/ITO/PEDOT:PSS qatlamlar oksidlanishni oldini olish maqsadida argon gazi bilan to‘ldirilgan qo‘lqopli (glovebox) muhitga ko‘chirildi va keyingi jarayonlar shu inert muhitda davom ettirildi. Shisha/ITO/PEDOT:PSS tagliklari ustiga faol qatlam sifatida D18:Y6 aralashmasidan iborat yupqa qatlamlar “spin coating” usuli yordamida 60 nm, 70 nm, 80 nm, 90 nm, 100 nm va 110 nm qalinliklarda yotqizildi[17].

Faol qatlam hosil qilingandan so‘ng elektron tashuvchi qatlam sifatida PDINO materiali “spin coating” usulida 3000 ayl/min tezlikda 25 soniya davomida qoplandi. PQElar tayyorlanishining yakuniy bosqichida yuqori elektrod sifatida alyuminiy (Al) katod vakuumli bug‘lantirish usuli yordamida yotqizildi. Metall elektrodning qalinligi 100 nm bo‘lib, bug‘lantirish jarayoni taxminan 2×10^{-4}Pa bosimga ega vakuum kamerada amalga oshirildi.

Natijada Shisha/ITO/PEDOT:PSS/D18:Y6/PDINO/Al tuzilishga ega bo‘lgan organik quyosh elementlari hosil qilindi.

Natijalar va muhokama

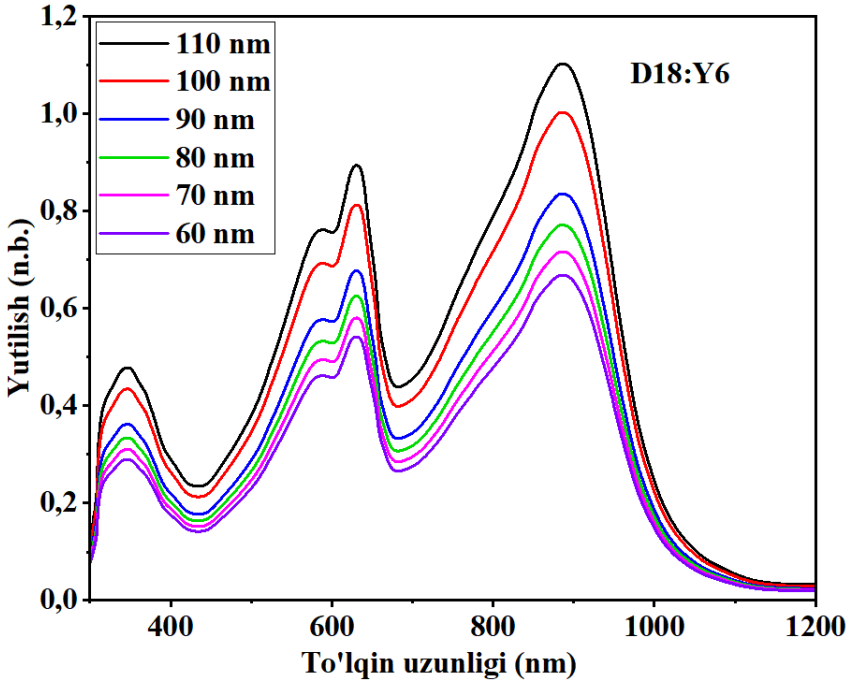
1-rasmda D18 donor va Y6 akseptor polimerlarning yutilish spektrlari keltirilgan. Ushbu polimer materiallar turli spektral sohalarda yorug‘likni yutadi, bu esa ularning organik (polimer) quyosh elementlarida bir-birini to‘ldiruvchi optik xossalarga ega ekanligini ko‘rsatadi. Grafikdan ko‘rinib turibdiki, D18 polimeri asosan ko‘rinadigan spektrning 450–620 nm oralig‘ida kuchli yutilish xususiyatini namoyon qildi. Ayniqsa, 520–600 nm atrofida yutilish maksimumi kuzatildi. Bu holat donor polimer zanjirlarida mavjud bo‘lgan π–π* elektron o‘tishlari bilan bog‘liq bo‘lib, konjugatsiyalangan polimer strukturasida elektronlarning yuqori energetik orbitalga o‘tishi natijasida yuzaga keladi. 600 nm dan keyin D18 ning yutilishi keskin kamayadi, bu esa donor materialning taqiqlangan soha kengligi bilan bog‘liq.



1-rasm. D18 donor va Y6 akseptor polimerlarning yutilish spektrlari

Y6 akseptor polimeri esa spektrning uzun to‘lqin uzunligi qismida (600–900 nm) kuchli yutilish ko‘rsatdi. Grafikdan ko‘rish mumkinki, Y6 ning asosiy yutilish maksimumi taxminan 800–830 nm atrofida joylashgan. Bu holat Y6 molekulasining kuchli intramolekulyar donor–akseptor (D–A) tuzilishi bilan bog‘liq bo‘lib, u intramolekulyar zaryad o‘tishi jarayonini kuchaytiradi. Natijada material pastroq energiyali (uzun to‘lqinli) fotonlarni ham samarali yuta oladi. Qisqa to‘lqinli sohada esa Y6 ning yutilishi ancha past bo‘lib, bu uning asosiy optik faol hududi yaqin infraqizil (NIR) sohada joylashganini ko‘rsatadi.

Ushbu grafikdan xulosa qiladigan bo’lsak, D18 va Y6 spektrlari bir-birini yaxshi to‘ldiradi. D18 polimeri ko‘rinadigan spektrning yashil-qizil sohasida fotonlarni yutsa, Y6 polimeri esa qizil va yaqin infraqizil sohada yutilishni ta’minlaydi. Natijada D18:Y6 donor–akseptor aralashmasi quyosh spektrining kengroq qismini qamrab oladi, bu esa organik quyosh elementlarida ko‘proq fotonlarni yutish va yuqori fototok hosil bo‘lishiga olib keladi.

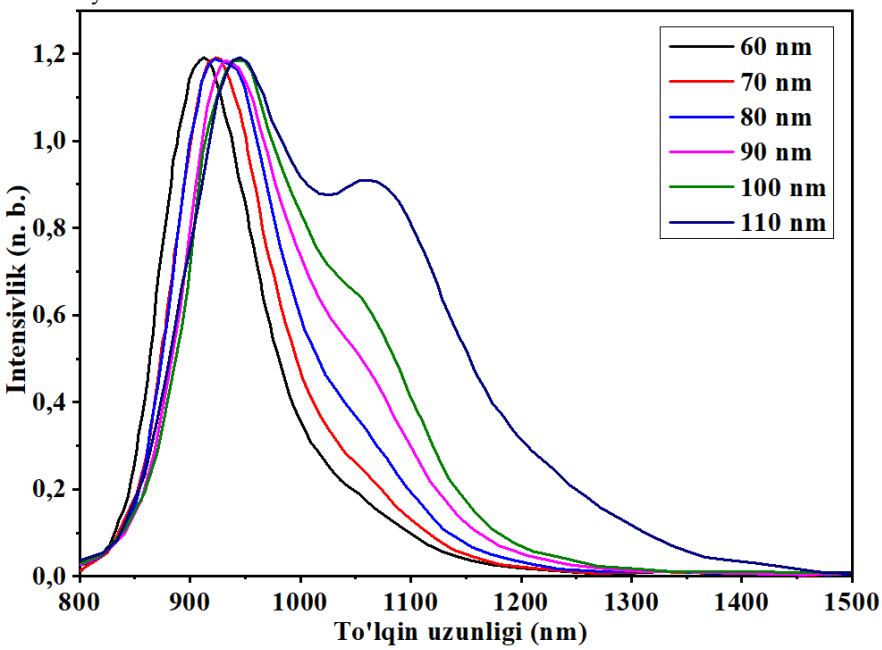


2-rasm. Turli qalinliklarda tayyorlangan D18:Y6 asosidagi faol qatlamlarning yutilish spektrlari

2-rasmda D18:Y6 donor–akseptor aralashmasi asosidagi polimer faol qatlamlarning turli qalinliklarda olingan optik yutilish spektrlari keltirilgan. Grafikdan ko‘rinib turibdiki, qatlam qalinligi 60 nm dan 110 nm gacha ortishi bilan yutilish intensivligi butun spektr bo‘ylab ortib boryapti. Bu holat polimer yupqa qatlamlarda qalinlik oshishi bilan material ichida yorug‘likning optik yo‘li uzayishi va natijada ko‘proq fotonlarning yutilishi bilan izohlanadi. Yutilish spektri grafigida 370-400 nm oralig’ida kuzatilgan kichik pik yuqori energiyali π-π* elektron o’tishlar bilan bog’liq bo’lib, u asosan polimer zanjiridagi aromatik fragmentlarning elektron tuzilishiga xosdir. 550–650 nm oralig‘ida kuzatiladigan yutilish maksimumi asosan D18 donor polimerining konjugatsiyalangan zanjirlaridagi π–π* elektron o‘tishlari bilan bog‘liq. Ushbu sohada

polimerning konjugatsiya darajasi va molekulyar tartiblanishi muhim rol o‘ynaydi. Spektrning uzun to‘lqinli qismida, ya’ni 800–900 nm atrofida kuzatiladigan kuchli maksimum esa asosan Y6 akseptor molekulasining intramolekulyar zaryad o‘tishi bilan bog‘liq. Y6 molekulasi donor–akseptor tipidagi kuchli konjugatsiyalangan tuzilishga ega bo‘lgani sababli u past energiyali fotonlarni, ya’ni qizil va yaqin infraqizil sohadagi nurlarni samarali yuta oladi. Natijada D18:Y6 aralashmasi quyosh spektrining kengroq qismida yutilishni ta’minlaydi.

Grafikdan yana ko‘rinadiki, qatlam qalinligi ortgan sari barcha spektral maksimumlarning intensivligi oshadi, biroq ularning joylashuvi deyarli o‘zgarmaydi. Bu holat qalinlikning asosan optik yutilish miqdoriga ta’sir qilishini, ammo materialning elektron energetik tuzilishini o‘zgartirmasligini ko‘rsatadi. Eng katta yutilish 110 nm qalinlikdagi faol qatlamda kuzatilgan bo‘lib, bu qatlamda yorug‘likning yutilish ehtimoli yuqoriroq ekanligini bildiradi. Biroq juda qalin faol qatlamlar tashuvchi zarralarning diffuziya uzunligi va tashilish samaradorligi kamayishiga olib keladi. Shu sababli PQElar samaradorligi uchun optimal qalinlik 90-100 nm atrofida bo’lishi maqsadga muvofiqdir. D18:Y6 aralashmasining keng spektral qamrovi va qalinlikka bog’liq holda yutilishning oshishi ushbu materialni YSH-OQElari uchun istiqbolli faol qatlam qatorida ekanligini tavsiflaydi.



3-rasm. Turli qalinliklarda tayyorlangan D18:Y6 asosidagi faol qatlamlarning FL spektrlari

3-rasmda turli qalinliklarda tayyorlangan D18:Y6 asosidagi faol qatlamlarning fotolyuminessensiya (FL) spektrlari keltirilgan. Grafikdan ko‘rinib turibdiki, barcha faol qatlamlar uchun FL spektrining maksimum piklari taxminan 920–960 nm oralig‘ida joylashgan. Bu hodisa polimer materiallarda elektronlarning qo‘zg‘algan holatdan asosiy holatga qaytishi jarayonida foton chiqishi bilan bog‘liq. Polimerlarda molekulyar zanjirlarning π-elektron tizimi mavjud bo‘lib, yorug‘lik yutilgandan so‘ng elektronlar yuqori energiyali holatga o‘tadi va keyinchalik radiatsion rekombinatsiya natijasida lyuminessensiya hosil qiladi. Faol qatlam qalinligi ortib borgani sari spektr shaklining sezilarli darajada o‘zgarishi kuzatildi. Xususan, 60–70 nm qalinlikdagi faol qatlamlarda FL spektri nisbatan tor va asosiy maksimum qisqaroq to‘lqin uzunliklarida joylashgan. Bu holat yupqa qatlamlarda optik yo‘l uzunligi kichik bo’lishi va interferensiya effektlarining nisbatan kamroq namoyon bo’lishi bilan tushuntiriladi. Qatlam qalinligi 80–110 nm gacha oshirilganda esa spektrning uzun to‘lqinli qismida, ya’ni 1000–1100 nm atrofida qo‘shimcha “shoulder” (yelkacha) paydo bo‘la boshlaydi va asta-sekin kuchayadi. Bu hodisa polimer materiallarda zanjirlararo o‘zaro ta’sir kuchayishi, eksitonlarning delokalizatsiyasi hamda PQElar ichidagi optik interferensiya va qayta yutilish jarayonlari bilan bog‘liq bo‘lishi mumkin. Shuningdek, qalin qatlamlarda FL spektrining uzun to‘lqinli qismi ancha cho‘zilganini ko‘rish mumkin. Bu polimer tizimlarida ko‘pincha molekulyar agregatsiya va zanjirlararo o‘zaro ta’sirlarning kuchayishi bilan izohlanadi. Qalinlik oshishi bilan polimer zanjirlari orasidagi masofa kamayib, ular orasida elektron to‘lqin funksiyalarining qisman qoplanishi sodir bo‘ladi va natijada energiyasi pastroq bo‘lgan radiatsion o’tishlar yuzaga keladi. Shu sababli spektrning qizil tomonga kengayishi va siljishi kuzatiladi.

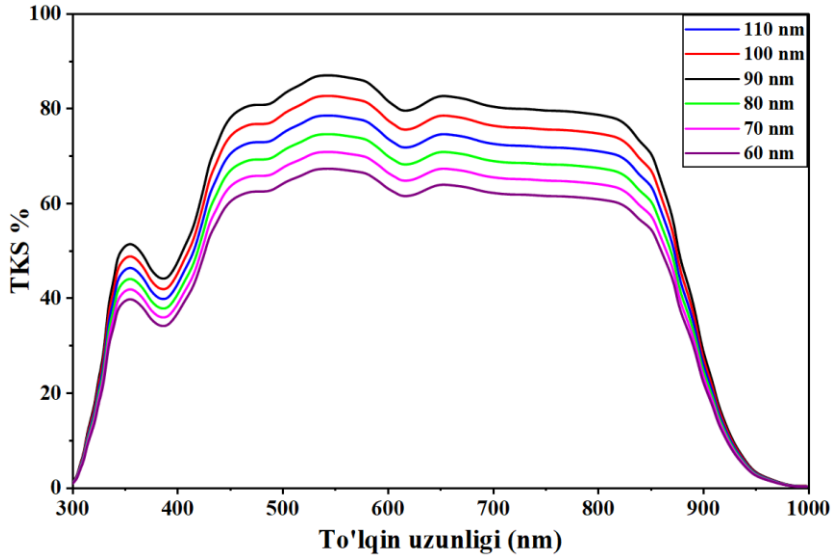
Umuman olganda, grafik polimer asosidagi faol qatlamlarda aktiv qatlam qalinligi optik va elektron jarayonlarga sezilarli ta’sir ko‘rsatishini namoyish etadi. Yupqa qatlamlarda FL intensivligi asosan birlamchi eksiton rekombinatsiyasi bilan belgilanadi, qalin qatlamlarda esa interferensiya, zanjirlararo o‘zaro ta’sir, agregatsiya va qayta yutilish kabi qo‘shimcha jarayonlar spektr shaklini sezilarli darajada o‘zgartiradi. Natijada FL spektrining intensivligi, kengligi va maksimum holati faol qatlam qalinligiga bog‘liq ravishda o’zgaradi.

Bu FL spektr grafiklarida qalinligi 90 nm bo'lgan faol qatlam eng yuqori FL intensivligi va spektral barqarorlikni ko'rsatdi. Bu esa 90 nm qalinlikda eksitonlarning samarali ajralishi va eksiton diffuziyasi uchun optimal sharoit shakllanishini ko'rsatadi. Aksincha, qalin faol qatlamlarda 100-110 nm fotolyuminessensiya intensivligining sezilarli susayishi eksitonlarning yo'qotilishi ortganini bildiradi. Shu bois, D18:Y6 faol qatlam uchun taxminan 90 nm qalinlik optimal hisoblanib, yuqori samarali foton-yutilish va zaryad tashuvchi dinamikasini ta'minlash mumkinligini ko'rsatadi.

1-Jadval. Turli qalinliklarda tayyorlangan D18:Y6 asosidagi OQElarning fotovoltaik parametrlari.

Qalinligi (nm)	V_{oc} (V)	J_{sc} (mA/sm²)	FF (%)	EO'S
60	0,84	23,48	71,8	14,2
70	0,84	23,58	72,3	14,3
80	0,84	24,21	73.4	15.1
90	0,85	25,87	75,8	16,7
100	0,84	23,65	70,3	14.1
110	0,84	23,12	68,9	13,4

1-jadvalda turli qalinliklarda tayyorlangan D18:Y6 asosidagi OQElarning fotovoltaik parametrlari keltirilgan. Jadvaldan ko'rinib turibdiki, ochiq zanjir kuchlanishi (V_{OC}) qiymati barcha qalinliklarda deyarli o'zgarmas bo'lib, 0,84–0,85 V oralig'ida saqlanib qolgan. Bu holat V_{OC} asosan donor va akseptor polimer materiallarning energiya darajalari, ya'ni HOMO va LUMO energetik sathlari bilan bog'liq. Qatlam qalinligi o'zgarishi ushbu energetik darajalarga sezilarli ta'sir ko'rsatmagani sababli V_{OC} qiymati deyarli bir xil saqlanadi. Bunday hodisa polimer asosidagi organik quyosh elementlari uchun xos hisoblanadi[18]. Qisqa tutashuv toki zichligi (J_{SC}) esa qalinlik 90 nm ga yetganda maksimal 25,87 mA/cm² gacha oshdi, keyin esa qalinlik optimaldan oshishi bilan kamaydi. Bu polimer qatlamining optik yutilishi va eksitonlar hosil bo'lishi bilan bog'liq, qalinroq qatlam ko'proq yorug'likni yutadi, lekin ortiqcha qalinlik eksitonlarning rekombinatsiyasiga sabab bo'ladi. Shu bilan bir qatorda to'ldirish faktori (FF) qiymati 60 nm qalinlikda tayyorlangan faol qatlamda 71,8 % bo'lsa, 90 nm qalinlikda 75.8 % ga yetdi, lekin qalinlikni 100nm va 110 nm ga oshirganimizda FF qiymati pasayib ketdi. Bu holat faol qatlamning morfologik tuzilishi va zaryad tashuvchilarning harakatchanligi bilan bog'liq. Optimal qalinlikdagi qatlamlarda donor va akseptor fazalarining o'zaro taqsimlanishi yaxshilanishi hamda zaryad tashuvchilarning rekombinatsiya ehtimoli kamayishi mumkin. Natijada ichki qarshilik kamayib, OQElarning volt-amper xarakteristikasi yaxshilanadi va FF qiymati ortadi. Jadvaldan ko'rish mumkinki, eng yuqori EO'S qiymati 90 nm qalinlikda tayyorlangan OQElarda (16.7 %) kuzatildi. Buning sababi shundaki, juda yupqa qatlamlarda yorug'lik yetarli darajada yutilmaydi va eksitonlar kam hosil bo'ladi. Juda qalin qatlamlarda esa zaryad tashuvchilarning harakat yo'li uzayadi, natijada rekombinatsiya ehtimoli ortadi va zaryadlar elektrodga yetib bormasdan yo'qolishi mumkin. Shu sababli faol qatlam qalinligi uchun ma'lum bir optimal qiymat mavjud bo'lib, bu holatda yorug'lik yutilishi va zaryad tashuvchilar harakati o'rtasida muvozanat yuzaga keladi. Umuman olganda, jadval natijalari faol qatlam qalinligi OQElarning fotovoltaik xususiyatlariga sezilarli ta'sir ko'rsatishini ko'rsatadi. Qalinlik oshishi bilan yorug'lik yutilishi va fototok ortadi, biroq juda katta qalinliklarda zaryad tashuvchilarning rekombinatsiyasi kuchayishi mumkin. Shu sababli faol qatlam qalinligi 90 nm atrofida bo'lishi optimal bo'lib, bu holatda OQElarning EO'S qiymati maksimal natijaga erishdi.



4-rasm. Turli qalinliklarda tayyorlangan D18:Y6 asosidagi OQElarning TKS spektrlari.

4-rasmda turli qalinliklarda tayyorlangan D18:Y6 asosidagi OQElarning TKS spektrlari keltirilgan. Grafikka qaraydigan bo'lsak, 60-70 nm qalinlikda tayyorlangan faol qatlamlarda yorug'lik yetarli darajada yutilmaganligi hisobiga kamroq eksitonlar hosil bo'ladi va zaryad tashuvchilar generatsiyasi nisbatan past bo'ladi. Shu sababli ushbu qalinliklarda TKS qiymati ham pastroq natija ko'rsatdi. Qatlam qalinligi 80–90 nm ga yetganda TKS qiymati maksimal darajada ko'tarildi. Bu holat faol qatlam tomonidan yorug'lik yutilishi sezilarli darajada ortganligi hisobiga ko'proq eksitonlar hosil bo'lishi va donor–akseptor interfeysida ularning samarali dissotsiatsiyalanishi bilan izohlanadi. Biroq faol qatlam qalinligi 100–110 nm ga yetganda TKS qiymatining kamayishi kuzatildi. Bu holat qalin qatlamlarda zaryad tashuvchilarning elektrodgacha bo'lgan harakat masofasi ortishi bilan izohlanadi. Harakat yo'li uzaygani sari zaryad tashuvchilarning rekombinatsiya ehtimoli ortadi, ya'ni elektron va kovaklar elektrodga yetib bormasdan o'zaro qayta birikishi mumkin. Natijada hosil bo'lgan barcha zaryad tashuvchilar samarali ravishda tokka aylanmaydi va kvant samaradorligi pasayadi.

Natijalardan D18:Y6 asosidagi faol qatlamlar uchun 90 nm qalinlik optimal ekanligini va bu qalinlikda yorug'lik yutilishi yetarlicha katta bo'lib, shu bilan birga zaryad tashuvchilarning harakat yo'li ham uzun emas. Natijada eksiton generatsiyasi va zaryad tashuvchilar yig'ilishi o'rtasida optimal muvozanat yuzaga keladi va TKS maksimal qiymatga erishadi deya xulosa qilamiz.

Xulosa. Xulosa qilib aytadigan bo'lsak, olib borilgan tadqiqotlar natijasida D18 donor polimeri va Y6 akseptori asosidagi organik quyosh elementlarida faol qatlam qalinligi PQElarning optik va fotovoltaik parametrlariga sezilarli ta'sir ko'rsatishi aniqlandi. Tadqiqotlar davomida faol qatlam qalinligi o'zgartirilib tahlil qilindi va PQElar uchun optimal qalinlik 90 nm atrofida ekanligi aniqlandi. Shu tariqa, D18:Y6 asosidagi PQElarda faol qatlam qalinligini optimallashtirish PQElarning samaradorligini oshirishda muhim ahamiyatga ega ekanligi ko'rsatildi.

Minnatdorchilik. Ushbu maqoladagi olingan natijalar Oliy ta'lim, fan va innovatsiyalar vazirligi tomonidan moliyalashtirilgan Ф-ФА-2021-509-raqamli — "Noorganik (Ti, W, WO_x, TiO_2, Si, SiO_2) va organik (polimerlar) materiallarni metall ionlari bilan implantasiyalaganda va aktiv organik birikmalar molekulalari bilan adsorbsiyalaganda yuzasida ko'pkomponentli nanostrukturalarning shakllanish mexanizmlari" mavzusidagi fundamental loyiha doirasida bajarilgan.

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BUZILADIGAN PARABOLIK TENGLAMA UCHUN BOSHLANG'ICH-CHEGARAVIY MASALA

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Annotatsiya: *Ushbu maqolada buziladigan parabolik tenglama uchun boshlang'ich-chegaraviy masala qaralgan. Tenglamaning o'ziga xos xususiyati shundaki, fazoviy ikkinchi tartibli hosila oldidagi koeffitsiyent vaqt o'zgaruvchisining biror darajasi ko'rinishida bo'lib, vaqt nolga intilganda bu koeffitsiyent nolga aylanadi. Shu sababli tenglama vaqtning boshlang'ich momentida o'zining parabolik xususiyatini yo'qotadi, ya'ni buziladi. Furye usuli yordamida berilgan chekli sohada klassik yechimning mavjudligi isbotlangan. Yechimning yagonaligi va undan kelib chiqadigan ayrim funksiyalarning yopiq sohada uzluksizligi ham ko'rsatilgan.*

Kalit so'zlar: *boshlang'ich-chegaraviy masala, spektral masala, Furye usuli, qator.*

INITIAL-BOUNDARY VALUE PROBLEM FOR A DEGENERATE PARABOLIC EQUATION

Abstract: *This paper considers an initial-boundary value problem for a degenerate parabolic equation. The distinctive feature of the equation is that the coefficient of the second-order spatial derivative is a power of the time variable, and this coefficient vanishes when time approaches zero. Therefore, the equation loses its parabolic property at the initial moment of time, i.e., it degenerates. Using the Fourier method, the existence of a classical solution in a given finite domain is proved. The uniqueness of the solution and the continuity of certain related functions in the closed domain are also established.*

Keywords*: initial-boundary problem, spectral problem, Fourier method, series.*

КРАЕВАЯ ЗАДАЧА ДЛЯ ВЫРОЖДАЮЩЕГОСЯ ПАРАБОЛИЧЕСКОГО УРАВНЕНИЯ

Аннотация: *В данной статье рассматривается начально-краевая задача для вырождающегося параболического уравнения. Отличительной особенностью уравнения является то, что коэффициент при второй пространственной производной представляет собой степень временной переменной, и этот коэффициент обращается в ноль при стремлении времени к нулю. Вследствие этого уравнение теряет свои параболические свойства в начальный момент времени, то есть вырождается. С помощью метода Фурье доказано существование классического решения в заданной конечной области. Также установлены единственность решения и непрерывность некоторых связанных с ним функций в замкнутой области.*

Ключевые слова: *Начально-краевая задача, спектральная задача, метод Фурье, ряды.*

Biz berilgan $D = \{(x,t): 0 < x < l, 0 < t < T\}$ sohada bir jinsli

$$u_t = t^{\beta} u_{xx}, \qquad (1)$$

o'zgaruvchan koeffitsiyentli issiqlik tarqalish tenglamasining

$$u|_{t=0} = \varphi(x), \quad 0 \le x \le l, \qquad (2)$$

boshlang'ich va

$$u|_{x=0} = 0, \quad u|_{x=l} = 0, \quad t \in [0,T] \qquad (3)$$

chegaraviy shartlarni qanoatlantiruvchi $u(x,t)$ yechimini topish masalasini ko'ramiz.

Bu masalaning $u(x,t)$ yechimini $C_{x,l}^{2,1}(D) \cap C(\overline{D})$ funksiyalar sinfidan izlaymiz.

Buning uchun (1) tenglamaning D sohada noldan farqli va bir jinsli (3) chegaraviy shartlarni qanoatlantiruvchi xususiy yechimlarini

$$u(x,t) = X(x) \cdot T(t) \neq 0 \qquad (4)$$

ko'rinishda izlaymiz.

(4) ifodani (1) tenglamaga qo'yib, uning o'zgaruvchilarini ajratsak, ushbu

$$T'(t) \cdot X(x) = t^{\beta} \cdot T(t) \cdot X''(x)$$

yoki

$$\frac{T'(t)}{t^{\beta} \cdot T(t)} = \frac{X''(x)}{X(x)} = -\lambda \qquad (5)$$

tenglikka ega bo‘lamiz. Bu tenglikning chap tomoni faqat t o‘zgaruvchiga, o‘ng tomoni esa faqat x o‘zgaruvchiga bog‘liq. Shuning uchun (5) tenglik, ikki tomoni ham bitta o‘zgarmas $-\lambda$ songa teng bo‘lgandagina o‘rinli bo‘ladi. U holda (5) ifodadan quyidagi

$$T'(t) + t^{\beta} \cdot \lambda \cdot T(t) = 0, \quad 0 < t < T, \tag{6}$$

$$X''(x) + \lambda \cdot X(x) = 0, \quad 0 < x < l, \tag{7}$$

oddiy differensial tenglamalarga ega bo‘lamiz.

Berilgan issiqlik tenglamasining noldan farqli (4) ko‘rinishdagi $u(x,t)$ yechimini topish uchun (7) oddiy differensial tenglamaning quyidagi

$$X(0) = 0, \ \ X(l) = 0 \tag{8}$$

shartlarni qanoatlantiruvchi $X(x)$ yechimini topish zarur.

Shunday qilib, noma’lum $X(x)$ funksiyani topish uchun quyidagi

$$X''(x) + \lambda \cdot X(x) = 0, \ \ X(0) = 0, \ \ X(l) = 0 \tag{9}$$

masalaga ega bo‘ldik. Bunday masala matematik fizikada spektral masala yoki Shturm-Liuvill masalasi deyiladi. Bu masala [1-5] adabiyotlarda batafsil o‘rganilgan.

Shturm-Liuvill masalasining noldan farqli yechimini ta’minlagan λ parametrning qiymatlari spektral masalaning xos qiymatlari, unga mos yechimlar esa xos funksiyalar deb ataladi. (9) masalaning xos qiymatlari to‘plami shu masalaning spektri deyiladi.

Endi qaralayotgan spektral masalaning xos qiymatlarini va ularga mos xos funksiyalarini topaylik.

Buning uchun uchta $\lambda < 0, \lambda = 0, \lambda > 0$ hollarni alohida-alohida qarab chiqamiz.

1) Faraz qilaylik, $\lambda < 0$ bo‘lsin. U holda (7) tenglamaning umumiy yechimi

$$X(x) = C_1 e^{\sqrt{-\lambda}x} + C_2 e^{-\sqrt{-\lambda}x}$$

ko‘rinishda bo‘ladi. Bu yerda C_1 va C_2 – ixtiyoriy o‘zgarmas sonlar. Shu yechimni (8) bir jinsli chegaraviy shartlarga qo‘ysak, C_1 va C_2o‘zgarmaslarni topish uchun quyidagi

$$\begin{cases} X(0) = C_1 + C_2 = 0 \\ X(l) = C_1 e^{\sqrt{-\lambda}l} + C_2 e^{-\sqrt{-\lambda}l} = 0 \end{cases}$$

tenglamalar sistemasiga ega bo‘lamiz.

Bu sistemaning asosiy determinanti noldan farqli va u yagona trivial yechimga ega, ya’ni $C_1 = 0, C_2 = 0$.

Demak, bu holda $X(x) \equiv 0$ bo‘ladi va bu yechim masala shartini qanoatlantirmaydi.

2) Endi $\lambda = 0$ bo‘lsin. U holda (7) tenglamaning umumiy yechimi

$$X(x) = C_1 + C_2 x$$

va (8) shartlarga asosan $C_1 = 0, C_2 = 0$ bo‘ladi, demak, $X(x) \equiv 0$, bu yechim ham masala shartini qanoatlantirmaydi.

3) Faraz qilaylik, $\lambda > 0$ bo‘lsin. U holda (7) tenglamaning umumiy yechimi

$$X(x) = C_1 \cos\sqrt{\lambda}\, x + C_2 \sin\sqrt{\lambda}\, x$$

ko‘rinishda bo‘ladi. Oxirgi ifodani (8) chegaraviy shartlarga qo‘ysak,

$$\begin{cases} X(0) = C_1 + C_2 \cdot 0 = 0 \\ X(l) = C_1 \cos\sqrt{\lambda}\, l + C_2 \sin\sqrt{\lambda}\, l = 0 \end{cases}$$

sistemaga ega bo‘lamiz. Bundan $C_1 = 0$, $C_2 \sin\sqrt{\lambda}\, l = 0$ ekanligi kelib chiqadi.

Endi $C_2 \neq 0$ deb olamiz, aks holda yana $X(x) \equiv 0$ bo‘ladi. Shuning uchun $\sin\sqrt{\lambda}\, l = 0$, bundan esa $\sqrt{\lambda} l = \pi k$, $k \in Z$ kelib chiqadi.

Shunday qilib, (9) masalaning noldan farqli yechimi faqatgina

$$\lambda_k = \left(\frac{\pi k}{l}\right)^2, \quad (k = 1,2,3,\dots)$$

qiymatlarda mavjud va bu qiymatlar qaralayotgan masalaning xos qiymatlari deyiladi. $C_2 = 1$ desak, bu qiymatlarga mos xos funksiyalar

$$X_k(x) = \sin\frac{\pi k}{l} x$$

ko‘rinishida bo‘ladi.

λ parametrning $\lambda = \lambda_k$ qiymatlariga mos (6) tenglamaning

$$T_k(t) = a_k \cdot e^{-\left(\frac{\pi k}{l}\right)^2 \cdot \frac{t^{\beta}}{\beta+1}} \tag{10}$$

yechimlari mos keladi, a_k – ixtiyoriy o‘zgarmas sonlar.

Shunday qilib, quyidagi barcha funksiyalar

$$u_k(x,t) = T_k(t) \cdot X_k(x) = a_k \cdot e^{-\left(\frac{\pi k}{l}\right)^2 \cdot \frac{t^{\beta}}{\beta+1}} \cdot \sin\frac{\pi k}{l} x \tag{11}$$

qaralayotgan (1) tenglamani va (2) chegaraviy shartlarni qanoatlantiradi. Bu funksiyalardan ushbu

$u(x,t)=\sum_{k=1}^{\infty}a_k\cdot e^{-\left(\frac{\pi k}{l}\right)^2\cdot\frac{t^\beta}{\beta+1}}\cdot sin\frac{\pi k}{l}x$ (12) qatorni tuzamiz.

Endi (12) qatorni (2) boshlang'ich shartni qanoatlantirishini talab qilib,

$$u(x,0)=\varphi(x)=\sum_{k=1}^{\infty}a_k\,sin\frac{\pi k}{l}x \qquad (13)$$

ifodani olamiz. Hosil qilingan bu (13) ifoda $\varphi(x)$ funksiyaning $(0,l)$ oraliqda sinuslar bo'yicha Furye qatoriga yoyilmasi bo'lib, uning a_k koeffitsiyentlari

$$a_k=\frac{2}{l}\int_0^l\varphi(x)\,sin\frac{\pi kx}{l}dx \qquad (14)$$ formula bilan aniqlanadi.

Shunday qilib, bir jinsli o'zgaruvchan koeffitsiyentli issiqlik tarqalish tenglamasining yechimi (12) qator ko'rinishida bo'lib, undagi a_k koeffitsiyenti (14) formula bilan aniqlanadi.

Teorema. *Agar $\beta>0$ bo'lib, berilgan $\varphi(x)\in C^3[0,l]$ funksiya quyidagi*

$$\varphi(0)=\varphi(l)=0,\quad \varphi''(0)=\varphi''(l)=0 \qquad (15)$$

shartlarni qanoatlantirsa, u holda (1)-(3) masalani $C^{2,1}_{x,l}(D)\cap C(\overline{D})$ sinfda aniqlangan $u(x,t)$ yechimi mavjud bo'lib va $t^\beta u_{xx}\in C(\overline{D})$o'rinli bo'ladi.

Isboti. Teoremani isbotlash uchun avval (14) formula bilan aniqlangan integralni uch marta bo'laklab integrallaymiz. (15) tengliklarga asosan

$$a_k=-\frac{2}{l}\left(\frac{l}{\pi k}\right)^3\int_0^l\varphi'''(x)\cos\frac{\pi k}{l}xdx=-\left(\frac{l}{\pi}\right)^3\frac{p_k}{k^3} \qquad (16)$$

ifodani olamiz. Bu yerda

$$p_k=\frac{2}{l}\int_0^l\varphi'''(x)\cos\frac{\pi k}{l}xdx$$

Boshlang'ich shartlarga ko'ra $\varphi'''(x)$ funksiya $[0,l]$ segmentda uzluksiz, u holda matematik analiz kursidan ma'lum bo'lgan Bessel tengsizligiga ko'ra ushbu qator

$$\sum_{k=1}^{\infty}p_k^2\le\frac{2}{l}\int_0^l[\varphi'''(x)]^2dx \qquad (17)$$

yaqinlashuvchi qator bo'ladi.

Endi (16) ifodani (12) qatorga qo'yib, quyidagi

$$u(x,t)=-\left(\frac{l}{\pi}\right)^3\sum_{k=1}^{\infty}\frac{p_k}{k^3}e^{-\left(\frac{\pi k}{l}\right)^2\cdot\frac{t^{\beta+1}}{\beta+1}}sin\frac{\pi k}{l}x \qquad (18)$$

qatorni olamiz.

Hosil bo'lgan (18) qatorning har bir hadi yopiq $\overline{D}$ sohaning $\forall(x,t)$ nuqtasida ushbu yaqinlashuvchi

$$\left(\frac{l}{\pi}\right)^3\sum_{k=1}^{\infty}\frac{1}{k^3}\cdot|p_k|$$

sonli qatorning hadlari bilan chegaralangan. U holda Veyershtrass alomatiga ko'ra (12) qator yopiq $\overline{D}$ sohada absolyut va tekis yaqinlashadi. Demak, $u(x,t)$ funksiya yopiq $\overline{D}$ sohada yaqinlashuvchi qatorning yig'indisi sifatida uzluksiz bo'ladi. Endi (12) qatorni x va t o'zgaruvchilar bo'yicha hadma-had differensiallash mumkin ekanligini ko'rsatamiz. Buning uchun (12) qatorni hadma-had differensiallashdan hosil bo'lgan qatorlarning yopiq $\overline{D}$ sohada absolyut va tekis yaqinlashishini isbotlaymiz. (18) qatorni hadma-had differensiallab, ushbu

$$u_t(x,t)=\frac{l}{\pi}\sum_{k=1}^{\infty}\frac{1}{k}p_kt^\beta e^{-\left(\frac{\pi k}{l}\right)^2\frac{t^{\beta+1}}{\beta+1}}sin\frac{\pi k}{l}x \qquad (19)$$

$$u_{xx}(x,t)=\frac{l}{\pi}\sum_{k=1}^{\infty}\frac{1}{k}p_ke^{-\left(\frac{\pi k}{l}\right)^2\frac{t^{\beta+1}}{\beta+1}}sin\frac{\pi k}{l}x \qquad (20)$$

$$t^\beta u_{xx}(x,t)=\frac{l}{\pi}\sum_{k=1}^{\infty}\frac{1}{k}p_kt^\beta e^{-\left(\frac{\pi k}{l}\right)^2\frac{t^{\beta+1}}{\beta+1}}sin\frac{\pi k}{l}x \qquad (21)$$

qatorlarga ega bo'lamiz. Bu qatorlar $\forall(x,t)\in\overline{D}$ sohada

$$\frac{l}{\pi}\sum_{k=1}^{\infty}\frac{1}{k}|p_k| \qquad (22)$$

qatorga majorant bo'ladi. Oxirgi (22) qatorning yaqinlashuvchi bo'lishi (17) qatorlarning yaqinlashishidan va quyidagi

$$\frac{1}{k}|p_k|\le\frac{1}{2}\left(\frac{1}{k^2}+p_k^2\right)$$

tengsizliklardan kelib chiqadi. U holda (20)-(22) qatorlar Veyershtass alomatiga asosan yopiq $\overline{D}$ sohada absolyut va tekis yaqinlashuvi bo'ladi. Demak, $u_t(x,t)$, $u_{xx}(x,t)$ va $t^\beta u_{xx}(x,t)$ funksiyalar yopiq $\overline{D}$ sohada uzluksiz ekan. Endi (19) va (20) qatorlarni (1) tenglamaga qo'ysak, (12) formula bilan aniqlangan $u(x,t)$ funksiya issiqlik tarqalish tenglamasini qanoatlantirishiga ishonch hosil qilish mumkin. Shunday qilib, teorema isbot bo'ldi.

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SUYUQLIKLARNING ICHKI ISHQALANISH KOEFFITSIYENTINI ANIQLASH USULLARINING FAFMATSEVTIKADA QO'LLANILISHI

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Annotatsiya: *Puazeyl formulasi suyuqlikning laminar oqimi uchun o'rinli bo'lib, suyuqlikning dinamik qovushoqligini aniqlashda qo'llaniladi. Bu usulda turli xil viskozimetrlardan keng foydalaniladi. Masalan: kapillayar viskozimetr, rotatsion viskozimetr, VK-4 viskozimetri. Suyuq dori vositalarining sifat tahlilida suyuqlikning dinamik qovushoqligini aniqlash muhim o'rin tutadi. Ushbu maqolada suyuqlikning dinamik qovushoqligini aniqlash usullari tahlil etilgan.*

Kalit so'zlar: *suyuqlik, qovushqoqlik, tezlik gradiyenti, ichki ishqalanish, Reynolds soni, laminar oqim, turbulent oqim.*

ПРИМЕНЕНИЕ МЕТОДОВ ОПРЕДЕЛЕНИЯ КОЭФФИЦИЕНТА ВНУТРЕННЕГО ТРЕНИЯ ЖИДКОСТЕЙ В ФАРМАЦЕВТИЧЕСКИХ ПРЕПАРАТАХ

Аннотация: *Формула Пуазейля подходит для ламинарного течения жидкостей и используется для определения динамической вязкости жидкостей. В этом методе широко используются различные вискозиметры. Например: капиллярный вискозиметр, ротационный вискозиметр, вискозиметр ВК-4. Определение динамической вязкости жидкостей играет важную роль в качественном анализе жидких фармацевтических препаратов. В данной статье анализируются методы определения динамической вязкости жидкостей.*

Ключевые слова: *жидкость, вязкость, градиент скорости, внутреннее трение, число Рейнольдса, ламинарное течение, турбулентное течение.*

APPLICATION OF METHODS FOR DETERMINING THE COEFFICIENT OF INTERNAL FRICTION OF LIQUIDS IN PHARMACEUTICAL PREPARATIONS

Annotation: *The Poiseuille formula is suitable for laminar liquid flow and is used to determine the dynamic viscosity of liquids. Various viscometers are widely used in this method, including capillary viscometers, rotational viscometers, and the VK-4 viscometer. Determining the dynamic viscosity of liquids plays an important role in the qualitative analysis of liquid pharmaceuticals. This article analyzes methods for determining the dynamic viscosity of liquids.*

Keywords: *liquid, viscosity, velocity gradient, internal friction, Reynolds number, laminar flow, turbulent flow.*

Kirish

Suuyuqliklarda ichki ishqalanish tezlik gradienti, ishqalanayotgan qatlamlarning yuzasi va dinamik qovushqoqlikka to'gri proporsional. Suyuqlikning bu xususiyati qattiq jismlardagi ishqalanishdan farq qiladi, chunki qattiq jismlarda ichki ishqalanish yuzaga bog'liq emas. Puazeyl formulasi suyuqlikning laminar oqimi uchun o'rinli bo'lib, suyuqlikning dinamik qovushoqligini aniqlashda qo'llaniladi. Bu usulda turli xil viskozimetrlardan keng foydalaniladi. Masalan: kapillayar viskozimetr, rotatsion viskozimetr, VK-4 viskozimetri. Turli xil yog'lar, eritmalarning ichki ishqalanish koeffitsientini o'rganish oziq-ovqat, neft-gaz sanoatida, tibbiyot va farmatsevtikada muhim ahamiyat kasb etadi.

Adabiyotlar tahlili

Suyuqlikning ichki ishqalanishi bo'yicha juda ko'plab ilmiy, amaliy maqolalar, ilmiy ishlar nashr etilgan. Bir necha maqola tahlilini quyida keltiramiz. Шахматов К.С., Доня Д.В., Басова Г.Г. «Способ определения вязкости жидкостей малых объемов» nomli maqolasida "Rheotest 2" rotatsion viskozimetr yordamida 0,1-0,3 ml hajmdagi suyuqliklar bilan olib borilgan ilmiy tadqiqot natijalari haqida axborot bergan. [1] Shamrov N.I., Shamrova E.A. «Определение вязкости биологической жидкости в малом объеме» nomli maqolasida biologik suyuqliklarning ichki ishqalanishini kapillyar viskozimetr - Osvald viskozimetrida aniqlash usulini yoritib bergan. [2] Мизеровский Л.Н., Смирнов П.Р. «Вязкость и внутренее трение в жидкостях» номли маколасида suyuqliklarning ichki ishqalanishi bo'yicha axborot bergan. [3]

Tadqiqot metodologiyasi

Maqolada suuyuqliklarda ichki ishqalanish hodisasi haqida umumiy ma'lumotlar berildi.

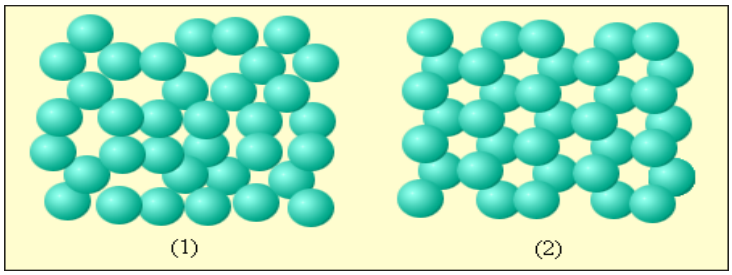
Natijalar va ularning tahlili

Biologik suyuqliklar organizmdagi jarayonlarda bevosita ishtirok etib, moddalar almashinuvi, ionlarning harakatchanligiga o'z ta'sirini ko'rsatadi.

Suyuq dori vositalarining texnologik xossalarini, fizik-mexanik ko'rsatkichlarini o'rganish, ularning tarkibini tanlashda, sifat va miqdoriy tahlil usullarini ishlab chiqishda, standartlash va sifatini nazorat qilishda muhim ahamiyatga ega.

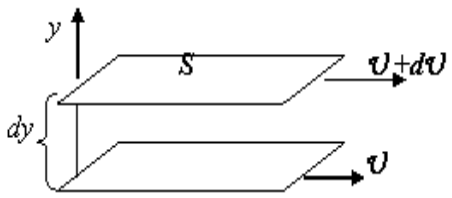
Zarrachalarning biologik membranalar orqali harakatchanligi va o'tkazuvchanligi ishqalanishga yoki boshqa zarrachalar bilan to'qnashuvga bog'liq. Ichki ishqalanish koeffitsienti qanchalik yuqori bo'lsa, ularning harakatchanligi va biologik membrana orqali o'tkazuvchanligi shunchalik yuqori bo'ladi. Suyuq dori vositalarining organizmda so'rilishini yaxshilash uchun ularning dinamikasini hisobga olish kerak.

Suyuqlik moddaning gaz va qattiq jism oralig'idagi agregat holatidir. Shuning uchun ham uning ba'zi xossalari gaznikiga, ba'zilari esa qattiq jismnikiga o'xshab ketadi. Suyuqliklar qattiq jismga o'xshab ma'lum hajmga ega bo'lsa, gazlardek o'zi quyilgan idish hajmini egallaydi. Suyuqlikning har bir molekulasi atrofida o'zi kabi molekulalar bilan o'ralgan bo'ladi va muvozanat vaziyati atrofida tebranma harakat qiladi. Vaqti vaqti bilan molekula bo'sh, ya'ni vakant o'rinni egallashi mumkin, chunki kristallardagi kabi molekulalar aniq bir markazga bog'lanmagan. Suyuqlik molekulalari yaxshi o'rin almashish xususiyatiga ega, ya'ni suyuqlik oqishi va o'zi solingan idash hajmini egallashi mumkin. Suyuqlik molekulalari orasidagi o'zaro ta'sir kuchining kattaligi natijasida suyuqlik amalda siqilmaydi. Molekulalararo ta'sir kuchi suyuqlikning molekulyar bosimi deyiladi. Masalan: suvning molekulyar bosimi 1100 MPa artofida. Suyuqliklarni rentgen nurlari yordamida o'rganish ularning molekulyar tuzilishida qattiq jismlarning molekulyar tuzilishiga o'xshash joylari borligin ko'rsatdi. Agar qattiq jismlarda molekulalarning ancha katta masofada ham batartib joylashuvi kuzatilsa, suyuqliklarda juda kichik, atomlararo masofalardagina batartib joylashuvi kuzatiladi (1-rasm).



1-rasm. 1-Suv. 2-Muz.

Frenkel nazariyasiga ko'ra, suyuqlik molekulasi ma'lum vaqt davomida o'z muvozanat holati atrofida, go'yoki kristall panjaraning tugunida turgandek tebranib turadi, so'ngra sakrab oldingisidan atomlararo masofada bo'lgan yangi holatga (yangi tugunga) o'tadi. Molekulalarning biror holatda bo'lish vaqti juda kichik, 10^{-10} s ni tashkil etadi. Suyuqlikning har bir molekulasiga uni o'rab turgan molekulalar tomonidan tortishish kuchlari ta'sir ko'rsatadi. Mutlaqo yopishmaydigan va siqilmaydigan suyuqlik ideal suyuqlik deyiladi. Real suyuqlik oqqanda uning ayrim qatlamlari bir-biriga shu qatlamlarga urinma ko'rinishda yo'nalgan kuchlar bilan o'zaro ta'sirlashadi. Bu hodisaga ichki ishqalanish yoki qovushqoqlik deyiladi. Suyuqlikni shartli ravishda qatlamlardan iborat deb tasavvur qilamiz. Qatlamlar o'zaro bir-biriga ta'sir ko'rsatadi. Qatlamlar harakatining tezligini harakatga tik bo'lgan y o'qqa nisbatan qaraylik. Bu holda harakatning y o'qi bo'yicha o'zgarish tezligi (tezlik gradiyenti) bo'ladi $\frac{d\vartheta}{dy}$ (2-rasm).

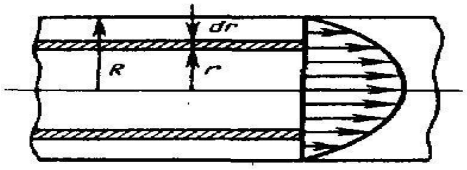


2-rasm. Suyuqlik qatlamlari.

Agar koordinata y ortishi bilan qatlamlarning tezligi bir tekisda ortsa, u holda tezlik gradiyenti suyuqlikning barcha massasi uchun bir xil bo'ladi. Bir-biridan Δy uzoqlikda turgan qatlamlarning tezliklari υ_1 va υ_2 bo'lsa, u holda tezlik gradiyenti

$\frac{\vartheta_2-\vartheta_1}{dy}$ bo‘ladi. Suyuqlik qatlamlari orasida mavjud bo‘lgan ishqalanish kuchi F uchun Nyuton quyidagi qonuniyatni aniqladi: $\vec{F}=\eta\left|\frac{d\vec{\vartheta}}{dz}\right|S$ (1)

bu formulada η -suyuqlikning qovushqoqlik koeffitsiyenti; S -qatlamlar yuzasi; dυ/dy kattalik (tezlik gradiyenti) bir qatlamdan ikkinchi qatlamga o‘tganda suyuqlik qatlamlari tezliklarining o‘zgarish jadalligini ifodalaydi. Ishqalanish kuchi (F) ikki "qo‘shni" qatlamning tezroq harakatlanayotganini to‘xtatishga, sekinroq harakatlanayotganini esa tezlatishga intiladi. (1) ga ko‘ra η ning SI dagi birligi qilib shunday suyuqlikning qovushqoqligi olinadiki, bunda tezlik gradiyenti dυ/dy=1m/s*m=1/s bo‘lganda, suyuqlikning ikki "qo‘shni" qatlamlari orasidagi S=1 m2 sirtda mavjud bo‘lgan ishqalanish kuchi 1 N ga teng bo‘ladi. Bu birlik paskal-sekund (Pa*s) deb ataladi. Ko‘pchilik suyuqliklarda qovushqoqlik tezlik gradiyentiga bog‘liq bo‘lmaydi, bunday suyuqliklar Nyuton tenglamasiga bo‘ysunadi, shuning uchun ular Nyuton suyuqliklari deyiladi. Nyuton tenglamasiga bo‘ysunmaydigan suyuqliklar nonyuton suyuqliklar deyiladi. Murakkab va yirik molekulalardan iborat suyuqliklar, masalan: polimerlar eritmasi, molekula va zarrachalarning bog‘lanishlari tufayli hosil bo‘lgan fazoviy strukturalar, qon shunday suyuqliklarga misol bo‘la oladi. Fransuz olimi Puazeyl (1841) suyuqliklarning naylarda oqish tezliklarini tajriba yo‘li bilan o‘rganib, suyuqlikning nay bo‘ylab o‘rtacha laminar oqish tezligi nay uzunlik birligiga, bosimning tushishi hamda nay radiusining kvadratiga to‘g‘ri mutanosib va qovushqoqlik koeffitsiyentiga teskari mutanosib ekanligini aniqladi: $\vartheta_{o'}=\frac{\rho_1-\rho_2}{l}\cdot\frac{R^2}{8\eta}$ (2)



3-rasm. Suyuqlikning nay bo‘ylab harakati.

Radiusi R bo‘lgan naydan radiusi r bo‘lgan suyuqlik hajmi (3-rasm) ajratib olinadi. Birlik vaqt ichida truba ko‘ndalang kesimidan oqib o‘tgan suyuqlik oqimi topiladi. Shuning uchun ham bu qonun Puazeyl qonuni deb ataladi. Nay uchun $S=\pi R^2$ va $Q=\upsilon_{o'}\cdot S$ ekanligini hisobga olib Puazeyl qonunini quyidagicha yozish mumkin:

$$Q=\frac{P_1-P_2}{l}\cdot\frac{\pi R^4}{8\eta} \quad (3)$$

Laminar suyuqliklar uchun Puazeyl formulasi quyidagicha bo‘ladi.

$$Q=\frac{P_1-P_2}{l}\cdot\frac{\pi R^4}{8\eta} \quad (4)$$

Real suyuqlik yoki gazlarda ishqalanish kuchlari mavjudligi tufayli ularda harakatlanuvchi jismlarga ta’sir etuvchi qarshilik kuchlari paydo bo‘ladi.

Bu kuchlarning miqdori asosan jismlarning harakat tezligiga bog‘liq bo‘ladi. Stoks katta bo‘lmagan ϑ tezliklar bilan harakatlanuvchi r radiusli sharsimon jismlarga muhit tomonidan ta’sir etuvchi qarshilik kuchi F jismning tezligi va o‘lchamlariga hamda muhitning qovushqoqlik koeffitsienti η ga to‘g‘ri mutanosib ekanligini ko‘rsatdi: $F=6\pi\eta r\vec{\vartheta}$ (5)

(5) ifoda Stoks formulasi deyiladi.

Sferik jism (sharcha)ning suyuqlik solingan idish ichidagi harakat tezligi quyidagi formula orqali aniqlanadi:

$\upsilon=\frac{2\ \rho_1-\rho_2)r^2}{9\eta}g$

Suyuqliklarning qatlam-qatlam bo‘lib, ya’ni suyuqlik qatlamlarining tezligi o‘zgarmasdan oqishi laminar oqim deyiladi. Turbulent oqimda zarrachalar tezligi turli joyda turlicha bo‘lib, uzluksiz va xaotik o‘zgarib turadi, harakat nostatsionar bo‘ladi. Suyuqliklarning nay bo‘ylab oqishi suyuqlikning xossalariga, uning oqish tezligiga, nayning o‘lchamlariga bog‘liq bo‘lib, Reynolds soni bilan aniqlanadi:

$$Re=\frac{\rho l\vartheta}{\eta} \quad (6)$$

(6) dagi Re o‘lchamsiz kattalik bo‘lib, Reynolds soni deb ataladi. Agar Reynolds soni biror kritik qiymatdan katta bo‘lsa ($Re>Re_{kr}$), unda suyuqlik harakati turbulent bo‘ladi. Masalan: silliq devorli silindrik naylarda $Re_{kr}\approx2300$. Muhit qovushqoqlik koeffitsiyentining zichligiga nisbati η/ρ esa kinematik qovushqoqlik deb ataladi: $\frac{\eta}{\rho}=\nu$

Amalda Reynolds soni qovushqoqlik koeffitsiyenti orqali emas, balki kinematik qovushqoqlik orqali ifodalanadi: $Re=\frac{l\vartheta}{\nu}$

Xulosa. Biologik suyuqliklar organizmdagi jarayonlarda bevosita ishtirok etib, moddalar almashinuvi, ionlarning harakatchanligiga o‘z ta’sirini ko‘rsatadi.

Zarrachalarning biologik membranalar orqali harakatchanligi va o'tkazuvchanligi ishqalanishga yoki boshqa zarrachalar bilan to‘qnashuvga bog‘liq. Ichki ishqalanish koeffitsienti qanchalik yuqori bo‘lsa, ularning harakatchanligi va biologik membrana orqali o‘tkazuvchanligi shunchalik yuqori bo‘ladi. Suyuq dori vositalarining organizmda so‘rilishini yaxshilash uchun ularning dinamikasini hisobga olish kerak.

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INDEKSLARI KO`P O`LCHOVLI BOG`LIQ BO`LMAGAN TASODIFIY MIQDORLAR YIG‘INDISI UCHUN KATTA SONLAR QONUNIDA YAQINLASHISH TEZLIKLARI

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Annotatsiya: *Ushbu maqolaning maqsadi indekslari ko`p o`lchovli bog`liq bo`lmagan tasodifiy miqdorlar yig‘indisi uchun katta sonlar qonunida yaqinlashish tezliklari uchun limit teoremalarga bag`ishlangan. Unda tasodifiy miqdorlar yig‘indisi uchun karrali logarifmлар qonunidagi zaruriy shartlar keltirilgan.*

Kalit so‘zlar: *Tasodifiy miqdorlar; katta sonlar qonuni, taqsimot funksiya, tasodifiy o’zgaruvchilar; matematik kutilma , dispersiya, каррали logarifm qonuni.*

СКОРОСТИ СХОДИМОСТИ В ЗАКОНЕ БОЛЬШИХ ЧИСЕЛ ДЛЯ СУММ НЕЗАВИСИМЫХ СЛУЧАЙНЫХ ВЕЛИЧИН С МНОГОМЕННЫМИ ИНДЕКСАМИ

Аннотация: *Цель данной статьи посвящена предельным теоремам для скорости сходимости в законе больших чисел для сумм независимых случайных величин с многоменными индексами. Он содержит необходимые условия закона кратных логарифмов суммы случайных величин.*

Ключевые слова: *Случайные величины; закон больших чисел, функция распределения, случайные функции; математическое ожидание, дисперсия, закон повторного логарифма.*

RATES OF CONVERGENCE IN THE LAW OF LARGE NUMBERS FOR SUMS OF INDEPENDENT RANDOM VARIABLES WITH MULTIPLE-VARIABLE INDICES

Abstract: *The purpose of this article is devoted to limit theorems for the rates of convergence in the law of large numbers for sums of independent random variables with multiple-variable indices. It contains the necessary conditions for the law of multiple logarithms of the sum of random variables.*

Keywords: *multidimensional indices; tail probabilities of sums of i.i.d. random variables; stable distributions; domain of attraction; strong law; law of the iterated logarithm.*

Kirish. Hozirgi zamon matematikasining barcha yutuqlari haqida batafsil so‘zlash imkoni kichik bir ish ichida beimkon muammodir, chunki matematika fani shunchalik rivojlanib ketganki, uning yuzlab tarmoqlarida minglab ilmiy ishlar qilinmoqda, chop etilgan ishlarning bir necha foizigina o‘rganilib, kundalik hayot ehtiyojlariga tatbiq etiladi xolos. Matematika fanining ehtimollar nazariyasi va matematik statistika, differensial tenglama va matematik fizika, funksional tahlil sohasidagi yutuqlari respublikadan ancha uzoqda ham mashhur .

Ehtimollar nazariyasi va matematik statistika fanining xx asrdagi rivoji va uning xalq xo‘jaligining turli tarmoqlariga tadbiqlari o‘zining ilmiy amaliy ahamiyati bilan ajralib turadi. Buning misoli sifatida A.N.Kolmogorov, A.Xinchin, Y.V.Proxorov, B.V.Gnedenko, A.Borovkov, A.N.Shiryayev, V.Petrov, V.Korolyuk, S.X.Sirojiddinov, A.Skoroxod, Y.P.Kubilyus, V.Feller kabi olimlarning ishlari fundamentalligi bilan ajralib turadi.

Adabiyotlar tahlili vatadqiqot metodologiyasi. Ehtimollardan tuzilgan qatorlarning yaqinlashishini o‘rganish keyingi o‘n yilliklardagi muhim yo‘nalishlardan hisoblanadi. Bu yo‘nalishlarda P.Erdesh, M.Kas, I.S.Chao, T.L.Lay, N.Amosova, V.Petrov, S.X.Sirojiddinov, M.U.G‘ofurov, A.D.Slastnikov, A.Gut, O.I.Klesov, R.Smayz, Sh.Shorahmedov, I.Yo‘Ldoshev, M.K.Xolmurodov, R. Kenjayev, X.Sarimsaqova, I.M.Xamdamov, G.A.Abud, R.Kenjayev va boshqalarning qilgan ishlari va olingan natijalarini keltirish mumkin. 2000 yillardan boshlab A.Gut, O.Klesov, J.Steynbach , A.Bulinskiy , A.Dilman, A.Spataru, U.Shtadtmyuller, I.Fazekash kabilarning ishlarida indekslari ko‘p o‘lchovli tasodifiy miqdorlar uchun qator fundamental natijalar olindi. Olingan natijalar shuni ko‘rsatadiki, ehtimollardan tuzilgan qatorlarning

yaqinlashish katta sonlar qonuni, chegaraviy funksionallar taqsimoti (chegaraviy shartlar bo'yicha chegaradan chiqishlar soni, ekssess va oxirgi chiqish momenti) kabi masalalarni yechishda keng ko'lamda qo'llanilgan.

R orqali xaqiqiy sonlar to'plami, N bilan natural sonlar to'plami bo`lsin. Faraz qilaylik, quyidagi d-o'lchovli koordinatalari natural sonlardan iborat vektorlar to'plami berilgan bo'lsin: $Z_+^d = \{\vec{n} = (n_1, n_2, \dots, n_d); n_i \in N, i = \overline{1,d}\}$, bu yerda d∈N. Z_+^d to'plamda qisman tartiblanganlik tushunchasini kiritamiz: $\vec{m}, \vec{n} \in Z_+^d$ uchun $\vec{m} < \vec{n}$ munosabat $m_i \le n_i, i = \overline{1,d}$ni bildiradi.

Ushbu $\vec{n} = (n_1, n_2, \dots, n_d) \in Z_+^d$uchun $$|\overline{n}| = \prod_{i=1}^{d} n_i$$

bo'lsin ,agar $n_i \to \infty$ har bir, $i = \overline{1,d}$ uchun bo'lsa, $\bar{n} \to \infty$ ni bildiradi . Quyidagi munosabat o'rinli $\alpha\bar{n} = (\alpha n_1, \dots, \alpha n_d), \alpha \in R$. $log^+ x = max(0, log\, x)$ belgilashni kiritamiz.

Kelgusida $\{X(\bar{n}); n \in Z_+^d\}$ orqali bog'liq bo'lmagan, bir hil taqsimlangan tasodifiy miqdorlar to'plamini belgilaymiz:

$$S(\bar{0}) = 0, S(\bar{n}) = \sum_{k<n} X(\bar{k}).$$

X orqali $X(\bar{n}); n \in Z_+^d$ tasodifiy miqdor bilan bir hil taqsimotga ega bo'lgan tasodifiy miqdorni belgilaymiz.

Ushbu yo'nalishdagi birinchi natijalar Gut[11] va Klesov[1, 2] tomonidan keltirilgan. Ular $EX = 0$ va $E[X^2(\log(1+|X|))^{d-1}] < \infty$ (1) bo'lganda

$$\lim_{\varepsilon\to 0} \frac{\varepsilon^2}{(-2log\varepsilon)^{d-1}} \sum_n P(|S_n| \ge \varepsilon|n|) = \frac{EX^2}{(d-1)!}, \qquad (2)$$

bo'lishini ko'rsatishgan.

Natijalar va muhokamalar. Ushbu maqolada quyidagi teorema isbot qilingan.

Teorema. Faraz qilaylik $EX = 0$, u holda $E[|X|^r(\log(1+|X|))^{d-1}] < \infty, r \ge 2$, $EX^2 = 1$ ni olamiz va standart normal taqsimlangan tasodifiy miqdor bo`lsin. $1 \le p < 2$ uchun quyidagi o`rinli :

$$\limsup_{\varepsilon\to 0} \frac{\varepsilon^{\frac{2p}{2-p}\left(\frac{r}{p}-1\right)}}{(-\log\varepsilon)^{d-1}} \sum_{j\ge 1} d(j)\, j^{\frac{r}{p}-2} P\left(\left|S_{\pi(j)}\right| \ge \varepsilon j^{\frac{1}{p}}\right) =$$

$$\frac{1}{\sqrt{\pi}} \cdot \frac{1}{(d-1)!} \cdot \left(\frac{2p}{2-p}\right)^{d-1} \cdot \frac{p}{r-p} \cdot 2^{\frac{\alpha p}{\alpha-p}\cdot\left(\frac{2}{p}-1\right)} \Gamma\left(\frac{\alpha p}{\alpha-p} \cdot \left(\frac{2}{p}-1\right) + \frac{1}{2}\right)$$

Natija. Teorema r=2 va ∝= 2 bo`lganda yuqoridagi natijalarni umumlashtiradi.

Teoremaning isboti.

Shunday qilib, standart normal taqsimlangan tasodifiy miqdor bo`lsin. U holda uning dispersiyasi $\sigma^2 = 1$. Bundan tashqari, N standart taqsimlangan tasodifiy miqdor, bu erda F t.m. ning taqsimot funksiyasi va $\Psi(x) = 1 - F(x) + F(-x) = (|N| > x),\ x \ge 0$ .Quyidagi lemmalardan foydalanamiz.

Lemma-1. $d \ge 2\ va\ \gamma > 0$ lar uchun

$$\lim_{\varepsilon\to 0} \frac{1}{(-log\varepsilon)^{d-1}} \int_{\varepsilon C}^{\infty} \left(\log\frac{y}{\varepsilon}\right)^{d-1} y^{\gamma-1}\Psi(y)dy = \gamma^{-1}E|Z|^{\gamma}.$$

Isbot. Lemma 2.4 dan darhol $h(y) = y^{\gamma-1}\,\Psi(y)$ bilan isboti kelib chiqadi.

Lemma -2. $k \to \infty$ da $\gamma > -1$ uchun biz

$$\sum_{j=1}^{k} d(j) j^{\gamma} \sim \frac{1}{(d-1)!} \sum_{j=1}^{k} j^{\gamma}\,(logj)^{d-1} \sim \frac{1}{(d-1)!} \frac{k^{\gamma+1}(logk)^{d-1}}{\gamma+1}.$$

-ga ega bo'lamiz.

Isbot. $k > 1$ uchun biz $\sum_{j=1}^{k} d(j) j^{\gamma} = M(k)k^{\gamma} + \sum_{j=1}^{k-1} d(j)(j^{\gamma} - k^{\gamma})$ tenglikni olamiz. Keyin $\sum_{j=1}^{k} d(j) j^{\gamma}$ yig`indini $M(k)k^{\gamma} - \gamma\sum_{i=1}^{k-1} M(i) i^{\gamma-1}$ va $M(k)k^{\gamma} - \gamma\sum_{i=1}^{k-1} M(i)(i+1)^{\gamma-1}$ lar orasida yotishini kuzatamiz. Bu esa $j^{\gamma} - k^{\gamma}$ ning $-\gamma\sum_{i=j}^{k-1} i^{\gamma-1}$ va $-\gamma\sum_{i=j}^{k-1}(i+1)^{\gamma-1}$ lar orasida yotishini anglatadi. $\sum_{j=1}^{k} j^{\gamma}(\log j)^{d-1} \sim \frac{k^{\gamma+1}(\log k)^{d-1}}{\gamma+1}$ ning $k \to \infty$ ekanligini hisobga olib, biz quyidagini hosil qilamiz:

$$M(k)k^{\gamma} - \gamma\sum_{i=1}^{k-1} M(i) i^{\gamma-1} \sim \frac{k^{\gamma+1}(\log k)^{d-1}}{(d-1)!} - \frac{\gamma}{(d-1)!}\sum_{i=1}^{k-1} i^{\gamma}(\log i)^{d-1} \sim \frac{\gamma+1}{(d-1)!}\sum_{j=1}^{k} j^{\gamma}(logj)^{d-1} - \frac{\gamma}{(d-1)!}\sum_{i=1}^{k-1} i^{\gamma}(logi)^{d-1}$$

$$= \frac{1}{(d-1)!}\sum_{j=1}^{k} j^{\gamma}(logj)^{d-1} + \frac{\gamma}{(d-1)!} k^{\gamma}(logk)^{d-1} \sim \frac{1}{(d-1)!}\sum_{j=1}^{k} j^{\gamma}(logj)^{d-1} \sim \frac{1}{(d-1)!}\frac{k^{\gamma+1}(\log k)^{d-1}}{\gamma+1}.$$

Bog'langan $M(k)k^{\gamma}-\gamma\sum_{i=1}^{k-1}M(i)(i+1)^{\gamma-1}\ \ k\to\infty$ intilganda bir xil asimptotikani ta'minlaydi.

Teoremani isbotini keltiramiz. $\frac{r}{p}-2$ uchun xulosa lemmaga asosan α o`rniga 2 gani, Z esa N bilan almashtiriladi. Shuning uchun $r\geq 2p$ bo'lsin. $\gamma=\frac{r}{p}-2$ bilan Lemma -2. bo'yicha, k_0 ni $k\geq k_0$ shunday tanlaymiz ya'ni $0<\delta<1$ uchun;

$$\frac{1-\delta}{(d-1)!}\sum_{j=1}^{k}(logj)^{d-1}\,j^{\frac{r}{p}-2}\ \leq\sum_{j=1}^{k}d(j)\,j^{\frac{r}{p}-2}\leq\frac{1+\delta}{(d-1)!}\sum_{j=1}^{k}(logj)^{d-1}\ j^{\frac{r}{p}-2},$$

Bundan tashqari, $j\geq k_0$ uchun $(logj)^{d-1}j^{\frac{r}{p}-2}\leq(1+\delta)(\log(j-1))^{d-1}(j-1)^{\frac{r}{p}-2}$ deb faraz qilamiz. Lemmalarga asosan quyidagini olamiz.

$$\sum_{j\geq 1}d(j)j^{\frac{r}{p}-2}P\left(\left|S_{\pi(j)}\right|\geq\varepsilon j^{\frac{1}{p}}\right)\leq\ C+\frac{1+\delta}{(d-1)!}\sum_{j\geq k_0}(logj)^{d-1}j^{\frac{r}{p}-2}\Psi\left(\varepsilon j^{\frac{1}{p}-\frac{1}{2}}\right)$$

$$\leq C+\frac{(1+\delta)^2}{(d-1)!}\sum_{j\geq k_0}(\log(j-1))^{d-1}(j-1)^{\frac{r}{p}-2}\Psi\left(\varepsilon j^{\frac{1}{p}-\frac{1}{2}}\right)\ \leq\ C+\frac{(1+\delta)^2}{(d-1)!}\int_{k_0-1}^{\infty}(\log x)^{d-1}x^{\frac{r}{p}-2}\Psi\left(\varepsilon x^{\frac{1}{p}-\frac{1}{2}}\right)dx$$

$$\leq C+\varepsilon^{-\frac{2p}{2-p}\left(\frac{r}{p}-1\right)}\frac{(1+\delta)^2}{(d-1)!}\left(\frac{2p}{2-p}\right)^{d}\int_{\varepsilon C}^{\infty}\left(\log\frac{y}{\varepsilon}\right)^{d-1}y^{\frac{2p}{2-p}\left(\frac{r}{p}-1\right)}\Psi(y)\,dy,$$

Bu va $\gamma=\frac{2p}{2-p}\left(\frac{r}{p}-1\right)$ bilan Lemma 2 dan quyidagi natia kelb chiqadi:

$$\limsup_{\varepsilon\to 0}\frac{\varepsilon^{\frac{2p}{2-p}\left(\frac{r}{p}-1\right)}}{(-\log\varepsilon)^{d-1}}\sum_{j\geq 1}d(j)\,j^{\frac{r}{p}-2}P\left(\left|S_{\pi(j)}\right|\geq\varepsilon j^{\frac{1}{p}}\right)=$$

$$\frac{1}{\sqrt{\pi}}\cdot\frac{1}{(d-1)!}\cdot\left(\frac{2p}{2-p}\right)^{d-1}\cdot\frac{p}{r-p}\cdot 2^{\frac{\alpha p}{\alpha-p}\cdot\left(\frac{2}{p}-1\right)}\Gamma\left(\frac{\alpha p}{\alpha-p}\cdot\left(\frac{2}{p}-1\right)+\frac{1}{2}\right)$$

Yuqoridagilardan teoremani isboti kelib chiqadi. Teorema r=2 va $\propto=2$ bo`lganda yuqoridagi natijalarni umumlashtiradi.

XULOSA. Shunday qilib, tasodifiy miqdorlar yig‘indisi uchun katta sonlar qonunida yaqinlashish tezliklari olindi**:** ehtimollardan tuzilgan qatorlarni matematik kutilmalarning mavjudligi ma’nosida yaqinlashishi uchun zaruriy va yetarli shartlar keltirildi;ehtimollardan tuzilgan qatorlarning kichik parametrlari bo‘yicha asimptotikasi o‘rganildi; katta sonlarning kuchaytirilgan qonunida kichik parametrlari bo‘yicha masalalar o‘rganildi va kuchaytirilgan katta sonlar qonuni va uning yaqinlashish tezliklari.

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S-BLOKLARNING KRIPTOGRAFIK TAHLILINI KOMPLEKS TAHLILI: METRIKALAR, USULLAR VA XAVFSIZLIK OQIBATLARI

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Annotatsiya: *Ushbu maqolada simmetrik shifrlash tizimlarining asosiy chiziqli bo‘lmagan komponenti bo‘lgan S-bloklarning kriptografik xossalarini kompleks baholash nazariy va hisoblash usullari yordamida tahlil qilinadi. Tadqiqotda 15 ta asosiy kriptografik mezon (balanslashganlik, chiziqli bo‘lmaganlik, qat’iy lavina mezoni, bit mustaqillik mezoni, differensial yagona qiymat, chiziqli va differensial taxminiy ehtimollar, algebraik daraja, shaffoflik tartibi, absolyut ko‘rsatkich, bumerang yagona qiymati, kvadratlar yig‘indisi ko‘rsatkichi, qo‘zg‘almas nuqtalar, chiziqli strukturalar va tsiklik tuzilma) formal ta’riflar, matematik formulalar, talqinlar va xavfsizlik oqibatlari bilan tavsiflanadi. Uolsh-Adamar spektral tahlili, differensial va chiziqli yaqinlashtirish jadvallari (DDT/LAT) hamda bool funksiyalar nazariyasiga asoslangan hisoblash metodologiyasi taklif etilgan. AES, tasodifiy va optimallashtirilgan S-bloklarining solishtirma tahlili metrikalar o‘rtasidagi fundamental kompromisslarni ochib beradi. Maqola S-blok dizaynini ko‘p maqsadli optimallashtirish, sun’iy intellekt asosidagi avtomatlashtirilgan loyihalash va kvantga chidamli strukturalarni ishlab chiqish bo‘yicha ilmiy yo‘nalishlarni belgilab beradi.*

Kalit so‘zlar: *S-blok, Boolean funksiyalari, chiziqli bo‘lmaganlik, differensial yagona qiymat, Uolsh-Adamar transformatsiyasi, kriptotahlil, algebraik normal shakl, bumerang yagona qiymati, ko‘p maqsadli optimallashtirish.*

COMPREHENSIVE STUDY OF THE CRYPTOGRAPHIC ANALYSIS OF S-BOXES: METRICS, METHODS, AND SECURITY IMPLICATIONS

Abstract: *This article presents a comprehensive analysis of the cryptographic properties of S-boxes, which constitute the primary nonlinear components of symmetric encryption systems, using both theoretical and computational approaches. The study examines 15 key cryptographic criteria—balancedness, nonlinearity, strict avalanche criterion, bit independence criterion, differential uniformity, linear and differential approximation probabilities, algebraic degree, transparency order, absolute indicator, boomerang uniformity, sum-of-squares indicator, fixed points, linear structures, and cyclic structure. Each metric is described through formal definitions, mathematical formulations, interpretations, and corresponding security implications.*

A computational methodology based on the Walsh–Hadamard spectral analysis, differential and linear approximation tables (DDT/LAT), and Boolean function theory is proposed. A comparative analysis of AES, random, and optimized S-boxes reveals fundamental trade-offs among the considered metrics.

The paper further outlines promising research directions, including multi-objective optimization in S-box design, artificial intelligence–driven automated construction, and the development of quantum-resistant structures.

Keywords: *S-box, Boolean functions, nonlinearity, differential uniformity, Walsh–Hadamard transform, cryptanalysis, algebraic normal form, boomerang uniformity, multi-objective optimization.*

КОМПЛЕКСНОЕ ИССЛЕДОВАНИЕ КРИПТОГРАФИЧЕСКОГО АНАЛИЗА S-BOX'ОВ: МЕТРИКИ, МЕТОДЫ И АСПЕКТЫ БЕЗОПАСНОСТИ

Аннотация. *В данной статье представлен комплексный анализ криптографических свойств S-box’ов (блоков подстановки), которые составляют основные нелинейные компоненты систем симметричного шифрования, с использованием как теоретических, так и вычислительных подходов. В исследовании рассматриваются 15 ключевых*

криптографических критериев: сбалансированность, нелинейность, строгий лавинный критерий (SAC), критерий независимости битов (BIC), дифференциальная равномерность, вероятности линейной и дифференциальной аппроксимации, алгебраическая степень, порядок прозрачности, абсолютный индикатор, бумеранговая равномерность, индикатор суммы квадратов, неподвижные точки, линейные структуры и циклическая структура. Каждая метрика описывается через формальные определения, математические формулировки, интерпретации и соответствующие последствия для безопасности. Предложена вычислительная методология, основанная на спектральном анализе Уолша–Адамара, таблицах дифференциальной и линейной аппроксимации (DDT/LAT) и теории булевых функций. Сравнительный анализ AES, случайных и оптимизированных S-box'ов выявляет фундаментальные компромиссы между рассматриваемыми метриками. В работе также намечаются перспективные направления исследований, включая многокритериальную оптимизацию при проектировании S-box'ов, автоматизированное конструирование на основе искусственного интеллекта и разработку квантово-устойчивых структур.

Ключевые слова: *S-box, булевы функции, нелинейность, дифференциальная равномерность, преобразование Уолша–Адамара, криптоанализ, алгебраическая нормальная форма, бумеранговая равномерность, многокритериальная оптимизация.*

Kirish. Simmetrik shifrlash algoritmlarida kryptografik ustahkamlikning asosiy omili shannon nazariyasidagi **confusion** (chalkashtirish) va diffusion (tarqatish) tamoyillarini samarali amalga oshirish hisoblanadi. S-bloklar (almashtirish qutilari) aynan chalkashtirish funksiyasini bajaruvchi asosiy strukturaviy komponent bo‘lib, ularning sifati simmetrik shifrlarning chiziqli va differensial kriptotahlilga chidamliligini bevosita belgilaydi. Tarixan DES, GOST 28147-89, AES (Rijndael) va zamonaviy blokli shifrlar (ChaCha, SPECK, ASCON) S-bloklardan foydalanadi yoki ularning printsipial analoglarini qo‘llaydi.

S-bloklarning asosiy vazifasi kirish ma’lumotlariga nisbatan chiziqli bo‘lmagan, statistik jihatdan muvozanatli va differensial xossalar nazorat qilinadigan almashtirishni ta’minlashdir. Chiziqli bo‘lmaganlik darajasi past bo‘lsa, shifr chiziqli yaqinlashtirish orqali buzilishi mumkin; differensial yagona qiymat yuqori bo‘lsa, differensial kriptotahlil samaradorligi ortadi. Shu sababli, zamonaviy kriptografiyada S-bloklarni baholash yagona mezon emas, balki ko‘p o‘lchovli, o‘zaro bog‘liq kriptografik mezonlar tizimi asosida amalga oshiriladi.

Ushbu maqolaning maqsadi S-bloklarning kriptografik tahlilini nazariy, matematik va hisoblash jihatdan kompleks talqin qilish, 15 ta asosiy baholash mezonini formalizatsiya qilish, ularning o‘zaro bog‘liqligini tahlil qilish va zamonaviy S-blok loyihalash amaliyoti uchun ilmiy metodologik asos yaratishdir. Tadqiqot DSc darajasidagi kriptografiya va bool funksiyalari tahlili sohasidagi mutaxassislar, shuningdek, blokli shifrlar dizaynerlari va kriptografik standartlar ishlab chiquvchilari uchun nazariy va amaliy qo‘llanma sifatida xizmat qiladi.

Adabiyotlar tahlili. S-bloklarni loyihalash va baholash nazariyasi 1970-yillardan boshlab rivojlanib kelmoqda. Dastlab DES S-bloklari maxfiy tarzda ishlab chiqilgan bo‘lib, ularning differensial va chiziqli hujumlarga chidamliligi keyinchalik Biham va Shamir [1], Matsui [2] tomonidan tahlil qilingan. Nyberg [3] differensial yagona qiymat tushunchasini kiritib, APN (Almost Perfect Nonlinear) funksiyalar nazariyasini shakllantirdi. Carlet [4], [5] bool va vektorli bool funksiyalarining algebraik, spektral va kriptografik xossalarini tizimli o‘rganib, chiziqli bo‘lmaganlik, differensial xossalar va algebraik daraja o‘rtasidagi fundamental chegaralarni isbotladi.

TPACK, DigCompEdu kabi pedagogik modellar emas, balki kriptografik modellar doirasida S-bloklar baholashda Uolsh-Adamar transformatsiyasi [6], [7], Differensial Yaqinlashtirish Jadvali (DDT) [8], Chiziqli Yaqinlashtirish Jadvali (LAT) [9] asosiy vositalar sifatida qo‘llaniladi. Shaffoflik tartibi (Transparency Order) Plos va boshq. [10] tomonidan DPA (Differential Power Analysis) hujumlariga chidamlilikni baholash uchun taklif qilingan. Bumerang yagona qiymati esa Cid va boshq. [11], Wang va Lai [12] tomonidan bumerang va rektilinear kriptotahlilga qarshi himoya ko‘rsatkichi sifatida joriy etilgan.

Zamonaviy tadqiqotlarda metaevristik usullar (genetik algoritmlar, simulyatsion sovutish, mashinali o‘rganish) yordamida ko‘p maqsadli S-blok optimallashtirish [13], [14], [15] faol rivojlanmoqda. Biroq, adabiyotda metrikalar o‘rtasidagi fundamental kompromisslar, kvant hisoblash sharoitida S-blok xossalarining o‘zgarishi va AI-generatsiyalangan S-bloklarning kriptografik verifikatsiyasi bo‘yicha tizimli nazariy yechimlar yetishmayapti. Ushbu maqola aynan shu bo‘shliqni to‘ldirishga qaratilgan.

Matematik asoslar

Boolean funksiyalari va vektorli boolean funksiyalar. $f: F_2^n \to F_2$ funksiyasi n -o‘lchovli boolean funksiya deyiladi. $S: F_2^n \to F_2^m$ esa vektorli boolean funksiya (S-blok) bo‘lib, har bir chiqish biti $S_i(x)$ alohida boolean funksiya orqali ifodalanadi.

Algebraik normal shakl (ANSH). Har qanday boolean funksiya quyidagi ko‘rinishda yozilishi mumkin:

$$f(x)=\bigoplus_{u\in \mathrm{F}_2^n} a_u x^u, \quad x^u=\prod_{i=1}^{n} x_i^{u_i}, \quad a_u \in \mathrm{F}_2$$

Bu yerda algebraik daraja $deg(f) = max\{wt(u)|a_u \neq 0\}$.

Uolsh-Adamar transformatsiyasi. $f$ning spektral tasviri:

$$W_f(u)=\sum_{x\in \mathrm{F}_2^n} (-1)^{f(x)\oplus u\cdot x}, \quad u\in \mathrm{F}_2^n$$

Chiziqsizlik bilan bog‘liq holda:

$$NL(f)=2^{n-1}-\frac{1}{2}\max_{u\in \mathrm{F}_2^n} |W_f(u)|$$

Differensial yagona qiymat. S-blok uchun differensial xususiyat:

$\delta_S = \max_{a\neq 0,b} |\{x \in \mathbb{F}_2^n \mid S(x) \oplus S(x \oplus a) = b\}|$

$\delta_S = 2$ bo‘lsa, funksiya APN (mukammal differensial xavfsizlikka yaqin) hisoblanadi.

Kriteriyalar tahlili

Quyida S-bloklarni baholashning 15 ta asosiy mezoni formal ta’rif, formula, talqin va xavfsizlik oqibatlari bilan keltirilgan.

S-bloklarni baholashning asosiy mezonlari 1-jadval.

Mezon	Formal ta’rif	Formula	Talqin	Xavfsizlik oqibati
Balanslash-ganlik	Har bir chiqish qiymati teng ehtimollikda uchraydi	$\sum_{x\in\{0,1\}^n} (-1)^{f(x)} = 0$	Chiqish qiymatlarining **teng ehtimollikda taqsimlanganligini** bildiradi	Statistik hujumlarga qarshi himoya
Chiziqsizlik (Nonlinearity, NL)	Mantiqiy funksiyaning **barcha affine (chiziqli) funksiyalardan Hamming masofasi bo‘yicha eng kichik masofasi**	$NL(f) = \min_{g\in A_n} d_H(f,g)$ yoki $NL(f) = 2^{n-1} - \frac{1}{2}\max_{\omega\in F_2^n}\lvert W_f(\omega)\rvert$ bu yerda $W_f(\omega) = \sum_{x\in F_2^n} (-1)^{f(x)\oplus\omega\cdot x}$	Chiziqli yaqinlashtirishga qarshilik	Yuqori NL chiziqli kriptotahlil murakkabligi ortadi
Qat’iy lavina mezoni (Strict Avalanche Criterion, SAC)	Bitta kirish biti o‘zgarganda har bir chiqish biti 0.5 ehtimol bilan o‘zgaradi	$SAC_{i,j} = \frac{1}{2^n}\sum_{x\in F_2^n}\left(F_j(x) \oplus F_j(x\oplus e_i)\right)$ bu yerda i — kirish biti indeksi, j — chiqish biti indeksi, $F_j(x)$ — chiqishning j-biti, $x\oplus e_i$ — x ning i-biti o‘zgargan holati	Lokal diffuziya $SAC_{i,j} = 0.5$ bo‘lsa mezon bajarilgan bo‘ladi.	Past SAC differensial xossalar buziladi
Bit mustaqillik mezoni (Bit Independence Criterion, BIC)	Kirish vektorining istalgan bitta biti o‘zgartirilganda, chiqish bitlarining o‘zgarishlari **o‘zaro statistik jihatdan mustaqil**	$BIC = \max_{i\in\{1,\dots,n\}} \max_{j\neq k} \lvert Corr\left(\begin{matrix}S_j(x)\oplus S_j(x\oplus\\ S_k(x)\oplus S_k(x\oplus\end{matrix}\right.$	Bu mezon kriptografik funksiyaning statistik barqarorligini oshiradi va uni turli kriptoanalitik hujumlarga nisbatan	Differensial hujumlarga qarshi barqarorlik oshadi va statistik bog‘liqlik yo‘qoladi.

	(korrelyatsiya-siz) bo‘lishi talab qilinadi.		mustahkam qiladi. $BIC \approx 0$ bo‘lsa mezon bajarilgan bo‘ladi.	
Differensial bir xillik darajasi (Differential Uniformity)	kriptografik funksiyaning kirish farqlari uchun chiqish farqlarining maksimal takrorlanish sonini ifodalovchi ko‘rsatkich bo‘lib,	$\delta_F = \max_{a \in F_2^n \setminus \{0\}, b \in F_2^m} \lvert\{x \in F_2^n \mid F(x) \oplus F(x \oplus a) = b\}\rvert$ Bu yerda $F: F_2^n \to F_2^m$ — S-box yoki vektorli funksiya $a \neq 0$ — kirish farqi b — chiqish farqi δ_F — differensial uniformlik (maksimal chastota)	Differensial tarqalish nazorati va differensial kriptoanalizga nisbatan barqarorlikni baholaydi	Differensial uniformlik qancha kichik bo‘lsa, funksiya shuncha kuchli hisoblanadi . $\delta_F \downarrow \Rightarrow xavfsizlik \uparrow$
Chiziqli taxmin ehtimoli (Linear Approximation Probability, LAP)	kriptografik funksiya uchun kirish va chiqish bitlari orasidagi chiziqli bog‘lanishning **qanchalik ehtimollik bilan bajarilishini** o‘lchovchi ko‘rsatkich	yoki $LAP(a,b) = \frac{\lvert W_F(a,b)\rvert}{2^n}$ $W_F(a,b) = \sum_{x \in F_2^n} (-1)^{a \cdot x \oplus b \cdot F(x)}$		
Chiziqli bog‘lanishning maksimal og‘ishi				
DDT dagi maksimal nisbiy chastota (DAP — Differential Approximation Probability)	DDT (Difference Distribution Table) uchun maksimal nisbiy chastota — bu S-box yoki vektor Boolean funksiyaning kirish farqi berilganda chiqish farqining yuzaga kelish ehtimolining maksimal qiymatidir.	$DAP = \frac{\delta_S}{2^n}$	DAP differensial kriptoanalizda muhim ko‘rsatkich bo‘lib, u S-boxning differensial hujumlarga chidamliligini baholaydi.	Qiymat qanchalik kichik bo‘lsa, S-box shunchalik kuchli hisoblanadi. Maksimal qiymat esa eng “zaif” differensial o‘tishni bildiradi.
Algebraik daraja	ANF dagi eng yuqori monom darajasi	$\deg(S) = \max_i \deg(S_i)$	Algebraik murakkablik	Yuqori tartibli daraja differensial va algebraik

				hujumlarga qarshi
Shaffoflik tartibi (TO — Transparency Order)	komponent Boolean funksiyalar S i va Sj lar uchun ularning Walsh spektrlari asosida hisoblangan o‘zaro korrelyatsiya-lar yig‘indisining maksimal (yoki o‘rtacha) bahosidir.	$TO(S) = \max_{i \neq j} \frac{1}{2^n} \sum_{a \in \mathbb{F}_2^n} W_{S_i}(a) W_{S_j}(a)$ $a \in F_2^n$–barcha kirish vektorlar	Quvvat tahliliga chidamlilik	
Absolyut ko‘rsatkich	bu Boolean funksiya yoki S-boxning avtokorrelyatsiya funksiyasining maksimal moduli bo‘lib, u funksiyaning o‘ziga o‘zi nisbatan siljitilganda qanchalik bog‘liqligini o‘lchaydi.	$\Delta_S = \max_{a \neq 0} \left\| \sum_{x \in \mathbb{F}_2^n} (-1)^{S(x) \oplus S(x \oplus a)} \right\|$	kichik bo‘lsa:yaxshi **diffuziya**, yuqori **chiziqsizlik**,hujumlarga (ayniqsa linear va differensial) chidamli.	
Bumerang yagona qiymati	Boomerang Connectivity Table) dagi maksimal qiymat bo‘lib, u berilgan kirish va chiqish farqlari ostida bumerang shartini qanoatlantiruvchi kirishlar sonini o‘lchaydi	$\beta_S = \max_{a \neq 0,\, b \neq 0} \left\| \begin{Bmatrix} x \in \mathbb{F}_2^n \mid \\ S^{-1}(S(x) \oplus b) \oplus \\ S^{-1}(S(x \oplus a) \oplus b) \\ = a \end{Bmatrix} \right\|$	**Ikki tomonlama differensial barqarorlikni** o‘lchaydi.	**Differensial hujumga zaiflik ortadi.**
Kvadratlar yig‘indisi ko‘rsatkichi (SSI — Sum of Squared Indicators)	bu Boolean funksiya yoki S-boxning avtokorrelyatsiya funksiyasi qiymatlarining kvadratlari yig‘indisi bo‘lib, u **spektral energiyaning taqsimlanishini**	$\sigma_S = \sum_{a \in \mathbb{F}_2^n} \left(\Delta_S(a)\right)^2$	SSI **spektral konsentratsiyani** o‘lchaydi ya’ni energiya qanchalik “bir joyga yig‘ilgan” yoki tarqalgan.	Katta SSI avtokorrelyatsiya ba’zi nuqtalarda katta strukturaviy bog‘liqlik mavjud lokal chiziqsiz-lik past

	(konsentratsiya sini) baholaydi.			
Qo‘zg‘almas nuqtalar	S(x)=x sharni qanoatlantiriuvchi nuqtalar	FP ={x : S(x) = x}		
Chiziqli strukturalar	bu shunday nolga teng bo‘lmagan $a \in F_2^n$ vektor mavjud bo‘lib, S-box S uchun barcha x lar uchun chiqish farqi o‘zgarmas bo‘ladi:	$LS(S) = \{a \in \mathbb{F}_2^n \setminus \{0\} \mid \exists c \in \mathbb{F}_2^m : \forall x, S(x) \oplus S(x \oplus a) = c\}$	LS mavjud bo‘lsa Bu holat differensial kriptoanalizni juda osonlashtiradi	LS mavjud emas xavfsiz.
Siklik tuzilma	bu S-box S ning permutatsiya sifatida qaralganda, elementlar ustida hosil qiladigan sikllarining uzunligi va sonini tavsiflovchi xususiyatdir.	$\text{Cycle}_S(x) = \begin{pmatrix} x, S(x), S^2(x), \ldots \\ , S^k(x) = x \end{pmatrix}$	S-box iterativ qo‘llanganda (masalan, blok shifrlarda):	Qisqa sikllar (< 4) kriptotahlilni osonlashtiradi

Metodologiya. Tadqiqotda S-bloklarni baholash uchun quyidagi bosqichli metodologiya qo‘llanildi:

1. Generatsiya/ Tanlash:

— Algebraik: $GF(2^8)$ da teskari funksiya + affina transformatsiya (AES)

— Tasodifiy: Bir xil taqsimotlangan permutatsiyalar

— Optimallashtirilgan: Ko‘p maqsadli genetik algoritmlar yordamida NL va δ_S ni optimallashtirish [13,14].

2. Hisoblash jarayoni:

- Truth table → ANF → Walsh-Hadamard spektri
- DDT va LAT matritsalarini $O(2^{2n})$ murakkablikda hisoblash
- SAC/BIC matritsalari, BCT, avtokorrelyatsiya, TO hisoblash

3. Dasturiy ta’minot: SageMath 9.7 + Python 3.10 (NumPy, SymPy), C++ yordamida DDT/LAT generatsiyasi. Validatsiya NIST SP 800-22 testlariga moslashtirilgan statistik tekshiruvlar bilan amalga oshirildi. Quyida DDT hisoblashning psivdakodi

```
def compute_DDT(S):
n = len(S).bit_length()
DDT = [[0]*2n for _ in range(2n)]
for a in range(1, 2n):
for x in range(2n):
b = S[x] ^ S[x ^ a]
DDT[a][b] += 1
return max(max(row) for row in DDT)
```

Metrikalar o‘rtasidagi bog‘liqlikni tahlil qilish uchun Pearson/Spearman korrelyatsiya matritsalari, Pareto front analizi va ko‘p o‘lchovli scaling (MDS) qo‘llanildi.

Eksperimental natijalar va tahlil. Quyida 8×8 o‘lchamli uch turdagi S-blok (AES, tasodifiy, optimallashtirilgan) uchun hisoblangan asosiy metrikalar solishtirma jadvalda keltirilgan.

Eksperimental natijalar jadvali 2-jadval.

Mezon	AES S-blok	Tasodifiy S-blok	Optimallashtirilgan S-blok
Chiziqli bo‘lmaganlik (NL)	112	85–108	114
Differensial yagona qiymat (δ_S)	4	6–14	4
Algebraik daraja	7	5–6	7
Shaffoflik tartibi (TO)	7.62	6.8–7.1	7.9
Bumerang yagona qiymati (β_S)	4	5–8	4
Kvadratlangan spektral ko‘rsatkichlar (SSI)	1024	1400–2100	980
Qo‘zg‘almas nuqtalar	1	0–3	0
Chiziqli strukturalar	0	0–1	0
Eng qisqa sikl uzunligi	87	12–45	102

- AES S-bloki metrikalar o‘rtasidagi muvozanatni saqlaydi: yuqori NL, past δ_S optimal TO va β_S. Bu uning ko‘plab kriptotahlilga chidamliligini taminlaydi.

- Tasodifiy S-bloklarda metrikalar turlicha taqsimlanadi: ba’zilari yuqori NL ko‘rsatadi, lekin $\delta_S \geq 6$ yoki TO < 7.0 bo‘lib, differensial yoki quvvat tahliliga zaif bo‘ladi.

- Optimallashtirilgan S-blok NL va SSI ni yaxshilasa ham, TO va siklik uzunlikdagi o‘zgarishlar amaliy jihatdan qo‘shimcha verifikatsiyani talab qiladi. Bu esa ko‘p maqsadli optimallashtirishda Pareto chegarasining mavjudligini ko‘rsatadi.

Muhokama. S-blok dizaynida eng muhim muammo metrikalar o‘rtasidagi fundamental kompromisslardir. Masalan, chiziqli bo‘lmaganlikni maksimal darajaga oshirish algebraik darajani pasaytirishi yoki differensial yagona qiymatni oshirishi mumkin [4], [16]. TO va β_S ko‘rsatkichlari quvvat tahlili va bumerang hujumlariga qarshi himoya qilishda muhim, ammo ularni optimallashtirish S-blokning apparatdagi murakkabligini oshiradi [10], [12]. S bloklarni optimallashtirishdagi asosiy muammolar:

1. NP-qiyinlik: Ko‘p maqsadli S-blok optimallashtirish diskret, ko‘p o‘lchovli va global optimum topish qiyin bo‘lgan masala [13].

2. Metrikalar konflikti: NL va δ_S bir vaqtda minimal chegaraga erishmaydi (Carlet chegarasi [5]).

3. Amaliy cheklovlar: Kichik apparat resurslari (IoT, RFID) yuqori algebraik daraja yoki murakkab TO talab qiluvchi S-bloklarni qo‘llashni qiyinlashtiradi [25].

Kvant hisoblash sharoitida Grover algoritmi kalit izlashni $O(\sqrt{N})$ ga tushiradi, lekin S-bloklarning chiziqli bo‘lmagan xossalari post-kvant shifrlarida ham muhimligicha qoladi. Shu bilan birga, AI/ML asosidagi S-blok generatsiyasi [27], [28] avtomatlashtirishni oshirsa-da, ularning matematik verifikatsiyasi va formal isbotlangan xavfsizlik chegaralari hali yetarli emas.

Xulosa. Ushbu ishda S-bloklarning kriptografik tahlilini nazariy, matematik va hisoblash jihatdan kompleks tahlil qilindi. 15 ta asosiy mezon formalizatsiya qilindi, ularning o‘zaro bog‘liqligi va xavfsizlik oqibatlari tahlil qilindi. Tajribaviy natijalar shuni ko‘rsatdiki, AES S-bloki metrikalar muvozanati jihatidan optimal bo‘lib, tasodifiy yoki maqsadli optimallashtirilgan S-bloklardan samarali hisoblanadi.

Ushbu natijalar kriptografik standartlar ishlab chiqish, shifrlar verifikatsiyasi va zamonaviy kriptotahlil metodologiyasini takomillashtirishda ilmiy va amaliy ahamiyatga ega.

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ИССЛЕДОВАНИЯ И МОДЕЛИРОВАНИЕ ДЛЯ ПРОГНОЗИРОВАНИЯ РАСПРЕДЕЛЕНИЯ ВРЕДНЫХ ВЕЩЕСТВ В АТМОСФЕРЕ С УЧЕТОМ ФАКТОРОВ ОКРУЖАЮЩЕЙ СРЕДЫ

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Аннотация. *В данной работе рассматривается задача прогнозирования распространения вредных аэрозольных частиц в атмосфере с учетом процессов почвенной эрозии и воздействия метеорологических факторов. Математическая модель основана на системе дифференциальных уравнений в частных производных, описывающих перенос и диффузию частиц в атмосферном пограничном слое. В связи со сложностью аналитического решения задачи разработан численный алгоритм, основанный на конечно-разностной аппроксимации дифференциальных операторов. На основе предложенного алгоритма реализован программный комплекс, с помощью которого проведены вычислительные эксперименты при различных значениях скорости ветра, коэффициента турбулентности, шероховатости поверхности и влажности почвы. Результаты моделирования показали, что распределение концентрации вредных веществ существенно зависит от вертикального профиля коэффициента турбулентности, а также от направления и скорости ветра. Установлено, что увеличение скорости ветра приводит к экспоненциальному росту переноса аэрозольных частиц, тогда как повышение влажности почвы снижает интенсивность их выброса. Полученные результаты могут быть использованы для экологического мониторинга, оценки загрязнения атмосферы и принятия управленческих решений в условиях Приаральского региона.*

Ключевые слова: *моделирование, атмосферная диффузия, аэрозольные частицы, почвенная эрозия, эксперимент, загрязнение атмосферы.*

RESEARCH AND MODELING FOR PREDICTING THE DISTRIBUTION OF HARMFUL SUBSTANCES IN THE ATMOSPHERE CONSIDERING ENVIRONMENTAL FACTORS

Abstract. *This paper addresses the problem of predicting the dispersion of harmful aerosol particles in the atmosphere, accounting for soil erosion processes and the impact of meteorological factors. The mathematical model is based on a system of partial differential equations describing the transport and diffusion of particles within the atmospheric boundary layer. Due to the complexity of the analytical solution, a numerical algorithm based on finite-difference approximation of differential operators has been developed. A software package was implemented using the proposed algorithm to conduct computational experiments under various values of wind speed, turbulence coefficient, surface roughness, and soil moisture. Simulation results demonstrate that the concentration distribution of harmful substances significantly depends on the vertical profile of the turbulence coefficient, as well as wind direction and speed. It was established that an increase in wind speed leads to an exponential growth in aerosol particle transport, while higher soil moisture reduces the intensity of their emission. The results obtained can be utilized for environmental monitoring, air pollution assessment, and management decision-making within the Aral Sea region.*

Keywords: *modeling, atmospheric diffusion, aerosol particles, soil erosion, experiment, air pollution.*

ATROF-MUHIT OMILLARINI HISOBGA OLGAN HOLDA ATMOSFERADA ZARARLI MODDALAR TAQSIMLANISHINI PROGNOZLASH UCHUN TADQIQOTLAR VA MODELLASHTIRISH

Annotatsiya. *Ushbu ishda tuproq eroziyasi jarayonlari va meteorologik omillarning ta’sirini hisobga olgan holda atmosferada zararli aerozol zarralarining tarqalishini prognozlash masalasi ko‘rib chiqiladi. Matematik model atmosfera chegara qatlamida*

zarralarning ko'chishi va diffuziyasini tavsiflovchi xususiy hosilali differensial tenglamalar tizimiga asoslangan. Masalaning analitik yechimi murakkabligi sababli, differensial operatorlarning chekli-ayirmali approksimatsiyasiga asoslangan sonli algoritm ishlab chiqilgan. Taklif etilgan algoritm asosida dasturiy majmua amalga oshirildi, uning yordamida shamol tezligi, turbulentlik koeffitsiyenti, sirt g'adir-budurligi va tuproq namligining turli qiymatlarida hisoblash tajribalari o'tkazildi. Modellashtirish natijalari zararli moddalar konsentratsiyasining taqsimlanishi turbulentlik koeffitsiyentining vertikal profiliga, shuningdek, shamol yo'nalishi va tezligiga sezilarli darajada bog'liqligini ko'rsatdi. Shamol tezligining oshishi aerozol zarralari ko'chishining eksponensial o'sishiga olib kelishi, tuproq namligining ortishi esa ularning ajralib chiqish intensivligini kamaytirishi aniqlandi. Olingan natijalardan ekologik monitoring, atmosfera ifloslanishini baholash va Orol bo'yi mintaqasi sharoitida boshqaruv qarorlarini qabul qilishda foydalanish mumkin.

Kalit so'zlar: *modellashtirish, atmosfera diffuziyasi, aerozol zarralari, tuproq eroziyasi, tajriba, atmosfera ifloslanishi.*

Введение

В последние десятилетия проблема загрязнения атмосферы мелкодисперсными аэрозольными частицами приобретает всё большую актуальность, особенно в регионах с нарушенным экологическим равновесием. Одним из таких регионов является Приаралье, где вследствие высыхания Аральского моря сформировались обширные территории, являющиеся источниками пылевых и солевых выбросов. Под воздействием ветровой эрозии значительные массы частиц поднимаются в атмосферу и переносятся на большие расстояния, оказывая негативное влияние на окружающую среду, сельское хозяйство и здоровье населения. Процессы переноса и диффузии аэрозольных частиц в атмосфере имеют сложный многопараметрический характер и зависят от ряда факторов, включая скорость и направление ветра, турбулентность атмосферного пограничного слоя, свойства подстилающей поверхности и влажность почвы. Особую роль играет почвенная эрозия, которая определяет интенсивность поступления загрязняющих веществ в атмосферу.

Для адекватного описания данных процессов широко применяются математические модели, основанные на дифференциальных уравнениях в частных производных. Однако аналитическое решение таких задач в большинстве случаев невозможно из-за их сложности, что обусловливает необходимость использования численных методов и проведения вычислительных экспериментов. Целью данной работы является разработка и исследование математической модели распространения вредных веществ в атмосфере с учетом эрозии почвы, а также проведение вычислительных экспериментов для анализа влияния основных факторов на динамику загрязнения. Реализация предложенного подхода позволяет получить количественные оценки концентраций аэрозольных частиц и выявить закономерности их распространения, что имеет важное значение для экологического мониторинга и принятия управленческих решений.

Постановка задачи

Одной из актуальных задач современной экологии и прикладной математики является прогнозирование распространения вредных веществ в атмосфере, особенно в регионах с выраженными процессами деградации окружающей среды, таких как Приаралье. Осушенное дно Аральского моря является мощным источником пылевых и солевых аэрозолей, оказывающих негативное влияние на экологическое состояние и здоровье населения. Сложность данной задачи обусловлена многофакторным характером процесса, включающим влияние скорости и направления ветра, турбулентности атмосферы, шероховатости поверхности, а также влажности почвы. Дополнительную трудность представляет необходимость учета процессов эрозии почвы, определяющих интенсивность поступления аэрозольных частиц в атмосферу.

Аналитическое решение задач переноса и диффузии вредных веществ, описываемых многомерными дифференциальными уравнениями в частных производных с соответствующими начальными и граничными условиями, является затруднительным. В связи с этим возникает необходимость разработки эффективных численных методов и алгоритмов, позволяющих проводить вычислительные эксперименты и получать достоверные прогнозы. Таким образом, требуется создание математической модели и численного алгоритма, обеспечивающих адекватное описание процессов распространения вредных веществ в атмосфере с учетом эрозии почвы и метеорологических факторов.

Моделирование процесса распространения вредных веществ с использованием сети Петри

Для формализации и анализа процессов переноса и диффузии вредных аэрозольных частиц в атмосфере предлагается использование аппарата сетей Петри. Данный подход позволяет описать многопараметрическую динамическую систему с параллельными и взаимосвязанными процессами, учитывающими влияние метеорологических факторов и эрозии почвы.

Сеть Петри определяется как кортеж: $PN = (P, T, F, M_0)$,

где P — множество позиций, T — множество переходов, F — множество дуг, а M_0 — начальная маркировка сети.

В рамках разработанной модели введено десять позиций:

- P_1 — наличие аэрозольных частиц на поверхности почвы;
- P_2 — состояние почвенной эрозии;
- P_3 — поток частиц, поступающих в атмосферу;
- P_4 — влияние скорости ветра;
- P_5 — коэффициент турбулентности;
- P_6 — концентрация частиц в атмосфере;
- P_7 — вертикальная диффузия;
- P_8 — горизонтальный перенос;
- P_9 — процесс осаждения частиц;
- P_{10} — результаты экологического мониторинга.

Функционирование системы описывается следующими переходами:

- T_1 — инициация процесса эрозии;
- T_2 — подъём частиц в атмосферу;
- T_3 — перенос частиц под воздействием ветра;
- T_4 — турбулентная диффузия;
- T_5 — формирование концентрации загрязняющих веществ;
- T_6 — осаждение аэрозольных частиц;
- T_7 — мониторинг и оценка состояния среды.

Связи между позициями и переходами задаются следующим образом:

$$\begin{gathered} P_1 \to T_1 \to P_2, \\ P_2 \to T_2 \to P_3, \\ P_3 + P_4 \to T_3 \to P_8, \\ P_3 + P_5 \to T_4 \to P_7, \\ P_7 + P_8 \to T_5 \to P_6, \\ P_6 \to T_6 \to P_9, \\ P_6 + P_9 \to T_7 \to P_{10}. \end{gathered}$$

Начальное состояние сети определяется наличием токена в позиции источника загрязнения:

Разработанная сеть Петри отражает последовательность и параллелизм процессов, происходящих при распространении вредных веществ в атмосфере. Изначально аэрозольные частицы находятся на поверхности почвы и под воздействием эрозии переходят в атмосферу. Далее их перенос осуществляется под влиянием скорости ветра и турбулентности, что приводит к формированию пространственного распределения концентрации. В дальнейшем происходит осаждение частиц на подстилающую поверхность, а также формирование данных для экологического мониторинга.

Таким образом, для рассматриваемой задачи имеем дифференциальное уравнение в частных производных первого порядка для определения объемного расхода уносимых атмосферным фронтом частиц. Интегрирование этого уравнения дает две произвольные постоянные(C_1, C_2). С учетом константы почвы «k_p» необходимо определить три постоянные C_1, C_2, k_p. Поэтому граничные условия должны быть заданы для трех значений F_0. Чтобы использовать меньше аргументов, принимаем следующие граничные условия [1]:

$$\left.\begin{array}{ll} F_0 = F_{0_1}: & \zeta = \zeta_1, \quad u = u_1; \\ F_0 = F_{0_2}: & \zeta = \zeta_2, \quad u = u_2; \\ F_0 = F_{0_3}: & \zeta = \zeta_3, \quad u = u_3. \end{array}\right\} \tag{18}$$

Решение (17) получено в виде

$$F_0 = c_1 \zeta^{c_2/k_p} e^{c_2 u}. \tag{19}$$

Так как задача (14)-(19) описывается полным дифференциальным уравнением в частных производных с соответствующими краевыми и внутренними условиями, то выписать решение в явной аналитической форме затруднительно. Для решения задачи разработан численный алгоритм, основанный на замене дифференциальных операторов на конечно-разностные отношения [2].

Для прогнозирования концентрации вредных веществ в атмосфере в зависимости от перечисленных выше параметров, погодно-климатических факторов и эрозии почвы на основе разработанного программного комплекса проведены ВЭ (рис. 1-8).

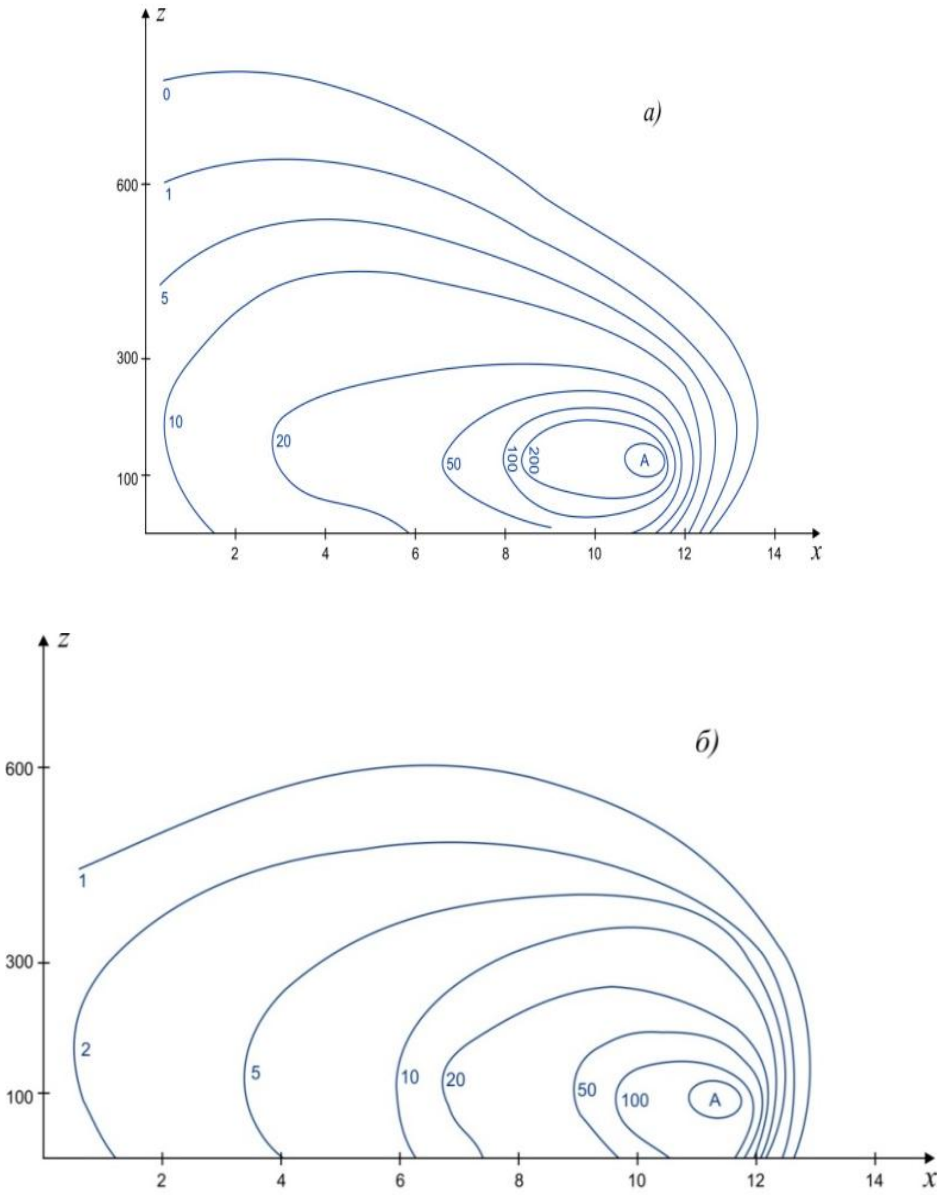

Рис. 1. Вертикальные профили$\theta(x, y_{11}, z, t_{10})$:
при а) $w_g = 0,06, k = k_2(z)$ б)$w_g = 0,2, k = k_2(z)$

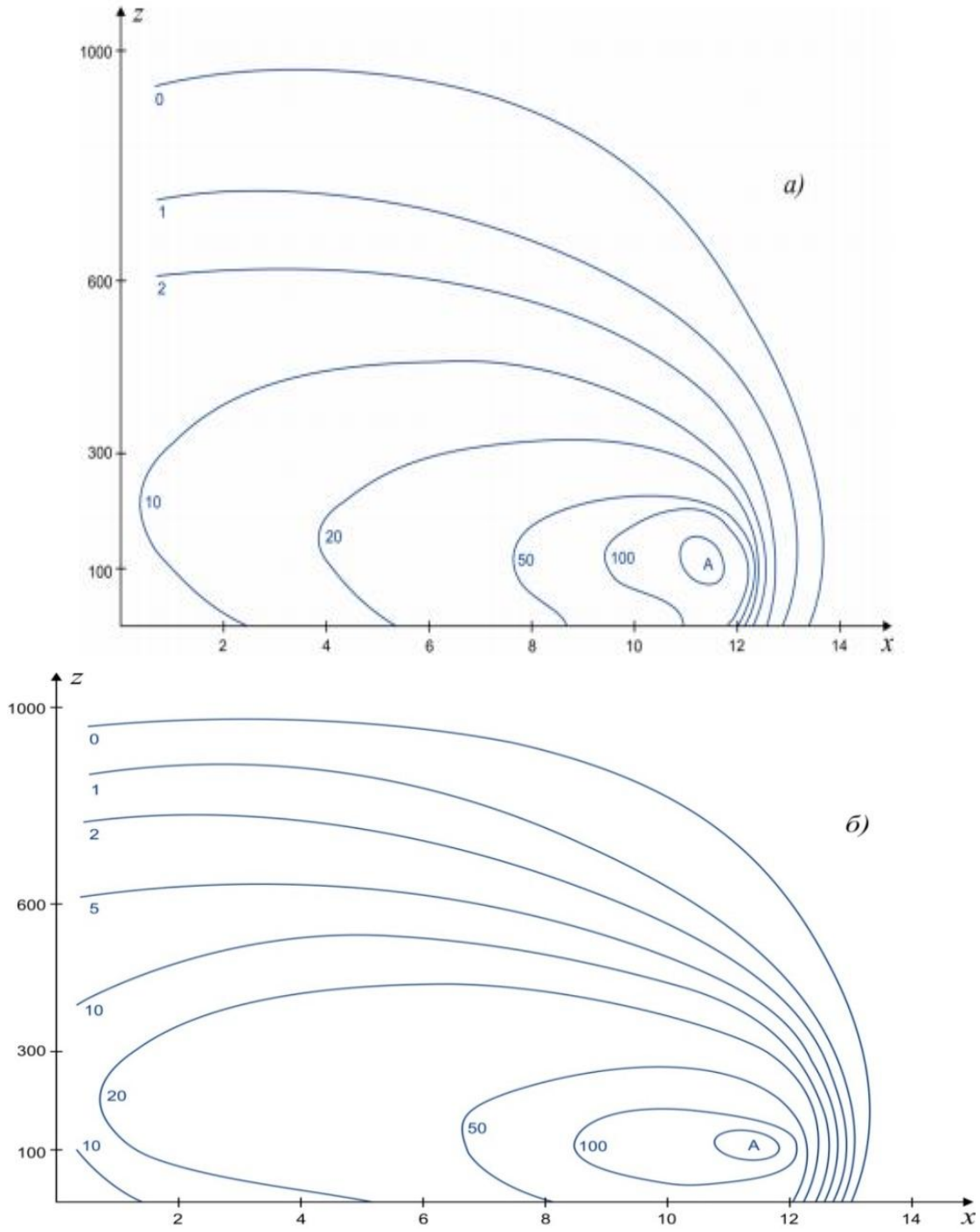

Рис. 2. Вертикальные профили$\theta(x, y_{11}, z, t_{10})$:
при а) $w_g = 0,2, k = k_2(z)$; б)$w_g = 0,003$, $k = k_2(z)$

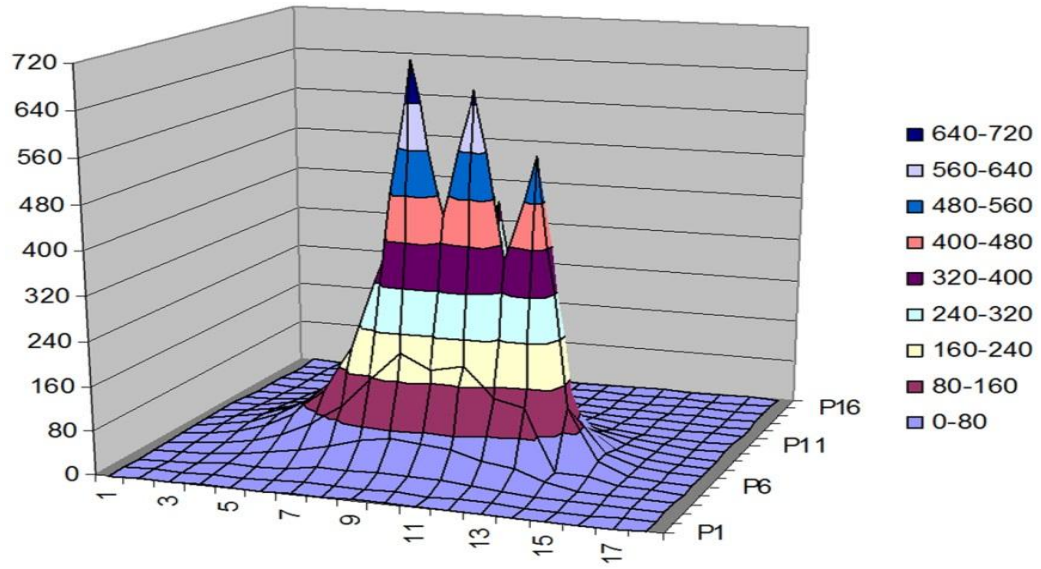

Рис. 3. Изменение концентрации вредных веществ в атмосфере при времени прогноза t = 17,5 ч, z = 300 м

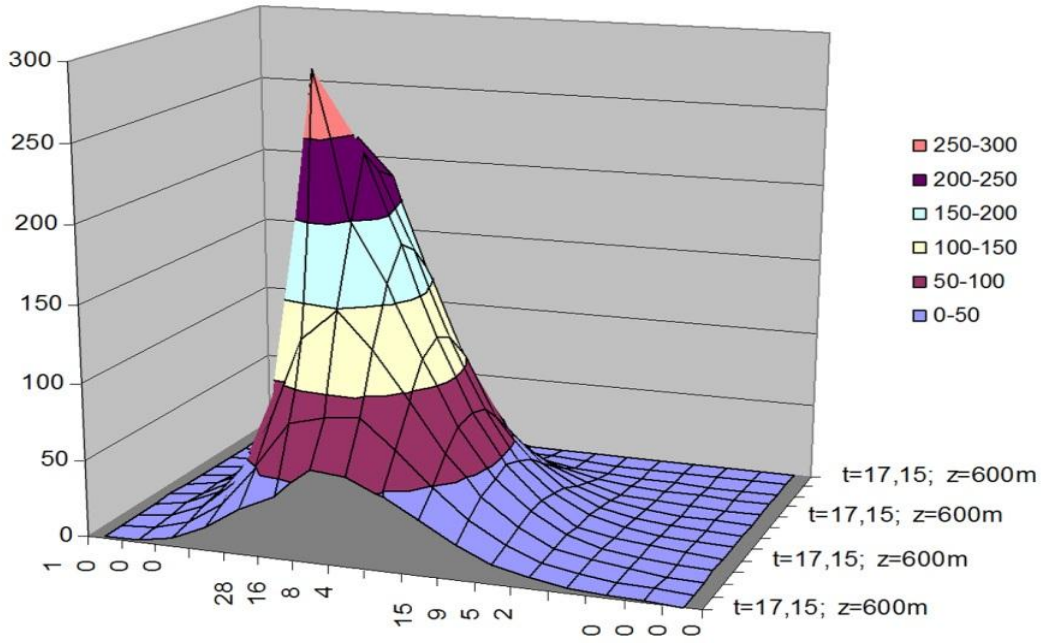

Рис. 4. Изменение концентрации вредных веществ в атмосфере при времени прогноза t = 17,5 ч, z = 600 м

Численные эксперименты проводились при различных значениях коэффициента турбулентности, шероховатости земли, горизонтальной и вертикальной скоростях ветра, различных значениях влажности почвы и т.д.

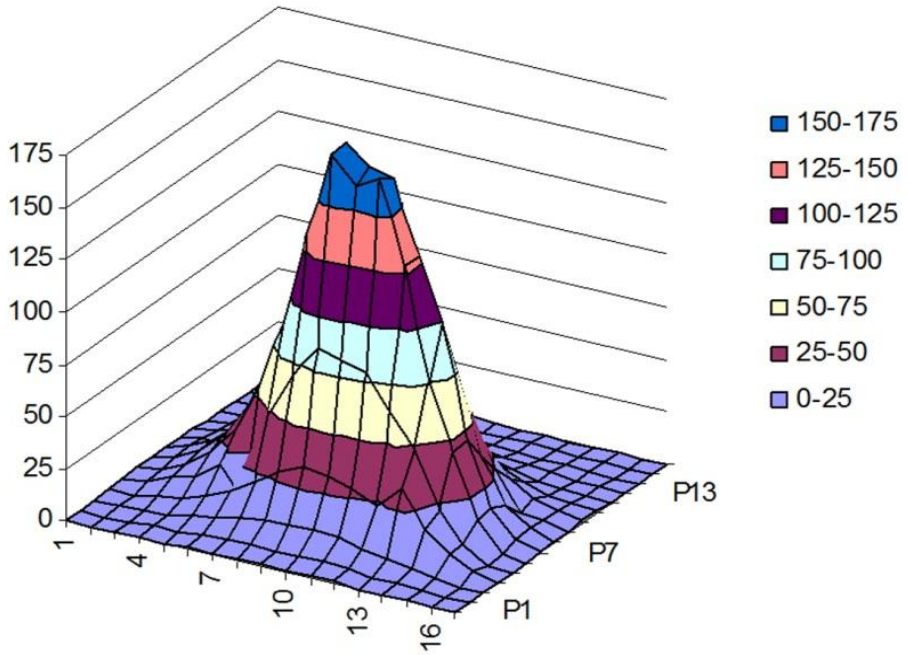

Рис. 5. Изменение концентрации вредных веществ в атмосфере при времени прогноза t = 17,5 ч, z = 1000 м

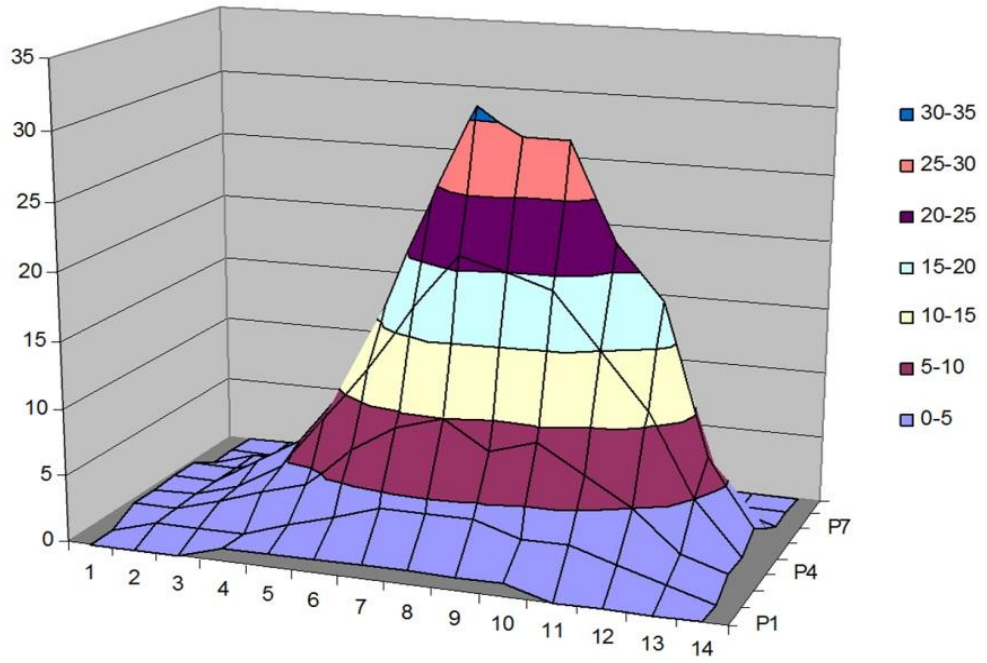

Рис. 6. Изменение концентрации вредных веществ в атмосфере при времени прогноза t = 6,30 ч, z = 1800 м

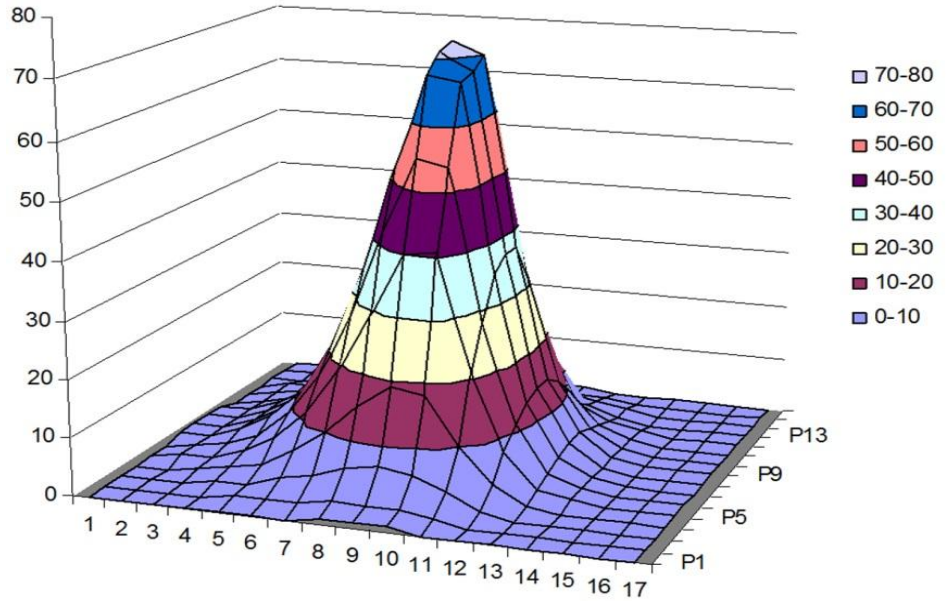

Рис. 7. Изменение концентрации вредных веществ в атмосфере при времени прогноза t = 17,5 ч, z = 1800 м

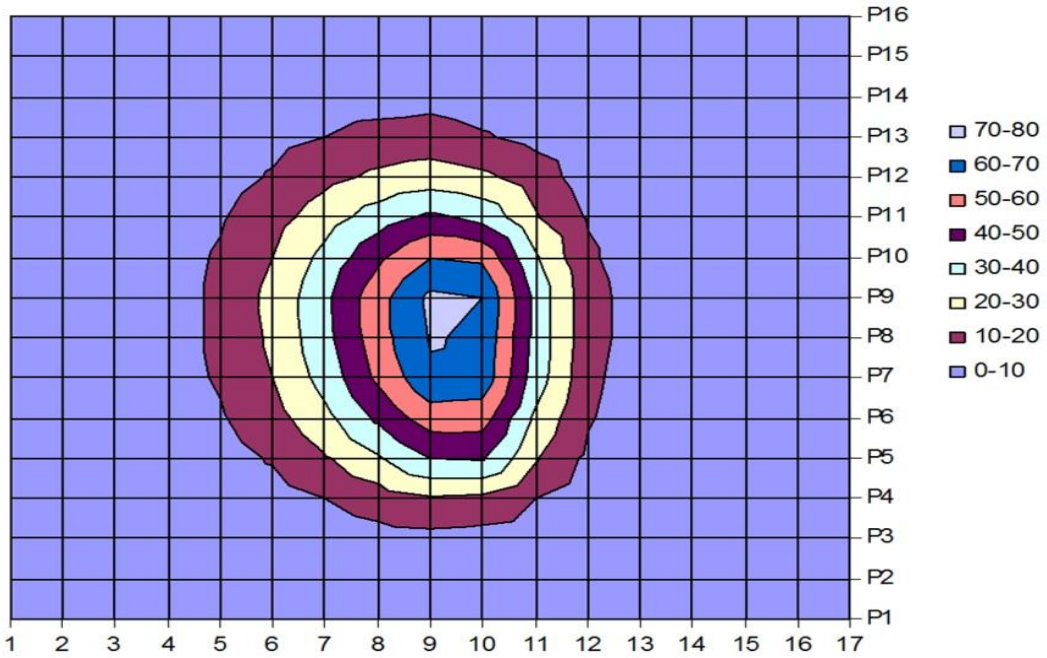

Рис. 8. Изменение концентрации вредных веществ в атмосфере при времени прогноза t = 17,5 ч, z = 1800 м

При использовании модели 1 перенос осуществлялся равномерно во всех уровнях в зависимости от направления скорости ветра. А из теории пограничного слоя известно, что при неустойчивой стратификации значение $k(z)$ растет до уровня 200-400 м и быстро падает с высотой, стремясь к нулю на верхней границе пограничного слоя (высота пограничного слоя при неустойчивой стратификации достигает 1000-1600 м), а при устойчивой стратификации $k(z)$ растет незначительно в приземном слое и падает с высотой (высота пограничного слоя – 400-600 м). Поэтому считаем целесообразным воспользоваться моделью 3.

На рис. 3 и 4 приведены концентрации $\theta(x, y_{11}, z, t_{10})$ в момент времени$t = t_0$, где источник расположен в точке $A(x, y_{11}, z_1)$. Расчеты проводились для области $D(0 < x, y > 21 * 10000$ м$, 0 < z < 2400$ м$)$ с шагом сетки $h_x = h_y = 10000$ м, L_z: 150, 300, 600, 1200, 2400 м, шаг по времени $\Delta t = 3600$ с, при различных значениях коэффициента турбулентности $k(z)$ и скорости осаждения w_g. Численные расчеты показывают, что перенос и диффузия осуществляются в зависимости от метеорологических условий, от свойств частиц и существенно зависят от распределения коэффициента турбулентности по вертикали.

Для прогноза распространения пыли и соли над осушенной частью Аральского моря воспользуемся моделью 3. *Для*$k(z)$ используется характерное значение при слабой неустойчивой стратификации, а *для* скорости ветра – степенной закон изменения. Область представляется как

$$D = \left(0 < x, y < 22 \times h_x, 0 < z < 1500 \text{ м}, h_x = h_y = 1500 \text{ м}, h_z = 100, 200, 300, 400, 500 \text{ м}\right).$$

Площадные источники расположены в северо-восточной части (рис. 2) осушенной части южного Приаралья. За период времени $[0, t_5]$ ветер направлен на юг, $[t_5, t_{10}]$- на юго-запад, шаг по времени $\Delta t = 3600$ с$(t_5 = 5 \times \Delta t, t_{10} = 10 \times \Delta t)$.

Итак, вычисляя концентрацию вредных веществ в атмосфере на сеточной области, можно определить требуемый функционал, имеющий различные физические интерпретации:

1. Полное количество аэрозоля в области D за время $[0, T]$:

$$J = \int_0^T \int_D \theta(x, y, z, t) dDdt.$$

2. Среднее значение количества аэрозоля в области D*или* $D_i \in D$ за период T:

$$J_{cp} = \frac{1}{T} \int_0^T \int_D \theta(x, y, z, t) dDdt, J_{i,cp} = \frac{1}{T} \int_0^T \int_{D_i} \theta(x, y, z, t) dD_i dt.$$

3. Количество аэрозоля, выпавшего на подстилающую поверхность:

$$J_0 = \left(w_g + \beta\right) \int_0^T \int_{\Omega_0} \theta(x, y, z_0, t) dxdydt,$$

$$J_{i,0} = \left(w_g + \beta\right) \int_0^T \int_{\Omega_{i,0}} \theta(x, y, z_0, t) dxdydt.$$

4. Количество аэрозоля, выпавшего на подстилающую поверхность в момент времени t_n в точке $r_k \in \Sigma_0$:

$$J = \left(w_g + \beta\right) \theta(x_k, y_k, z_0, t_n).$$

5. Количество аэрозоля, выпавшего на подстилающую поверхность за время $[0, T]$ в точке $r_k \in \Sigma_0$:

$$J = \left(w_g + \beta\right) \int_0^T \theta(x_k, y_k, z_0, t) dt.$$

6. Распределение количество аэрозоля, выпавшего на подстилающую поверхность:

$$J(x, y) = \left(w_g + \beta\right) \cdot \int_0^T \theta(x, y, z, t) dt,$$

$$r(x, y, z_0) \in \Omega_0.$$

В ходе ВЭ было установлено, что, когда источники находятся в северо-восточной части осушенной зоны Южного Приаралья или в средней части осушенной зоны при слабой неустойчивой стратификации, в случае с северным ветром аэрозоль не доходит до города Нукуса, а при северо-восточном ветре – достигает Нукуса.

Количество аэрозоля, выпавшего на Нукус, составило $5 \cdot 10^{-8}$(г/м^2), когда источники находятся в северо-восточной части, и $15 \cdot 10^{-8}$(г/м^2) – когда источники находятся в средней зоне.

Анализ проведенных ВЭ показал, что на объем уноса мелкодисперсных частиц с поверхности осушенной части Аральского моря существенно воздействуют:

а) составляющие скорости ветра на поверхности земли, с ростом этого параметра экспоненциально растет объем уносимых аэрозольных частиц в атмосферу;

б) влажность почвы, с ростом этого показателя резко уменьшается количество выброса вредных веществ в атмосферу;

с) коэффициент шероховатости земли.

Заключение

Предложенная модель на основе сети Петри позволяет формализовать сложный многопараметрический процесс распространения загрязняющих веществ, обеспечивая возможность его дальнейшего анализа и имитационного моделирования. Данный подход может быть использован как дополнение к численным методам решения дифференциальных уравнений, обеспечивая наглядное представление структуры процесса и взаимосвязей между его основными компонентами. В результате проведенного исследования разработана математическая модель и численный алгоритм для прогнозирования распространения вредных аэрозольных частиц в атмосфере с учетом процессов почвенной эрозии. Использование конечно-разностных методов позволило эффективно решить задачу, описываемую системой дифференциальных уравнений в частных производных. Проведенные вычислительные эксперименты показали, что ключевыми факторами, влияющими на перенос и диффузию вредных веществ, являются скорость и направление ветра, вертикальное распределение коэффициента турбулентности, шероховатость поверхности и влажность почвы. Установлено, что увеличение скорости ветра

приводит к значительному росту объема переносимых частиц, тогда как повышение влажности почвы оказывает сдерживающее воздействие на процессы эрозии.

Также выявлено, что направление ветра существенно влияет на зону распространения загрязнений, в частности, при определенных условиях аэрозольные частицы могут достигать населенных пунктов, таких как город Нукус. Полученные результаты подтверждают эффективность применения вычислительных экспериментов для анализа и прогноза экологических процессов. Разработанная модель может служить основой для создания систем экологического мониторинга и поддержки принятия решений, направленных на снижение негативного воздействия загрязнения атмосферы и обеспечение экологической безопасности региона.

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YUQORI ENERGIYALI PB+PB TO‘QNASHUVLARIDA BIRLAMCHI ZARYADLANGAN ZARRACHALAR KO‘NDALANG IMPULS SPEKTRLARINING MARKAZIYLIKKA BOG‘LIQ EVOLYUTSIYASI

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Annotatsiya; *ALICE kollaboratsiyasi tomonidan o‘lchangan $\sqrt{s_{nn}} = 2.76\ va\ 5.02\ TeV$ energiyali Pb+Pb to‘qnashuvlarida markaziy jadallik sohasidagi birlamchi zaryadlangan zarrachalarning keng ko‘ndalang impuls sohasidagi ($p_T \leq 15$ GeV/c) taqsimotlari markaziylikka bog‘liq holda tahlil qilindi. Tahlil termodinamik jihatdan mos, ko‘ndalang oqimni hisobga oluvchi Tsallis funksiyasi asosida amalga oshirildi. Natijalar avvalgi tadqiqotlar bilan solishtirildi va periferik to‘qnashuvlarda ko‘ndalang oqim deyarli kuzatilmasligi, markaziylik ortishi bilan esa uning bosqichma-bosqich shakllanishi aniqlandi. Kinetik muzlash temperaturasi T_0 markaziylik oshishi bilan kamayishi kuzatildi. Shuningdek, adron fazasidan kvark-glyuon plazma (QGP) fazasiga o‘tish uchun mos keluvchi markaziylik sohalari baholanib, tegishli chegaraviy $\langle N_{part} \rangle$ qiymatlari baholandi.*

Kalit so‘zlar*: LHC (Large Hadron Collider – Katta Adron Kollayderi) dagi yuqori energiyali Pb+Pb to‘qnashuvlari; birlamchi zaryadlangan zarrachalarning ko‘ndalang impuls taqsimotlari; ko‘ndalang oqimni o‘z ichiga olgan Tsallis taqsimoti; noekstensivlik parametri q; ko‘ndalang oqim tezligi; kinetik muzlash temperaturasi.*

ЭВОЛЮЦИЯ РАСПРЕДЕЛЕНИЙ ПОПЕРЕЧНОГО ИМПУЛЬСА ПЕРВИЧНЫХ ЗАРЯЖЕННЫХ ЧАСТИЦ В ВЫСОКОЭНЕРГЕТИЧЕСКИХ PB+PB СТОЛКНОВЕНИЯХ В ЗАВИСИМОСТИ ОТ ЦЕНТРАЛЬНОСТИ

Аннотация; *Распределения поперечного импульса (p_T) первичных заряженных частиц, измеренные ALICE collaboration в Pb+Pb столкновениях при энергиях в системе центра масс $\sqrt{s_{nn}} = 2.76\ va\ 5.02$ ТэВ, были проанализированы в центральной области (псевдо)быстроты в широком диапазоне p_T ($p_T \leq 15$ GeV/c) в зависимости от центральности столкновений. Анализ выполнен с использованием термодинамически согласованной функции Цаллиса с учетом поперечного потока.*

Полученные результаты сопоставлены с предыдущими исследованиями и показано, что в периферических столкновениях поперечный поток практически отсутствует, тогда как с ростом центральности он постепенно формируется. Установлено, что температура кинетического «замерзания» T_0 уменьшается с увеличением центральности. Кроме того, оценены пороговые значения центральности, соответствующие переходу от плотного адронного состояния к фазе кварк-глюонной плазмы (КГП) или смешанному состоянию КГП–адрон, и определены соответствующие значения $\langle N_{part} \rangle$.

Ключевые слова: *высокоэнергетические Pb+Pb столкновения на LHC (Large Hadron Collider – Большой адронный коллайдер); распределения поперечного импульса первичных заряженных частиц; распределение Цаллиса с учётом поперечного потока; параметр неэкстенсивности q; скорость поперечного потока; температура*

EVOLUTION OF TRANSVERSE MOMENTUM DISTRIBUTIONS OF PRIMARY CHARGED PARTICLES IN HIGH-ENERGY PB+PB COLLISIONS AS A FUNCTION OF CENTRALITY

Abstract; *The transverse momentum p_T distributions of primary charged particles measured by the ALICE collaboration in Pb+Pb collisions at center-of-mass energies $\sqrt{s_{nn}} = 2.76\ and\ 5.02\ TeV$ were analyzed in the mid-(pseudo)rapidity region over a wide p_T range ($p_T \leq 15$ GeV/c) as a function of collision centrality. The analysis was performed using a thermodynamically consistent Tsallis function that incorporates transverse flow.*

The results were compared with previous studies, showing that transverse flow is nearly absent in peripheral collisions, while it gradually develops with increasing centrality. The kinetic freeze-out temperature T_0 was found to decrease with increasing centrality.

In addition, the centrality thresholds corresponding to the transition from a dense hadronic phase to the quark–gluon plasma (QGP) phase (or a mixed QGP–hadron phase) were estimated, and the corresponding values of $\langle N_{part} \rangle$ were estimated.

Keywords: *high-energy Pb+Pb collisions at the LHC; transverse momentum distributions of primary charged particles; Tsallis distribution with embedded transverse flow; non-extensivity parameter q; transverse flow velocity; kinetic freeze-out temperature*

Kirish

Yuqori energiyali yadrolararo to‘qnashuvlarda hosil bo‘ladigan kvark-glyuon plazma (QGP) juda qisqa vaqt davomida mavjud bo‘lib, deyarli ideal suyuqlik xususiyatlarini namoyon etadi. Ushbu tizim tez kengayish va sovish jarayonlari orqali kimyoviy va kinetik muzlash bosqichlariga o‘tadi. Ayniqsa, zarrachalarning ko‘ndalang impuls p_T taqsimotlarini tahlil qilish kinetik muzlash bosqichidagi tizimning termodinamik va gidrodinamik xossalarini aniqlashda muhim ahamiyatga ega [1–12].

An’anaviy eksponensial modellardan farqli ravishda, Tsallis statistikasi asosidagi taqsimot funksiyalari yuqori energiyali to‘qnashuvlarda zarrachalarning keng p_T sohadagi taqsimotlarini samarali tavsiflay oladi. Ushbu yondashuv tizimning effektiv temperaturasi va notermallashuv darajasini aniqlash imkonini beradi hamda ko‘ndalang oqimni hisobga olish orqali fizik tavsif yanada aniqlashtiriladi .

Mazkur ishda ALICE kollaboratsiyasi tomonidan [12] Pb+Pb to‘qnashuvlarida o‘lchangan birlamchi zaryadlangan zarrachalarning keng p_T sohadagi taqsimotlari termodinamik jihatdan mos Tsallis modeli asosida tahlil qilinadi. Tadqiqotning asosiy maqsadi kinetik muzlash parametrlarining markaziylikka bog‘liq evolyutsiyasini aniqlash va ularni avvalgi natijalar bilan qiyosiy tahlil qilishdan iborat.

2. Eksperimental ma’lumotlar va modellar.

Mazkur ishda ALICE kollaboratsiyasi tomonidan [12] $\sqrt{s_{nn}}$ = 2.76 TeV va 5.02 TeV energiyalarda p+p, p+Pb va Pb+Pb to‘qnashuvlarida o‘lchangan birlamchi zaryadlangan zarrachalarning ko‘ndalang impuls (p_T) spektrlari $|\eta| < 0.8$ intervalida keng (p_T) sohadada tahlil qilindi. Pb+Pb to‘qnashuvlari uchun ma’lumotlar turli markaziylik sohalari bo‘yicha ajratilib, minimum-bias p+p va p+Pb natijalari taqqoslash (baseline) sifatida qo‘llanildi.

Pb+Pb to‘qnashuvlari uchun markaziylik sinflariga mos ravishda ishtirokchi nuklonlar sonining o‘rtacha qiymati ($\langle N_{part} \rangle$) va zaryadlangan zarrachalar sonining psevdojadallik bo‘yicha o‘rtacha zichligi $\langle dN_{ch}/d\eta \rangle$ qiymatlari Glauber–Monte Karlo modeli asosida aniqlanib, tahlilda foydalanildi.

Kimyoviy potensial TeV to’qnashuv energiya sohasida $\mu \approx 0$ deb olinganda, markaziy jadallik sohasida qo‘llaniladigan Tsallis funksiyasining quyidagi ko‘rinishi [8,9] bosim, temperatura, zarrachalar soni, energiya hamda entropiya zichliklari uchun termodinamik moslikni ta’minlaydi:

$$\frac{d^2N}{2\pi N_{ev} p_T dp_T dy} = C_q m_T \left(1 + (q-1)\frac{m_T}{T}\right)^{-\frac{q}{q-1}}, \quad (1)$$

Bu yerda C_q — moslashtirish konstantasi, N_{ev} noelastik to‘qnashuvlar soni, $m_T = \sqrt{p_T^2 + m_0^2}$ ko‘ndalang massa, m_0 adronning tinch holat massasi, T effektiv temperatura, q tizimning noekstensiv parametridir.

1-tenglamada keltirilgan effektiv temperatura T tizimdagi xaotik issiqlik harakati va kollektiv ko‘ndalang oqimning qo‘shma hissasini o‘z ichiga oladi.

Mazkur komponentlarni alohida ajratib o‘rganish uchun Tsallis taqsimot funksiyasiga ko‘ndalang oqim tezligini kiritish talab etiladi. Pb+Pb to‘qnashuvlarida $\sqrt{s_{nn}}$ = 2.76 TeV va 5.02 TeV energiyalarda turli markaziyliklar uchun zaryadlangan zarrachalarning markaziy jadallik sohasidagi p_T taqsimotlarini to’g’ri tavsiflash maqsadida Tsallis taqsimotiga kollektiv ko‘ndalang oqim effekti kiritiladi. Shu maqsadda (2)-tenglamani hosil qilish uchun $m_T \to \langle \gamma_T \rangle$ $(m_T - p_T\langle \beta_T \rangle)$ almashtirish amalga oshiriladi, bu yondashuv birinchi marta [5] ishda taklif etilgan. Natijada quyidagi funksiya olinadi:

$$\frac{d^2N}{2\pi N_{ev} p_T dp_T dy} = C_q \langle \gamma_T \rangle (m_T - p_T\langle \beta_T \rangle) \left(1 + \langle \gamma_T \rangle \frac{(q-1)(m_T - p_T\langle \beta_T \rangle)}{T_0}\right)^{-\frac{q}{q-1}}, \quad (2)$$

Ushbu funksiya mazkur ish doirasida ko‘ndalang oqimni o‘z ichiga olgan termodinamik jihatdan mos Tsallis funksiyasi sifatida talqin etiladi.

2-tenglamani hosil qilishda amalga oshirilgan $m_T \to \langle \gamma_T \rangle$ $(m_T - p_T\langle \beta_T \rangle)$, almashtirish zarrachalarning ko‘ndalang tekislikdagi o‘rtacha kollektiv oqim tezligi $\langle \beta_T \rangle$ bilan birga harakatlanuvchi zarralar bilan birga harakatlanuvchi hisob tizimiga o‘tishni ifodalovchi Lorens transformatsiyasiga mos keladi, bunda ushbu oqim mavjud deb qaraladi.

Markaziy jadallik sohasida eksperimental o‘lchangan ko’ndalang impuls p_T taqsimotlari uchun $d^2N/(N_{ev}dp_Tdy)$ ko‘ndalang oqimni o‘z ichiga olgan termodinamik jihatdan mos Tsallis funksiyasi quyidagi ifodaga ega bo‘ladi:

$$\frac{d^2N}{N_{ev}dp_Tdy} = 2\pi\, C_q p_T\langle\gamma_T\rangle(m_T - p_T\langle\beta_T\rangle)\left(1 + \langle\gamma_T\rangle\frac{(q-1)(m_T - p_T\langle\beta_T\rangle)}{T_0}\right)^{-\frac{q}{q-1}} \quad (3)$$

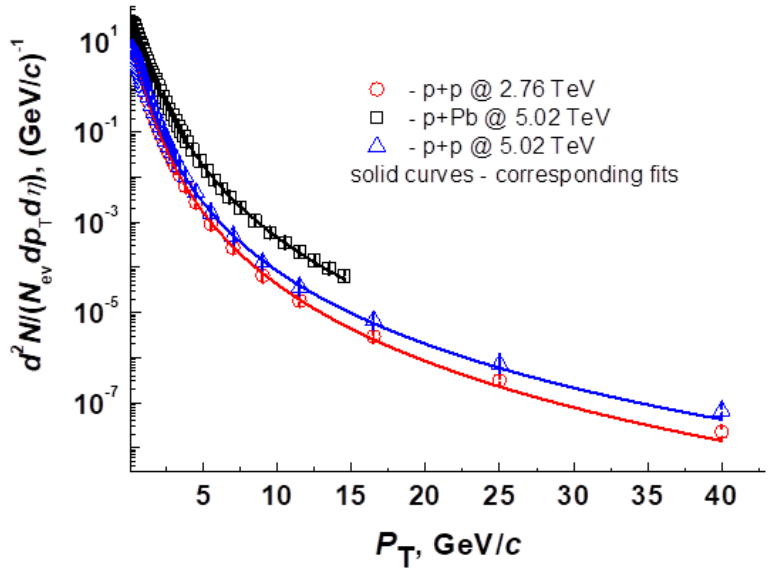
3. Tahlil va natijalar

Termodinamik jihatdan mos Tsallis funksiyasi (3-tenglama) asosida, ko‘ndalang oqimni hisobga olgan holda, minimum χ^2 usuli bilan olingan fitlash natijalari minimum-bias p+p $\sqrt{s_{nn}}$ = 2.76 TeV va 5.02 TeV hamda p+Pb $\sqrt{s_{nn}}$=5.02 TeV to‘qnashuvlarida hosil bo‘lgan birlamchi zaryadlangan zarrachalarning markaziy (psevdo)jadallik sohasidagi p_T spektrlari uchun 1-jadvalda taqdim etilgan.

1-jadval. (3)-tenglamada keltirilgan funksiya asosida minimum χ^2 fitlash amalga oshirilgan moslash natijalari minimum-bias p+p $\sqrt{s_{nn}}$ = 2.76 TeV va 5.02 TeV hamda p+Pb $\sqrt{s_{nn}}$ = 5.02 TeV.. to‘qnashuvlarida hosil bo‘lgan zaryadlangan zarrachalarning eksperimental markaziy (psevdo)jadallik sohasidagi ko‘ndalang impuls spektrlari uchun keltirilgan. Bu yerda *n.d.f.* (number of degrees of freedom) — erkinlik darajalari sonini bildiradi.

Collision type / **Parameters**	**p+p @ 2.76 TeV**	**p+p @ 5.02 TeV**	**p+Pb @ 5.02 TeV**
$\chi 2/n.d.f.$	3.2/35	16.9/35	20.1/35
C_q, (GeV/c)$^{-3}$	173±16	168±20	302±57
$\langle\beta_T\rangle$ (in units of c)	~ 10^{-7}	~ 10^{-7}	~ 10^{-7}
q	1.142±0.001	1.148±0.002	1.136±0.002
T_0 (MeV)	103±8	106±11	139±25

$\sqrt{s_{nn}}$ = 2.76 TeV and 5.02 TeV energiyalardagi minimum bias p+p hamda $\sqrt{s_{nn}}$ = 5.02 TeV dagi minimum bias p+Pb to‘qnashuvlarida ko‘ndalang oqim tezligi deyarli nolga tengligi aniqlandi (1-jadval). Bu holat shuni bilan izohlanadiki, minimum-bias p+p va p+Pb to‘qnashuvlarining aksariyati zarrachalar ko‘payishi past bo‘lgan periferik to‘qnashuvlardan iborat bo‘lib, ularda ko‘ndalang oqim kuzatilmaydi [4, 6, 7]. So‘nggi paytlarda ALICE ma’lumotlari tahlili asosida aniqlanishicha [4, 6, 11], sezilarli ko‘ndalang oqim faqat zarrachalar ko‘payishi yetarlicha yuqori bo‘lgan yuqori energiyali p+p [4, 6] va p+Pb [11] to‘qnashuv hodisalarida rivojlanadi, bunday hodisalar esa umumiy statistikaning juda kichik qismini tashkil etadi. $\sqrt{s_{nn}}$ = 2.76 TeV and 5.02 TeV energiyalardagi minimum bias p+p hamda $\sqrt{s_{nn}}$ = 5.02 TeV dagi minimum bias p+Pb to‘qnashuvlarida hosil bo‘lgan zaryadlangan zarrachalarning markaziy (pseudo)jadallik sohasidagi ko‘ndalang impuls (p_T) spektrlari (belgilar bilan ifodalangan) va (3)-tenglama asosida olingan fitlash egri chiziqlari (uzluksiz chiziqlar) 1-rasmda keltirilgan.



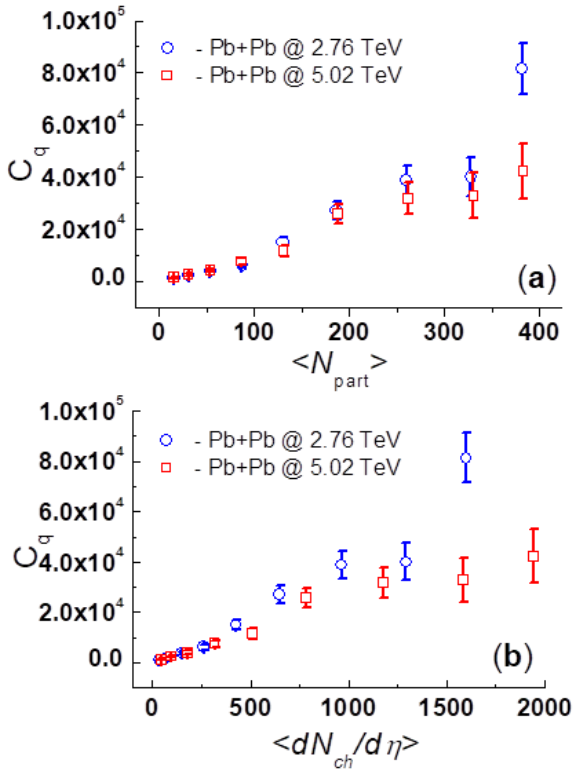
1-rasm. $\sqrt{s_{nn}}$ = 2.76 TeV and 5.02 TeV energiyalardagi minimum bias p+p hamda $\sqrt{s_{nn}}$ = 5.02 TeVdagi minimum bias p+Pb to‘qnashuvlarida hosil bo‘lgan zaryadlangan zarrachalarning o‘rta jadallik sohasidagi ko‘ndalang impuls (p_T) spektrlari (belgilar bilan ifodalangan) va (3)-tenglama asosida olingan fitlash egri chiziqlari (uzluksiz chiziqlar) keltirilgan.

$(s_{nn})^{1/2}$ = 5.02 TeV energiyadagi Pb+Pb to'qnashuvlarida zaryadlangan zarrachalarning o'rta jadallik sohasidagi p_T spektrlari uchun ko'ndalang oqimni hisobga oluvchi termodinamik jihatdan mos Tsallis funksiyasi (3-tenglama) asosida minimum χ^2 fitlash orqali aniqlangan model parametrlarining natijalari 2-jadvalda keltirilgan. Ko'ndalang oqimni o'z ichiga olgan termodinamik jihatdan mos Tsallis funksiyasi (3-tenglama) periferik Pb+Pb to'qnashuvlaridagi zarralar ko'ndalang impuls taqsimotlarini yaxshi tavsiflaydi, biroq markaziyroq to'qnashuvlarda ((40–50)% dan (0–5)% gacha), mazkur model funksiyasi $p_T \lesssim$ 8–9 GeV/c sohada spektrlarni qoniqarli darajada tavsiflaydi, ammo p_T > 9 GeV/c sohada eksperimental natijalarni sezilarli darajada kam baholaydi.

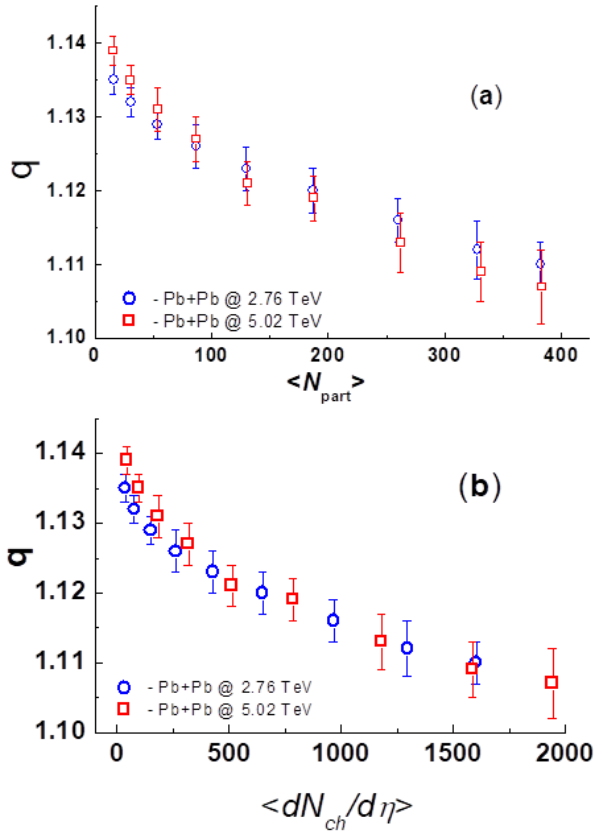
2-jadval. $(s_{nn})^{1/2}$ = 5.02 TeV energiyadagi Pb+Pb to'qnashuvlarida zaryadlangan zarrachalarning o'rta jadallik sohasidagi p_T spektrlari uchun ko'ndalang oqimni hisobga oluvchi termodinamik jihatdan mos Tsallis funksiyasi (3-tenglama) asosida minimum χ^2 fitlash orqali aniqlangan model parametrlarining natijalari.

Centrality	C_q	q	T_0 **(MeV)**	$\langle\beta_T\rangle$	$\chi^2/n.d.f.$
0-5%	81427±9934	1.110±0.003	63±25	0.66±0.20	56/47
5-10%	39998±7338	1.112±0.004	91±13	0.42±0.11	47/47
10-20%	38816±5460	1.116±0.003	78±8	0.51±0.07	48/47
20-30%	27132±3417	1.120±0.003	77±7	0.50±0.06	36/47
30-40%	14928±2055	1.123±0.003	90±10	0.37±0.09	28/47
40-50%	6242±1081	1.126±0.003	129±20	$5\cdot10^{-5}$	18/47
50-60%	3846±570	1.129±0.002	125±17	$\sim10^{-7}$	14/47
60-70%	2182±264	1.132±0.002	121±13	$\sim10^{-7}$	9/47
70-80%	1117±126	1.135±0.002	116±12	$\sim10^{-7}$	7/47

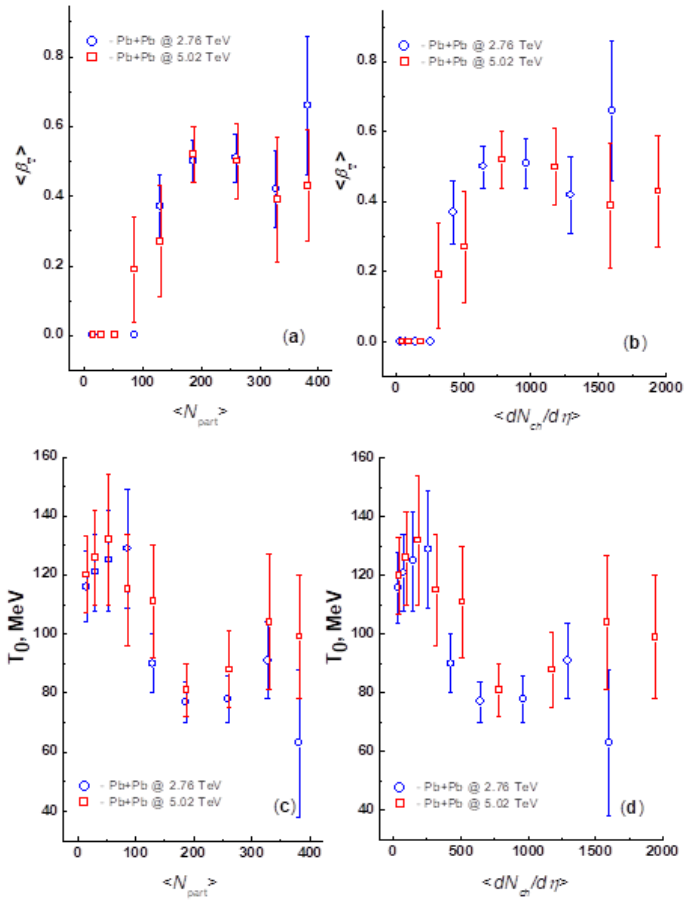
2-rasm. $\sqrt{s_{nn}}$ = 2.76 TeV va 5.02 TeV energiyalardagi Pb+Pb to'qnashuvlarida ko'ndalang oqimni hisobga oluvchi termodinamik jihatdan mos Tsallis funksiyasining (3-tenglama) C_q parametrining $\langle N_{part}\rangle$ (a) hamda $dN_{ch}/d\eta\rangle$ (b) ga bog'liqliklari.



3-rasm. $\sqrt{s_{nn}}$ = 2.76 TeV va 5.02 TeV energiyalardagi Pb+Pb to'qnashuvlarida ko'ndalang oqimni hisobga oluvchi termodinamik jihatdan mos Tsallis funksiyasining (3-tenglama) noekstensivlik parametri q ning $\langle N_{part}\rangle$ (a) hamda $\langle dN_{ch}/d\eta\rangle$ (b) ga bog'liqliklari.



4-rasm. $\sqrt{s_{nn}}$ = 2.76 TeV va 5.02 TeV energiyalardagi Pb+Pb to‘qnashuvlarida ko‘ndalang oqimni hisobga oluvchi termodinamik jihatdan mos Tsallis funksiyasining (3-tenglama) ko‘ndalang oqim tezligi ⟨β_T⟩ hamda kinetik muzlash temperaturasi T_0 parametrlari uchun ⟨N_{part}⟩ (a, c) va ⟨$dN_{ch}/d\eta$⟩(b, d) ga bog‘liqliklari.



$\sqrt{s_{nn}}$ = 2.76 TeV va 5.02 TeV energiyalardagi Pb+Pb to'qnashuvlarida ko'ndalang oqimni hisobga oluvchi termodinamik jihatdan mos Tsallis funksiyasining (3-tenglama) C_q parametrining $\langle N_{part}\rangle$ hamda $dN_{ch}/d\eta\rangle$ ga bog'liqliklari 2-rasmda ko'rsatilgan. $\sqrt{s_{nn}}$ = 2.76 TeV va 5.02 TeV energiyalardagi Pb+Pb to'qnashuvlarida ko'ndalang oqimni hisobga oluvchi termodinamik jihatdan mos Tsallis funksiyasining (3-tenglama) noekstensivlik parametri q ning $\langle N_{part}\rangle$ hamda $\langle dN_{ch}/d\eta\rangle$ ga bog'liqliklari 3-rasmda berilgan. $\sqrt{s_{nn}}$ = 2.76 TeV va 5.02 TeV energiyalardagi Pb+Pb to'qnashuvlarida ko'ndalang oqimni hisobga oluvchi termodinamik jihatdan mos Tsallis funksiyasining (3-tenglama) ko'ndalang oqim tezligi $\langle\beta_T\rangle$ hamda kinetik muzlash temperaturasi T_0 parametrlari uchun $\langle N_{part}\rangle$ va $\langle dN_{ch}/d\eta\rangle$ ga bog'liqliklari 4-rasmda keltirilgan.

2-Rasmda C_q parametrining $\langle N_{part}\rangle$ (Pb+Pb to'qnashuv markaziyligi) ortishi bilan ortishi ko'rsatilgan, bu esa to'qnashuv markaziyligi ortishi bilan Pb+Pb tizimi hajmining oshishini ko'rsatadi. 3-Rasmda noekstensivlik q parametrining $\langle N_{part}\rangle$ (Pb+Pb to'qnashuv markaziyligi) ortishi bilan muntazam kamayishi ko'rsatilgan, bu esa to'qnashuv markaziyligi ortishi bilan Pb+Pb to'qnashuv tizimining termallashuv (termalizatsiya) darajasini o'sishini ko'rsatadi. 4-Rasmdagi $\sqrt{s_{nn}}$=2.76 hamda 5.02 TeV energiyadagi Pb+Pb to'qnashuvlarida $\langle\beta_T\rangle$ hamda kinetik muzlash temperaturasi T_0 parametrlarining $\langle N_{part}\rangle$ hamda $\langle dN_{ch}/d\eta\rangle$ ga bog'liqliklari tahlil qilinganda, zich adron materiyasining kvark-glyuon plazma holatiga crossover fazaviy o'tish uchun to'qnashuv markaziyligining ($\langle N_{part}\rangle$) chegara qiymatlari mos ravishda $\langle N_{part}\rangle$ = 109 ± 8 hamda $\langle N_{part}\rangle$ = 71 ± 7 bo'lishi baholandi.

Xulosa. Mazkur ishda $\sqrt{s_{nn}}$=5.02 TeV energiyadagi Pb+Pb to'qnashuvlarida birlamchi zaryadlangan zarrachalarning eksperimental p_T spektrlari asosida baholangan zich materiyaning kvark-glyuon plazma holatiga crossover fazaviy o'tish uchun to'qnashuv markaziyligining chegara qiymati $\langle N_{part}\rangle$ = 71 ± 7 bo'lib, u shu energiyadagi Pb+Pb to'qnashuvlarida zaryadlangan pionlar, kaonlar, protonlar va antiprotonlarning p_T spektrlari birgalikda tahlili asosida ilgari aniqlangan mos qiymat bilan to'liq mos keladi. Shu bilan birga, mazkur ishda $\sqrt{s_{nn}}$=2.76 energiyadagi Pb+Pb to'qnashuvlarida birlamchi zaryadlangan zarrachalarning eksperimental p_T spektrlari asosida baholangan $\langle N_{part}\rangle$ = 109 ± 8 chegara qiymati, ushbu energiyada zaryadlangan pionlar, kaonlar, protonlar va antiprotonlarning p_T spektrlari birgalikda tahlili asosida ilgari aniqlangan mos qiymat $\langle N_{part}\rangle$ = 71 ± 7 ga nisbatan sezilarli darajada katta ekanligi aniqlandi.

Noekstensivlik parametri q $\sqrt{s_{nn}}$=2.76 va 5.02 TeV energiyadagi Pb+Pb to'qnashuvlarida $\langle N_{part}\rangle$ hamda $\langle dN_{ch}/d\eta\rangle$ortishi bilan izchil o'zgarish xususiyatini ko'rsatadi. Bu holat markaziylik ortishi bilan tizimning termallashuv darajasining tizimli ravishda oshib borishini ko'rsatadi va avvalgi ishlar natijalari bilan mos keladi.

Foydalanilgan adabiyotlar.

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PLAZMA SHAROITIDA PO'LAT SIRTINI TOZALASH VA FAZAVIY HOLATINI BAHOLASH

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Annotatsiya: *Annotatsiya. Ushbu tadqiqotda Po'lat 45 sirtini vakuum-yoy va miltillama razryad yordamida tozalash jarayonining fazaviy hamda mikrostrukturaviy xususiyatlari qiyosiy ravishda o'rganildi. Namunalar dastlab mexanik va kimyoviy tayyorlash bosqichidan o'tkazilib, so'ng past bosimli vakuum muhitida ishlov berildi. Natijalar vakuum-yoy razryadi sharoitida katod dog'larining yuqori lokal harorati va yuqori energiyali ion bombardimoni ta'sirida sirt qatlamidagi oksid plyonkalar to'liq bartaraf etilishini, miltillama razryadda esa faqat qisman tozalanish yuz berishini ko'rsatdi.*

DIGI-MICROSCOPE (×1000) va XRD fazaviy tahlil natijalari ishlov berilmagan sirtda FeO, FeO_2, Fe_2O_3, Fe_3O_4 hamda α-Fe fazalari mavjudligini aniqladi. Miltillama razryaddan keyin oksid fazalar kamaygan bo'lsa-da, ularning qoldiq cho'qqilari saqlanib qoldi. Vakuum-yoy razryadidan so'ng esa faqat α-Fe fazasi cho'qqilari kuzatildi, bu sirtning 100% tozalanganligini tasdiqladi. Olingan natijalar Po'lat 45 sirtini oksid qatlamlardan chuqur tozalash va keyingi qoplama yotqizish bosqichiga tayyorlashda vakuum-yoy razryadi usuli eng yuqori samaradorlikka ega ekanligini ko'rsatdi.

Kalit so'zlar: *Po'lat 45, vakuum-yoy razryadi, miltillama razryad, katod dog'i, ion bombardimoni, XRD fazaviy tahlil, α-Fe fazasi, temir oksidlari.*

ОЧИСТКА ПОВЕРХНОСТИ СТАЛИ В ПЛАЗМЕННЫХ УСЛОВИЯХ И ОЦЕНКА ФАЗОВОГО СОСТОЯНИЯ

Аннотация: *В данном исследовании сравнительно изучены фазовые и микроструктурные особенности процесса очистки поверхности стали 45 с использованием вакуумно-дугового и тлеющего разрядов. Образцы предварительно подвергались механической и химической подготовке, после чего обрабатывались в условиях низкого давления вакуума. Полученные результаты показали, что в условиях вакуумно-дугового разряда под воздействием высокой локальной температуры катодных пятен и высокоэнергетической ионной бомбардировки оксидные плёнки на поверхности полностью удаляются, тогда как при тлеющем разряде наблюдается лишь частичная очистка.*

Результаты, полученные с использованием DIGI-MICROSCOPE (×1000) и фазового анализа методом XRD, выявили наличие на необработанной поверхности фаз FeO, FeO_2, Fe_2O_3, Fe_3O_4 и α-Fe. После обработки тлеющим разрядом количество оксидных фаз уменьшилось, однако их остаточные пики сохранились. После вакуумно-дугового разряда наблюдались только пики фазы α-Fe, что подтвердило 100% очистку поверхности. Полученные результаты показали, что метод вакуумно-дугового разряда обладает наивысшей эффективностью при глубокой очистке поверхности стали 45 от оксидных слоёв и её подготовке к последующему нанесению покрытия.

Ключевые слова: *сталь 45, вакуумно-дуговой разряд, тлеющий разряд, катодное пятно, ионная бомбардировка, фазовый анализ XRD, фаза α-Fe, оксиды железа.*

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PLASMA-ASSISTED STEEL SURFACE CLEANING AND PHASE STATE EVALUATION

Abstract: *In this study, the phase and microstructural characteristics of the cleaning process of Steel 45 surface using vacuum arc and glow discharges were comparatively investigated. The samples were initially subjected to mechanical and chemical pretreatment, followed by processing under low-pressure vacuum conditions. The results showed that under vacuum arc discharge conditions, the oxide films on the surface were completely removed due to the high local temperature of cathode spots and high-energy ion bombardment, whereas only partial cleaning was observed in the glow discharge process.*

The results obtained using DIGI-MICROSCOPE (×1000) and XRD phase analysis revealed the presence of FeO, FeO_2, Fe_2O_3, Fe_3O_4 and α-Fe phases on the untreated surface. After glow discharge treatment, the oxide phases decreased, although their residual peaks remained. After vacuum arc discharge treatment, only the peaks of the α-Fe phase were observed, confirming 100% surface

cleaning. The obtained results demonstrated that the vacuum arc discharge method provides the highest efficiency for deep removal of oxide layers from the Steel 45 surface and its preparation for subsequent coating deposition.

Keywords: *Steel 45, vacuum arc discharge, glow discharge, cathode spot, ion bombardment, XRD phase analysis, α-Fe phase, iron oxides.*

Kirish

Metall sirtlarini tozalash qoplama yotqizish, korroziyadan himoyalash va mexanik xususiyatlarni yaxshilashda muhim texnologik bosqich хисобланади. Ayniqsa, Po‘lat 45 kabi konstruksion materiallarda sirt qatlamining holati uning ekspluatatsion xossalari, qoplama adgeziyasi va keyingi ishlov samaradorligini belgilaydi. Shu bois sirtni oksid qatlamlar, adsorbsiyalangan gazlar hamda boshqa yot moddalardan samarali tozalash dolzarb ilmiy-amaliy masalalardan biridir.

Hozirgi vaqtda vakuum-yoy razryadi va miltillama razryad metall sirtlarini ion-plazmali tozalashning keng qo‘llaniladigan usullari sifatida qaraladi. Biroq vakuum-yoy jarayonlarida ishlov berish samaradorligi vakuum darajasi, tok zichligi, katod materiali, ishlov berish vaqti hamda sirtni oldindan tayyorlash bosqichiga kuchli bog‘liq. Ayniqsa, gaz ishlatilmagan vakuum sharoitida vakuum-yoy razryadi orqali sirtni faollashtirish va tozalashning fizik mexanizmlari yetarli darajada tizimli o‘rganilmagan. Shu sababli ushbu ishning maqsadi gazziz vakuum-yoy razryadi va miltillama razryad yordamida oldindan tayyorlangan Po‘lat 45 namunalari sirtida yuz beradigan fazaviy hamda mikrostrukturaviy o‘zgarishlarni aniqlash, shuningdek texnologik parametrlarning tozalash samaradorligiga ta’sirini baholashdan iborat.

So‘nggi yillarda vakuum-yoy razryadi asosidagi ion-plazmali ishlov berish jarayonlari metall sirtini modifikatsiyalashning samarali usullaridan biri sifatida keng tadqiq etilmoqda. Tadqiqotlarda katod dog‘lari dinamikasi va ionlar energiyasi sirt qatlamining morfologiyasi hamda mexanik xossalariga sezilarli ta’sir ko‘rsatishi aniqlangan [1]. Yuqori energiyali ion oqimi sirt qatlamida lokal qizish va tez sovish jarayonlarini yuzaga keltirib, qayta kristallanish hodisalariga sabab bo‘ladi [2]. Gaz muhiti sharoitida vakuum-yoy razryadi orqali ishlov berishda katod dog‘lari hosil qiladigan yuqori haroratli mikrozonalar oksid qatlamlarni intensiv bug‘lanish va purkash mexanizmlari orqali yo‘q qiladi [3]. Shuningdek, gaz bosimi va tok zichligi parametrlarining o‘zgarishi sirtning faollashuv darajasini oshirib, vakuum-yoy razryadini qoplama yotqizishdan oldingi samarali aktivatsiya usuliga aylantiradi [4].

Miltillama razryad yordamida metall sirtini oldindan tozalash masalasi ham keng yoritilgan. Tadqiqotlar past bosimli razryad sharoitida ionlar va aktiv radikallar oksid hamda organik iflosliklarni samarali parchalab, sirtning adgeziya qobiliyatini oshirishini ko‘rsatadi [5]. Mazkur ishda Po‘lat 45 sirtini vakuum-yoy va miltillama razryad yordamida tozalash samaradorligi DIGI-MICROSCOPE (×1000) hamda XRD fazaviy tahlil asosida qiyosiy ravishda baholandi.

Tadqiqot metodologiyasi

Metall sirtini miltillama razryad ionlari yordamida tozalash va baholash jarayoni. Metall sirtini miltillama razryad plazmasi ionlari bilan tozalash namuna sirtini manfiy potensial ostida ion bombardimoni qilish orqali amalga oshirildi. Ushbu usul sirtdagi yot moddalar, adsorbsiyalangan gazlar va oksid qatlamlarni samarali bartaraf etib, sirt faolligini va qoplama adgeziyasini oshiradi.

Jarayon vakuum muhitida bajarilib, ishchi gaz sifatida argon (Ar) qo‘llanildi. Kameradagi ishchi bosim (1×10^{-1} – 5×10^{-1} Pa) diapazonida saqlandi. Namuna katod sifatida ulanib, unga manfiy potensial berildi. Razryad kuchlanishi 250–1000 V, tok esa 0,2–1,5 A oralig‘ida tanlandi, tok zichligi 1–5 mA/sm² ni tashkil etdi. Ushbu parametrlar ionlar energiyasi va bombardimon intensivligini belgiladi. Elektr maydoni ta’sirida ionlashgan argon ionlari namuna yuzasiga yo‘naltirilib, oksidlar va yot qatlamlar fizik purkash mexanizmi orqali bartaraf etildi. Tadqiqotlarda miltillama razryadda kuchlanish va tok parametrlariga bog‘liq holda sirt tozalanishi 60–80% gacha yetishi ko‘rsatilgan [6]. Past ion energiyasida esa oksid qatlam faqat qisman yo‘qoladi. Shu sababli ushbu usul qoplama yotqizishdan oldingi faollashtirish bosqichi sifatida samarali hisoblanadi [7]. Tozalash davomiyligi 10–12 daqiqa etib tanlandi. Jarayon yakunida namuna vakuum muhitida sovitilib, keyingi fazaviy va mikrostrukturaviy tahlillar uchun tayyorlandi.

Yoy razryadi tokining tozalash parametrlariga ta’siri. Vakuum-yoy razryadida sirtni tozalash katod dog‘lari hosil qiladigan yuqori energiyali ion bombardimoni orqali amalga oshirildi. Tok ortishi bilan katod dog‘lari soni va ularning harakat intensivligi oshib, sirtning purkash tezligi sezilarli kuchayadi [8], [9]. Ayniqsa, 150–220 A tok diapazonida sirt aktivlashuvi maksimal qiymatga yetib, oksid qatlam keskin kamayadi.

Katod dog‘lari ta’sir maydoni quyidagi ifoda bilan baholandi [10]:

$$S = nvd \tag{1}$$

bu yerda n — katod dog‘lari soni, v — ularning harakat tezligi, d — katod dog‘i diametri. Hisoblashlarga ko‘ra, 0,5–1,0 mm diametrli dog‘lar 10^2–10^3 sm/s tezlik bilan harakatlanib, sirtni tozalash maydoni 100–200 sm²/s ga yetadi, bu esa usulning yuqori samaradorligini ko‘rsatadi.

Ion bombardimoni natijasida sirtning mikroqatlami tozalanib, strukturasi zichlashadi va keyingi qoplama yotqizish uchun optimal energetik holat shakllanadi. Vakuum-yoy plazmasida ion energiyasini 1–3 keV diapazonda boshqarish purkash samaradorligi va sirt zichligini sezilarli oshiradi [11]. Shu bois razryad toki, kuchlanish va vakuum parametrlarini optimal tanlash sirtni samarali tozalashning asosiy omillaridan biri hisoblanadi.

Vakuum-yoy razryadida katod dog‘lari harakat trayektoriyasi va tok parametrlarini boshqarish orqali sirt notekisligini nazorat qilish mumkinligi eksperimental jihatdan tasdiqlangan [12]. Ushbu tadqiqotda katod dog‘lari lokal mikrokraterlar hosil qilishi, biroq sirtning umumiy mikrostrukturaviy yaxlitligini buzmasligi ko‘rsatilgan. Shuningdek, katod dog‘lari ta’sirida organik va oksidli ifloslanishlar intensiv destruksiyaga uchraydi, plazma parametrlari yetarli bo‘lmagan holatlarda esa sirtning ayrim sohalarida qoldiq qatlamlar saqlanib qolishi mumkinligi aniqlangan [13].

Natijalar va tahlillar

Vakuum-yoy razryadi usulida tozalangan namuna sirtining ko‘rinishi 1b-rasmda, miltillama razryad bilan ishlov berilgan sirt esa 1v-rasmda keltirilgan. Tasvirlarni ishlov berilmagan sirt holati bilan birgalikda (1a, 1b va 1v) qiyosiy tahlil qilish natijasida sirt morfologiyasidagi sezilarli farqlar aniq kuzatildi.

a) b) v)

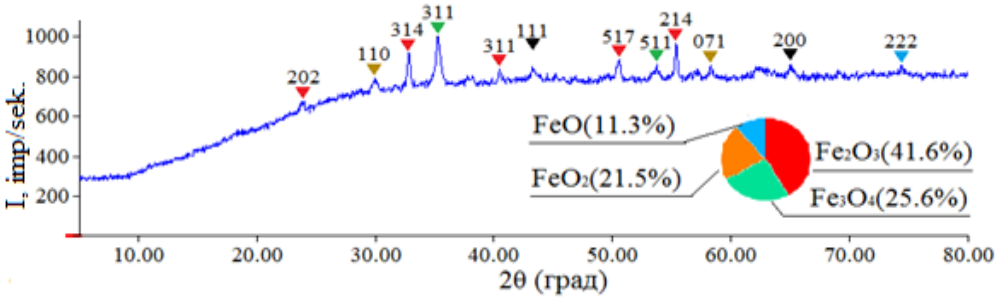
1-rasm. Po‘lat-45 namunasi sirtining ko‘rinishi: a) ishlov berishdan oldin, b) vakuum-yoy razryadi usulida tozalangan, v) miltillama razryad usulida tozalangan.

Xususan, vakuum-yoy razryadi bilan ishlov berilgan sirt (1b-rasm) ancha bir jinsli, faol va yot qatlamlardan holi holatga kelgani ko‘rindi. Katod dog‘lari hosil qiladigan yuqori lokal harorat hamda intensiv ion bombardimoni ta’sirida sirt qatlamidagi oksid va organik iflosliklar samarali ravishda bartaraf etilgan. Natijada sirtning mikrorelyefi silliqlashib, keyingi qoplama yotqizish uchun qulay aktiv holat shakllangan.

Miltillama razryad bilan tozalangan sirt (1v-rasm) ham dastlabki holatga nisbatan sezilarli yaxshilangan bo‘lsa-da, ayrim sohalarda qoldiq yot moddalar va oksid izlari saqlanib qolganligi kuzatildi. Bu esa vakuum-yoy razryadining katod dog‘lari bilan ishlov berish usuli miltillama razryad ionlari bilan ishlov berishga nisbatan samaraliroq ekanligini va sirtni chuqurroq tozalashini ko‘rsatadi.

XRD fazaviy tahlili. XRD fazaviy tahlilini ko‘rib chiqamiz .

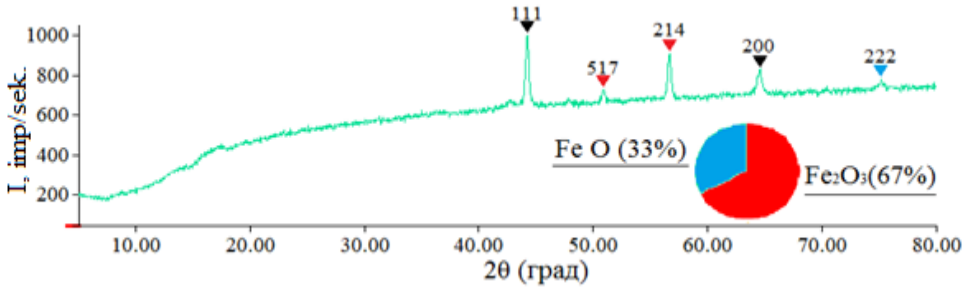
2-rasmda ishlov berilmagan Po‘lat 45 namunasining XRD fazaviy tahlili keltirilgan bo‘lib, unda jami 12 ta asosiy difraksion cho‘qqi kuzatildi. Tahlil natijalariga ko‘ra, 74.44° (2θ) da FeO (222), 29.97° va 58.3° da FeO_2 (110, 071), 23.85°, 32.86°, 40.53°, 50.51° va 55.30° da Fe_2O_3 (202, 314, 311, 517, 214) hamda 35.31° va 53.71° da Fe_3O_4 (311, 511) oksid fazalariga mos cho‘qqilar qayd etildi.



2-rasm. Ishlov berilmagan Po‘lat 45 sirtining XRD fazaviy tahlili.

Shuningdek, 43.31° va 65.00° burchaklarda α-Fe fazasining (111, 200) Miller indekslariga mos asosiy metall cho‘qqilar kuzatildi. Ushbu natijalar dastlabki sirt qatlamida temir oksidlarining ko‘p qatlamli murakkab fazaviy tarkibi mavjudligini ko‘rsatadi.

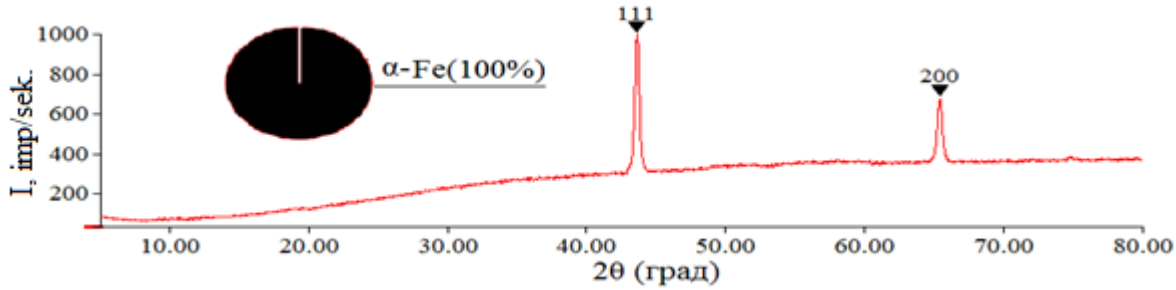
3-rasmda miltillama razryad yordamida tozalangan Po‘lat 45 sirtining XRD spektri keltirilgan. Ushbu holatda difraksion cho‘qqilar soni 12 tadan 5 tagacha kamaygani kuzatildi. Xususan, 75.12° da FeO (222), 50.93° va 56.66° da Fe_2O_3 (517, 214) qoldiq oksid fazalari saqlanib qolgan.



3-rasm. Miltillama razryad bilan tozalangan sirtning XRD fazaviy tahlili

Bundan tashqari, 44.24° va 64.53° da α-Fe (111, 200) fazasining cho‘qqilari aniq namoyon bo‘ldi. Bu holat miltillama razryad ta’sirida sirt qatlamidagi oksid fazalar sezilarli kamayganini, biroq ular to‘liq yo‘qolmaganini ko‘rsatadi. Shu bilan birga α-Fe cho‘qqilarining intensivligi oshishi sirtning qisman metall holatga yaqinlashganini tasdiqlaydi.

4-rasmda vakuum-yoy razryadi bilan ishlov berilgan Po‘lat 45 sirtining XRD natijalari keltirilgan. Spektrda atigi 2 ta asosiy difraksion cho‘qqi kuzatilib, ular 44.7° va 65.1° burchaklarda joylashgan bo‘lib, α-Fe fazasining (111, 200) Miller indekslariga to‘g‘ri keladi.

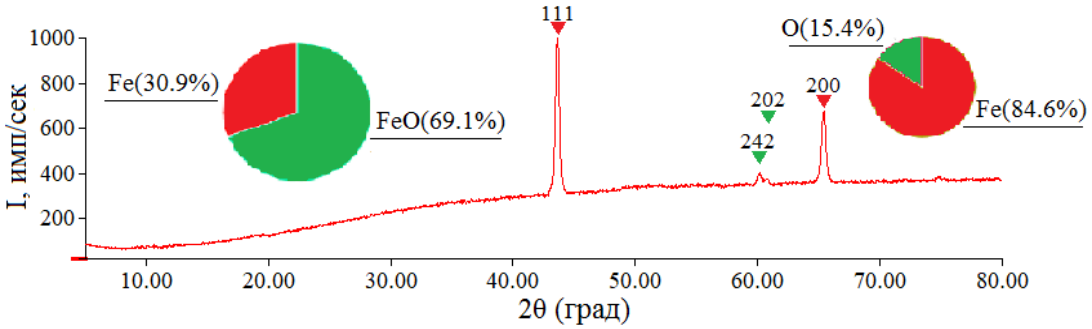


4-rasm. Vakuum-yoy razryadi bilan tozalangan sirtning XRD fazaviy tahlili.

Muhimi, ushbu holatda FeO, Fe_2O_3 va Fe_3O_4 kabi temir oksidlari cho‘qqilari to‘liq yo‘qolgan, bu esa vakuum-yoy razryadi sirtni oksid qatlamlardan chuqur va samarali tozalaganini ko‘rsatadi. Katod dog‘lari hosil qiladigan yuqori lokal harorat hamda intensiv ion bombardimoni ta’sirida sirt qatlamining fazaviy tarkibi to‘liq metall α-Fe holatiga o‘tgan.

Shunga o‘xshash natijalar ikki bosqichli ion-plazmali vakuum-yoy ishlov berilgan po‘latlarda ham kuzatilgan bo‘lib, mualliflar oksid fazalar intensivligi kamayib, metall fazalar ustunligi ortishini qayd etganlar [14]. Umuman olganda, ushbu natijalar vakuum-yoy razryadi Po‘lat 45 sirtini 100% tozalash va keyingi qoplama yotqizish uchun optimal metall asos yaratishda eng samarali usul ekanligini tasdiqlaydi.

5-rasmda vakuum-yoy razryadi yordamida tozalangan Po‘lat 45 sirtining XRD fazaviy tahlili, namunani vakuum kameradan to‘liq sovimasdan chiqarib olish holati uchun keltirilgan. Tahlil natijalari shuni ko‘rsatdiki, vakuum-yoy razryadi davomida sirt oksid qatlamlardan samarali tozalangan bo‘lsa-da, namuna yuqori harorat holatida kamera tashqarisiga chiqarilganda yuzada ikkilamchi oksidlanish jarayoni sodir bo‘ladi.



5-rasm. Vakuum-yoy razryadidan keyin sovitish sharoitining XRD fazaviy tahlilga ta’siri

Buning natijasida sirt atmosfera kislorodi bilan tez o‘zaro ta’sirlashib, yupqa oksid qatlam hosil qiladi va bu holat XRD spektrida qoldiq oksid fazalar paydo bo‘lishi bilan namoyon bo‘ladi. Mazkur holat vakuum-yoy razryadi bilan erishilgan to‘liq metall holatni saqlab qolish uchun namunani vakuum muhitida sovitish muhim texnologik bosqich ekanligini ko‘rsatadi.

Taqqoslash natijalari miltillama razryaddan keyin oksid fazalar soni kamaygan bo‘lsa-da, ularning ayrim qoldiq cho‘qqilari saqlanib qolishini, vakuum-yoy razryadida esa to‘liq sovitish sharoitida faqat α-Fe fazasi ustunligi kuzatilishini ko‘rsatdi. Aksincha, sovitish jarayoni buzilganda sirtning qayta oksidlanishi ehtimoli ortadi. Shunday qilib, vakuum-yoy

razryadidan keyingi sovitish rejimi sirtning yakuniy fazaviy holatini belgilovchi asosiy texnologik omillardan biri ekanligi aniqlandi. Bu natija keyingi qoplama yotqizish jarayonlarida yuqori adgeziya va barqaror metall asos hosil qilish uchun muhim ahamiyatga ega.

Xulosa va takliflar

Ushbu tadqiqotda Po‘lat 45 sirtini vakuum-yoy va miltillama razryad yordamida tozalash jarayonlarining fazaviy hamda mikrostrukturaviy o‘zgarishlari kompleks tahlil qilindi. Olingan natijalar vakuum-yoy razryadi usuli sirtni chuqur tozalashda miltillama razryadga nisbatan samaraliroq ekanligini ko‘rsatdi.

Mikrostrukturaviy tahlillar vakuum-yoy razryadidan so‘ng sirtning bir jinsli, silliqlashgan va yot qatlamlardan holi aktiv holatga kelganini tasdiqladi. XRD natijalariga ko‘ra, ishlov berilmagan sirt tarkibida FeO, FeO_2, Fe_2O_3, Fe_3O_4 va α-Fe fazalari aniqlangan bo‘lsa, miltillama razryaddan so‘ng oksid fazalar kamayib, qoldiq cho‘qqilar saqlanib qolgan. Vakuum-yoy razryadidan keyin esa faqat α-Fe fazasi cho‘qqilari kuzatilib, sirtning to‘liq metall holatga o‘tgani va 100% tozalangani isbotlandi.

Shuningdek, vakuum-yoy razryadidan keyingi sovitish rejimi muhim texnologik omil ekanligi aniqlandi. Namuna vakuumdan sovimasdan chiqarilganda yuzada ikkilamchi oksidlanish kuzatildi. Shu sababli namunalarni vakuum muhitida to‘liq sovitish tavsiya etiladi. Natijalar asosida vakuum-yoy razryadi Po‘lat 45 sirtini qoplama yotqizishdan oldin aktivlashtirish va yuqori adgezion metall asos yaratishda eng samarali usul ekanligi ilmiy jihatdan asoslandi. Miltillama razryad esa dastlabki yumshoq tozalash bosqichi sifatida qo‘llanishi mumkin.

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NATURAL RADIONUCLIDES AND RADIOLOGICAL HAZARD INDICES IN SOILS OF A TECHNOGENIC RADIOACTIVE WASTE STORAGE AREA

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Annotation: *In this study, the activity of natural radionuclides and radiological hazard indices were assessed in soils around a technogenic radioactive waste storage area in Navoi region. During the study, 16 surface-layer soil samples were collected from the soils of the enclosing wall surrounding the area. The specific activities of the radionuclides ^{226}Ra, ^{232}Th, and ^{40}K in the soil samples were determined by gamma-spectrometric method, while the ambient dose equivalent rate H*(10) was measured directly under field conditions. In addition, several radiological hazard indices for the external environment were calculated. The obtained results showed that although natural radionuclides are present in the soils around the technogenic waste storage area, the level of radiological hazard associated with external gamma radiation is low.*

Keywords: *technogenic radioactive waste, soil, natural radionuclides, radiological hazard, radium equivalent activity, absorbed dose rate, ambient dose equivalent rate, external hazard index*

ЕСТЕСТВЕННЫЕ РАДИОНУКЛИДЫ И ПОКАЗАТЕЛИ РАДИОЛОГИЧЕСКОЙ ОПАСНОСТИ В ПОЧВАХ ТЕРРИТОРИИ ХРАНЕНИЯ ТЕХНОГЕННЫХ РАДИОАКТИВНЫХ ОТХОДОВ

Аннотация*: В данном исследовании были оценены активность природных радионуклидов и показатели радиологической опасности в почвах вокруг территории хранения техногенных радиоактивных отходов в Навоийской области. В ходе исследования было отобрано 16 образцов почвы поверхностного слоя из почв ограждающего вала, окружающего территорию. Удельная активность радионуклидов ^{226}Ra, ^{232}Th и ^{40}K в образцах почвы была определена гамма-спектрометрическим методом, а мощность эквивалентной дозы окружающей среды H*(10) была непосредственно измерена в полевых условиях. Кроме того, был рассчитан ряд показателей радиологической опасности для внешней среды. Полученные результаты показали, что, несмотря на наличие природных радионуклидов в почвах вокруг территории хранения техногенных отходов, уровень радиологической опасности, связанной с внешним гамма-излучением, является низким.*

Ключевые слова: *техногенные радиоактивные отходы, почва, природные радионуклиды, радиологическая опасность, эквивалентная активность радия, мощность поглощённой дозы, мощность эквивалентной дозы окружающей среды, индекс внешней опасности*

TEXNOGEN RADIOAKTIV CHIQINDILAR SAQLASH HUDUDI TUPROQLARDA TABIIY RADIONUKLIDLAR VA RADIOLOGIK XAVF KO‘RSATKICHLARI

Annotatsiya: Ushbu tadqiqotda Navoiy viloyatidagi texnogen radioaktiv chiqindilar saqlash hududi atrofidagi tuproqlarda tabiiy radionuklidlar faolligi va radiologik xavf ko'rsatkichlari baholandi. Tadqiqot davomida hudud o'ralgan devor tuproqlaridan 16 ta sirt qatlam bo'yicha tuproq namunalari olindi. Tuproq namunalari tarkibidagi ^{226}Ra, ^{232}Th va ^{40}K radionuklidlarining solishtirma faolligi gamma-spektrometrik usulda aniqlandi, atrof-muhit ekvivalent doza quvvati H(10) esa maydon sharoitida bevosita o'lchandi. Bundan tashqari bir qancha tashqi muhit uchun radiologik xavf ko'rsatkichlari hisoblab topildi. Olingan natijalar texnogen chiqindilar saqlash hududi atrofidagi tuproqlarda tabiiy radionuklidlar mavjud bo'lsa-da, tashqi gamma-nurlanish bilan bog'liq radiologik xavf darajasi past ekanini ko'rsatdi.*

Kalit so'zlar: *texnogen radioaktiv chiqindilar, tuproq, tabiiy radionuklidlar, radiologik xavf, radiy ekvivalent faolligi, yutilgan doza quvvati, atrof-muhit ekvivalent doza quvvati, tashqi xavf indeksi.*

Introduction

The activity of radionuclides contained in rocks and soils occurring in nature is usually low. However, technogenic radioactive waste generated in areas where uranium production enterprises are operating exerts its influence as an additional source of radionuclides in the environment [1]. Uranium-containing radioactive industrial wastes have high concentrations of uranium, radium, thorium, radon, and other radionuclides, and as a result of their decay, alpha and beta particles, gamma radiation, radioactive aerosols, and radon gas are released [2–4]. In such technogenic areas, the migration processes of radionuclides in soil, water, air, and plant environments intensify, and over time, their redistribution among environmental components is observed [5].

The amount of natural radionuclides in the environment is often regarded as negligible. However, anthropogenic activities such as mining may cause an increase in their amount. An increase in natural radionuclide levels poses serious health risks to mine workers, as they are exposed during ore extraction, transportation, and processing [6]. The population may also be exposed to these natural radionuclides, and this may potentially lead to serious diseases such as leukemia and chronic lung cancer [7].

Soil samples have been used in many studies devoted to measuring radioactivity levels, because they provide important information for monitoring and assessing radiological hazards [8]. Therefore, such studies are of important significance from the point of view of radiation protection. Many studies on soil radioactivity have been carried out in various mining areas associated with the uranium industry located in the territory of Central Asia [9–12]. However, information on radioactivity levels in areas associated with mining activities in Navoi region is insufficient. Therefore, the aim of this study was to assess the radiological hazards of the soils and atmospheric air around the technogenic waste storage area in Navoi region. During the research, the specific activities of the radionuclides ^{226}Ra, ^{232}Th, and ^{40}K in soil samples were determined, and the correlation relationships among them were analyzed. The obtained results may serve as a radioecological database and may be an important source of information in areas where technogenic radioactive waste is stored.

Materials and Methods

Study Area. The natural landscape of the area has been altered as a result of anthropogenic impact, namely, radioactive soil waste brought from industrial enterprises has been dumped there. The study area mainly consists of a mixture of crushed rocks of granitic origin, clayey hydrometallurgical residues, and local sandy alluvial materials. A conceptual model of the uranium waste storage area is presented in Figure 1. The technogenic waste storage site is enclosed by a wall formed from natural soil with a thickness of 10 m. Soil samples for the study were also taken from the soils of the wall enclosing the area. The soil sampling points and the points for measuring ambient dose equivalent quantities are shown by red dots in Figure 1.

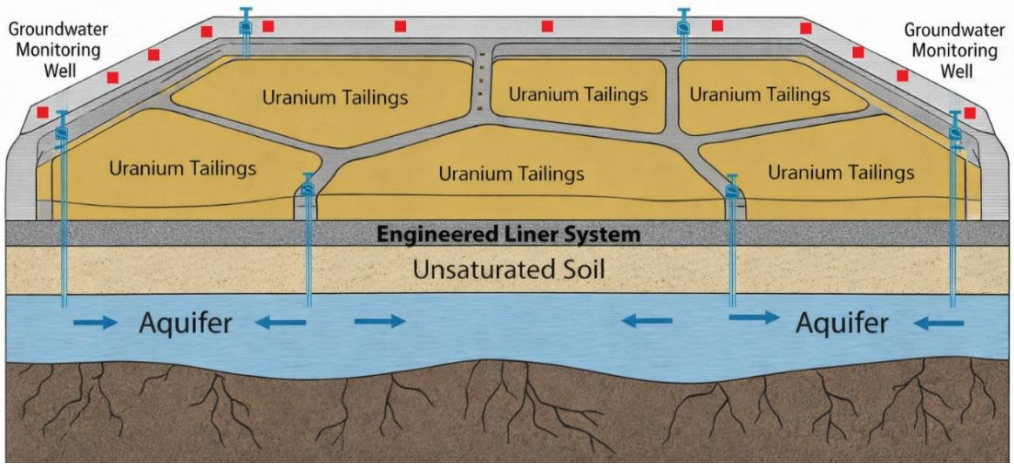

Figure 1. Conceptual model of the uranium waste storage area.

Sample Collection and Analysis Determination of Natural Radionuclides in the Soils of the Study Area

In the study area, soil samples were collected from a total of 16 special control points only from the surface layer, in an amount of approximately 2 kg. Under laboratory conditions, the samples were subjected to a preliminary treatment process before analysis. The existing organic matter and small stones were removed. The samples were dried to constant dry weight, placed into standard Marinelli plastic containers, hermetically sealed, and stored for 30 days in order to establish secular equilibrium between the progenies of the ^{238}U and ^{232}Th decay series, based on the guidelines of the International Atomic Energy Agency (IAEA) for the measurement of radionuclides in food and the environment [13].

The specific activity of natural radionuclides (^{226}Ra, ^{232}Th, and ^{40}K) in the soil samples was determined using an MKS-AT1315 gamma-beta spectrometer manufactured by ATOMTEX (Minsk, Belarus) [14]. The spectrometer, equipped with a 63×63 mm NaI(Tl) detector, operates in the gamma-radiation energy range from 50 keV to 3 MeV. The permissible limits of relative error of the spectrometer are ±20%, the energy resolution is 8% at the 661 keV gamma line of the ^{137}Cs radionuclide, and the spectrometer is connected to a 1024-channel pulse analyzer. Special ATWin software was used for data analysis and processing.

Measurement of Ambient Dose Equivalent Rate

Around the technogenic radioactive waste storage area, the ambient dose equivalent rate of gamma radiation, H*(10), was measured using a DKS-96 dosimeter (“Doza” SPZ, Russian Federation). This universal dosimeter-radiometer is designed for high-precision monitoring of ionizing radiation fields. The DKS-96 device is equipped with a scintillation detector and makes it possible to measure the radiation dose rate within a specified time interval (1–60 s) in the range from 0.1 μSv/h to 10 Sv/h. The measurement error of the device does not exceed ±12%.

The gamma-radiation dose rate was determined at 16 measurement points, and the measurements were carried out on top of the wall enclosing the study area at a height of 1 m above ground level. At each station, measurements were performed at three different points, and the average value of these measurements was accepted as the final result [15]. Conducting measurements at a height of 1 m above ground level is an international standard (ICRP) and makes it possible to assess the radiation dose at the level of vital organs of the human body that have high radiosensitivity [16].

Statistical Analysis

Statistical analysis of the data and graphical visualization were carried out using the Google Colab Python environment. Because the relationships under analysis had a linear character, the Pearson correlation coefficient was used to assess the relationships among radionuclides [17].

Assessment of radiation hazard indices

Radium equivalent activity (Ra_{eq})

The assessment of radiation hazard indices includes the determination of hazards caused by naturally occurring radioactive materials (NORM) present in soil. One of the important indicators in this assessment is radium equivalent activity (Ra_{eq}), which combines the activities of the main radionuclides such as ^{226}Ra, ^{232}Th, and ^{40}K [18,19]. This quantity makes it possible to compare the radiation effects of different radionuclides and serves to ensure safety in calculation activities.

$$\mathrm{Ra_{eq}(Bqk}g^{-1}) = \mathrm{A_{Ra}} + 1.43\mathrm{A_{Th}} + 0.077\mathrm{A_K} \quad (1)$$

Absorbed dose rate (D)

The absorbed dose rate in the outdoor environment (D_{outdor}, nGy h^{-1}) was calculated using standard conversion coefficients based on the specific activities of the radionuclides ^{226}Ra, ^{232}Th, and ^{40}K in soil. This indicator represents the calculated assessment of the gamma dose rate generated by natural terrestrial radionuclides in open air at a height of 1 m above the ground surface [20–22]. The observed absorbed dose rate values are presented in Table 2.

$$D_{out}\ (\mathrm{nGy\ h^{-1}}) = 0.462\mathrm{A_{Ra}} + 0.604\mathrm{A_{Th}} + 0.0417\mathrm{A_K} \quad (2)$$

Annual Effective Dose Equivalent (E)

In accordance with the recommendations of UNSCEAR (2000) [21], the annual effective dose for the outdoor environment (E_{outdor}) was calculated using Equation (3). By adopting occupancy factors of 20% for the outdoor environment and 80% for the indoor environment, respectively, E_{outdor} was determined as follows using a conversion coefficient of 0.7 Sv/Gy to convert the absorbed dose in air to the annual effective dose.

$$\mathrm{E_{out}(mSv \cdot y^{-1})} = D_{out}(\mathrm{nGy \cdot h^{-1}}) \times 8760\ \mathrm{h} \times 0.2 \times 0.7\ \mathrm{Sv \cdot Gy^{-1}} \times 10^{-6} \quad (3)$$

External Hazard Index (H_{ex})

The external hazard index (H_{ex}) serves as a complex indicator for assessing radiation damage that may occur as a result of external exposure of the human body. Hex represents the total dose received externally due to gamma-radiation sources from natural radionuclides present in environmental objects such as soil, rocks, and plants. The H_{ex} value was calculated using Equation (4), and the results are presented in Table 2 [23].

$$H_{ex}(Bqkg^{-1}) = \frac{A_{Ra}}{370} + \frac{A_{Th}}{259} + \frac{A_K}{4810} \quad (4)$$

Results and Discussion

Radioactivity Concentrations and Ambient Equivalent Dose Rate

Among the natural radionuclides identified in the soil samples of the study area, ^{40}K was observed to have the highest specific activity values. Its values varied from 157 ± 18 to 756 ± 72 Bq/kg, with an average of 463.6 ± 44 Bq/kg. The specific activity of ^{226}Ra ranged from 25 ± 2.9 to 45 ± 6.8 Bq/kg, with an average of 34.9 ± 5.4 Bq/kg, while the values of ^{232}Th were in the range of 15 ± 1.8 to 27 ± 2.5 Bq/kg, with an average of 22.6 ± 2.3 Bq/kg. These results indicate that the main contribution to natural radioactivity in the soils of the study area corresponds to ^{40}K, whereas ^{226}Ra and ^{232}Th contribute at relatively lower levels.

Table 1

Measured activity concentrations of K-40, Ra-226, and Th-232 in soil samples, together with the in situ measured ambient equivalent dose rate, H*(10)

SAMPLE NO.	ACTIVITY CONCENTRATION (Bqkg^{-1})			DOSE EQUIVALENT RATE (μSvh^{-1})
	^{40}K	**^{226}Ra**	**^{232}Th**	**EDR/H*(10)**
S1	556±53	38±5.6	26±2.4	0.07
S2	564±52	45±6.8	27±2.5	0.10
S3	452±44	32±4.8	24±2.4	0.09
S4	521±55	34±5.1	21±2	0.10
S5	473±42	38±5.8	27±2.5	0.13
S6	456±40	45±6.2	23±2	0.09
S7	756±72	45±6.1	21±2.1	0.09
S8	425±41	25±4.6	21±2.2	0.12
S9	357±38	33±6.5	25±2.6	0.14
S10	623±58	32±6.2	21±2	0.15
S11	320±30	25±2.9	17±1.9	0.09
S12	385±35	30±4.2	15±1.8	0.08
S13	157±18	27±5.1	21±2.2	0.09
S14	325±28	28±5.4	21±2	0.10
S15	478±46	37±4.6	25±2.6	0.10
S16	569±52	45±6	26±2.8	0.12
Minimum	157±18	25±2.9	15±1.8	0.07
Maximum	756±72	45±6.8	27±2.5	0.15
Average	463.6±44	34.9±5.4	22.6±2.3	0.1

The distribution of radionuclide activities is also clearly demonstrated in the boxplot diagram (Figure 2). The figure shows that ^{40}K not only has the highest central value, but also that its range of variation is considerably wider than that of the other radionuclides. This may be explained by the stronger dependence of ^{40}K on the mineralogical composition and lithological characteristics of the soil. The interquartile range for ^{226}Ra is moderate, indicating that its distribution across the area is relatively more stable compared to ^{40}K. ^{232}Th has the narrowest distribution range, which indicates that this radionuclide is distributed relatively uniformly in the investigated samples. In general, with respect to the composition of

natural radionuclides in the soils of the study area, ^{40}K was dominant, ^{226}Ra was at an intermediate level, and ^{232}Th was present at a relatively low and more stable level.

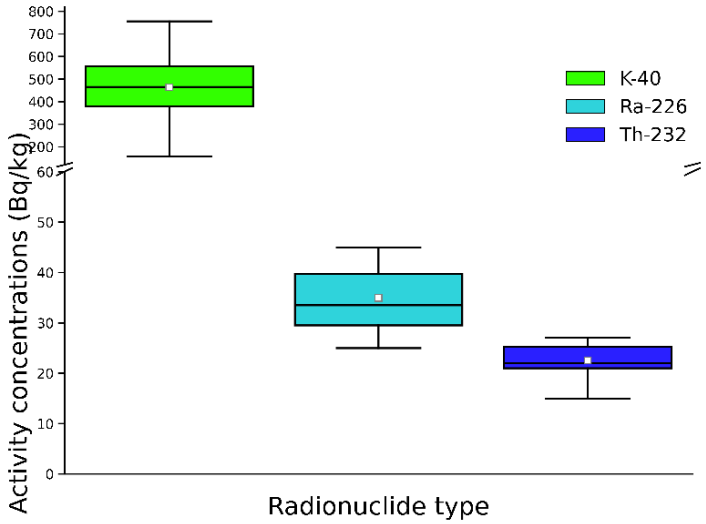

Figure 2. Boxplot distribution of K-40, Ra-226 and Th-232 activity concentrations in the investigated soil samples.

The ambient equivalent dose rate (EDR) values measured at the study points ranged from 0.07 to 0.15 μSv/h, with an average value of 0.10 μSv/h. The lowest value was recorded at point S1 (0.07 μSv/h), while the highest value was recorded at point S10 (0.15 μSv/h). The values at the remaining points were mainly within the range of 0.08–0.14 μSv/h, indicating that the external gamma-radiation field across the area was relatively stable. According to the results presented in Table 1, although relatively higher EDR values were observed at some points, the overall distribution did not show sharply distinct or highly anomalous conditions. This indicates that the gamma-background level in the study area was generally maintained within the same order, while the differences may be related to local geochemical and lithological characteristics.

Figure 3, presented in the form of a bar chart, clearly illustrates the variation of EDR across the sample points. The graph clearly shows that the EDR values were relatively high at points S9 and especially S10, whereas the lowest value was recorded at point S1. At the same time, the fact that the values at most points are located around the average line indicates that the level of external radiation across the area changes moderately rather than sharply.

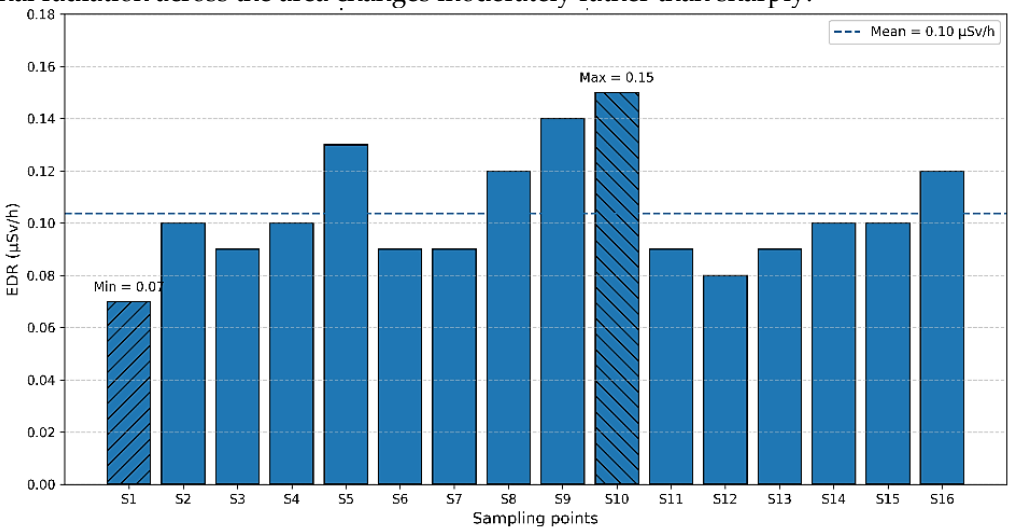

Figure 3. Spatial variation of the measured ambient equivalent dose rate (EDR) across the sampling points. The dashed line indicates the mean EDR value.

Radiological Hazards

The radiological indicators calculated on the basis of the activity of natural radionuclides in the soil samples are presented in Table 2, and they made it possible to provide an overall assessment of the external gamma-radiation hazard across the area. According to the calculation results, the values of radium equivalent activity (Ra_{eq}) varied within the range of 69.3–133.6 Bq/kg, with an average of 102.9 Bq/kg. The highest Ra_{eq} value was recorded at sample point S7, while the lowest value was recorded at point S13. In general, the Ra_{eq} values determined for all samples were considerably lower

than the recommended limit value of 370 Bq/kg, indicating that the overall radiological burden associated with gamma radiation in the investigated soils is not high.

Table 2

Radiological Parameters obtained from the measured activity concentrations in soil samples.

Sample ID	Ra_{eq} ($Bqkg^{-1}$)	D ($nGy \cdot h^{-1}$)	E_{out} ($mSv \cdot y^{-1}$)	H_{ex}($Bqkg^{-1}$)
S1	118.0	56.45	0.07	0.32
S2	127.1	60.62	0.07	0.34
S3	101.1	48.13	0.06	0.27
S4	104.2	50.12	0.06	0.28
S5	113.1	53.59	0.07	0.31
S6	113	53.70	0.07	0.31
S7	133.3	65.00	0.08	0.36
S8	87.8	42.00	0.05	0.24
S9	96.3	45.23	0.06	0.26
S10	110	53.45	0.07	0.30
S11	73.9	35.16	0.04	0.20
S12	81.1	38.97	0.05	0.22
S13	69.1	31.71	0.04	0.19
S14	83.1	39.17	0.05	0.22
S15	109.6	52.13	0.06	0.29
S16	125.9	60.22	0.07	0.34
Minimum	69.3	31.70	0.04	0.19
Maximum	133.6	65.00	0.08	0.36
Average	102.9	49.10	0.06	0.28

The absorbed dose rate in air (D) ranged from 31.70 to 65.00 $nGy \cdot h^{-1}$, with an average value of 49.10 $nGy \cdot h^{-1}$. The highest D value was observed in sample S7, while the lowest value was observed in sample S13. These results indicate that the external gamma dose rate also increases at points where radionuclide activity is relatively higher. At the same time, the variation of D across the sample points is not sharp, but rather moderate in character, reflecting a relatively stable background of natural radioactivity in the area.

The outdoor annual effective dose (E_{out}) values ranged from 0.04 to 0.08 $mSv \cdot y^{-1}$, with an average of 0.06 $mSv \cdot y^{-1}$. This indicator showed the same tendency as the D values, that is, E_{out} was also relatively higher at points where the absorbed dose rate was higher. The fact that the E_{out} values are located within a low range indicates that the annual effective dose formed as a result of external radiation in the study area is not significant.

The external hazard index (H_{ex}) values ranged from 0.19 to 0.36, with an average value of 0.28. Since the H_{ex} value was less than 1 in all samples, this indicates that the soils in the study area do not pose a high risk from the point of view of external gamma radiation. The highest H_{ex} value was recorded at point S7, while the lowest value was recorded at point S13, which is consistent with the Ra_{eq} and D results.

Conclusion

The results of the study showed that the main contribution to natural radioactivity in the soils around the technogenic radioactive waste storage area in Navoi region is formed by ^{40}K, whereas ^{226}Ra and ^{232}Th were distributed within relatively lower and narrower ranges. The measured H*(10) values ranged from 0.07 to 0.15 μSv/h, confirming that the external gamma field across the area generally has a moderate character and is not sharply anomalous. The calculated radiological indicators also supported this condition: all Ra_{eq} values were considerably lower than the recommended limit level of 370 Bq/kg, and H_{ex} was less than 1 in all samples, indicating that the investigated soils do not create a high radiological burden from the point of view of external gamma hazard.

In addition, the average absorbed dose rate was 49.10 $nGy \cdot h^{-1}$, which is lower than the world average value of 59 $nGy \cdot h^{-1}$ for the outdoor environment reported by UNSCEAR. The average value of the outdoor annual effective dose was 0.06 $mSv \cdot y^{-1}$, which is significantly lower than the recommended annual dose limit of 1 mSv for the public. Therefore, the levels of radionuclides identified in the soils around the study area and the resulting external radiation indicators were assessed as satisfactory from the viewpoint of radiation protection.

In general, the soils around the investigated area do not pose a high radiological hazard; however, it is advisable to continue such monitoring activities periodically in order to assess long-term changes associated with the influence of the technogenic object.

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Annotatsiya: *Ushbu maqolada uchinchi tartibli bitta singulyar koeffitsiyentga ega bo‘lgan xususiy hosilali differensial tenglama uchun to‘g‘ri to‘rtburchak sohada bir chegaraviy masala yechimining yagonaligi va mavjudligi haqidagi teoremalar isbotlangan.*

Kalit so‘zlar: *Uchinchi tartibli differensial tenglama, singulyar koeffitsiyent, karrali xarakteristikalar.*

КРАЕВАЯ ЗАДАЧА ДЛЯ ДИФФЕРЕНЦИАЛЬНОГО УРАВНЕНИЯ ТРЕТЬЕГО ПОРЯДКА С ОДНИМ СИНГУЛЯРНЫМ КОЭФФИЦИЕНТОМ

Аннотация: *В данной статье в прямоугольной области доказаны теоремы о единственности и существовании решения одной краевой задачи для дифференциального уравнения в частных производных третьего порядка с одним сингулярным коэффициентом.*

Ключевые слова: *Дифференциальное уравнение третьего порядка, сингулярный коэффициент, кратные характеристики.*

BOUNDARY VALUE PROBLEM FOR A THIRD-ORDER DIFFERENTIAL EQUATION WITH ONE SINGULAR COEFFICIENT

Abstract: *In this paper, theorems on the uniqueness and existence of a solution to a boundary value problem for a third-order partial differential equation with one singular coefficient in a rectangular domain are proved.*

Keywords: *Third-order differential equation, singular coefficient, multiple characteristics.*

Kirish

Ma’lumki, yuqori tartibli singulyar koeffitsiyentli tenglamalar uchun chegaraviy masalalar nazariyasi zamonaviy differensial tenglamalar nazariyasining tez rivojlanayotgan bo‘limlaridan biri hisoblanadi. Uchinchi tartibli singulyar koeffitsiyentli tenglamalar uchun qo‘yilgan masalalar asosan simmetrik va maxsus xususiyatga ega bo‘lgan (singulyar) o‘tkazuvchan muhitlarda to‘lqinlarning tarqalishi va muvozanat holatini o‘rganish uchun xizmat qiladi**.** Dispersiv muhitda kichik, ammo chekli amplitudali to‘lqinlarni o‘rganish uchun ko‘pincha model sifatida Kortevega-de Vries tenglamasidan foydalaniladi:

$$u_y + uu_x + \beta u_{xxx} = 0, \beta = const \neq 0.$$

Chiziqli holatda bunday tenglamalar nazariyasini L.Cattabriga [1], T.D.Djurayev [2] va uning shogirdlari tomonidan o‘rganilgan va rivojlantirilgan. Bu karrali xarakteristikali tenglamalarning boshqa sinflari bo‘yicha tadqiqotlar boshlanishiga turtki bo‘ldi. Natijada vaqt bo‘yicha ikkinchi tartibli hosilani o‘z ichiga olgan karrali xarakteristikali tenglamalar ustida tadqiqotlar boshlandi va davom etmoqda. Karrali xarakteristikali uchinchi tartibli tenglama bo‘yicha birinchi natijalar H.Blok, E.Del Vecchio ishlarida olingan. L.Catabriga ikki karrali xosmas integral ko‘rinishida $D_x^{2n+1}u - D_y^2u = 0$ tenglama uchun fundamental yechimini qurgan, potentsial xossalarini o‘rgangan va tegishli chegaraviy masalalarni yechish bilan shug‘ullangan.

I. Masalaning qo‘yilishi

Mazkur ishda $D = \{(x, y):\ 0 < x < p, 0 < y < q\}$ sohada ushbu

$$u_{xxx} - u_{yy} - \frac{2\beta}{y}u_y + \mu u = 0 \quad (1)$$

tenglamani qaraylik, bu yerda $p > 0$, $q > 0$, $0 < \beta < 1/2$, μ – doimiy haqiqiy son.

Ushbu (1) tenglama D sohada uchinchi tartibli xususiy hosilali, singulyar koeffitsiyentli, chiziqli, karrali xarakteristikaga ega tenglama hisoblanadi.

(1) tenglama uchun D sohada quyidagi masalani qo‘yamiz va tadqiq qilamiz:

A_1-masala. D sohada (1) tenglamaning

$$u(x,y) \in C^{3,2}_{x,y}(D),\ u_{xx}, y^{2\beta}u_y \in C(\overline{D})$$

sinfga tegishli bo‘lgan hamda quyidagi

$$u(x,0) = u(x,q) = 0,\ 0 \le x \le p \tag{2}$$

$$u(0,y) = \psi_1(y), u(p,y) = \psi_2(y), u_x(p,y) = \psi_3(y), 0 \le y \le q \tag{3}$$

chegaraviy shartlarni qanoatlantiruvchi yechimini topilsin, bu yerda $\psi_i(y)$, $(i = 1,3)$ – berilgan funksiyalar.

Agar A_1-masalada $\beta = 0$ bo‘lsa, [3] ishda o‘rganilgan masala kelib chiqadi. Bu masalaga o‘xshash masalar esa [4], [5] ishlarda o‘rganilgan.

II. Masala yechimining yagonaligi

1-teorema. Agar A_1 masalaning yechimi mavjud bo‘lib, $0 \le \beta \le 1/2$, $\mu \ge 0$ bo‘lsa, u holda u yagonadir.

Isbot. Faraz qilaylik, A_1 masala ikkita $u_1(x,y)$ va $u_2(x,y)$ yechimlarga ega bo‘lsin. U holda $u(x,y) = u_1(x,y) - u_2(x,y)$ funksiya bir jinsli A_1-masalaning yechimi bo‘ladi. $\overline{D}$ sohada $u(x,y) \equiv 0$ ekanligini isbotlaymiz.

(1) tenglamaning har ikkala tomonini $y^{2\beta}u(x,y)$ ga ko‘paytiramiz. Natijada quyidagi tenglikka ega bo‘lamiz:

$$y^{2\beta}uu_{xxx} - y^{2\beta}uu_{yy} - 2\beta y^{2\beta-1}uu_y + y^{2\beta}u^2 = 0.$$

Oxirgi ifodani quyidagi ko‘rinishda ham yozish mumkin:

$$\frac{\partial}{\partial x}y^{2\beta}\left(uu_{xx} - \frac{1}{2}{u_x}^2\right) - \frac{\partial}{\partial y}\left(y^{2\beta}uu_y\right) + y^{2\beta}{u_y}^2 + y^{2\beta}\mu u^2 = 0. \tag{4}$$

(4) ifodani D soha bo‘yicha integrallaymiz va Grin formulasini [6] qo‘llab, quyidagi ifodaga ega bo‘lamiz:

$$\int_0^q y^{2\beta}\left(u(p,y)u_{xx}(p,y) - \frac{1}{2}u_x^2(p,y) - u(0,y)u_{xx}(0,y) + \frac{1}{2}u_x^2(0,y)\right)dy -$$
$$- \int_0^p y^{2\beta}u(x,y)u_y(x,y)\Big|_{y=0}^{y=q}dx + \iint_D y^{2\beta}u_y^2 dxdy + \iint_D y^{2\beta}\mu u^2 dxdy = 0.$$

Bir jinsli chegaraviy shartlarni inobatga oladigan bo‘lsak, quyidagi

$$\frac{1}{2}\int_0^q y^{2\beta}u_x^2(0,y)dy + \iint_D y^{2\beta}u_y^2(x,y)dxdy + \mu\iint_D y^{2\beta}u^2(x,y)dxdy = 0 \tag{5}$$

tenglikka ega bo‘lamiz. (5) tenglikda agar

• $\mu = 0$ bo‘lsa, $u_y(x,y) = 0$ bo‘ladi. Bundan esa $u(x,y) = f(x)$hosil bo‘ladi. Bu yerdan $y = 0$ deb olsak, $u(x,0) = 0$ chegaraviy shartga asosan $f(x) = 0$ bo‘ladi. Demak, $u(x,y) \equiv 0$, $(x,y) \in \overline{D}$.

• $\mu > 0$ bo‘lsa (5) ning uchinchi hadidan $u(x,y) \equiv 0$, $(x,y) \in \overline{D}$ kelib chiqadi.

Teorema isbotlandi.

III. Masala yechimining mavjudligi

2-teorema. Agar quyidagi $\psi_i(y) \in C^3[0,q]$, $i = \overline{1,3}$, $\psi_i(q) = \psi_i(0) = 0$, $|\psi_i'''(0)| < \infty$ shartlar bajarilsa A_1 masala yechimga ega.

Isbot. A_1 masala yechimini quyidagi

$$u(x,y) = X(x)\cdot Y(y) \tag{6}$$

ko‘rinishda qidiramiz.

(6) ni (1) tenglamaga qo‘yamiz va $X(x)$, $Y(y)$ funksiyalarga nisbatan quyidagi $Y'' + \frac{2\beta}{y}Y' + \lambda^3 Y = 0$, $X''' + (\mu + \lambda^3)X = 0$ oddiy differensial tenglamalarni hosil qilamiz.

(2) shartni inobatga oladigan bo‘lsak, quyidagi

$$Y''(y) + \frac{2\beta}{y}Y'(y) + \lambda^3 Y(y) = 0, \tag{7}$$

$$Y(0) = 0,\ Y(q) = 0 \tag{8}$$

spektral masalani hosil qilamiz, bu yerda λ^3– ajratish koeffitsiyenti.

Endi {(7), (8)} masalaning noldan farqli yechimi mavjud bo‘ladigan λ parametrning qiymatlarini topish bilan shug‘ullanamiz. Buning uchun λ parametrning uchta holini ko‘rib chiqamiz.

Faraz qilaylik, $\lambda < 0$ bo‘lsin. U holda (7) tenglamada $Y(y) = \left(\frac{t}{\sqrt{-\lambda^3}}\right)^{\frac{1}{2}-\beta} p(t), t = \sqrt{-\lambda^3}y$ almashtirish bajaramiz va natijada quyidagi

$$t^2 p''(t) + tp'(t) - (t^2 + \nu^2)p(t) = 0 \tag{9}$$

tenglamaga ega bo‘lamiz, bu yerda $\nu = 1/2 - \beta$.

(9) tenglamaning umumiy yechimi $p(t) = c_1 I_\nu(t) + c_2 K_\nu(t)$ ko‘rinishida ekanligi [7], [8] adabiyotlarda ko‘rsatib o‘tilgan, bu yerda $c_1$va c_2 – ixtiyoriy o‘zgarmaslar. $I_\nu(t)$ va $K_\nu(t)$ lar esa mos holda ν – tartibli Infeld va Makdonald funksiyalaridir.

Qilingan almashtirishdan foydalanib, y o‘zgaruvchiga qaytadigan bo‘lsak (7) tenglamaning umumiy yechimi quyidagi ko‘rinishda yoziladi:

$$Y(y) = c_1 y^{1/2-\beta} I_{1/2-\beta}\left(\sqrt{-\lambda^3}y\right) + c_2 y^{1/2-\beta} K_{1/2-\beta}\left(\sqrt{-\lambda^3}y\right) \quad (10)$$

(10) yechimni (8) chegaraviy shartlarga bo‘ysindiramiz va c_1 hamda c_2 ga nisbatan quyidagi

$$\begin{cases} c_1 0^{1/2-\beta} I_{1/2-\beta}\left(\sqrt{-\lambda^3}0\right) + c_2 y^{1/2-\beta} K_{1/2-\beta}\left(\sqrt{-\lambda^3}y\right) = 0, \\ c_1 q^{1/2-\beta} I_{1/2-\beta}\left(\sqrt{-\lambda^3}q\right) + c_2 y^{1/2-\beta} K_{1/2-\beta}\left(\sqrt{-\lambda^3}q\right) = 0, \end{cases}$$

tenglamalar sistemasini hosil qilamiz. Bu sistemani yechib $Y(y) \equiv 0$ ekanligiga ishonch hosil qilish mumkin. Demak, $\lambda < 0$ da {(7), (8)} masalaning noldan farqli yechimi mavjud emas.

$\lambda = 0$ da {(7), (8)} masala quyidagi ko‘rinishga ega:

$$\begin{cases} Y''(y) + \dfrac{2\beta}{y} Y'(y) = 0, \\ Y(0) = 0, Y(q) = 0. \end{cases}$$

Oxirgi tenglamaning umumiy yechimi $Y(y) = c_3 y^{1-2\beta} + c_4, c_3, c_4 = const$, ko‘rinishida aniqlanadi. Bu funksiyani (8) shartlarga bo‘ysundiramiz va $\lambda = 0$ da {(7), (8)} masalaning noldan farqli yechimi mavjud emasligiga ishonch hosil qilish mumkin.

Faraz qilaylik $\lambda > 0$ bo‘lsin. U holda $Y(y) = \left(t/\sqrt{\lambda^3}\right)^{1/2-\beta} p(t)$, $t = \sqrt{\lambda^3}y$ almashtirish bajarish natijasida quyidagiga ega bo‘lamiz:

$$t^2 p''(t) + t p'(t) + (t^2 - \nu^2) p(t) = 0, \quad (11)$$

bu yerda, $\nu = 1/2 - \beta$. (11) tenglamaning umumiy yechimidan va kiritilgan almashtirishlardan foydalanib (7) tenglamaning umumiy yechimi

$$Y(y) = c_5 y^{1/2-\beta} J_{1/2-\beta}\left(\sqrt{\lambda^3}y\right) + c_6 y^{1/2-\beta} J_{\beta-1/2}\left(\sqrt{\lambda^3}y\right), c_5, c_6 = const$$

ko‘rinishda bo‘ladi, bu yerda $J_\nu(x)$ – νindeksli birinchi tur Bessel funksiyasi.

Bu umumiy yechimni (8) shartlarga bo‘ysundiramiz:

$$\begin{cases} c_5 y^{1/2-\beta} J_{1/2-\beta}\left(\sqrt{\lambda^3}y\right)\Big|_{y=0} + c_6 y^{1/2-\beta} J_{\beta-1/2}\left(\sqrt{\lambda^3}y\right)\Big|_{y=0} = 0, \\ c_5 q^{1/2-\beta} J_{1/2-\beta}\left(\sqrt{\lambda^3}q\right) + c_6 q^{1/2-\beta} J_{\beta-1/2}\left(\sqrt{\lambda^3}q\right) = 0. \end{cases}$$

Birinchi tenglikdan $c_6 = 0$ ekanligi kelib chiqadi. Ikkinchi tenglikdan esa $J_{1/2-\beta}\left(\sqrt{\lambda^3}q\right) = 0$ tenglamani hosil qilamiz. Bu tenglamaning musbat ildizlarini $\sqrt{\lambda^3}q = \sigma_n$ deb belgilab, λ -parametrning qiymatlarini, ya’ni masalaning xos qiymatlarini $\lambda_n = (\sigma_n/q)^{2/3}$, $n \in N$ ko‘rinishida topamiz.

Bu xos qiymatlarga mos keluvchi {(7), (8)}masalaning xos funksiyalari $Y_n(y) = c_5 y^{1/2-\beta} J_{1/2-\beta}\left(\sqrt{\lambda^3}y\right)$ ko‘rinishda aniqlanadi. Bu funksiyalar sistemasini normallashtirib quyidagiga ega bo‘lamiz:

$$Y_n(y) = \frac{\sqrt{2}}{q J_{3/2-\beta}(\sigma_n)} y^{1/2-\beta} J_{1/2-\beta}\left(\frac{\sigma_n y}{q}\right). \quad (12)$$

[8] adabiyotdagi ma’lumotlarga muvofiq (12) funksiyalar sistemasi $L_2[0,q]$ fazosida $y^{2\beta}$ vazn bilan to‘la ortonormal sistemani tashkil qiladi.

Qo‘yilgan masalaning x o‘zgaruvchiga mos keladigan qismi [4] ishda o‘rganilgan. 2-teoremaning va bu tadqiqotning natijasi hamda (12) formulaga asosan A_1-masalaning yechimi

$$u(x,y) = \sum_{n=1}^{\infty} \left[C_{1n} e^{-k_n x} + e^{\frac{1}{2}k_n x}\left(C_{2n} \cos\frac{\sqrt{3}}{2}k_n x + C_{3n} \sin\frac{\sqrt{3}}{2}k_n x \right) \right] \frac{\sqrt{2} y^{1/2-\beta} J_{1/2-\beta}\left(\frac{\sigma_n y}{q}\right)}{q J_{3/2-\beta}(\sigma_n)},$$

ko‘rinishda bo‘ladi, bu yerda $C_{1n} = \frac{1}{\Delta}\left[A_{1n}\frac{\sqrt{3}}{2}k_n e^{k_n p} - A_{2n}\delta k_n e^{\frac{1}{2}k_n p} + A_{3n}\beta e^{\frac{1}{2}k_n p} \right]$,

$$C_{2n} = \frac{1}{\Delta}\left[-A_{1n}k_n e^{-\frac{1}{2}k_n p}(\delta + \beta) + A_{2n}\delta k_n e^{\frac{1}{2}k_n p} - A_{3n}\beta e^{\frac{1}{2}k_n p} \right],$$

$$C_{3n} = \frac{1}{\Delta}\left[A_{1n}k_n(\alpha + \gamma) e^{-\frac{1}{2}k_n p} + A_{2n}k_n\left(e^{-k_n p} + \gamma e^{\frac{1}{2}k_n p} \right) + A_{3n}\left(\alpha e^{\frac{1}{2}k_n p} - e^{-k_n p} \right) \right],$$

$$A_{in} = \sqrt{\frac{2}{q}} \int_0^q \psi_i(\eta) \sin\frac{\pi(2n-1)}{2q}\eta d\eta, \quad i = 1,2,3, \quad k_n = \sqrt[3]{{\lambda_n}^3 + \mu}, \Delta = \sqrt{3}k_n e^{k_n p}\left(\frac{1}{2} - e^{-\frac{3}{2}k_n p} \sin\left(\frac{\sqrt{3}}{2}k_n p + \frac{\pi}{6} \right) \right), \alpha =$$

$$\cos\frac{\sqrt{3}}{2}k_n p, \ \beta = \sin\frac{\sqrt{3}}{2}k_n p, \ \gamma = \cos\left(\frac{\sqrt{3}}{2}k_n p + \frac{\pi}{3} \right), \ \delta = \sin\left(\frac{\sqrt{3}}{2}k_n p + \frac{\pi}{3} \right).$$

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СТАТИСТИЧЕСКИЙ АНАЛИЗ СПЕКТРОВ ФЛУОРЕСЦЕНЦИИ ДЛЯ ПОСТРОЕНИЯ КЛАССИФИКАТОРА РАСТЕНИЙ

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Аннотация: *На основе анализа соответствия между спектральной структурой флуоресценции и фотохимическими реакциями, протекающими в фотосинтетическом аппарате листьев растений, сделан вывод о возможности диагностики растений по спектрам лазерно-индуцированной флуоресценции. Для достижения достаточной точной идентификации вида и состояния растений предложено использование многомерного классификатора, построенного методом дискриминантного анализа.*

Ключевые слова: *флуоресценция, лазер, растение, спектр, дискриминантный анализ*

STATISTICAL ANALYSIS OF FLUORESCENCE SPECTRA FOR CONSTRUCTING A PLANT CLASSIFIER

Abstract: *Based on an analysis of the correspondence between the spectral structure of fluorescence and photochemical reactions occurring in the photosynthetic apparatus of plant leaves, it is concluded that plant diagnostics using laser-induced fluorescence spectra is possible. To achieve sufficiently accurate identification of plant species and plant condition, the use of a multivariate classifier constructed using discriminant analysis is proposed.*

Keywords: *fluorescence, laser, plant, spectrum, discriminant analysis*

FLUORESSENT SPEKTRLARINI STATISTIK TAHLIL QILISH ASOSIDA O‘SIMLIKLAR KLASSIFIKATORINI TUZISH

Annotatsiya: *Fluoressent nurlanish spektrining tuzilishi va o‘simlik barglaridagi fotosintetik apparatda sodir bo‘ladigan fotokimyoviy reaksiyalar o‘rtasidagi moslikni tahlil qilish asosida lazer bilan induktsiyalangan fluoressent spektrlar orqali o‘simliklarni diagnostika qilish mumkin ekanligi to‘g‘risida xulosaga kelingan. O‘simlik turlari va ularning holatini yetarlicha aniq tasniflash uchun diskriminant tahlil usuli yordamida tuzilgan ko‘p o‘lchamli klassifikatordan foydalanish taklif etilagan.*

Kalit so‘zlar: *fluoressensiya, lazer, o‘simlik, spektr, diskriminant tahlil*

Введение

В настоящее время наиболее перспективным направлением изучения, прогнозирования и повышения устойчивости организмов к экстремальным воздействиям считается оценка исходного физиологического состояния организма растений.

Для определения состояния растительного покрова по данным дистанционного зондирования наиболее точным методом является измерение флуоресцентного излучения, возбуждённого лазерными лучами [1]. Флуоресцентное излучение молекул хлорофилла, содержащихся в листьях растений несёт наиболее полную информацию о состоянии фотосинтетического аппарата, в котором происходят фотохимические реакции на фоне влияния факторов окружающей среды [2,3].

Информативность изучения закономерности флуоресценции состоит в том, что синглетно возбуждённые молекулы хлорофилла являются основным участником в фотохимических реакциях фотосинтеза. Часть энергии возбуждённого хлорофилла растачивается в виде флуоресценции и без иррадиационной диссипации, а также в

результате миграции энергии к другим молекулам хлорофилла. Хотя флуоресценция обусловлена испусканием квантов света молекулами хлорофилла, не участвующими в фотопереносе электрона, она может отражать протекание первичных фотопроцессов. Основной базис информативности фотолюминесцентных показателей состоит в том, что уменьшение эффективности запасания света в фотосинтезе приводит к увеличению интенсивности флуоресценции. В свою очередь, деструкция или функциональное разобщение компонентов электрон-транспортной цепи, вызванное стрессовым воздействием внешних факторов неизбежно отразится на интенсивности свечения. Это позволяет использовать фотолюминесцентные показатели в качестве оперативной оценки состояния эффективности фотосинтетического аппарата [4].

Несмотря на универсальность протекания фотохимических превращений в фотосинтетическом аппарате высших растений, имеется определённые особенности их проявления в спектрах флуоресценции в зависимости *in situ* состояний в клетках. На формирование спектральной структуры флуоресценции влияют процессы трансмембранного электрохимического градиента протонов с участием фотосистем ФС 1 и ФС II при синтезе АТФ и в результате утечек ионов *H*, *K* и *Cl*. При фосфорилировании светособирающего комплекса уменьшение выхода флуоресценции обусловлено перераспределения поглощённой энергии в пользу ФС1, необходимой для достижения оптимального соотношения двух фотосистем. В целом, соотношением функционирования этих двух фотосистем, в основном, определяется вклад характерные участки флуоресцентного спектра в области максимумов 680 и 730 *нм* [5,6].

Большинство авторов рекомендуют проводит оценку состояния растений именно по соотношению F680 и F730 [7-8]. Однако более тщательные исследования показали, что это соотношение F680/F730 не всегда имеет однозначную закономерность, что ограничивает его использование при оценке реального состояния растений [9]. Более точную информацию можно извлечь, включив в рассмотрение конфигурацию спектра во всём диапазоне длин волн от 670 до 740 *нм*.

Результаты измерений

Измерения, проведённые над большой выборкой опытных растений (более 100 экземпляров), показали значительный разброс в спектральном облике флуоресцентной эмиссии как между видами растений так и внутри одного и того же вида (рис.1). Это обстоятельство существенно усложняет однозначную идентификацию фенотипа растений, что приводит к трудностям точной оценки по спектральным данным дистанционного зондирования.

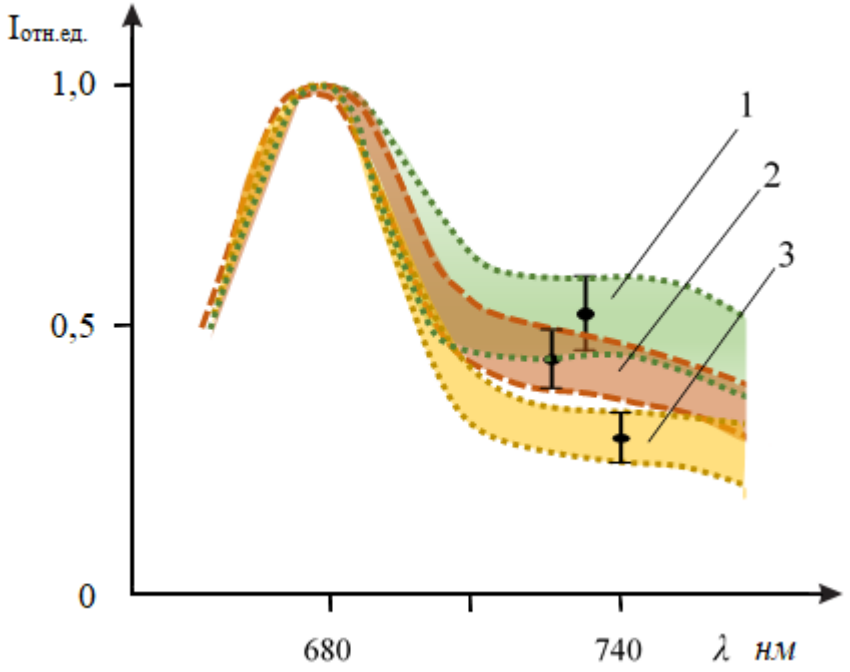

Рис.1. Статистический разброс спектральных кривых, нормированных по длине волны $I_{фл}$ (680 м), для различных классов растений: 1 - хлопок, 2 - кукуруза, 3 - пшеница (доверительный интервал при доверительной вероятности 0,95)

Для выбора эталонных сигнатур, присущих каждому классу, необходимо провести статистический анализ спектральных данных в широкой выборке обучающих образов полученных в ходе множественных экспериментов в лабораторных условиях. Анализ и обработку такой информации удобно выполнять, пользуясь методами распознавания образов (РО). Следует отметить, что при обработке массива многоспектральных данных для его анализа и хранения удобно обращаться с ограниченным набором цифровых величин, образованных, например из

интенсивностей спектральных откликов на определённых длинах волн. В этом случае данные будут образовывать точку (или совокупность точек), соответствующих к тому или иному классу в n -мерном пространстве признаков (где n - число выбранных каналов спектра). Таким образом, задача интерпретации дистанционных измерений будет сводиться к определению принадлежности n мерного вектора спектрального отклика отдельным классам. Качество и достоверность идентификации этих измерений будет, в конечном счёте, определяться тем, несколько хорошо образованные классы будут разделены в пространстве признаков, т.е. спектрально различимы.

Как показали измерения, плотность вероятности значений интенсивности люминесценции (ПВИЛ) в каждом выбранном канале регистрации подчиняется нормальному закону (рис.2). К тому же, спектральные отклики, измеренные на двух длинах волн оказались зависимыми. Эти факты дали основание для выбора дискриминантной функции в виде нормального распределения.

Различие усреднённых спектральных кривых разных сортов хлопчатника в абсолютных единицах значительно больше, чем тех же спектров в относительных единицах. Однако, спектральные признаки в абсолютных единицах, не "привязанные" к выбранной собственной интенсивности, могут приводить к неверной классификации. Поэтому наблюдаемое большое различие между классами по отмеченным выше спектральным признакам не является достаточно надёжным. Сопоставление двух способов представления данных демонстрирует, что во всех рассмотренных здесь случаях, наиболее эффективным являются спектральные признаки в абсолютных единицах в области 680-690 *нм*, а для нормализованных спектров в области 720-730 *нм*.

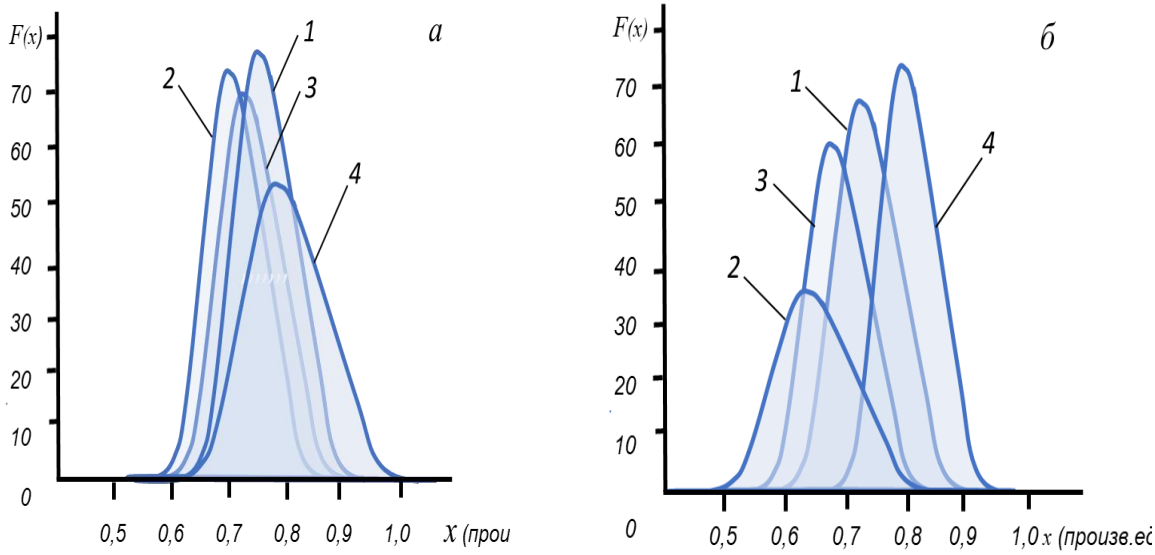

Рис.1. Кривые ПВИЛ - $F(x)$ *(произвольные единицы)* (x - значения интенсивности в участках спектра, соответствующих двум характерным максимумам - 680 (а) и 730 *нм* (б). 1 - здоровые; 2, 3 и 4 - подверженные водному, азотному и водно-азотному стрессу растения хлопчатника соответственно.

Таблица 1. Математическое ожидание и дисперсия значений интенсивности (*в произвольных величинах*) для здоровых (кл.1), подверженных водному (кл.2), азотному (кл.3) и водно-азотному (кл.4) растений хлопчатника. Индексы *1* и *2* относятся к спектральным каналам 680 и 730 *нм*

Класс	μ_1	μ_2	σ_{11}	σ_{22}	σ_{12}
1	7,71 E-01	7,46 E-01	3.31 E-03	3.31 E-03	1.59 E-03
2	7,30 E-01	6.48 E-01	3.40 E-03	1.48 E-03	5.48 E-03
3	7,54 E-01	6.97 E-01	3.89 E-03	4.56 E-03	3.97 E-03
4	8,03 E-01	8.19 E-01	7.02 E-03	2.24 E-03	2.70 E-03

Методика обработки измерений

Для решения задачи классификации наиболее удобным оказалось применение метода статистического распознавания образов (рис.3), основанный на дискриминантный анализе многоспектральных данных [10].

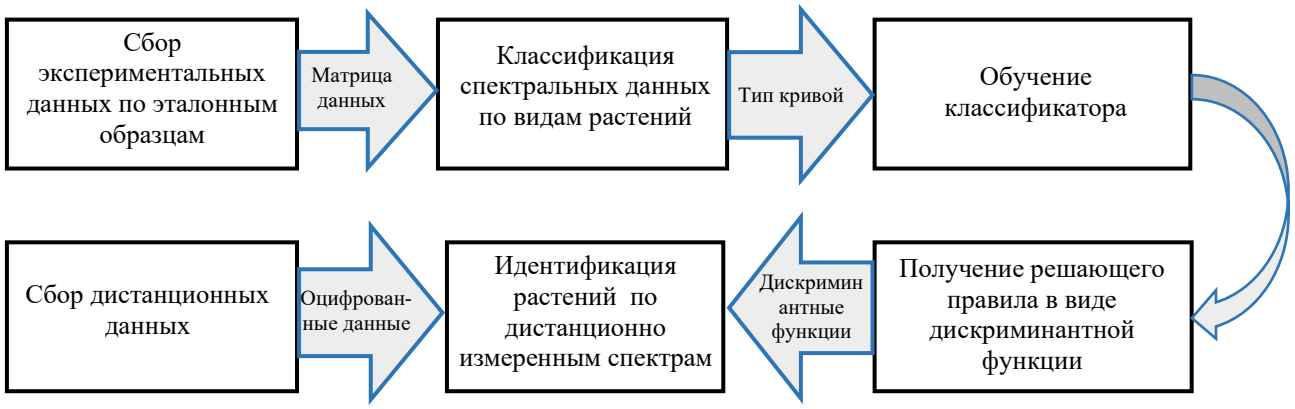

Рис.3. Алгоритм классификации методом дискриминантного анализа.

Данный метод основан на вычислении дискриминантных функций g_i для различных классов и оценке по правилу максимума правдоподобия

$$g_i = lnP(W_i) - \frac{1}{2} ln\,|S_i| - \frac{1}{2}(\vec{x} - \vec{\mu}_i)^T S_i^{-1}(\vec{x} - \vec{\mu}_i) \quad (1)$$

где $P(W_i)$ - априорная вероятность, неизвестная в лабораторных условиях, принимается равной для всех классов ; $|S_i|$ - определитель ковариационной матрицы, составленный из элементов

$$\sigma_{nm}^i = \frac{1}{q_i - 1}\sum_{l=1}^{n}(x_l^n - \mu_i^n)(x_l^m - \mu_i^m) \quad (2)$$

x_l^n - значение переменной x в n,m спектральном канале ; S_i^{-1} - матрица обратная к S_i ; $(\vec{x} - \vec{\mu}_i)^T$ - транспонированный вектор - столбец $\vec{x} - \vec{\mu}_i$; μ_i^n - математическое ожидание переменной класса i в n - спектральном канале.

При этом классифицируемый объект принадлежит классу i если: $g_i(x) \geq g_j(x)$ для всех $i \neq j$, противном случае объект x принадлежит к другим классам. Таким образом, для классификации необходимо было построить соответствующие дискриминантные функции интересующих нас классов по обучающим образам, в качестве которых служили образцы растений соответствующих групп. Учитывая, что не существует прямой зависимости между количеством признаков и качеством классификации, отдельный интерес представлял выбор оптимального набора признаков, содержащих максимум полезной информации, позволяющих разделить классы. Выбор наиболее информативных, с точки зрения классификации признаков, в данном случае спектральных каналов осуществляется с помощью меры статистической разделимости классов i и j в каждом канале λ ,в качестве которой использовались нормализованное расстояние

$$Dij = \frac{|\mu_i - \mu_j|}{\sigma_i + \sigma_j} \quad (3)$$

и критерий Фишера [11]

$$F_{ij} = \frac{(\mu_i - \mu_j)^2}{\sigma_i^2 + \sigma_j^2} \quad (4)$$

Проведённые оценки информативности спектральных признаков в абсолютных и относительных единицах, выполненные с помощью нормализованного расстояния Dij и критерия Фишера Fij показали, что наибольшее различие классов наблюдается в области второго максимума (λ = 710 - 730 nm) для данных, представленных в относительных единицах (табл.2).

Таблица 2. Нормализованное расстояние Dij и критерий Фишера F_{ij} между классами (*индексы 1 - кукуруза, 2- пшеница и 3 - хлопчатник*)

λ (nm)	D_{12}	F_{12}	D_{13}	F_{13}	D_{23}	F_{23}
670	0.12	0.03	0.14	0.04	0.88	0.09
680	0.26	0.11	0.48	0.38	0.08	0.01
690	0.04	0.00	0.11	0.02	0.08	0.01
700	0.49	0.45	1.35	3.42	0.76	1.14
710	0.63	0.78	1.53	4.19	1.11	2.21

720	0.20	0.08	1.29	3.09	1.13	2.37
730	0.20	0.08	0.99	1.77	0.87	1.35
740	0.29	0.17	0.98	1.81	0.73	1.03

Анализ результатов показал, что в случае одномерного классификатора (что соответствует оценку только по соотношению I_{730}/I_{680}) величина ошибки составляла от 17 до 42%, тогда как для многомерного (n ~ 10 - 12) классификатора ошибка оказалось практически равной нулю.

Выводы

Таким образом результат проведённых исследований показал реальную возможность распознавания состояний растений по спектрам лазерно-индуцированной флуоресценции. При этом в случае использования многомерного дискриминантного анализа обеспечивается высокая степень точности распознавания, которая определяется размерностью используемого классификатора. Эффективность предлагаемой методики состоит в том, что она позволяет по спектральной структуре флуоресценции определять отклонения от нормы в состоянии растений задолго до появления каких-либо визуальных признаков заболевания.

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ЭВОЛЮЦИЯ ЭЛЕКТРОФИЗИЧЕСКИХ СВОЙСТВ И МЕХАНИЗМОВ ПЕРЕНОСА ЗАРЯДА В ГЕТЕРОСТРУКТУРАХ Cu_2O/CuO/ZnO/кварц

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Аннотация: *В данной работе тонкие пленки ZnO, CuO и Cu_2O, а также гетероструктуры на их основе были комплексно исследованы с точки зрения структурных, морфологических, оптических и электрических свойств. Пленки были получены методом DC-магнетронного распыления при различных долях кислорода. Их морфология поверхности — SEM, элементный состав — EDS, а оптические и электрические свойства — соответствующими спектроскопическими и электрическими методами.*

Результаты показали, что пленки ZnO обладают высоким кристаллическим качеством и гладкой поверхностью, тогда как для Cu_2O и особенно CuO с увеличением парциального давления кислорода наблюдаются укрупнение зерен и рост пористости. Анализ электрических свойств выявил доминирование зонного транспорта в ZnO, смешанного механизма в Cu_2O и поляронного -транспорта в CuO, тогда как кварц проявляет изолирующие свойства. Оптические результаты показали уменьшение ширины запрещенной зоны от ZnO (≈3.3 эВ) к Cu_2O (≈1.43 эВ) и CuO (≈2.05 эВ), что сопровождается смещением спектра поглощения из ультрафиолетовой области в видимую и ближнюю инфракрасную области.

Научная новизна работы заключается в экспериментальном установлении эволюции механизмов переноса заряда — от свободного к частично локализованному — при одинаковых технологических условиях, а также в выявлении их связи с дефектной химией и парциальным давлением кислорода. Полученные результаты подтверждают перспективность данных материалов для применения в фотоэлектрических, оптоэлектронных и сенсорных устройствах.

Ключевые слова: *ZnO; Cu_2O; CuO; кварцевая подложка; тонкие пленки; магнетронное распыление; гетероструктура; электрическая проводимость; носители заряда.*

Cu_2O/CuO/ZnO/kvars GETEROSTRUKTURALARIDA ELEKTROFIZIK XOSSALARNING EVOLYUTSIYASI VA ZARYAD TASHUVCHILAR TRANSPORT MEXANIZMLARI

Annotatsiya: *Ushbu ishda* Zinc oxide, Copper(II) oxide *va* Copper(I) oxide *yupqa plyonkalar hamda ular asosidagi geterostrukturalarning strukturaviy, morfologik, optik va elektr xossalari kompleks tarzda o'rganildi. Plyonkalar DC magnetron*

sputtering usulida turli kislorod fraksiyalarida hosil qilinib, sirt morfologiyasi (SEM), elementar tarkibi (EDS) hamda optik va elektr xossalari mos usullar bilan baholandi.

Natijalar ZnO plyonkalari yuqori kristall sifati va silliq sirtga ega ekanligini, Cu_2O va ayniqsa CuO da esa kislorod bosimi ortishi bilan donalar yiriklashuvi va g'ovaklik kuchayishini ko'rsatdi. Elektr tahlillar ZnO da band transport, Cu_2O da aralash (band–hopping), CuO da esa kichik polaronli hopping mexanizmlar ustunligini aniqladi, Silicon dioxide *esa izolyator sifatida namoyon bo'ldi.*

Optik natijalar taqiqlangan zona kengligining ZnO (≈3.3 eV) dan Cu_2O (≈1.43 eV) va CuO (≈2.05 eV) ga kamayishini hamda yutilish spektrining UV → visible → NIR diapazonlarga siljishini tasdiqladi.

Ishning ilmiy yangiligi — bir xil texnologik sharoitlarda transport mexanizmlarining **erkin va qisman lokalizatsiyalangan** *tarzida evolyutsiyasi eksperimental asosda ko'rsatilib, uning defekt kimyosi va kislorod bosimi bilan bog'liqligi aniqlanganidadir. Olingan natijalar mazkur materiallarning fotovoltaik, optoelektron va sensor qurilmalarda qo'llanish istiqbolini asoslaydi.*

Kalit so'zlar: *ZnO; Cu_2O; CuO; kvars taglik; yupqa plyonka magnetron sputtering; geterostruktura; elektr o'tkazuvchanlik; zaryad tashuvchilar.*

EVOLUTION OF ELECTROPHYSICAL PROPERTIES AND CHARGE TRANSPORT MECHANISMS IN Cu_2O/CuO/ZnO/Quartz HETEROSTRUCTURES

Abstract: *In this work, thin films of* Zinc oxide, Copper(II) oxide, *and* Copper(I) oxide, *as well as their heterostructures, were comprehensively investigated in terms of structural, morphological, optical, and electrical properties. The films were deposited by DC magnetron sputtering under different oxygen fractions. Their surface morphology by SEM, elemental composition by EDS, and optical and electrical properties by corresponding spectroscopic and electrical techniques.*

The results showed that ZnO films exhibit high crystalline quality and smooth surfaces, whereas Cu_2O and especially CuO films demonstrate grain growth and increased porosity with increasing oxygen partial pressure. Electrical analysis revealed band transport in ZnO, mixed (band–hopping) transport in Cu_2O, and polaronic hopping transport in CuO, while Silicon dioxide *behaves as an insulator.*

Optical results indicated a decrease in the band gap from ZnO (≈3.3 eV) to Cu_2O (≈1.43 eV) and CuO (≈2.05 eV), accompanied by a shift of the absorption edge from the ultraviolet to the visible and near-infrared regions.

The scientific novelty lies in the experimental demonstration of the evolution of charge transport mechanisms—from free to partially localized—under identical technological conditions, as well as in revealing their relationship with defect chemistry and oxygen partial pressure. The obtained results confirm the potential of these materials for applications in photovoltaic, optoelectronic, and sensor devices.

Keywords: *ZnO; Cu_2O; CuO; quartz substrate; thin films; magnetron sputtering; heterostructure; electrical conductivity; charge carriers.*

Введение

Производство, накопление и эффективное распределение энергии являются одними из наиболее актуальных направлений современной науки, при этом особое внимание уделяется разработке недорогих, высокоэффективных и экологически устойчивых материалов.

В последние годы медь (Cu) широко используется в полупроводниковых технологиях в качестве контактного материала и характеризуется способностью формировать высококачественные тонкие пленки благодаря высокой диффузионной подвижности [1]. В частности, тонкие пленки Cu_2O рассматриваются как перспективный материал для солнечных элементов, фотоэлектрохимических систем, газовых сенсоров, биосенсоров и устройств накопления энергии [2–4]. Cu_2O представляет собой p-тип полупроводника с кубической кристаллической структурой и прямой запрещённой зоной в диапазоне 2.1–2.7 эВ [5]. Данный материал может быть получен различными методами, включая DC/RF-магнетронное распыление, электроосаждение, химическое осаждение из паровой фазы (CVD), импульсное лазерное осаждение (PLD), а также термическое и плазменное испарение, что позволяет целенаправленно управлять его структурными и оптическими свойствами [6–9]. Окисление Cu_2O до CuO при низких температурах протекает поэтапно и обусловлено миграцией ионов меди через катионные вакансии [10–11]. Оптимизация параметров магнетронного распыления является ключевым фактором, определяющим электрическую проводимость и механизмы переноса заряда в тонких пленках [12]. В данной работе планируется получение гетероструктур на основе ZnO, Cu_2O и CuO на кварцевых подложках методом магнетронного распыления, а также комплексное исследование их морфологии поверхности, элементного состава и оптических свойств с использованием методов SEM, EDS и спектроскопии HR-4000.

Методика исследования

В экспериментах в качестве подложек использовались монокристаллические кремниевые (Si) пластины p-типа с ориентацией (111) и толщиной 450 ± 2 мкм. Для обеспечения высокого качества интерфейса и адгезии подложки подвергались многоступенчатой очистке: ультразвуковая обработка в ацетоне, этаноле и деионизированной воде, после чего проводилась обработка по методу RCA-1 ($NH_4OH:H_2O_2:H_2O$ = 1:1:5) при температуре 75 °C в течение 10 минут. Для удаления естественного слоя SiO_2 подложки обрабатывались в 2% растворе HF в течение 1–2 минут с последующим промыванием в деионизированной воде. В ряде случаев перед осаждением дополнительно применялась очистка Ar^+-плазмой (10 W, 5 минут) для повышения активности поверхности.

Тонкие пленки ZnO осаждались методом DC-магнетронного распыления с использованием мишени ZnO чистотой 99.99%. Базовое давление в камере составляло ~5×10^{-6} Torr, рабочее давление — ($2–5$) × 10^{-3} Torr, мощность — 90 W, расстояние мишень–подложка — 60 мм. В качестве рабочего газа использовался Ar с добавлением O_2 в диапазоне 1–5%. В данных условиях формировались пленки ZnO в фазе вюрцита с высокой стехиометрией и толщиной порядка ~500 нм.

Пленки Cu_2O и CuO получали методом реактивного DC-магнетронного распыления с использованием медной (Cu) мишени чистотой 99.99% при базовом давлении ~4×10^{-6} Torr. Рабочее давление составляло 3×10^{-3} Torr, мощность — 70–90 W, расстояние мишень–подложка — 55–60 мм. При доле кислорода 5–10% формировалась фаза Cu_2O (Cu^+, кубическая структура), тогда как при 20–30% — фаза CuO (моноклинная структура). В обоих случаях толщина пленок контролировалась на уровне ~500 нм.

Перед формированием гетероструктур на кварцевых подложках были предварительно получены системы ZnO/Si, CuO/Si и Cu_2O/Si методом магнетронного распыления. Влияние температуры подложки и условий ионной очистки на структуру, морфологию и оптические свойства пленок оценивалось систематически. Морфология поверхности и элементный состав гетероструктур детально исследовались методами SEM, EDS и спектроскопии HR-4000.

Предложенный подход позволяет глубже понять механизмы формирования пленок CuO и Cu_2O на подложках ZnO/Si и служит научной основой для разработки высококачественных материалов, перспективных для применения в фотогальванических и сенсорных устройствах.

Анализ и результаты

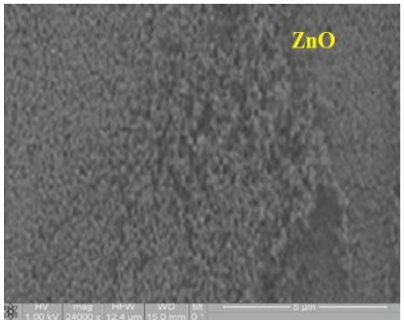
В данной работе морфология поверхности и микроструктурные характеристики тонких пленок были исследованы методом сканирующей электронной микроскопии (SEM). Изображения получены при ускоряющем напряжении 5–15 кВ и различных увеличениях при одинаковых условиях для всех образцов, что обеспечило их корректное и достоверное сравнение.

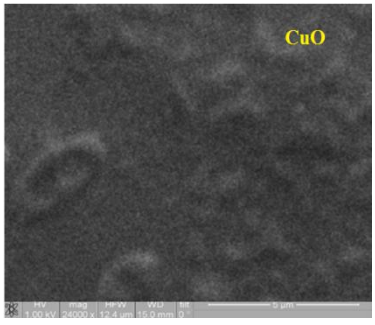
Для образцов ZnO/Si характерна плотная, однородная и относительно гладкая поверхность. Зерна имеют четко выраженные границы и равномерно распределены по поверхности. Узкий диапазон размеров зерен свидетельствует о низкой шероховатости, хорошей адгезии и высокой структурной стабильности (рис. 1a).

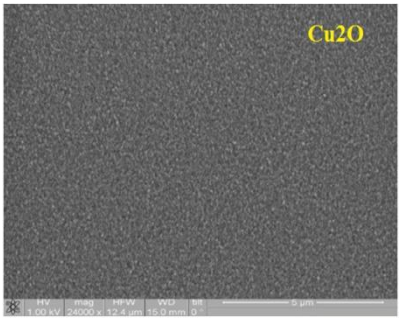
В образцах Cu_2O/Si наблюдаются более крупные зерна, преимущественно близкие к кубической форме, с четко выраженными границами. Поверхность остается однородной, без трещин и значительных структурных дефектов. Такая морфология характерна для фазы Cu_2O, формирующейся при пониженном парциальном давлении кислорода, и отражает механизм частичного окисления (рис. 1b).

Образцы CuO/Si демонстрируют существенно более шероховатую и неоднородную поверхность. При повышенном парциальном давлении кислорода наблюдаются укрупнение зерен, их неправильная форма и агломерация. Увеличение пористости связано с процессами межзеренного роста, рекристаллизации и структурной перестройки (рис. 1c).

Сравнительный анализ показывает, что увеличение парциального давления кислорода приводит к переходу от плотной и гладкой поверхности к грубой, пористой и агломерированной структуре. Эти изменения обусловлены ростом размеров зерен и усилением процессов агломерации, что оказывает существенное влияние на структурные и функциональные свойства тонких пленок.







a **b** **c**

Рис. 1. SEM-изображения тонких пленок a) ZnO/Si, b) CuO/Si и c) Cu_2O/Si.

Для определения элементного состава и стехиометрии тонких пленок ZnO/Si, Cu_2O/Si и CuO/Si был проведён анализ методом энергодисперсионной рентгеновской спектроскопии (EDS). Измерения выполнялись с использованием Si(Li)-детектора, интегрированного в систему сканирующего электронного микроскопа (SEM), при ускоряющем напряжении 10 кВ и рабочем расстоянии ~10 мм, что обеспечило получение достоверного сигнала от приповерхностных слоёв. (Рис. 2.)

EDS-спектры регистрировались в различных точках и областях поверхности образцов, что позволило оценить равномерность распределения элементов. Наблюдаемый сигнал Si (Kα ≈ 1.74 кэВ) обусловлен вкладом кремниевой подложки и учитывался при полуколичественном анализе.

В образцах ZnO/Si чётко фиксируются пики Zn (Lα ≈ 1.01 кэВ, Kα ≈ 8.63 кэВ) и O (Kα ≈ 0.53 кэВ), что подтверждает формирование слоя ZnO, а соотношение интенсивностей указывает на близость к стехиометрическому составу. Для пленок Cu_2O/Si и CuO/Si зарегистрированы пики Cu (Lα ≈ 0.93 кэВ, Kα ≈ 8.04 кэВ) и O; увеличение интенсивности кислорода свидетельствует о росте степени окисления и переходе фазы Cu_2O → CuO.

Согласно результатам полуколичественного анализа, для Cu_2O/Si отношение Cu:O составляет приблизительно 2:1, тогда как для CuO/Si — около 1:1. Полученные данные хорошо согласуются с результатами XRD и рамановской спектроскопии, подтверждая достоверность проведённого синтеза и анализа. Элементное картирование EDS показало равномерное распределение Zn, Cu и O по поверхности, что свидетельствует о стабильности процесса DC-магнетронного распыления.

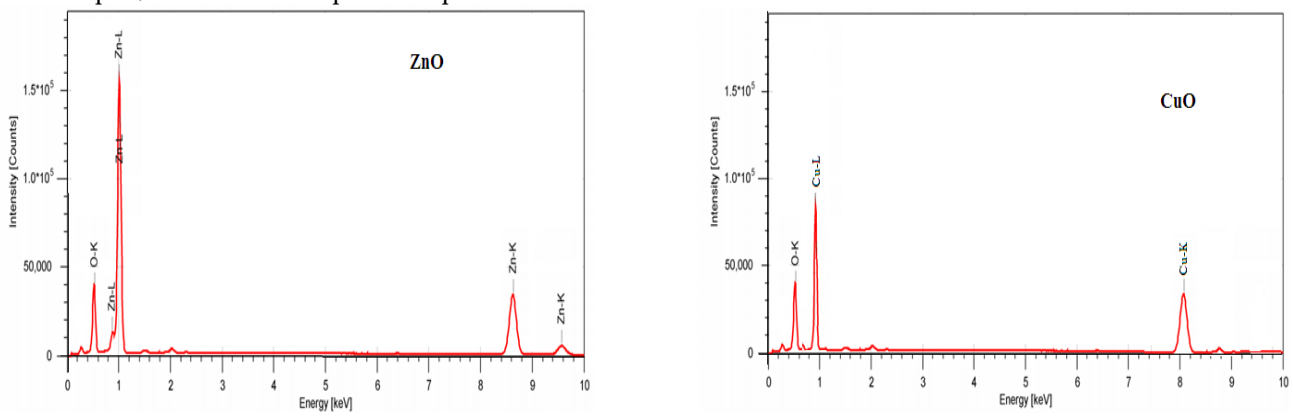


Рис. 2. EDS-изображения образцов ZnO/Si, Cu_2O/Si и CuO/Si.

Логарифмический анализ удельного сопротивления позволяет наглядно и количественно выявить принципиальные различия в механизмах электрического транспорта в различных материалах. Для кварца удельное сопротивление находится в диапазоне 10^{16}–10^{18} Ω·см, что подтверждает его природу как широкозонного диэлектрика с запрещённой зоной Eg ≈ 9 эВ.

Для ZnO наблюдается резкое снижение сопротивления (10^3–10^2 Ω·см), что обусловлено высокой концентрацией электронов, возникающей вследствие наличия донорных дефектов (кислородных вакансий и межузельных атомов Zn). Это приводит к усилению проводимости n-типа. В CuO и Cu_2O значения сопротивления находятся в промежуточном диапазоне (10^{13}–10^{16} Ω·см). Это связано с дырочным (p-тип) механизмом проводимости, наличием дефектных уровней и ловушечных центров. В частности, более высокое сопротивление CuO обусловлено сильной локализацией носителей заряда, повышенной вероятностью рекомбинации и низкой подвижностью. Полученные результаты свидетельствуют о наличии различий на несколько порядков величины между исследуемыми материалами и подтверждают фундаментальное различие их механизмов переноса заряда — от диэлектрической изоляции до n-типа электронной и p-типа дырочной проводимости (рис. 3). Логарифмический анализ концентрации носителей заряда позволяет выявить фундаментальные факторы, определяющие электрические свойства полупроводников.

В ZnO концентрация электронов находится в диапазоне 10^{16}–10^{20} $см^{-3}$, что обусловлено высокой плотностью донорных дефектов — кислородных вакансий (V_O) и межузельных атомов Zn (Zn_i) — а также их мелкими энергетическими уровнями. В результате данные донорные центры при комнатной температуре практически полностью ионизированы, обеспечивая устойчивую проводимость n-типа. В CuO и Cu_2O концентрация дырок составляет соответственно 10^{14}–10^{16} $см^{-3}$ и 10^{13}–10^{15} $см^{-3}$. Эти значения связаны с более глубоким расположением акцепторных уровней, а также эффектами донорно-акцепторной компенсации, что ограничивает эффективность p-типа проводимости.

В кварце концентрация носителей заряда крайне мала (<10^6 $см^{-3}$), что подтверждает его свойства как широкозонного диэлектрика (изолятора). В целом логарифмический анализ наглядно демонстрирует различия концентрации носителей заряда на несколько порядков между исследуемыми материалами и подтверждает, что эти различия напрямую обусловлены их дефектной химией и структурой энергетических уровней (рис. 4).

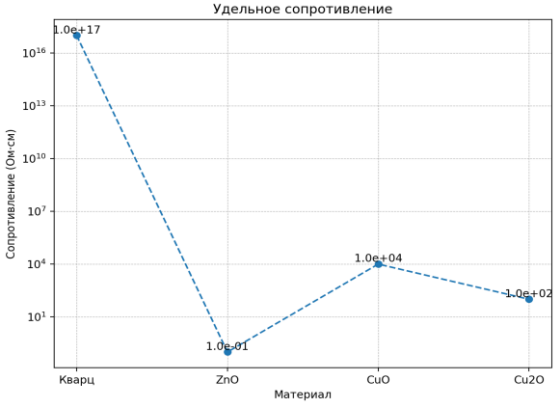


Рис. 3. Сравнение удельного сопротивления слоев гетероструктуры.

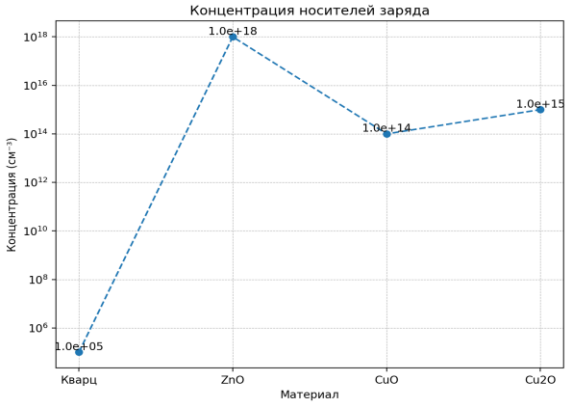


Рис. 4. Логарифмический анализ концентрации носителей заряда.

Резкое снижение подвижности носителей заряда отражает фундаментальное изменение механизмов транспорта и определяется зонной структурой материала, механизмами рассеяния и электрон-фононным взаимодействием. В ZnO наблюдаются значения μ ≈ 10–100 $см^2/В·с$, что обусловлено малой эффективной массой (m*), высоким кристаллическим качеством и низкой степенью локализации. В этих условиях электроны находятся в делокализованном состоянии в зоне проводимости, а транспорт описывается зонной (модель Друде), где подвижность определяется выражением μ = eτ/m* (τ — время релаксации). Основными ограничивающими факторами являются рассеяние на ионизированных дефектах и фононах. В CuO подвижность снижается до μ ≈ 1–10 $см^2/В·с$. Валентная зона данного материала формируется гибридизированными орбиталями Cu 3d–O 2p, что приводит к увеличению эффективной массы носителей и слабой дисперсии зон. В результате носители заряда частично локализуются, а транспорт осуществляется в смешанном режиме (band–hopping crossover). Существенную роль играют ионизированные акцепторы, границы зерен и дефектные центры, выступающие в качестве источников рассеяния. В Cu_2O подвижность резко уменьшается до μ ≈ 0.01–1 $см^2/В·с$. Этот материал характеризуется более узкой запрещённой зоной и сильным электрон-фононным взаимодействием, что приводит к локализации носителей заряда в виде малых поляронов. В этом случае перенос осуществляется за счёт термически активируемого hopping-механизма. В кварце вследствие широкой запрещённой зоны (≈9 эВ) свободные носители заряда практически отсутствуют, поэтому μ ≈ 0, а перенос возможен лишь за счёт туннелирования или при высоких электрических полях (диэлектрический пробой) (рис. 5).

В CuO проводимость имеет промежуточные значения и определяется главным образом дырочным (p-тип) механизмом. Снижение σ связано с ограниченной подвижностью носителей, более глубоким расположением акцепторных уровней, а также рассеянием на границах зерен и дефектных центрах. В Cu_2O проводимость еще ниже, что обусловлено сильной локализацией носителей заряда, высокой плотностью ловушечных состояний и преобладанием поляронного hopping-механизма переноса. В этом режиме проводимость носит термически активированный характер и существенно зависит от температуры.

В кварце проводимость практически равна нулю, что подтверждает его свойства как идеального диэлектрика с широкой запрещённой зоной.

В целом полученные результаты полностью согласуются с классическим соотношением **σ = q·n·μ,** что подтверждает прямую зависимость проводимости от концентрации носителей заряда и их подвижности. Изменение этих параметров определяет переход механизма переноса от зонного к локализованному (hopping) режиму (рис. 6). Сравнительный анализ ширины запрещённой зоны (Eg) является одним из ключевых факторов, определяющих оптическое поглощение, генерацию носителей заряда и механизмы электронного транспорта в материалах. В кварце Eg ≈ 9 эВ, что характеризует его как широкозонный диэлектрик. Такая большая энергетическая щель практически исключает переход электронов из валентной зоны в зону проводимости, вследствие чего концентрация свободных носителей заряда крайне мала, а оптическое поглощение наблюдается лишь в глубокой ультрафиолетовой области.

В ZnO Eg ≈ 3.3 эВ, что соответствует широкозонному полупроводнику, эффективно работающему в ультрафиолетовом (UV) диапазоне. Наличие высокой энергии связи экситонов (~60 мэВ) обеспечивает их

стабильность даже при комнатной температуре, что способствует высокой эффективности оптоэлектронных устройств на основе ZnO.

В CuO и Cu_2O значения составляют соответственно Eg ≈2.05 эВ и ≈1.43 эВ, что обеспечивает эффективное оптическое поглощение в видимой и ближней инфракрасной (NIR) областях спектра. Валентная зона этих материалов формируется преимущественно за счёт гибридизации орбиталей Cu 3d и O 2p, что приводит к усилению электронных корреляций и сужению зон. В результате увеличивается эффективная масса носителей заряда и возрастает вероятность их локализации.

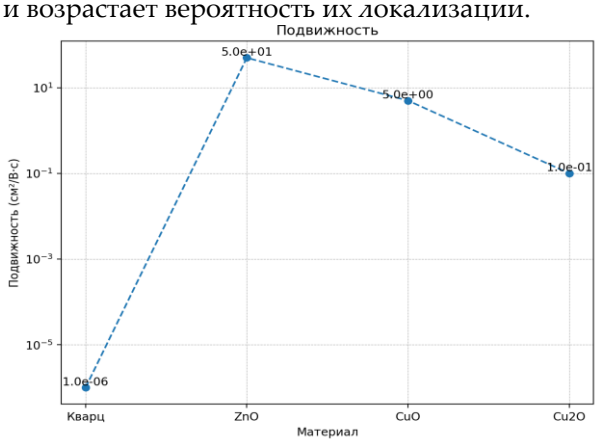


Рис. 5. Сравнение подвижности носителей заряда в слоях гетероструктуры.

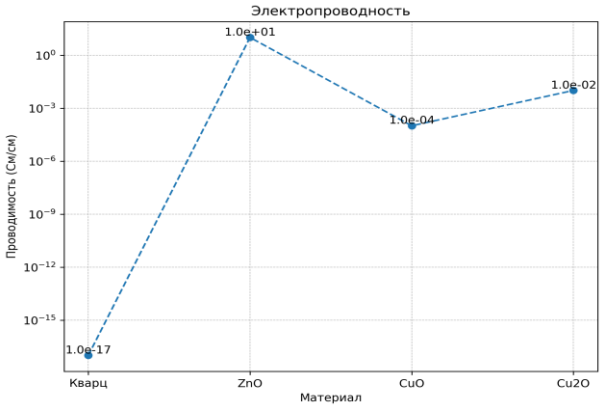


Рис. 6. Сравнение электрической проводимости слоев гетероструктуры.

Постепенное уменьшение ширины запрещённой зоны повышает вероятность возбуждения носителей заряда фотонами (смещение спектра поглощения в длинноволновую область). Однако одновременно возрастает роль дефектных уровней, ловушечных центров и подзонных состояний, что усиливает процессы рекомбинации и способствует переходу от зонного к локализованному (hopping/поляронному) механизму транспорта.

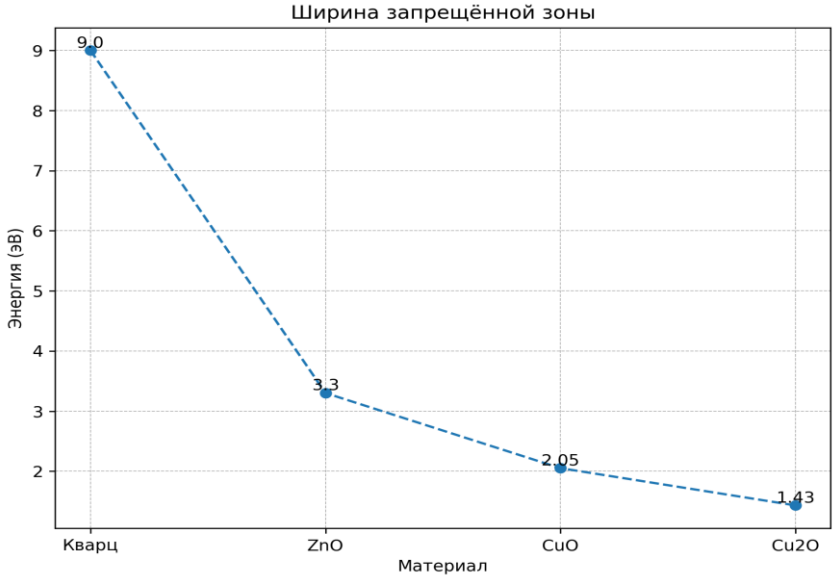


Рис. 7. Сравнение ширины запрещённой зоны слоёв гетероструктуры.

Таким образом, уменьшение Eg приводит не только к изменению оптического отклика (UV → Visible → NIR), но и к фундаментальной трансформации механизмов переноса заряда: от широкозонного диэлектрика (SiO_2) к широкозонному n-типу полупроводника (ZnO), а затем к более узкозонным p-типу материалам (Cu_2O, CuO). Данная эволюция является ключевой физической основой, определяющей функциональные свойства материалов в оптоэлектронных и сенсорных устройствах (рис. 7). В данной работе тонкие пленки ZnO/Si, Cu_2O/Si и CuO/Si, а также гетероструктуры на их основе были комплексно исследованы с точки зрения структурных, морфологических, оптических и электрических свойств.

Заключение:Результаты SEM и EDS подтвердили высокую фазовую чистоту пленок, однородную морфологию и близость к стехиометрическому составу. Пленки ZnO характеризуются гладкой и плотной структурой, тогда как для Cu_2O и особенно CuO при увеличении парциального давления кислорода наблюдаются укрупнение зерен, агломерация и рост пористости. Логарифмический анализ электрических свойств выявил

различия на несколько порядков между материалами: для ZnO доминирует зонный механизм переноса, для Cu_2O характерен смешанный режим, а для CuO — поляронный -механизм. В то же время SiO_2 проявляет свойства изолятора. Оптические исследования показали уменьшение ширины запрещённой зоны от ZnO (≈3.3 эВ) к Cu_2O (≈1.43 эВ) и CuO (≈2.05 эВ), что сопровождается смещением спектра поглощения из ультрафиолетовой области в видимую и ближнюю инфракрасную области. При этом уменьшение Eg усиливает влияние дефектных и ловушечных уровней, что приводит к усложнению механизмов переноса заряда. Научная новизна работы заключается в том, что в системах ZnO/Si, Cu_2O/Si и CuO/Si, полученных при одинаковых технологических условиях, впервые системно показана последовательная эволюция механизмов переноса заряда по схеме смешанный → поляронный, а также установлена их прямая связь с зонной структурой, дефектной химией и парциальным давлением кислорода. Таким образом, исследованные материалы и гетероструктуры обладают управляемыми электрическими и оптическими свойствами и могут рассматриваться как перспективная функциональная платформа для применения в фотогальванических, оптоэлектронных и сенсорных устройствах.

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TOR ZONALI KVANT O'RANING TA'QIQLANGAN ZONA KENGLIGINI HARORAT VA MAGNIT MAYDONGA BOG'LIQLIGI

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Annotatsiya. *Ushbu maqolada tor zonali kvant o'ralarda ta'qiqlangan zona kengligining harorat va magnit maydonga bog'liqligi nazariy jihatdan o'rganilgan. Tadqiqotda InAs/GaP tipidagi tor zonali kvant o'lchamli geterostrukturalar asosida elektron va kovaklarning energiyasi, ularning to'lqin funksiyalari hamda energetik holatlar zichligining o'zgarishi tahlil qilingan. Shuningdek, harorat oshishi bilan kvant o'raning ta'qiqlangan zonasi torayishi, energiya holatlar zichligidagi ossillyatsiyalar pasayishi aniqlangan. Taklif etilgan model yordamida past haroratlarda va kuchli kvantlovchi magnit maydon sharoitida kvant o'raning ta'qiqlangan zona kengligini nazorat qilish imkoniyati asoslab berilgan.*

Kalit so'zlar: *Tor zonali kvant o'ra, geterostruktura, magnit maydon, harorat, ta'qiqlangan zona, energetik holatlar zichligi, Landau sathlari, effektiv massa.*

ЗАВИСИМОСТЬ ШИРИНЫ ЗАПРЕЩЁННОЙ ЗОНЫ УЗКОЗОННЫХ КВАНТОВЫХ ЯМ ОТ ТЕМПЕРАТУРЫ И МАГНИТНОГО ПОЛЯ

Аннотация. *В данной статье теоретически исследована зависимость ширины запрещённой зоны узкозонных квантовых ям от температуры и магнитного поля. В исследовании на основе узкозонных квантово-размерных гетероструктур типа InAs/GaP проанализированы энергия электронов и дырок, их волновые функции, а также изменение плотности энергетических состояний. Установлено, что с повышением температуры ширина запрещённой зоны квантовой ямы уменьшается, а амплитуда осцилляций плотности энергетических состояний снижается. С помощью предложенной модели обоснована возможность управления шириной запрещённой зоны квантовой ямы при низких температурах и в условиях сильного квантующего магнитного поля.*

Ключевые слова: *узкозонная квантовая яма, гетероструктура, магнитное поле, температура, запрещённая зона, плотность энергетических состояний, уровни Ландау, эффективная масса.*

DEPENDENCE OF THE BAND GAP WIDTH OF NARROW-BAND QUANTUM WELLS ON TEMPERATURE AND MAGNETIC FIELD

Annotation. *In this paper, the dependence of the band gap width of narrow-band quantum wells on temperature and magnetic field is theoretically investigated. Based on narrow-band quantum-sized heterostructures of the InAs/GaP type, the energies of electrons and holes, their wave functions, and the variation of the density of energy states are analyzed. It is established that, with increasing temperature, the band gap width of the quantum well decreases, while the amplitude of oscillations in the density of energy states diminishes. Using the proposed model, the possibility of controlling the band gap width of a quantum well at low temperatures and under strong quantizing magnetic fields is substantiated.*

Keywords: *narrow-band quantum well, heterostructure, magnetic field, temperature, band gap, density of energy states, Landau levels, effective mass.*

Kirish. Hajmiy va kichik o'lchamli yarimo'tkazgichli strukturalarning asosiy fundamental fizik kattaligi ta'qiqlangan zona kengligi bo'lib (E_g^{3d}, E_g^{2d}), uning energetik kengligi yarimo'tkazgich asosidagi qurilmaning eksplutasion

parametrlarini oldindan bashorat qilish imkonini beradi. Shuning uchun, E_g^{3d} va E_g^{2d}larni aniqlash (agar yangi yaratilgan materiallarning ta'qiqlangan zona kengligi ma'lum bo'lmasa) yarimo'tkazgichli geterostrukturalar texnologiyasini asosiy vazifalaridan biri hisoblanadi. Bundan tashqari, E_g ni yana muhim xususiyatlaridan biri, uning tashqi ta'sirlarga moyilligi kuchli bo'lib, xattoki, ushbu ta'sir natijasida E_g ni o'zgarishi, yarimo'tkazgichli asbobning fizik va kimyoviy xossalarini tubdan o'zgartirib yuboradi.

Adabiyotlar tahlili. [1-4] ishlarda tor zonali kvant o'rali yarimo'tkazgichlarning (InAs/GaP va GaSb/InSb) ruxsat etilgan zonalarning elektrik va optik xususiyatlari o'rganilgan. Jumladan, 1-rasmda InAs/GaP (kvant o'ra InAs) materialning zonaviy strukturasi keltirilgan. Bu zonalar strukturasidan ko'rinib turibdiki, $\frac{\pi^2\hbar^2}{2d^2}\left(\frac{1}{m_c}+\frac{1}{m_n}\right)$ xadni hisobiga InAs kvant o'raning ta'qiqlangan zona kengligi E_g^{3d}dan E_g^{2d}ga (ortishi) o'zgarishi kuzatilmoqda. Lekin, ushbu ishlarda kvantlovchi magnit maydonni ta'siri umuman tadbiq etilmagan.

Tor zonali kvant o'raning o'tkazuvchanlik va valent zonasidagi erkin elektronlar va kovaklarning E_n^e, E_n^p energetik spektri hamda ushbu zaryad tashuvchilarning $\chi_n^e, \chi_n^h$to'lqin funksiyalari B=0 (magnit maydon ta'sir etmaganda) quyidagi Shredenger (bir elektronli xolat uchun) tenglamalari topiladi.

$$\begin{cases}\left(-\frac{\hbar^2}{2m_e}\frac{\partial^2}{\partial z^2}+E_c(z)\right)\chi_n^e(z)=E_n^e\chi_n^e(z)\\ \left(\frac{\hbar^2}{2m_p}\frac{\partial^2}{\partial z^2}+E_V(z)\right)\chi_n^p(z)=E_n^p\chi_n^p(z)\end{cases} \quad (1)$$

Bunda, m_e, m_h- elektronlar va kovaklarning effektiv massalari. E_c, E_v tor zonali kvant o'raning o'tkazuvchanlik va valentlik zonalarining chekka sohalari, $E_c(z)$, $E_v(z)$ esa tor zonali kvant o'raning ifodalovchi energiyaga bog'liq funksiyalardir. Tor zonali yarimo'tkazgichlarning o'tkazuvchanlik zonasidagi erkin elektronlarning harakati va kvant o'raning valentlik zonasi XY tekisligi bo'ylab cheksiz bo'lib qoladi yoki bunday tekislikdagi elektronlat va kovaklarning energetik spektri uzluksiz bo'ladi. Bu holda elektronlar va kovaklarning harakat energiyasi Z o'qi bo'ylab kvantlanadi, ya'ni harati cheklangan bo'ladi. Shunday qilib, kvant o'raning o'tkazuvchanlik zonasidagi elektronlar va valentlik zonasidagi kovaklarning umumiy energiyasi dispersiyaning nokvadratik qonuniga muvofiq quyidagicha ifodalanadi [5]:

$$\begin{cases}E_c^{2d,nonparab}(k,d)=-\frac{E_g}{2}\left\{1-\left[1+\frac{4P^2}{E_g^2}*\frac{2m_n}{\hbar^2}\left(\frac{\hbar^2k_x^2}{2m_{nx}}+\frac{\hbar^2k_y^2}{2m_{ny}}+\frac{\pi^2\hbar^2}{2m_{nt}}n_z^2\right)\right]^{1/2}\right\}\\ E_v^{2d,nonparab}(k,d)=-\frac{E_g}{2}\left\{1+\left[1+4\frac{\frac{\hbar^2\vec{k}_x^2}{2m_x}+\frac{\hbar^2\vec{k}_y^2}{2m_y}+\frac{\pi^2\hbar^2}{2md^2}n_z^2}{E_g^2}\right]\right\}\end{cases} \quad (2)$$

Tahlil va natijalar. Kvadratik dispersiya qonuni uchun [6] ishlarda kvant o'raning energetik holatlar zichligini magnit maydon va haroratga bog'liqligi mukammal o'rganilgan. Natijada, $N_s^{k,2d}(E,B,T,d)$ bo'yicha yangil model taklif qilingan [7]:

$$N_{S,Z}^{2d}(E,B,T,d)=\sum_{N_L,N_Z}^{\infty}\frac{eB}{\pi\hbar}\cdot\frac{1}{kT}\cdot exp\left(-\frac{\left(E-\left(\left(N_L+\frac{1}{2}\right)\hbar\omega_c+\frac{\pi^2\hbar^2}{2m^*d^2}n_Z^2\right)\right)^2}{(kT)^2}\right) \quad (3)$$

Bu modelni yaratishda, energrtik holatlar zichligini delta funksiyalar δ(x) ni energiya bo'yicha qatorga yoyish usulidan foydalanilgan [8].

Shunday qilib, kvant o'raning o'tkazuvchanlik va velentlik zonalaridagi elektronlar va kovaklarning diskret Landau sathlarining haroratga bog'liqligini tahlil qilaylik. Tor zonali to'g'ri burchakli kvant o'raning ruxsat etilgan chegara zonalariga ko'ndalang va kvantlovchi magnit maydon kuchli ta'sir qiladi. Bu ta'sir tor zonali kvant o'raning o'tkazuvchanlik zonasi tubi va valentlik zonasi shipining "siljishi" ga sabab bo'ladi. Bu energetik holatlar zichligidagi ossillyatsiyalarda ham o'z aksini topadi. Bu holda tor zonali kvant o'raning o'tkazuvchanlik va valentlik zonalaridagi zaryad tashuvchilarning energiyasi XY tekisligi bo'ylab kvantlanadi, ya'ni bu yo'nalishda harakat cheklanadi. Shunday qilib, (2) formula asosida, spinni inobatga olmagan holda, ko'ndalang kvantlovchi magnit maydon ta'sirida tor zonali kvant o'raning o'tkazuvchanlik zonasidagi elektronlar va valentlik zonasidagi kovaklarning energiyasini quyidagicha ifodalash mumkin [9]:

$$\begin{cases}E_n^{2d,nonparab}(E_g(B,d),B,d,n_z,N_L^e)=-\frac{E_g(B,d)}{2}+\frac{1}{2}\sqrt{(E_g(B,d))^2+4E_g(B,d)[(N_L^e+\frac{1}{2})\hbar\omega_c^e+\frac{\pi^2\hbar^2}{2md^2}n_z^2]}\\ E_v^{2d,nonparab}\left(E_g(B,d),B,d,n_z,N_L^p\right)=-\frac{\left(E_g(0)+\frac{1}{2}\hbar\omega_c^p+\frac{1}{2}\frac{\pi^2\hbar^2}{2md^2}n_z\right)}{2}*\left\{1+\left[1+4\frac{\left(N_L^p+\frac{1}{2}\right)\hbar\omega_c^p+\frac{\pi^2\hbar^2}{2md^2}n_z^2}{\left(E_g(0)+\frac{1}{2}\hbar\omega_c^p+\frac{1}{2}\frac{\pi^2\hbar^2}{2md^2}n_z^2\right)^2}\right]^{1/2}\right\}\end{cases} \quad (4)$$

Bu yerda N_L^e va N_L^p - kvant o'raning o'tkazuvchanlik va valentlik zonasidga Landau sathlari soni. Kichik o'lchamli materiallarning muhim xususiyatlaridan biri kvant o'raning o'tkazuvchanlik va valentlik zonalaridagi energetik holatlar zichligi ossillyatsiyalari hisoblanadi. Ayniqsa, kichik o'lchamli materiallarga kvantlovchi magnit maydonining ta'siri

zaryad tashuvchilar energetik spektrining o‘zgarishiga va shu bilan birga ruxsat etilgan zonaning holatlar zichligi ossillyatsiyalarining o‘zgarishiga olib keladi. Endi, ko‘ndalang kvantlovchi magnit maydon ta’sirida tor zonali kvant o‘rali to‘g‘ri burchakli geterostrukturalarning o‘tkazuvchanlik va valentlik zonalaridagi holatlar zichligi ossillyatsiyalarining haroratga bog‘liqligini ko‘rib chiqamiz.

Ko‘ndalang kvantlovchi magnit maydon ta’sirida tor zonali kvant o‘raning o‘tkazuchanlik va valentlik zonalaridagi energetik holatlar zichligi ossilliyatsiyalariga harorat ta’sirini o‘rganish orqali kvant o‘ra ta’qiqlangan zonasining haroratga bog‘liqligini hisoblash mumkin. (3) formulani qatorga yoyish orqali tor zonali kvant o‘raning o‘tkazuvcanlik va valentlik zonasidagi energetik holatlar zichligi ossillyatsiyalarini aniqlanadi. Jumladan,

tor zonali kvant o‘raning o‘tkazuvchanlik zonasi uchun:

$$N_{s,z}^{c,2d}(E,B,T,d)=\sum_{N_L,n_e}^{\infty}\frac{eB}{\pi\hbar}\cdot\frac{1}{kT}\cdot exp\left(-\frac{\left(E+\frac{E_g(B,d)}{2}-\frac{1}{2}\sqrt{(E_g(B,d))^2+4E_g(B,d)\left(\left(N_L^e+\frac{1}{2}\right)\hbar\omega_c^e+\frac{\pi^2\hbar^2}{2m^*d^2}n_e^2\right)}\right)^2}{(kT)^2}\right) \quad (5)$$

tor zonali kvant o‘raning valentlik zonasi uchun:

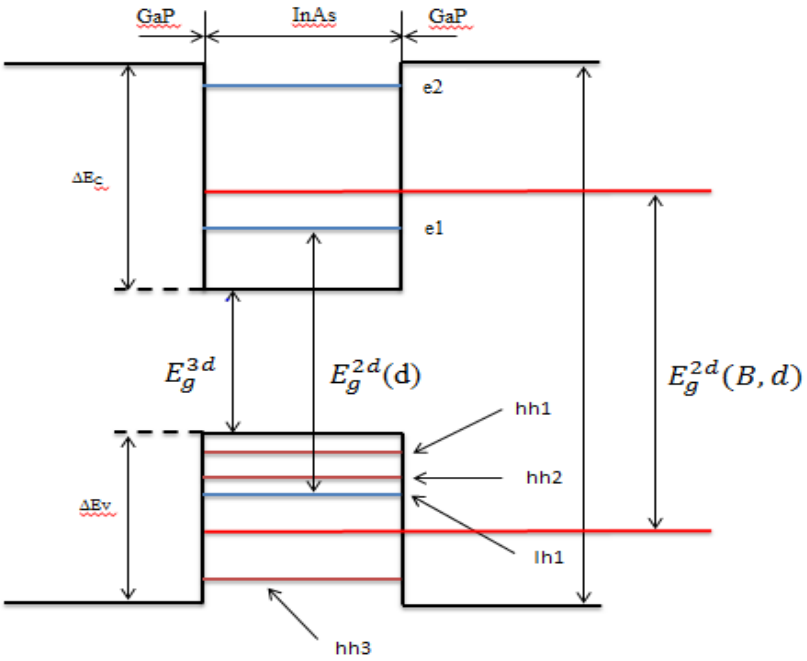
$$N_{s,z}^{v,2d}(E,B,T,d)=\sum_{N_L,n_h}^{\infty}\frac{eB}{\pi\hbar}\cdot\frac{1}{kT}\cdot exp\left(-\frac{\left(E+\frac{\left(E_g(0)+\frac{1}{2}\hbar\omega_c^p+\frac{1}{2}\frac{\pi^2\hbar^2}{2md^2}n_h\right)}{2}*\left\{1+\left[1+4\frac{\left(N_L^p+\frac{1}{2}\right)\hbar\omega_c^p+\frac{\pi^2\hbar^2}{2md^2}n_p^2}{\left(E_g(0)+\frac{1}{2}\hbar\omega_c^p+\frac{1}{2}\frac{\pi^2\hbar^2}{2md^2}n_p^2\right)^2}\right]^{1/2}\right\}\right)^2}{(kT)^2}\right) \quad (6)$$

$E>E_c$ shart bajarilsa, ko‘ndalang kvantlovchi magnit maydon ta’sirida tor zonali kvant o‘raning o‘tkazuvchanlik zonasidagi energetik holatlar zichligi ossillyatsiyalining haroratga bog‘liqligi (5) formula orqali aniqlanadi, agar $E<E_V$ bo‘lsa, valentlik zonasidagi energetik holatlar zichligi ossillyatsiyalining haroratga bog‘liqligi (6) formula orqali hisoblanadi, boshqa hollarda bu ta’qiqlangan zona bo‘lganligi sababli, uni hisoblash bu sharoitda mos kelmaydi. Demak, tor zonali kvant o‘raning o‘tkazuvchanlik va valentlik zonasidagi energetik holatlar zichligi ossillyatsiyalariga kuchli ko‘ndalang magnit maydon va haroratning ta’sirini (5) va (6) ifodalar orqali nokvadratik dispersiya qonuniga ko‘ra aniqlash mumkin.

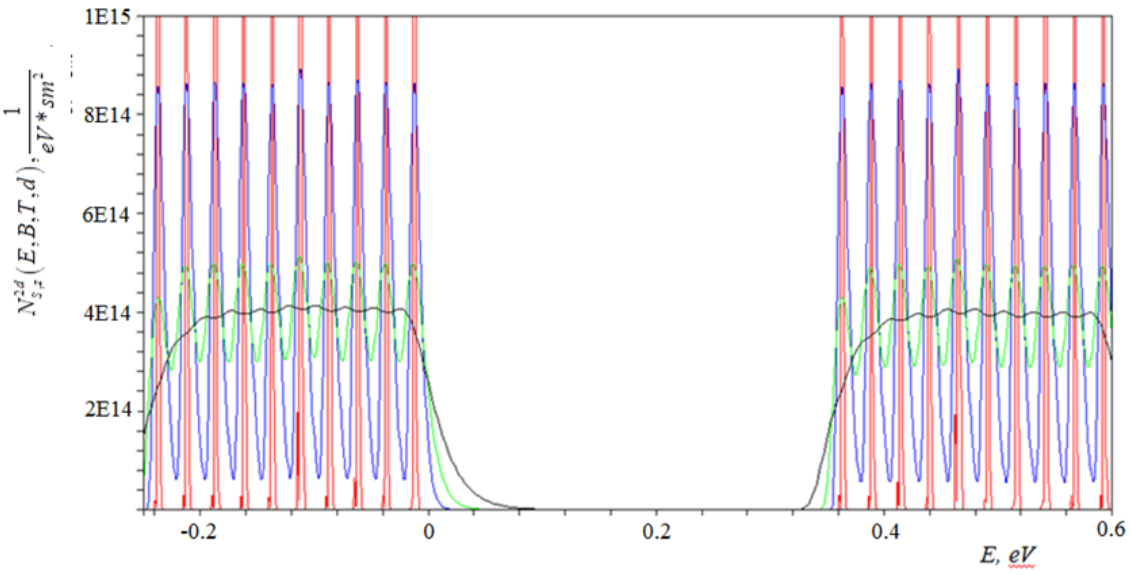
Tor zonali kvant o‘lchamli geterostrukturali materiallarning ko‘ndalang kvantlovchi magnit maydon ta’siridagi energetik holatlar zichligini haroratga bog‘liq ossillyatsiyalarini taxlil qilaylik. 1-rasmda InAs/GaP kvant o‘lchamli geterostrukturaning ko‘ndalang kvantlovchi magnit maydon ta’siridagi bitta kvant o‘ra diagrammasi keltirilgan. InAs tor zonali kvant o‘ra qalinligi d=1÷10 nm gacha bo‘lib, bu GaP qatlamining qalinligidan ancha kichik [10]. Bu geterobirikmadagi InAs ning ta’qiqlangan zona kengligi (Eg_0=0.35 eV), GaP ning ta’qiqlangan zona kengligi (Eg_0=2.26 eV). Bundan ko‘rinib turibdiki GaP ning ta’qiqlangan zona kengligi InAs ning ta’qiqlangan zona kengligidan ancha kattaroqdir 1-rasm. O‘tkazuvchanlik zonasidagi elektronlar va valentlik zonasidagi kovaklar Z o‘qi bo‘ylab harakati kvantlangan. Ko‘ndalang kvantlovchi magnit maydon Z o‘qiga parallel, XY tekisligiga perpendikulyar bo‘lganda o‘tkazuvchanlik zonasidagi elektronlar va valentlik zonasidagi kovaklarning harakati cheklanadi. Shunday qilib, zaryad tashuvchilarning harakati barcha yo‘nalishlarda to‘liq kvantlanadi, bu holat kvant nuqta analogiyasini beradi. Bu fizik jarayonlarda energetik holatlar zichligidagi ossillyatsiyalarni qanday aniqlanadi va haroratning ta’siri qanday bo‘ladi degan savol tug‘iladi. Yangi taklif etilgan model asosida InAs kvant o‘raning o‘tkazuvchanlik va valentlik zonalaridagi energetik holatlar zichligi ossillyatsiyalarini haroratga bog‘liq holda hisoblash mumkin. 1-rasmda doimiy past haroratda va ko‘ndalang kvantlovchi magnit maydon ta’sirida InAs tor zonali kvant o‘raning ruxsat etilgan zonalaridagi energetik holatlar zichligi ossillyatsiyalari tasvirlangan. Bu yerda B=10 Tl, d=6nm, T=5 K va E_{g0}=0.35 eV. Tor zonali kvant o‘raning qalinligi d zaryad tashuvhchilarning de-Broyl to‘lqin uzinligiga teng yoki undan kichik bo‘lsa (xona haroratida InAs material uchun (λ_d=41 nm), erkin elektronlarning harakati harorat o‘qi bo‘yicha kvantlanadi. InAs tor zonali kvant o‘raning o‘tkazuvchanlik va valentlik zonalaridagi elektronlar va kovaklarni zich joylashgan diskret Landau sathlarini hosil qiladi (2-rasm). T=5 K va B=0 bo‘lganda InAs tor zonali kvant o‘raning ta’qiqlangan zona kengligi $E_g^{2d}(0)=0{,}35\ eV$, sirt holatlar zichligi $Nss=4\cdot10^{15}eV^{-1}sm^{-1}$.

Ko‘ndalang kvantlovchi magnit maydon (B=10 Tl) ta’siri natijasida, o‘tkazuvchanlik zonasining tubi va valentlik zonasining shipi siljishi kuzatiladi. Bu hodisa Landau sathlarining paydo bo‘lishi bilan bog‘liq. Natijada, InAs tor zonali kvant o‘raning ta’qiqlangan zonasi kengayishi kuzatiladi. Ko‘plab ilmiy ishlarda kvant o‘lchamli geterostrukturali materiallarda kvant o‘radagi ta’qiqlangan zona kengligining kvant o‘ra kengligiga bog‘liqligi nazariy va tajribaviy jihatdan keng o‘rganilgan. Taklif etilayotgan matematik model past haroratlarda va kvantlovchi magnit maydon ta’sirida kvant o‘raning ta’qiqlangan zona kengligini boshqarish imkonini beradi. 2-rasmda GaP/InAs (InAs kvant o‘ra) geterostrukturaning ta’qiqlangan zona kengligi B va T ga bog‘liqligi keltirilgan. Ushbu grafik taklif etilgan model asosida

qurilgan. T=5 K da 1-rasmdagidek $E_g^{2d} = 0.361\ eV$ ga tengligi hisoblangan. Lekin, 2-rasmdan ko‘rinib turibdiki, T=50 K, 100 K va 200 K larda $E_g^{2d}(B,T)$ kamayib borishini kuzatish mumkin. Buning asosiy sababi, N.F.Mott nazariyasiga muvofiq, holatlar zichligini “dum” lari paydo bo‘lmoqda. Ushbu “dum” larning paydo bo‘lishi kvant o‘raning ta’qiqlangan zona kengligini kamayishiga olib kelmoqda. Umuman olganda, model yordamida tor zonali kvant o‘raning $E_g(B,T)$ ni boshqarish imkoniyati paydo bo‘lmoqda.



1-rasm. Tor zonali kvant o‘lchamli geterostrukturalarning energetik spektriga past haroratlarda ko‘ndalang magnit maydonning ta’siri [2].



—— T=5 K, B=10 Tl, d=4 nm, ——T=50 K, B=10 Tl, d=4 nm,
—— T=100 K, B=10 Tl, d=4 nm, ——T=200 K, B=10 Tl, d=4 nm

2-rasm. GaP/InAs (InAs kvant o‘ra) geterostrukturaning ta’qiqlangan zona kengligi B va T ga bog‘liqligi

Xulosa. Ushbu ishda tor zonali InAs/GaP kvant o‘lchamli geterostrukturalarda ta’qiqlangan zona kengligining harorat va magnit maydon ta’sirida o‘zgarishi nazariy jihatdan tahlil qilindi. Tadqiqot natijalariga ko‘ra, harorat oshishi bilan kvant o‘raning ta’qiqlangan zona kengligi kamayadi, shuningdek, energetik holatlar zichligidagi ossillyatsiyalar amplitudasi pasayadi. Kuchli kvantlovchi magnit maydon esa o‘tkazuvchanlik zonasi tubi va valentlik zonasining shipi siljishiga sabab bo‘lib, ta’qiqlangan zonaning kengayishiga olib keladi.

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MAGNETRON CHANGLATISH REJIMINING NiV YUPQA PLYONKALAR MIKROTUZILISHI VA SIRT TOPOGRAFIYASIGA TA'SIRI

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Annotatsiya:. *Ushbu ishda NiV yupqa plyonkalari soda-ohak shisha tagliklarga bir xil o'stirish sharoitida doimiy va impulsli RF magnetron changlatish yordamida o'stirildi. O'stirish rejimi va qizdirishdan keyingi ishlov berishning plyonkalarning strukturaviy va sirt xususiyatlariga ta'siri tizimli ravishda o'rganildi. Plyonkalarning sirt morfologiyasi esa skanerlash elektron mikroskopiyasi (SEM) yordamida o'rganildi. Element tarkibi energiya-dispers spektroskopiyasi (EDS) va to'lqin uzunligi-dispers rentgen lyuminestsensiyasi (WDXRF) yordamida aniqlandi. Olingan natijalar NiV yupqa plyonkalarining o'sish mexanizmlari haqida tushuncha beradi va o'stirish rejimi va termik ishlov berish ularning strukturaviy va sirt xususiyatlarini boshqarishda muhim rol o'ynashini ko'rsatadi.*

Kalit so'zlar: *NiV yupqa plyonka, magnetron changlatish, sirt morfologiyasi, AFM, nanokristall tuzilma*

INFLUENCE OF MAGNETRON SPUTTERING MODE ON THE MICROSTRUCTURE AND SURFACE TOPOGRAPHY OF NiV THIN FILMS

Abstract*: In this work, NiV thin films were grown on soda-lime glass substrates under identical growth conditions using continuous and pulsed RF magnetron sputtering. The influence of the growth regime and post-deposition heat treatment on the structural and surface properties of the films was systematically studied. The surface morphology of the films was examined using scanning electron microscopy (SEM). The elemental composition was determined using energy-dispersive spectroscopy (EDS) and wavelength-dispersive X-ray fluorescence (WDXRF). The results obtained provide insight into the growth mechanisms of NiV thin films and demonstrate that the growth regime and thermal treatment play a significant role in controlling their structural and surface properties.*

Keywords*: NiV thin film, magnetron sputtering, surface morphology, AFM, nanocrystalline structure.*

ВЛИЯНИЕ РЕЖИМА МАГНЕТРОННОГО НАПЫЛЕНИЯ НА МИКРОСТРУКТУРУ И ТОПОГРАФИЮ ПОВЕРХНОСТИ ТОНКИХ ПЛЕНОК NiV

Аннотация: *В данной работе тонкие пленки NiV были выращены на подложках из натриево-известкового стекла при идентичных условиях роста с использованием постоянного и импульсного ВЧ (RF) магнетронного напыления. Систематически изучено влияние режима роста и последующей термической обработки на структурные и поверхностные свойства пленок. Морфология поверхности пленок была исследована с помощью сканирующей электронной микроскопии (СЭМ). Элементный состав был определен с использованием энергодисперсионной спектроскопии (ЭДС) и волновой дисперсионной рентгеновской флуоресценции (WDXRF). Полученные результаты дают представление о механизмах роста тонких пленок NiV и показывают, что режим роста и термическая обработка играют важную роль в управлении их структурными и поверхностными характеристиками.*

Ключевые слова: *тонкая пленка NiV, магнетронное напыление, морфология поверхности, АСМ (AFM), нанокристаллическая структура.*

Kirish.

Nikel asosidagi yupqa plyonkalar mikroelektronika, kontakt metallizatsiyasi, diffuziya to'siqlari va himoya qoplamalarida keng qo'llaniladi [1-4]. Xususan, Ni–V qotishmalari (NiV) o'zining mexanik va kimyoviy barqarorligi

hamda termal ishlovga bog‘liq o‘zgarishlarga nisbatan sezgir emasligi bilan ajralib turadi. Shu sababli NiV plyonkalarining struktura va sirt xossalarini chuqur o‘rganish - nafaqat fundamental materialshunoslik, balki amaliy elektronika va fotovoltaika texnologiyalarini optimallashtirish nuqtai nazaridan ham yuqori ahamiyatga ega. Adabiyotlarda Ni va NiMe qotishma plyonkalarining o‘sish mexanizmi, kristallarni o’sishi va shakllanishiga oid ishlar mavjud bo‘lsa-da, aynan NiV qotishmasining changlatish rejimi (DC vs impulsli RF) va qalinlik–issiq ishlov kombinatsiyasining sinovli va integratsiyalangan tahliliga oid tizimli tadqiqotlar cheklangan [5-8]. Magnetron changlatish orqali tayyorlangan Ni-V qotishma yupqa plyonkalari katalitik faolligi va strukturaviy barqarorligi tufayli katta e'tiborni tortdi. Resnik va boshqalar [8,9] tomonidan olib borilgan tadqiqotlarda DC magnetron sputtering yordamida olingan Ti/NiV/Ag ko‘p qatlamli strukturalarning yaxshi adgeziya va diffuziya to‘siq xossalariga ega ekanligi ko‘rsatilgan. Shuningdek, Akkus va boshqalar [12] NiV yupqa plyonkalarining katalitik xossalarini o‘rganib, magnetron changlatish orqali tayyorlangan NiV plyonkalar natriy borogidrid gidrolizida sof Ni va NiCr plyonkalarga nisbatan yuqori vodorod hosil qilish samaradorligini namoyon etishini aniqlagan. Boshqa tadqiqotlarda Ni–V asosidagi plyonkalar optik elementlar va multilayer oynalar uchun ham istiqbolli material sifatida ko‘rib chiqilgan. NiV/Ti ko‘p qatlamli strukturalar yumshoq rentgen diapazonida ishlovchi optik qoplamalarda qo‘llanilishi mumkinligi ko‘rsatilgan. Biroq, AFM orqali sirt topografiyasining nozik o‘lchovlari, SEM orqali morfologik kuzatuvlar, WDXRF orqali kompozitsion aniqlik va elektr xossalar bilan bog‘lash borasida yetarlicha keng qamrovli ma’lumotlar kam uchraydi. Shuning uchun NiV plyonkalarida qalinlikka bog‘liq mikrostrukturaviy o‘zgarishlar va ularning sirt hamda elektrofizik xossalarga ta’sirini eksperimental jihatdan aniqlash zarurati mavjud.

Ushbu ishda shisha tagliklarga birinchi marta DC va impulsli RF magnetron changlatish yordamida olingan NiV plyonkalarining qalinlikka bog‘liq shakllanishi va sirt morfologiyasini (AFM, SEM orqali) aniqlash, shuningdek, element tarkibini (WDXRF/EDS) hisobga olib, changlatish rejimi va qizdirilgan taglik 600 °C/1 soat vakuum annealining plyonka fazaviy tarkibi, ichki kuchlanish va sirt qo‘polligiga ta’sirini baholashdir. Unga ko‘ra, tadqiqot quyidagi ilmiy vazifalarni bajaradi:

(i) AFM orqali sirt topografiyasi, qalinlik va annealingga (qizdirish) bog‘liqligini tekshirish;

(ii) SEM/EDS natijalari yordamida tarkib va taglik–plyonka signalining interpretatsiyasini aniqlash;

(iii) olingan plyonklarning changlatish parametrlari va sirt xossalarini elektr xossalarga bog‘lash uchun keyingi bosqichda Hall o‘lchovlarini qo‘llash rejasi. Ushbu tadqiqotlar natijasida magnetron changlatish qurilmasining turli rejimlari bilan hosil qilingan NiV yupqa plyonkalarini mikroelektronika texnologiyalarida metall kontaktlar, diffuziya to‘siqlari va getero qatlamlari sifatida va sensorlar ishlab chiqarishda keng qo‘llaniladi, chunki ular kremniy bilan yaxshi moslashuvchanlikka va yuqori termal barqarorlikka egadir.

Tadqiqot metodologiyasi

NiV yupqa plyonkalar shisha (soda-lime glass) tagliklarda magnetron changlatish (PVD) usuli yordamida hosil qilindi. Changlatish jarayonida diametri 76,2 mm bo‘lgan, 99,99% tozalikdagi NiV (93 at.% Ni – 7 at.% V) qotishma nishoni ishlatildi. Tagliklar depozitsiyadan avval ko‘p bosqichli ultratovushli tozalash jarayonidan o‘tkazildi (organik erituvchilar va distillangan suvda), so‘ng quritildi. Changlatish kamerasi dastlab 2×10^{-6} Torr darajadagi boshlang‘ich vakuumgacha so‘rildi. Ishchi muhit sifatida yuqori tozalikdagi argon gazi qo‘llanilib, jarayon davomida bosim $1,5 \times 10^{-3}$ Torr darajada ushlab turildi. Nishon va taglik orasidagi masofa 12 sm ga teng. Depozitsiya jarayonida taglik harorati 200 °C da barqarorlashtirildi. Plyonkalar ikki xil rejimda hosil qilindi: DC magnetron rejimi (150 W quvvat), impulsli RF rejimi (100 kHz chastota, 180 W quvvat). Changlatish davomiyligi 3, 5 va 10 minut etib tanlandi. Tajriba davomida depozitsiya tezligi DC rejimda 0,95 nm/s, impulsli RF rejimda esa 0,84 nm/s ni tashkil etdi. Ushbu qiymatlar asosida dastlabki to’liq qoplamali plyonka qalinligi 150–570 nm oralig‘ida shakllandi. Post-depozitsiya issiqlik ishlovi 800 K haroratda 1 soat davomida vakuum muhitida amalga oshirildi. Issiqlik ishlovining maqsadi strukturaviy barqarorlik, kristall o‘sishi va ichki kuchlanishning kamayishini o‘rganishdan iborat bo‘ldi.

1-jadval. NiV yupqa plyonkasining o’tkazish parametrlari

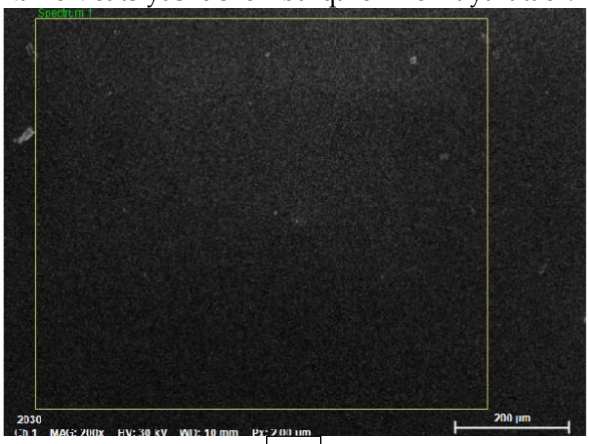
Parametr	Qiymat	Boshqa ishda	Izoh
Quvvat	120–250 W	100-200 W [9, 11]	O’stirish tezligi va zarrachalar energiyasiga ta’sir qiladi
Bosim	1–4 mTorr	5–8 mTorr [9]	Past bosim – zich plyonka; yuqori bosim – yaxshi bir jinslilik
Jarayon gazi	Argon (Ar)	Argon (Ar) [9-11]	Inert gaz
Taglik harorati	200°C	27°C [9, 10]	Plyonka xossalariga ta’sir qiladi
Cho‘ktirish tezligi	8,0-9,5 Å/s	0.833 Å/s [10]	157 W, 5 mTorr, 10 W RF bias da

Sirt topografiyasi atom-kuch mikroskopi (ASM) yordamida kontakt va tapping rejimida o‘lchandi. Skanlash maydoni 5 × 5 μm va 25 × 25 μm oralig‘ida tanlandi. Olingan 3D va 2D tasvirlar asosida sirt qo‘polligi parametrlari - o‘rtacha arifmetik qo‘pollik (Ra) va kvadratik o‘rtacha qo‘pollik (Rq) aniqlanib, annealing va depozitsiya rejimiga bog‘liq ravishda taqqoslandi. Plyonkalarning morfologik tuzilishi skanerlovchi elektron mikroskop (SNE ALPHA, SEC) yordamida o‘rganildi. O‘lchovlar 20–30 kV tezlanish kuchlanishida amalga oshirildi. SEM tasvirlar sirtning bir jinsliligi, kristall shakli va defektlarning mavjudligini baholash imkonini berdi. Element tarkibi energiya-dispersiv rentgen spektroskopiya (EDS, Bruker XFlash® 6/30 Silicon Drift Detector (SDD)) yordamida aniqlanib, Ni va V elementlarining mavjudligi tasdiqlandi. Detektor 30 mm² aktiv maydonga ega bo‘lib, Mn Kα chizig‘ida 123 eV energiya aniqligini ta’minlaydi. Qurilma yuqori hisoblash tezligiga ega bo‘lib (>1500 kcps), past energiyali elementlarni aniqlash imkonini beradi. Shisha taglikdan keluvchi Si va O signallari interpretatsiya jarayonida inobatga olindi. Shuningdek, plyonkaning element tarkibi va atom foizlari WDXRF usuli yordamida yuqori aniqlik bilan aniqlanib, Ni/V nisbatining nishon tarkibiga mosligi baholandi. Ushbu usul EDS natijalarini aniqlashtirish va kompozitsion barqarorlikni tekshirish uchun qo‘llanildi.

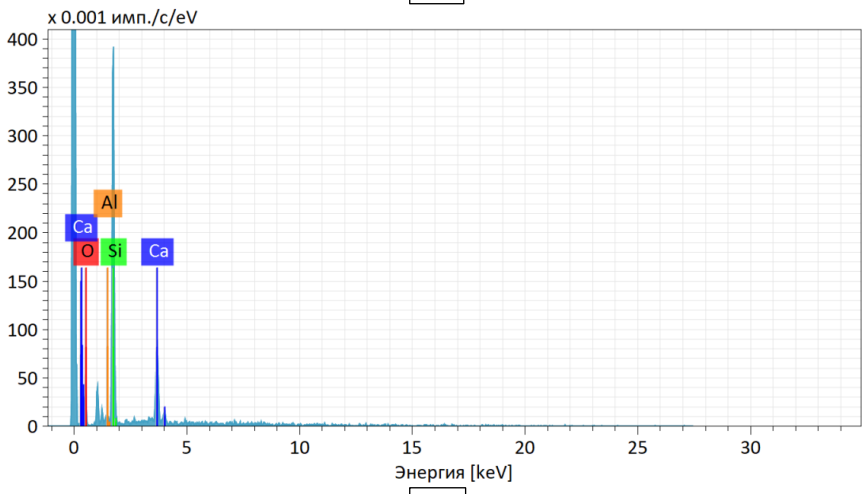
Natijalar va ularning tahlili

Dastlab NiV yupqa plyonkalarini hosil qilishdan avval shisha taglikning morfologik va element tarkibi o‘rganildi. Taglikning EDS spektri 1-rasm(a) da, SEM tasviri esa 1-rasm(b) da keltirilgan.

SEM tasviridan ko‘rinadiki, shisha yuzasi amorf va bir jinsli tuzilishga ega bo‘lib, kristallarga xos chegaralar kuzatilmaydi. Sirt bo‘ylab yirik yoriqlar yoki strukturaviy defektlar aniqlanmadi. Bu esa taglikning yupqa plyonka hosil qilish uchun mos ekanini ko‘rsatadi. EDS tahlili natijasida asosiy elementlar sifatida O, Si va Ca aniqlanib, mos ravishda 61,95 at.%, 31,98 at.% va 5,72 at.% ni tashkil etdi. Kichik miqdorda Al elementi (0,35 at.%) ham qayd etildi. Odatda soda-lime glass tarkibi: SiO_2 ≈ 70–75%, Na_2O ≈ 12–15%, CaO ≈ 8–12% va Al_2O_3 kichik miqdorda bo’ladi. EDS da Na chiqmasligining sababi Na past energiyali element bo’lib, EDS past energiyada sezgirlik pasayishi bilan tushuntirish mumkin. Olingan natijalar soda-lime turidagi silikat shishaning tipik tarkibiga mos keladi. Na elementi aniqlanmagan bo‘lsa-da, bu EDS usulining past energiyali elementlarga nisbatan sezgirligi cheklanganligi bilan izohlanadi. Olingan natijalar shuni ko‘rsatadiki, taglikning kimyoviy tarkibi va morfologiyasi NiV plyonkalari o‘sish jarayoniga sezilarli xalaqit bermaydi. Amorf va bir jinsli sirt plyonka nukleatsiyasi uchun barqaror muhit yaratadi.



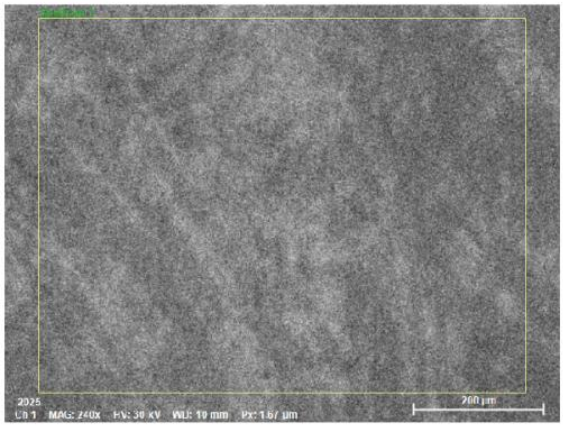
a



b

Rasm 1. Soda-lime glass taglikning SEM tasviri (a) va EDS spektri (b)

Magnetron changlatish qurilmasi yordamida soda-lime glass yuzasida DC rejimi bilan hosil qilingan NiV yupqa plyonkasining element tarkibi EDS spektri orqali aniqlandi (2a-rasm) va SEM tasviri olindi (2b-rasm).



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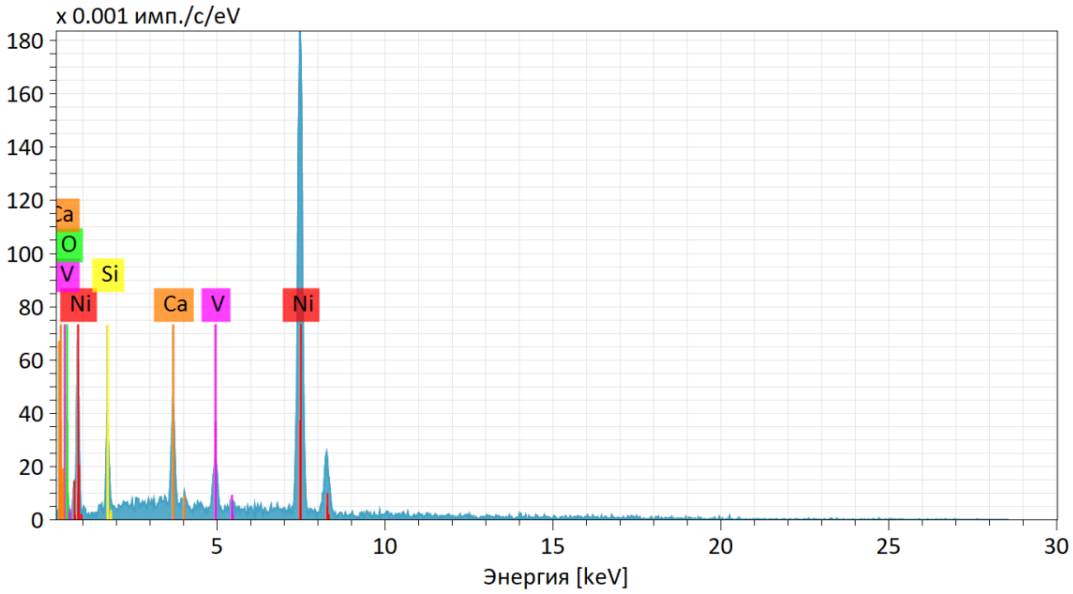


b

Rasm 2. Soda-lime glass yuzasida hosil qilingan NiV yupqa plyonkasining SEM tasviri (a) va EDS spektri (b)

Shisha taglik va NiV bilan qoplangan namunaning EDS spektrlari taqqoslanganda tagliklarga xos bo‘lgan Si signali indikator sifatida qabul qilindi. Plyonka+taglik namunasidagi Si atom foizi taglikdagi qiymatga nisbatan masshtablanib, taglik hissasi aniqlanib ayirildi. Ushbu farq-usuli orqali plyonkaga tegishli metall komponentlar qayta normallashtirildi. Hisob-kitob natijasida Ni va V elementlarining o‘zaro nisbati taxminan 94:6 atrofida bo‘lib, bu ishlatilgan 93:7 tarkibli nishon bilan yaxshi mos keladi. Bu natija DC rejimida hosil qilingan plyonkaning NiV qotishmasi sifatida muvaffaqiyatli shakllanganini tasdiqlaydi. Taglik elementlarining mavjudligi plyonkaning nisbatan kichik qalinligi va yuqori tezlanish kuchlanishi bilan izohlanadi.

2-jadval. Shisha taglik, NiV/shisha namunasi va substrat hissasi ayirilgandan keyingi NiV plyonkaning hisoblangan atom foiz tarkibi (EDS asosida)

Element	taglik (at.%)	plyonka+taglik (at.%)
Ni	0	47,06
V	0	3,2
Si	31,98	13,6
O	61,95	29,14
Ca	5,72	7,01

NiV plyonkaning haqiqiy element nisbatini aniqlash maqsadida EDS natijalari tagliklar hissasini hisobga olgan holda qayta ishlandi. Yupqa plyonkaning qalinligi elektron penetratsiya chuqurligidan kichik bo‘lgani sababli, o‘lchov natijasida plyonka va shisha taglik signallari aralash holda qayd etildi (2-rasm). Shu sababli kompozitsiyani ajratish uchun farq (difference) usuli qo‘llanildi.

Taglik hissasini aniqlash uchun Si elementi indikator sifatida tanlandi, chunki Si faqat shisha tarkibiga kiradi va NiV plyonkada mavjud emas. Plyonka+taglik namunasida aniqlangan Si atom foizi shishadagi Si atom foiziga nisbatan masshtablanib, taglik hissasi koeffitsienti (α) aniqlanadi: $\alpha = \frac{C_{Si}^{(film+sub)}}{C_{Si}^{(sub)}}$

So‘ngra taglikga tegishli boshqa elementlarning (O va Ca) hissasi ham shu koeffitsient yordamida baholanib, umumiy natijadan ayirildi:

$$C_{element}^{(film)} = C_{element}^{(film+sub)} - \alpha \cdot C_{element}^{(sub)}$$

Ni va V elementlari shisha tarkibiga kirmagani sababli ular to‘g‘ridan-to‘g‘ri plyonkaga tegishli deb qabul qilindi. Taglik hissasi ayirilgandan so‘ng Ni va V qiymatlari qayta normallashtirilib, qotishmaning haqiqiy atom nisbatlari hisoblandi. Natijada Ni va V ning o‘zaro nisbati nishon tarkibiga (93:7) juda yaqin ekanligi aniqlandi (3-jadval). Bu esa DC rejimida hosil qilingan plyonkaning NiV qotishmasi sifatida muvaffaqiyatli shakllanganini tasdiqlaydi.

3-jadval. NiV yupqa plyonkasining element tarkibi

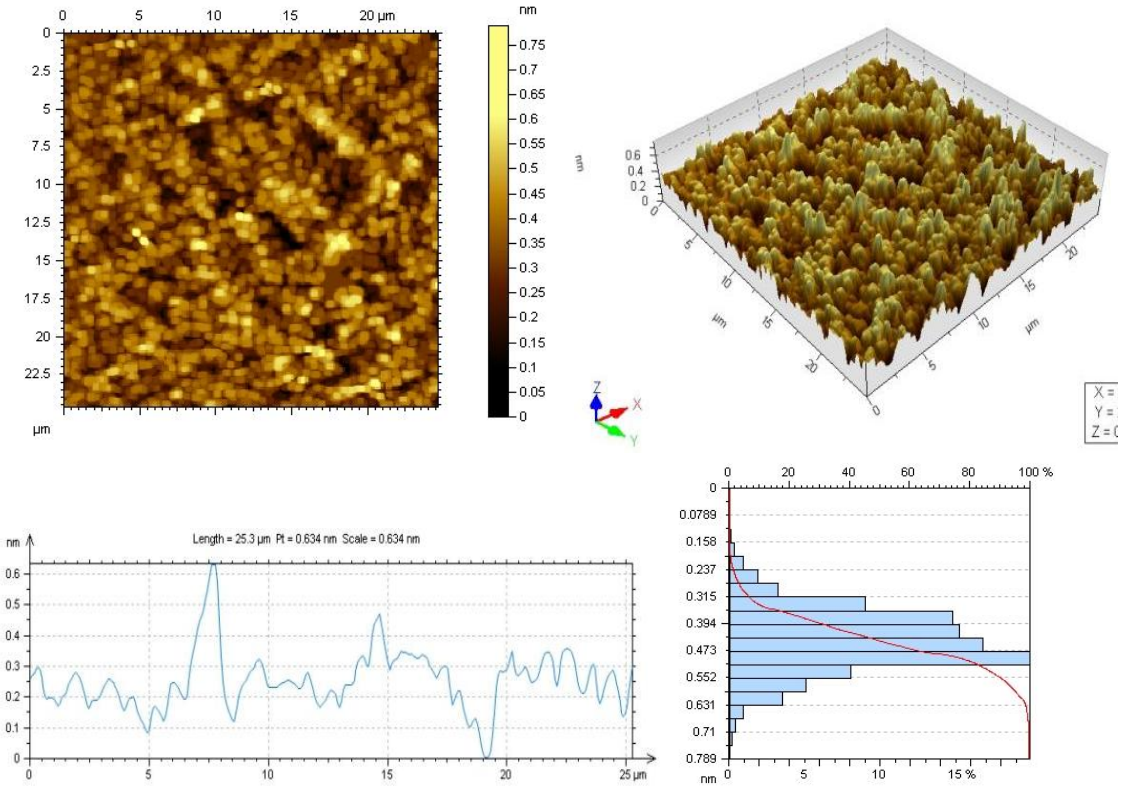
Element	Element natijalari (at.%)
Ni	93,63310784
V	6,366892161

DC magnetron rejimida shisha taglik yuzasida hosil qilingan NiV yupqa plyonkaning sirt morfologiyasi va kimyoviy tarkibi kompleks ravishda SEM va EDS usullari yordamida o‘rganildi. Olingan SEM tasvirlari plyonkaning substrat yuzasini to‘liq va uzluksiz qoplaganini ko‘rsatadi. Sirt bir jinsli va zich tuzilishga ega bo‘lib, yirik yoriqlar, ajralishlar yoki delaminatsiya belgilarisiz shakllangan. Morfologik kuzatuvlarda mayda granulali tuzilma namoyon bo‘ladi, bu esa metall qotishma plyonkalarga xos bo‘lgan nukleatsiya va keyingi kristall birikishi jarayonlari bilan mos keladi. Depozitsiya davomiyligi nisbatan qisqa bo‘lishiga qaramay, plyonkaning kompakt va zich hosil bo‘lgani DC rejimida ion bombardman energiyasining yetarli darajada bo‘lganini ko‘rsatadi. Energetik zarrachalar oqimi sirt bo‘ylab atomlarning qayta taqsimlanishini kuchaytirib, strukturaning zichlashishiga va yopiq plyonka shakllanishiga olib keladi. EDS spektri Ni va V elementlarining mavjudligini tasdiqlaydi, bu esa nishon tarkibiga mos ravishda qotishma plyonkaning muvaffaqiyatli hosil bo‘lganini ko‘rsatadi. Shu bilan birga, spektrda Si, O va Ca elementlarining aniqlanishi shisha taglikdan kelib chiqqan signal bilan izohlanadi. Yupqa metall plyonkalarda tezlanish kuchlanishining yuqoriligi elektron nurlarining plyonka orqali taglikgacha yetib borishiga sabab bo‘ladi, natijada taglik elementlari ham qayd etiladi. Bu holat element tarkibini interpretatsiya qilishda hisobga olinishi zarur. Mass-normalizatsiya qilingan natijalar plyonkaning asosiy qismini nikel tashkil etishini ko‘rsatadi, vanadiy esa qotishma element sifatida barqaror ravishda aniqlanadi. Olingan ma’lumotlar NiV qotishmasining shakllanishi va elementlarning plyonka bo‘ylab bir tekis taqsimlanganini tasdiqlaydi.

SEM va EDS natijalarining o‘zaro mosligi plyonkaning taglik bilan yaxshi adgeziyaga ega ekanini va depozitsiya jarayonida fazaviy ajralish sodir bo‘lmaganini ko‘rsatadi. Morfologik bir jinslilik va element tarkibining tasdiqlanishi plyonka shakllanish mexanizmining dastlabki bosqichlarida nukleatsiya markazlarining ko‘p sonli va bir tekis taqsimlanganini anglatadi. Bu esa keyingi strukturaviy evolyutsiya jarayonlari - kristallit o‘sishi, kristall chegaralarining shakllanishi va ichki kuchlanishning rivojlanishi - uchun asos yaratadi. Shunday qilib, DC rejimida qisqa vaqtli depozitsiya sharoitida ham NiV qotishmasi zich va uzluksiz yupqa plyonka hosil qilish qobiliyatiga ega ekanligi aniqlanadi, bu esa keyingi AFM tahlillar bilan birgalikda sirt xossalarini kompleks baholash imkonini beradi.

Impulsli RF rejimida 10 minut davomida hosil qilingan as-depozitsiyalangan NiV yupqa plyonkaning sirt topografiyasi atom-kuch mikroskopiyasi (AFM) yordamida o‘rganildi. Olingan natijalar 3-rasm(a–d) da keltirilgan.

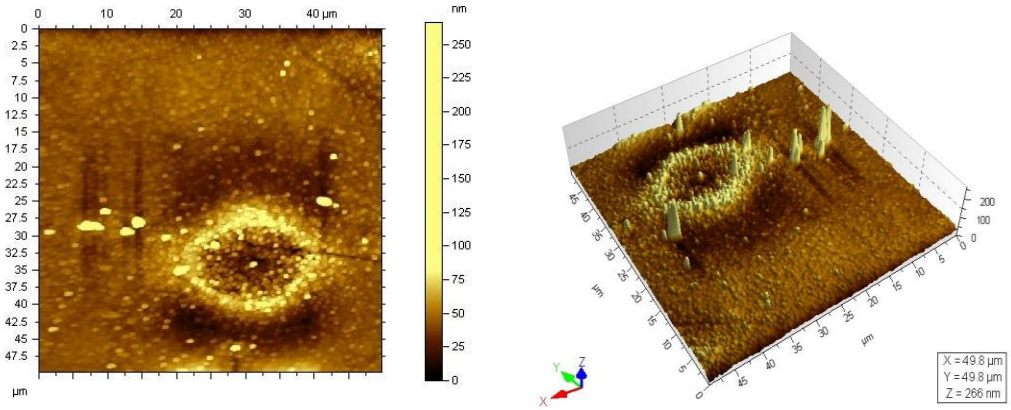
AFM natijalari plyonkaning sirtida yuqori darajada bir jinsli va kompakt tuzilma shakllanganini ko‘rsatadi. 2D tasvirdan ko‘rinishicha, sirt bo‘ylab kristallar mayda va bir tekis taqsimlangan bo‘lib, yirik agregatsiya yoki klasterlanish kuzatilmaydi. 3D rekonstruksiya esa balandlik o‘zgarishlarining juda kichik amplitudada ekanini tasdiqlaydi, bu esa sirtning yuqori darajada tekis va zich shakllanganini bildiradi. Balandlik taqsimoti histogrammasi tor intervalda joylashgan bo‘lib, sirt qo‘polligining past ekanini ko‘rsatadi. Profil chizig‘i bo‘yicha tebranishlar kichik amplitudali bo‘lib, sirt bo‘ylab keskin piklar yoki chuqur defektlar aniqlanmadi. Bu holat impulsli RF rejimida atomlarning nisbatan barqaror energiyada kondensatsiyalanishi va sirt bo‘ylab qayta taqsimlanishi bilan izohlanadi. Impulsli RF rejimida plazma barqarorligi yuqori bo‘lgani sababli, adatomlarning sirt diffuziyasi muvozanatli tarzda kechadi. Natijada nukleatsiya markazlari bir tekis shakllanadi va plyonka zich, mayda kristalli morfologiyaga ega bo‘ldi. Bu o‘sish mexanizmi Volmer–Weber tipidagi orolchali nukleatsiya bosqichidan tezda uzluksiz qatlam hosil bo‘lishiga o‘tish bilan tavsiflanadi.

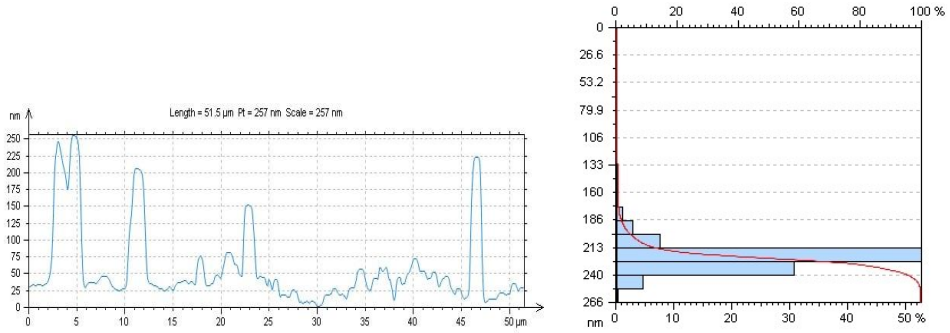


3-rasm. (a) – 2D sirt topografiyasi, b) – 3D sirt rekonstruksiyasi, c) – sirt balandliklari taqsimoti (histogramma), (d) – sirt bo‘ylab profil chizig‘i

AFM natijalari XRD orqali aniqlangan nanokristall tuzilma bilan mos keladi va plyonkaning strukturaviy yaxlitligini tasdiqlaydi. Sirt qo‘polligining pastligi keyingi elektr o‘lchovlar uchun muhim ahamiyatga ega bo‘lib, kristall chegaralari va sirt tarqalishining kamayishiga xizmat qiladi. Shunday qilib, impulsli RF rejimida 10 minut davomida olingan NiV yupqa plyonka yuqori tekislikka ega, zich va nanokristall tuzilishga ega ekanligi aniqlandi, bu esa depozitsiya jarayonining optimalligini ko‘rsatadi. AFM natijalari sirtning juda tekis ekanligini ko‘rsatdi. Balandlik o‘zgarishi 1 nm dan kichik bo‘lib, maksimal Z qiymati taxminan 0,8 nm ni tashkil etdi. Bu impulsli RF rejimda atomlarning nisbatan past energiyada va barqaror tarzda kondensatsiyalanishi natijasida zich va bir xil plyonka hosil bo‘lganini ko‘rsatadi. Profil chizig‘i sirt bo‘ylab kichik amplitudali tebranishlarni ko‘rsatadi, bu esa nanokristall tuzilmaning mavjudligini tasdiqlaydi.

Impulsli RF rejimida hosil qilingan NiV yupqa plyonkalarning termal barqarorligini baholash maqsadida namunalar 600 °C haroratda 1 soat davomida vakuum muhitida issiqlik ishloviga duchor qilindi. Tavlangan namunaning sirt topografiyasi AFM yordamida o‘rganildi va natijalar 4-rasm(a–d) da keltirilgan.





4-rasm. 600 C haroratda 1 soat davomida qizdirilgan NiV yupqa plyonkasining ASM tasviri. (a) – 2D sirt topografiyasi, (b) – 3D rekonstruksiya, (c) – balandlik taqsimoti (histogramma), (d) – sirt bo‘ylab profil chizig‘i

AFM tasvirlaridan ko‘rinadiki, issiqlik ishlovidan so‘ng sirt morfologiyasi sezilarli darajada o‘zgargan. Kristallar ancha yiriklashgan va sirt relyefi aniqroq shakllangan. 3D tasvirda balandlik amplitudasi as-depozitsiyalangan namunaga nisbatan sezilarli ortgani kuzatiladi. Bu hodisa yuqori haroratda atomlarning sirt bo‘ylab diffuziyasi kuchayishi bilan izohlanadi. Balandlik taqsimoti grafigi kengroq intervalni qamrab olgan bo‘lib, sirt qo‘polligining oshganini ko‘rsatadi. Profil chizig‘i bo‘yicha keskin piklarning paydo bo‘lishi kristallarning koalesans jarayoni sodir bo‘lganini bildiradi. Kichik kristallarning energetik jihatdan barqarorroq yirik kristallarga qo‘shilishi qayta krisstallanish mexanizmi bilan tushuntiriladi. Natijada kristall chegaralari soni kamayadi va kristallit o‘lchami ortadi. Issiqlik ishlovi jarayonida ichki kuchlanishning relaksatsiyasi ham yuz beradi. Yuqori harorat atomlarning qayta tartiblanishini ta’minlab, strukturaning energetik jihatdan barqaror holatga o‘tishiga olib keladi. As-depozitsiyalangan va tavlangan namunalarning AFM natijalarini taqqoslash shuni ko‘rsatadiki, termal ishlov sirt morfologiyasiga bevosita ta’sir ko‘rsatadi va strukturaviy evolyutsiyani tezlashtiradi. Bunday o‘zgarishlar keyingi elektr xossalarga, xususan tashuvchilar harakatchanligi va qarshilikka sezilarli ta’sir ko‘rsatishi mumkin. Shunday qilib, 600 °C da 1 soat davomida tavlash NiV yupqa plyonkalarda kristall o‘sishi, sirt qo‘polligining ortishi va strukturaviy qayta tashkil topish jarayonlarini faollashtirishi aniqlandi. Bu natijalar plyonkaning termal barqarorligini va yuqori harorat sharoitida mikrostrukturaviy evolyutsiyasini tasdiqlaydi.

Xulosa

NiV qotishmasining yupqa plyonkalari soda-ohak shisha tagliklariga DC va impulsli RF magnetron purkash texnikasidan foydalangan holda muvaffaqiyatli o‘stirildi. Morfologik va kompozitsion tahlillar nanokristalli tuzilishga ega bir xil NiV qotishma plyonkalarining hosil bo'lishini tasdiqladi. Qiyosiy tahlil shuni ko'rsatdiki, o‘stirish rejimi plyonkalarning morfologik xususiyatlariga sezilarli darajada ta'sir qiladi. AFM tadqiqotlari shuni ko'rsatdiki, cho'ktirilgan plyonkalar past g’adur-budurlikka ega silliq va ixcham sirtlarga ega. 600 °C da tavlangandan so'ng, atom diffuziyasi va qayta krisstallanish jarayonlarining kuchayishi tufayli kristallarning birlashishi va sirt g’adur-budurligi ortadi. SEM, AFM va kompozitsion o'lchovlarning birgalikdagi tahlili shuni ko'rsatadiki, cho'ktirish sharoitlari va termik ishlov berish NiV yupqa plyonkalarining mikrotuzilmasi va sirt morfologiyasiga kuchli ta'sir qiladi. Ushbu topilmalar mikroelektronika, diffuziya to'siqlari va himoya qoplamalarida qo'llanilishi uchun NiV yupqa plyonkalarini optimallashtirish bo'yicha qimmatli tushunchalar beradi.

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DMF MUHITIDA C_{70} FULLERENNING KONSENTRATSIYAGA BOG'LIQ OPTIK XUSUSIYATLARI

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Annotatsiya. *Dimetilformamid (DMF) muhitida C_{70} fullerenining turli konsentratsiyalarda (0.03 dan 0.09 mg/mL gacha) agregatsiyalanish qonuniyatlari va ularning tizimning optik xossalariga ta'siri UV-Vis, fluoresensiya hamda refraktometriya usullari yordamida kompleks tadqiq etildi. UV-Vis spektrlarining tahlili shuni ko'rsatdiki, fulleren konsentratsiyasi ortishi bilan molekulalararo $\pi-\pi$ stacking (ustma-ust joylashish) effektlari kuchayadi va bu yutilish spektrining 1100 nm gacha kengayishiga (absorption tail) olib keladi. Fluoresensiya spektrlarida emissiya intensivligi 0.06 mg/mL konsentratsiyada o'zining maksimal qiymatiga erishishi aniqlandi; tizimda ekscimerlar (qo'zg'algan dimerlar) hosil bo'lishi va konsentratsion so'nish (concentration quenching) hodisalari tufayli klassik oyna qonuniyati (mirror rule) buzilishi kuzatildi. Lorents-Lorenz (Lorentz-Lorenz) tenglamasiga asoslangan refraktometrik tahlillar konsentratsiya ortishi bilan eritmaning nur sindirish ko'rsatkichi va tizimning umumiy elektron polarizatsiyalanuvchanligi chiziqli bo'lmagan ravishda o'sishini isbotladi. Olingan natijalar fulleren asosidagi nanomateriallarning optoelektronik xossalarini boshqarishda muhim fundamental ahamiyatga ega.*

Kalit so'zlar. *C_{70} fulleren, DMF (dimetilformamid), agregatsiya, $\pi-\pi$ stacking, UV-Vis spektr, fluoresensiya, konsentratsion so'nish, ekscimer, Lorents-Lorenz tenglamasi, refraktometriya.*

КОНЦЕНТРАЦИОННО-ЗАВИСИМАЯ ОПТИЧЕСКИЕ СВОЙСТВА ФУЛЛЕРЕНА C_{70} В СРЕДЕ ДМФА

Аннотация. *Методами UV-Vis, флуоресцентной спектроскопии и рефрактометрии проведено комплексное исследование закономерностей концентрационно-зависимой агрегации и оптических свойств фуллерена C_{70} (в диапазоне от 0.03 до 0.09 мг/мл) в среде диметилформамида (ДМФА). Анализ спектров поглощения UV-Vis показал, что с ростом концентрации фуллерена усиливаются межмолекулярные эффекты $\pi-\pi$ стекинга, что приводит к значительному уширению спектра (полосы поглощения) вплоть до 1100 нм. Установлено, что интенсивность флуоресценции достигает своего максимума при концентрации 0.06 мг/мл; при более высоких концентрациях наблюдается нарушение классического правила зеркальной симметрии, обусловленное образованием эксимеров и процессами концентрационного тушения. Рефрактометрический анализ с использованием уравнения Лоренца-Лоренца показал нелинейный рост показателя преломления и общей электронной поляризуемости системы с увеличением концентрации, что подтверждает начало*

процесса локальной агрегации. Полученные результаты имеют важное фундаментальное значение для направленного регулирования оптоэлектронных свойств наноматериалов на основе фуллеренов.

Ключевые слова: *фуллерен C_{70}, ДМФА (диметилформамид), агрегация, $\pi-\pi$ стекинг, UV-Vis спектроскопия, флуоресценция, концентрационное тушение, эксимер, уравнение Лоренца-Лоренца, рефрактометрия.*

CONCENTRATION-DEPENDENT OPTICAL PROPERTIES OF C_{70} FULLERENE IN DMF MEDIUM

Abstract. *The concentration-dependent aggregation behavior and optical properties of C_{70} fullerene (ranging from 0.03 to 0.09 mg/mL) in a dimethylformamide (DMF) medium were comprehensively investigated using UV-Vis, fluorescence, and refractometry techniques. UV-Vis absorption spectra revealed that increasing the fullerene concentration enhances intermolecular $\pi-\pi$ stacking interactions, resulting in a pronounced spectral broadening (absorption tail) extending up to 1100 nm. Fluorescence spectroscopy showed that the emission intensity reaches its maximum at 0.06 mg/mL; beyond this threshold, a significant deviation from the classic mirror rule was observed, which is attributed to excimer formation and concentration quenching processes. Furthermore, refractometric measurements analyzed via the Lorentz-Lorenz equation confirmed a nolinear increase in both the refractive index and the total electronic polarizability of the system with rising concentration. These findings provide crucial fundamental insights for tuning the optoelectronic properties of fullerene-based nanomaterials.*

Keywords *C_{70} fullerene, DMF (dimethylformamide), aggregation, $\pi-\pi$ stacking, UV-Vis spectroscopy, fluorescence, concentration quenching, excimer, Lorentz-Lorenz equation, refractometry.*

Kirish

So‘nggi o‘n yilliklarda uglerod sferik nanostrukturalari bo‘lgan fullerenlar va ularning hosilalari o‘zlarining noyob elektron, optik va magnit xossalari tufayli nanotexnologiya, molekulyar optoelektronika va biomeditsina sohalarida jadal tadqiq etilmoqda. Fullerenlar oilasining eng istiqbolli vakillaridan biri bo‘lgan C_{70} fulleren molekulasi o‘zining pasaygan sferoid simmetriyasi (D_{5h}) bilan klassik C_{60} (I_h) gomosferasidan keskin farq qiladi [1,2]. Simmetriyaning bunday pasayishi elektron energetik sathlar degeneratsiyasining qisman buzilishiga olib keladi, bu esa o‘z navbatida ko‘rinadigan va yaqin IQ spektral sohalarda yuqori intensivlikka ega bo‘lgan murakkab optik yutilish polosalarini yuzaga keltiradi. Ushbu o‘ziga xos fotofizik xarakteristikalar tufayli C_{70} juda samarali organik fotovoltak qurilmalari, ilg‘or fotodetektorlar, singlet kislorod generatorlari va targeted dori vositalarini tashish tizimlarida (drug delivery) asosiy nanomaterial sifatida qo‘llanilmoqda.

Biroq, C_{70} fullerenining amaliy va fundamental qo‘llanilishidagi eng asosiy muammo uning qutbli va qutbsiz organik erituvchilarda kuchli $\pi-\pi$ stacking (aromatik halqalarning o‘zaro tortishishi) o‘zaro ta’sirlari tufayli oson agregatsiyalanishidir [3]. Fulleren tizimlarida agregatsiya jarayoni oddiy gomogen erish mexanizmi bo‘lmaydigan, balki monomer molekulalardan boshlanib, termodinamik barqaror nanoklasterlar va supramolekulyar tuzilmalar hosil bo‘lishigacha boradigan murakkab o‘z-o‘zini tashkil etish (*self-assembly*) hodisasidir. Tizimning makroskopik, optik va gidrodinamik xossalari bevosita hosil bo‘lgan agregatlarning o‘lchami va strukturaviy tuzilishiga bog‘liq bo‘ladi [4].

Hozirgi vaqtda fullerenlarning turli erituvchilardagi klasterlanish mexanizmlarini boshqarish va bashorat qilish dolzarb muammo bo‘lib qolmoqda. Ushbu tadqiqotda dimetilformamid (DMF) qutbli muhitida C_{70} fullerenining konsentratsiyaga bog‘liq agregatsiya dinamikasi va uning optik xususiyatlariga ta’siri zamonaviy fizik-kimyoviy usullar (UV-Vis absorption, Fluoresensiya hamda yuqori aniqlikdagi refraktometriya) yordamida kompleks ravishda o‘rganildi.

Tadqiqot metodologiyasi

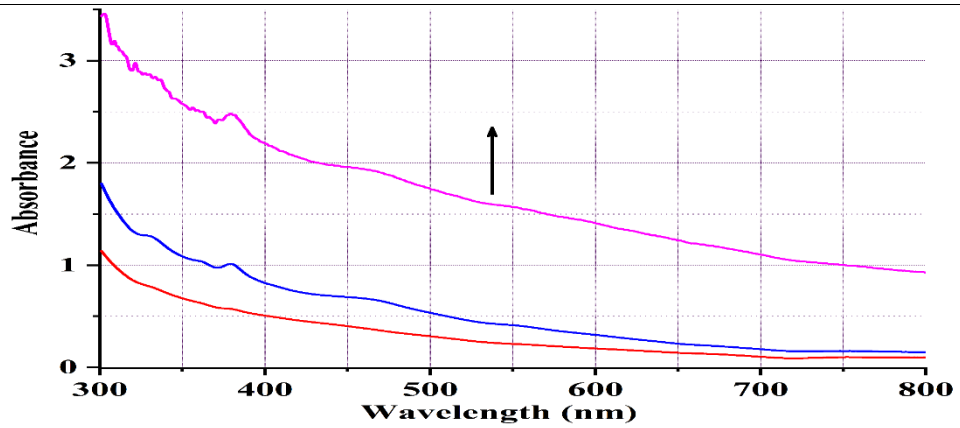
Tajribalarda C_{70} fullerene (Sigma-Aldrich,tozaligi ≥99%) va N,N-Dimethylformamid (analitik darajadagi) asosiy reagentlar sifatida qo‘llanildi. Barcha reagentlar qo‘shimcha tozalashsiz ishlatildi.

C_{70} fullerenining turli konsentratsiyalardagi eritmalari laboratoriya sharoitida tayyorlandi. Dastlab 0.3 mg, 0.6 mg va 0.9 mg miqdordagi C_{70} yuqori aniqlikdagi analitik tarozi yordamida o‘lchab olindi. Har bir o‘lchangan namuna alohida-alohida 10 ml hajmdagi N,N-Dimethylformamid solingan shisha idishlarga qo‘shildi. Natijada quyidagi konsentratsiyalardagi eritmalar hosil qilindi. 1-eritma: 0.03 mg/mL (35.7×10^{-6}M), 2-eritma: 0.06 mg/mL (71.3×10^{-6}M), 3-eritma: 0.09 mg/mL (107×10^{-6}M). Har bir eritma xona haroratida magnitli aralashtirgich yordamida 45 minut davomida aralashtirildi va bir jinsli holatga keltirildi. Eritmalar tayyorlangandan so‘ng optik va fizik o‘lchovlar uchun foydalanildi.

Eritmalarning sindirish ko‘rsatkichi refraktometr yordamida o‘lchanib, uning konsentratsiyaga bog’liqligi tahlil qilindi. Eritmalarning yutilish spektrlari 190–1100 nm diapazonda U Cary 60 Uv-vis spektrofotometr yordamida o‘lchandi. O‘lchovlar 1 sm optik yo‘l uzunligiga ega kvars kyuvetalarda amalga oshirildi. Fluoresensiya spektrlari RF-6000 spektrofluorometr yordamida o‘lchandi. Eritmalar 470 nm uyg’otuvchi to‘lqin uzunligida qo‘zg’atilib, emissiya intensivligining konsentratsiyaga bog’liqligi o‘rganildi.

Natijalar va ularning tahlili

UV–Vis yutilish spektrlari. C_{70} fullerenning N,N-dimetilformamidda (DMF) eritilgan UV–Vis yutilish spektrlari uch xil konsentratsiyada (0.03, 0.06 va 0.09 mg/mL) qayd etildi. Olingan spektrlar (1-rasm) to‘lqin uzunliklari (300–800 nm) konsentratsiyaga bog’liq aniq o‘zgarishlarni ko‘rsatadi.



1-rasm. C_{70}/DMF eritmalarning yutilish spektrlari. Konsentratsiya strelka yo‘nalishida oshib boradi (0.03 mg/mL, 0.06 mg/mL, 0.09 mg/mL).

Keltirilgan 1-rasmda C_{70} fullereni DMF (dimetilformamid) erituvchisidagi uch xil konsentratsiyasining (0.03 mg/ml, 0.06 mg/ml va 0.09 mg/ml) UV-Vis yutilish spektrlari ifodalangan. Grafikda yuqoriga yo‘nalgan strelka ko‘rsatganidek, eritmada fulleren konsentratsiyasi ortishi bilan yutilish intensivligi (Absorbance) Lambert-Beer qonuniga (eritmada yutilish intensivligi konsentratsiyaga to‘g’ri proporsional ekanligini ko‘rsatuvchi qonun) muvofiq ravishda tizimli ravishda ortib borgan. Spektirda C_{70} molekulasining o‘ziga xos elektron o‘tishlarini xarakterlovchi 330 nm, 380 nm va 471 nm to‘lqin uzunliklarida yutilish piklari (spektrdagi maksimal nuqtalar) kuzatiladi. Ushbu piklarning tabiati va hosil bo‘lish mexanizmlari quyidagicha talqin qilinadi:

330 nm dagi (Ultrabinafsha soha) pik fulleren sferasidagi uglerod atomlarining kuchli π-π^* elektron o‘tishlariga (molekuladagi bog’lovchi π orbitallardan bo‘sh bo‘lgan va yuqori energiyali bo‘shashtiruvchi π^* orbitallarga elektron o‘tishi) tegishlidir. Konsentratsiya 0.09 mg/ml ga yetganda, bu sohadagi yutilish yuqori qiymatga yetadi.

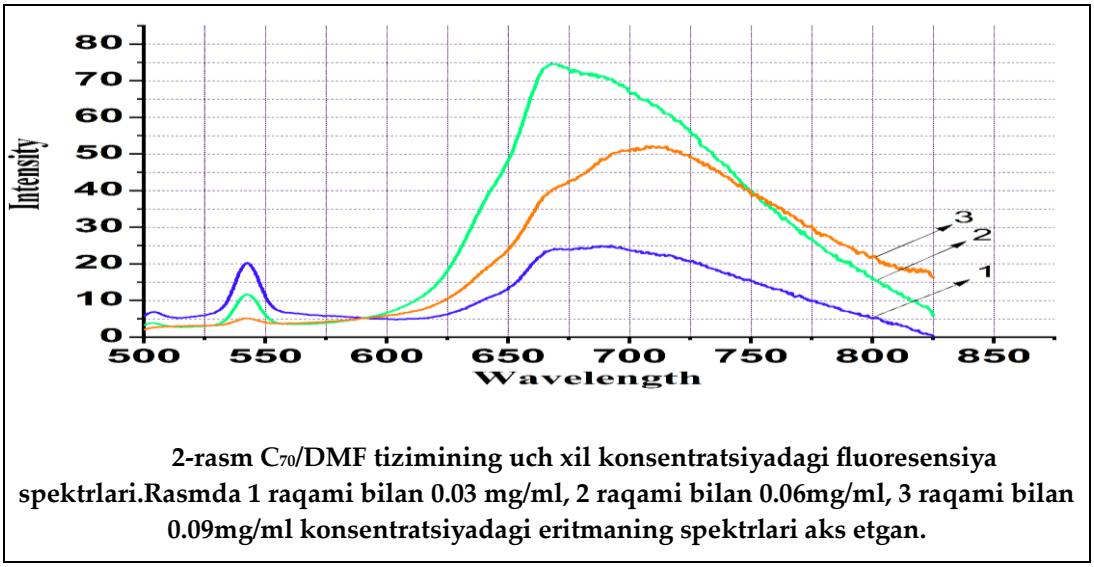
380 dagi pik (Yaqin ultrabinafsha soha) C_{70} uchun xarakterli bo‘lib, molekuladagi ruxsat etilgan dipol o‘tishlari (molekula ichida yorug’lik kvanti ta’sirida elektron bulutining qutblanishi natijasida sodir bo‘ladigan o‘tishlar) bilan bog’liq. Grafikdan ko‘rinib turibdiki, konsentratsiya ortishi bilan (ayniqsa 0.06 va 0.09 mg/ml eritmalarida) 380 nm dagi pik yanada yaqqolroq va o‘tkirroq shaklga ega bo‘ladi. Bu esa DMF muhitida C_{70} monomerlarining (yagona, mustaqil molekulalar) mavjudligini va ma’lum darajada barqarorligini ko‘rsatadi.

471 Dagi (ko‘rinadigan soha) bu yoyilgan pik C_{70} molekulalarining HOMO-LUMO (eng yuqori band bo‘lgan molekulyar orbitaldan eng past bo‘sh turgan molekulyar orbitalga) o‘rtasidagi elektron o‘tishlariga mos keladi [5]. Konsentratsiya past bo‘lganda elektron o‘tish ehtimolligi kam bo‘ladi. Ammo klaster hosil bo‘lganda 471 nm da bu o‘tishning ehtimoli ortadi. Natijada pik ko‘rina boshlaydi. Klasterlanish boshlanganda yangi energetik holatlar paydo bo‘lishi mumkin. Demak, eski o‘tishlar o‘zgaradi, yangi o‘tishlar paydo bo‘ladi, ba’zi o‘tishlar esa kuchayadi. Shuning uchun yangi pik yoki zaif pik kuzatilishi mumkin. 471 da pik C_{70} ning klasterlanishi natijasida xosil bo‘ladi. 0.03 mg/ml konsentratsiyada C_{70} fulleren solvatlangan bo‘ladi. Konsentratsiya 0.03 mg/ml dan 0.09 mg/ml gacha oshganda, 471 nm atrofidagi pik biroz tekislanadi (kengayadi) va spektrning yuqori to‘lqin uzunligi tomon qizil sohaga cho‘zilishi kuzatiladi. Bu holat eritmada molekulalararo π-π stacking (yassi aromatik yoki karkasli tuzilmalarning bir-birining ustiga parallel joylashishi va o‘zaro ta’sirlashishi) hisobiga solvofobik effektdan (erituvchining fulleren molekulalarini o‘zidan itarishi natijasida molekulalarning bir-biriga intilishi) dalolat beradi. Ya’ni, konsentratsiya ortishi bilan C_{70} molekulalari DMF ichida o‘zaro uyushib, nano-o‘lchamli klasterlar (molekulalarning tartibli guruhlari/agregatlari) hosil qila boshlaganini ko‘rsatadi. "UV-Vis spektrlarining tahlili shuni ko‘rsatadiki, C_{70}/DMF tizimida konsentratsiya ortishi nafaqat yutilish intensivligining chiziqli o‘sishiga, balki 471 nm sohasidagi spektral chiziqlarning kengayishiga olib keladi. Bu esa o‘z navbatida, eritma konsentratsiyasining ortishi tizimda kinetik barqaror nanoklasterlarning shakllanish jarayonini (nukleatsiya) stimullashini tasdiqlaydi.

Fluoresensiya spektri. Turli konsentratsiyalardagi (0,03 mg/mL, 0,06 mg/mL va 0,09 mg/mL) eritmalarimizni fluoresensiya spektrlari o‘rganildi. Barcha o‘lchovlar davomida qo‘zg’atuvchi to‘lqin uzunligi 470 nm ga teng qilib tanlandi, chunki ushbu to‘lqin uzunligi C_{70} molekulasining ko‘rinadigan sohada joylashgan yutilish sohalari bilan yaxshi mos keladi va π–π^* elektron o‘tishlarini samarali qo‘zg’atish imkonini beradi. Qolaversa Kasha qonuniga ko‘ra qo‘zg’atish to‘lqin

uzunligidan qat'iy nazar bir xil fluoresensiya emissiya spektri kuzatiladi [6]. C_{70} molekulasi 470 nm nur yutganda Jablonskiy diagrammasiga ko'ra elektron $S_0 \rightarrow S_1$ yoki S_2 ga o'tadi. Energiyaning bir qismi issiqlikka ketadi, bir qismi esa fluoresensiya sifatida chiqadi, qolgan qismi esa T_1 holatga o'tib ketadi. T_1 holat triplet qo'zg'algan holat bo'lib, bunda qo'zg'algan orbitaldagi elektron spini asosiy xolatdagi elektron spiniga bir xil yo'nalishda bo'ladi [6]. Bunday holatda asosiy holatga o'tish taqiqlangan o'tish deyiladi va fluresensiya emas endi fosforesensiya kuzatiladi. Shuning uchun xam C_{70} ning fluresensiya spektrlari kuchsiz ko'rinishga ega. 2-rasm da ko'rsatilganidek, barcha eritmalarda ikkita asosiy emissiya hududi kuzatildi. Birinchisi, taxminan 520–550 nm oralig'ida zaif va tor emissiya polosi bo'lib, uning intensivligi past bo'ldi. Ikkinchi, asosiy emissiya polosi esa 620–820 nm oralig'ida joylashgan bo'lib, maksimal intensivlik taxminan 680–695 nm da qayd etildi.

Konsentratsiya oshishi bilan fluresentsiya intensivligi sezilarli o'zgarishlarni ko'rsatdi. Eng yuqori emissiya intensivligi 0,06 mg/ml konsentratsiyadagi eritmada kuzatildi (maksimal qiymat taxminan 74 a.u.). 0,03 mg/ml konsentratsiyada intensivlik ancha past bo'lsa, 0,09 mg/ml konsentratsiyaga o'tganda asosiy polosaning intensivligi pasayishi va polosaning biroz kengayishi aniqlandi.



2-rasm C_{70}/DMF tizimining uch xil konsentratsiyadagi fluoresensiya spektrlari.Rasmda 1 raqami bilan 0.03 mg/ml, 2 raqami bilan 0.06mg/ml, 3 raqami bilan 0.09mg/ml konsentratsiyadagi eritmaning spektrlari aks etgan.

0.03 mg/ml dan 0.09 mg/ml gacha intensivlikning keskin ortishi fluresensiya kvant unumdorligi (quantum yield) (chiqarilgan fotonlar sonining yutilgan fotonlar soniga nisbati) bilan aniqlanadi va nisbatan yuqori bo'lgan monomer C_{70} molekulalarining ko'payishini ko'rsatadi.

Biz yuqorida yutilish va fluoresensiya spektrlarini ko'rib chiqdik va grafiklardan ko'rdiki ko'zgu (mirror rule) qoidasi bu yerda buzilgan. Odatda emissiya spektri yutilish spektrining ko'zgudagi aksidek bo'lishi kerak edi. Lekin bizning natijalarimizda bu bajarilmadi. Ko'zgu (Mirror rule) qoidasi quyidagi 3 xil xolatda buziladi [7]. 1.Yorug'lik tushgandan so'ng molekula tez o'zgarib qolsa (proton tashlashi, ionlashishi) 2.Qo'zg'algan molekula boshqa molekula bilan yangi kompleks xosil qilsa (expilex) 3.Bir xil molekulalar bir biri bilan kompleks xosil qilsa(exsimer)

Bizni ishimizda mirror rule buzilishiga asosiy sabab Excimer xosil bo'lishidir. Fullerenlar konsentratsiya oshib borishi bilan π-π stacking orqali xosil qilgan komplekslar soni ortadi. Bu esa emissiya spektrini qizil tomonga siljitadi [8]. Bundan tashqari DMF da C_{70} molekulalari 30-100 mkM atrofida agregatsiyalanishi kuzatilgan. Biz kuzatgan konsentratsiyalar xam deyarli shu oraliqda (35.7mkM, 107mkM) bo'lgani uchun bu tasirlar xam fluoressensiya spektrlari yutilish spektrlari bilan ustma ust tushmasligiga olib keldi [9]. Olingan natijalar shuni ko'rsatdiki, 0.06 mg/ml konsentratsiya eng yuqori fluoresensiya intensivligini beruvchi optimal konsentratsiya bo'lib, undan yuqori konsentratsiyalarda (0.09 mg/ml) agregatsiya va konsentratsion so'nish (quenching) tufayli emissiya susayishi aniqlandi.

C_{70}/DMF eritmalarining sindirish ko'rsatkichlari. C_{70}/DMF eritmalarining optik xossalarini o'rganish maqsadida turli konsentratsiyalarda tayyorlangan namunalar uchun sindirish ko'rsatkichlari (ATAGO Pocket) Refractometer yordamida eksperimental ravishda aniqlandi. O'lchash natijalari 1-jadvalda keltirilgan.

1-jadval Turli konsentratsiyadagi C_{70}/DMF eritmalarining sindirish ko'rsatkichlari

Eritma turi	Konsentratsiya	Harorat	Sindirish ko'rsatkichi
1-eritma	0.03mg/ml	22.8^{0}C	1.4252
2-eritma	0.06mg/ml	22.8^{0}C	1.4276
3-eritma	0.09mg/ml	22.9^{0}C	1.4281

Natijalar fulleren–DMF tizimida konsentratsiya ortishi bilan eritmaning sindirish koʻrsatkichi oshishini koʻrsatdi. Oʻlchashlar 22.8–22.9°C temperatura oralig'ida amalga oshirilgan boʻlib, temperatura deyarli oʻzgarmagani sababli sindirish koʻrsatkichidagi oʻzgarish asosan konsentratsiya ta'siri bilan bog'liq deb qaraladi.Tajriba natijalariga koʻra, C_{70} fulleren konsentratsiyasi 0.03 mg/ml dan 0.09 mg/ml gacha oshirilganda sindirish koʻrsatkichi 1.4252 dan 1.4281 gacha ortgan. Bu holat eritmada fulleren molekulalari sonining ortishi natijasida molekulalararo oʻzaro ta'sirlarning kuchayishi bilan tushuntiriladi[10]. Fulleren molekulalari sp^2-gibridlangan uglerod atomlaridan tashkil topgan boʻlib, kuchli delokalizatsiyalangan π-elektron tizimiga ega. C_{70} molekulasidagi har bir uglerod atomi uchta σ bog' hosil qiladi hamda bitta π-elektron umumiy elektron bulutda qatnashadi [11].

DMF molekulasida karbonil guruhi mavjudligi sababli qutbli erituvchi hisoblanadi. Eritmada fulleren molekulalari bilan DMF orasida dipol–induktsiyalangan dipol, van-der-Vaals hamda π–π tipdagi molekulalararo oʻzaro ta'sirlar yuzaga keladi. (π–π oʻzaro ta'sir fulleren molekulasidagi delokalizatsiyalangan π-elektron bulut bilan DMF molekulasidagi karbonil guruhining π-elektron tizimi orasidagi elektron bulutlarning oʻzaro ta'siri natijasida hosil boʻladi.) Bunda yangi kovalent bog' hosil boʻlmaydi, balki elektron zichliklarning fazoviy yaqinlashuvi sababli molekulalar orasida zaif energetik barqarorlashuv yuzaga keladi [12]**.**

C_{70} molekulasi katta delokalizatsiyalangan π-elektron sirtiga ega boʻlgani sababli tashqi elektromagnit maydonga juda sezgir hisoblanadi. DMF molekulasining karbonil guruhi esa qutblangan π-bog'ga ega boʻlib, fulleren sirtiga yaqinlashganda elektron bulutlarning qisman qayta taqsimlanishi sodir boʻladi. Natijada molekulaning umumiy qutblanishi ortadi. Shu sababli yorug'lik ta'sirida elektron bulutning deformatsiyalanish darajasi kuchayadi va eritmaning sindirish koʻrsatkichi oshadi**.**

Bu jarayonni orbitalar oʻzaro ta'siri sifatida ham qarash mumkin:

$$\pi(C_{70}) \leftrightarrow \pi(C = O)$$

Bu yerda:

-Fulleren delokalizatsiyalangan π-elektron donor/akseptor tizimi sifatida,

-DMF karbonil guruhi esa qutblangan π-orbital manbai sifatida qatnashadi.

Natijada eritmada elektron bulutlarning kollektiv tebranishi kuchayadi va optik zichlik ortadi.

Konsentratsiya ortishi bilan fulleren molekulalari orasidagi oʻrtacha masofa kamayadi va elektron bulutlarning oʻzaro ta'siri kuchayadi. Bu esa elektronlarning tashqi elektromagnit maydon ta'sirida deformatsiyalanish qobiliyatini oshiradi.

Sindirish koʻrsatkichining ortishi Lorentz–Lorenz tenglamasi asosida tushuntiriladi:

$$\frac{n^2-1}{n^2+2} = \frac{4\pi N\alpha}{3}$$

bu yerda:

n-sindirish koʻrsatkichi, N- molekulalar soni ,

α— elektron bulut qutblanuvchanligi.

Konsentratsiya oshishi bilan eritmadagi fulleren molekulalari soni koʻpayadi va agregatsiyalanish ehtimoli ortadi. Hosil boʻlgan nanoklasterlar kattaroq elektron bulutga ega boʻlib, yorug'lik ta'sirida kuchliroq qutblanadi. Shu sababli eritmaning sindirish koʻrsatkichi ortadi [13].

Tajriba natijalarida 0.06 mg/ml dan 0.09 mg/ml ga oʻtishda sindirish koʻrsatkichining oʻsish sur'ati kamaygani kuzatiladi. Bu holat eritmada fulleren molekulalarining qisman agregatsiyalanishi yoki lokal strukturaviy tartiblanish boshlanishi bilan bog'liq boʻlishi mumkin [14]. Bunday holatda eritmadagi erkin molekulalar sonining nisbatan kamayishi sababli sindirish koʻrsatkichining oʻsishi sekinlashadi.

Olingan natijalar fulleren–DMF tizimida optik parametrlarning konsentratsiyaga bog'liqligini koʻrsatadi hamda fulleren molekulalari orasidagi molekulalararo oʻzaro ta'sirlar eritmaning optik xossalarini belgilovchi asosiy omillardan biri ekanligini tasdiqlaydi.

Xulosa. Ushbu ishda 0.03 mg/mL dan 0.09 mg/mL gacha boʻlgan konsentratsiya diapazonida C_{70} fullerenining DMF erituvchisidagi kolloid tizimlari muvaffaqiyatli tayyorlandi va ularning strukturaviy-optik xususiyatlari kompleks tahlil qilindi. Tadqiqot natijasida quyidagi muhim ilmiy xulosalarga erishildi:

UV-Vis yutilish spektrlarida konsentratsiya ortishi bilan Beer-Lambert qonuniga mos ravishda intensivlik ortishi va 1100 nm gacha choʻzilgan yutilish sohasi (absorption tail) kuzatildi, bu π–π stacking ta'sirida klasterlanish kuchayganini tasdiqlaydi. Fluoresensiya spektrlarida eng yuqori kvant unumdorligi va intensivlik 0.06 mg/mL optimal konsentratsiyada qayd etildi, undan yuqori qiymatlarda esa excimer hosil boʻlishi va konsentratsion soʻnish (concentration quenching) hodisalari tufayli emissiyaning susayishi hamda mirror rule qonuniyatining buzilishi aniqlandi.

Refraktometrik tahlillar C_{70} konsentratsiyasi ortishi bilan sindirish koʻrsatkichining 1.4252 dan 1.4281 gacha chiziqli boʻlmagan tarzda ortishini koʻrsatdi. Lorentz-Lorenz tenglamasiga muvofiq, bu effekt C_{70} ning delokalizatsiyalangan π -

elektron tizimi va DMF ning karbonil (C=O) guruhi o‘rtasidagi dipol-induksiyalangan dipol va van-der-Vaals o‘zaro ta’sirlari natijasida tizimning umumiy elektron polarizatsiyalanuvchanligi (a) ortishi bilan izohlandi.

Olingan natijalar qutbli organik muhitlarda fulleren asosidagi nano-dispers tizimlarning barqarorligi va optik funksionalligini boshqarishda konsentratsiya faktorining fundamental rolini ko‘rsatadi va ushbu materiallardan gibrid optoelektronik qurilmalar hamda biomeditsina dasturlarida samarali foydalanish imkonini beradi.

Ushbu ish O‘zbekiston Respublikasi Oliy ta’lim, fan va innovatsiyalar vazirligining FL-8323102108 “Uglerod asosidagi funksional nanomateriallarni sintezi va modifikatsiyasi, ularning atom zarralari bilan o‘zaro ta’sirini tadqiq etish” loyihasi moliyaviy ko‘magida amalga oshirildi.

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TERMOVAKUUMLI BUG'LATISH USULI BILAN OLINGAN ZnO:Al YUPQA PLYONKALARINING ELEKTR XOSSALARI

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Annotatsiya: *Ushbu maqolada termovakuumli bug'latish usuli yordamida shisha tagliklarda o'stirilgan toza rux oksidi (ZnO) va Al bilan legirlangan ZnO (AZO) yupqa plyonkalarining elektr xossalari tadqiq qilindi. Plyonkalar 0.002–0.006% oralig'idagi Al kirishma miqdorlarida tayyorlanib, 300 °C haroratda 2 soat davomida termik ishlov berildi. Xoll o'lchovlari natijalari Al miqdori ortishi bilan zaryad tashuvchilar konsentratsiyasi va elektr o'tkazuvchanlik ortishini, Xoll koeffitsiyenti hamda Xoll harakatchanligi esa kamayishini ko'rsatdi. Bunday o'zgarishlar Al^{3+} ionlarining Zn^{2+} panjara tugunlarini egallashi natijasida qo'shimcha erkin elektronlar hosil bo'lishi bilan izohlanadi. Barcha namunalar n-tip o'tkazuvchanlikni namoyon etdi. Volt-amper xarakteristikalari (VAX) esa plyonkalarda nisbatan omik xususiyatlar mavjudligini ko'rsatib, Al bilan legirlash ZnO yupqa plyonkalarining elektr o'tkazuvchanligini yaxshilashda samarali usul ekanligini tasdiqladi.*

Kalit so'zlar: *ZnO, ZnO:Al, yupqa plyonkalar, legirlash, Xoll effekti.*

ЭЛЕКТРИЧЕСКИЕ СВОЙСТВА ТОНКИХ ПЛЕНОК ZnO:Al, ПОЛУЧЕННЫХ МЕТОДОМ ТЕРМОВАКУУМНОГО ИСПАРЕНИЯ

Аннотация: *В данной работе исследованы электрические свойства тонких пленок чистого оксида цинка (ZnO) и легированного алюминием оксида цинка (AZO), полученных методом термовакуумного испарения на стеклянных подложках. Пленки были синтезированы при содержании алюминия в диапазоне 0.002–0.006% и подвергнуты термической обработке при температуре 300 °C в течение 2 часов. Результаты измерений по эффекту Холла показали, что с увеличением концентрации Al возрастает концентрация носителей заряда и электрическая проводимость, тогда как коэффициент Холла и подвижность носителей уменьшаются. Эти изменения объясняются замещением ионов Zn^{2+} ионами Al^{3+} в кристаллической решетке, что приводит к образованию дополнительных свободных электронов. Все образцы продемонстрировали n-тип проводимости. Вольт-амперные характеристики (ВАХ) показали наличие преимущественно омического поведения, подтверждая, что легирование алюминием является эффективным методом повышения электрической проводимости тонких пленок ZnO.*

Ключевые слова: *ZnO, ZnO:Al, тонкие пленки, легирование, эффект Холла.*

ELECTRICAL PROPERTIES OF ZnO:Al THIN FILMS PREPARED BY THERMAL VACUUM EVAPORATION

Abstract: *In this study, the electrical properties of pure zinc oxide (ZnO) and aluminum-doped zinc oxide (AZO) thin films deposited on glass substrates by thermal vacuum evaporation were investigated. The films were prepared with Al doping concentrations in the range of 0.002–0.006% and thermally annealed at 300 °C for 2 hours. Hall measurements revealed that with increasing Al content, the charge carrier concentration and electrical conductivity increase, while the Hall coefficient and carrier mobility decrease. These changes are attributed to the substitution of Zn^{2+} ions by Al^{3+} ions in the crystal lattice, resulting in the generation of additional free electrons. All samples exhibited n-type conductivity. The current–voltage (I–V) characteristics indicated predominantly ohmic behavior, confirming that Al doping is an effective approach to enhance the electrical conductivity of ZnO thin films.*

Keywords: *ZnO, ZnO:Al, thin films, doping, Hall effect.*

Kirish

So'nggi yillarda metall oksidli yarimo'tkazgich yupqa plyonkalar optoelektronika, shaffof elektronika, sensorlar tayyorlash sohasi va quyosh energetikasi sohalarida keng qo'llanilishi tufayli katta ilmiy va amaliy qiziqish uyg'otmoqda.

Bunday materiallar orasida ZnO o‘zining to‘g‘ri o‘tishli keng taqiqlangan energetik zonasi, yuqori shaffofligi, kimyoviy barqarorligi va nisbatan arzonligi bilan ajralib turadi. ZnO xona haroratida taxminan 3.37 eV taqiqlangan zona kengligiga hamda katta eksiton bog‘lanish energiyasiga ega bo‘lib, uni ultrabinafsha fotodetektorlar, gaz sensorlari, shaffof o‘tkazuvchi elektrodlar va boshqa funksional qurilmalar uchun istiqbolli material hisoblanadi.

ZnO yupqa plyonkalarining elektr va optik xossalarini boshqarishning samarali usullaridan biri ularni donor tabiatli elementlar bilan legirlash hisoblanadi. Xususan, Al bilan legirlash ZnO panjarasida Zn^{2+} ionlari o‘rnini Al^{3+} ionlari egallashi orqali qo‘shimcha erkin elektronlar hosil qiladi. Natijada zaryad tashuvchilar konsentratsiyasi ortadi va plyonkaning elektr o‘tkazuvchanligi yaxshilanadi. Shu sababli AZO plyonkalari indiy qalay oksidi kabi an’anaviy shaffof o‘tkazuvchi materiallarga muqobil sifatida keng tadqiq qilinmoqda.

ZnO va ZnO:Al yupqa plyonkalarini olish uchun impulsli lazer cho‘ktirish, magnetron purkash, kimyoviy bug‘ fazasida cho‘ktirish, sol-gel, gidrotermal sintez va termik bug‘latish kabi turli texnologiyalar qo‘llaniladi. Ushbu usullar orasida termovakuumli bug‘latish usuli texnologik jihatdan nisbatan sodda, iqtisodiy jihatdan qulay va katta yuzali plyonkalar olish imkonini berishi bilan ajralib turadi. Biroq bu usulda ZnO va Al komponentlarining bug‘lanish kinetikasi turlicha bo‘lgani sababli plyonka tarkibi, stoixiometriyasi va legirlash darajasini boshqarish muhim ahamiyat kasb etadi.

Mazkur ishda termovakuumli bug‘latish usuli yordamida shisha tagliklarda o‘stirilgan toza ZnO va Al bilan legirlangan ZnO yupqa plyonkalarining elektr xossalari tadqiq qilindi. Al kirishma miqdorining Xoll koeffitsiyenti, zaryad tashuvchilar konsentratsiyasi, elektr o‘tkazuvchanlik, Xoll harakatchanligi hamda volt-amper xarakteristikalariga ta’siri tahlil qilindi. Olingan natijalar AZO yupqa plyonkalarida Al legirlash elektr o‘tkazuvchanlik va fototok hosil bo‘lish jarayonlariga sezilarli ta’sir ko‘rsatishini aniqlashga xizmat qiladi.

Eksperimental qism

ZnO va AZO plyonkalari Al kirishmaning turli nisbiy massa miqdorlarida ~$(2\div6)\cdot10^{-3}$ termik bug‘latish usuli orqali shisha tagliklar sirtiga cho‘ktirildi. Termovakuumli bug‘latishda ВУП-5 qurilmasidan foydalanildi. Bu jarayon uchun manba materiali sifatida tozaliklari 99.99% bo‘lgan ZnO va AZO tabletkalaridan foydalanildi.

Al va ZnO materiallarining bug‘lanish xossalari sezilarli darajada farqlanadi. Al nisbatan past haroratlarda bug‘lanib, vakuum sharoitida taxminan 1000–1500 °C da samarali bug‘lanadi. Aksincha, ZnO yuqori termik barqarorlikka ega bo‘lib, oddiy bug‘lanish o‘rniga 1500–1800 °C atrofida dissotsiatsiyalanib, Zn bug‘i va kislorodga ajraladi. Shu sababli, termik bug‘latish jarayonida ZnO plyonkalarda stoixometriya buzilishi va kislorod vakansiyalari hosil bo‘lishi ehtimoli yuqori, Al esa ZnO materialga kirishma sifatida oson kira oladi.

Termovakuumli bug‘latish usulida Al va ZnO ning turli bug‘lanish kinetikasi va ZnO ning dissotsiatsiyalanish xususiyati sababli, tayyor va ishonchli ZnO va AZO tabletkalaridan foydalanildi bunda volfram tigeldan qo‘llanildi. Kameraning bosimi esa 10^{-1}-10^{-2} Pa. Manba va taglik orasidagi masofa taxminan 12 sm ni tashkil etdi.

AZO plyonkalariga odatda 200–600 °C temperaturalar oralig‘ida termik ishlov beriladi. Optimal struktura va elektr-optik xossalar 400–500 °C diapazonda, inert yoki vakuum muhitida termik ishlov berish orqali erishiladi, yuqori temperaturalarda esa ruxning bug‘lanishi va stexiometrik buzilishlarga olib kelishi mumkin. Ushbu tadqiqot ishida plyonkalarga 300 °C haroratda 2 soat davomida termik ishlov berildi. Elektr xossalari xona haroratida Xoll o‘lchov tizimi yordamida o‘lchandi. ZnO va AZO yupqa plyonkalari odatda 50–500 nm oralig‘ida tayyorlanadi, eng ko‘p qo‘llaniladigan qalinlik esa optoelektronika va o‘tkazuvchan shaffof qatlamlar uchun 100–300 nm atrofida bo‘ladi. ZnO:Al yupqa plyonkalarning qalinligi interferension o‘lchov usuli asosida 150 nm atrofida ekanligi aniqlandi.

Tadqiqot natijalari

ZnO va AZO yupqa plyonkalarining Xoll parametrlarini aniqlash uchun Van der Pau usuli asosida elektr o‘lchovlar bajarildi. 1-jadvalda olingan yupqa plyonkalarning ba’zi elektrik parametrlari qiymatlari keltirildi. Ko‘rishimiz mumkinki Al kirishma miqdori ortishi bilan Xoll koeffitsiyentining kamayishi, zaryad tashuvchilar konsentratsiyasining ortishini ko‘rsatdi. Bunda Al^{3+} ionlarining Zn^{2+} panjara tugunlarini egallashi natijasida qo‘shimcha erkin elektronlar generatsiyalanadi. Shuning uchun tadqiq qilingan namunalar n-tip o‘tkazuvchanlik xususiyatini namoyon etdi.

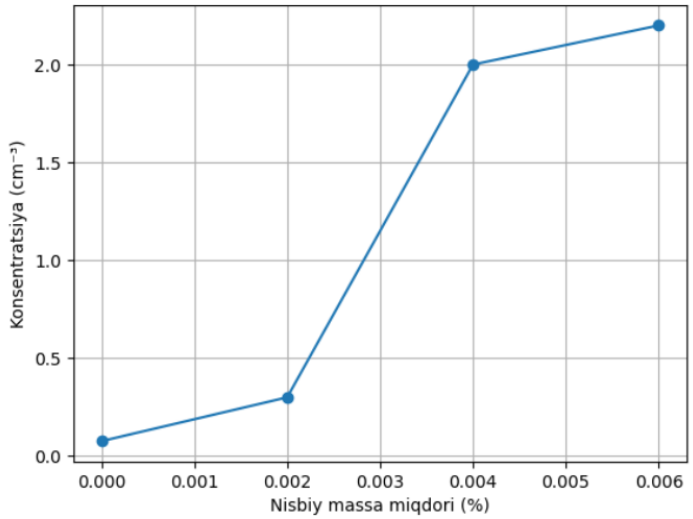
1-jadval

Olingan ZnO va AZO yupqa plyonkalarining uchun Xoll o‘lchov natijalari

№	Plyonka	Nisbiy massa miqdori (%)	Zaryad tashuvchilar turi	n (cm^{-3})	R_h (cm^3/C)	σ $(Om\cdot cm)^{-1}$	μ_h ($cm^2/V\cdot s$)
1	ZnO	0.000	n	7.6×10^{10}	-8.3×10^{7}	1.2×10^{-5}	12.9×10^{3}
2	AZO	0.002		3.0×10^{11}	-2.1×10^{7}	1.6×10^{-5}	6.3×10^{3}

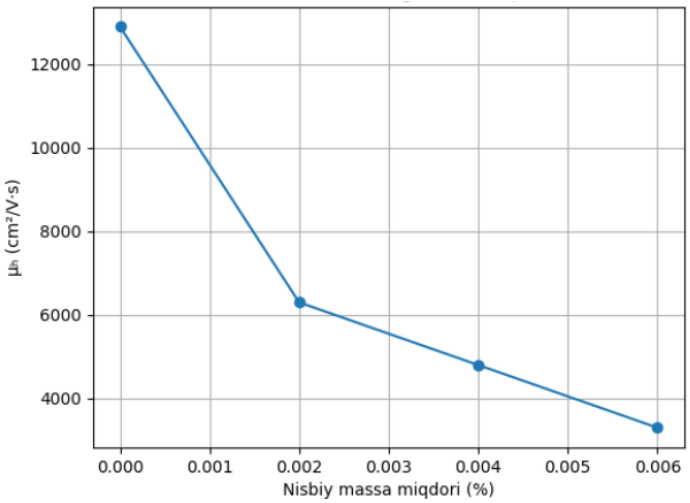
3		0.004		2.0×10^{12}	-3.13×10^{6}	1.6×10^{-4}	4.8×10^{3}
4		0.006		2.2×10^{12}	-2.9×10^{6}	1.2×10^{-3}	3.3×10^{3}

Tahlil natijalari Al kirishma miqdorining ortishi ZnO asosidagi yupqa plyonkalarning elektr o‘tkazuvchanligini oshirishini ko‘rsatdi. Bu, asosan, donor tabiatli Al atomlari hisobiga erkin zaryad tashuvchilar konsentratsiyasining ortishi bilan bog‘liq. Al kirishma konsentratsiyasi ortishi bilan Xoll harakatchanligining kamayishi 1-rasmdagi grafikdan o‘z aksini topgan.



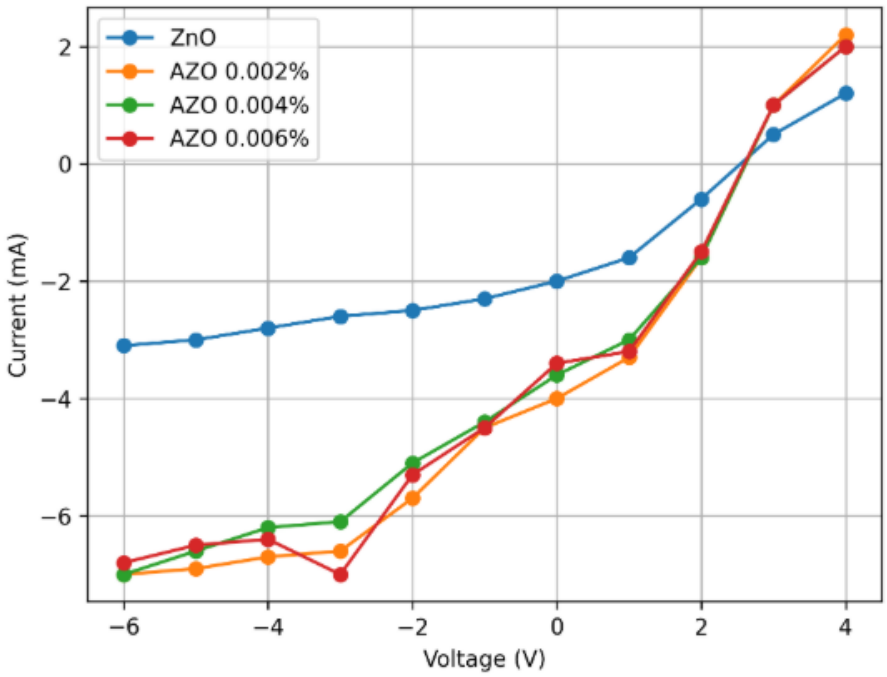
1-rasm. ZnO va AZO plyonkalarda zaryad tashuvchilar konsentratsiyasining Al kirishma nisbiy massa miqdoriga bog‘liqligi.

2-rasmdan ko‘rinadiki, Al miqdori ortishi bilan Xoll harakatchanligi izchil kamayadi, bu esa ionlashgan kirishmalar tomonidan zaryad tashuvchilarning sochilishi kuchayishi hamda zaryad tashuvchilar konsentratsiyasining ortishi natijasida ularning erkin harakatlanish sharoiti cheklanishi bilan bog‘liq. Demak, Al bilan legirlash elektr o‘tkazuvchanlikni oshiruvchi muhim omil bo‘lsa-da, u Xoll harakatchanligining kamayishi bilan birga kechadi.



2-rasm. Al kirishma miqdoriga bog‘liq holda ZnO va AZO plyonkalarda Xoll harakatchanligining μ_h o‘zgarishi.

3-rasmda 0.1 Vt/cm² yorug‘lik intensivligi ostida shisha tagliklarda o‘stirilgan ZnO va AZO yupqa plyonkalarning −6 dan 4 V gacha bo‘lgan diapazondagi VAX chiziqlari keltirilgan. Grafikdan ko‘rinadiki, qo‘llanilgan kuchlanish ortishi bilan tok kuchi ham ortib boradi. Al kirishma miqdorining ortishi esa zaryad tashuvchilar konsentratsiyasining ortishi hisobiga tok qiymatlarining yuqorilashishiga olib keladi. V=0 da tokning manfiy qiymatlari kuzatilishi yorug‘lik ta’sirida fototok hosil bo‘lishini ko‘rsatadi. Shu bilan birga, VAX chiziqlarining nisbatan chiziqli ko‘rinishi plyonkalarda omik kontakt xususiyati ustun ekanligini bildiradi.



3-rasm. Shisha taglikda o‘stirilgan ZnO va AZO plyonkalarning VAX lari.

Xulosa. Ushbu ishda termovakuumli bug‘latish usuli yordamida shisha tagliklarda ZnO va AZO yupqa plyonkalari olindi hamda Al kirishma miqdorining ularning elektr xossalariga ta’siri o‘rganildi. Xoll o‘lchovlari Al miqdori ortishi bilan zaryad tashuvchilar konsentratsiyasi 7.6 $\times 10^{10}$ dan 2.2 $\times 10^{12}$ cm^{-3} gacha oshishini ko‘rsatdi. Shu bilan birga, elektr o‘tkazuvchanlik 1.2×10^{-5} dan 1.2×10^{-3} $(\Omega\cdot cm)^{-1}$ gacha ortdi.

Barcha namunalar n-tip o‘tkazuvchanlikni namoyon etishi Al^{3+} ionlarining Zn^{2+} panjara tugunlarini egallashi hisobiga qo‘shimcha erkin elektronlar hosil bo‘lishi bilan izohlanadi. Biroq Al miqdori ortishi bilan Xoll harakatchanligi 12.9×10^{3} dan 3.3×10^{3} $cm^2/V\cdot s$ gacha kamaydi. Bu holat ionlashgan kirishmalar bilan bog‘liq sochilish jarayonlarining kuchayganligini ko‘rsatadi.

VAX tahlili Al bilan legirlash tok qiymatlarini oshirishini va yorug‘lik ta’sirida fototok hosil bo‘lish jarayonini kuchaytirishini tasdiqladi. Olingan natijalar AZO yupqa plyonkalari shaffof o‘tkazuvchi qatlamlar hamda optoelektron qurilmalar uchun istiqbolli material ekanligini ko‘rsatadi.

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G_3^2-ПЕРИОДИЧЕСКИЕ P -АДИЧЕСКИЕ ОБОБЩЁННЫЕ МЕРЫ ГИББСА ДЛЯ МОДЕЛИ ИЗИНГА С ДВУХПЕРИОДИЧЕСКИМ ВНЕШНИМ ПОЛЕМ НА ДЕРЕВЕ КЭЛИ ТРЕТЬЕГО ПОРЯДКА

Аннотация. *В данной работе выводится функциональное уравнение, соответствующее p -адической модели Изинга с внешним полем на дереве Кэли. Рассматривается случай двухпериодического внешнего поля на дереве Кэли порядка три и описываются соответствующие G_3^2-периодические p -адические обобщённые меры Гиббса. Доказано, что число таких мер зависит от простого числа p: при $p \equiv 1 \ (mod \ \ 6)$ существует десять таких периодических p -адических обобщённых мер Гиббса, тогда как при $p > 3$ и $p \not\equiv 1 \ (mod \ \ 6)$ существует ровно две такие меры. Кроме того, исследуется ограниченность этих мер.*

Ключевые слова: *p -адическое число, мера Гиббса, дерево Кэли, p -адическая модель Изинга с двухпериодическим внешним полем, G_3^2-периодические p -адические обобщённые меры Гиббса.*

UCHINCHI TARTIBLI KELI DARAXTIDA IKKI-DAVRIY TASHQI MAYDONLI IZING MODELI UCHUN G_3^2 -DAVRIY P -ADIK UMUMLASHGAN GIBBS O'LCHOVLARI

Annotatsiya. *Ushbu ishda Keli daraxtida tashqi maydonli p -adik Izing modeliga mos keluvchi funksional tenglama keltirib chiqarildi. Uchinchi tartibli Keli daraxtida ikki-davriy tashqi maydonli Izing modeli o'rganilib, unga mos G_3^2-davriy p -adik umumlashgan Gibbs o'lchovlari tavsiflandi. Bunday o'lchovlar sonining $p \equiv 1 \ (mod \ \ 6)$ bo'lganda o'nta shunday G_3^2-davriy p -adik umumlashgan Gibbs o'lchovi mavjudligi, $p > 3$ va $p \not\equiv 1 \ (mod \ \ 6)$ bo'lganda esa ikkita shunday o'lchov mavjudligi isbotlandi. Bundan tashqari, ushbu o'lchovlarning chegaralanganligi ham tadqiq qilindi.*

Kalit so'zlar: *p -adik son, Gibbs o'lchovi, Keli daraxti, ikki davriy tashqi maydonli p -adik Izing modeli, G_3^2-davriy p -adik umumlashgan Gibbs o'lchovi.*

G_3^2-PERIODIC P -ADIC GENERALIZED GIBBS MEASURES FOR THE ISING MODEL WITH A TWO-PERIODIC EXTERNAL FIELD ON THE CAYLEY TREE OF ORDER THREE

Abstract: In this paper, we derive the functional equation associated with the p -adic Ising model with an external field on a Cayley tree. We study the case of a two-periodic external field on the Cayley tree of order three and describe the corresponding G_3^2-periodic p -adic generalized Gibbs measures. It is proved that the number of such measures depends of the prime p: when $p \equiv 1 \ \ (mod\ 6)$, there exist ten G_3^2-periodic p -adic generalized Gibbs measures, whereas for $p > 3$ with $p \not\equiv 1 \ \ (mod\ 6)$, there exist exactly two such measures. Moreover, the boundedness of these measures is investigated.

Keywords*: p-adic number, Gibbs measure, Cayley tree, p-adic Ising model with a two-periodic external field, G_3^2--periodic p-adic generalized Gibbs measure*.

1. Introduction

In recent years, many physical models within the framework of p -adic analysis have been actively studied (see, for example, [3, 4, 8, 13, 29]). These studies have contributed to the development of p -adic stochastic processes [7, 9] and have also supported further research in p -adic statistical mechanics (see [19] for a review). In addition, several works 5, 12, 14, 16] have focused on detecting phase transitions in p -adic models.

The uniqueness of the p -adic Gibbs measure for the Ising model has been established, and the notion of p -adic generalized Gibbs measures was introduced in [6]. Translation-invariant and $G_k^{(2)}$-periodic p -adic generalized Gibbs

measures on Cayley trees were studied in [6, 2]. Non-periodic p -adic generalized Gibbs measures for the Ising model were investigated in [24].

In [26], $G_k^{(2)}$-periodic p -adic quasi-Gibbs measures for the Potts model on a Cayley tree of order two were obtained. In [1, 28], weakly periodic p -adic generalized Gibbs measures were introduced as a more general class than periodic ones, and their existence was proved in the p -adic setting. In [2, 21], the author considered p -adic generalized Gibbs measures for the Ising model with homogenous external field on the Cayley tree of order two and three, respectively.

In this work, we derive the functional equation for the Ising model with a non-homogeneous external field on the Cayley tree of order k. We establish conditions on prime numbers p under which there exist G_3^2-periodic p -adic generalized Gibbs measures for the Ising model with a 2-periodic external field. Moreover, the boundedness of these measures and phase transition for the model are investigated.

2. Preliminaries

2.1. p -adic numbers and p -adic measure. Let $\mathbb{Q}$ be the field of rational numbers. For a fixed prime number p, any nonzero rational number x can be represented in the form $x = p^r \frac{n}{m}$ where, $r, n \in \mathbb{Z}$, $m \in \mathbb{N}$, and n and m are numbers not divisible by p. The p -adic norm of x is defined by

$$|x|_p = p^{-r}.$$

Also define p -adic norm

$$|0|_p = 0.$$

This norm is non-Archimedean, i.e., it satisfies the strong triangle inequality

$$|x + y|_p \le max\{|x|_p, |y|_p\}$$

for all $x, y \in \mathbb{Q}$. The completion of $\mathbb{Q}$ with respect to the p -adic norm is called the p -adic field, which is denoted by $\mathbb{Q}_p$. Any nonzero p -adic number x can be uniquely represented in the canonical form $x = p^{\gamma(x)}(x_0 + x_1 p + x_2 p^2 + \dots)$, where $\gamma(x) \in \mathbb{Z}$ and the integers x_j satisfy: $x_0 \in \{1,2, \dots, p-1\}, x_j \in \{0, \dots, p-1\}$, $j \ge 1$. In this case $|x|_p = p^{-\gamma(x)}$.

Let $B(a, r)$ be the ball defined by

$$B(a, r) = \{x \in \mathbb{Q}_p : |x - a|_p \le r\},$$

where $a \in \mathbb{Q}_p, r > 0$. The p -adic exponential is defined by

$$exp_p(x) = \sum_{n=1}^{\infty} \frac{x^n}{n!},$$

which converges for $x \in B\left(0, p^{-1/(p-1)}\right)$.

Set

$$\mathcal{E}_p = \left\{x \in \mathbb{Q}_p : |x - 1|_p < p^{-1/(p-1)}\right\}.$$

We recall that

$$\mathbb{Z}_p = \{x \in \mathbb{Q}_p : |x|_p \le 1\}, \ \mathbb{Z}_p^x = \{x \in \mathbb{Q}_p : |x|_p = 1\}$$

denote the sets of all p -adic integers and units of $\mathbb{Q}_p$, respectively.

Lemma 1. ([11,26]) Let $x \in B\left(0, p^{-1/(p-1)}\right)$. Then we have

$$\left|\exp_p(x)\right|_p = 1, \quad \left|\exp_p(x) - 1\right|_p = |x|_p < 1.$$

We recall that an integer $a \in \mathbb{Z}$ is called a *quadratic residue modulo p* if the congruence $x^2 \equiv a (mod\ p)$ has a solution $x \in \mathbb{Z}$.

Lemma 2[26]. *The equation* $x^2 = a$, where $0 \ne a = p^{\gamma(a)}(a_0 + a_1 p + a_2 p^2 + \dots)$, $0 \le a_j \le p-1$, $a_0 > 0$, *has a solution in* $x \in \mathbb{Q}_p$ if and only if the following conditions hold:

i) $\gamma(a)$ *is even;*

ii) $x^2 \equiv a_0 (mod\ p)$ *is solvable for* $p \ne 2$; *the equality* $a_1 = a_2 = 0$ *hold if* $p = 2$.

In [20], the authors introduced a new symbol "o " which makes our work easier when computing the p -adic norm. This notation replaces the congruence notation $(mod\ p^k)$ without explicitly tracking the power k. Let us recall such notions. For a given p -adic number x, by o[x] we mean a p -adic number with a norm strictly less than $p^{-\gamma(x)}$, i.e. $|o(x)|_p < |x|_p$. For example, if $x = 1 - p + p^2$, then we may write $o[1] = x - 1$ or $o[p] = x - 1 + p$. Therefore, the symbol $o[\cdot]$allows us to simplify our calculations.

The following result is known as Hensel's lemma:

Lemma 3. (Hensel's lemma [26]*). Let* $f(x) = c_0 + c_1 x + \dots + c_n x^n$ *be a polynomial whose coefficients are* p *-adic integers. Let* $f'(x) = c_1 + 2c_2 x + 3c_3 x^2 + \dots + nc_n x^{n-1}$ *be the derivative of* $f(x)$. *Let* a_0 *be a* p *-adic integer such that for some* $t \ge 0$ *we have*

$$f(a_0) \equiv 0 (mod\ p_{2t+1})$$

and

$$f'(a_0) \equiv 0 (mod\ p^t), f'(a_0) \not\equiv 0 (mod\ p^{t+1}).$$

Then $f(x)$ has a unique p -adic integer root x_0 such that $x_0 \equiv a_0 (mod\ p^{t+1})$.

A more detailed description of p -adic calculus and p -adic mathematical physics can be found in [28, 29].

Let $(X, \mathcal{B})$ be a measurable space, where $\mathcal{B}$ is an algebra of subsets X. A function $\mu: \mathcal{B} \to \mathbb{Q}_p$ is said to be a p -adic measure if for any $A_1, A_2, \dots, A_n \in \mathcal{B}$ such that $A_i \cap A_j = \emptyset$ for $i \neq j$, the following holds:

$$\mu\left(\bigcup_{j=1}^{n} A_j\right) = \sum_{j=1}^{n} \mu(A_j).$$

A p -adic measure is called a *probability measure* if $\mu(X) = 1$. An important property is boundedness: a p -adic measure μ is called bounded if $sup\{|\mu(A)|_p : A \in \mathcal{B}\} < \infty$. It is known that, in general, a p-adic probability measure is not bounded. For more detailed information about p -adic measures we refer to [10, 25].

2.2. Cayley tree. The Cayley tree Γ^k of order $k \geq 1$ is an infinite tree. A more detailed description of the Cayley tree Γ^k can be found in [25].

We introduce the following notation:

$$W_n = \{x \in V:\ d(x, x^0) = n\}, \quad V_n = \bigcup_{m=0}^{n} W_m, \quad L_n = \{\langle x, y\rangle \in L:\ x, y \in V_n\},$$

$$S(x) = \{y \in W_{n+1} : d(x, y) = 1\}, x \in V_n, \quad S_1(x) = \{y \in V : d(x, y) = 1\}.$$

Construction of p -adic Gibbs measures for the Ising model with an external field

We consider the p -adic Ising model with an external field on the Cayley tree. Let $\Gamma^k = (V, L)$ be the Cayley tree (see [25]) and $\Phi = \{-1, 1\}$ be the set of spin values. A configuration σ on $A \subset V$ is defined by the function $x \in A \to \sigma(x) \in \Phi$. The set of all configurations on A is denoted by $\Omega_A = \Phi^A$, and $\Omega_V := \Omega$.

A p -adic Hamiltonian on Ω_{V_n}, i.e., a function $H_n: \Omega_{V_n} \to \mathbb{Q}_p$, for the p -adic Ising model with a non-homogeneous external field is given by

$$H_n(\sigma_n) = J \sum_{\langle x,y\rangle \in L_n} \sigma(x)\sigma(y) + \sum_{x \in V_n} \alpha_x \sigma(x), \qquad (1)$$

where $J, \alpha_x \in B(0, p^{-1/(p-1)}) \backslash \{0\}$.

We define a function $\hat{h}: V \backslash \{x_0\} \to \mathbb{Q}_p, x \to \hat{h}_x$, and consider a p -adic probability measures $\mu_{\hat{h}}^{(n)}$ on Ω_{V_n} defined by

$$\mu_{\hat{h}}^{(n)}(\sigma_n) = \frac{1}{Z_n^{(\hat{h})}} exp_{\ p}\{H_n(\sigma_n)\} \prod_{x \in W_n} \hat{h}_x^{\varphi(x)}, \quad n = 1, 2, \dots \qquad (2)$$

where $Z_n^{(\hat{h})}$ is the normalizing constant

$$Z_n^{(\hat{h})} = \sum_{\sigma_n(x) \in \Omega_{V_n}} \exp_p\{H_n(\sigma_n)\} \prod_{x \in W_n} \hat{h}_x^{\varphi(x)}. \qquad (3)$$

A p -adic probability measure $\mu_{\hat{h}}^{(n)}$ is said to be compatable if for all $n \in \mathbb{N}$ and $\sigma_{n-1} \in \Omega_{V_{n-1}}$, we have

$$\sum_{\varphi^{(n)} \in \Omega_{W_n}} \mu_{\hat{h}}^{(n)}(\sigma_{n-1} \vee \varphi^{(n)}) = \mu_{\hat{h}}^{(n-1)}(\sigma_{n-1}). \qquad (4)$$

In this case, by the p -adic analogue of the Kolmogorov theorem [19], there exists a unique measure $\mu_{\hat{h}}$ on Ω such that $\mu_h\left(\{\sigma|_{V_n} \equiv \sigma_n\}\right) = \mu_h^{(n)}(\sigma_n)$ for all $n \in \mathbb{N}$ and $\sigma_n \in \Omega_{V_n}$.

Such a limiting p -adic measure generated by (2) is called *p -adic generalized Gibbs measure*. We note that if $\hat{h}_x \in \mathcal{E}_p$ for all $x \in V$ then the corresponding measure is called p -adic Gibbs measure (see [6, 16]). Notice that all p -adic Gibbs measures are p -adic generalized Gibbs measures but there exist p -adic generalized Gibbs measures which are not p -adic Gibbs measures. If there are at least two distinct p -adic Gibbs measures one of which is bounded and the other is unbounded, then *a phase transition occurs*. Moreover, it is said *a quasi- phase transition* occurs if there are two different functions $\boldsymbol{s}$ and $\boldsymbol{h}$ such that there exist the corresponding measures $\mu_{\boldsymbol{s}}, \mu_{\boldsymbol{h}}$, and they are either bounded or unbounded (see [15]).

Theorem 1. *The sequence of p -adic probability meosures (2) satisfy (4) if and only if, for any $x \in V$, the set of quantities $\hat{h} = \{\hat{h}_x, x \in G_k\}$ satisfies:*

$$\hat{h}_x = \prod_{y \in S(x)} \frac{\theta \eta_y \hat{h}_y + 1}{\eta_y \hat{h}_y + \theta}, \qquad (5)$$

where $\theta = exp_{\ p}(2J)$, $\eta_y = exp_p(2\alpha_y)$, $\hat{h}_x = exp_p(2h_x)$

For the proof we refer to [7, 17, 21,22].

Remark 1.

1.1. In [21], the authors derived a functional equation for the Ising model with a homogeneous external field. In Theorem 1, we derived a functional equation for the Ising model with a non-homogeneous external field.

1.2 By virtue of Theorem 1, every solution of the functional equation (5) generates a p -adic generalized Gibbs measure. Furthermore, distinct solutions of (5) induce distinct measures [18].

Note that, based on this theorem, the task of characterizing p-adic Gibbs measures is simplified to finding the solutions of the functional equation (5).

$G_3^{(2)}$-periodic p -adic generalized Gibbs measures for the Ising model with a two-periodic external field

In this section, we study the $G_3^{(2)}$-periodic p -adic generalized Gibbs measures for the considered model with a two-periodic external field.

Let us define

$$\eta_x = \begin{cases} \eta, & if \quad |x| \equiv 0(mod\ 2), \\ 1, & if \quad |x| \equiv 1(mod\ 2) \end{cases}$$

and

$$\hat{h}_x = \begin{cases} \hat{h}_0, & if \quad |x| \equiv 0(mod\ 2), \\ \hat{h}_1, & if \quad |x| \equiv 1(mod\ 2), \end{cases}$$

where $\eta \neq 1$ and $\hat{h}_0 \neq \hat{h}_1$. Then, we can rewrite equation (5) in the following form:

$$\begin{cases} \hat{h}_0 = \left(\frac{\theta\hat{h}_1+1}{\hat{h}_1+\theta}\right)^3, \\ \hat{h}_1 = \left(\frac{\theta\eta\hat{h}_0+1}{\eta\hat{h}_0+\theta}\right)^3. \end{cases} \tag{6}$$

Setting $\hat{h}_0 = y^3$ and $\hat{h}_1 = x^3$ as in (6), we arrive at the following system:

$$\begin{cases} y = \frac{\theta x^3+1}{\theta+x^3}, \\ x = \frac{\theta\eta y^3+1}{\theta+\eta y^3}. \end{cases} \tag{7}$$

Substituting the first equation of (7) into the second, we obtain

$$\sum_{i=0}^{10} A_i x^i = 0, \tag{8}$$

$A_{10} = \theta^3\eta + \theta, A_9 = -\theta^4\eta - 1, A_8 = 0, A_7 = 3\theta^2\eta + 3\theta^2, A_6 = -3\theta^3\eta - 3\theta, A_5 = 0, \quad A_4 = 3\theta^3 + 3\theta\eta, A_3 = -3\theta^2\eta - 3\theta^2, A_2 = 0, A_1 = \theta^4 + \eta$ and $A_0 = -\theta^3 - \theta\eta$.

Let $\theta = 1 + \theta_1 p + o[p]$, $\eta = 1 + \eta_2 p^2 + o[p^2]$ and

$$f(x) = \sum_{i=0}^{10} A_i\, x^i. \tag{9}$$

We now focus on finding the solutions of the equation (9). The following lemma gives a description of the solutions of this equation.

Lemma 4. Let $\mathcal{N}$ denote the number of p -adic solutions of Eq. (9). Then

$$\mathcal{N} = \begin{cases} 10, & if \quad p \equiv 1 \pmod 6, \\ 2, & if\ p > 3, p \not\equiv 1 \pmod 6. \end{cases}$$

Proof. Let $f(x)$ be the polynomial defined in Eq. (9). Since $\theta, \eta \in \mathcal{E}_p \subset \mathbb{Z}_p^{\times}$, all coefficients of $f(x)$ belong to $\mathbb{Z}_p^x$. Hence, every p -adic solution of $f(x) = 0$ lies in $\mathbb{Z}_p$.

First, we note that $x \equiv 1 \pmod p$ is a solution of Eq. (9). Since $f'(1) \not\equiv 0 \pmod p$, this solution lifts uniquely to a p -adic solution by Hensel's lemma.

Next, we determine the remaining solutions $(mod\ p^3)$. By direct computation, we obtain the following solutions:

$$x^{(2)} \equiv -1(mod\ p^3),$$
$$x^{(3)} \equiv -1 + \frac{a}{3}\theta_1 p + \frac{a}{18}(3\theta_1^2 - 6\theta_2 - a\theta_1^2)p^2(mod\ p^3),$$
$$x^{(4)} \equiv -1 - \frac{a}{3}\theta_1 p + \frac{a}{18}(-3\theta_1^2 + 6\theta_2 - a\theta_1^2)p^2(mod\ p^3),$$
$$x^{(5)} \equiv \frac{1+a}{2} + \frac{(3-a)\theta_1^2}{36}p^2(mod\ p^3),$$
$$x^{(6)} \equiv \frac{1+a}{2} + \frac{3-a}{6}\theta_1 p + \left(-\frac{a\theta_1^2}{9} + \frac{\theta_2}{2} - \frac{a\theta_2}{6}\right)p^2(mod\ p^3),$$
$$x^{(7)} \equiv \frac{1+a}{2} - \frac{3-a}{6}\theta_1 p + \left(-\frac{5a\theta_1^2}{18} + \frac{\theta_1^2}{2} - \frac{\theta_2}{2} + \frac{a\theta_2}{6}\right)p^2(mod\ p^3),$$
$$x^{(8)} \equiv \frac{1-a}{2} + \frac{(3-a)\theta_1^2}{36}p^2(mod\ p^3),$$
$$x^{(9)} \equiv \frac{1-a}{2} + \frac{3+a}{6}\theta_1 p + \left(\frac{a\theta_1^2}{9} + \frac{\theta_2}{2} + \frac{a\theta_2}{6}\right)p^2(mod\ p^3),$$
$$x^{(10)} \equiv \frac{1-a}{2} - \frac{3+a}{6}\theta_1 p + \left(\frac{5a\theta_1^2}{18} + \frac{\theta_1^2}{2} - \frac{\theta_2}{2} - \frac{a\theta_2}{6}\right)p^2(mod\ p^3),$$

where $a = \sqrt{-3}\ (mod \quad p)$.

We now verify that these solutions satisfy the conditions of Lemma 3 (Hensel's lemma). We consider several representative cases.

First, consider $x^{(2)} \equiv -1 \pmod{p^3}$. A direct computation shows that

$f(x^{(2)}) \equiv 0 \pmod{p^5}$,

and

$f'(x^{(2)}) \equiv 0 \pmod{p^2}, \quad f'(x^{(2)}) \not\equiv 0 \pmod{p^3}$.

Therefore, by Lemma 3 (Hensel's lemma), there exists a unique p -adic solution x such that

$f(x) = 0, \quad x \equiv x^{(2)} \pmod{p^3}$.

Next, consider $x^{(4)}$. By substituting $x^{(4)}$ into $f(x)$ and $f'(x)$, we obtain

$f(x^{(4)}) \equiv 0 \pmod{p^5}$,

and

$f'(x^{(4)}) \equiv 0 \pmod{p^2}, \quad f'(x^{(4)}) \not\equiv 0 \pmod{p^3}$.

Hence, $x^{(4)}$ also yields a unique$p$ -adic solution.

Finally, consider $x^{(7)}$. Similarly, we have

$f(x^{(7)}) \equiv 0 \pmod{p^5}$,

and

$f'(x^{(7)}) \equiv 0 \pmod{p^2}, \quad f'(x^{(7)}) \not\equiv 0 \pmod{p^3}$.

Thus, $x^{(7)}$ satisfies the conditions of Lemma 3 (Hensel's lemma).

The verification for the remaining cases $x^{(i)}$ $(for \quad i \in \{1,3,5,6,8,9,10\})$is analogous. Therefore, all the above $x^{(i)}$ are p -adic solutions of Eq. (21). Moreover, these solutions are pairwise distinct modulo p^3, hence they correspond to distinct p -adic roots. Since the solutions are distinct modulo p^3, their lifts via Hensel's lemma remain distinct in $\mathbb{Z}_p$.

Now we determine when all these solutions exist. The values $x^{(3)}, \dots, x^{(10)}$ depend on the parameter a, where

$a^2 \equiv -3 \pmod{p}$.

Thus, these solutions exist if and only if -3 is a quadratic residue modulo p.

Since $p > 3$, it is known that

$\left(\frac{-3}{p}\right) = 1 \quad \Rightarrow \quad p \equiv 1 \pmod{6}$.

Therefore, if $p \equiv 1 \pmod{6}$, all ten solutions exist in $\mathbb{Q}_p$ (see, [27]). Since $f(x)$ has degree 10, these are all possible p -adic solutions, and hence $\mathcal{N} = 10$.

If $p \not\equiv 1 \pmod{6}$, then $\sqrt{-3}$ does not exist in $\mathbb{Q}_p$, and thus the solutions $x^{(3)}, \dots, x^{(10)}$ do not exist. In this case, only two solutions remain, so $\mathcal{N} = 2$.

This completes the proof.

Having determined the solutions $x^{(i)}$ of (9), we now substitute them into system (7) to compute the corresponding values of y. In this way, we obtain the following solutions:

$$y^{(1)} \equiv 1 (mod\, p), y^{(2)} \equiv -1 (mod\, p), y^{(3)} \equiv \frac{a+1}{2} (mod\, p), y^{(4)} \equiv \frac{1-a}{2} (mod\, p),$$

$$y^{(5)} \equiv -1 (mod\, p), y^{(6)} \equiv \frac{1+a}{2} (mod\, p), y^{(7)} \equiv \frac{1-a}{2} (mod\, p),$$

$$y^{(8)} \equiv -1 (mod\, p), y^{(9)} \equiv \frac{1-a}{2} (mod\, p), y^{(10)} \equiv \frac{1+a}{2} (mod\, p).$$

We note that some of these values coincide modulo p, but they correspond to distinct p -adic solutions due to higher-order terms.

Although we have $x \equiv y \pmod{p}$, this does not imply that $x = y$ in $\mathbb{Q}_p$. Indeed, suppose that $x = y$. Then, from system (7), we obtain

$$x = \frac{\theta x^3 + 1}{\theta + x^3}, \quad x = \frac{\theta \eta x^3 + 1}{\theta + \eta x^3}.$$

This implies

$$\frac{\theta x^3 + 1}{\theta + x^3} = \frac{\theta \eta x^3 + 1}{\theta + \eta x^3}.$$

A direct comparison shows that this equality holds only if $\eta = 1$. However, in our setting $\eta \neq 1$. Therefore, we conclude that $x \neq y$. Thus, although x and y have the same residue modulo p, they are distinct p -adic numbers.

Using the notation $h_0 = x^3$ and $h_1 = y^3$, we obtain the following ten distinct solutions:

$h_j^{(1)} \equiv 1 \pmod{p}, \quad h_j^{(i)} \equiv -1 \pmod{p}, \quad i = 2,3,\dots,10, \quad j \in \{0,1\}$.

The solutions $h_j^{(1)}$ and $h_j^{(2)}$ exist in $\mathbb{Q}_p$ for all primes $p > 3$. The remaining solutions $h_j^{(i)}$, $i = 3, \dots, 10$, exist in $\mathbb{Q}_p$ if and only if $p \equiv 1 \pmod{6}$. Using these results and according to Theorem 1 we get the following main theorem:

Theorem 2. Let $p > 3$, $\eta = 1 + \eta_2 p^2 + o[p^2]$ and $\eta \neq 1$. For the Ising model with a 2-periodic external field on the Cayley tree of order three, the following statements hold:

1. if $p \equiv 1 \pmod 6$, then there exist ten $G_3^{(2)}$-periodic p -adic generalized Gibbs measures, among which exactly one is bounded and the remaining ones are unbounded;

2. if $p \not\equiv 1 \pmod 6$, then there exist two $G_3^{(2)}$-periodic p -adic generalized Gibbs measures, among which exactly one is bounded.

Proof. By Lemma 4, the number of solutions of equation (6) associated with $G_3^{(2)}$-periodic p -adic generalized Gibbs measures is equal to 10 when $p \equiv 1 \pmod 6$, and equals 2 otherwise. According to Remark 1, each such solution corresponds to a $G_3^{(2)}$-periodic p -adic generalized Gibbs measure. This establishes the stated number of such measures.

To determine the boundedness, we analyze the p -adic norms of $\hat{h}_1$ and $\hat{h}_0$. Using arguments analogous to those in Theorem 4.1, 6.3 in [21], one concludes that measures corresponding to solutions satisfying $\hat{h}_x \equiv 1 \pmod p$ are bounded, while those satisfying $\hat{h}_x \equiv -1 \pmod p$ are unbounded.

Remark 2.

2.1. Let $k = 3$, $p > 3$. For the Ising model with a homogeneous external field on the Cayley tree, it is known (see [2]) that if $p \equiv 1 \pmod 6$, then there exist four translation-invariant p -adic generalized Gibbs measures, while if $p \not\equiv 1 \pmod 6$, there exist two such measures. Thus, in the homogeneous case, the number of Gibbs measures is smaller compared to the non-homogeneous (2-periodic) case considered in this paper.

2.2. It is known that for the p -adic Ising model with a homogeneous external field on the Cayley tree, a phase transition occurs when $p \equiv 1 \pmod 6$ (see [2]). Our results show that the same phenomenon persists in the case of a non-homogeneous (2-periodic) external field. In particular, a phase transition also occurs when $p \equiv 1 \pmod 6$. This indicates that the occurrence of phase transition is stable with respect to the introduction of periodic external fields.

Conclusion

In this paper, we investigated $G_3^{(2)}$-periodic p -adic generalized Gibbs measures for the Ising model with a 2-periodic external field on the Cayley tree of order three. By reducing the problem to a nonlinear functional equation, we obtained a complete description of the corresponding p -adic solutions.

We established that the number of such measures depends on the prime p. In particular, if $p \equiv 1 \pmod 6$, then there exist ten distinct $G_3^{(2)}$-periodic p -adic generalized Gibbs measures, whereas for $p \not\equiv 1 \pmod 6$ there exist exactly two such measures.

We also analyzed the boundedness of these measures and showed that, in each case, exactly one measure is bounded while the others are unbounded. This leads to the occurrence of a phase transition when $p \equiv 1 \pmod 6$.

Finally, we note that the condition for the existence of phase transition coincides with the known results for the homogeneous external field. This indicates that the occurrence of phase transition is stable under the introduction of a 2-periodic external field.

The methods developed in this work can be applied to more general periodic structures and other models in p -adic statistical mechanics, which remain subjects for future research.

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ENGINEERING SINGLE-LAYER TiO_2 PHOTOANODES FOR ENHANCED CHARGE TRANSPORT AND REDUCED RECOMBINATION IN DYE-SENSITIZED SOLAR CELLS

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Abstract; *Dye-sensitized solar cells (DSSCs) have emerged as a promising alternative to conventional silicon-based photovoltaics due to their low cost, ease of fabrication, and excellent performance under low-light conditions [1,2]. This study presents a comprehensive analysis of single-layer TiO_2 photoanodes, focusing on charge transport dynamics, recombination suppression, and device optimization [3]. Compared to conventional multilayer architectures, the single-layer configuration reduces interfacial recombination, simplifies fabrication, and enhances electron diffusion pathways [4]. Furthermore, the role of polymer gel electrolytes based on PEO/PMMA blends in improving ionic conductivity is discussed [5]. The results demonstrate that optimized single-layer TiO_2-based DSSCs exhibit improved photovoltaic performance and stability, making them strong candidates for scalable solar energy applications [6].*

Keywords; *Dye-sensitized solar cells (DSSCs), Titanium dioxide (TiO_2) photoanode, Single-layer architecture, Electron transport mechanism, Charge recombination, Electron diffusion length, Polymer gel electrolyte, PEO/PMMA blend, Ionic conductivity, Photovoltaic efficiency.*

РАЗРАБОТКА ОДНОСЛОЙНЫХ ФОТОАНОДОВ НА ОСНОВЕ TiO_2 ДЛЯ УЛУЧШЕНИЯ ТРАНСПОРТА ЗАРЯДА И СНИЖЕНИЯ РЕКОМБИНАЦИИ В СОЛНЕЧНЫХ ЭЛЕМЕНТАХ, СЕНСИБИЛИЗИРОВАННЫХ КРАСИТЕЛЕМ

Аннотация: *Солнечные элементы, сенсибилизированные красителем (DSSC), стали перспективной альтернативой традиционным кремниевым фотоэлектрическим устройствам благодаря низкой стоимости, простоте изготовления и высокой эффективности в условиях низкой освещенности [1,2]. В данной работе представлен всесторонний анализ однослойных фотоанодов на основе TiO_2 с упором на динамику переноса заряда, подавление рекомбинации и оптимизацию характеристик устройства [3]. По сравнению с традиционными многослойными архитектурами, однослойная конфигурация снижает рекомбинацию на границах раздела фаз, упрощает процесс изготовления и улучшает пути диффузии электронов [4]. Кроме того, рассматривается роль полимерных гель-электролитов на основе смесей PEO/PMMA в повышении ионной проводимости [5]. Результаты показывают, что оптимизированные однослойные элементы DSSC на основе TiO_2 демонстрируют улучшенные фотоэлектрические характеристики и стабильность, что делает их перспективными кандидатами для масштабируемого применения в солнечной энергетике [6].*

Ключевые слова: *Солнечные элементы, сенсибилизированные красителем (DSSC), фотоанод из диоксида титана (TiO_2), однослойная архитектура, механизм переноса электронов, рекомбинация заряда, диффузионная длина электронов, полимерный гель-электролит, смесь PEO/PMMA, ионная проводимость, фотоэлектрическая эффективность.*

BO'YOQ BILAN SENSIBILIZATSIYALANGAN QUYOSH ELEMENTLARIDA ZARYAD TASHILISHINI KUCHAYTIRISH VA REKOMBINATSIYANI KAMAYTIRISH UCHUN BIR QATLAMLI TiO_2 FOTOANODLARINI LOYIHALASH

Annotatsizya: *Bo'yoqqa sezgir quyosh batareyalari (DSSC) arzonligi, ishlab chiqarish qulayligi va kam yorug'lik sharoitida ajoyib ishlashi tufayli an'anaviy kremniy asosidagi fotovoltaiklarga istiqbolli alternativa sifatida paydo bo'ldi [1,2]. Ushbu tadqiqotda zaryad tashish dinamikasi, rekombinatsiyani bostirish va qurilmalarni optimallashtirishga e'tibor qaratgan holda bir qavatli TiO_2 fotoanodlarining keng qamrovli tahlili keltirilgan [3]. An'anaviy ko'p qavatli arxitekturalar bilan taqqoslaganda, bir qavatli*

konfiguratsiya interfeys rekombinatsiyasini kamaytiradi, ishlab chiqarishni soddalashtiradi va elektron diffuziya yo'llarini kuchaytiradi [4]. Bundan tashqari, PEO/PMMA aralashmalariga asoslangan polimer gel elektrolitlarining ion o'tkazuvchanligini yaxshilashdagi roli muhokama qilinadi [5]. Natijalar shuni ko'rsatadiki, optimallashtirilgan bir qavatli TiO_2 asosidagi DSSClar yaxshilangan fotovoltaik ishlash va barqarorlikni namoyish etadi, bu ularni kengaytiriladigan quyosh energiyasi qo'llanmalari uchun kuchli nomzodlarga aylantiradi [6].

Kalit so'zlar; *Bo'yoqqa sezgir quyosh batareyalari (DSSC), Titan dioksidi (TiO_2) fotoanodi, Bir qavatli arxitektura, Elektron tashish mexanizmi, Zaryad rekombinatsiyasi, Elektron diffuziya uzunligi, Polimer gel elektrolit, PEO/PMMA aralashmasi, Ion o'tkazuvchanligi, Fotovoltaik samaradorlik.*

Introduction

Dye-sensitized solar cells (DSSCs), first introduced by Brian O'Regan and Michael Grätzel in 1991, represent a third-generation photovoltaic technology [1]. Unlike conventional p–n junction solar cells, DSSCs operate based on a photoelectrochemical mechanism involving dye excitation, electron injection, and redox regeneration [2]. The performance of DSSCs is strongly governed by the properties of the photoanode, typically composed of mesoporous titanium dioxide (TiO_2) [3]. TiO_2 is widely used due to its: Wide bandgap (~3.2 eV for anatase phase), High chemical stability, Non-toxicity, Large surface area for dye adsorption [4,7].

Traditional DSSC architectures involve multilayer TiO_2 films (blocking + mesoporous + scattering layers). However, these structures introduce multiple interfaces, increasing recombination losses [8]. To address these limitations, single-layer TiO_2 photoanodes have been proposed as a simplified and efficient alternative (Figure 1) [9].

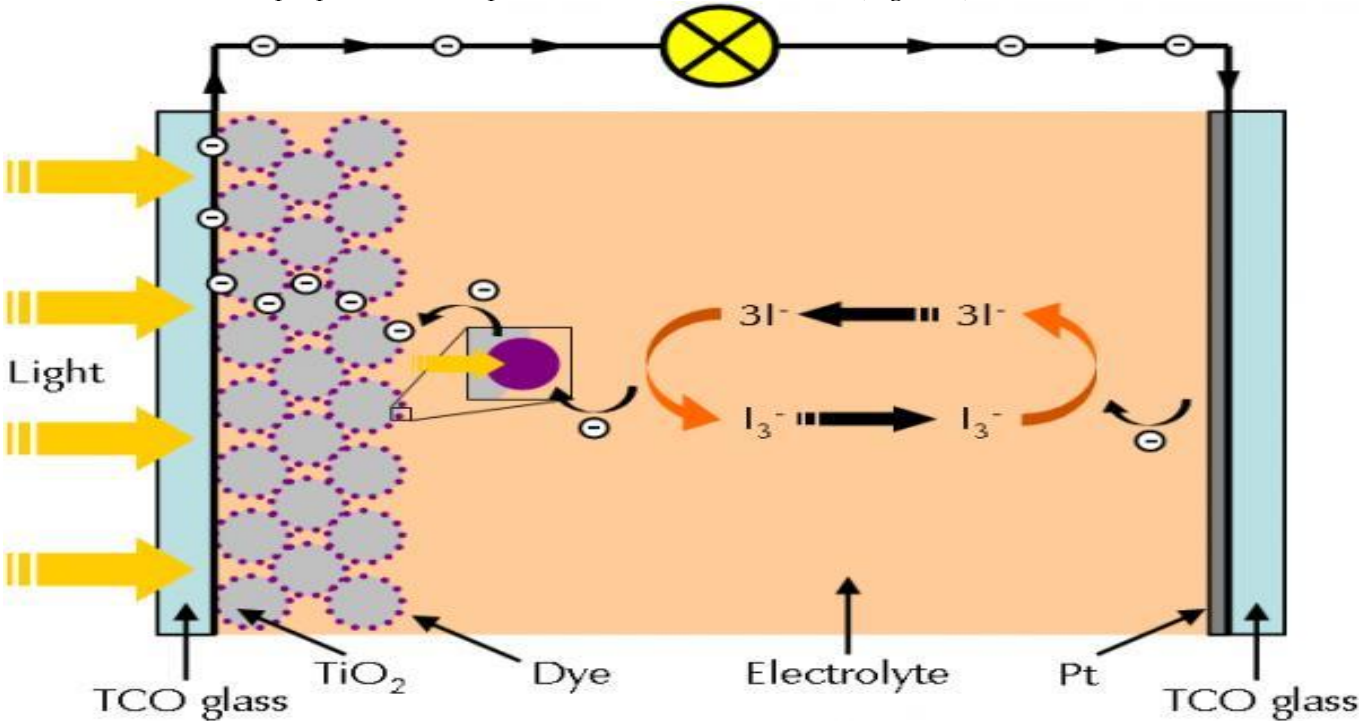

Figure 1. Electron injection and transport mechanism in a one-layer TiO_2 DSSC

Theoretical Background

Electron Transport Mechanism

Electron transport in mesoporous TiO_2 photoanodes is fundamentally governed by a diffusion-controlled process, arising from the disordered network of interconnected TiO_2 nanoparticles [3,10]. Unlike crystalline semiconductors where electrons move via band transport, charge carriers in TiO_2 propagate through a trap-limited diffusion mechanism, involving repeated trapping and detrapping events within localized energy states [11].

$$L_n = \sqrt{D_n \tau_n}$$

where: Dn - is the electron diffusion coefficient, representing the effective mobility of electrons within the TiO_2 network ; τn is the electron lifetime, determined by recombination kinetics[12]. The diffusion length Ln defines the **average distance an electron can travel before recombination occurs**. For efficient charge collection, it is essential that:

$$L_n \gg d$$

where d is the thickness of the TiO_2 photoanode.

Trap States and Transport Limitations

In mesoporous TiO_2 films, a high density of **trap states** exists due to surface defects, grain boundaries, and structural disorder. These trap states: Temporarily localize electrons, Reduce effective electron mobility, Increase transport time, As a result, electron transport is significantly slower compared to crystalline semiconductors, making DSSCs particularly sensitive to recombination processes.

Recombination Mechanism

The dominant recombination pathway in DSSCs occurs at the TiO_2/electrolyte interface, where injected electrons recombine with oxidized species (typically I_3^-) in the electrolyte [2,13]:

$$e^-(TiO_2) + I_3^- \rightarrow I^-$$

This interfacial recombination reduces both: Open-circuit voltage (Voc), Electron lifetime (τn)

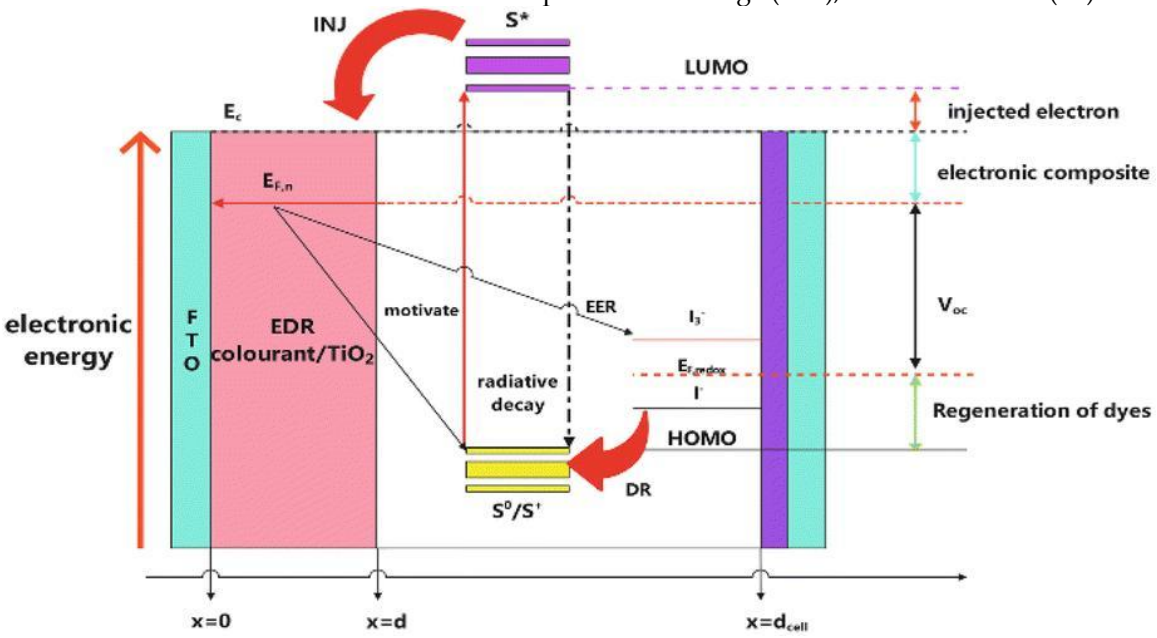

Figure 2. Interfacial charge recombination pathways at the TiO_2/electrolyte interface in a dye-sensitized solar cell

Impact of Single-Layer TiO_2 Architecture

In conventional multilayer structures, additional interfaces (blocking/scattering layers) introduce: Energy barriers, Increased trap density, Additional recombination sites [8,14].

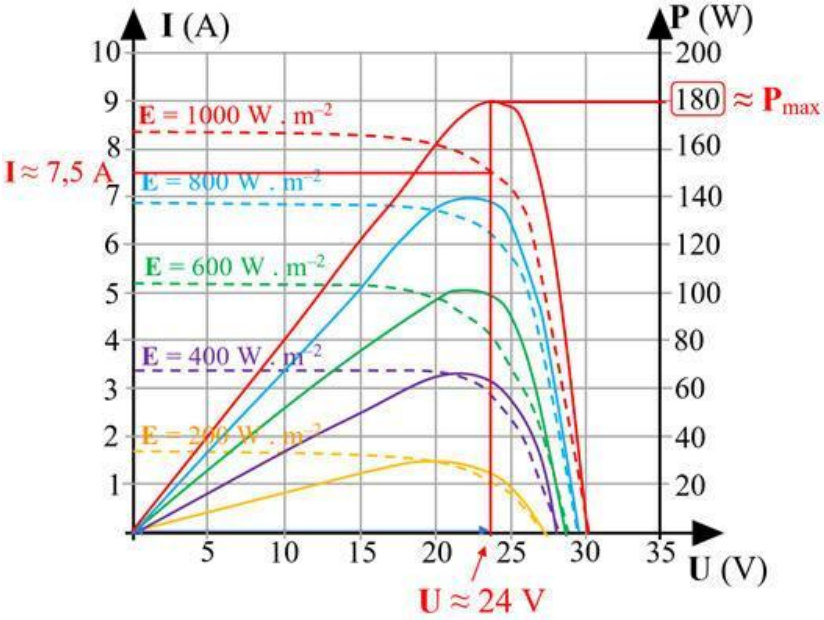

Figure 3. Current-Voltage curve of a solar cell

In contrast, **single-layer TiO_2 photoanodes** provide: Continuous electron pathways, Reduced trap-assisted recombination, Improved electron diffusion coefficient (Dn), Extended electron lifetime (τn), Consequently, the diffusion length Ln increases, leading to:

✓ Enhanced charge collection efficiency
✓ Improved photocurrent density (Jsc)
✓ Better overall device performance

Conclusion

The present study systematically demonstrates that the implementation of **single-layer TiO_2 photoanodes** offers a highly effective strategy for enhancing the performance of dye-sensitized solar cells (DSSCs). By eliminating multiple internal interfaces inherent in conventional multilayer architectures, the single-layer design significantly suppresses interfacial recombination losses and facilitates more efficient electron transport within the photoanode.

Furthermore, the incorporation of PMMA into the PEO-based polymer electrolyte plays a crucial role in modifying the microstructural properties of the system [5,15]. The reduction in PEO crystallinity leads to an increased amorphous phase, thereby enhancing segmental chain mobility and promoting ion transport. As a result, a substantial improvement in ionic conductivity is achieved, which directly contributes to more efficient dye regeneration and charge transfer processes [15]. The combined effect of optimized electrolyte composition and simplified photoanode architecture results in: A significant increase in ionic conductivity (reaching ~7 $mS \cdot cm^{-1}$), Suppression of electron recombination at the TiO_2/electrolyte interface, Enhanced electron lifetime and diffusion length. Improved photovoltaic parameters, including short-circuit current density and fill factor. An overall power conversion efficiency approaching ~7%. Importantly, the simplified fabrication process associated with single-layer TiO_2 photoanodes reduces material consumption and processing complexity, making this approach highly attractive for **low-cost, scalable, and flexible photovoltaic applications**.

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$por-Si/n^+-c-Si$ STRUKTURANI KO'P QATLAMLI FOTOAYLANTIRGICHLARNING HOSSASIGA TA'SIRINI O'RGANISH

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Annotatsiya. *Ushbu ishda* $por-Si/n^+-c-Si/p-c-Si$ *strukturali fotoaylantirgichlarni* $por-Si/n^+-c-Si$ *qatlamaro sohaning sig'imi va* n^+-c-Si *ni kontakt sirtini elektr o'tkazuvchanligini haroratga bog'liqligi tadqiq qilingan. Tadqiqot natijasiga ko'ra haroratni o'sishi bilan har ikki parametrlar qiymatini ortishi kuzatilgan. Olingan natijalar eksperimental natijalar bilan taqqoslangan.*

Kalit so'zlar. *c − Si, VFX, por − Si, Volt-Farad xarakteristika, differensial sig'imi, MDY struktura, potensial to'siq, Puasson tenglamasi, uzluksizlik tenglamasi.*

ИЗУЧЕНИЕ ВЛИЯНИЯ СТРУКТУРЫ $por-Si/n^+-c-Si$ НА СВОЙСТВА МНОГОСЛОЙНЫХ ФОТОПРЕОБРАЗОВАТЕЛЕЙ

Аннотация. *В данной работе структурированные фотопреобразователи* $por-Si/n^+-c-Si/p-c-Si$ *использовались для определения емкости межслоевой области* $por-Si/n^+-c-Si$ *и исследованы зависимости электропроводности контактной поверхности* n^+-c-Si *от температуры. По результатам исследования было замечено, что значения обоих параметров увеличиваются с ростом температуры. Полученные результаты сравнивались с экспериментальными результатами.*

Ключевые слова. *c − Si, VFX, por-Si, вольт-фарадная характеристика, дифференциальная емкость, структура MDY, потенциальный барьер, уравнение Пуассона, уравнение непрерывности.*

STUDY OF INFLUENCE OF $por-Si/n^+-c-Si$ STRUCTURE ON THE PROPERTIES OF MULTILAYER PHOTOCONVERTERS

Abstract. *In this work,* $por-Si/n^+-c-Si/p-c-Si$ *structured photoconverters were used to determine the interlayer capacitance of* $por-Si/n^+-c-Si$ *and the electrical conductivity of the contact surface of* n^+-c-Si *as a function of temperature. researched. According to the results of the study, it was observed that the values of both parameters increase with the increase in temperature. The obtained results were compared with the experimental results.*

Key words. *c − Si, VFX, por − Si, Volt-Farad characteristic, differential capacitance, MDS structure, potential barrier, Poisson's equation, continuity equation.*

Kirish. Kristall kremniy ($c-Si$) asosida quyosh elementlarini samaradorligini oshirish bo'yicha texnologiyalar o'z takamoliga deyarli erishdi. Shuning uchun so'nggi yillarda c-Si asosidagi quyosh elementlarini sirtiy va orqa qatlamini yuzasiga turli ishlov berish yoki turli qo'shimcha qatlamlar o'stirish orqali samaradorlikni ortishirishga oid ilmiy-nazariy tadqiqotlar olib borilmoqda [1,2]. Shunday tadqiqotlar qatoriga $c-n-Si/c-p-Si$ strukturali quyosh elementini sirtiy qatlam yuzasiga g'ovakli kremniy ($por-Si$) yupqa qatlamini o'stirishni misol sifatida keltirishi mumkin. $c-Si$ yuza qatlamiga $por-Si$ qatlimini o'stirish bilan ikkata muammo hal qilinadi, ya'ni $por-Si$ qatlamini yuza sirti o'ta notekisligi hisobiga nur qaytarish koeffitsienti kamaytiriladi va shuningdek $por-Si$ dagi kristallitlar o'lchamini kichikligi hisobiga $por-Si/c-Si$ qatlamlararo potensial to'siq hosil bo'lib rekombinatsion tokni kamaytiradi. Ammo ko'p qatlamli $por-Si/c-Si$ strukturali quyosh elementlarini yuqori samaradorlikka ega texnologiyalar yaratish o'z nihoyasiga yetmagan. Shuning uchun ushbu yo'nalishida eksperimental va nazariy ilmiy tadqiqotlar jadal olib borilmoqda [3,4].

Ko'pgina tadqiqotlarda $por-Si/c-Si$ strukturani kontakt sohasida ro'y beradigan jarayonlarni Volt-Amper va Volt-Farad harakteristikalar yordamida o'rganishgan va $por-Si$ qatlamining taqiq sohasini va elektr o'tkazuvchanlik xususiyatini o'zgarishi hisobiga $por-Si/c-S$i ning kontakt soxasi to'g'rilovchi xusiyatga ega bo'lishi ko'rsatilgan. Ushbu ishda $por-Si/c-Si$ qatlamlar o'rtasidagi sohadagi o'zgarishlarni haroratga bog'liqligi va ularning VFX ga ta'siri nazariy jihatdan o'rganilgan.

Biz avvalgi ishlarimizda $por-Si$ qatlamdagi mikrokristallit o'lchamini tok tashuvchilarni yashash vaqtiga va kontaktdagi potensial to'siq balandligiga ta'sirini o'rganib ushbu $por-Si$ qatlam dielektrik xossalarni namoyon qilishini asoslab bergandik. Ushbu hulosamiz [3] ishda o'zining eksperimental tasdig'ini topganini ko'rishimiz mumkin. Avvalgi ishdagi olingan natijalarga tayanib ushbu ishimizda $por-Si/n-c-Si/p-c-Si$ strukturani VFX si xaroratga bog'liqligi sababini tahlil qilamiz.

$por-Si/n^{+}-c-Si$ STRUKTURANING DIFFERENSIAL SIG'IMI VA UNI HARORATGA BOG'LIQLIGI

$por-Si/n^{+}-c-Si/p-c-S$i struktura uchun olingan VFX grafigi 1-rasmda keltirilgan va [3] da ta'kidlanganidek ushbu grafik n tip asosidagi MDY struktura uchun xos bo'lib, manfiy kuchlanishda $por-Si/n^{+}-c-Si$ sohani kuchli kambag'allashuvni kuzatish mumkin.

Ma'lumki ko'p qatlamli strukturada qatlamlararo xar bir o'tish soxasi o'zining sig'imiga ega, shuning uchun $por-Si/n^{+}-c-Si/p-c-Si$ strukturaning umumiy sig'imini quyidagicha yozishimiz mumkin.

$$\frac{1}{C_u}=\frac{1}{C_1}+\frac{1}{C_2} \tag{1}$$

Bu yerda C_1-$por-Si/n^{+}-c-Si$ soha sig'imi C_2-$n^{+}-c-Si/p-c-Si$ soha sig'imi.

$por-Si/n^{+}-c-Si$ sohani MDY struktura deb qaraganimiz uchun $C_1 \ll C_2$ munosabat o'rinli bo'ladi, u holda (1) dan quyidagiga ega bo'lamiz

$$C_u \approx C_1$$

Demak VFX grafigi asosan $por-Si/n^{+}-c-Si$ xossalariga bog'liq bo'ladi. Shuning uchun MDY strukturadagi maydon taqsimotini aniqlashda j ≈ 0 munosabat o'rinli deb qarab Puasson va uzluksizlik tenglamasini birgalikda yozamiz

$$divE=-\frac{1}{\varepsilon\varepsilon_0}\rho(x) \tag{2}$$

$$\frac{\partial\rho}{\partial t}+div\, j=0 \tag{3}$$

$j \approx 0$ ekanini hisobga olsak (3) dan $\rho(x)=const$ munosabatga ega bo'lamiz, u xolda $\rho(x)$ ni xajmiy zaryadlar sohasidagi zaryadlar zichligi deb hisoblashimiz mumkin. U holda [5] ga ko'ra

$$\rho(x)=e[\rho(x)+N_D^{+}-n(x)-N_A^{-}] \quad \text{yoki}$$

$$\rho(x)=e[\rho_0\left(\exp\left(-\frac{e\varphi_s}{KT}\right)-1\right)-n_0(\exp\left(\frac{e\varphi_s}{KT}-1\right))] \tag{4}$$

Puasson tenglamasini (4) ifodani hisobga olib ishlaydigan bo'lsak, sig'im uchun quyidagi ifodaga ega bo'lamiz.

$$C_{sc}=\frac{\varepsilon\varepsilon_0}{2L_D}\left[\frac{\lambda\left(\exp\left(-\frac{e\varphi_s}{KT}\right)-1\right)-\lambda^{-1}\left(\exp\left(\frac{e\varphi_s}{KT}\right)-1\right)}{F(\varphi_s,\lambda)}\right] \tag{5}$$

Bu yerda $\lambda=\frac{P_0}{n_i}=\frac{P_i}{n_0}$; $L_D=\sqrt{\frac{\varepsilon\varepsilon_0 KT}{2e^2 n_i}}$; $\varphi_s=\Delta\varphi_k-U$; $F(\varphi_s,\lambda)=\pm[\lambda^{-1}\left(\exp\left(\frac{e\varphi_s}{KT}\right)-1\right)+\lambda\left(\exp\left(-\frac{e\varphi_s}{KT}\right)-1\right)+(\lambda-\lambda^{-1})y]^{\frac{1}{2}}$ bo'lib U- strukturaga qo'yilgan tashqi kuchlanish, $\Delta\varphi_k-por-Si/n+-c-Si$ qatlamlar orasidagi potensial to'siq balandligi.

(5) ifodadagi sirtiy potensial asosan $por-Si$ qatlam xossalariga bog'liq, chunki $c-Si$ qatlam sirtiga $por-Si$ qatlamni o'stirish bilan potensial to'siq hosil qilinadi va $por-Si/n^{+}-c-Si$ strukturani kontakt sohasi elektronlarga kambag'allashgan bo'ladi. Shuning uchun tashqi kuchlanish deyarli ushbu kontakt sohaga tushadi deb hisoblashimiz mumkin.

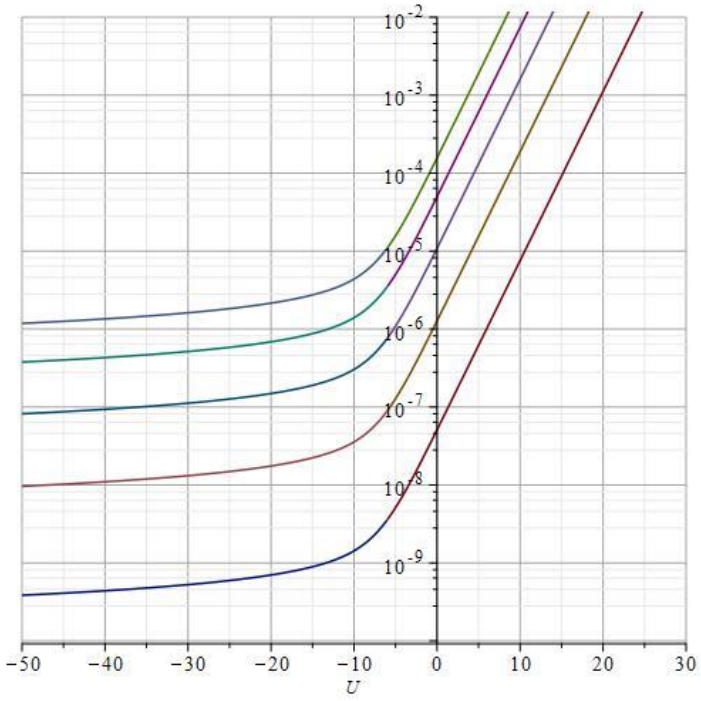
$\Delta\varphi_k$-kattalikni [6] ishda topilgan qiymatini hisobga olib (5) ifoda yordamida por-Si/n⁺-c-Si sohani differensial sig'imini sirtiy potensialga bog'liqligini turli xaroratlar uchun grafigi keltirilgan (2-rasm). Haqiqatan ham xarorat ortishi bilan asosan $n^{+}-c-S$i qatlamdagi tok tashuvchilar konsentrasiyasi ortadi va o'z navbatida differensial sig'im ham ortishi kuzatiladi. Bundan tashqari sirtga yaqin qatlamda tok tashuvchilar konsentratsiyasini o'zgarishi "sirtiy o'tkazuvchanlik" ni ham o'zgarishiga olib keladi. sirtiy o'tkazuvchanlikni quyidagi ifoda yordamida aniqlashimiz mumkin [7].

$$G_s=-en_i\mu_{ps}L_D\int_0^{\varphi_s}\frac{\lambda\left(\exp\left(-\frac{e\varphi_s}{KT}\right)-1\right)+b\lambda^{-1}\left(\exp\left(\frac{e\varphi_s}{KT}\right)-1\right)}{F(\varphi_s,\lambda)}d\varphi_s \tag{7}$$

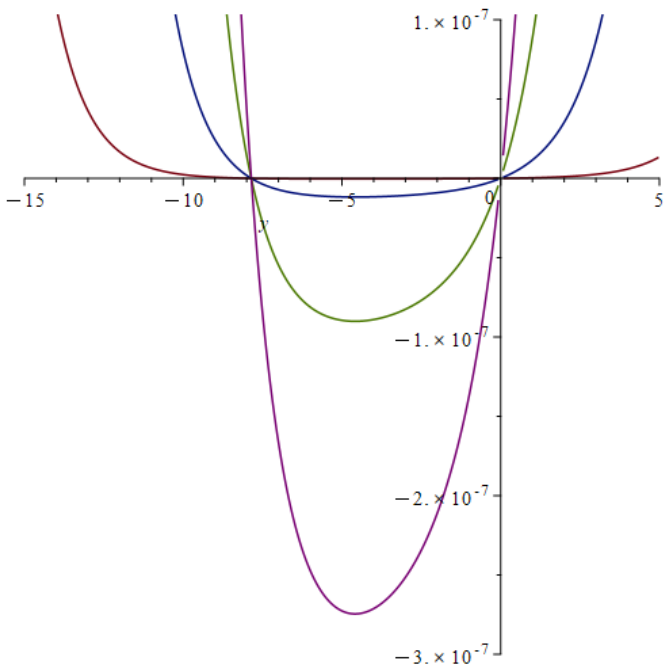
bu yerda $n_i=n_0\exp\left(-\frac{\Delta E}{KT}\right)$ va $L_D=\sqrt{\frac{\varepsilon\varepsilon_0 KT}{2e^2 n_i}}$ orqali aniqlanganligi uchun sirtiy o'tkazuvchanlik haroratga bog'liq bo'ladi.

Ushbu bog'lanishlarni hisobga olib (7) ifoda yordamida sirtiy o'tkazuvchanlikni haroratga bog'liqligi grafigini olamiz (3-rasm). Grafiklardan harorat ortishi bilan sirtiy o'tkazuvchanlikni qiymatini ortishini ko'rish mumkin. bundan tashqari qo'yilgan tashqi kuchlanishga bog'liq holda sirtiy o'tkazuvchanlikni ishorasini o'zgarishi sirtda to'planadigan zaryad tashuvchilarni ishorasini o'zgarganini anglatadi.

Xulosa. Demak $por-Si/n^{+}-c-Si$ strukturani hossalari uning qatlamlari orasidagi sirtlarning elektrofizik parametrlariga bog'liq ekan. 2 va 3- rasmlardagi grafiklarga ko'ra harorat ortishi bilan differensial sig'im va sirtiy o'tkazuvchanlikni ortishi $por-Si/n^{+}-c-Si$ ni kontakt sohasida tok tashuvchilarning konsentratsiyasi ortishini tasdiqlaydi. Ushbu xulosa [7] da olingan eksperimental grafiklarda o'z tasdig'ini topganini ko'rishimiz mumkin.



2-rasm. $por-Si/n^{+}-c-Si$ struktura uchun turli haroratlarda olingan VFX



3-rasm. Turli haroratda $por-Si/n^{+}-c-Si$ strukturaning sirtiy o'tkazuvchanligini tashqi kuchlanishga bog'liqligi.

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SUP METRIK IDEMPOTENT TEKISLIKDA GIPERBOLA VA PARABOLANING KANONIK TENGLAMALARI HAMDA GEOMETRIK XOSSALARI

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Annotatsiya. *Ushbu maqolada sup metrika yordamida idempotent tekislikda giperbola va parabola tenglamalari o‘rganilgan. Fokuslar va direktrisa asosida ushbu egri chiziqlarning idempotent analoglari kiritilib, ularning kanonik tenglamalari hosil qilingan. Idempotent giperbola va parabolaning geometrik tuzilishi tahlil qilinib, ularning bo‘lakli-chiziqli figuralardan iborat ekanligi ko‘rsatilgan. Olingan natijalar idempotent geometriyada ikkinchi tartibli egri chiziqlar nazariyasini rivojlantirishga xizmat qiladi.*

Kalit so‘zlar: *idempotent geometriya, sup metrika, idempotent giperbola, idempotent parabola, kanonik tenglama, fokus, direktrisa, bo‘lakli-chiziqli figura.*

КАНОНИЧЕСКИЕ УРАВНЕНИЯ И ГЕОМЕТРИЧЕСКИЕ СВОЙСТВА ГИПЕРБОЛЫ И ПАРАБОЛЫ В ИДЕМПОТЕНТНОЙ ПЛОСКОСТИ С SUP-МЕТРИКОЙ

Аннотация. *В статье исследуются уравнения гиперболы и параболы в идемпотентной плоскости с sup-метрикой. На основе понятий фокуса и директрисы введены их идемпотентные аналоги и получены канонические уравнения. Изучена геометрическая структура данных кривых и показано, что они представляют собой кусочно-линейные фигуры. Полученные результаты могут быть использованы при дальнейшем развитии теории кривых второго порядка в идемпотентной геометрии.*

Ключевые слова: *идемпотентная геометрия, sup-метрика, идемпотентная гипербола, идемпотентная парабола, каноническое уравнение, фокус, директриса, кусочно-линейная фигура.*

CANONICAL EQUATIONS AND GEOMETRIC PROPERTIES OF HYPERBOLAS AND PARABOLAS IN THE SUP-METRIC IDEMPOTENT PLANE

Annotation. *This paper studies hyperbola and parabola equations in an idempotent plane equipped with the sup metric. Idempotent analogues based on the concepts of focus and directrix are introduced, and their canonical equations are derived. The geometric structure of these curves is investigated, showing that they are piecewise-linear figures. The obtained results contribute to the development of the theory of second-order curves in idempotent geometry.*

Keywords: *idempotent geometry, sup metric, idempotent hyperbola, idempotent parabola, canonical equation, focus, directrix, piecewise-linear figure.*

So‘nggi yillarda idempotent matematika va tropik geometriya zamonaviy matematikaning jadal rivojlanayotgan yo‘nalishlaridan biri sifatida shakllandi. Ushbu nazariyaning vujudga kelishi V.P. Maslov tomonidan taklif etilgan dekvantizatsiya g‘oyasi bilan bog‘liq bo‘lib, keyinchalik G.L. Litvinov, V.N. Kolokoltsov, M. Akian, S. Gaubert va boshqa olimlar tomonidan rivojlantirildi. Idempotent algebra va tropik geometriya optimallashtirish nazariyasi, diskret hodisalar dinamikasi, boshqaruv tizimlari, transport tarmoqlari, iqtisodiy modellashtirish hamda kompyuter fanlarida keng qo‘llanilmoqda.

Idempotent matematikaning asosiy obyektlaridan biri yarimhalqasi bo‘lib, unda qo‘shish amali maksimum operatsiyasi, ko‘paytirish amali esa odatdagi qo‘shish orqali aniqlanadi. Ushbu algebraik struktura klassik geometriyaning ko‘plab tushunchalarini yangi nuqtai nazardan talqin qilish imkonini beradi. Natijada idempotent fazolarda to‘g‘ri chiziqlar, tekisliklar, ko‘pburchaklar va ikkinchi tartibli egri chiziqlarning analoglarini qurish masalalari yuzaga keladi.

Idempotent matematikaning nazariy asoslari V.P. Maslov tomonidan ishlab chiqilgan dekvantizatsiya konsepsiyasiga borib taqaladi [1]. Keyinchalik G.L. Litvinov va V.N. Kolokoltsov tomonidan idempotent analiz hamda

idempotent algebra nazariyasi rivojlantirildi [2,3]. Tropik geometriyaning shakllanishi va rivojlanishida M. Akian, S. Gaubert va A. Gutermanlarning ishlari muhim o‘rin tutadi [4]. D. Maclagan va B. Sturmfels tomonidan tropik geometriyaning zamonaviy nazariyasi tizimli ravishda bayon qilingan [5]. Shu bilan bir qatorda, O‘zbekiston matematik olimi A.A. Zaitov va uning ilmiy maktabi tomonidan idempotent ehtimollik o‘lchovlari fazolari, idempotent funktorlar, ularning topologik va geometrik xossalari hamda idempotent strukturalarning metrik tavsiflariga bag‘ishlangan tadqiqotlar amalga oshirilgan. Idempotent fazolar geometriyasi va topologiyasi bilan bog‘liq mazkur natijalar idempotent matematikaning nazariy asoslarini rivojlantirishda muhim o‘rin egallaydi [8 – 11].

Sup metrika va unga asoslangan geometrik strukturalar max-plus algebra doirasida ham tadqiq etilgan. Xususan, F. Baccelli, G. Cohen, G.J. Olsder va J.P. Quadrat tomonidan max-plus algebra va uning tatbiqlari batafsil o‘rganilgan [6]. P. Butkovič tomonidan max-linear sistemalar nazariyasi ishlab chiqilib, idempotent fazolarning algebraik va geometrik xossalari tadqiq qilingan [7]. Shu bilan birga, mavjud tadqiqotlarning asosiy qismi algebraik strukturalar, optimallashtirish masalalari va tropik chiziqli obyektlarga bag‘ishlangan bo‘lib, sup metrik idempotent tekislikda klassik ikkinchi tartibli egri chiziqlarning analoglari yetarli darajada o‘rganilmagan.

Ma’lumki, klassik geometriyada giperbola fokuslargacha bo‘lgan masofalar ayirmasining moduli o‘zgarmas bo‘lgan nuqtalar to‘plami sifatida, parabola esa fokus va direktrisagacha bo‘lgan masofalari teng bo‘lgan nuqtalar to‘plami sifatida aniqlanadi. Ushbu ta’riflar Evklid metrikasiga asoslangan bo‘lib, natijada silliq kvadratik egri chiziqlar hosil bo‘ladi. Biroq sup metrikada masofa maksimum operatsiyasi orqali aniqlanganligi sababli mos geometrik obyektlarning tuzilishi sezilarli darajada o‘zgaradi. Natijada klassik egri chiziqlarning idempotent analoglari bo‘lakli-chiziqli geometrik figuralar ko‘rinishida namoyon bo‘ladi.

Shu munosabat bilan sup metrik idempotent tekislikda giperbola va parabolaning analitik tavsifini qurish, ularning mavjudlik shartlarini aniqlash hamda geometrik xossalarini tadqiq etish dolzarb ilmiy masala hisoblanadi. Ayniqsa, fokuslar va direktrisa yordamida aniqlanadigan klassik ikkinchi tartibli chiziqlarning idempotent analoglarini o‘rganish idempotent geometriyada ikkinchi tartibli egri chiziqlar nazariyasini rivojlantirish nuqtai nazaridan muhim ahamiyatga ega.

Ushbu ishning maqsadi sup metrik idempotent tekislikda giperbola va parabolaning kanonik tenglamalarini hosil qilish hamda ularning geometrik xossalarini tadqiq etishdan iborat. Tadqiqot davomida fokuslar va direktrisa asosidagi klassik ta'riflarning idempotent analoglari kiritildi, idempotent giperbolaning mavjudlik sharti aniqlandi, giperbola va parabolaning kanonik tenglamalari keltirib chiqarildi hamda ularning bo‘lakli-chiziqli geometrik strukturasi tavsiflandi.

Maqolaning ilmiy yangiligi shundan iboratki, sup metrik idempotent tekislikda giperbola va parabolaning kanonik tenglamalari fokusli yondashuv asosida hosil qilindi, idempotent giperbolaning mavjudlik sharti isbotlandi hamda mazkur egri chiziqlarning klassik analoglardan farqli ravishda bo‘lakli-chiziqli geometrik obyektlardan tashkil topishi ko‘rsatildi. Olingan natijalar idempotent geometriyada ikkinchi tartibli egri chiziqlar nazariyasini rivojlantirish va ularning idempotent analoglarini tadqiq etish uchun nazariy asos bo‘lib xizmat qiladi.

Max-plus algebra – bu an’anaviy algebraik tizimlardan farq qilgan holda, haqiqiy sonlardan iborat algebraik tuzilma bo‘lib, unda odatdagi qo‘shish va ko‘paytirish amallari mos ravishda, maksimumni olish va oddiy qo‘shish amallari bilan almashtiriladi. Aniqroq aytganda, $\mathbb{R}_{max}$ to‘plamni $\mathbb{R} \cup \{-\infty\}$ kabi belgilab olamiz, hamda $\mathbb{R}_{max}$ dagi ikki $\oplus$ va $\odot$ amallarini quyidagicha aniqlaymiz:$x \oplus y = max\{x, y\}$ va $x \odot y = x + y$.

Hosil bo‘lgan $\mathbb{R}max_{max}$ algebraik tuzilma max-plus algebra deyiladi. Bu algebra idempotent yarim maydon bo‘lib, mazkur algebra asosida qurilgan fazolar idempotent fazolar deb ataladi.

1-ta’rif. $\mathbb{R}_{max}$ idempotent yarim maydon ustidagi n -o‘lchamli max-plus chiziqli fazo quyidagicha aniqlanadi:

$$\square_{\max}^{n} = \underbrace{\square_{\max} \times \square_{\max} \times \ldots \times \square_{\max} \times \square_{\max}}_{n \text{ marta}}$$

1) n -o‘lchamli ustun vektorlardan iborat to‘plam aniqlanadi, bunda $x = (x_1, x_2, \ldots, x_n) \in \mathbb{R}_{max}^n$ elementni vektor deymiz;

2) $x,\ y \in \mathbb{R}_{max}^n$ vektorlar hamda $\lambda \in \mathbb{R}_{max}$ skalyar uchun $\oplus$ va $\odot$ amallar koordinatali aniqlanadi, ya’ni

$$x \oplus y = (max(x_1, y_1), max(x_2, y_2), \ldots, max(x_n, y_n)),$$
$$\lambda \odot x = (\lambda + x_1, \lambda + x_2, \ldots, \lambda + x_n).$$

Bizga ma’lumki sup metrika

$$d_\infty(A, B) = max\{|x_1 - x_2|,\ |y_1 - y_2|\},$$

bu yerda $A = (x_1, y_1)$, $B = (x_2, y_2) \in \mathbb{R}_{max}^2$ ko‘rinishda aniqlanadi.

Bu metrika idempotent geometriyada juda tabiiy, chunki unda “maksimum” operatsiyasi asosiy o‘rin tutadi.

Klassik geometriyada giperbola fokuslargacha bo‘lgan masofalar ayirmasining moduli o‘zgarmas bo‘lgan nuqtalar to‘plamidir.

Idempotent geometriyada ham shu g‘oya saqlanadi, ammo masofa Evklid metrikasi orqali emas, balki idempotent algebra tabiati bilan mos keluvchi sup metrika yordamida ifodalanadi.

Klassi giperbola ta'rifiga asosan idempotent giperbola ta'rifini kiritamiz.

2-ta'rif. $F_1,\ F_2 \in \mathbb{R}^2_{max}$ – ikkita turli nuqta bo'lsin. $k > 0$ son uchun idempotent giperbola deb

$$\mathcal{H}(F_1, F_2; k) = \left\{M \in \mathbb{R}^{2|d_\infty(M,F_1)-d_\infty(M,F_2)|}_{max}\{\}\right\}$$

to'plamga aytiladi.

Idempotent giperbolaning kanonik ko'rinishni keltirib chiqarish uchun fokuslarni OX -o'q bo'ylab simmetrik joylashtiramiz:

$$F_1 = (-c, 0),\ F_2 = (c, 0),\ c > 0.$$

Ixtiyoriy $M = (x, y)$ nuqta uchun fokuslargacha masofalar:

$$d_1 = d_\infty(M, F_1) = max\{|x + c|,\ |y|\},$$
$$d_2 = d_\infty(M, F_2) = max(|x - c|,\ |y|).$$

Shunda idempotent giperbola tenglamasi

$$|max\{|x + c|,\ |y|\} - max\{|x - c|,\ |y|\}| = k$$

ko'rinishga ega bo'ladi. Bu idempotent giperbolaning asosiy kanonik tenglamasidir.

Quyidagi lemma idempotent giperbolaning mavjudlik shartini ifodalaydi.

lemma. Idempotent giperbola mavjud bo'lishi uchun $0 < k \le 2c$ bo'lishi kerak.

Isbot. Ikki fokus orasidagi masofa

$$d_\infty(F_1, F_2) = max\{|(-c) - c|,\ 0\} = 2c.$$

Sup metrik fazoda har qanday $A,\ B,\ C$ nuqtalar uchun$d_\infty(A, C) \le d_\infty(A, B) + d_\infty(B, C)$ uchburchak tengsizligi bajariladi. Undan $d_\infty(A, C) - d_\infty(B, C) \le d_\infty(A, B)$ hosil qilamiz. A ni B ga o'rin almashtiramiz va simmetriklikdan foydalanamiz $d_\infty(B, C) - d_\infty(A, C) \le d_\infty(A, B)$ keyin ikkalasini birlashtirib $|d_\infty(A, C) - d_\infty(B, C)| \le d_\infty(A, B)$ hosil qilamiz. Endi lemma uchun $A = F_1,\ B = F_2,\ C = M$ olamiz. U holda $|d_\infty(M, F_1) - d_\infty(M, F_2)| \le d_\infty(F_1, F_2)$ bo'ladi. Lekin $F_1 = (-c, 0)$, $F_2 = (c, 0)$ bo'lgani uchun $d_\infty(F_1, F_2) = max\{|(-c) - c|,\ 0\} = max\{2c,\ 0\} = 2c$. Natijada

$$|d_\infty(M, F_1) - d_\infty(M, F_2)| \le 2c$$

hosil bo'ladi. Shuning uchun $k > 2c$ bo'lsa giperbola mavjud bo'lolmaydi. lemma isbotlandi.

Endi $0 < k < 2c$ shartda idempotent giperbola ko'rinishini aniqlaylik.

1-teorema. Ikki o'lchamli idempotent fazoda fokuslar $F_1 = (-c, 0)$, $F_2 = (c, 0)$, $c > 0$ ko'rinishda berilgan bo'lsin. Sup metrika bo'yicha aniqlangan idempotent giperbola

$$\mathcal{H}(F_1, F_2; k) = \left\{M = (x, y) \in \mathbb{R}^{2|d_\infty(M,F_1)-d_\infty(M,F_2)|}_{max}\{\}\right\}$$

bo'lsin, bu yerda $0 < k < 2c$. U holda $\mathcal{H}(F_1, F_2; k)$ ikki tarmoqli bo'lakli-chiziqli figura bo'lib, quyidagi oltita bo'lakdan tashkil topadi:

$$x = -\frac{k}{2},\ \ -\left(c - \frac{k}{2}\right) \le y \le c - \frac{k}{2}; \qquad x = \frac{k}{2},\ \ -\left(c - \frac{k}{2}\right) \le y \le c - \frac{k}{2};$$
$$y = x,\ x \ge \frac{k}{2}; \qquad y = -x,\ x \ge \frac{k}{2};$$
$$y = x,\ x \le -\frac{k}{2}; \qquad y = -x,\ x \le -\frac{k}{2}.$$

Isbot. Ushbu $|max\{|x + c|, |y|\} - max\{|x - c|, |y|\}| = k$ idempotent giperbola tenglamasida $d_1 = max\{|x + c|, |y|\}$ va $d_2 = max\{|x - c|, |y|\}$ almashtirishdan $|d_1 - d_2| = k$ tenglama hosil bo'ladi. Fokuslar Ox o'qiga nisbatan simmetrik joylashganligi sababli chiziq ham Ox hamda Oy o'qlariga nisbatan simmetrik bo'ladi.

Shuning uchun avval $x \ge 0$ qismini qaraymiz. Agar $x \ge 0$ bo'lsa, $|x + c| = x + c$. Shuningdek, bu qismda $d_1 \ge d_2$ bo'ladi. Shuning uchun $d_1 - d_2 = k$ tenglamani qarash kifoya.

1-holat. Agar $|y| \le |x - c|$ bo'lsa, u holda $d_1 = x + c,\ d_2 = |x - c|$. Endi $0 \le x \le c$ oraliqda $|x - c| = c - x$. Shuning uchun $(x + c) - (c - x) = k$. Bundan $2x = k$ va $x = \frac{k}{2}$ kelib chiqadi. Shartdan $|y| \le \left|\frac{k}{2} - c\right|$ ya'ni $|y| \le c - \frac{k}{2}$ hosil bo'ladi. Demak, o'ng tarmoqdagi vertikal bo'lak: $x = \frac{k}{2},\ -\left(c - \frac{k}{2}\right) \le y \le c - \frac{k}{2}$.

2-holat. Agar $|x - c| \le |y| \le x + c$ bo'lsa, u holda $d_1 = x + c,\ d_2 = |y|$. Tenglama: $x + c - |y| = k$. Bundan $|y| = x + c - k$. Demak, $y = x + c - k$ yoki $y = -x - c + k$. Shartlardan bu nurlar $x \ge \frac{k}{2}$ dan boshlanishi kelib chiqadi. Demak o'ng tarmoq $y = x + c - k,\ x \ge \frac{k}{2}$,$y = -x - c + k,\ x \ge \frac{k}{2}$. Simmetriya bo'yicha chap tarmoq quyidagicha hosil bo'ladi:

$$x = -\frac{k}{2}, \qquad -\left(c - \frac{k}{2}\right) \le y \le c - \frac{k}{2}, \quad y = -x + c - k,$$
$$x \le -\frac{k}{2}, \qquad y = x - c + k, \qquad x \le -\frac{k}{2}.$$

Shunday qilib, idempotent giperbola ikkita vertikal kesma va to'rtta qiya nurdan iborat bo'ladi. Ya'ni u oltita chiziqli bo'lakdan tashkil topgan bo'lakli-chiziqli figuradir. 1-teorema isbotlandi.

1-teoremaga ko'ra, $0 < k < 2c$ uchun simmetrik fokusli idempotent giperbola quyidagi ikki qismning birlashmasidan iborat:

$$\mathcal{H} = \left\{(x, y): |x| = \frac{k}{2},\ |y| \le c - \frac{k}{2}\right\} \cup \left\{(x, y): |y| = c + |x| - k,\ |y| \ge c - \frac{k}{2}\right\}.$$

Bu giperbola klassik silliq egri emas, balki bo'lakli-chiziqli figuradir.

Idempotent giperbolaning quyidagi maxsus hollarini qaraylik.

1-hol. $k = 0$. Bu holda $d_\infty(M, F_1) = d_\infty(M, F_2)$. Demak, nuqtalar fokuslardan teng uzoqlikda yotadi. Hisoblashdan $x = 0$, ya'ni markaziy vertikal o'q hosil bo'ladi.

2-hol. $k = 2c$. Bu holda markaziy kesmalar $x = \pm c$, $|y| \le 0$ ya'ni, faqat $(\pm c, 0)$ nuqtalarga qisqaradi, qiya qismlar esa nurlarga aylanadi $|y| = |x| - c$, $|x| \ge c$. Demak, bu holatda giperbola maksimal yoyilgan holatga ega bo'ladi.

Idempotent giperbolaning asosiy xossalari quyidagilar.

1^0. Simmetriya. Tenglama

$$|max\{|x + c|, |y|\} - max\{|x - c|, |y|\}| = k$$

faqat $|x|$ va $|y|$ orqali ifodalanadi. Shuning uchun egri chiziq

- x -o'qqa nisbatan,
- y -o'qqa nisbatan,
- koordinatalar boshiga nisbatan simmetrikdir.

2^0. Bo'lakli-chiziqlilik.

Klassik giperbola kvadratik egri bo'lsa, idempotent giperbola maksimum va modul amallari tufayli to'g'ri chiziqli bo'laklardan tashkil topadi.

3^0. Asimptotik yo'nalishlar.

Tashqi qismlarda $|y| = c + |x| - k$ bo'lgani uchun asimptotik yo'nalishlar

$$y = x + (c - k), \quad y = -x + (c - k),$$
$$y = x - (c - k), \quad y = -x - (c - k)$$

tipidagi qiya chiziqlar bilan mos keladi.

4^0. Ichki "yadro" qismi.

Giperbolaning markazga yaqin qismi vertikal kesmalar: $x = \pm\frac{k}{2}$

ko'rinishida chiqadi. Bu klassik giperboladan muhim farqdir.

5^0. Fokuslar orasidagi masofa $2c$ kattalashgani sayin, giperbola ham "kengayadi".

6^0. k kattalashgani sayin markaziy kesmalar qisqaradi va figura tashqariga suriladi.

1-misol. Fokuslar $F_1 = (-3,0)$, $F_2 = (3,0)$ va $k = 2$ bo'lsin. Bu holda $c = 3$ bo'lib, kanonik tenglama

$|max\{|x + 3|,\ |y|\} - max\{|x - 3|,\ |y|\}| = 2$

kabi bo'ladi.

Yuqoridagi formulaga ko'ra giperbola: $|x| = \frac{k}{2} = 1$, $|y| \le 3 - 1 = 2$ va $|y| = 3 + |x| - 2 = |x| + 1$, $|y| \ge 2$ qismlardan iborat. Demak, u quyidagi bo'laklardan tuzilgan (1-rasm):

$$x = 1, -2 \le y \le 2, \qquad x = -1, \quad -2 \le y \le 2,$$

hamda qiya nurlar:

$$y = x + 1, y = -x + 1, x \le -1,$$

$$y = -x - 1, x \ge 1, y = x - 1, x \le -1.$$

2-misol. Agar $F_1 = (-2,0)$, $F_2 = (2,0)$, $k = 4$, bo'lsa, bu yerda $2c = 4$, ya'ni maxsus 2- holat. Shunda:

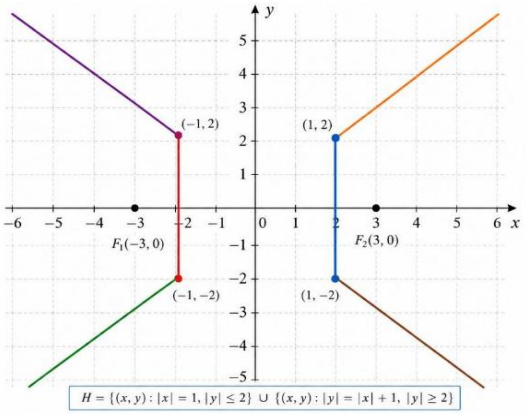
$$|x| = 2, |y| \le 0$$

faqat $(-2,0)$, $(2,0)$ nuqtalarni beradi, tashqi qismlar esa $|y| = |x| - 2$, $|x| \ge 2$, bundan

$y = x - 2$, $x \ge 2$ $y = -x + 2$, $x \ge 2$

$y = x + 2$, $x \le -2$ $y = x + 2$, $x \le -2$

ko'rinishdagi to'rtta nurga aylanadi (2-rasm).



1-rasm.

Klassik geometriyada fokuslar farqiga asoslangan giperbola:

$$|MF_1 - MF_2| = 2a$$

ko'rinishda bo'lib, silliq kvadratik egri chiziq hosil qiladi. Idempotent geometriyada esa:

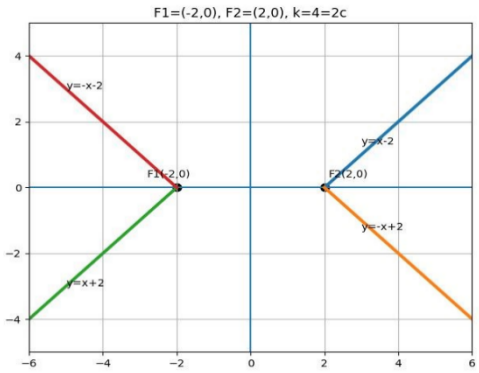
$$|d_\infty(M, F_1) - d_\infty(M, F_2)| = k$$

maksimumga asoslangan metrika sababli bo'lakli-chiziqli figura paydo bo'ladi.

Shunday qilib

- klassik giperbola – kvadratik egri;
- idempotent giperbola – maksimum va modul asosidagi bo'lakli-chiziqli figura.

Bu idempotent geometriyaning eng muhim xususiyatlaridan biridir.



2-rasm.

Endi idempotent parabola kanonik tenglamasi keltirib chiqaramiz va geometrik xossalarini tahlil qilamiz.

Klassik geometriyada parabola berilgan fokus nuqta bilan berilgan direktrisagacha bo'lgan masofalari teng bo'lgan nuqtalar to'plami sifatida aniqlanadi. Bu ta'rifga asosan sup metrika yordamida idempotent parabolani ta'riflaymiz.

3-ta'rif. $F \in \mathbb{R}^2_{max}$ nuqta va l to'g'ri chiziq berilgan bo'lsin.

Idempotent parabola deb, fokus F ga bo'lgan masofasi direktrisa l gacha bo'lgan masofasiga teng bo'lgan barcha nuqtalar to'plamiga aytiladi:

$$\mathcal{P}(F,l) = \left\{M \in \mathbb{R}^{2_\infty(M,F)_\infty}_{max}\{\}\right\}$$

bu yerda $d_\infty(M,l) -$ nuqtadan chiziqqacha bo'lgan masofa bo'lib,

$$d_\infty(M,l) = inf\{d_\infty(M,N): N \in l\}$$

orqali aniqlanadi.

Bu ta'rif klassik parabola ta'rifining idempotent analogidir.

Idempotent parabola tenglamasini chiqarish uchun, avvalo, d_∞ metrikada nuqtadan direktrisagacha masofani aniq topish kerak. Kanonik holatda direktrisa sifatida vertikal l: $x = -p, p > 0$ chiziqni olamiz, fokus esa $F = (p,0)$ bo'lsin. Bu tanlov klassik parabola uchun ham kanonik vaziyatga mos keladi. Fokus direktrisadan bir xil uzoqlikda va simmetriya o'qi x -o'q bo'ylab joylashadi.

Endi $M = (x,y)$ nuqtani olaylik. Direktrisadagi ixtiyoriy nuqta $N = (-p,t)$ ko'rinishda bo'ladi, bu yerda $t \in \mathbb{R}$. Shunda M dan N gacha masofa

$$d_\infty(M,N) = max\{|x+p|,\ |y-t|\}.$$

Endi t bo'yicha eng kichik qiymatni topamiz:

$$d_\infty(M,l) = \inf_{t\in\mathbb{R}} max\{|x+p|,\ |y-t|\}.$$

Agar $t = y$ deb olsak, unda $|y-t| = 0$, shuning uchun

$$d_\infty(M,N) = max\{|x+p|,0\} = |x+p|.$$

Demak, $d_\infty(M,l) \le |x+p|$, boshqa tomondan, ixtiyoriy t uchun $max\{|x+p|,\ |y-t|\} \ge |x+p|$, demak, $d_\infty(M,l) \ge |x+p|$. Har ikkala tengsizlikni birlashtirib, quyidagi natijani olamiz:

$$d_\infty(M,l) = |x+p|.$$

Endi $M = (x,y)$ nuqtaning fokus $F = (p,0)$ gacha masofasini yozamiz:

$$d_\infty(M,F) = max\{|x-p|,\ |y|\}.$$

Parabola ta'rifiga ko'ra

$$d_\infty(M,F) = d_\infty(M,l),$$

ya'ni,

$$max\{|x-p|,\ |y|\} = |x+p|.$$

Demak, idempotent parabola uchun kanonik tenglama:

$$max\{|x-p|,\ |y|\} = |x+p|$$

hosil bo'ladi. Bu $-$ fokus va direktrisa asosida aniqlangan idempotent parabolaning asosiy tenglamasidir.

Endi $max\{|x-p|,\ |y|\} = |x+p|$ tenglamani sohalar bo'yicha tahlil qilamiz.

Agar $x < -p$ bo'lsa, u holda

$$|x+p| = -(x+p),\ |x-p| = -(x-p) = p-x.$$

Lekin bu holda $p - x > -x - p$ chunki $(p-x) - (-x-p) = 2p > 0$. Demak, $|x-p| > |x+p|$. Shunday ekan,

$$max\{|x-p|,\ |y|\} \ge |x-p| > |x+p|,$$

bu esa tenglamani qanoatlantirmaydi. Shuning uchun parabola nuqtalari uchun zarur shart: $x \ge -p$. Demak, idempotent parabola direktrisaning chap tomonida emas, balki undan o'ng tomonda joylashadi.

Agar $-p \le x \le p$ bo'lsa, u holda

$$|x+p| = x+p,\ |x-p| = p-x.$$

Shuning uchun tenglama

$$max\{p-x,\ |y|\} = x+p$$

ko'rinishga keladi. Ammo $x+p \ge p-x$, chunki

$$(x+p) - (p-x) = 2x.$$

Bu yerda ikkita hol yuz beradi.

1-hol: $x \geq 0$. U holda

$$x + p \geq p - x.$$

Shunday qilib, maksimumning $x + p$ ga teng bo‘lishi uchun

$$|y| = x + p$$

bo‘lishi kerak yoki kamida

$$|y| \leq x + p$$

emas, balki aynan maksimum $x + p$ chiqishi uchun ikki imkoniyat bor:

• agar $p - x = x + p$, ya’ni $x = 0$,

• yoki $|y| = x + p$.

Chunki maksimumning qiymati $x + p$ bo‘lishi kerak.

Lekin $x > 0$ bo‘lsa, $p - x < x + p$, shunda faqat $|y| = x + p$ tenglikni beradi.

2-hol: $x = 0$. Bu holda

$$|x - p| = |x + p| = p,$$

Demak, $max\{p,\ |y|\} = p$ bo‘lishi uchun $|y| \leq p$ yetarli.

Shunday qilib, $x = 0$ da parabola vertikal kesmaga ega bo‘ladi:

$$x = 0, \qquad |y| \leq p$$

Bu holda

$$|x - p| = x - p, |x + p| = x + p.$$

Shuning uchun parabola tenglamasi

$$max\{x - p,\ |y|\} = x + p$$

ko‘rinishga ega bo‘ladi.

Bu yerda $x + p > x - p$, demak tenglik bajarilishi uchun

$$|y| = x + p$$

bo‘lishi kerak. Yuqoridagi barcha holatlarni birlashtirib, idempotent parabola quyidagi ko‘rinishga ega bo‘ladi:

$$\mathcal{P} = \{(x, y): x = 0,\ |y| \leq p\} \ \cup \ \{(x, y): |y| = x + p,\ x \geq 0\}$$

ya’ni u:

• markazda bitta vertikal kesma,

• undan chiqadigan ikki qiya nur

dan iborat. Buni yana bo‘laklab yozish mumkin:

$$\mathcal{P} = \{(0, y): -p \leq y \leq p\} \cup \{(x, y): y = x + p,\ x \geq 0\} \cup \{(x, y): y = -x - p,\ x \geq 0\}.$$

Bu idempotent parabolaning eng sodda kanonik ko‘rinishidir.

Klassik parabola silliq egri chiziq bo‘lib, fokus va direktrisagacha masofalar tengligidan hosil bo‘ladi. Idempotent holatda esa maksimum amali tufayli silliq egri emas, balki bo‘lakli-chiziqli figura hosil bo‘ladi.

Shu bois idempotent parabola quyidagicha tasvirlanadi:

• simmetriya o‘qi x -o‘q;

• uch qismdan iborat:

○ $x = 0$ vertikal kesma;

○ yuqoriga qaragan qiya nur;

○ pastga qaragan qiya nur.

Bu ko‘rinish klassik parabolaning idempotent analogi sifatida qaraladi.

Shunday qilib biz quyidagi teoremani isbotladik.

2-teorema. Fokus

$$F = (p, 0), p > 0$$

va direktrisa

$$l: x = -p$$

uchun d_∞-metrikada aniqlangan idempotent parabola

$$\mathcal{P} = \{M = (x, y):\ d_\infty(M, F) = d_\infty(M, l)\}$$

quyidagi tenglama bilan aniqlanadi:

$$max\{|x - p|,\ |y|\} = |x + p|,$$

va u ekvivalent ravishda

$$\mathcal{P} = \{(0, y): -p \leq y \leq p\} \cup \{(x, y): y = x + p,\ x \geq 0\} \cup \{(x, y): y = -x - p,\ x \geq 0\}$$

to‘plamdan .

Demak, idempotent parabola fokus-direktrisa prinsipi saqlangan holda, klassik paraboladan farqli ravishda, maksimum amali ta’sirida bo‘lakli-chiziqli geometrik obyekt sifatida namoyon bo‘ladi.

3-misol. $p = 2$ bo‘lsin. U holda fokus: $F = (2,0)$, direktrisa: $x = -2$. Parabola tenglamasi:

$$max\{\ |x - 2|,\ |y|\} = |x + 2|.$$

Kanonik ko‘rinishi:

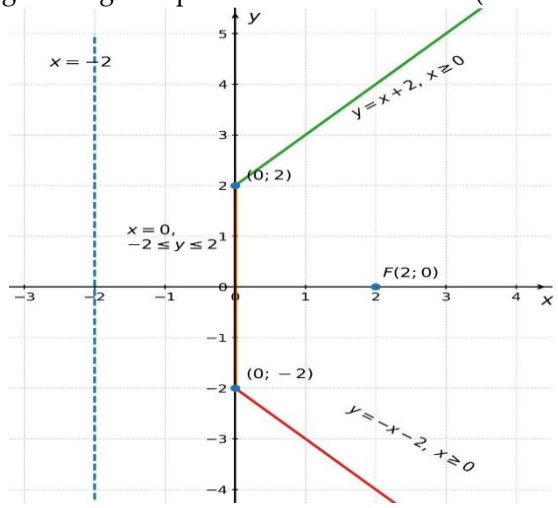
$$x = 0,\ -2 \le y \le 2,$$
$$y = x + 2,\ x \ge 0,$$
$$y = -x - 2,\ x \ge 0.$$

Demak, figura $(0,-2)$ dan $(0,2)$ gacha vertikal kesma va undan o‘ng tomonga chiquvchi ikki nurdan iborat (3-rasm).

Demak, idempotent parabola fokus-direktrisa prinsipi saqlangan holda, klassik paraboladan farqli ravishda, maksimum amali ta’sirida bo‘lakli-chiziqli geometrik obyekt sifatida namoyon bo‘ladi.

Ushbu ishda sup metrik idempotent tekislikda giperbola va parabolaning fokusli ta’riflari asosida kanonik tenglamalari keltirib chiqarildi. Idempotent giperbolaning mavjudlik sharti aniqlanib, uning bo‘lakli-chiziqli geometrik tuzilishi tavsiflandi. Shuningdek, fokus va direktrisa yordamida idempotent parabola tenglamasi hosil qilinib, uning uch qismdan iborat bo‘lgan kanonik ko‘rinishi aniqlandi.

Olingan natijalar klassik ikkinchi tartibli egri chiziqlarning idempotent analoglarini qurishga imkon beradi hamda idempotent geometriyada ikkinchi tartibli egri chiziqlar nazariyasini rivojlantirish uchun asos bo‘lib xizmat qiladi. Kelgusida ushbu yondashuvni yuqori o‘lchamli idempotent sirtlar va tropik geometriya obyektlariga tatbiq etish rejalashtirilgan.



3-rasm.

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PHYSICS AND MATHEMATICS

KREMNIY MONOKRISTALIGA GE KIRISHMA ATOMLARNI KONSENTRATSIYASINI O'ZGARTIRISH ORQALI TAQIQ ZONA ENERGIYASINI BOSHQARISH VA HOSIL BO'LADIGAN NUQSONLARNI TAHLIL QILISH

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Annotatsiya; *Ushbu maqolada kremniy (Si) monokristaliga germaniy (Ge) atomlarini kiritish orqali $Si_{1-x}Ge_x$ qattiq qotishmasining taqiqlangan zona energiyasini (E_g) maqsadli boshqarish mexanizmlari va kristall panjarada hosil bo'ladigan strukturaviy nuqsonlar virtual laboratoriya muhitida modellashtirildi. Tadqiqot davomida Ge konsentratsiyasining o'zgarishi materialning asosiy elektrofizik parametrlari, xususan, panjara doimiysi (a), panjara nomuvofiqligi (lattice mismatch) va mexanik kuchlanish (strain) holatiga qanday ta'sir qilishi tahlil qilindi. Dasturiy simulyatsiya natijalari shuni ko'rsatadiki, Ge ulushining ortishi kutilganidek taqiqlangan zona energiyasining torayishiga olib keladi, bu esa infraqizil optoelektronika uchun qulaydir. Biroq, atom o'lchamlaridagi farq hisobiga yuzaga keladigan panjara nomuvofiqligi dislokatsiyalar va strukturaviy nuqsonlar darajasining oshishiga olib kelishi tasdiqlandi. Olingan xulosalar SiGe asosidagi zamonaviy yuqori chastotali tranzistorlar va fotodetektorlarni optimallashtirishda muhim amaliy ahamiyatga ega.*

Kalit so'zlar: *$Si_{1-x}Ge_x$ qotishmasi, taqiqlangan zona energiyasi (E_g), kremniy monokristali, panjara nomuvofiqligi (lattice mismatch), strukturaviy nuqsonlar, mexanik kuchlanish (strain), virtual modellashtirish, optoelektronika.*

CONTROLLING THE BAND GAP ENERGY AND ANALYZING RESULTING DEFECTS BY VARYING THE CONCENTRATION OF GE IMPURITY ATOMS IN A SILICON SINGLE CRYSTAL

Abstract: *This article models—within a virtual laboratory environment—the mechanisms for controlling the bandgap energy of $Si_{1-x}Ge_x$ solid solutions (formed by introducing germanium atoms into a silicon single crystal) and the structural defects arising in the crystal lattice. The study analyzes how the Ge concentration influences the material's key electrophysical parameters, lattice constant (a), lattice mismatch, and mechanical strain state. Software simulations demonstrate that increasing the Ge fraction leads to a narrowing of the bandgap energy, a property advantageous for infrared optoelectronics. It was confirmed that the difference in atomic properties leads to increased lattice mismatch and structural dislocations. These findings are significant for optimizing modern high-frequency transistors and photodetectors based on SiGe.*

Keywords: *$Si_{1-x}Ge_x$ alloy, bandgap energy, silicon single crystal, lattice mismatch, structural defects, mechanical strain, virtual modeling, optoelectronics.*

КОНТРОЛЬ ЭНЕРГИИ ЗОНЫ И АНАЛИЗ РЕЗУЛЬТАТИВНЫХ ДЕФЕКТОВ ПУТЕМ ИЗМЕНЕНИЯ КОНЦЕНТРАЦИИ АТОМОВ ПРИМЕСИ GE В МОНОКРИСТАЛЛЕ КРЕМНИЯ

Аннотация: В данной статье в виртуальной лабораторной среде моделируются механизмы контроля энергии зоны твердых растворов $Si_{1-x}Ge_x$ (образующихся при введении атомов германия в монокристалл кремния) и структурных дефектов, возникающих в кристаллической решетке. В исследовании анализируется влияние концентрации Ge на ключевые электрофизические параметры материала: постоянную решетки (a), несоответствие решетки и состояние механической

деформации. Программное моделирование показывает, что увеличение доли Ge приводит к сужению энергии зоны, что является преимуществом для инфракрасной оптоэлектроники. Было подтверждено, что разница в атомных свойствах приводит к увеличению несоответствия решетки и структурных дислокаций. Эти результаты имеют важное значение для оптимизации современных высокочастотных транзисторов и фотодетекторов на основе SiGe.

Ключевые слова: *сплав $Si_{1-x}Ge_x$, энергия запрещенной зоны, монокристалл кремния, несоответствие кристаллической решетки, структурные дефекты, механическое напряжение, виртуальное моделирование, оптоэлектроника.*

KIRISH

Zamonaviy yarimo'tkazgichlar elektronikasi va optoelektronikasida materiallarning energetik zonalarini maqsadli o'zgartirish (bandgap engineering) qurilmalar samaradorligini oshirishning asosiy usullaridan biri hisoblanadi. Kremniy (Si) arzonligi, yuqori sifatli va barqaror oksid qatlamini hosil qila olishi hamda texnologik qulayligi tufayli mikroelektronikaning asosiy "ishchi oti" bo'lib kelmoqda. Biroq, sof kremniyning taqiqlangan zona energiyasi nisbatan katta ($E_g \approx 1.12$ eV) bo'lib, uni to'g'ridan-to'g'ri infraqizil (IR) diapazondagi optoelektronik qurilmalarda va o'ta yuqori chastotali telekommunikatsiya tranzistorlarida qo'llashda qator cheklovlar yuzaga keladi. Ushbu muammoni hal qilishning eng istiqbolli yo'nalishlaridan biri – kremniy monokristali panjarasiga germaniy (Ge) kirishma atomlarini kiritish orqali $Si_{1-x}Ge_x$ qattiq qotishmasini sintez qilishdir.

Germaniy nisbatan kichikroq taqiqlangan zona energiyasiga ($E_g \approx 0.66$ eV) ega. Uning kremniy tarkibiga ulush sifatida (x) qo'shilishi qotishmaning umumiy taqiqlangan zonasini kamaytirishga (bandgap narrowing) xizmat qiladi. Bu esa o'z navbatida zaryad tashuvchilarning (elektron va kovaklarning) harakatchanligini sezilarli darajada oshiradi hamda heterotuzilmali bipolyar tranzistorlar (HBT) kabi qurilmalarning ishlash chastotasini teragerts (THz) chegaralarigacha ko'tarishga imkon beradi. Shunga qaramay, bu jarayon o'ziga xos fizik-kimyoviy va kristallografik qiyinchiliklarga ega. Asosiy muammo shundaki, Si va Ge atomlarining kristall panjara doimiylari o'rtasida sezilarli farq mavjud (Si uchun $a \approx 5.43$ Å, Ge uchun esa $a \approx 5.66$ Å, o'zaro farq taxminan 4.2%). Bu o'lchovdagi nomuvofiqlik (lattice mismatch) epitaksial qatlam o'stirish jarayonida kuchli ichki mexanik kuchlanishlarni (strain) yuzaga keltiradi. Agar qotishmadagi germaniy konsentratsiyasi ma'lum bir kritik qalinlikdan yoki miqdordan oshib ketsa, kristall panjarada ortiqcha kuchlanishni yengillashtirish uchun dislokatsiyalar, vakansiyalar va boshqa strukturaviy nuqsonlar avtomatik ravishda shakllanadi. Bunday nuqsonlar erkin zaryad tashuvchilar uchun rekombinatsiya yoki sochilish markazlariga aylanib, materialning elektrofizik xususiyatlarini yomonlashtiradi.

Ushbu tadqiqot ishining asosiy maqsadi – maxsus ishlab chiqilgan "Virtual Yarimo'tkazgichlar Laboratoriyasi" dasturiy ta'minoti yordamida $Si_{1-x}Ge_x$ qotishmasida germaniy konsentratsiyasini bosqichma-bosqich o'zgartirish orqali materialning energetik xususiyatlari (taqiqlangan zona torayishi) va strukturaviy barqarorligi (nuqsonlar ko'payishi hamda kuchlanish holati) o'rtasidagi bog'liqlikni vizual modellashtirish va chuqur tahlil qilishdan iborat.

NATIJALAR VA ULARNING TAHLILI

Parametr	Qiymat
Taqiqlangan zona (E_g)	1.016 eV
Fermi sathi (E_f)	0.795 eV
O'tkazuvchanlik (σ)	2.34×10^{-1} S/sm
μ_n (Elektron)	1462.8 sm²/Vs
μ_p (Kovak)	487.6 sm²/Vs
Xususiy konsentr. (n_i)	$1.51\times10^{+10}$ sm^{-3}
Panjara doimiysi (a)	5.4310 Å
Dielektrik (ε)	11.90
Sinish ko'rsatkichi	3.109
Eff. massa (m_e)	0.051 m_0
Eff. massa (m_h)	0.427 m_0
Debay uzunligi	0.1304 μm

1-rasm. Nazorat namunasi (sof Si) ning asosiy elektrofizik parametrlari.

Yuqorida keltirilgan 1-rasmdagi "Asosiy parametrlar" diagnostikasi shuni ko'rsatadiki, nazorat namunasi (sof Si) uchun xona haroratida taqiqlangan zona kengligi $E_g = 1.016$ eV ni tashkil etdi. Tajribada N-tipli aralashma ($N_d = 10^{15}$ sm^{-3} konsentratsiyali fosfor) kiritilganligi sababli, Fermi sathi (E_F) o'tkazuvchanlik zonasi tomonga siljib, taqiqlangan zona tubidan 0.795 eV yuqorida joylashdi. Zaryad tashuvchilarning harakatchanligi elektronlar uchun $\mu_n = 1462.8$ sm²/(V·s) va kovaklar uchun $\mu_p = 487.6$ sm²/(V·s) ni tashkil qilib, materialning o'tkazuvchanligi $\sigma = 2.34 \times 10^{-1}$ S/sm ga yetganligi qayd

etildi. Bu parametrlar klassik sof kremniyning adabiyotlardagi standart qiymatlariga to'la mos keladi va virtual simulyatsiya modelining yuqori aniqlikda ishlayotganini tasdiqlaydi. Dastlabki tayanch panjara doimiysi a = 5.4310 Å ekanligi aniqlandi. Keyingi bosqichlarda germaniy (Ge) atomlarining kiritilishi aynan ushbu tayanch nuqtaga nisbatan qanday o'zgarishlarga olib kelishi qiyosiy tahlil qilinadi.

Parametr	Qiymat
Taqiqlangan zona (E_g)	0.939 eV
Fermi sathi (E_f)	0.718 eV
O'tkazuvchanlik (σ)	2.34×10^{-1} S/sm
μ_n (Elektron)	1462.8 sm²/Vs
μ_p (Kovak)	487.6 sm²/Vs
Xususiy konsentr. (n_i)	$6.75\times10^{+10}$ sm^{-3}
Panjara doimiysi (a)	5.4759 Å
Dielektrik (ε)	12.75
Sinish ko'rsatkichi	3.172
Eff. massa (m_e)	0.047 m_0
Eff. massa (m_h)	0.417 m_0
Debay uzunligi	0.1350 μm

2-rasm. $Si_{0.8}Ge_{0.2}$ (80% Si, 20% Ge) qotishmasining asosiy elektrofizik parametrlari.

Tadqiqotning ikkinchi bosqichida kremniy monokristaliga 20% miqdorida germaniy atomlari kiritildi ($Si_{0.8}Ge_{0.2}$). 2-rasmda keltirilgan natijalar shuni ko'rsatadiki, qotishma tarkibida Ge ulushining paydo bo'lishi kutilganidek taqiqlangan zona energiyasining torayishiga (bandgap narrowing) olib keldi. Xususan, E_g qiymati sof kremniydagi 1.016 eV dan 0.939 eV gacha kamaydi. Fermi sathi (E_F) ham bunga mos ravishda o'zgarib, 0.718 eV ni tashkil etdi. Taqiqlangan zonaning qisqarishi hisobiga xususiy zaryad tashuvchilar konsentratsiyasi (n_i) eksponensial ravishda ortib, 1.51×10^{10} sm^{-3} dan 6.75×10^{10} sm^{-3} gacha o'sdi.

Strukturaviy jihatdan, Ge atomlari radiusi Si atomlarinikidan kattaroq bo'lganligi sababli (Vegard qonuniga asosan), panjara doimiysi (a) 5.4310 Å dan 5.4759 Å gacha kengaydi. Bu kengayish qotishmada ichki mexanik kuchlanishni (strain) yuzaga keltiradi. Shuningdek, dielektrik singdiruvchanlik (ε) 11.90 dan 12.75 gacha ortganligi kuzatildi. Yana bir muhim o'zgarish — elektron va kovaklarning effektiv massalari mos ravishda 0.051 m_0 dan 0.047 m_0 gacha va 0.427 m_0 dan 0.417 m_0 gacha kamaydi. Effektiv massaning bu darajada kamayishi zaryad tashuvchilarning dinamik xususiyatlarini yaxshilaydi va o'ta yuqori chastotali mikroelektron qurilmalarda tezkorlikni (ballistik transportni) oshirish uchun qulay sharoit yaratadi.

Parametr	Qiymat
Taqiqlangan zona (E_g)	0.840 eV
Fermi sathi (E_f)	0.619 eV
O'tkazuvchanlik (σ)	2.34×10^{-1} S/sm
μ_n (Elektron)	1462.8 sm²/Vs
μ_p (Kovak)	487.6 sm²/Vs
Xususiy konsentr. (n_i)	$4.54\times10^{+11}$ sm^{-3}
Panjara doimiysi (a)	5.5440 Å
Dielektrik (ε)	14.04
Sinish ko'rsatkichi	3.261
Eff. massa (m_e)	0.042 m_0
Eff. massa (m_h)	0.405 m_0
Debay uzunligi	0.1417 μm

3-rasm. $Si_{0.5}Ge_{0.5}$ (50% Si, 50% Ge) qotishmasining asosiy elektrofizik parametrlari.

Tadqiqotning uchinchi, so'nggi bosqichida kremniy va germaniy nisbati tenglashtirildi ($Si_{0.5}Ge_{0.5}$). 3-rasmdan ko'rinib turibdiki, Ge konsentratsiyasining 50% gacha oshirilishi taqiqlangan zona energiyasining yana-da keskin pasayishiga olib keldi. E_g qiymati endilikda 0.840 eV gacha tushdi. Taqiqlangan zonaning bunday torayishi materialning yaqin infraqizil (NIR) nurlanishlarga sezgirligini keskin oshiradi. Bunga mutanosib ravishda, xususiy zaryad tashuvchilar konsentratsiyasi (n_i) eksponensial o'sishda davom etib, 4.54×10^{11} sm^{-3} ga yetdi. Dielektrik singdiruvchanlik (ε) esa 14.04 ni tashkil etdi.

Zonalar strukturasidagi bu ijobiy o'zgarishlar bilan bir qatorda, kristall panjara doimiysi (a) sof kremniydagi 5.4310 Å dan 5.5440 Å gacha kengaydi. Bu sof kremniy tagligiga (substrate) nisbatan juda katta panjara nomuvofiqligini (lattice mismatch) anglatadi. Bunday yuqori darajadagi nomuvofiqlik epitaksial qatlamda kritik mexanik kuchlanishni (strain) yuzaga keltiradi. Fizika qonuniyatlariga ko'ra, qotishma qalinligi ma'lum bir kritik qiymatdan oshganda, bu kuchlanish

relaksatsiyaga uchraydi va natijada strukturada juda ko'p miqdorda dislokatsiyalar hamda vakansiyalar kabi nuqsonlar hosil bo'ladi. Bu esa, o'z navbatida, o'tkazuvchanlikning pasayishiga (nuqsonlar ta'siriga) olib keladi. Zaryad tashuvchilarning effektiv massasi elektronlar uchun 0.042 m_0 va kovaklar uchun 0.405 m_0 gacha pasaygan bo'lsa-da, kristall strukturaning buzilishi (nuqsonlar) amaliyotda harakatchanlikka salbiy ta'sir ko'rsatishi mumkin.

XULOSA

Ushbu tadqiqot ishi doirasida "Virtual Yarimo'tkazgichlar Laboratoriyasi" dasturi yordamida $Si_{1-x}Ge_x$ qotishmasining elektrofizik va strukturaviy xususiyatlari modellashtirildi. Olingan natijalarga asoslanib quyidagi ilmiy xulosalarni shakllantirish mumkin:

1. Energetik zonalarni boshqarish. Kremniy monokristaliga Ge atomlarining kiritilishi (x = 0 dan x = 0.5 gacha) taqiqlangan zona energiyasini (E_g) 1.016 eV dan 0.840 eV gacha muvaffaqiyatli kamaytirish imkonini berdi. Bu bandgap-muhandisligi infraqizil fotodetektorlar va yuqori samaradorlikka ega quyosh elementlari yaratish uchun g'oyat muhimdir.

2. Dinamik parametrlarning yaxshilanishi. Ge miqdorining ortishi elektronlar (0.051 m_0 → 0.042 m_0) va kovaklar (0.427 m_0 → 0.405 m_0) effektiv massasining kamayishiga olib keldi. Bu zaryad tashuvchilarning harakatchanligini oshirib, yuqori chastotali mikroelektronika (masalan, HBT tranzistorlar) uchun juda qulay sharoit yaratadi.

3. Strukturaviy barqarorlik va nuqsonlar. Fizik yutuqlar bilan bir qatorda, Ge ulushining ortishi panjara doimiysining sezilarli kengayishiga (5.4310 Å → 5.5440 Å) olib keldi. Yuqori konsentratsiyalarda (ayniqsa, 50% Ge) yuzaga keladigan kuchli panjara nomuvofiqligi va mexanik kuchlanishlar strukturaviy nuqsonlar (dislokatsiyalar) xavfini keskin oshiradi.

Umumiy qilib aytganda, $Si_{1-x}Ge_x$ qotishmasi zamonaviy nanoelektronika uchun ulkan salohiyatga ega bo'lsa-da, qurilmalarni loyihalashda taqiqlangan zona torayishidan olinadigan foyda va panjara nomuvofiqligi tufayli kelib chiqadigan strukturaviy nuqsonlar o'rtasidagi oltin o'rtaliqni (odatda $x \leq 0.2–0.3$) to'g'ri tanlash talab etiladi.

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N-SI–P-$(GE_2)_{1-x-\gamma}(ZNSE)_x(GAAS_1\text{-}\Delta BI\Delta)_\gamma$ GETEROTUZILMALARINING FOTOELEKTRIK XOSSALARI

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Annotatsiya: *Ushbu ishda kremniy tagliklarida o'stirilgan n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ geterotuzilmalarining fotoelektrik xossalari tadqiq qilindi. Spektral fotosensitivlik 1–3 eV oralig'ida o'rganilib, 1.26 eV atrofida asosiy maksimum kuzatildi. Gauss approksimatsiyasi yordamida spektr 1.23, 1.45, 1.64, 1.91, 2.21 va 2.45 eV energiyalarga mos oltita komponentga ajratildi. Aniqlangan fotocho'qqilar ZnSe, Ge_2 va $GaAs_1$-δBiδ komponentlari hamda oraliq energetik sathlar mavjudligi bilan izohlanadi. Olingan natijalar ushbu qattiq eritmalar infraqizil va ko'rinadigan spektr sohalarida ishlovchi selektiv fotoaktiv materiallar sifatida istiqbolli ekanligini ko'rsatadi.*

Kalit so'zlar: *kremniy, rodiy, diffuziya, legirlash, chuqur energetik sathlar, zaryad tashuvchilar konsentratsiyasi, harakatchanlik, termik ishlov, sovutish rejimi, Xoll effekti.*

ФОТОЭЛЕКТРИЧЕСКИЕ СВОЙСТВА ГЕТЕРОСТРУКТУР N-SI–P-$(GE_2)_{1-x-\gamma}(ZNSE)_x(GAAS_1\text{-}\Delta BI\Delta)_\gamma$

Аннотация: *В данной работе исследованы фотоэлектрические свойства гетероструктур n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$, выращенных на кремниевых подложках. Спектральная фоточувствительность изучалась в диапазоне 1–3 эВ, при этом основной максимум наблюдался около 1.26 эВ. С помощью гауссовой аппроксимации спектр был разложен на шесть компонент, соответствующих энергиям 1.23, 1.45, 1.64, 1.91, 2.21 и 2.45 эВ. Обнаруженные фотопики объясняются наличием компонентов ZnSe, Ge_2 и $GaAs_1$-δBiδ, а также промежуточных энергетических уровней. Полученные результаты показывают, что данные твердые растворы являются перспективными селективными фотоактивными материалами для инфракрасной и видимой областей спектра.*

Ключевые слова: *кремний, родий, диффузия, легирование, глубокие энергетические уровни, концентрация носителей заряда, подвижность, термическая обработка, режим охлаждения, эффект Холла.*

PHOTOELECTRIC PROPERTIES OF N-SI–P-$(GE_2)_{1-x-\gamma}(ZNSE)_x(GAAS_1\text{-}\Delta BI\Delta)_\gamma$ HETEROSTRUCTURES

Abstract: *This work investigates the photoelectric properties of n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ heterostructures grown on silicon substrates. The spectral photosensitivity was studied in the photon energy range of 1–3 eV, and the main maximum was observed near 1.26 eV. Using Gaussian approximation, the spectrum was decomposed into six components corresponding to energies of 1.23, 1.45, 1.64, 1.91, 2.21, and 2.45 eV. The detected photopeaks are associated with ZnSe, Ge_2, and $GaAs_1$-δBiδ components, as*

well as the presence of intermediate energy levels. The obtained results indicate that these solid solutions are promising selective photoactive materials for infrared and visible optoelectronic applications.

Keywords: *silicon, rhodium, diffusion, doping, deep energy levels, charge carrier concentration, mobility, thermal treatment, cooling regime, Xoll effect.*

Kirish

Yuqori samarali fotoelektrik va optoelektron qurilmalar yarimo'tkazgich materiallarning keng spektral diapazonda yorug'likka sezgirlik xossasiga bog'liq. Fotoaktiv elementlarda sezgirlik diapazonini kengaytirish energiya konversiyasi samaradorligini oshiradi hamda ularni quyosh energetikasi, fotodeteksiya va optik aloqa tizimlarida qo'llash imkoniyatini kengaytiradi. Bunday natijaga erishishning samarali usullaridan biri yarimo'tkazgich materialga, ayniqsa p–n o'tishning aktiv sohasiga, maxsus kirishmalar kiritishdir [1]. Natijada taqiqlangan zona ichida qo'shimcha energetik sathlar hosil bo'lib, fotonlar va zaryad tashuvchilar o'rtasidagi o'zaro ta'sir kuchayadi [2].

So'nggi yillarda epitaksial yarimo'tkazgich plyonkalarga izovalyent kirishmalar kiritish katta qiziqish uyg'otmoqda. Bunday kirishmalar valent yoki o'tkazuvchanlik zonalari yaqinida lokallashgan energetik sathlar hosil qilib, optik yutilish, rekombinatsiya va zaryad tashuvchilarning ko'chish xossalariga ta'sir ko'rsatadi. Shu sababli izovalyent kirishmalar asosida yaratilgan geterotuzilmalar turli nurlanish sharoitida samarali ishlaydigan optoelektron qurilmalar uchun istiqbolli hisoblanadi [3,4]. Ushbu ishda kremniy tagliklarida epitaksial o'stirilgan $(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ qattiq eritma geterotuzilmalarining fotoelektrik xossalari tadqiq qilinadi. Mazkur ko'p komponentli material tarkibida turli taqiqlangan zona kengligiga ega Ge_2, ZnSe va $(Ge_2)_1\text{-}(B_{i\delta})_\gamma$ komponentlari mavjud. ZnSe qisqa to'lqinli, Ge_2 esa uzun to'lqinli sezgirlikni ta'minlaydi. $GaAs_{1-\delta}B_{i\delta}$ komponentlari esa valent zona tuzilishini o'zgartirib, infraqizil sohada yutilishni kuchaytirishi mumkin.

Bunday qattiq eritmalarda fotosensitivlik spektrida oraliq energetik sathlarning paydo bo'lishi plyonka tarkibida nanoobyektlar shakllanishi bilan bog'liq. Ushbu nanoobyektlar geterotuzilmaning energiya zonalari tuzilmasini o'zgartirib, foton yutilishining yangi kanallarini hosil qiladi. Natijada materialning ko'rinadigan va infraqizil sohalardagi selektiv fotosensitivligi ortadi.

Shu bois $(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ geterotuzilmalari yuqori samarali fotoaktiv materiallar sifatida muhim ahamiyatga ega. Ularning kremniy tagliklarda olinishi esa mavjud yarimo'tkazgich texnologiyalari bilan moslashuvchanlikni ta'minlaydi va bunday tuzilmalarni keyingi avlod optoelektron qurilmalarida qo'llash imkoniyatini oshiradi [5].

NAMUNALAR TAYYORLASH VA TADQIQOT METODIKASI

Taglik sifatida radiusi 10 mm va taxminiy qalinligi 350 μm bo'lgan kremniy plastinkalar ishlatildi. Ushbu plastinkalar 10 Ω·sm solishtirma qarshilikka, $4.4\cdot10^{14}$ sm^{-3} zaryad tashuvchilar konsentratsiyasiga va 1439 $sm^2/(V\cdot s)$ tashuvchilar harakatchanligiga ega edi. Yuqori sifatli qattiq eritmalarni olish imkoniyati epitaksial plyonkalar qalinligini, boshlang'ich va yakuniy kristallanish temperaturalarini, shuningdek sovitish tezligini nazorat qilish orqali ta'minlandi. Dastlabki elektron mikroskopik tadqiqotlar asosida optimal texnologik sharoitlar aniqlandi: qatlamlarning boshlang'ich kristallanish temperaturasi 750°C etib belgilandi, epitaksial qatlamlarning kristallanish tezligi υ_k = 0.15 μm/min ga teng bo'ldi va majburiy sovitish tezligi 1°C/min ni tashkil etdi.

$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ epitaksial plyonkalarining boshlang'ich elektrofizik xossalari xona temperaturasida Van der Pauw usuli yordamida o'lchandi. Elektr o'tkazuvchanlik turi termik zona va Hall doimiysi yordamida aniqlangan. Legirlanmagan plyonkalar asosan p-tip (teshiklar) o'tkazuvchanlikka ega ekani aniqlandi. O'lchashlar natijasida xona temperaturasida epitaksial o'stirilgan plyonkalarning solishtirma qarshiligi, zaryad tashuvchilar konsentratsiyasi va harakatchanligi mos ravishda taxminan 10 Ω·sm, $1.8\cdot10^{15}$ sm^{-3} va 368 $sm^2/(V\cdot s)$ ga teng ekani aniqlandi. Bundan tashqari, dastlabki elektrofizik parametrlar asosida ozchilik tashuvchilarning harakatchanligi 4673 $sm^2/(V\cdot s)$ ga teng deb baholandi.

$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ geterotuzilmalar uchun ohmik kontaktlar oltin (Au) va kumush (Ag) yordamida hosil qilindi. Ushbu kontaktlarning ohmik xususiyati dastlab xarakterograf yordamida tasdiqlandi, so'ngra kuchlanish tushuvi va qarshilik o'lchashlari orqali tekshirildi. $(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ qattiq eritmalarining p-tip o'tkazuvchanligi hisobga olingan holda, past qarshilikka va chiziqli I–V xarakteristikaga ega optimal ohmik kontaktlar vakuum sharoitida 150°C temperaturada epitaksial sirtga Au va Ag ni termik bug'latish orqali hosil qilindi.

Hosil qilingan n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ geterotuzilmalarining fotosensitivligining spektral bog'liqligi CARL ZEISS JENA monoxromatori va kvarts optikasi bilan jihozlangan optik spektrometr yordamida tadqiq qilindi. Ushbu qurilma namunalarni 1 dan 3 eV gacha bo'lgan foton energiyasi diapazonida o'rganish imkonini berdi.

Olingan natijalar va ularning tahlillari

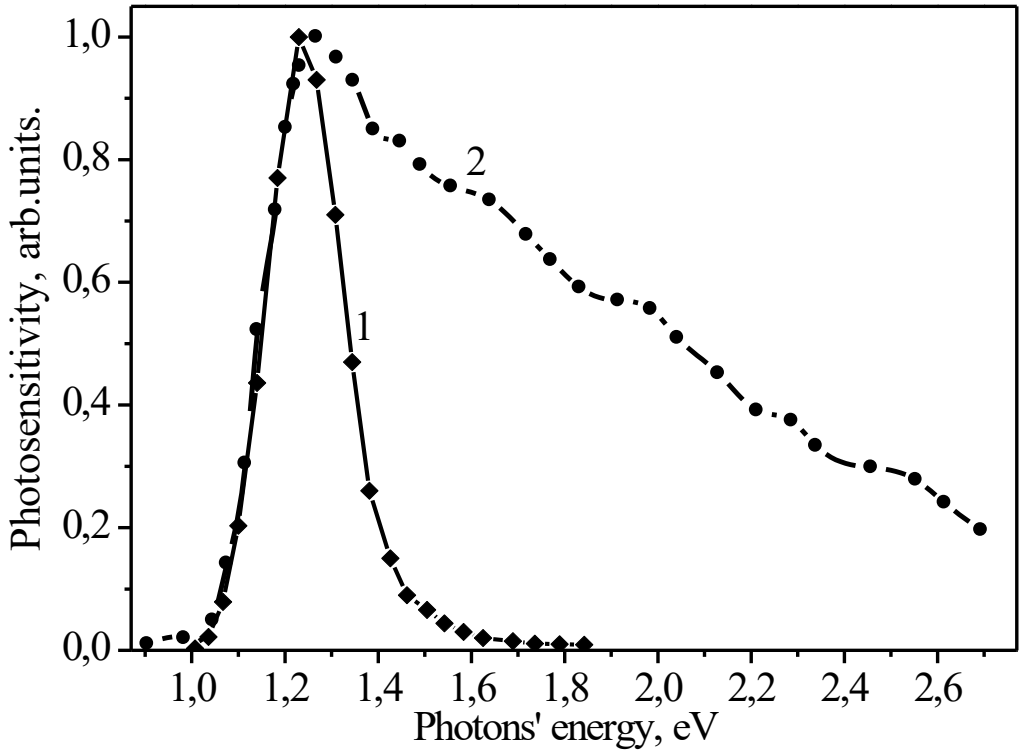
1-rasmda taxminan 10 μm qalinlikdagi epitaksial qatlamlar asosida olingan n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ geterotuzilmalarining fotosensitivlik spektri keltirilgan. Taqqoslash uchun etalon n-Si–p-Si tuzilmasining spektri ham

berilgan (1-rasm, Spektr 2). Taqqoslash natijalari shuni ko'rsatadiki, epitaksial qatlam tarkibida ZnSe va $GaAs_1$-δBiδ birikmalarining mavjudligi sezgirlik spektrining qisqa to'lqinlar (yuqori foton energiyalari, Eph ≥ 1.45 eV) tomon siljishiga olib keladi, Ge atomlarining kiritilishi esa spektrning uzun to'lqinlar tomonga qizil siljishini yuzaga keltiradi.

Fotosensitivlikning maksimal cho'qqisi 1.26 eV foton energiyasida kuzatiladi (1-rasm, Spektr 1), bu esa geterotuzilma kremniy sirtida yupqa Ge bufer qatlamini o'z ichiga olishini ko'rsatadi. Keyinchalik $(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ epitaksial qatlamlarining hosil bo'lishi davomida ZnSe molekulalari va Ge_2 atom juftlari o'rtasida qisman atom almashinuvi sodir bo'ladi, natijada taqiqlangan zonasi taxminan 1.26 eV ga teng bo'lgan qattiq eritma hosil bo'ladi. Ushbu taqiqlangan zona qiymati quyidagi tenglama yordamida tajribaviy ravishda aniqlandi [6]:

$$E_{g,s.s.}=(1-x-y)E_{g,Ge}+(x)E_{g,ZnSe}+(y)E_{g,GaAs/Bi}-\xi_1(x)(1-x-y)-\xi_2(y)(1-x-y) \quad (1)$$

Bu yerda x = 0.31 va y = 0.12 mos ravishda ZnSe va $GaAs_1$-δBiδ ning molyar ulushlari bo'lib, ular rentgen mikroanaliz yordamida aniqlangan. Ge, ZnSe va $GaAs_1$-δBiδ kristall panjaralari parametrlarining mos kelmaslik ko'rsatkichlari quyidagicha beriladi: $\xi_1 = 2|aGe - aZnSe|/(aGe + aZnSe) = 0.0017$ va $\xi_2 = 2|aGe - aGaAs/Bi|/(aGe + aGaAs/Bi) = 0.037$. Berilgan tarkib uchun $(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ epitaksial qatlamlarining hisoblangan taqiqlangan zona kengligi 1.248 eV ni tashkil etadi, bu esa tajribada kuzatilgan qiymatlar bilan juda yaxshi mos keladi.



1-rasm. n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ (1) va n-Si–p-Si (2) tuzilmalarining fotosensitivlik spektrlari.

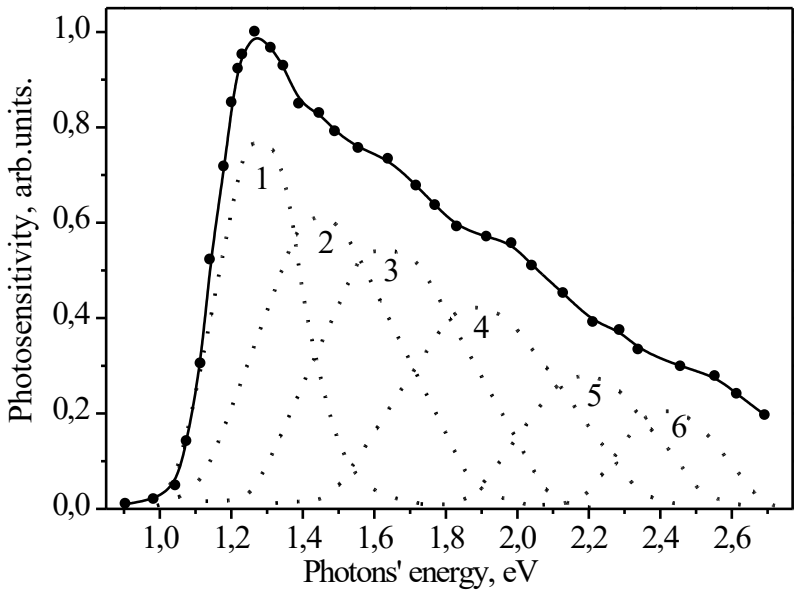
Bundan tashqari, n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ geterotuzilmalarining fotosensitivlik spektrida 1.45, 1.64, 1.91, 2.21 va 2.45 eV foton energiyalarida bir nechta zaif sezgirlik cho'qqilari kuzatildi. Spektral tahlil davomida turli intensivlikka ega bo'lgan bir nechta fotojavob cho'qqilarining sezilarli darajada ustma-ust tushishi aniqlangan bo'lib, bu holat plyonka tarkibiy qismlarining yutilish energiyalari o'zaro yaqin joylashganligi bilan bog'liq bo'lishi mumkin.

n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ geterotuzilmalarida fotoo'tkazuvchanlik mexanizmlarini yanada chuqur o'rganish maqsadida fotosensitivlik spektri Wolfram Mathematica 7 dasturida amalga oshirilgan Gauss approksimatsiya usuli yordamida qayta tahlil qilindi. Olingan spektr Gauss komponentlariga ajratildi. Har bir alohida fotocho'qqining boshlang'ich energiya qiymatlari (E_e) dastlabki egri chiziqda tajribada kuzatilgan maksimal sezgirlik nuqtalariga asoslanib tanlandi. Natijada fotosensitivlik spektri tajribaviy va umumiy Gauss egri chiziqlarga optimal mos keluvchi oltita Gauss komponent yordamida muvaffaqiyatli modellashtirildi. Hisoblangan cho'qqi energiyalari bilan jadval qiymatlari orasidagi farq 0.01 eV dan oshmadi, bu esa yuqori aniqlikni tasdiqlaydi.

Gauss moslashuvlariga mos keluvchi barcha oltita fotocho'qqi quyidagi foton energiya diapazonlarida kuzatildi:

$E_{ph,1}$ – 0,98-1,75 eV, $E_{ph,2}$ – 1,01-2,03 eV,
$E_{ph,3}$ – 1,15-2,28 eV, $E_{ph,4}$ – 1,34-2,52 eV,
$E_{ph,5}$ – 1.75-2.71 va $E_{ph,6}$ – 2.1-2,77 eV

Mos keluvchi maksimal sezgirlik cho‘qqilari mos ravishda 1.23, 1.45, 1.64, 1.91, 2.21 va 2.45 eV qiymatlarda aniqlangan (2-rasm). 2-rasmdan ko‘rinib turibdiki, asosiy Gauss egri chizig‘ining (1-punktir chiziq) 0.98 eV da boshlanishi sayoz sath mavjudligini ko‘rsatadi, bu esa Ge bufer qatlamining kristallanishining dastlabki bosqichida va keyingi epitaksiya jarayonida ZnSe molekulalari hamda Ge_2 atom juftlari o‘rtasidagi qisman almashinish natijasida hosil bo‘lgan kovalent bog‘lanish bilan izohlanadi [7]. Shuningdek, [8] ishda ta’kidlanishicha, xususan, germaniy qatlamining tarkibiy qismi bo‘lgan Zn atomlari, shuningdek boshqa rux atomlari va selen molekulalari akseptor tipli xususiyatlarga ega rekombinatsiya markazlari sifatida namoyon bo‘lishi mumkin, bu esa taxminan 1.0 eV dan boshlab spektrga sezgirlikning keskin ortishi bilan mos keladi. Yana bir tadqiqotda [9] ZnSe molekulalari va Ge_2 juftlari o‘rtasidagi kichik atom almashinuvi kristall panjaraning nuqsonlar zichligi yuqori bo‘lgan hududlarida o‘zgaruvchan o‘lcham va shaklga ega nanokristallarning spontan hosil bo‘lishiga olib kelishi qayd etilgan. Shunga o‘xshash tadqiqotda [10] $(GaAs)_{1-x-\gamma}(ZnSe)_x$ tuzilmalarida taqiqlangan zona oralig‘ida 1.23 eV atrofida energetik sath mavjudligi aniqlangan. Ushbu energiya qiymati bizning ishimizda birinchi Gauss komponentining birinchi maksimal qiymati bilan mos keladi. Bundan tashqari, boshqa adabiyotlarda [11] germaniy monokristallariga kiritilgan ZnSe nanokristallari akseptorga o‘xshash energetik sathlarni hosil qilishi ham qayd etilgan.



2-rasm. n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ geterotuzilmalarining fotosensitivlik spektri Gauss approksimatsiyasida; – tajribaviy nuqtalar – uzluksiz chiziq – umumiy Gauss approksimatsiya chizig‘i; uzluksiz (punktir) chiziqlar – umumiy Gauss approksimatsiya chizig‘ini tashkil etuvchi komponentlar.

Ikkinchi Gauss komponentining maksimumi (5.4.2-rasm, 2-punktir chiziq) 1.53 eV foton energiyasida kuzatildi. Bu qiymat p-GaAs kristallarining ma’lum fotolyuminessensiya diapazoniga, odatda 1.35–1.65 eV oralig‘iga mos keladi va ularning geterotuzilma javobidagi spektral hissasini tasdiqlaydi [12].

Uchinchi Gauss komponenti o‘zining maksimal sezgirligini 1.64 eV da namoyon etdi (2-rasm, 3-punktir chiziq), bu GaAs qatlamlarida Ge–Se izovalyent aralashmalari bilan bog‘liq valent zona sathlarining hosil bo‘lishi bilan izohlanadi. [13] tadqiqotda GeSe bilan legirlangan GaAs qatlamlarida 1.43, 1.63 va 2.25 eV qiymatlarda uchta aniq fotojavob cho‘qqilari qayd etilgan bo‘lib, ularning barchasi ushbu ishda ham kuzatildi. Ularning ichida birinchi cho‘qqi bizning namunada uzun to‘lqinlar tomonga siljigan bo‘lsa, ikkinchi cho‘qqi 1.64 eV dagi uchinchi Gauss komponenti bilan mos keladi.

n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1\text{-}\delta Bi\delta)_\gamma$ geterotuzilmasining fotosensitivlik spektrida 1.34–3.71 eV foton energiya diapazonida yana ikkita Gauss komponenti aniqlangan bo‘lib, ular mos ravishda 1.91 eV va 2.21 eV da maksimal fotojavobni ko‘rsatadi (2-rasm, 4 va 5-punktir chiziqlar). [14] ga ko‘ra, suyuq fazali epitaksiya orqali o‘stirilgan $(GaAs)_{1-x}(ZnSe)_x$ qattiq eritmalarining fotolyuminessensiya spektri deyarli butun ko‘rinadigan diapazonni (400–760 nm) qamrab oladi. Bundan tashqari, [15] ishda GaSe ($h\nu_{max}$ = 1.88 eV), ZnAs ($h\nu_{max}$ = 2.15 eV) va ZnSe ($h\nu_{max}$ = 2.69 eV) bilan bog‘liq chuqur energetik sathlar aniqlangan. Ushbu tadqiqotda 1.91 eV va 2.21 eV da uchta fotojavob cho‘qqilari aniqlangan bo‘lib, bu kristall panjara ichida GaSe va ZnAs bilan bog‘liq atom darajasidagi o‘zgarishlar kuzatilgan spektrning qisqa to‘lqinlar tomon siljishiga sabab bo‘lishi mumkinligini ko‘rsatadi.

Bundan tashqari, oltinchi Gauss cho‘qqisi 2.45 eV da kuzatildi. Sof ZnSe ning taqiqlangan zona kengligi $E_{g,ZnSe}$ = 2.70 eV bo‘lishiga qaramay, ushbu qattiq eritmalarda ZnSe molekulalaridagi kovalent bog‘lanishlar Ge_2 va $GaAs_1\text{-}\delta Bi\delta$ komponentlari bilan o‘zaro ta’sir natijasida zaiflashadi. Bu talqin Zainabidinov va boshqalar [16] tomonidan olingan natijalar bilan mos keladi, ular bunday qattiq eritmalarda tetraedrik ZnSe kristall tuzilmalari GaAs yoki Ge_2 bilan qisman

almashinishga uchrashini, natijada Zn–Se bog‘lanishlari Ga, As va Ge atomlari bilan o‘zaro ta’sir tufayli zaiflashishini ko‘rsatgan. Qo‘shimcha dalillar Saidov va boshqalar [17] ishida ham keltirilgan bo‘lib, unda $(GaAs)_{1-x}(ZnSe)_x(Ge_2)_\gamma$ tizimida uzluksiz almashinish ZnSe ning valent zona chegarasidan pastda ($\Delta E_i = E_{ph} - Eg_{,t.r}$) kirishma sathlarining paydo bo‘lishiga olib kelishi aniqlangan. ZnSe ning to‘g‘ridan-to‘g‘ri taqiqlangan zonaga ega ekanligi va uning ushbu materialdagi molyar konsentratsiyasi (~10^{20} sm^{-3}) ni hisobga olgan holda, ushbu tuzilmalar 2.4 eV dan yuqori foton energiyalarida fotosensitivlik namoyon etadi.

Xulosa

n-Si–p-$(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1$-δBiδ$)_\gamma$ geterotuzilmalarining spektral fotosensitivlik tahlili natijalari shuni ko‘rsatdiki, $(Ge_2)_{1-x-\gamma}(ZnSe)_x(GaAs_1$-δBiδ$)_\gamma$ qattiq eritmalari tarkibga kiritilgan ZnSe va Ge komponentlari, shuningdek ularning ionlanishidagi ion-kovalent bog‘ energiyalarining farqi tufayli selektiv fotosensitivlikka ega. Energiya zonalari diagrammasi plyonkalar ichida $GaAs_1$-δBiδ birikmalari asosida hosil bo‘lgan nanoobyektlar mavjudligini ko‘rsatuvchi kirishma bilan bog‘liq sathlar mavjudligini namoyon qiladi. Xulosa qilib aytganda, ushbu natijalar olingan qattiq eritmalar ehtimoliy to‘siq-qavatli tuzilmalar ekanligini va ular infraqizil nurlanish spektrida giper/MW hamda ko‘rinadigan optoelektron qurilmalar uchun selektiv fotoaktiv materiallar sifatida ham qo‘llanilishi mumkinligini isbotlaydi.

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RH VA B KIRISHMALARI TA'SIRIDA KREMNIY KRISTALL PANJARASINING STRUKTURAVIY O'ZGARISHLARI

Annotatsiya: *Ushbu tadqiqotda bor bilan legirlangan p-tipli kremniy monokristallarida rodiy atomlari diffuziyasining kristall panjara tuzilishi va fazaviy o'zgarishlarga ta'siri rentgen difraksion tahlil usuli yordamida o'rganildi. Tajriba uchun Czochralski usulida o'stirilgan p-Si<B> monokristallari asosida etalon, termik ishlov berilgan hamda rodiy diffuziyasidan so'ng sekin va tez sovitilgan namunalar tayyorlandi. O'lchovlar Empyrean Malvern difraktometrida 2θ = 10°–80° oralig'ida bajarildi. Natijalar barcha namunalarda asosiy difraksion maksimum Si(111) tekisligiga mos kelishini ko'rsatdi. Termik ishlov kristall panjaraning tartiblanishiga olib keldi. Rodiy diffuziyasi esa panjara parametrlari, mikrodeformatsiyalar va fazaviy tarkib o'zgarishiga sabab bo'ldi. Sekin sovitishda SiO_x va SiB_6 fazalari, tez sovitishda esa nanometr o'lchamli Si–Rh birikmalari shakllandi.*

Kalit so'zlar: *kremniy monokristallari, rodiy diffuziyasi, bor legirlash, rentgen difraksiyasi, kristall panjara, mikrodeformatsiya, SiB_6, SiO_x, silitsid fazalar.*

СТРУКТУРНЫЕ ИЗМЕНЕНИЯ КРИСТАЛЛИЧЕСКОЙ РЕШЁТКИ КРЕМНИЯ ПОД ВЛИЯНИЕМ ВХОЖДЕНИЙ Rh И B

Аннотация: *В данном исследовании методом рентгенодифракционного анализа изучено влияние диффузии атомов родия в легированных бором p-типных монокристаллах кремния на структуру кристаллической решётки и фазовые изменения. Для эксперимента были подготовлены эталонные, термически обработанные, а также медленно и быстро охлаждённые после диффузии родия образцы на основе монокристаллов p-Si<B>, выращенных методом Чохральского. Измерения проводились на дифрактометре Empyrean Malvern в диапазоне 2θ = 10°–80°. Результаты показали, что во всех образцах основной дифракционный максимум соответствует плоскости Si(111). Термическая обработка привела к упорядочению кристаллической решётки. Диффузия родия, в свою очередь, стала причиной изменения параметров решётки, микродеформаций и фазового состава. При медленном охлаждении сформировались фазы SiO_x и SiB_6, а при быстром охлаждении — соединения Si–Rh нанометрового размера.*

Ключевые слова: *монокристаллы кремния, диффузия родия, легирование бором, рентгеновская дифракция, кристаллическая решётка, микродеформация, SiB_6, SiO_x, силицидные фазы.*

STRUCTURAL CHANGES IN THE SILICON CRYSTAL LATTICE UNDER THE INFLUENCE OF Rh AND B INCORPORATION

Abstract: *In this study, the effect of rhodium atom diffusion in boron-doped p-type silicon single crystals on the crystal lattice structure and phase changes was studied using X-ray diffraction analysis. For the experiment, reference, thermally treated, and slowly and rapidly cooled samples after rhodium diffusion were prepared based on p-Si<B> single crystals grown by the Czochralski method. Measurements were carried out on an Empyrean Malvern diffractometer in the 2θ = 10°–80° range. The results showed that the main*

diffraction maximum in all samples corresponds to the Si(111) plane. Thermal treatment led to ordering of the crystal lattice. Rhodium diffusion caused changes in lattice parameters, microdeformations, and phase composition. During slow cooling, SiO_x and SiB_6 phases formed, while during rapid cooling, nanometer-sized Si–Rh compounds formed.

Keywords: *silicon single crystals, rhodium diffusion, boron doping, X-ray diffraction, crystal lattice, microdeformation, SiB_6, SiO_x, silicide phases.*

Kirish

Zamanaviy mikro va nanotexnologiya sohalarida olib borilayotgan ilmiy-tadqiqot ishlari asosan yuqori tozalikka, kristall tuzilishining mukammalligiga va nuqsonlar konsentratsiyasining minimal darajasiga ega bo'lgan monokristal materiallarni olishga qaratilgan. Ayniqsa, mikro- va nanoelektronika, fotonika hamda sensor texnologiyalarida kremniy asosiy funksional material sifatida xizmat qiladi. Shu bois, kremniy monokristallarining strukturasi, ulardagi kirishma atomlar va nuqsonlarning tabiati hamda taqsimlanishi materialning elektr, optik va mexanik xususiyatlariga bevosita ta'sir ko'rsatadi [1]. Kremniy asosidagi zamonaviy ishlab chiqarish jarayonlarida yuqori tozalikdagi va tarkibiy jihatdan barqaror monokristallardan foydalanish talab etiladi. Chunki kristall panjarasidagi begona atomlar, dislokatsiyalar, vakansiyalar va tuganlararo nuqsonlar yarimo'tkazgichning o'tkazuvchanligi, harakatchanlik koeffitsiyenti, rekombinatsiya jarayonlari va boshqa muhim parametrlariga sezilarli ta'sir ko'rsatadi [2]. Ayniqsa, legirlovchi yoki noodatiy kirishma atomlarning kiritilishi natijasida yangi energiya sathlari hosil bo'lishi, lokal kuchlanish maydonlari yuzaga kelishi va panjara parametrlarining o'zgarishi mumkin [3]. So'nggi yillarda o'tish metalllari, jumladan, rodiy (Rh) atomlarining kremniy kristall panjarasiga kiritilishiga bo'lgan qiziqish ortib bormoqda. Rh yuqori zichlikka va murakkab elektron tuzilishga ega bo'lgan 4d-qator elementi bo'lib, uning kremniy panjarasiga kirishi strukturada lokal deformatsiyalar, yangi fazalar yoki kirishma to'plamlari shakllanishiga olib kelishi mumkin [4]. Bu esa materialning elektrofizik va rekombinatsion xususiyatlarini o'zgartirishi ehtimolini yuzaga keltiradi. Shu munosabat bilan ushbu tadqiqot ishining Rh atomlarining p-tipli kremniy (p-Si) monokristalli kristall panjarasiga ta'sirini rentgenodifraksiyasi usuli orqali o'rganish maqsad qilib olingan

NAMUNALAR TAYYORLASH VA TADQIQOT METODIKASI

Tadqiqot obyekt sifatida Chaxral usulida o'stirilgan bor bilan legirlangan p-tipli kremniy monokristallari (p-Si<B>) tanlandi. Boshlang'ich namunalarning bor konsentratsiyasi p-tip o'tkazuvchanlikni ta'minlovchi miqdorda bo'lib, ular yuqori kristall sifatini saqlagan holda keyingi termik va diffuzion jarayonlar uchun tayyorlandi. Tadqiqot maqsadlariga muvofiq ravishda quyidagi to'rt turdagi namuna tayyorlandi.

Boshlang'ich p-Si<B> hech qanday qirishma va termik yoki diffuzion ishlovsiz, etalon (reference) sifatida xizmat qildi. Uning struktura parametrlari, panjara doimiysi va difraksion chiziqlari keyingi ishlov berilgan namunalar bilan solishtirish uchun asos sifatida qabul qilindi, 1300°C haroratda 5 soat termal ishlov berilgan p-Si<B> namuna rodiy kiritilmasdan, faqat yuqori haroratli termik ishlovdan o'tkazildi. Bu orqali yuqori harorat ta'sirida kristall panjarasidagi relaksatsiya jarayonlari, kislorod pretsipitatlari evolyutsiyasi va ichki kuchlanish o'zgarishlarini aniqlaadi. Bu namuna rodiy diffuziyasi ta'sirini aniq ajratish imkonini beradi, 1300°C haroratda 5 soat davomida Rh atomlari bilan legirlangan (diffuziyadan so'ng namuna pechda sekin sovitilgan (sl.c, $\theta = 5 \div 10$ °C/min)) namuna. Sekin sovitish jarayonida haroratning bosqichma-bosqich pasayishi kristall panjarasida termodinamik muvozanatga yaqin holat shakllanishiga sharoit yaratadi. Bu sharoitda rodiy atomlari kremniy panjarasida barqaror holatlarni egallashi, ehtimoliy Rh–Si birikmalari yoki kirishma to'plamlari (klasterlar) hosil bo'lishi mumkin. Shuningdek, ichki kuchlanishlar qisman relaksatsiyaga uchraydi va struktura nisbatan barqaror holatga keladi. 1300°C haroratda 5 soat davomida Rh atomlari bilan legirlangan (biroq diffuziyadan keyin namuna tez sovitilgan (rc, $\theta = 250 \div 300$ °C/min)) namuna. Tez sovitish natijasida yuqori haroratda shakllangan metastabil holatlar "muzlatib qo'yiladi". Bu jarayonda rodiy atomlarining nomuvozanat taqsimlanishi saqlanib qolishi, interstitsial holatlar konsentratsiyasi yuqori bo'lishi va panjarada lokal deformatsiya maydonlari yuzaga kelishi mumkin. Shuning uchun bu namuna struktura nuqsonlari va fazaviy o'zgarishlarning dinamik xususiyatlarini o'rganish uchun muhim ahamiyatga ega.

Tayyorlangan barcha namunalarning tuzilmaviy hamda fazaviy o'zgarishlarni aniqlash (Empyrean Malvern) rentgenodifraktometri yordamida amalga oshirildi. Rentgenodifraksion o'lchovlar Bregg-Brentano geometriyasida o'tkazilib, tarqalish burchi $2\theta = 10° \div 80°$ bo'lgan diapazonda uzluksiz skanerlash tezligi 1gradus/min etib belgilandi. Bunda burchak qadami 0.02 gradus etib olindi. Tuzilmaviy cho'qqilarning maksimal qiymatlarini aniqlash va olingan natijalarga grafik ishlov berish uchun OriginPro2022 dasturiy ta'minotidan foydalanildi.

Olingan natijalar va ularning tahlillari

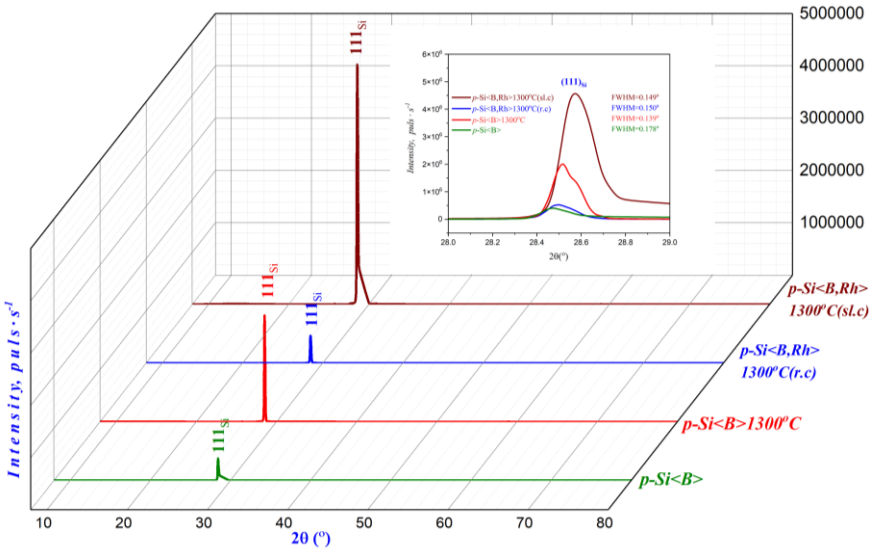
1-rasmda barcha tayyorlangan namunalar uchun rentgenogrammalar keltirilgan. Olingan rentgenogrammalarda yuqori intensivlikka ega bo'lgan asosiy difraksion (111)Si akslanish kuzatilgan. Bu holat namunalar sirtining (111) kristallografik (eng zich joylashgan va energetik jihatdan barqaror) yo'nalish mansub monokristal ekanligini tasdiqlaydi

[5]. Mazkur difraksion maksimumning aniq holati (2θ burchagi), intensivligi, tekisliklar orasidagi masofasi d kabi eksperimental qiymatalri yordamida va subkristallit o'lchami D va panjara qiymatlari hisoblab topilib, 1-jadvalda keltirilgan.

1-jadval

Namunalar	2θ (°)	Intensivlik *I*, (imp/s)	*d*, (Å)	Subkristallit D, (nm)	Panjara doimiysi a, (Å)
Boshlang'ich *p*-Si<B>	28.49°	421680	3.133	48.1	5.3574
p-Si<B> termik ishlov *(1300 oS)*	28.52°	2034600	3.127	62.2	5.3471
p-Si<B,Rh> sekin sovutilgan (1300 °C, θ = 10 °C/min)	28.54°	6710100	3.126	57.4	5.3454
p-Si<B,Rh> tez sovutilgan (θ = 300 °C/min)	28.50°	523770	3.129	57.4	5.3505

Jadvaldan termik ishlov berilgan hamda Rh atomlari bilan diffuziya qilinib, sekin sovitilgan namunalar rentgenogrammalrida (111)Si akslanish yuqori burchak tomon siljiganini tekisliklar orasidagi masofaning (d) kamayganligini ko'rsatadi. Bu esa o'z navbatida Rh atomining kovalent radiusi (rRh ≈ 1.25 Å) kremniynikidan (rSi ≈ 1.11 Å) axminan 12–13% farq qilganligi sababli, ularning panjaraga kirishi mahalliy deformatsiya hosil qilayotganligidan, ya'ni kristall panjara qisilib (panjara doimiysi a kamayib), mikrokuchlanishlar shakllanganidan dalolat beradi [6]. Tez sovitilgan namunalar rentgenorammalaridada esa (111)Si akslanish boshlang'ich p-Si<B> namunada kuzatilgan asosiy akslanish burchagiga yaqin holatda kuzatilgan. Bu holat nomuvozanat struktura saqlanganligini va to'liq relaksatsiya amalga oshmaganligini ko'rsatadi [7].

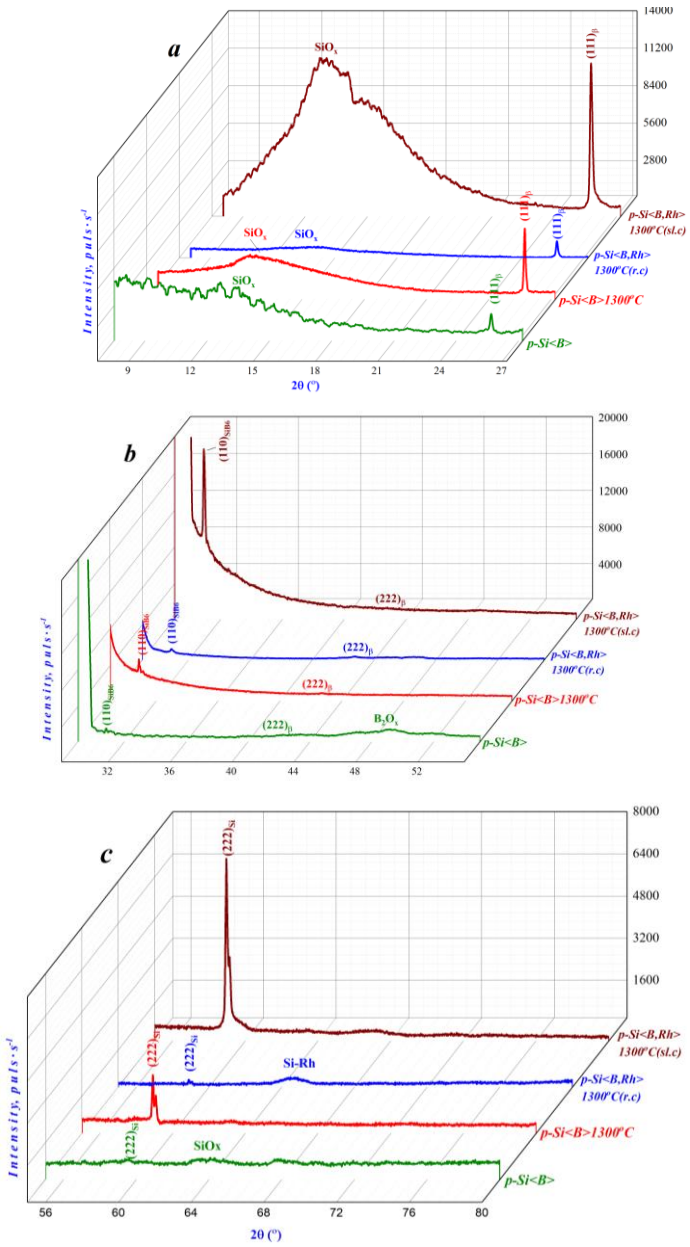


1-rasm. Boshlang'ich Si<B> (yashil chiziq), 1300 °C da 5 soat davomida termik ishlov berilgan Si<B> (qizil chiziq), 1300 °C da rodiy atomlari diffuziya qilinib tez sovutilgan Si<B> (ko'k chiziq) va), 1300 °C da rodiy atomlari diffuziya qilinib sekin sovutilgan Si<B> (jigarrang chiziq) rentgenogrammalari.

Intensivlikning keskin ortishi (ayniqsa sekin sovitilgan rodiy namunasida 6710100 imp/s) kristall tuzilishining yuqori darajada tartiblanganligini va struktura mukammalligining oshganligini anglatadi. 1300°C termik ishlovdan keyin intensivlikning oshishi kristall panjaradagi ichki kuchlanishlar relaksatsiyasi va nuqsonlar qisqarishi bilan bog'liq bo'lishi mumkin [8]. Tez sovitilgan namunada intensivlik nisbatan past bo'lib, bu yuqori haroratdagi metastabil holatlar "muzlatib qo'yilgani" va ichki deformatsiyalar saqlanganligini ko'rsatadi [9].

Boshlang'ich p-Si<B> namunada D ≈ 48.1 nm bo'lsa, termik ishlovdan keyin 62.2 nm gacha oshgan. Bu yuqori harorat ta'sirida kristallitlarning yiriklashishi va struktura yaxshilanishi bilan izohlanadi. Rh atomlari bilan legirlangan namunalarda D ≈ 57.4 nm bo'lib, bu termal ishlov bilan taqqoslaganda biroz kamaygan. Bu holat rodiy atomlarining panjarada qo'shimcha defekt markazlari hosil qilishi yoki kirishma klasterlar shakllanishi bilan bog'liq bo'lishi mumkin

[10]. Barcha namunalar rentgenogrammalarining 2θ ≈ 9°÷17° burchakli sochilishlar oralig'ida sohasida barcha namunalarda keng va past intensivlikli diffuzion akslanishlar kuzatilgan (2-a rasm). Mazkur akslanishlar amorf tabiatga ega bo'lgan SiO_x (kremniy oksidi) 1÷2 nm o'lchamdagi fragmentlar (klasterlar)ga mos keladi.



2-rasm. Kichik (a), o'rta (b) va yuqori (c) burchakli sochilishlarda boshlang'ich Si<B> (yashil chiziq), soat davomida termik ishlov berilgan Si<B> (qizil chiziq), 1300 °C da rodiy atomlari diffuziya qilinib tez sovı (ko'k chiziq), 1300 °C da rodiy atomlari diffuziya qilinib sekin sovutilgan Si<B> (jigarrang chiziq) rentg shakllari.

Ayniqsa, sekin sovitilgan Rh atomlari bilan legirlangan namunalarda SiO_x aksining intensivligi 11 983 imp/s gacha yetgan bo'lib, bu boshqa namunalarga nisbatan ancha yuqori. Bu holat Rh atomlarining kislorod bilan o'zaro ta'sirini kuchaytirganini ko'rsatadi [11]. Yuqori harorat sharoitida kremniy matritsasida mavjud bo'lgan kislorod atomlari rodiy bilan birgalikda Si–Rh–O tipli komplekslar hosil qilishi mumkin [12]. Sekin sovitish jarayonida termodinamik barqaror holat shakllangani sababli ushbu komplekslar mustahkamlanadi [13].

Shuningdek, namunalar rentgenogrammalarining 2θ ≈ 30.8°÷31.0° burchakli sochilishlarida qo'shimcha difraksion maksimum ham kuzatilgan (2-b rasm). Ushbu akslanish (110) kristallografik oriyentatsiyaga mansub bo'lgan SiB_6 fazasiga mos keladi. Mazkur akslanishning eksperimentpl qiymatlari yordamida fazoviy guruhi (Pm3m), panjara doimiysi (a = b = c = 4.131 Å) hamda kristallit o'lchami (sekin sovitilgan namunada) 62.6 nm ekanligi aniqlandi. SiB_6 fazasining paydo bo'lishi bor atomlarining yuqori haroratda qayta taqsimlanishi va lokal konsentratsiya ortganini ko'rsatadi [14]. Rh atomlarining diffuziyasi bor atomlarining harakatchanligini oshirib, ularning muayyan mintaqaga jamlanishiga turtki bergan bo'lishi

ham mumkin [15]. Sekin sovitilgan namunalarda SiB_6 kristallitlari yirikroq bo‘lishi termodinamik barqaror holat shakllanganini anglatadi. Bu holat struktura mukammalligining oshishi bilan uyg‘un holatida bo‘ladi.

Barcha namunalar rentgenogrammalarda (222)Si reflekslar ham kuzatilgan (2-c rasm). (222) tekisligi strukturadagi mayda o‘zgarishlarga va mikrokuchlanishlarga nisbatan sezgir hisoblanadi. Tajriba natijalariga ko‘ra, Rh atomlari bilan legirlangan namunalarda (222) akslanishning maksimumi $2\theta = 58.9°$ va $2\theta = 59.4°$ qiymatlarida kuzatilgan. Mazkur akslanishlar holatining siljishi panjaradagi ichki mikrokuchlanishlar mavjudligini ko‘rsatadi. Mikrokuchlanish $\varepsilon = \beta/(4\tan\theta)$ munosabat orqali baholanadi, bu yerda, β – difraksion pikning yarim balandlikdagi kengligi, θ – Bregg burchagi. Demak, Rh diffuziyasidan keyin (222)Si refleks kengayishi yoki ortishi kuzatilsa, bu panjarada dislokatsiyalar, nuqsonlar va kirishma klasterlari konsentratsiyasi oshganini dalolat beradi. Mazkur cho‘qqilarning tabiatidan sekin sovitish struktura relaksatsiyasiga yordam berishini, tez sovitish esa metastabil holatlarni saqlab qolishini bashorat qilish mumkin.

Bundan tashqari, . Rh atomlari bilan legirlanib tez sovitilgan p-Si<B,Rh> namunlar rrentgenogrammalrining $2\theta \approx 64.5°$ burchakli sochilishlarida yangi difraksion maksimum kuzatilgan (2-c rasm). Mazkur akslanish Si–Rh birikmasiga tegishli 7.3 nm o‘lchamdagi nanofaza shakllanganini ko‘rsatadi. Ushbu fazaning faqat tez sovitish sharoitida paydo bo‘lishi muhim ilmiy natijadir. Bu Rh atomlarining kremniy bilan termodinamik nomuvozanat holatda birikkanini ko‘rsatadi. Yuqori haroratda Rh atomlari kremniy panjarasida erkin harakatlanadi. Agar sovitish sekin amalga oshirilsa, ular muvozanat holatga o‘tadi va barqaror fazalar hosil qiladi. Biroq tez sovitishda yuqori haroratdagi metastabil holat “muzlatib qo‘yiladi” va nanoo‘lchamli Si–Rh birikmalari saqlanib qoladi.

Xulosa

1300°C haroratda termik ishlov berilgan namunalarda kristall tuzilishining mukammalligi oshgani, subkristallit o‘lchamining kattalashgani va ichki kuchlanishlarning relaksatsiyasi kuzatilgan. Rh atomlari bilan diffuziya qilingan namunalarda esa (111)Si akslanishning yuqori burchakli sochilishlar tomon siljigani panjara doimiysining kamayishi va mikrokuchlanishlar yuzaga kelishini tasdiqlagan.

Sekin sovitish sharoitida Rh atomlari kremniy panjarasida termodinamik barqaror holatga yaqin joylashib, struktura tartiblanganligi va intensivlikning keskin ortishi bilan baxolangan. Shu bilan birga SiO_x klasterlari va SiB_6 fazasining shakllanishi ham kzatilgan. Tez sovitish sharoitida esa metastabil holat saqlanib qolib, nanoo‘lchamli Si–Rh fazasining paydo bo‘lishi kuzatilgan.

Rh atomlari kremniy kristall panjarasiga kiritilganda uning tuzilmaviy holati, panjara parametrlari va fazaviy tarkibi sezilarli darajada o‘zgaritirishi agiqlangan. Sovitish tezligi esa struktura relaksatsiyasi yoki metastabil fazalarning saqlanishida hal qiluvchi omil ekanligi aniqlangan.

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n-Si<P,Rh> KRISTALLARIDA ZARYAD TASHUVCHILARNING KONSENTRATSIYASI VA HARAKATCHANLIGIGA TA'SIR ETUVCHI TUZILMAVIY VA OMILLAR

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Annotatsiya: *Ushbu ishda Choxral usulida o'stirilgan, fosfor bilan legirlangan n-turdagi monokristall kremniy namunalarida rodiy (Rh) atomlarining diffuziyasi hamda turli sovutish rejimlarining elektrofizik xossalarga ta'siri tadqiq qilindi. Namunalar 1300°C haroratda 10 soat davomida diffuziya sharoitida ishlov berilib, keyinchalik sekin va tez sovutish rejimlarida sovitildi. 200–420 K temperatura oralig'ida Xoll usuli yordamida solishtirma qarshilik, zaryad tashuvchilar konsentratsiyasi va harakatchanligi aniqlandi. Tadqiqot natijalariga ko'ra, boshlang'ich n-Si<P> namunasida sayoz donor sathlar kuzatilgan bo'lsa, Rh bilan legirlangan namunalarda chuqur energetik sathlar hosil bo'lishi aniqlandi. Sekin sovitilgan n-Si<P,Rh> namunasida E_a = 0.44 eV, tez sovitilgan namunada esa E_a = 0.34 eV qiymatli chuqur sathlar qayd etildi. Harakatchanlikning temperaturaga bog'liqligi tahlili Rh kirishmasi va sovutish rejimi sochilish mexanizmlariga sezilarli ta'sir ko'rsatishini ko'rsatdi. Olingan natijalar Rh kirishmasi va termik ishlov yordamida kremniyning elektrofizik parametrlarini maqsadli boshqarish hamda bunday materiallardan tezkor yarimo'tkazgich asboblar va fotodetektorlarda foydalanish mumkinligini ko'rsatadi.*

Kalit so'zlar: *kremniy, rodiy, diffuziya, legirlash, chuqur energetik sathlar, zaryad tashuvchilar konsentratsiyasi, harakatchanlik, termik ishlov, sovutish rejimi, Xoll effekti.*

СТРУКТУРНЫЕ ФАКТОРЫ, ВЛИЯЮЩИЕ НА КОНЦЕНТРАТSIЮ И ПОДВИЖНОСТЬ НОСИТЕЛЕЙ ЗАРЯДА В КРИСТАЛЛАХ n-Si<P,Rh>

Аннотатsiя: *В данной работе исследовано влияние диффузии атомов родия (Rh) и различных режимов охлаждения на электрофизические свойства монокристаллического кремния n-типа, легированного фосфором и выращенного методом Чохральского. Образцы подвергались термической обработке при температуре 1300°C в течение 10 часов в условиях диффузии, после чего охлаждались в медленном и быстром режимах. В интервале температур 200–420 K методом Холла были определены удельное сопротивление, концентрatsiя носителей заряда и их подвижность. Результаты исследования показали, что исходный образец n-Si<P> характеризуется мелкими донорными уровнями, тогда как в образцах, легированных Rh, формируются глубокие энергетические уровни. В медленно охлажденном образце n-Si<P,Rh> наблюдался глубокий уровень с энергией активатsiи E_a = 0.44 эВ, а в быстро охлажденном образце — уровень с E_a = 0.34 эВ. Анализ температурной зависимости подвижности показал, что примесь Rh и режим охлаждения существенно влияют на механизмы рассеяния носителей заряда. Полученные результаты свидетельствуют о возможности целенаправленного*

управления электрофизическими параметрами кремния с помощью примеси Rh и термической обработки, а также о перспективности таких материалов для быстродействующих полупроводниковых приборов и фотодетекторов.

Ключевые слова: *кремний, родий, диффузия, легирование, глубокие энергетические уровни, концентратsiя носителей заряда, подвижность, термическая обработка, режим охлаждения, эффект Холла.*

STRUCTURAL FACTORS AFFECTING THE CONCENTRATION AND MOBILITY OF CHARGE CARRIERS IN n-Si<P,Rh> CRYSTALS

Abstract: *This paper investigates the influence of rhodium (Rh) diffusion and different cooling regimes on the electrophysical properties of phosphorus-doped n-type monocrystalline silicon grown by the Czochralski method. The samples were thermally treated at 1300°C for 5 hours under diffusion conditions and then cooled under slow and rapid cooling regimes. In the temperature range of 200–420 K, the resistivity, charge carrier concentration, and their mobility were determined using the Hall method. The results showed that the initial n-Si<P> sample is characterized by shallow donor levels, whereas deep energy levels are formed in the Rh-doped samples. In the slowly cooled n-Si<P,Rh> sample, a deep level with E_a = 0.44 eV was observed, while in the rapidly cooled sample a deep level with E_a = 0.34 eV was identified. The analysis of the temperature dependence of carrier mobility demonstrated that Rh impurity atoms and cooling conditions significantly affect the dominant scattering mechanisms. The obtained results indicate that Rh doping and thermal treatment can be used for targeted control of the electrophysical parameters of silicon and may be promising for fast semiconductor devices and photodetector applications.*

Keywords: *silicon, rhodium, diffusion, doping, deep energy levels, charge carrier concentration, mobility, thermal treatment, cooling regime, Xoll effect.*

Kirish

Yarimo‘tkazgichlar fizikasida material xossalarini maqsadli ravishda boshqarish zamonaviy elektronika va fotoelektronika taraqqiyotining muhim ilmiy-amaliy yo‘nalishlaridan biri hisoblanadi. Ayniqsa, kremniy asosidagi materiallarga turli metall kirishmalarini kiritish orqali ularning elektr, rekombinatsion va tuzilmaviy xususiyatlarini o‘zgartirish imkoniyati katta qiziqish uyg‘otmoqda. Kremniyning texnologiyada keng qo‘llanilishi, uning arzonligi, yuqori darajada o‘rganilganligi hamda integral sxemalar tayyorlashdagi ustunligi sababli ushbu materialda yuz beradigan legirlash va diffuziya jarayonlarini chuqur tadqiq etish dolzarb masalalardan biri bo‘lib qolmoqda. Shunday kirishmalar qatorida rodiy (Rh) atomlari alohida ahamiyatga ega. Rh kremniy kristall panjarasiga kiritilganda chuqur energetik sathlar va rekombinatsiya markazlarini hosil qilishi mumkin [1]. Bunday markazlar zaryad tashuvchilarning yashash vaqtiga, ularning rekombinatsiya tezligiga, solishtirma qarshiligiga, fotos sezgirligiga va tezkorlik parametrlariga sezilarli ta’sir ko‘rsatadi [2]. Shu sababli Rh bilan legirlangan kremniy namunalarini o‘rganish nafaqat fundamental nuqtai nazardan, balki tezkor yarimo‘tkazgich asboblar, fotodetektorlar va maxsus funksional elektron qurilmalar yaratish nuqtai nazaridan ham muhimdir. Ayniqsa, Rh atomlarini kremniyga diffuziya qilish jarayonidan keyin namunalarni sekin va tez sovutish tamoyillarini qiyosiy o‘rganish ilmiy jihatdan juda dolzarbdir. Sekin sovutish jarayonida atomlar nisbatan muvozanatga yaqin holatda qayta joylashishga ulguradi, natijada turli komplekslar, mikroto‘plamlar yoki barqaror nuqsoniy markazlar hosil bo‘lishi ehtimoli ortadi [3]. Tez sovutishda esa yuqori haroratda vujudga kelgan nomuvozanat holatlar “muzlatib qo‘yiladi”, ya’ni kirishma atomlari va nuqsonlar kristall ichida muvozanatsiz taqsimotda saqlanib qolishi mumkin [4]. Bu esa namunani elektr o‘tkazuvchanligi, rekombinatsion faolligi, tuzilmaviy bir jinsliligi va fazaviy holatiga turlicha ta’sir ko‘rsatadi. Shu nuqtai nazardan, yuqori haroratli termik ishlov, rodiy atomlarining diffuziyasi hamda keyingi sekin va tez sovutish rejimlarining kremniyning struktura va elektrofizik xususiyatlariga ta’sirini o‘rganish hozirgi kunda muhim ilmiy vazifalardan biri hisoblanadi.

NAMUNALAR TAYYORLASH VA TADQIQOT METODIKASI

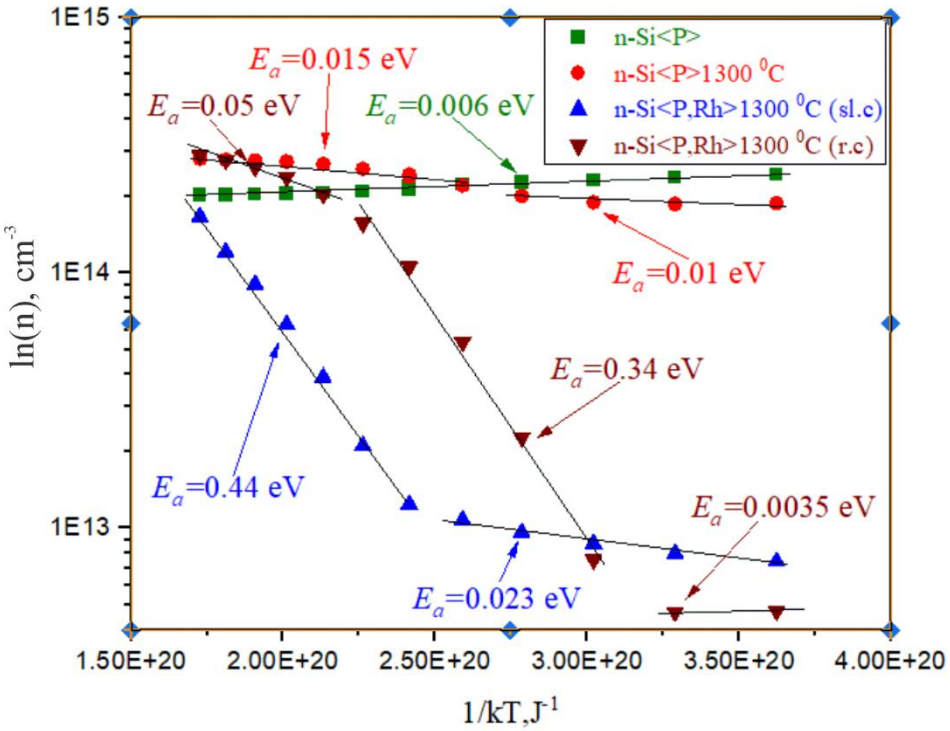
Tadqiqot obyekti sifatida Choxral usulida o‘stirilgan, fosfor atomlari bilan legirlangan *n*-turdagi monokristall kremniyning KEF15 turiga mansub namunalari tanlab olindi. Eksperimental uchun ushbu namunalar 10×10×1 mm^3 o‘lchamlarda tayyorlandi. Namunalar yuzasining yuqori darajada tozaligini ta’minlash maqsadida ularga ikki bosqichli ishlov berildi: dastlab yuza mexanik usulda sayqallandi, keyin esa kimyoviy ishlov orqali organik va anorganik tabiatli ifloslanishlardan tozalandi. VUP-4 ускунасида юқори vakuum (~10^{-7} mm.sim.ust.) olib, Rh metalini bug‘latish orqali amalga oshirildi. Ikki tomoniga rodiy o‘tkazgilgan namunalarni bir tomoni kavsharlangan kvars ampulaga solib vakuum olindi va ikkinchi tomoni ham kavsharlandi. Diffuziya jarayoni 1300 °C haroratda 10 soat davomida olib borildi. Shundan so‘ng Rh atomlari kiritilgan kremniy namunalari hamda ularda hosil bo‘lgan defektlarning fazoviy taqsimoti va material xossalariga sovutish rejimining ta’sirini baholash maqsadida namunalar ikki xil tartibda: sekin (sc, ~10 °C/min) va tez (rc, ~300 °C/min) tekliklarda sovutildi.

Tayyorlangan namunalarning elektrofizik xossalarini tadqiq qilish maqsadida MS-7000 Xoll qurilmasidan foydalanildi. Ushbu qurilma yordamida 200÷420 K harorat oralig‘ida namunalarning solishtirma qarshiliklari, zaryad

tashuvchilar konsentratsiyalari hamda ularning harakatchanliklari aniqlandi. Tajriba jarayonida olingan eksperimental natijalarni tizimlashtirish, ularga matematik va grafik ishlov berish, shuningdek, turli namuna parametrlarini qiyosiy tahlil qilish uchun OriginPro2022 dasturiy ta'minoti qo'llanildi.

Olingan natijalar va ularning tahlillari

Erkin elektronlar konsentratsiyasining temperaturaga bog'liqligi asosida tadqiq etilgan namunalardagi kirishma va defekt sathlarining energetik xususiyatlari tahlil qilindi. Buning uchun $ln(n) \sim 1/kT$ bog'lanishidan foydalanilib, namunalar uchun faollanish energiyalari aniqlandi (1-rasm). Tahlil natijalariga ko'ra, boshlang'ich n-Si<P> namunasida faollanish energiyasi E_a = 0.006 eV ga teng bo'ldi (1-rasm, yashil rangli chiziq). Bu qiymat fosfor donor sathining juda sayoz ekanini va xona haroratiga yaqin sohada donor atomlarining deyarli to'liq ionlashganini ko'rsatadi [5]. Natijada elektronlar o'tkazuvchanlik zonasiga oson o'tadi va namunada yuqori darajadagi *n*-tur o'tkazuvchanlik saqlanib qoladi.



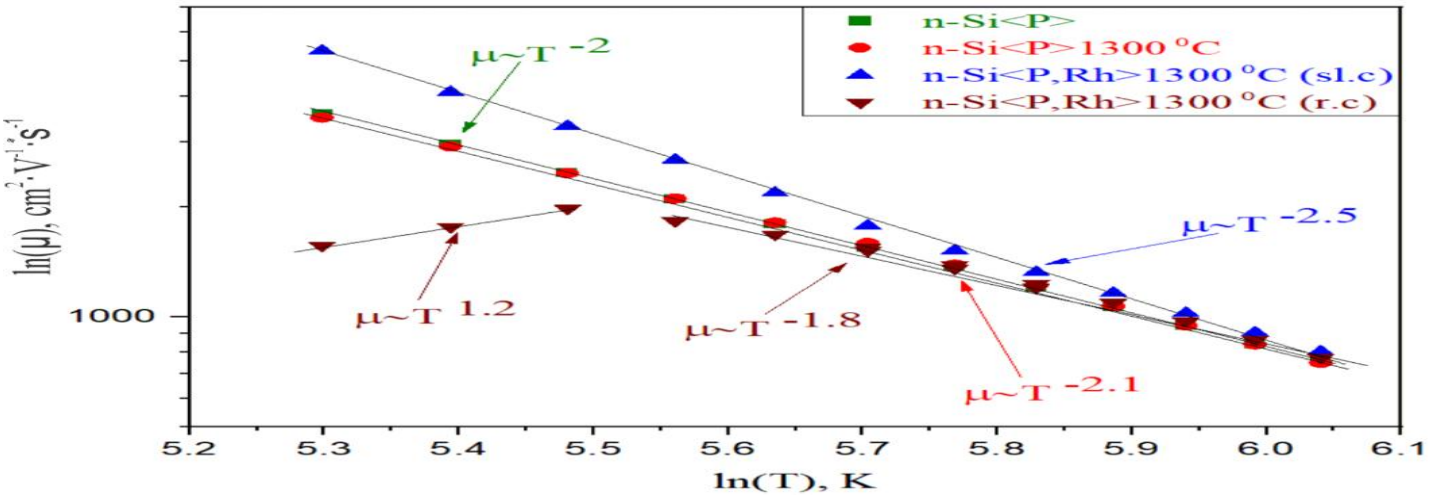
1-rasm. Boshlang'ich n-Si<P> namunasi (yashil chiziq), 1300°C da ishlov berilgan n-Si<P> 1300°C namunasi (qizil chiziq), 1300°C da ishlov berilib, sekin sovitilgan n-Si<P,Rh> namunasi (ko'k chiziq), 1300°C da ishlov berilib, tez sovitilgan n-Si<P,Rh> namunasi (jigarrang chiziq).

n-Si<P> 1300°C namunasida, ya'ni yuqori haroratli termik ishlovdan so'ng, E_a = 0.015 eV va E_a = 0.01 eV qiymatlarga ega bo'lgan sayoz energetik sathlar aniqlandi (1-rasm, qizil rangli chiziq). Bu holat yuqori harorat ta'sirida kremniy kristall panjarasida kirishma atomlari va nuqsonlarning qayta taqsimlanishi yuz berganini ko'rsatadi [6]. Bunday sayoz sathlar, ehtimol, fosfor atomlari bilan bog'liq holda qayta tashkil topgan nuqsoniy markazlar yoki termik ishlov natijasida hosil bo'lgan qo'shimcha donorsimon holatlar bilan izohlanishi mumkin [7]. Rh bilan legirlangan va 1300°C da ishlov berilib, sekin sovitilgan n-Si<P,Rh> namunasida esa E_a = 0.44 eV ga teng bo'lgan chuqur energetik sath kuzatildi (1-rasm, ko'k rangli chiziq). Ushbu qiymat Rh atomlarining kremniyda chuqur rekombinatsiya markazlarini hosil qilishini tasdiqlaydi. Bunday markazlar, odatda, Shokli-Riid mexanizmi bo'yicha zaryad tashuvchilar rekombinatsiyasini kuchaytiradi va natijada materialning elektr o'tkazuvchanligi pasayadi [8]. Shu bilan birga, mazkur namunalarda E_a = 0.023 eV bo'lgan sayoz sath ham qayd etildi. Bu esa namunada chuqur markazlar bilan bir qatorda nisbatan kichik energiyali kirishma yoki nuqsoniy holatlar ham mavjudligini ko'rsatadi [9].

1300°C da ishlov berilib, tez sovitilgan n-Si<P,Rh> namunasida esa E_a = 0.34 eV li chuqur defekt sathi aniqlandi (1-rasm, jigarrangli chiziq). Bu qiymat ham Rh bilan bog'liq chuqur markazlar mavjudligini ko'rsatadi, ammo sekin sovitilgan namunadagi 0.44 eV ga nisbatan kichikroq ekani sovutish rejimi defekt sathlarining energetik holati va barqarorligiga sezilarli ta'sir qilishini anglatadi [10]. Tez sovitish jarayonida yuqori haroratda hosil bo'lgan nuqsoniy konfiguratsiyalar muvozanatsiz holatda "muzlab qolishi" mumkin, shu bois Rh atomlari va ular bilan bog'liq defekt komplekslarining taqsimoti sekin sovitishdagiga nisbatan farq qiladi. Ushbu tez sovitilgan namunada yana E_a = 0.0035 eV ga teng juda kichik energiyali sath ham aniqlandi. Bunday kichik energiyali holat oddiy yakka donor sathidan ko'ra, ko'proq kuchli legirlash yoki kirishmalarning o'zaro ta'siri natijasida hosil bo'lgan kirishma zonasi mavjudligini ko'rsatadi [11]. Ya'ni, donor

sathlarining bir-biriga yaqin joylashishi oqibatida ular kollektiv energetik holat hosil qilib, elektronlarning juda kichik energiya hisobiga erkin holatga o‘tishini ta’minlashi mumkin.

2-rasm. Boshlang‘ich n-Si<P> namunasi (yashil chiziq), 1300°C da ishlov berilgan n-Si<P> 1300°C namunasi (qizil



chiziq), 1300°C da ishlov berilib, sekin sovitilgan n-Si<P,Rh> namunasi (ko‘k chiziq), 1300°C da ishlov berilib, tez sovitilgan n-Si<P,Rh> namunasi (jigarrang chiziq). Ma’lumki, yarimo‘tkazgich materiallarda zaryad tashuvchilarning harakatchanligi μ temperaturaga, kirishma atomlariga, nuqsonlar zichligiga, kristall panjaraning ideal yoki buzilgan holatiga hamda turli sochilish mexanizmlariga bevosita bog‘liq bo‘ladi [12]. 2-rasmda barcha namunalardagi zaryad tashuvchilarning harakatchanligini temperaturaga bog‘liqlik grafiklari keltirilgan bo‘lib, mazkur bog‘liqlik $\mu = \mu_0 T^m$ ko‘rinishidagi empirik munosabat orqali tahlil qilindi. Ushbu munosabatdagi daraja ko‘rsatkichi $m < 0$ bo‘lsa, temperatura ortishi bilan harakatchanlik kamayadi va bu, odatda, fononlar bilan sochilish mexanizmining ustunligini ko‘rsatadi [13]. Aksincha, daraja ko‘rsatkichi $m > 0$ bo‘lsa, ma’lum temperatura intervalida harakatchanlikning ortishi kuzatiladi va bu holat ionlashgan aralashmalar, nuqsonlar yoki klasterlar bilan bog‘liq sochilish mexanizmlarining muhim rol o‘ynayotganini anglatadi [14].

Boshlang‘ich n-Si<P> namunasi uchun m = -2.0 qiymat olingan bo‘lib (2-rasm, yashil rangli chiziq), bu zaryad tashuvchilar harakatining asosan fononlar bilan cheklanishini bildiradi. Bunday natija tozaroq kristall panjarali va nisbatan kam nuqsonli namunalarga xosdir [15]. Temperatura oshishi bilan panjara atomlarining issiqlik tebranishlari kuchayib, elektronlar ko‘proq sochiladi va natijada harakatchanlik pasayadi [14].

1300°C da termik ishlov berilgan n-Si<P> namunasida m = -2.1 qiymat kuzatilgan (2-rasm, qizil rangli chiziq). Bu qiymat avvalgi namunaga juda yaqin bo‘lsa-da, biroz kattaroq manfiy modulga ega. Bu esa yuqori temperaturali ishlov natijasida material ichidagi ichki kuchlanishlar, qayta taqsimlangan nuqsonlar yoki kirishma atomlarining yangi holatlari paydo bo‘lishi mumkinligini anglatadi [16]. Shunga qaramay, asosiy sochilish mexanizmi baribir fononlar bilan bog‘liq bo‘lib qolmoqda.

Rodiy bilan legirlangan va sekin sovitilgan n-Si<P,Rh> (sl.c) namunasida m = -2.5 qiymat aniqlangan (2-rasm, ko‘k rangli chiziq). Bu nisbatan katta manfiy qiymat harakatchanlikning temperaturaga juda sezgir ekanini ko‘rsatadi. Bu holatni ikki omil bilan tushuntirish mumkin: birinchidan, Rh atomlarining kristall panjaraga kirishi natijasida lokal deformatsiya maydonlari paydo bo‘ladi; ikkinchidan, sekin sovitish jarayonida ayrim kirishma komplekslari yoki agregatlari shakllanishi mumkin [17]. Natijada fononlar bilan sochilish samaradorligi ortadi va harakatchanlik keskinroq kamayadi. Tez sovitilgan n-Si<P,Rh> (r.c) namunasi esa ikki xil temperatura sohasida turlicha tabiatni namoyon qildi (2-rasm, jigarrangli chiziq). 200÷240 K oralig‘ida m = 1.2 bo‘lishi juda muhim fizik holatni ko‘rsatadi. Musbat daraja ko‘rsatkichi bu intervalda harakatchanlik temperatura oshishi bilan ortib borishini anglatadi. Bunday holat, odatda, past temperaturada lokal nuqsonlar, klasterlar, potensial to‘siqlar yoki kirishma markazlari zaryad tashuvchilar harakatiga kuchli to‘sqinlik qilayotganida yuzaga keladi [18]. Temperatura biroz oshganda zaryad tashuvchilarning bu to‘siqlarni yengib o‘tish ehtimoli ortadi va shu sababli harakatchanlik ham oshadi. 240÷450 K intervaliga o‘tilganda esa mazkur namuna uchun m = -1.8 qiymat kuzatildi (2-rasm, jigarrangli chiziq). Bu esa yuqoriroq temperaturada fonon sochilishi yana asosiy mexanizmga aylanishini bildiradi [19]. Ya’ni, past temperaturada nuqsonli muhit hal qiluvchi ahamiyatga ega bo‘lgan bo‘lsa, temperatura oshishi bilan panjara tebranishlari kuchayib, fonon mexanizmi ustunlikni qo‘lga oladi.

Xulosa

Boshlang‘ich namunada faollanish energiyasi E_a = 0.006 eV bo‘lib, bu fosfor donor sathlarining sayoz tabiatini ko‘rsatsa, Rh bilan legirlangan namunalarda E_a = 0.44 eV va E_a = 0.34 eV kabi chuqur sathlar hosil bo‘lishi aniqlandi. Bu esa Rh atomlari kremniyda chuqur rekombinatsiya markazlarini yuzaga keltirishini tasdiqlaydi. 1300°C da ishlov berilgan n-Si<P> namunasida sayoz energetik sathlar paydo bo‘lgan bo‘lsa, Rh bilan legirlangan namunalarda sekin va tez sovutish

natijasida chuqur sathlarning qiymati hamda barqarorligi o‘zaro farq qilishi kuzatildi. Boshlang‘ich n-Si<P> va 1300°C da ishlov berilgan n-Si<P> namunalarida $m = -2$ va $m = -2.1$ qiymatlar olinib, fononlar bilan sochilish asosiy mexanizm ekani ko‘rsatildi. Rh bilan legirlangan sekin sovutilgan namunada $m = -2.5$ qiymat aniqlanishi esa fonon sochilishi yanada kuchayishini ko‘rsatdi. 200÷240 K oralig‘ida $m = 1.2$ qiymat aniqlanishi struktura nuqsonlari, klasterlar va potensial to‘siqlar bilan bog‘liq sochilish ustunligini ko‘rsatsa, 240÷450 K da $m = -1.8$ bo‘lishi fonon sochilishi qaytadan asosiy mexanizmga aylanishini ko‘rsatdi. Olingan natijalar Rh kirishmasi va termik ishlov orqali kremniyning elektrofizik parametrlarini maqsadli ravishda o‘zgartirish, bunday materiallarni tezkor yarimo‘tkazgich asboblar, fotodetektorlar va maxsus funksional elektron qurilmalarda qo‘llash imkonini berishini ko‘rsatdi.

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UCH VA TO'RT QATLAMLI GETEROSTRUKTURALI FOTOELEMENTLARNI MODELLASHTRISH NATIJALARI TAHLILI I–V XARAKTERISTIKALAR TAHLILI

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Annotatsiya.*Quyosh elementining tok–kuchlanish (I–V) xarakteristikasi uning fotoelektrik jarayonlarini to'liq tavsiflovchi asosiy eksperimental va nazariy vosita hisoblanadi. I–V egri chizig'i orqali yarimo'tkazgich materiallarining energetik xossalari, tashuvchilar generatsiyasi, rekombinatsiya mexanizmlari hamda ichki elektr maydonlarning ta'siri baholanadi. Shu sababli, ko'p qatlamli III–V quyosh elementlari samaradorligini oshirish masalasi bevosita ularning I–V xarakteristikalari tahliliga bog'liqdir.*

Kalit so'zlar. *Ko'p qatlamli quyosh elementlari, geterostruktura, III–V yarimo'tkazgichlar, GaInP/GaAs/GaInAs, AlGaAs, back-surface field (BSF), I–V xarakteristika, P–V xarakteristika, qisqa tutashuv toki (Jsc), ochiq zanjir kuchlanishi (Voc), to'ldirish koeffitsienti (FF), maksimal quvvat nuqtasi (MPP), energetik zonalar diagrammasi, geterointerfeys, rekombinatsiya jarayonlari, fotogeneratsiya, quyosh elementlari samaradorligi, fotoelektrik konversiya, yarimo'tkazgich fizikasi, modellashtirish.*

ANALYSIS OF MODELING RESULTS OF THREE- AND FOUR-LAYER HETEROSTRUCTURE SOLAR CELLS ANALYSIS OF I–V CHARACTERISTICS

Abstract.*The current–voltage (I–V) characteristic of a solar cell is the main experimental and theoretical tool that fully describes its photoelectric processes. The I–V curve makes it possible to evaluate the energy properties of semiconductor materials, carrier generation, recombination mechanisms, and the influence of internal electric fields. Therefore, improving the efficiency of multi-junction III–V solar cells is directly related to the analysis of their I–V characteristics.*

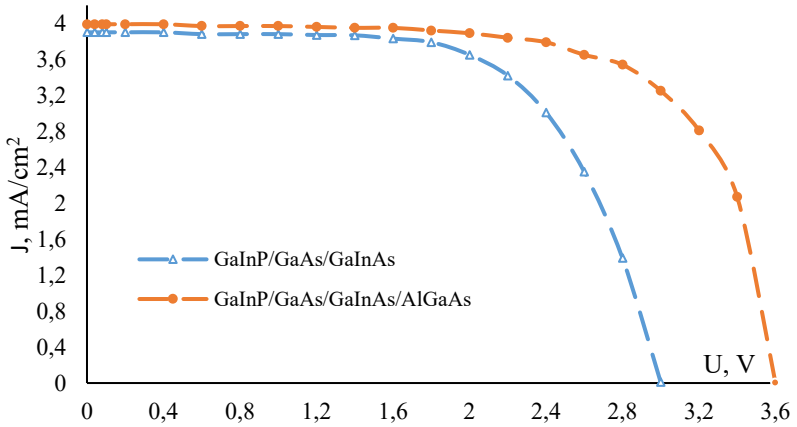
Keywords.*Multi-junction solar cells, heterostructure, III–V semiconductors, GaInP/GaAs/GaInAs, AlGaAs, back-surface field (BSF), I–V characteristics, P–V characteristics, short-circuit current (Jsc), open-circuit voltage (Voc), fill factor (FF), maximum power point (MPP), energy band diagram, heterointerface, recombination processes, photogeneration, solar cell efficiency, photoelectric conversion, semiconductor physics, modeling.*

АНАЛИЗ РЕЗУЛЬТАТОВ МОДЕЛИРОВАНИЯ ТРЁХ- И ЧЕТЫРЁХСЛОЙНЫХ ГЕТЕРОСТРУКТУРНЫХ СОЛНЕЧНЫХ ЭЛЕМЕНТОВ АНАЛИЗ ВОЛЬТ-АМПЕРНЫХ (I–V) ХАРАКТЕРИСТИК

Аннотация.*Вольт-амперная (I–V) характеристика солнечного элемента является основным экспериментальным и теоретическим инструментом, полностью описывающим фотоэлектрические процессы. По форме I–V кривой можно оценить энергетические свойства полупроводниковых материалов, генерацию носителей заряда, механизмы рекомбинации, а также влияние внутренних электрических полей. В связи с этим повышение эффективности многослойных солнечных элементов на основе III–V соединений непосредственно связано с анализом их I–V характеристик.*

Ключевые слова.*Многослойные солнечные элементы, гетероструктура, полупроводники III–V, GaInP/GaAs/GaInAs, AlGaAs, back-surface field (BSF), I–V характеристика, P–V характеристика, ток короткого замыкания (Jsc), напряжение холостого хода (Voc), коэффициент заполнения (FF), точка максимальной мощности (MPP), энергетическая зонная диаграмма, гетероинтерфейс, процессы рекомбинации, фотогенерация, эффективность солнечных элементов, фотоэлектрическое преобразование, физика полупроводников, моделирование.*

Mazkur tadqiqotda GaInP/GaAs/GaInAs (3 qatlamli) va GaInP/GaAs/GaInAs/AlGaAs (4 qatlamli) geterostruktural quyosh elementlarining I–V xarakteristikalari solishtirma tarzda o'rganildi. Olingan grafiklar asosida fotoelementlarning asosiy chiqish parametrlari — Isc, Voc va FF baholandi.



1. Grafik 3 va 4 qatlamli III–V quyosh elementlari uchun I–V xarakteristikalar taqqoslanishi

Qisqa tutashuv toki quyosh elementida tashqi zanjir qarshiligi nolga teng bo‘lgan holatda hosil bo‘ladigan maksimal fototokni ifodalaydi. U asosan yutilgan fotonlar soni va hosil bo‘lgan elektron–kovak juftlarining ajralish samaradorligi bilan belgilanadi:

$$I_{sc} = q \int_{\lambda}^{\lambda} \Phi(\lambda) \cdot A(\lambda) \cdot \eta_{col}(\lambda) d\lambda \quad (1)$$

bu yerda: Φ(λ)-tushayotgan fotonlar oqimi, A(λ)-yutilish koeffitsienti,η_{col}-tashuvchilarni yig‘ish samaradorligi.

Tahlillar shuni ko‘rsatdiki, 3 va 4 qatlamli strukturalarda Isc qiymatlarining deyarli teng bo‘lishi kuzatiladi. Bu holat AlGaAs qatlamining optik yutilish jarayonida faol ishtirok etmasligi bilan izohlanadi. AlGaAs ning asosiy vazifasi fototokni oshirish emas, balki tashuvchilarni rekombinatsiyadan himoyalash orqali kuchlanish va samaradorlikni oshirishdan iborat. Mazkur natija adabiyotlarda keltirilgan ko‘p qatlamli III–V quyosh elementlari bo‘yicha ilmiy tadqiqotlar bilan mos keladi, ularda BSF qatlamning Isc ga ta’siri cheklanganligi qayd etilgan.

Ochiq zanjir kuchlanishi quyosh elementida tok nolga teng bo‘lganda hosil bo‘ladigan maksimal kuchlanishni ifodalaydi va u rekombinatsiya jarayonlariga juda sezgir parametr hisoblanadi:

$$V_{oc} = \frac{kT}{q} \ln\left(\frac{I_{ph}}{I_0} + 1\right) \quad (2)$$

Bu yerda: I_{ph}-fototok, I_0 -to‘yinganlik toki, k-Boltsman doimiysi,T-harorat.

4 qatlamli GaInP/GaAs/GaInAs/AlGaAs strukturada V_{oc} ning oshishi AlGaAs back-surface field (BSF) qatlamining mavjudligi bilan bog‘liq. BSF qatlam o‘tkazuvchanlik zonasi bo‘yicha qo‘shimcha energetik to‘siq hosil qilib, elektronlarning orqa kontakt tomonga diffuziyasini cheklaydi.Natijada:orqa sirt rekombinatsiyasi kamayadi;tashuvchilarning umr davomiyligi ortadi;to‘yinganlik toki I_0 kamayadi.Bu esa yuqoridagi ifodaga muvofiq ravishda Voc ning ortishiga olib keladi. Mazkur mexanizm III–V geterostruktural quyosh elementlari bo‘yicha yetakchi ilmiy ishlarda asosiy samaradorlikni oshiruvchi omil sifatida qayd etilgan.

To‘ldirish koeffitsienti quyosh elementining real ish rejimidagi quvvat yo‘qotishlarini tavsiflaydi va quyidagi ifoda bilan aniqlanadi:

$$FF = \frac{V_{mp} I_{mp}}{V_{oc} I_{sc}} \quad (3)$$

FF qiymati ichki ketma-ket qarshiliklar, rekombinatsiya jarayonlari va kontakt sifati bilan bevosita bog‘liq. I–V egri chiziqlarning shakli shuni ko‘rsatadiki, 4 qatlamli strukturada egri chiziqning “bukilish sohasi” ancha keskin bo‘lib, bu ichki yo‘qotishlarning kamayganini bildiradi.

AlGaAs BSF qatlamining mavjudligi:tashuvchilar oqimini yo‘naltiradi;ichki elektr maydonni kuchaytiradi;quvvat yo‘qotishlarini kamaytiradi.

Natijada, FF ning oshishi kuzatiladi va bu umumiy energiya konversiyasi samaradorligiga ijobiy ta’sir ko‘rsatadi.

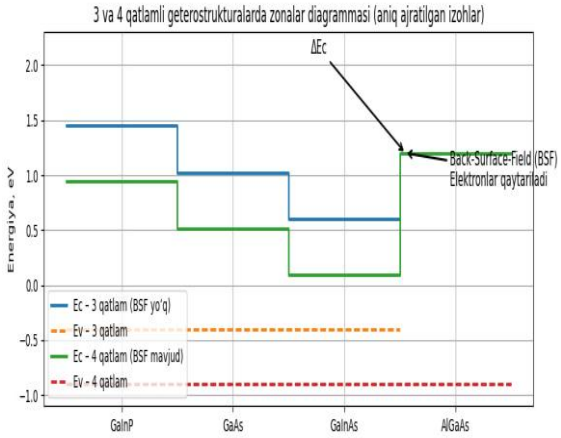
Olingan I–V xarakteristikalar shakli va parametrlarining o‘zgarish tendensiyalari ko‘p qatlamli III–V quyosh elementlari uchun adabiyotlarda keltirilgan nazariy modellar bilan yuqori darajada mos keladi. Xususan:I_{sc} ning qatlamlar soniga nisbatan barqarorligi;V_{oc} ning BSF qatlam bilan oshishi;FF ning egri chiziq shakli bilan bog‘liqligi ko‘p marotaba ilmiy tadqiqotlarda tasdiqlangan.

I–V xarakteristikalar tahlili shuni ko‘rsatdiki, GaInP/GaAs/GaInAs/AlGaAs asosidagi 4 qatlamli quyosh elementi rekombinatsiya yo‘qotishlarini samarali kamaytirishi, ochiq zanjir kuchlanishini oshirishi va to‘ldirish koeffitsientini yaxshilashi bilan ajralib turadi. Ushbu natijalar BSF qatlamining ko‘p qatlamli III–V quyosh elementlari samaradorligini oshirishdagi hal qiluvchi rolini ilmiy jihatdan asoslaydi.

Energetik zonalar diagrammasi va geterointerfeyslar tahlili

Ushbu bo‘limda GaInP/GaAs/GaInAs (3 qatlamli) hamda GaInP/GaAs/GaInAs/AlGaAs (4 qatlamli) ko‘p qatlamli

III–V quyosh elementlarining energetik zonalar diagrammasi tahlil qilinadi. Energetik zonalar diagrammasi geterostruktural fotoelementlarda tashuvchilar harakati, ichki elektr maydonlar, rekombinatsiya jarayonlari hamda fotoelektrik samaradorlikni belgilovchi asosiy fizik mexanizmlarni tushuntirishda muhim ahamiyatga ega.



2-rasm. 3 va 4 qatlamli (GaInP/GaAs/GaInAs(/AlGaAs) geterostrukturalar uchun energetik zonalar diagrammasi.

Rasmda gorizontal o‘q bo‘ylab qatlamlarning fazoviy joylashuvi, vertikal o‘q bo‘ylab esa energetik darajalar ifodalangan. Diagrammada o‘tkazuvchanlik zonasi **(E_c),** valent zona **(E_v)** hamda Fermi darajasi **(E_f)** ning qatlamlar bo‘yicha o‘zgarishi tasvirlangan.

3 qatlamli GaInP/GaAs/GaInAs strukturada har bir qatlamning taqiqlangan zona kengligi (**Eg**) turlicha bo‘lib, bu yuqori energiyali fotonlardan boshlab past energiyali fotonlargacha bo‘lgan spektral diapazonni qamrab olish imkonini beradi. Biroq ushbu strukturaning muhim kamchiliklaridan biri orqa sirt sohasida energetik to‘siqning yetarli darajada shakllanmaganligidir.

GaInAs qatlamidan keyin to‘g‘ridan-to‘g‘ri metall kontakt joylashgani sababli, o‘tkazuvchanlik zonasi bo‘yicha elektronlar uchun erkin chiqish yo‘li mavjud bo‘ladi. Bu holat quyidagi salbiy jarayonlarga olib keladi:elektronlarning orqa kontakt tomon diffuziyasi;orqa sirt rekombinatsiyasining kuchayishi;tashuv-chilar umr davomiyligining qisqarishi.

Natijada, to‘yinganlik toki I_0 ortadi va bu holat 4.1-bo‘limda ko‘rsatilganidek, ochiq zanjir kuchlanishining (**Voc**) kamayishiga sabab bo‘ladi.

4 qatlamli GaInP/GaAs/GaInAs/AlGaAs strukturada AlGaAs **back-surface field (BSF)** qatlamining joriy etilishi energetik zonalar diagrammasida tub o‘zgarishlarni yuzaga keltiradi. AlGaAs ning nisbatan keng taqiqlangan zonaga ega bo‘lishi natijasida GaInAs/AlGaAs chegarasida o‘tkazuvchanlik zonasi bo‘yicha qo‘shimcha energetik to‘siq (ΔE_c) hosil bo‘ladi.Ushbu to‘siq:elektronlarning orqa kontakt tomon harakatini cheklaydi;ularni faol yutuvchi qatlamlarga qaytaradi;orqa sirt rekombinatsiyasini sezilarli darajada kamaytiradi.Shu bilan birga, valent zona bo‘yicha hosil bo‘ladigan to‘siq kovaklarning (teskari tashuvchilarning) harakatiga deyarli halaqit bermaydi. Bu esa tashuvchilarni selektiv tarzda ajratish imkonini beradi va fotoelementning ichki elektr maydonini kuchaytiradi.

Energetik zonalar diagrammasidan ko‘rinishicha, geterointerfeyslar sohasida zonalarning egilishi ichki elektr maydonlarning mavjudligidan dalolat beradi. Ushbu maydonlar:elektron–kovak juftlarini tezroq ajratadi;rekombinatsiya ehtimolini kamaytiradi;tashuvchilarni kontaktlarga yo‘naltiradi.Ayniqsa, AlGaAs BSF qatlam bilan hosil bo‘lgan qo‘shimcha elektr maydon fotoelementning orqa sohasida tashuvchilarni “ituvchi” mexanizm vazifasini bajaradi. Bu mexanizm ko‘p qatlamli III–V quyosh elementlari samaradorligini oshirishda asosiy omillardan biri sifatida qaraladi.

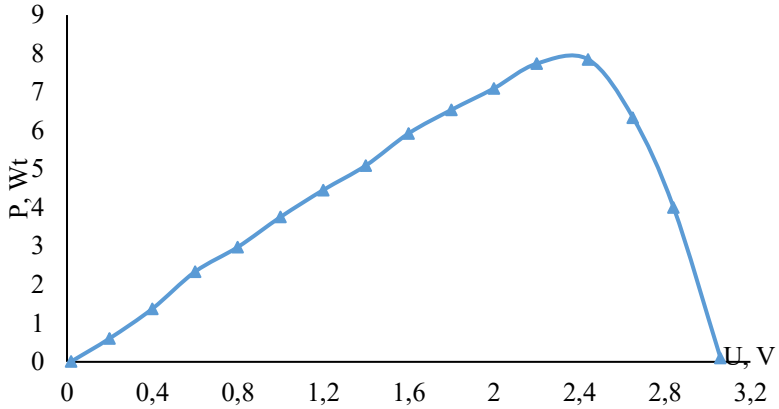
Energetik zonalar diagrammasi va I–V xarakteristikalar o‘rtasidagi bog‘liqlik 2-rasmda keltirilgan energetik zonalar diagrammasi 1-bo‘limda olingan I–V xarakteristikalar natijalarini to‘liq tushuntirib beradi. Xususan: BSF qatlam bilan **Voc ning oshishi** energetik to‘siq orqali I_0 ning kamayishi bilan izohlanadi;tashuvchilar yig‘ilishining yaxshilanishi **FF ning oshishiga** olib keladi;Isc ning deyarli o‘zgarmasligi AlGaAs qatlamning optik yutilishda ishtirok etmasligi bilan bog‘liq.Shu tarzda, energetik zonalar diagrammasi va eksperimental I–V natijalari o‘zaro mantiqiy va fizik jihatdan uzviy bog‘liq ekanligi ko‘rsatildi.

Energetik zonalar diagrammasi tahlili shuni ko‘rsatdiki, AlGaAs BSF qatlamining kiritilishi GaInP/GaAs/GaInAs asosidagi ko‘p qatlamli quyosh elementlarida tashuvchilarni boshqarish mexanizmini tubdan yaxshilaydi. Orqa sirt rekombinatsiyasining kamayishi, ichki elektr maydonning kuchayishi va energetik zonalarning optimal moslashuvi fotoelementning ochiq zanjir kuchlanishi hamda umumiy samaradorligini oshirishga xizmat qiladi.

P–V xarakteristika va maksimal quvvat nuqtasi tahlili

Ushbu bo‘limda GaInP/GaAs/GaInAs (3 qatlamli) hamda GaInP/GaAs/GaInAs/AlGaAs (4 qatlamli) ko‘p qatlamli III–V quyosh elementlarining quvvat–kuchlanish (P–V) xarakteristikalari tahlil qilinadi. P–V xarakteristika quyosh

elementining real ish sharoitidagi energiya ishlab chiqarish imkoniyatini baholashda muhim ahamiyatga ega bo‘lib, aynan shu grafik orqali maksimal quvvat nuqtasi aniqlanadi.



3-rasm. GaInP/GaAs/GaInAs quyosh elementining P–V xarakteristikasi

Grafikda gorizontal o‘q bo‘ylab kuchlanish, vertikal o‘q bo‘ylab esa chiqish quvvati qiymatlari keltirilgan. Quvvat quyidagi ifoda orqali aniqlanadi:

$$P(V) = V \cdot I(V) \quad (4)$$

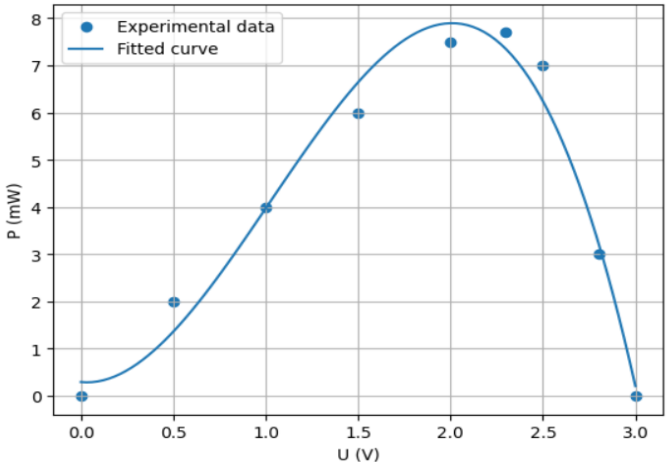
ya’ni P-V xarakteristika bevosita 1-bo‘limda tahlil qilingan I–V egri chizig‘i asosida hosil qilinadi.

P–V egri chizig‘idan ko‘rinishicha, kuchlanish ortib borishi bilan chiqish quvvati dastlab ortadi va ma’lum bir kuchlanish qiymatida maksimal qiymatga erishadi. Ushbu nuqta maksimal quvvat nuqtasi deb ataladi va unga mos keluvchi kuchlanish hamda tok qiymatlari mos ravishda $\mathbf{V_{mp}}$ va $\mathbf{I_{mp}}$ bilan belgilanadi:

$$P_{max}=V_{mp}\cdot I_{mp} \quad (5)$$

Tadqiqot natijalariga ko‘ra, GaInP/GaAs/GaInAs quyosh elementida maksimal quvvat taxminan **Vmp ≈ 2.2–2.4 V** oralig‘ida kuzatiladi. Bu kuchlanish qiymati ochiq zanjir kuchlanishining ma’lum bir ulushiga to‘g‘ri kelib, fotoelementning optimal ish rejimini ifodalaydi.Maksimal quvvat nuqtasining mavjudligi va P–V egri chizig‘ining silliq, aniq maksimumga ega bo‘lishi fotoelementda tashuvchilar transporti samarali tashkil etilganini va ichki yo‘qotishlar nisbatan kichik ekanini ko‘rsatadi.P–V xarakteristikaning shakli bir nechta asosiy fizik omillar bilan belgilanadi:ichki ketma-ket qarshilik;rekombinatsiya jarayonlari; ichki elektr maydonning kuchi; geterointerfeyslar sifati. 3-rasmda keltirilgan P–V egri chiziqning yuqori va tor cho‘qqiga ega bo‘lishi fotoelementning to‘ldirish koeffitsienti **(FF)** yuqori ekanidan dalolat beradi. Bu holat 1-bo‘limda aniqlangan I–V xarakteristikalarning shakli bilan to‘liq mos keladi.

Shuningdek, P–V xarakteristika orqali quyosh elementining kuchlanish bo‘yicha ishlash diapazoni aniqlanadi. Kuchlanish juda kichik bo‘lganda quvvat nolga teng bo‘lib, bu qisqa tutashuv holatiga mos keladi. Aksincha, kuchlanish **Voc** ga yaqinlashganda tok kamayib, quvvat yana nolga tenglashadi. Demak, fotoelement faqat $\mathbf{V_{mp}}$ atrofida maksimal samaradorlik bilan ishlaydi.



4-rasm. 3 va 4 qatlamli III–V quyosh elementlari uchun P–V xarakteristikalar taqqoslanishi

Solishtirma tahlil shuni ko‘rsatadiki, 4 qatlamli GaInP/GaAs/GaInAs/AlGaAs strukturada maksimal quvvat qiymati 3 qatlamli strukturaga nisbatan yuqoriroq. Bu holat birinchi navbatda **Voc ning oshishi** va **FF ning yaxshilanishi** bilan izohlanadi.

AlGaAs BSF qatlamining mavjudligi orqa sirt rekombinatsiyasini kamaytirib, tashuvchilarning faol sohada samaraliroq ishtirok etishini ta’minlaydi. Natijada, maksimal quvvat nuqtasiga mos keluvchi kuchlanish qiymati yuqoriroq

bo‘lib, umumiy energiya chiqishi ortadi.

Maksimal quvvat qiymati quyosh elementining energiya konversiyasi samaradorligini (**η**) aniqlashda asosiy parametr hisoblanadi:

$$\eta = \frac{P_{max}}{P_{in}} \times 100\% \quad (6)$$

bu yerda:

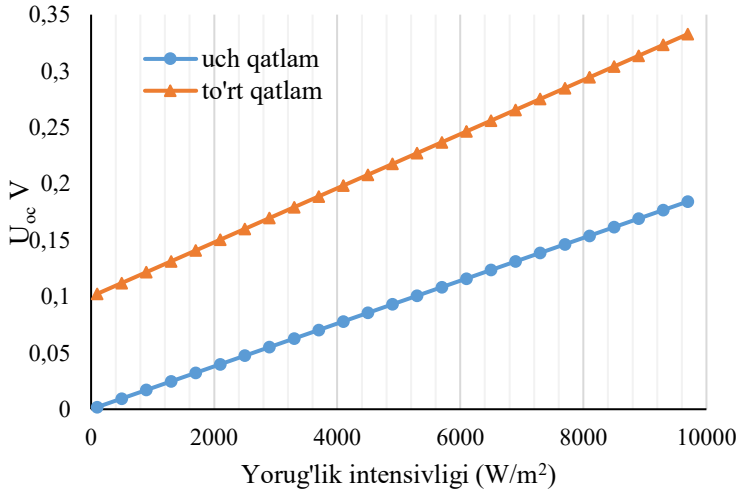
P_{in} — fotoelementga tushayotgan quyosh nurlanish quvvati.

4 qatlamli struktura uchun P_{max} ning oshishi bevosita **η ning ortishiga** olib keladi. Shu tariqa, P–V xarakteristikalar tahlili 2-bo‘limda ko‘rib chiqilgan energetik zonalar diagrammasi va 1-bo‘limdagi I–V xarakteristikalar natijalarini mantiqan to‘ldiradi.

P–V xarakteristikalar tahlili shuni ko‘rsatdiki, GaInP/GaAs/GaInAs/AlGaAs asosidagi 4 qatlamli quyosh elementi maksimal quvvat nuqtasida yuqori energiya ishlab chiqarish qobiliyatiga ega. AlGaAs BSF qatlamining kiritilishi kuchlanish va to‘ldirish koeffitsientining oshishiga olib kelib, umumiy energiya konversiyasi samaradorligini sezilarli darajada yaxshilaydi.

Ochiq zanjir kuchlanishining (Voc) yorug‘lik intensivligiga (P_{in}) bog‘liqligi

Ushbu bo‘limda GaInP/GaAs/GaInAs (3 qatlamli) hamda GaInP/GaAs/GaInAs/AlGaAs (4 qatlamli) ko‘p qatlamli III–V quyosh elementlarida ochiq zanjir kuchlanishining (**V_{oc}**) tushayotgan yorug‘lik intensivligiga (**P_{in}**) bog‘liqligi tahlil qilinadi. Voc–Pin bog‘lanishi quyosh elementlarida rekombinatsiya mexanizmlarini aniqlash va ichki yo‘qotishlarni baholash uchun muhim diagnostik vosita hisoblanadi.



5-rasm. 3 va 4 qatlamli III–V quyosh elementlari uchun Voc ning yorug‘lik intensivligiga (Pin) bog‘liqligi

Grafikda gorizontal o‘qda yorug‘lik intensivligi **P_{in}** , vertikal o‘qda esa ochiq zanjir kuchlanishi **V_{oc}** qiymatlari keltirilgan. Tadqiqotlar standart AM1.5G spektri sharoitida turli yorug‘lik intensivliklarida o‘tkazilgan.

Nazariy jihatdan ochiq zanjir kuchlanishi quyidagi ifoda bilan aniqlanadi:

$$V_{oc} = \frac{kT}{q} \ln\left(\frac{I_{ph}}{I_0} + 1\right) \quad (7)$$

bu yerda:I_{ph}-fototok,I_0-to‘yinganlik toki,k-Boltsman doimiysi,T-absolut harorat,

q-elementar zaryad.

Yorug‘lik intensivligi oshishi bilan fototok I_{ph} deyarli chiziqli ravishda ortadi, natijada **V_{oc} ning logarifmik o‘sishi** kuzatiladi. Shu sababli V_{oc}-P_{in} bog‘lanishi ko‘p hollarda yarim logarifmik xarakterga ega bo‘ladi.

5-rasmdan ko‘rinishicha, har ikkala strukturada yorug‘lik intensivligi ortishi bilan **V_{oc} qiymati oshib boradi.** Biroq 4 qatlamli GaInP/GaAs/GaInAs/AlGaAs strukturada V_{oc} ning mutlaq qiymati barcha P_{in} oralig‘ida 3 qatlamli strukturaga nisbatan yuqoriroq ekani aniqlanadi.Bu holat quyidagi fizik omillar bilan izohlanadi:AlGaAs **back-surface field (BSF)** qatlamining mavjudligi;orqa sirt rekombinatsiyasining kamayishi;tashuvchilar umr davomiyligining ortishi;to‘yinganlik toki I_0 ning kamayishi.Natijada, bir xil yorug‘lik intensivligida 4 qatlamli strukturada ichki potensial farq kattaroq bo‘lib, bu **V_{oc} ning yuqori qiymatlariga olib keladi.**

V_{oc}-P_{in} grafigining qiyaligi rekombinatsiya mexanizmlarini aniqlash imkonini beradi. Agar V_{oc} ning P_{in} ga bog‘liqligi ideal holatga yaqin bo‘lsa, bu holda radiatsion rekombinatsiya ustun hisoblanadi. Aksincha, V_{oc} ning o‘sishi sekinlashsa, bu sirt yoki hajmiy (non-radiatsion) rekombinatsiyaning kuchayganidan dalolat beradi.

Tahlillar shuni ko‘rsatadiki, 4 qatlamli strukturada V_{oc} ning P_{in} ga bog‘liqlik qiyaligi nisbatan pastroq bo‘lib, bu **rekombinatsiya jarayonlarining samarali bostirilganini** ko‘rsatadi. AlGaAs BSF qatlam ushbu jarayonda asosiy rol o‘ynaydi.

4.4-bo‘limda olingan Voc–Pin natijalari 1-bo‘limda tahlil qilingan I–V xarakteristikalar bilan to‘liq mos keladi.

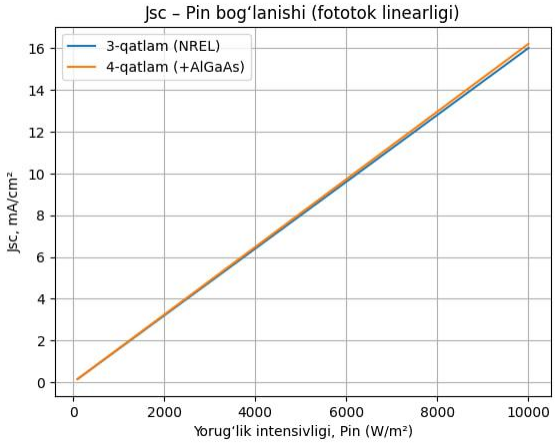
Xususan:BSF qatlam bilan **V_{oc} ning oshishi** I–V egri chiziqda ochiq zanjir nuqtasining yuqoriroqqa siljishi bilan tasdiqlanadi;

yuqori Voc qiymatlari P–V xarakteristikada maksimal quvvatning oshishiga olib keladi (3-bo‘lim);rekombinatsiya yo‘qotishlarining kamayishi umumiy samaradorlikka ijobiy ta’sir ko‘rsatadi.

Ochiq zanjir kuchlanishining yorug‘lik intensivligiga bog‘liqligi tahlili shuni ko‘rsatdiki, GaInP/GaAs/GaInAs/AlGaAs asosidagi 4 qatlamli quyosh elementi barcha yorug‘lik intensivliklarida yuqori V_{oc} qiymatlarini ta’minlaydi. AlGaAs BSF qatlamining mavjudligi rekombinatsiya jarayonlarini samarali kamaytirib, ichki elektr xossalarni yaxshilaydi va fotoelektrik konversiya samaradorligini oshirishga xizmat qiladi.

Qisqa tutashuv toki (J_{sc}) ning yorug‘lik intensivligiga (P_{in}) bog‘liqligi

Ushbu bo‘limda GaInP/GaAs/GaInAs (3 qatlamli) hamda GaInP/GaAs/GaInAs/AlGaAs (4 qatlamli) ko‘p qatlamli III–V quyosh elementlarida qisqa tutashuv tok zichligining **(J_{sc})** tushayotgan yorug‘lik intensivligiga **(P_{in})** bog‘liqligi tahlil qilinadi. J_{sc}–P_{in} bog‘lanishi quyosh elementlarida fotogeneratsiya jarayonining samaradorligini va yutilgan fotonlarning elektr tokka aylanish darajasini baholash imkonini beradi.



6-rasm. 3 va 4 qatlamli III–V quyosh elementlari uchun Jsc ning yorug‘lik intensivligiga (Pin) bog‘liqligi

Grafikda gorizontal o‘qda yorug‘lik intensivligi **Pin (W/m²),** vertikal o‘qda esa qisqa tutashuv tok zichligi **Jsc (mA/cm²)** qiymatlari keltirilgan. O‘lchovlar AM1.5G standart spektri sharoitida, yorug‘lik intensivligi keng diapazonda o‘zgartirilgan holda amalga oshirilgan.

Nazariy jihatdan qisqa tutashuv tok zichligi yutilgan fotonlar soniga to‘g‘ridan-to‘g‘ri bog‘liq bo‘lib, quyidagi ifoda bilan aniqlanadi:

$$J_{sc} = q \int_{\lambda}^{\lambda} \Phi(\lambda, Pin) \cdot A(\lambda) \cdot \eta_{col}(\lambda) d\lambda \quad (8)$$

Bu yerda: Φ(λ,Pin)- tushayotgan fotonlar oqimi,A(λ)-spektral yutilish koeffitsienti,

η_{col}-tashuvchilarni yig‘ish samaradorligi.Yorug‘lik intensivligi oshishi bilan fotonlar oqimi chiziqli ravishda ortadi, shuning uchun ideal holatda **Jsc ning Pin ga chiziqli bog‘liqligi** kuzatiladi.

6-rasmdan ko‘rinishicha, har ikkala strukturada ham yorug‘lik intensivligi oshishi bilan **J_{sc} deyarli chiziqli ravishda ortib boradi.** Bu holat ko‘p qatlamli III–V quyosh elementlarida fotogeneratsiya jarayoni samarali tashkil etilganini va tashuvchilarni yig‘ish darajasi yuqori ekanini ko‘rsatadi.

Muhim jihati shundaki, 3 va 4 qatlamli strukturalar uchun **J_{sc} qiymatlari bir-biriga juda yaqin.** Bu holat AlGaAs BSF qatlamining optik yutilish jarayonida deyarli ishtirok etmasligi bilan izohlanadi. AlGaAs qatlamning asosiy vazifasi:elektr maydonni kuchaytirish;rekombinatsiyani kamaytirish;kuchlanish va samaradorlikni oshirish bo‘lib, u fototok miqdorini sezilarli oshirmaydi.

Yorug‘lik intensivligining yuqori qiymatlarida Jsc–Pin bog‘lanishining chiziqlilikdan biroz og‘ishi kuzatilishi mumkin. Bu holat quyidagi omillar bilan bog‘liq:tashuvchilar rekombinatsiyasining kuchayishi;ichki elektr maydonning qisman ekranlanishi;issiqlik ta’siri tufayli tashuvchilar harakatchanligining kamayishi.Biroq tahlillar shuni ko‘rsatadiki, 4 qatlamli GaInP/GaAs/GaInAs/AlGaAs strukturada yuqori Pin sohasida ham Jsc ning barqarorroq o‘zgarishi kuzatiladi. Bu AlGaAs BSF qatlamining tashuvchilarni faol sohada ushlab turish mexanizmi bilan bog‘liq.

5-bo‘limda olingan J_{sc}–Pin natijalari oldingi bo‘limlar bilan mantiqan uzviy bog‘liq:1-bo‘limda ko‘rsatilganidek, **Isc ning qatlamlar soniga bog‘liq emasligi** Jsc–Pin grafigida ham tasdiqlanadi; 3-bo‘limda ko‘rib chiqilgan maksimal quvvatning oshishi Jsc emas, balki **V_{oc} va FF ning ortishi** bilan bog‘liq;4-bo‘limda aniqlangan rekombinatsiya mexanizmlarining bostirilishi yuqori P_{in} sohasida J_{sc} ning barqarorligini ta’minlaydi.

Xulosa. Qisqa tutashuv tok zichligining yorug‘lik intensivligiga bog‘liqligi tahlili shuni ko‘rsatdiki, GaInP/GaAs/GaInAs/AlGaAs asosidagi 4 qatlamli quyosh elementi fotogeneratsiya nuqtai nazaridan 3 qatlamli analogiga

o‘xshash xatti-harakatga ega. AlGaAs BSF qatlamining asosiy afzalligi fototokni oshirish emas, balki kuchlanish, to‘ldirish koeffitsienti va umumiy samaradorlikni yaxshilashdan iborat ekani ilmiy jihatdan tasdiqlandi.

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n^+-p-p^+ STRUKTURALI KREMNIY ASOSLI IKKI TOMONLAMA QUYOSH ELEMENTINING CHIQISH PARAMETRLARIGA YORUG'LIKNING TA'SIRINI TADQIQ ETISH

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Annotatsiya. *Ushbu ishda $n^+–p–p^+$ strukturali kremniy asosli ikki tomonlama quyosh elementining chiqish parametrlariga yorug'likning ta'siri nazariy jihatdan o'rganildi. Yorug'lik intensivligi asosida fotonlar oqimi, qisqa tutashuv toki zichligi va salt ishlash kuchlanishi aniqlanib, qurilmaning samaradorligi baholandi. Hisoblash natijalariga ko'ra, quyosh elementining foydali ish koeffitsiyenti taxminan 29.1 % ni tashkil etishi aniqlandi. Olingan natijalar ikki tomonlama quyosh elementlarining samaradorligini oshirishda muhim ahamiyatga ega.*

Kalit so'zlar: *ikki tomonlama quyosh elementi, $n^+–p–p^+$ struktura, kremniy, yorug'lik intensivligi, qisqa tutashuv toki, samaradorlik.*

ИССЛЕДОВАНИЕ ВЛИЯНИЯ СВЕТА НА ВЫХОДНЫЕ ПАРАМЕТРЫ ДВУХСТОРОННЕЙ СОЛНЕЧНОЙ БАТАРЕИ НА ОСНОВЕ КРЕМНИЯ СО СТРУКТУРОЙ $N^+–P–P^+$

Аннотация. *В данной работе теоретически исследовано влияние освещённости на выходные параметры кремниевого двустороннего солнечного элемента со структурой $n^+–p–p^+$. На основе интенсивности падающего излучения определены поток фотонов, плотность тока короткого замыкания и напряжение холостого хода, а также оценена эффективность устройства. Результаты расчётов показали, что коэффициент полезного действия солнечного элемента составляет примерно 29.1 %. Полученные результаты имеют важное значение для повышения эффективности двусторонних солнечных элементов.*

Ключевые слова: *двусторонний солнечный элемент, структура $n^+–p–p^+$, кремний, интенсивность света, ток короткого замыкания, эффективность.*

STUDY OF THE INFLUENCE OF LIGHT ON THE OUTPUT PARAMETERS OF A $n^+–p–p^+$ STRUCTURED SILICON-BASED DOUBLE-SIDED SENSITIVE SOLAR CELL

Abstract. *In this work, the effect of illumination on the output parameters of a silicon double-sided solar cell with an $n^+–p–p^+$ structure was theoretically investigated. Based on the incident light intensity, the photon flux, short-circuit current density, and open-circuit voltage were determined, and the efficiency of the device was evaluated. The calculation results showed that the efficiency of the solar cell is approximately 29.1%. The obtained results are important for improving the performance of double-sided solar cells.*

Keywords: *bifacial solar cell, $n^+–p–p^+$ structure, silicon, light intensity, short-circuit current, efficiency.*

Kirish

Yarimo‘tkazgichli qurilmalar asosida elektr energiyasini ishlab chiqarish texnologiyalari hozirgi kunda jadal sur’atlarda rivojlanib bormoqda. Xususan, quyosh energiyasidan elektr energiya olish texnologiyasi ilk bor 1954-yilda amaliyotga joriy etilgan bo‘lib, bugungi kunda u qayta tiklanuvchi energiya manbalari orasida yetakchi yo‘nalishlardan biriga aylangan [1].

Tabiatda keng tarqalgan kremniy materiali asosida tayyorlangan quyosh elementlari sanoatda eng ko‘p qo‘llaniladigan fotoelektrik qurilmalar hisoblanadi. Biroq kremniy asosli quyosh elementlarining maksimal samaradorligi fundamental fizik cheklovlar bilan belgilanadi. Jumladan, kristall kremniyli quyosh elementlari uchun foydali ish koeffitsiyenti taxminan 25.6 % ga teng ekanligi aniqlangan [2]. Ushbu cheklanish asosan zaryad tashuvchilarning rekombinatsiya jarayonlari, optik yo‘qotishlar hamda ichki qarshiliklar bilan bog‘liq.

Kremniy yer qobig‘ida eng ko‘p uchraydigan elementlardan biri bo‘lganligi sababli, hozirgi kunda ishlab chiqarilayotgan quyosh elementlarining qariyb 85 % aynan ushbu material asosida tayyorlanadi [3]. Shu bilan birga, quyosh energiyasidan foydalanish samaradorligini oshirish maqsadida yangi konstruktiv yechimlar, xususan, ikki tomonlama quyosh elementlari ishlab chiqilmoqda.

Ikki tomonlama quyosh elementlarining asosiy afzalligi shundan iboratki, ular nafaqat to‘g‘ridan-to‘g‘ri tushayotgan quyosh nurlarini, balki atrof-muhitdan qaytgan diffuz va reflektiv nurlanishni ham qabul qila oladi. Bu esa umumiy generatsiya quvvatining oshishiga olib keladi. Tahlillarga ko‘ra, 2028-yilga borib bifatsial quyosh elementlarining ulushi bir tomonlama elementlarga nisbatan sezilarli darajada ortib, taxminan 40 % gacha yetishi prognoz qilinmoqda [4].

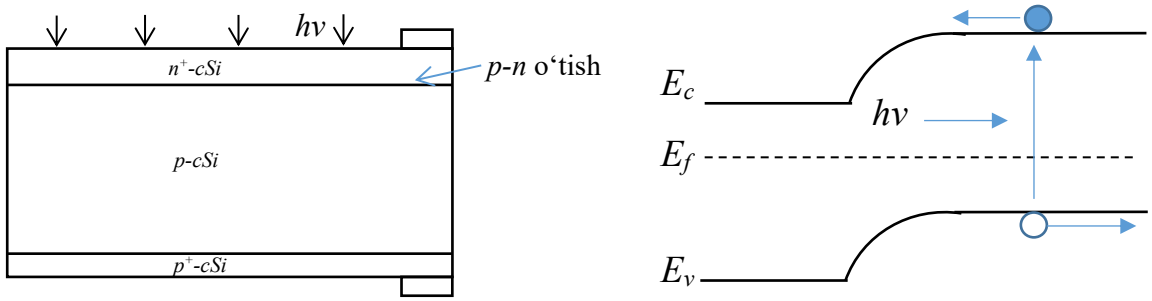
Quyosh elementlarining samaradorligini oshirishda ularning konstruktiv tuzilishini takomillashtirish bilan bir qatorda, fotoelektrik parametrlarning yorug‘lik sharoitlariga bog‘liqligini chuqur o‘rganish muhim ilmiy ahamiyat kasb etadi. Ma’lumki, yorug‘lik modda sirtiga tushganda uning bir qismi yutiladi, bir qismi qaytadi va yana bir qismi muhit orqali o‘tadi [5]. Aynan ushbu jarayonlar quyosh elementlarining chiqish parametrlariga bevosita ta’sir ko‘rsatadi.

Ikki tomonlama sezgir quyosh elementlari yorug‘likni old va orqa sirt orqali qabul qilishi bilan ajralib turadi [6]. Biroq diffuz nurlanish ta’sirida ularning chiqish parametrlarining kompleks tahlili yetarli darajada o‘rganilmagan.

Shu munosabat bilan, mazkur ishda n^+–p–p^+ strukturali kremniy asosli ikki tomonlama quyosh elementining chiqish parametrlariga yorug‘lik ta’siri kompleks tarzda tadqiq etiladi. Tadqiqot natijalari quyosh elementlarining samaradorligini oshirish hamda ularni amaliy qo‘llash imkoniyatlarini kengaytirishda muhim ilmiy ahamiyatga ega.

Metod

Quyosh enegiyasi uning intensivligi bilan aniqlanadi. Quyoshdan kelayotgan yorug‘lik intensivligini pironometr yordamida aniqlab olinadi. Ko‘zga ko‘rinuvchi yorug‘lik to‘lqini 380-760 nm orasida joylashgan. Shunig uchun eng kichik ko‘za ko‘rinuvchi yorug‘lik to‘lqini hisoblanib unga 350 W/m² yorug‘lik nuri tushmoqda deb olinadi. Ikki tomonlama quyosh elementi tarkibi kremniy elementidan iborat ekanligini hisobga olib undan olindan elektr energiyaning maksimal qiymatini aniqlaymiz, yani uning FIKni. Bunda tajriba qurilmalari orqali olingan natijani nazariy hisoblash usuli bilan keltirib o‘tamiz. Bunda pironometr va termometrdan foydalanish yetarlidir. Pironometr orqali yorug‘lik intensivligi va termometr orqali namuna qancha haroratda turganligini aniqlanadi. Barcha quyosh elementlari elektr toki hosil qilishda p-n o‘tish xossasi muhim vazifa bajaradi. Shuni aytish mumkinki, yorug‘lik zarrasi dastlab modda sirtida yutiladi, so‘ng nomuvozanatli zaryad tashuvchilarni hosil qiladi va ularning dreyf, diffusion harakati yuzaga keladi. Natijaga generastiya va rekombinatsiya jarayoni yuzaga keladi. Quyida ikki tomonlama quyosh elementi va uning zona diogrammasi ko‘rsatilgan 1-rasm. Asosan namuna kremniy elementidan iborat ekanligini hisobga olsa uning taqiqlangan soxa energiyasi temperaturaga bog‘liq ravishda $E_{(T)} = 1.12$ eV ga teng. Quyida uning exemasi va zona diagrammasi keltirilgan. Bunda n^+-p-p^+ struktura olingan.



1-rasm. a) n^+-p-p^+ strukturaga ega ikki tomonlama quyosh elementi, b) ikki tomonlama quyosh elementining energiya zona diogramamasi.

Hisoblash uchun kerakli paramterlar ushbu turdagi namunasi uchun quyidagi 1-jadvalda keltirilgan.

1-jadval

Fizik parametr	Belgisi	Qiymati
Birlik sirtga tushayotgan yorug‘lik oqimi, W/m^2	Φ	350
Yorug‘lik energiyasi, eV	E	1.63
Yorug‘lik to‘lqin uzunligi chegarasi, nm	λ	400-760
Taqiqlangan soxa energiyasi, eV	E_g	1.12
Temperatura, K	T	300
Elektronlar uchun harakatchanlik, $sm^2/(s\ V)$	μ_n	1000
Kovaklar uchun harakatchanlik, $sm^2/(s\ V)$	μ_p	400
Elektronlar uchun yashash vaqti, s	τ_n	10^{-7}
Kovaklar uchun yashash vaqti, s	τ_p	10^{-5}
Donorlar kirishma konsentrastiyasi, sm^{-3}	N_d	10^{-19}
Akseptorlar kirishma konsentrastiyasi, sm^{-3}	N_a	10^{-17}
Xususiy zaryad tashuvchilar konsentratsiyasi	n_i	10^{10}
Elektron zaryadi, C	e	$1.6\ 10^{-19}$
Boltsman doimiysi, J/K	k	$1.38\ 10^{-23}$

Namuna uchun emitter qatlami 1 mkm baza qatlam qalinligi 180 mkm deb olingan. Emitter va baza uchun kirishma konsentarstisyasi qiymati 10^{19}-10^{17} sm^{-3} ekanligini belgilangan. Zaryad tashuvchilarning yashash vaqti va harakatchalik qiymatlari tashqi temperaturaga bog‘lik. Ikki tomonlama quyosh elementi birlik sirt yuzaga tushayotgan fotonlar oqimi 350 W/m^2 ekanligini hisobga olib, ushbu yorug‘lik energiyasiga mos kelgan fotonlar soni N_{ph} ni aniqlaymiz. Buning uchun quyidagi tenglama yordamida aniqlaymiz.

$$N_{ph} = \frac{\Phi}{E} = \frac{350}{1.63*1.6\ 10^{-19}} = 1.3419\ 10^{21} \quad \left(\frac{1}{m^2 s}\right) \tag{1}$$

Ushbu N_{ph} aniqlangan natija tushayotgan fotonlar sonining umumiy qiymatini bildiradi. Agar ushbu tushayotgan fotonlarning har biri tok tashuvchi elektron kovak jufti hosil qilsa undagi tok zichligi J_{sc} ifoda bilan topiladi. Bu ifoda birlik yuzadan yutilayotgan 1 ta foton 1 ta elektron kovak juftligini hosil qilishini bildiradi va quyidagicha aniqlanadi.

$$J_{sc} = e\ N_{ph} = 1.6\ 10^{-19}(Cl) * 1.3419\ 10^{21} \left(\frac{1}{m^2 s}\right) = 21.4704\ \left(\frac{mA}{sm^2}\right) \tag{2}$$

Aniqlangan natijadan shuni ko‘rish mumkinki, har bir foton hosil qilgan tok tashuvchi nomuvozanatli zaryad tashuvchilar kontaktlarga yetib borib tok hosil qilishi bildiradi.

Yuqorida keltirilgan elektron hamda kovakning harakatchanligidan foydalanib ularning namunadagi erkin yugurish yo‘li aniqlanadi. Buning uchun diffuziya koeffitsiyenti yordami orqali topiladi. Diffuziya koeffitsiyenti zaryad tashuvchilarning harakatchanligi va temperaturaga kuchli bog‘langan. Temperatura ortishi bilan uning qiymati chiziqli ravishda ortadi. Buni quyidagi tenglama yordamida aniqlaymiz.

$$L_n = \sqrt{D_n \tau_n}\,; \qquad L_p = \sqrt{D_p \tau_p}\,; \qquad D_n = \frac{kT}{q}\mu_n\,; \qquad D_p = \frac{kT}{q}\mu_p \tag{3}$$

$$L_n = \sqrt{\frac{1.38\ 10^{-23} * 300 * 1000}{1.6\ 10^{-19}} 10^{-7}} = 1.608^{-3}\ sm = 16.08\ \mu m \tag{4}$$

Ushbu tenglamadan elektron uchun erkin yugurish yo‘li aniq qiymatini ko‘ramiz. Shundan so‘ng kovak uchun ushbu qiymat quyidagicha ekanligi kelib chiqadi.

$$L_p = \sqrt{\frac{1.38\ 10^{-23} * 300 * 400}{1.6\ 10^{-19}} 10^{-5}} = 10.17^{-3}\ sm = 101.7\ \mu m \tag{5}$$

Ushbu aniqlangan qiymatlar yordamida quyosh elementi uchun to‘yinish toki son qiymatini aniqlaymiz.

$$J_o = q n_i^2 \left(\frac{D_n}{L_n N_d} + \frac{D_p}{L_p N_a}\right) = 1.6^{-19} 10^{20} \left(\frac{26}{1.6^{-3} 10^{19}} + \frac{10.4}{1.017^{-2} 10^{17}}\right) = 2^{-13}\ \frac{A}{sm^2} \tag{6}$$

Ushbu ishlab chiqilgan tenglama natijasida salt ishlash kuchlanishi aniqlaymiz.

$U_{oc} = \frac{kT}{q} ln\left(\frac{J_{sc}}{J_o} + 1\right)$ tenglamadan ko‘rinadiki $J_{sc}/J_o >> 1$ ushbu shartni hisobga olib 1 qiymatni tashlab yuborsak bo‘ladi. Natijada quyidagicha tenglikga ega bo‘lamiz.

$U_{oc} = \frac{kT}{q} ln\left(\frac{J_{sc}}{J_o}\right)$ ushbu tenglama yordamida dastlab tok zichliklar nisbati olinadi. Jumladan bu qiymat quyidagicha bo‘ladi.

$\frac{J_{sc}}{J_o} = \frac{0.02147}{2^{-13}} = 10.7352^{10}$ ekanligi kelib chiqadi, quyida o‘zgarmas kattalik sifatida kT/q belgilab qiymatini aniqlab olamiz. Uning qiymati 0.026 V, ekanligi kelib chiqadi.

$$U_{oc} = \frac{kT}{q} ln\left(\frac{J_{sc}}{J_o}\right) = 0.026 ln(10.7352^{10}) = 0.617\ V \tag{7}$$

Yuqorida keltirilgan kattaliklar orqali quvvat ifodasini topish yetarlidir.

$$P_{max} = FF\ J_{sc} U_{oc} = 0.77 * 0.02147 * 0.617 = 0.0102\ \frac{Wt}{sm^2} \tag{8}$$

Erishilgan maksimal quvvat yordamida quyosh elementining foydali ish koeffitsiyentini quyida aniqlanadi.

$$\eta = \frac{P_{max}}{\Phi} = \frac{0.0102}{0.035} = 0.291 = 29.1\ \% \quad (9)$$

Ikki tomonlama quyosh elementi sirtiga yorug‘lik tushishi natijasida undan olinayotgan quvvat orqali samaradorlikni topishga erishildi. Ko‘rishimiz mumkinki samaradorli quyosh elementining salt ishlash kuchlanishiga, qisqa tutashuv toki, to‘yinish toki, zaryad tashuvchilarning yashash vaqti, harakatchanligi va boshqa elektrofizik kattalikarga bog‘liq ekan.

Xulosa

Ushbu ishda nazariy hisoblashlar asosida n^+–p–p^+ strukturali kremniy asosli ikki tomonlama quyosh elementining maksimal foydali ish koeffitsiyenti baholandi. Olingan natijalarga ko‘ra, kremniy asosli quyosh elementi uchun samaradorlikning maksimal qiymati taxminan 29.1 % ni tashkil etishi aniqlandi. Ushbu qiymat bir p–n o‘tishli quyosh elementlari uchun nazariy chegaraga yaqin bo‘lib, qurilmaning ishlash samaradorligi fundamental fizik omillar bilan cheklanishini ko‘rsatadi. Shu bilan birga, quyosh elementining konstruktiv tuzilishini takomillashtirish, xususan, material tarkibi va qatlamlar konfiguratsiyasini o‘zgartirish orqali samaradorlikni oshirish imkoniyati mavjud. Bu, ayniqsa, yangi avlod fotoelektrik materiallar va ko‘p qatlamli strukturalardan foydalanishda muhim ahamiyat kasb etadi.

Tadqiqot natijalari shuni ko‘rsatadiki, yorug‘lik spektrining o‘rtacha energiyasi taxminan 1.4–1.5 eV atrofida bo‘lgan sharoitda quyosh elementi uchun optimal ish rejimi yuzaga keladi. Ushbu energiya diapazonida zaryad tashuvchilar kamroq rekombinatsiyaga uchraydi va ularning kontaktlarga yetib borish ehtimoli ortadi, bu esa chiqish parametrlarining yaxshilanishiga olib keladi. Natijada, ikki tomonlama quyosh elementlarida yorug‘likdan samarali foydalanish va zaryad tashuvchilarni yig‘ish jarayonlarini optimallashtirish orqali yuqori samaradorlikka erishish mumkinligi ko‘rsatildi.

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QATLAMLI SILIKAT MATERIALLAR ASOSIDA YUQORI DARAJADA TO'LDIRILGAN ORGANO-NOORGANIK POLIMER MATERIALLAR SPEKTRLARINI RAMAN SPEKTROSKOPIYA USULIDA O'RGANISH

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Annotatsiya: *Mazkur ilmiy ishda qatlamli silikat materiali sifatida tabiiy Vermikulit asosida yuqori darajada to'ldirilgan organo-noorganik polimer kompozit materiallar sintez qilindi va ularning spektral xossalari o'rganildi. Tajriba jarayonida vermikulit sulfat kislota (H_2SO_4) va xlorid kislota (HCl) yordamida kimyoviy modifikatsiyalandi. Keyinchalik ortiqcha kislotalar ammiak eritmasi hamda natriy gidrokarbonat ($NaHCO_3$) yordamida neytrallandi, mahsulot filtrlash va quritish bosqichlaridan o'tkazildi. Kompozit materiallar tayyorlashda polimer matritsa sifatida Polietilen (PE), Polipropilen (PP) va Poliamid (PA) tanlab olindi. Modifikatsiya jarayoni eritilgan holatda, 10:1 (polimer:vermikulit) massa nisbatida amalga oshirildi. Olingan kompozitlar Raman spektroskopiya usuli yordamida tahlil qilindi. Spektral natijalar polimer zanjirlari bilan modifikatsiyalangan vermikulit o'rtasida molekulyar darajadagi o'zaro ta'sir mavjudligini ko'rsatdi.*

Kalit so'zlar: *vermikulit, qatlamli silikatlar, polimer kompozitlar, Raman spektroskopiyasi , organo-noorganik materiallar, modifikatsiya.*

STUDY OF THE SPECTRA OF HIGHLY FILLED ORGANO-INORGANIC POLYMER MATERIALS BASED ON LAYERED SILICATE MATERIALS USING THE RAMAN SPECTROSCOPY METHOD

Abstract:*In this scientific study, highly filled organo-inorganic polymer composite materials based on natural vermiculite as a layered silicate material were synthesized, and their spectral properties were studied. During the experiment, vermiculite was chemically modified using sulfuric acid (H_2SO_4) and hydrochloric acid (HCl). Subsequently, the excess acids were neutralized with an ammonia solution and sodium bicarbonate ($NaHCO_3$), and the product was subjected to filtration and drying. Polyethylene (PE), Polypropylene (PP), and Polyamide (PA) were selected as the polymer matrix for the preparation of the composite materials. The modification process was carried out in the melt at a mass ratio of 10:1 (polymer:vermiculite). The resulting composites were analyzed using Raman spectroscopy methods. Spectral results showed the existence of molecular-level interactions between polymer chains and modified vermiculite.*

Keywords: *vermiculite, layered silicates, polymer composites, Raman spectroscopy, organo-inorganic materials, modification.*

ИССЛЕДОВАНИЕ СПЕКТРОВ ВЫСОКОЗАПОЛНЕННЫХ ОРГАНО-НЕОРГАНИЧЕСКИХ ПОЛИМЕРНЫХ МАТЕРИАЛОВ НА ОСНОВЕ СЛОИСТЫХ СИЛИКАТНЫХ МАТЕРИАЛОВ МЕТОДОМ РАМАНОВСКОЙ СПЕКТРОСКОПИИ

Аннотация: *В рамках данного научного исследования были синтезированы высокозаполненные органо-неорганические полимерные композиционные материалы на основе природного вермикулита как слоистого силикатного материала, а также изучены их спектральные свойства. В ходе эксперимента вермикулит подвергали химической модификации с использованием серной кислоты (H_2SO_4) и соляной кислоты (HCl). Затем избыток кислот был нейтрализован раствором*

аммиака и бикарбонатом натрия ($NaHCO_3$), после чего продукт подвергался фильтрации и сушке. В качестве полимерной матрицы для получения композиционных материалов были выбраны полиэтилен (PE), полипропилен (PP) и полиамид (PA). Процесс модификации проводился в расплаве при массовом соотношении 10:1 (полимер:мусковит). Полученные композиты были проанализированы методом рамановской спектроскопии. Результаты спектрального анализа указывают на наличие взаимодействия на молекулярном уровне между вермикулитом и полимерными цепями.

Ключевые слова: *вермикулит, слоистые силикаты, полимерные композиты, рамановская спектроскопия, органо-неорганические материалы, модификация.*

Adabiyotlar tahlili

Polimer nanokompozitlar so‘nggi yillarda materialshunoslikda muhim yo‘nalishlardan biri bo‘lib, ular polimer matritsaga nanoo‘lchamli to‘ldiruvchilar qo‘shish orqali yuqori xossalarga ega materiallar olishga asoslanadi. Giannelis (1996) va Alexandre & Dubois (2000) ishlarida qatlamli silikatlar bilan mustahkamlangan polimer nanokompozitlarning tuzilishi, xususan interkalatsiya va eksfoliatsiya jarayonlari muhim ekanligi ko‘rsatilgan. Eksfoliatsiyalangan struktura materialning mexanik mustahkamligi va barqarorligini sezilarli oshiradi.Beyer (2002) tadqiqotlarida bunday nanokompozitlarning olovga chidamli materiallar sifatida qo‘llanilishi yoritilgan bo‘lib, ular yonish jarayonini sekinlashtirishi va xavfsizlikni oshirishi aniqlangan. Haider va hamkorlari (2016) esa turli polimer tizimlarida silikatlarning ta’sirini o‘rganib, nanozarralarning bir tekis taqsimlanishi material xossalarini yaxshilashini ta’kidlagan.Shuningdek, Ferrari va Basko (2013) grafen materialini Raman spektroskopiya yordamida o‘rganishning ahamiyatini ko‘rsatgan bo‘lib, grafenning yuqori elektr va mexanik xossalari uni istiqbolli nanomaterialga aylantiradi.Umuman olganda, adabiyotlar tahlili shuni ko‘rsatadiki, polimer nanokompozitlar va grafen asosidagi materiallar zamonaviy sanoatda yuqori mustahkamlik, issiqlikka chidamlilik va funksional xossalarga ega yangi avlod materiallarini yaratishda muhim ahamiyatga ega.

Kirish (Introduction)

Mazkur ishda polietilen, polipropilen hamda poliamid asosidagi organo-noorganik kompozit materiallarning ichki tuzilishini aniqlash va komponentlar o‘rtasidagi o‘zaro ta’sir mexanizmlarini baholash maqsadida Raman spektroskopiya usuli qo‘llanildi. Ushbu yondashuv polimer matritsa va qatlamli silikat (vermikulit) o‘rtasidagi bog‘lanish xususiyatlarini turli darajalarda - elektron va molekulyar darajada - kompleks o‘rganish imkonini berdi.

Polimer va silikat (yoki umuman olganda noorganik material) ning har qanday jismoniy aralashmasi majburiy ravishda nanokompozit hosil qilavermaydi. Bu holat polimer aralashmalariga o'xshaydi. Ko'p hollarda alohida fazalarga ajralish sodir bo'ladi. Aralashmaydigan tizimlarda organik va noorganik komponentlar o'rtasidagi zaif jismoniy tortishish nisbatan past mexanik xususiyatlarga olib keladi. Bundan tashqari, zarrachalarning aglomeratsiyasi mustahkamlikni kamaytirib, zaifroq materiallar hosil qilishga moyil hisoblangan [1]. Shunday qilib, polimer silikat qatlamlari orasiga interkalatsiya qila olmaganda, fazaviy ajralgan kompozit hosil bo'ladi, uning xususiyatlari an'anaviy mikrokompozitlarnikiga mos kelgan [2,3].

Vermikulit - $(Mg, Fe, Al)_3(Al, Si)_4O_{10}(OH)_2 \cdot 4H_2O$ umumiy formulaga ega bo‘lgan gidratlangan qatlamli silikat minerali hisoblanadi. Uning kristall tuzilishi 2:1 tipdagi qatlamli tuzilishga ega bo‘lib, bu esa uning fizik-kimyoviy xossalarini belgilaydi. Vermikulit odatda oltinsimon, jigarrang yoki bronza ranglarda uchraydi.

1-rasm. Vermikulit ko‘rinishi

Shu bilan birga, vermikulit yengil va g‘ovak tuzilishga ega bo‘lib, issiqlik va tovush izolyatsiyasi xossalari yuqori darajada namoyon bo‘ladi. U namlikni yaxshi ushlab turadi hamda kimyoviy jihatdan barqaror material hisoblanadi. Nanogillar poliamidlar, polistirol, polietilen va polipropilen kabi bir nechta tijorat polimerlari bilan birlasha oladi [4].

Qatlamli silikatlar (ayniqsa montmorillonit, kaolinit va vermikulit) asosida olingan organo-noorganik polimer nanokompozitlar hozirgi zamon materialshunosligining eng istiqbolli yo‘nalishlaridan biri hisoblanadi. Ushbu materiallarning strukturasi va xossalarini chuqur o‘rganishda spektral tahlil usullaridan IQ-spektroskopiya, Raman spektroskopiya, UV-Vis va boshqalar muhim ahamiyat kasb etadi.

Metodologiya (Materials and Methods)

Vermikulitga kimyoviy ishlov berish

Vermikulit asosidagi qatlamli silikatning ishlov berish bosqichi quyidagi jarayonlarni o‘z ichiga oladi:

Vermikulitni ishchi holatga keltirish uchun 42 g namunaga 200 ml suvga qo‘shilgan 40 ml konsentrlangan H_2SO_4 eritmasi bilan kimyoviy ishlov berildi, aralashma 80°C da quritildi va mexanik aralashtirgichda 1000 ayl/min tezlikda 10 soat davomida aralashtirildi. Natijada, quyuq va yaltiroq modifikatsiyalangan holga o’tganini ko’rsatadi (2- rasm).

2-rasm. Kislota bilan ta’sirlashuvdan keyingi tayyor bo’lgan aralashmali vermikulit.

Hosil bo‘lgan mahsulotdagi ortiqcha kislotani neytrallash uchun ikki bosqichli yuvish amalga oshirildi. Dastlab mahsulot 60 ml suvga qo‘shilgan 20 ml ammiak eritmasi bilan ishlov berilib, pH universal indikator orqali nazorat qilindi. Keyingi bosqichda distillangan suvga tayyorlangan $NaHCO_3$ eritmasi yordamida yuvish bajarildi; bu jarayonda $NaHCO_3$ kislota bilan reaksiyaga kirib, natriy tuzi, suv va CO_2 hosil qiladi. Shu orqali mahsulotdagi kislotali aralashmalar bartaraf etildi. Tozalangan massa filtratsiya qilinib, erkin oqishi ta’minlandi (3-rasm).

3-rasm. Filtr qog’ozdav vermikutning o’tish jarayoni va indikator qog’ozi

Vermikulitni modifikatsiyalash jarayoni tezlashtirish maqsadida tayyor aralashma yuzasi keng idishlarga solinib, xona haroratida 1 sutka davomida quritildi. Quritish davomida mahsulotning fizik holati, rangi va tuzilmasi kuzatildi, pH universal indikator bilan nazorat qilindi. Neytrallash va suvli qatlamdan tuzlar ajratilgach, mahsulot qattiq holatga o‘tdi; bug‘lanish jarayoni molekulalarni yaqinlashtirib, kristallanish yoki amorf tuzilishga olib keldi. Shu orqali vermikulit polimerlar bilan modifikatsiyalash jarayoniga tayyor holatga keldi va mahsulot saqlanishi hamda tahlilga yaroqliligi oshdi (4-rasm).

4 – rasm. Quritilgan va maydalangan vermikulit

Namlikdan tozalangan mahsulot uzoq muddat saqlanishi, fizik-kimyoviy tahlillarga tayyor bo‘lishi va boshqa bosqichlar (presslash, analitik o‘lchovlar) uchun moslashini ta’minlaydi. Shu bilan birga, yuzasi keng idishga yoyilgan modda asta-sekin bug‘lanib, qattiq holatga o‘tadi - bu jarayon **quritish va qotish** deb ataladi.

1 - jadval

Bosqich	pH qiymati
Sulfat kislotali eritma	1.5
Vermikulit qo’shilgach	2.5
Mishelka bilan aralashtirilganda	3.0
10 soatdan so’ng (massaning holati)	3.2
Ammiak qo’shilgach	6.5
$NaHCO_3$ bilan yuvilgach	7.0

Kompozitlarni tayyorlash

Tajriba davomida vermikulit oldindan kimyoviy faollashtirilish maqsadida H_2SO_4 ning distillangan suvdagi eritmasi bilan ishlov berildi. Quritilgan va elangan vermikulit eritmaga qo‘shilib, bir jinsli massa hosil qilindi va 80-90 °C da 10 soat davomida qizdirildi, natijada quyuq, yarim yopishqoq holatga kelgan massa olingan. Modifikatsiyalash jarayonida polimerlar - polietilen (PE), polipropilen (PP) va poliamid (PA) - har birining suyuqlanish haroratiga mos tarzda alohida

ishlov berildi. Shu orqali vermikulit asosidagi yuqori to‘ldirilgan organo-noorganik kompozit materiallar tayyorlandi (5-rasm), bu esa fazalararo o‘zaro ta’sir va mexanik xossalarni yaxshilashga xizmat qiladi.

5 – rasm. Polimer materiallar: polietilen (PE), polipropilen (PP) va poliamid (PA) va boshqalar

1. Polietilen asosidagi kompozit tayyorlash

Tajriba uchun past zichlikka ega polietilen (suyuqlanish harorati 110-115 °C) tanlandi va maxsus laboratoriya pechida eritildi. Oldindan quritilgan va silliqlangan vermikulit 10:1 (polimer:vermikulit) nisbatda eritilgan polietilen ustiga qo‘shilib, a shisha tayoqcha yordamida bir xil massaga aralashtirildi. Tayyorlangan “PE+Vermikulit” kompozitlari sovitilib, shisha idishlarga solindi va Raman spektroskopiyasi uchun tayyorlandi (6-rasm).

6- rasm. Polietilen (PE) va vermikulit asosidagi kompozit material

2. Polipropilen asosidagi kompozit tayyorlash

Polipropilen (PP, suyuqlanish harorati 160-165 °C) pechda eritilib, oldindan maydalangan va quritilgan vermikulit 10:1 (PP:vermikulit) nisbatda qo‘shildi. Sovutilgan kompozit qatlam qirib olinib, “PP+Vermikulit” nomi bilan shisha idishlarga solindi va Raman spektroskopiyasi uchun tayyorlandi.

3. Poliamid asosidagi kompozit tayyorlash

Uchinchi polimer - poliamid (PA) suyuqlanish harorati nisbatan yuqori bo‘lib, 210-220 °C atrofida eriydi. Maxsus harorat nazorati ostida pechga joylashtirildi. Eriganidan so‘ng, yuqoridagi kabi 10:1 nisbatda tayyorlangan, silliqlangan vermikulit polimerga qo‘shildi. “PA+Vermikulit” deb belgilangan shisha idishga qirib solindi.(7- rasm).

7 - rasm. PA+Vermikulit kompozit materiali olish jarayoni

Har bir shisha idish ustiga kompozit tarkibi va ishlatilgan polimer turi aniq ko‘rsatilgan yorliqlar yopishtirildi. Bu esa keyinchalik analiz natijalarini to‘g‘ri solishtirish imkonini yaratadi.

Natijalar va tahlil (Results and Discussion)

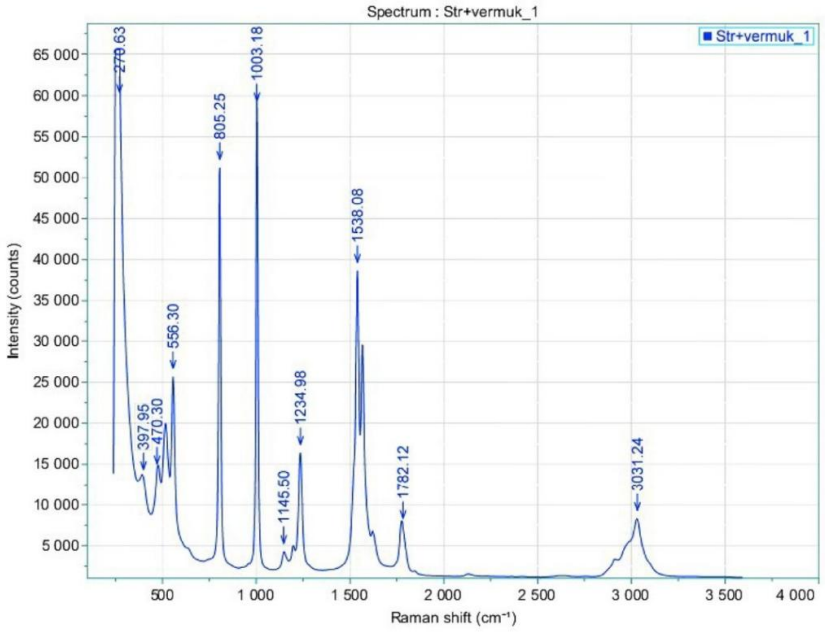
Spektral tahlil

Raman spektroskopiya tahlili uchun yuqoridagi polimer namunalari alohida qilib tayyorlandi. Namuna tayyorlashda ularning sirtining tozaligi, bir jinsliligi va lazer nuri bilan samarali o‘zaro ta’sirlashish xususiyatlariga e’tibor qaratildi.

Namunalar asosan qattiq holatda - mayda kukun ko‘rinishida Raman spektrometrga joylashtirildi. Tahlil jarayonida monoxromatik lazer nuri namunaga yo‘naltirilib, modda bilan o‘zaro ta’sir natijasida sochilgan nurlanish qayd etildi.

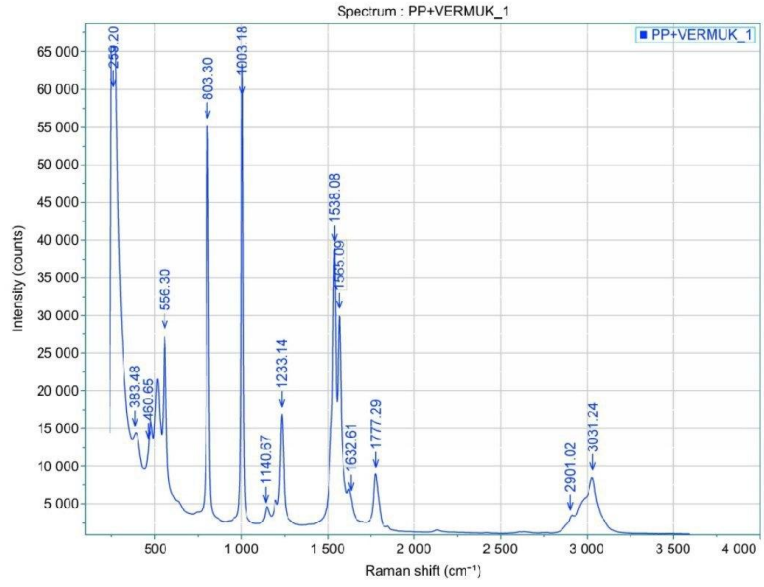
Raman spektroskopiyada spektr hosil bo‘lishi molekulalarning tebranish holatlari bilan bog‘liq. Lazer nuri ta’sirida molekulalar energetik holatini o‘zgartiradi va sochilgan nurlanish chastotasi o‘zgaradi. Aynan shu chastota o‘zgarishlari detektor orqali qayd etilib, intensivlikning to‘lqin soniga bog‘liqlik grafigi shakllantiriladi.

Raman spektroskopiya yordamida materialning molekulyar tuzilishi va tartiblanganlik darajasi haqida qo‘shimcha ma’lumotlar olindi. Nanokompozit tarkibida ushbu cho‘qqilarning o‘zgarishi silikat qatlamlarining dispersiya darajasi va polimer matritsa bilan o‘zaro ta’sirini ko‘rsatadi. Bu esa materialning mexanik xossalariga bevosita ta’sir etuvchi omillardan biri hisoblanadi.



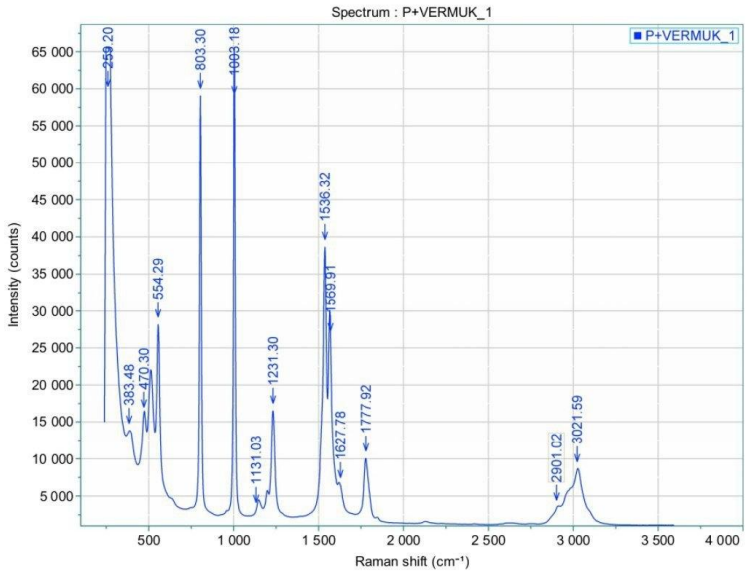
Date	13.03.2026 1...	Acq. time (s)	2.28055	Accumulations	1	Laser (nm)	785
Spectro (cm-1)		Hole		Slit		Grating	685
ND Filter		Objective		ICS correction	Off	Range (cm-1)	

3.1.2 - rasm. Raman spektroskopiyasida stirol + vermikulit namunasi tahlili



Date	13.03.2026 1...	Acq. time (s)	2.36787	Accumulations	1	Laser (nm)	785
Spectro (cm-1)		Hole		Slit		Grating	685
ND Filter		Objective		ICS correction	Off	Range (cm-1)	

3.1.3 -rasm. Raman spektroskopiyasida polipropilen + vermikulit namunasi tahlili



Date	13.03.2026 1...	Acq. time (s)	1.9436	Accumulations	1	Laser (nm)	785
Spectro (cm-¹)		Hole		Slit		Grating	685
ND Filter		Objective		ICS correction	Off	Range (cm-¹)	

3.1.4 – rasm. Raman spektrokopiyasida poliamid + vermikulit namunasi tahlili

Spektral ma'lumotlar asosida asosiy tebranish modlari quyidagicha aniqlanadi:

• 1200-1500 sm^{-1} diapazondagi piklar polimer zanjirlaridagi C-C va C-H bog'lanishlarining valent tebranishlariga mos keladi;

• 1500-1700 sm^{-1} oralig'ida kuzatilgan intensivlik o'zgarishlari deformatsion tebranishlar va strukturaviy tartiblanganlik darajasi bilan bog'liq;

• yuqori to'lqin sonlarida qayd etilgan intensivlik ortishi kompozit tizimda murakkab o'zaro ta'sirlar mavjudligini bildiradi.

Qatlamli silikat qo'shilgandan so'ng ayrim piklarning siljishi va ularning intensivligining ortishi kuzatildi. Bu o'zgarishlar polimer zanjirlarining silikat qatlamlari orasiga kirib borishi (interkalatsiya) hamda qatlamlarning ajralib, matritsada bir tekis taqsimlanishi (eksfoliatsiya) jarayonlari bilan izohlanadi.

Shuningdek, Raman spektrlarida kuzatilgan intensivlik oshishi materialning kristallik darajasi va ichki tartiblanganligi ortganini ko'rsatadi. Bu esa kompozitlarning strukturaviy jihatdan yanada mukammal shakllanganidan dalolat beradi.

3.2.1 – jadval.

Raman spektri tahlili

To'lqin soni (sm^{-1})	**Bog'lanish**	**Polimer**	**Izoh**
~800-1000	Si-O-Si	Polietilen + VT	Qatlamli silikat interkalatsiyasi
~1200-1500	C-C, C-H	Polipropilen + VT	Zanjir valent tebranishlari
~1350-1450	CH_3 deformatsiyasi	Polipropilen + VT	Yon guruhlar ta'siri
~1600	C=C	Stirol/Poliamid + VT	Aromatik/amid guruh tebranishlari
~2800-3000	C-H	Barcha	Valent tebranishlar
~3300-3400	N-H	Poliamid + VT	Vodorod bog'lanishlari

Raman spektrlarida 800-1000 sm^{-1} oralig'ida Si-O-Si bog'lanishlari, 1000-1200 sm^{-1} oralig'ida C-C valent tebranishlari, 1300-1500 sm^{-1} oralig'ida CH_2 va CH_3 deformatsion tebranishlari, 1600-1700 sm^{-1} oralig'ida C=O yoki C=C tebranishlari, 2800-3000 sm^{-1} oralig'ida C-H valent tebranishlari kuzatildi. Si-O-Si va C-C piklarining bir vaqtda mavjudligi kompozit tuzilmaning barqarorligini ko'rsatadi. Piklarning siljishi polimer–silikat o'zaro ta'sirini va interkalatsiya,

eksfoliatsiya jarayonlarini bildiradi. Materiallar qurilish, issiqlikka chidamli qoplamalar, elektrotexnika izolyatsiyasi va kimyoviy muhitga chidamli polimerlar sifatida qo‘llanishi mumkin.

XULOSA

Kompozit materiallar polimer matritsa sifatida Polietilen, Polipropilen va Poliamid asosida 10:1 (polimer:vermikulit) massa nisbatida eritma holatida tayyorlandi. Modifikatsiya jarayoni termik sharoitda amalga oshirilib, qatlamli silikatning polimer muhitda bir tekis disperslanishiga erishildi.

Olingan natijalar shuni ko‘rsatadiki, kimyoviy faollashtirilgan vermikulit polimer matritsa bilan yuqori darajada moslashuvchan interfeys hosil qiladi. Bu esa kompozit materiallarda yuklanishning samarali taqsimlanishiga, elastiklik modulining oshishiga, termik barqarorlikning yaxshilanishiga va umumiy fizik-mexanik ko‘rsatkichlarning ortishiga olib keladi.

Olingan natijalar asosida qatlamli silikatlar bilan modifikatsiyalangan polimer kompozitsiyalarni ishlab chiqish va ularni turli sohalarda qo‘llash bo‘yicha ilmiy asoslangan tavsiyalar ishlab chiqildi. Ushbu tadqiqot natijalari kelgusida yuqori samarali, mustahkam va tashqi ta’sirlarga chidamli yangi avlod polimer materiallarini yaratishda muhim ilmiy asos bo‘lib xizmat qiladi.

Shunday qilib, Raman spektroskopiyasi grafen tadqiqotlarining ajralmas qismidir. U qatlamlar soni va yo‘nalishini, qirralarning sifati va turlarini hamda elektr va magnit maydonlari, cho‘zilish, dopping, tartibsizlik va funksional guruhlar kabi buzilishlarning ta'sirini aniqlash uchun ishlatiladi. Bu esa o‘z navbatida barcha bog'langan uglerod allotroplari haqida tushuncha beradi, chunki grafen ularning asosiy qurilish bloki hisoblanadi [5].

Raman tahlili moddalarning molekulyar tebranish xususiyatlarini ochib berdi.

Raman spektrdagi siljishlar va intensivlik o‘zgarishlari polimer va silikat o‘rtasidagi **strukturaviy modifikatsiya** va **kristallik tartiblanganlik** ortishini ko‘rsatadi.

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RAQAMLI TASVIRLARNI YAXSHILASH USULLARINING OBYEKT ANIQLASHGA TA'SIRI TAHLILI

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Annotatsiya: *Bugungi kunda ilm-fan, tibbiyot, reklama, marketing, san'at, dizayn kabi sohalarda sifatli tasvirlardan samarali foydalanilmoqda. Masalan, tibbiyotda tasvirning yetarli darajadagi sifat va kontrastga ega bo'lmasligi shifokorlar uchun bemor ichki organlarining tuzilmasini farqlashni sezilarli darajada qiyinlashtiradi. Raqamli tasvirlarni qayta ishlash va obyektni tanib olish jarayonlarida tasvir sifati muhim ro'l o'ynaydi. Ushbu maqolada tasvir sifatini yaxshilashning turli usullari, ularning afzallik va kamchiliklari hamda obyektni aniqlashda tasvir sifatining ahamiyati tahlil qilindi. Umuman olganda, tasvirning aniqligi, tafsilotlar darajasi va vizual ta'siri muhim bo'lgan har qanday sohada sifatli tasvirlar muhim ahamiyat kasb etadi. Shu bois, ushbu maqolada tasvir sifatini oshirishga qaratilgan uchta asosiy filtr usuli tahlil qilinib, ularning o'zaro taqqoslanishi amalga oshirilgan.*

Kalit so'zlar:*Raqamli tasvir, tasvir sifatini yaxshilash, Mediana fitri, Unsharp masking filtri, Gauss filtri, obyektni aniqlash, Open CV.*

ANALYSIS OF THE EFFECT OF DIGITAL IMAGE ENHANCEMENT METHODS ON OBJECT DETECTION

Abstract: *Today, high-quality images are effectively used in fields such as science, medicine, advertising, marketing, art, and design. For example, in medicine, the lack of sufficient image quality and contrast significantly complicates physicians' ability to distinguish the structure of a patient's internal organs. Image quality plays a crucial role in digital image processing and object recognition processes. This article analyzes various methods for improving image quality, their advantages and disadvantages, and the importance of image quality in object identification. In general, high-quality images are important in any field where image accuracy, level of detail, and visual impact are important. Therefore, this article analyzes three main filter methods aimed at improving image quality and performs a comparison between them.*

Keywords: *Digital image, image quality improvement, Median feature, Unsharp masking filter, Gauss filter, object detection, Open CV.*

АНАЛИЗ ВЛИЯНИЯ МЕТОДОВ УЛУЧШЕНИЯ ЦИФРОВЫХ ИЗОБРАЖЕНИЙ НА ОБНАРУЖЕНИЕ ОБЪЕКТОВ

Аннотация: *В настоящее время высококачественные изображения эффективно используются в таких сферах, как наука, медицина, реклама, маркетинг, искусство и дизайн. Например, в медицине недостаточная четкость и контрастность изображений существенно затрудняют для врачей распознавание структур внутренних органов пациента. Качество изображения играет ключевую роль в процессах цифровой обработки изображений и распознавания объектов. В данной статье анализируются различные методы улучшения качества изображений, их преимущества и недостатки, а также рассматривается значимость качества изображения для идентификации объектов. В целом, высокое качество изображений важно в любой области, где имеют значение точность передачи, уровень детализации и визуальная выразительность. В связи с этим в статье проводится анализ и сравнение трех основных методов фильтрации, направленных на улучшение качества изображений.*

Ключевые слова: *цифровое изображение, улучшение качества изображения, медианная фильтрация, фильтр повышения резкости (unsharp masking), фильтр Гаусса, обнаружение объектов, OpenCV.*

KIRISH

Raqamli tasvirlarni yaxshilash usullari obyektni aniqlash tizimlarining aniqligini sezilarli darajada oshiradi. Tasvirdagi shovqinni kamaytirish, kontrastni kuchaytirish hamda muhim detallarni ajratib ko'rsatish orqali obyektlarning

chegaralari va asosiy xususiyatlarini aniqroq aniqlash imkonini beradi. Shu sababli tasvirni dastlabki qayta ishlash bosqichi kompyuter ko‘rish tizimlarida muhim o‘rin egallaydi.

Tasvirlarni yaxshilash va obyektlarni aniqlash jarayonida Mediana filtri, Gauss filtri, Unsharp Masking eng ko‘p qo‘llaniladigan klassik filtratsiya usullari hisoblanadi. Mediana filtri impulsli shovqinlarni kamaytirishda samarali bo‘lib, obyekt konturlarini yaxshi saqlab qoladi. Gauss filtri tasvirdagi yuqori chastotali shovqinlarni yumshatish orqali silliqlash vazifasini bajaradi. Unsharp Masking esa tasvirning qirralari va mayda detallarini kuchaytirib, obyektlarni yanada ravshan ko‘rsatishga xizmat qiladi. Ushbu usullar obyektni aniqlash algoritmlarining barqarorligi va aniqligini oshirishda keng qo‘llanadi.

ASOSIY QISM

Tasvirlarni qabul qiluvchi texnik qurilmalarning xususiyati, yorug‘lik darajalari va shu kabi boshqa omillar tasvir sifatini tushirib yuborishi mumkin. Agar tasvir sifati yomon bo‘lsa, uni yaxshilash zarur. Chunki, sifatli bo‘lmagan tasvirlarni qayta ishlash va belgilarni aniqlash qiyin kechadi.

Tasvir sifatini yaxshilashda **mediana usuli**da filtrlash keng qo‘llaniladi. Bu usulning mohiyati tasvir bo‘ylab biror oyna bilan harakatlanish va markaziy nuqta qiymati oynadagi qiymatlarni kattaligi bo‘yicha tartiblanganda o‘rtaga tushuvchi qiymat bilan almashtiriladi(1). Misol uchun, 3x3 oyna markazida 5 qiymati, ikki yonida 35,40, yuqorisida 1,41,52 va pastida 23,17,89 qiymatlar joylashgan deb faraz qilaylik. Ularni tartiblaymiz: 1, 5, 17, 23, **35**, 40, 41, 52, 89. Markazdagi qiymat (mediana) 35 ga teng. Demak, 5 o‘rniga 35 yoziladi:

$$g(m.n) = \underset{(x,y)\in W(m,n)}{med}(f(x,y)) \quad (1)$$

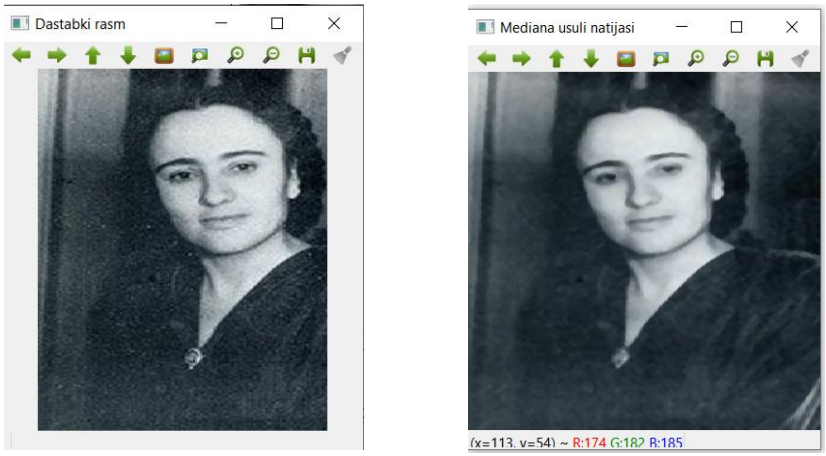
Bu yerda $W(m,n) -$ markazi (m,n) dagi oyna, $f(x,y) -$ shu oynadagi nuqtalar qiymati. Natijada anchagina tekislangan tasvir hosil bo‘ladi.[

Mediana usuli asosan tasvirda mayda sochma dog‘lar bo‘lganda ularni yo‘qotishda qo‘l keladi. Open CV dasturiga quyidagi dasturiy kodlarini kiritsh orqali mediana usuli natijalarini olish mumkin:

```
#include <opencv2/opencv.hpp>
#include <iostream>
using namespace cv;
using namespace std;
int main() {

  Mat image = imread("d:/1_rasm.jpg");
   // Agar rasmni yuklab bo'lmasa, xatolik haqida xabar chiqarish
   if (image.empty()){
      std::cout << "Rasmni yuklab bo'lmadi. Iltimos, fayl yo'lini tekshiring." << std::endl;
      return;
   }
   if (image.channels() == 4){
      cvtColor(image, image, COLOR_BGRA2BGR);
   }
   Mat natija;
   int ksize = 5; // Filtr oynasining o'lchami
      // Mediana usulini qo'llash
   medianBlur(image, natija, ksize);
   // Natijalarni saqlash va ko'rsatish
   imwrite("natija.jpg", natija);
   imshow("Dastabki rasm", image);
   imshow("Mediana usuli natijasi", natija);
   waitKey(0); // Istalgan tugma bosilguncha kutish
   cv::destroyAllWindows();
}
```

Mediana filtrlash usuli yordamida olingan natijani 1-rasmda ko‘rishimiz mumkin. Bunda 1a-rasmga e’tibor beradigan bo‘lsak, tasvirda mayda nuqtalarni ko‘rishimiz mumkin. Natija tasvirda esa (1b-rasm) dog‘lar bir muncha yo‘qolgan. Lekin, aniqlik biroz pasaygan.



a) berilgan tasvir b) olingan natija

1-rasm

Shuningdek, ayrim holatlarda tasvirda notekis taqsimlangan yorug‘lik tufayli obyaktni aniqlashda qiyinchilik yuzaga keladi. Bu muammoni bartaraf etish uchun yorug‘likni normallashtirish amallari bajariladi, bu esa tasvir sifatini yaxshilashga xizmat qiladi. Odatda tasvir yorug‘liklarini normallashtirishda ikki o‘lchovli ***Gauss filtri***dan foydalaniladi(2). Uning formulasi quyidagicha:

$$h[x,y] = A \cdot e^{-\frac{(x^2+y^2)}{2\sigma^2}} \quad (2)$$

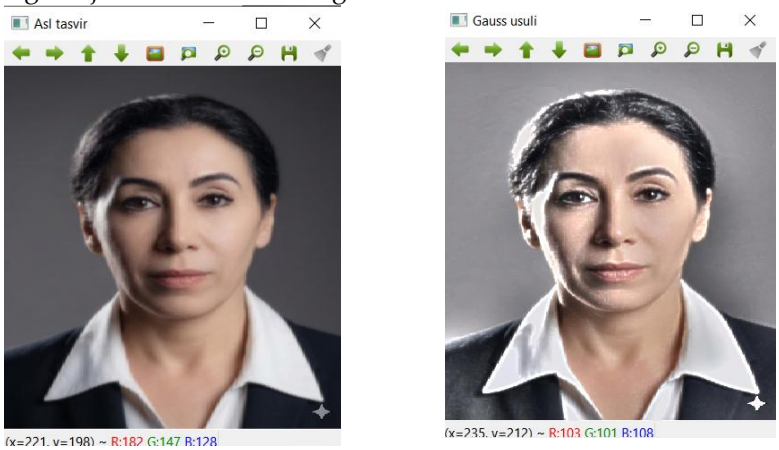
Bu yerda: A – normallashtiruvchi konstanta, σ - yoritish darajasini sozlovchi filtr kengligi, (x,y) - piksel koordinatalari.

Gauss filtri yordamida tasvir yorug‘ligini normallashtirish dasturiy kodlari va natijasi quyida keltirilgan:

```
Mat tasvir = imread("d:/2_rasm.jpg", IMREAD_COLOR);
if (tasvir.empty()) { cout << "Rasm topilmadi!" << endl; return; }
//1-QISM: Yorug‘likni normallashtirish
Mat yuv;
cvtColor(tasvir, yuv, COLOR_BGR2YUV);
vector<Mat> channels;
split(yuv, channels);
Mat Y = channels[0];
Mat Yf;
Y.convertTo(Yf, CV_32F, 1.0/255.0);
double sigma_illum = 25.0;// yorug‘lik o‘zgarishlari uchun katta sigma
Mat L;
GaussianBlur(Yf, L, Size(0,0), sigma_illum);
Mat R;
divide(Yf, L + 1e-6, R);
double targetMean = 0.55;
double meanR = mean(R)[0];
 R = R * (targetMean / meanR);
 R = min(R, 0.9);            // yorqinlikni oldini olish
 R = max(R, 0.05);         // juda qora joylarni ko‘tarish
 Mat Y_normallash;
 R.convertTo(Y_normallash, CV_8U, 255.0);
 channels[0] = Y_normallash;
 Mat yuv_normallash;
 merge(channels, yuv_normalash);
 Mat normallash;
 cvtColor(yuv_normallash, normallash, COLOR_YUV2BGR);
 //2-QISM: Tiniqlikni oshirish
 Mat blurred;
 double sigma_sharp = 2.0;    // tiniqlashtirish uchun kichik sigma
 GaussianBlur(normallash, blurred, Size(0,0), sigma_sharp);
 Mat mask;
```

```
subtract(normallash, blurred, mask);
double amount = 2;       // kuchaytirish koeffitsienti (1.2..1.5)
Mat natija;
addWeighted(normallash, 1.0, mask, amount, 0.0, natija);
imshow("Asl tasvir", tasvir);
imshow("Gauss usuli ", natija);
waitKey(0);
```

Open CV dasturiy kodining natijasi 2-rasmda keltirilgan



a) berilgan tasvir b) olingan natija

2-rasm

Unsharp Masking tasvirlarni yaxshilash jarayonida qirralarni keskinlashtirish va mayda detallarni aniqroq ko‘rsatish uchun qo‘llaniladigan usul hisoblanadi. Ushbu algoritm obyektni aniqlash tizimlarida obyekt chegaralarini ravshanlashtirib, muhim xususiyatlarni ajratishda katta ahamiyatga ega. Unsharp Masking’ning asosiy vazifasi tasvirning xiralashgan qismlarini aniqlab, original tasvir bilan farqini kuchaytirish orqali qirralarni aniqroq ko‘rsatishdir. Natijada obyektlarning konturlari ravshanlashadi va aniqlash algoritmlarining samaradorligi oshadi(3). Bu usul quyidagi ifoda bilan tavsiflanadi:

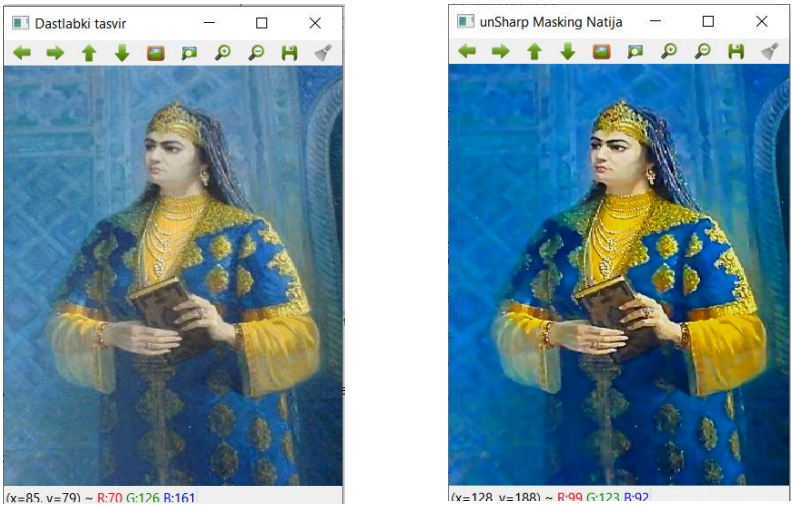
$I^Y_{sharp} = I^Y + k \cdot (I^Y - G_\sigma \cdot I^Y)$ (3)

Bu yerda G_σ – Gauss yadrosi, k – tiniqlik koeffitsienti. So‘ngra tasvir BGR formatiga qaytariladi.” Unsharp masking filtratsiya usulining Open CV dasturiy kodi quyida keltirilgan:

```
Mat tasvir = imread("d:/3_rasm.jpg");
    if(tasvir.empty()) {
       cout << "Rasm topilmadi!" << endl;
       return;
    }
    // YUV
    Mat yuv;
    cvtColor(tasvir, yuv, COLOR_BGR2YUV);
    vector<Mat> channels;
    split(yuv, channels);
    // Unsharp Masking
    Mat blurred;
    GaussianBlur(channels[0], blurred, Size(0,0), 1.5);
    Mat sharpY;
    addWeighted(
       channels[0],   // original Y
       2.2,          // alpha
       blurred,      // blur
       -1.2,         // beta
       0,
       sharpY
    );
```

```
// yangi Y kanal
channels[0] = sharpY;
// Merge
merge(channels, yuv);
Mat natija;
cvtColor(yuv, natija, COLOR_YUV2BGR);
// CHIZIQLI TINIQLASHTIRISH QO‘SHISH
natija.convertTo(natija, -1, 1.3, -20);
// Ranglarni kuchaytirish
Mat hsv;
cvtColor(natija, hsv, COLOR_BGR2HSV);
vector<Mat> hsv_channels;
split(hsv, hsv_channels);
// saturation
hsv_channels[1] *= 1.8;
// value
hsv_channels[2] *= 0.9;
merge(hsv_channels, hsv);
cvtColor(hsv, natija, COLOR_HSV2BGR);
Mat filtrlash;
bilateralFilter(natija, filtrlash, 7, 50, 50);
// Natija
imshow("Dastlabki tasvir", tasvir);
imshow("unSharp Masking Natija", filtrlash);
waitKey(0);
destroyAllWindows();
```

Bu usulda olingan natija 3-rasmda ko‘rsatilgan.



a)Berilgan tasvir b) oshirilgan tasvir

2-rasm

Xulosa qilib aytganda raqamli tasvirlarni yaxshiash usullari obyekt aniqlashdagi ahamiyati katta. Chunki yorug‘lik notekis taqsimlagan, sifati past yoki mayda sochma dog‘ari bo‘lgan tasvirlardan obyektlarni tanib olish noqulaylik tug‘diradi. Shu sababli ushbu maqolada raqamli tasvirlarni yaxshilashning Mediana, Gauss va Unsharp masking filtratsiya usullari tahlil qilindi. Masalan, Gauss filtri kamera orqali olingan tasvirda yorug‘lik yoki sensor sababli paydo bo‘lgan mayda shovqinlarni kamaytirib, obyektning muhim qismlarini ajratib ko‘rsatadi. Shu sababli u yuzni aniqlash, avtomobil raqamini tanish, tibbiy tasvirlarni tahlil qilish va video kuzatuv tizimlarida keng qo‘llaniladi.

Mediana usuli mayda sochma dog‘larni silliqlaydi, detektor soxta musbat natijalarni kamaytiradi. Gauss usuliga nisbatan chegaralarni yaxshiroq saqlaydi, lekin kichik obyektlarni yo‘qotishi mumkin. Xira yoki fokusdan qochgan tasvirlardagi obyektlarning chegaralarini bo‘rttirib ko‘rsatadi, bu esa neyron tarmoqlarga obyekt shaklini osonroq tanishga

yordam beradi. Lekin shovqinli tasvirlarda yaxshi natija bermaydi. Tasvirlarning yaxshilashning bu usullarini tasvirlarni qaysi holatida foydalanishni bilgan holda qo‘llanilsa kutilgan natijaga erishiladi.

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SYNTHESIS OF SULFONATED CELLULOSE FROM COTTON LINT AND ITS PROPERTIES

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Abstract. *This study presents a controlled synthesis method for sulfonated cellulose (SCel) derived from cotton lint, an abundant agricultural by-product in Uzbekistan. By systematically varying the molar ratio of sodium bisulfite to anhydroglucose units (AGU), reaction temperature, and duration, a series of SCel samples with a tunable degree of substitution (DS) ranging from 0.15 to 0.65 was successfully produced. The chemical modification and structural evolution were thoroughly investigated using Fourier-transform infrared spectroscopy (FTIR), nuclear magnetic resonance ($^1_1H/^{13}_6C$) NMR, HSQC, X-ray diffraction (XRD), and thermogravimetric analysis (TGA/DTG/DSC). FTIR and NMR analyses confirmed the successful introduction of sulfonate groups ($-SO_3^-$), with primary substitution occurring at the C6 position and secondary substitution at C2/C3 at higher DS levels. XRD results indicated a progressive decrease in crystallinity index from 78% to 41% with increasing DS, reflecting the amorphization of the cellulose structure due to sulfonate group incorporation and hydrogen bond disruption. TGA demonstrated a significant enhancement in thermal stability, with the onset decomposition temperature increasing by up to 30°C compared to native cellulose. The synthesized SCel materials, with tailored DS and improved thermal properties, show high potential for applications in demanding environments, such as high-temperature drilling fluids, adsorbents, and functional polymer composites.*

Keywords: *cotton lint, degree of substitution, FTIR, NMR, XRD, thermal stability, renewable polymer.*

СИНТЕЗ СУЛЬФИРОВАННОЙ ЦЕЛЛЮЛОЗЫ ИЗ ХЛОПКОВОГО ЛИНТА И ЕЁ СВОЙСТВА

Аннотация. *В данном исследовании представлен метод контролируемого синтеза сульфированной целлюлозы (SCel), получаемой из хлопкового линта, являющегося распространенным сельскохозяйственным побочным продуктом в Узбекистане. Путем систематического варьирования молярного соотношения бисульфита натрия к ангидроглюкозным единицам (АГУ), температуры и продолжительности реакции была успешно получена серия образцов SCel с регулируемой степенью замещения (СЗ) от 0,15 до 0,65. Химическая модификация и структурная эволюция были тщательно исследованы с использованием инфракрасной спектроскопии Фурье-преобразования (FTIR), ядерного магнитного резонанса ($^1_1H/^{13}_6C$) ЯМР, HSQC рентгеновской дифракции (XRD) и термогравиметрического анализа (TGA/DTG/DSC). FTIR и ЯМР анализы подтвердили успешное введение сульфонатных групп (-SO_3^-) с первичной заменой в положении С6 и вторичной заменой в положении С2/С3 на более высоких уровнях DS. Результаты ХРД показали прогрессивное снижение индекса кристалличности с 78% до 41% с увеличением ДС, что отражает аморфизацию структуры целлюлозы вследствие включения сульфонатных групп и нарушения водородных связей. ТГА продемонстрировала значительное повышение термостойкости, с повышением температуры начала разложения до 30°С по сравнению с нативной целлюлозой. Синтезированные материалы SCel с индивидуальными ДС и улучшенными тепловыми свойствами демонстрируют высокий потенциал для применения в сложных средах, таких как высокотемпературные буровые раст*

Ключевые слова: *хлопковое волокно, степень замещения, ФТИР, ЯМР, ХРД, термическая стабильность, восстанавливаемый полимер.*

PAXTA LINTIDAN SULFONLANGAN TSELLYULOZA SINTEZI VA UNING XUSUSIYATLARI

Annotatsiya. *Ushbu tadqiqotda O‘zbekistonda keng tarqalgan qishloq xo‘jaligi chiqindisi bo‘lgan paxta lintidan olingan sulfirlangan sellyulozani (SCel) nazorat ostida sintez qilish usuli keltirilgan. Natriy bisulfitning angidroglyukoza birliklariga (AGU) molyar nisbati, harorat va reaksiya davomiyligini muntazam ravishda o‘zgartirish orqali 0,15 dan 0,65 gacha bo‘lgan o‘rinbosarlik darajasi (O‘D) boshqariladigan SCel namunalari seriyasi muvaffaqiyatli olindi. Kimyoviy modifikatsiya va strukturaviy evolyutsiya*

infraqizil Fure spektroskopiyasi (FTIR), yadro magnit rezonansi ($^1_1H/^{13}_6C$) *YaMR, HSQC, rentgen difraksiyasi (XRD) va termogravimetrik tahlil (TGA/DTG/DSC) yordamida batafsil o'rganilgan. FTIR va YaMR tahlillari DS ning yuqori darajalarida C6 holatida birlamchi va C2/C3 holatida ikkilamchi almashtirish bilan sulfonat (-SO_3^-) guruhlarini muvaffaqiyatli kiritishni tasdiqladi. XRD natijalari kriz indeksining progressiv pasayishini ko'rsatdi. TGA nativ sellyulozaga nisbatan parchalanishning boshlanish harorati 30°C gacha ko'tarilishi bilan issiqlikka chidamliligi sezilarli darajada oshganligini ko'rsatdi. Sintez qilingan individual QE va yaxshilangan issiqlik xususiyatlariga ega SCel materiallari yuqori haroratli burg'ulash o'simliklari kabi murakkab muhitlarda qo'llash uchun yuqori salohiyatga ega.*

Kalit so'z: *paxta tolasi, almashinish darajasi, FTIR, YaMR, XRD, termik barqarorlik, tiklanadigan polimer.*

Introduction. Cellulose, the most abundant natural polymer, serves as a renewable and versatile platform for chemical modification to impart specific functional properties [1]. Sulfonation is an effective strategy to enhance the hydrophilicity, ionic capacity, and thermal stability of cellulose, thereby expanding its applications in areas such as water treatment, biomedicine, and oilfield chemistry [2]. Cotton lint, a residue from cotton processing, represents a readily available and underutilized source of high-purity cellulose, particularly in cotton-producing regions like Uzbekistan [3]. Although the sulfonation of cellulose has been explored previously, systematic studies correlating synthesis conditions with structural parameters and thermal properties for cotton-derived cellulose remain limited [4]. This work aims to develop a reproducible and controllable synthesis protocol for sulfonated cellulose from cotton lint and to establish comprehensive structure-property relationships through an integrated analytical approach [5].

Experimental Section

Materials. Cotton lint was obtained from local ginning facilities in Uzbekistan [6]. Sodium bisulfite ($NaHSO_3$, ≥98%) [7], sodium hydroxide (NaOH, ≥97%) [8], isopropanol (≥99.5%) [9], ethanol (≥96%, subsequently diluted to 50% v/v) [10], and hydrochloric acid (HCl, 37%) [11] were of analytical grade and used without further purification. Deionized water was used throughout the experiments [12].

Synthesis of Sulfonated Cellulose (SCel). Cotton lint was mechanically milled and sieved to obtain a particle size of ≤200 μm [13]. The cellulose was activated via alkalization in an isopropanol/water mixture (70/30 v/v) containing a three-fold molar excess of NaOH [8] relative to the anhydroglucose unit (AGU) at 40°C for 1 h under constant stirring. Sulfonation was initiated by adding a freshly prepared aqueous $NaHSO_3$ solution [7] to the activated cellulose suspension. The reaction was conducted at pH 10-11 and temperatures ranging from 50 to 90°C for 1.5-6 h in a closed system with reflux. The product was cooled, neutralized with dilute HCl [11], filtered, and sequentially washed with deionized water [12], 50% aqueous ethanol [10], and again with deionized water [12] until the filtrate conductivity was below 100 μS/cm [12]. The final product was dried under vacuum at 45°C [14]. The synthesis was designed to yield three distinct series: SCel-L (low DS, target 0.15-0.25), SCel-M (medium DS, target 0.30-0.45), and SCel-H (high DS, target 0.50-0.65) [15]. The specific parameters for each series are summarized in Table 1.

Physicochemical Methods of Analysis. The degree of substitution (DS) was determined by two independent methods: elemental analysis (sulfur content) [16] and acid-base titration of the H^+-form of SCel [17]. Fourier-transform infrared (FTIR) spectra were recorded on a spectrometer equipped with an ATR accessory in the range of 4000-600 cm^{-1} with a resolution of 4 cm^{-1} [18]. Solid-state (^{13}C) NMR and solution-state (^{1}H/^{13}C) NMR spectra were acquired using a 400 MHz spectrometer; samples for solution NMR were dissolved in D_2O with NaOD [19]. X-ray diffraction (XRD) patterns were obtained using a diffractometer with Cu-Kα radiation (λ = 1.5406 Å) over a 2θ range of 5-40° [20]. The crystallinity index (CI) was calculated using the Segal method [21]. Thermal stability was evaluated by thermogravimetric analysis (TGA) and differential scanning calorimetry (DSC) under a nitrogen atmosphere at a heating rate of 10°C/min [22].

Results and Discussion

Synthesis Optimization and Degree of Substitution. The synthesis of SCel was systematically optimized by varying key parameters: the molar ratio of $NaHSO_3$ to AGU, reaction temperature, and time. As shown in Table 1, a clear correlation exists between these parameters and the achieved DS. Higher $NaHSO_3$/AGU ratios and longer reaction times at elevated temperatures yielded products with higher DS, up to 0.65 for the SCel-H series. However, reactions conducted above 80°C for more than 4 hours resulted in slight product darkening and a marginal reduction in molecular weight, attributable to alkaline depolymerization. The gravimetric yield ranged from 82% to 90%, with excellent reproducibility (coefficient of variation ≤6%).

Table 1. Synthesis parameters and resulting DS for SCel series.

Sample Code	Target DS	Molar Ratio ($NaHSO_3$/AGU)	Temperature (°C)	Time (h)	DS (Titration)	DS (Elemental Analysis)
SCel-L1	0.15–0.25	0.5	50	2	0.21 ± 0.02	0.19 ± 0.02
SCel-L2	0.15–0.25	0.7	50	2	0.23 ± 0.02	0.21 ± 0.02

SCel-M1	0.30–0.45	1.0	70	3	0.41 ± 0.02	0.38 ± 0.02
SCel-M2	0.30–0.45	1.2	70	3	0.43 ± 0.02	0.40 ± 0.02
SCel-H1	0.50–0.65	1.5	90	4	0.61 ± 0.02	0.58 ± 0.02
SCel-H2	0.50–0.65	1.8	90	4	0.63 ± 0.02	0.60 ± 0.02

FTIR Spectroscopy Analysis. FTIR spectroscopy provided direct evidence of successful sulfonation. The spectra of all SCel samples (see Figure 1, to be inserted here) exhibited new characteristic absorption bands at 1210–1180 cm^{-1} and 1060–1035 cm^{-1}, corresponding to the asymmetric and symmetric stretching vibrations of the $S = O$ bonds in the sulfonate groups, respectively. The intensity of these bands increased progressively with the DS. The preservation of the cellulose backbone was confirmed by the presence of broad $O - H$ stretching (~3300 cm^{-1}), $C - H$ stretching (~2900 cm^{-1}), and $C - O - C$ skeletal vibration bands (1160–1050 cm^{-1}). The absence of significant carbonyl band intensity around 1700–1750 cm^{-1} indicated minimal oxidative side reactions during synthesis.

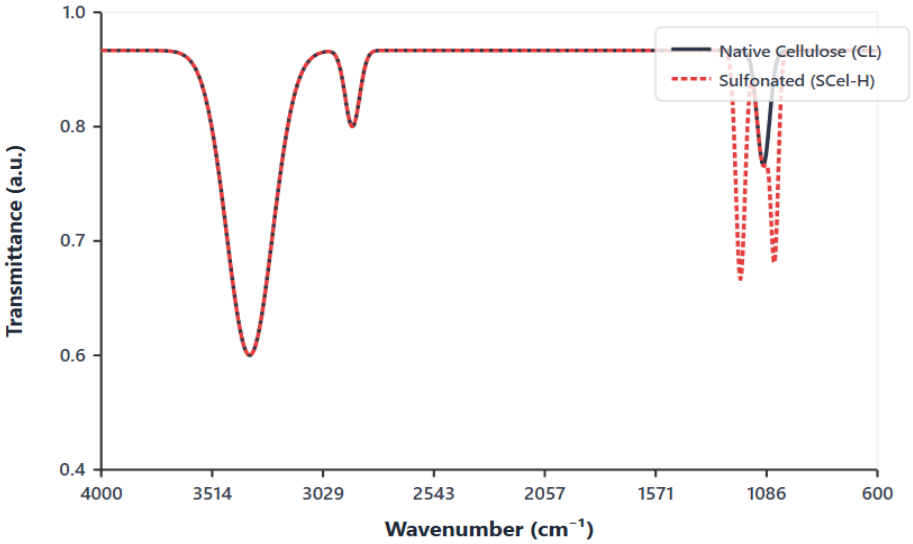

Figure 1. FTIR spectra with characteristic sulfonate group peaks.

NMR Spectroscopy for Structural Elucidation. $^{13}_{6}C$ NMR spectra (see Figure 2, to be inserted here) confirmed the structural modification of cellulose. The most notable change was the downfield shift of the C6 signal from approximately 61 ppm in native cellulose to 64–66 ppm in SCel, indicating preferential sulfonation at the primary hydroxyl group. For high-DS samples (SCel-H), additional minor shifts were observed for the C2 and C3 carbon signals, confirming secondary substitution at these positions. Two-dimensional HSQC spectra further validated the assignment and distribution of sulfonate groups. The relative distribution of substitution was estimated to be approximately C6 (70%) > C2 (20%) > C3 (10%) for SCel-H, highlighting the regioselectivity of the reaction.

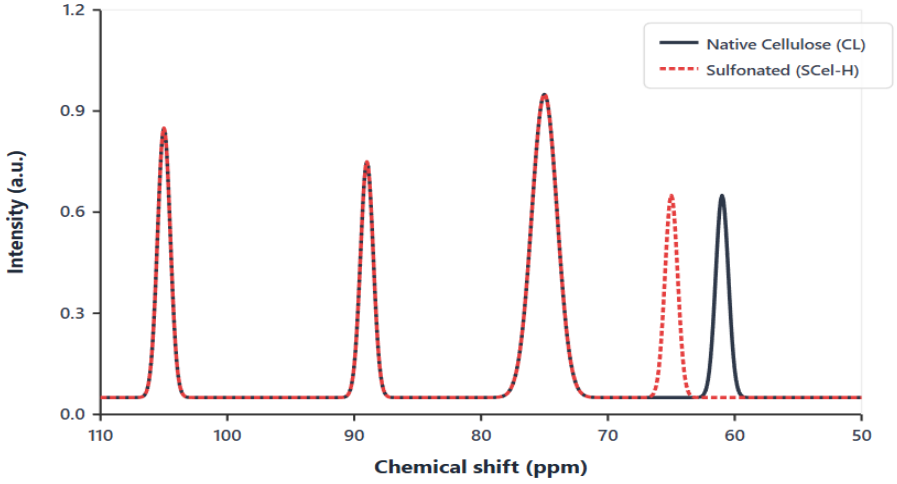

Figure 2. $^{13}_{1}C$ NMR spectra showing C6 regioselective shift.

X-ray Diffraction and Crystallinity. XRD analysis revealed significant changes in the supramolecular structure of cellulose upon sulfonation. The diffraction patterns (see Figure 3, to be inserted here) showed a gradual decrease in the intensity of the characteristic cellulose I peaks at 2θ ≈ 14.9°, 16.4°, and 22.7° with increasing DS. The crystallinity index (CI), calculated via the Segal method, decreased from 78% for native cotton cellulose to 41% for SCel-H (Table 2). This reduction in CI, accompanied by a decrease in crystallite size from 5.8 nm to 3.5 nm (calculated using the Scherrer equation), signifies the disruption of crystalline domains and an increase in amorphous content due to the introduction of bulky sulfonate groups and the consequent breakage of inter- and intra-molecular hydrogen bonds. This amorphization is beneficial for enhancing the solubility, hydration capacity, and reactivity of the modified cellulose.

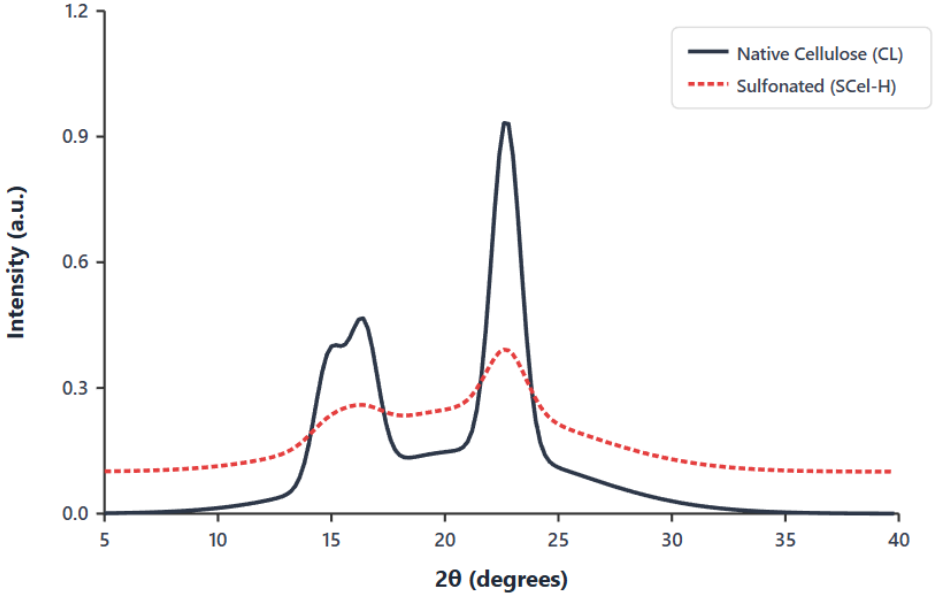

Figure 3. XRD diffraction patterns showing amorphization.

Thermal Stability Evaluation. Thermogravimetric analysis demonstrated a substantial improvement in the thermal stability of SCel compared to its native counterpart. The TGA/DTG curves (see Figure 4, to be inserted here) showed that the onset decomposition temperature (T_{onset}) increased from 285°C for native cellulose to 315°C for SCel-H. The temperature at 10% mass loss (T_{10}) and the maximum decomposition temperature (T_{max}) followed a similar upward trend with increasing DS (Table 2). Furthermore, the residual char yield at 700°C increased significantly from 12.5% to 26.4% for SCel-H, suggesting a char-forming and stabilizing effect of the sulfonate groups. DSC analysis corroborated these findings, showing a shift of the main exothermic decomposition event to higher temperatures. The effective activation energy (E_a) for thermal decomposition, calculated using the Flynn-Wall-Ozawa method, increased by approximately 25% for SCel-H compared to native cellulose, confirming the enhanced thermal barrier provided by the sulfonate functionality.

Table 2. Summary of structural and thermal properties of native cellulose and SCel samples.

Sample	DS	CI (%)	Crystallite Size (nm)	T_{onset} (°C)	T_{10} (°C)	T_{max} (°C)	Residue at 700°C (%)
Native Cellulose	0	78.2	5.8	285 ± 3	315 ± 2	345 ± 1	12.5 ± 0.3
SCel-L	0.21	65.4	4.9	295 ± 2	325 ± 2	355 ± 2	18.2 ± 0.4
SCel-M	0.41	52.7	4.1	305 ± 3	335 ± 2	365 ± 2	22.8 ± 0.5
SCel-H	0.61	41.3	3.5	315 ± 2	345 ± 3	375 ± 2	26.4 ± 0.6

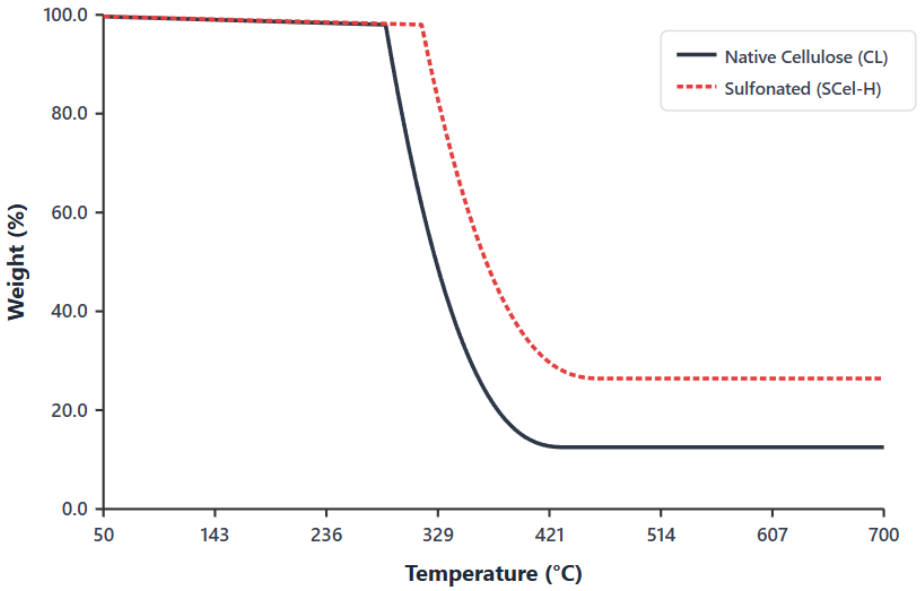

Figure 4. TGA curves showing enhanced thermal stability.

Conclusion

A reproducible and controlled synthesis method for sulfonated cellulose (SCel) from cotton lint was successfully developed, enabling the production of materials with a tunable degree of substitution in the range of 0.15 to 0.65. A comprehensive multi-technique characterization confirmed the successful introduction of sulfonate groups, with predominant substitution at the C6 position and partial functionalization at C2/C3 at higher DS levels. The sulfonation process induced significant amorphization of the cellulose structure, as evidenced by a decrease in crystallinity index from 78% to 41%. Most importantly, SCel exhibited markedly enhanced thermal stability, with decomposition onset temperatures up to 30°C higher than native cellulose and a substantial increase in char residue. The ability to tailor the DS and the resulting structural and thermal properties makes these SCel materials highly promising for advanced applications, particularly as functional additives in high-temperature resistant formulations, such as those required for HPHT (high-pressure, high-temperature) drilling fluids, and in other domains where renewable, ionic, and thermally stable polymers are sought.

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PHLOMOIDES LABIOSA O‘SIMLIGI TARKIBIDAGI BIOLOGIK FAOL MADDALARNING KIMYOVIY TAHLILI

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Annotatsiya: Phlomoides labiosa — yalpizdoshlar (Lamiaceae) *oilasiga mansub ko‘p yillik o‘simlik bo‘lib, farmatsevtika sanoatida qo‘llanishi mumkin bo‘lgan qator fitokimyoviy birikmalarni o‘z tarkibida saqlaydi. Ushbu tadqiqotda* ***Phlomoides labiosa*** *o‘simligining bargi, poyasi, ildizi, guli va urug‘i ekstraktlari turli erituvchilar yordamida ajratib olinib, fitokimyoviy tahlil o‘tkazildi. Tahlillar natijasida alkaloidlar, flavonoidlar, sterollar, xinonlar, glikozidlar, tanninlar va fenollar mavjudligi aniqlangan. Tadqiqot natijalari* ***Phlomoides labiosa*** *o‘simligining farmatsevtika va biologik tadqiqotlarda manba sifatida foydalanish imkoniyatini ko‘rsatadi.*

Kalit so‘zlar: *Phlomoides labiosa, fitokimyoviy tahlil, flavonoidlar, sterollar, xinonlar, glikozidlar, tanninlar.*

ХИМИЧЕСКИЙ АНАЛИЗ БИОЛОГИЧЕСКИ АКТИВНЫХ ВЕЩЕСТВ РАСТЕНИЯ PHLOMOIDES LABIOSA

Аннотация: Phlomoides labiosa – растение семейства яснотковых, содержащее ряд фитохимических соединений, которые могут быть использованы в фармацевтической промышленности. В этом исследовании экстракты листьев, стеблей, корней, цветков и семян Phlomoides labiosa были экстрагированы с использованием различных растворителей и проведен фитохимический анализ. Анализ выявил наличие алкалоидов, флавоноидов, стеринов, хинонов, гликозидов, дубильных веществ и фенолов. Результаты исследования показывают возможность использования растения Phlomoides labiosa в качестве ресурса в фармацевтических и биологических исследованиях.

Ключевые слова: *Phlomoides labiosa, фитохимический анализ, флавоноиды, стеролы, хиноны, гликозиды, танины.*

CHEMICAL ANALYSIS OF BIOLOGICALLY ACTIVE COMPOUNDS OF THE PHLOMOIDES LABIOSA PLANT

Abstract: Phlomoides labiosa is a plant belonging to the Lamiaceae family, which contains a number of phytochemical compounds that can be used in the pharmaceutical industry. In this study, extracts of leaves, stems, roots, flowers and seeds of Phlomoides labiosa were extracted using different solvents and phytochemical analysis was carried out. The analysis revealed the presence of alkaloids, flavonoids, sterols, quinones, glycosides, tannins and phenols. The results of the study show the possibility of using the Phlomoides labiosa plant as a resource in pharmaceutical and biological research.

Keywords: *Phlomoides labiosa, phytochemical analysis, flavonoids, sterols, quinones, glycosides, tannins.*

Kirish

Bugungi kunda dorivor o‘simliklarning kimyoviy tarkibini o‘rganish muhim yo‘nalishlaridan biri hisoblanadi. Tabiiy manbalardan olinadigan biologik faol moddalar asosida yangi dori vositalarini yaratish, ularning terapevtik xususiyatlarini aniqlash va amaliyotga joriy etish ilmiy tadqiqotlarning dolzarb masalalaridan biridir.

Phlomoides o‘simlik turkumi vakillari xalq tabobatida qadimdan turli kasalliklarni davolashda qo‘llanilib kelinadi. Ayniqsa, ularning yallig‘lanishga qarshi, antiseptik va antioksidant xususiyatlarga ega ekanligi ilmiy jihatdan qiziqish uyg‘otmoqda. So‘nggi yillarda o`simliklar tarkibida mavjud bo‘lgan biologik faol birikmalar — flavonoidlar, fenol

birikmalar, efir moylari va boshqa ikkilamchi metabolitlarni aniqlashga qaratilgan tadqiqotlar kengaymoqda. Ushbu moddalarning miqdori va tarkibini tahlil qilish o‘simlikning farmakologik qiymatini baholashda muhim omil hisoblanadi.

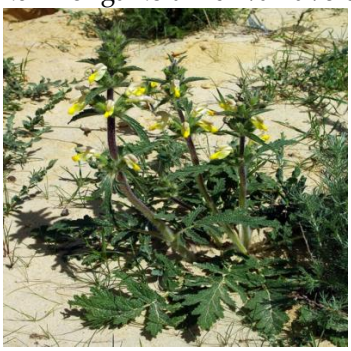
Adabiyotlar tahlili

O‘zbekistonni tog‘li mintaqalari, jumladan tog‘li O‘rta-Osiyo hududlari floralarida Lamiaceae oilasi o‘simliklari alohida ahamiyatga ega sanaladi. *Phlomoides* Moench, Lamiaceae oilasining yirik turkumlaridan biri bo‘lib, aniqlangan 168 turni o‘z ichiga olgan *Phlomoides* (L.) Moench, Lamiaceae oilasining eng yirik avlodlaridan biridir. *Phlomoides* turkumi osimliklari (Lamiaceae oilasi) tog‘larning o‘rta va pastki qismlarida gil-tuproqli, gilli-shag‘alli qiyaliklarida, ayrim cho‘l mintaqalarida va maysazorlarda uchraydi. Ushbu turkum Phlomis va Eremostachys avlodining ko‘plab sobiq turlarini va barcha Lamiophlomis va Pseuderemostachys turlarini o‘z ichiga oladi. *Phlomoides* o‘simlik turlaridan tadqiqotlar jarayonida iridoidlar, feniletanoidlar, flavonoidlar va boshqa bir qancha birikmalar ajratib olingan. *Phlomoides* turlari nisbatan kam uchuvchan birikmalarga ega. O‘simlik tarkibida 0,02% dan 0,9% gacha uchuvchan birikmalar mavjud. Spirtlar va aldegidlar kabi terpen bo‘lmagan uglevodorodlar uchuvchan birikmalarning asosiy komponentlari hisoblanadi [1; 2; 3].

Adabiyot manbalarida *Phlomoides* o‘simlik turlarining farmakologik ta‘siri menopauza belgilarini bartaraf etish, yallig‘lanishga qarshi faollik va osteoporozga qarshi faollikni ko‘rsatgan [4; 5; 6].

Tadqiqot metodologiyasi

Phlomoides labiosa o‘simligining barglari, poyasi, ildizlari va urug‘lari Andijon viloyati Asaka tumani Imom ota qishlog‘idan yig‘ib olindi. O‘simlik materiallari sirtida mavjud bo‘lgan iflosliklarni tozalash maqsadida distillangan suvda yaxshilab yuvildi va 30 kun davomida havo aylanadigan joyda soyada quritildi. Har bir namuna alohida holda elektr blender yordamida mayda kukun holiga keltirildi va havo o‘tkazmaydigan idishlarda xona haroratida saqlab qo‘yildi.



1-rasm. *Phlomoides labiosa* o‘simligi yer ustki qismi

Phlomoides labiosa o‘simligi tarkibida qanday moddalar borligini aniqlash uchun o‘simlikning quritilib maydalangan 5 ta qismidan - ildiz, poya, barg, gul va urug‘idan bir gramdan tortib olindi. Bir grammdan tortib olingan o‘simlikni maydalangan har bir qismini 25 ta sterillangan 25-30 ml li kolbaga solib, har biriga 20 ml dan suv, metanol, xloroform, benzin, benzol quyildi va yorliq yopishtirildi. U 72 soatga qoldirildi. Hosil bo‘lgan ekstraktlarni filtr qog‘oz orqali alohida idishlarga filtrlandi, nomlari yozilgan yorliqlar yopishtirildi. So‘ngra o‘simlik tarkibida qanday fiziologik moddalar borligini aniqlash uchun ularga sifat reaksiyalari o‘tkazildi.

Fitokimyoviy birikmalarni aniqlash bo‘yicha o‘tkazilgan sinovlar

A) Alkaloidlar uchun testlar

1) Dragendorf testi: 1 ml dan olingan na’munalarning har bir probirkasiga bir necha tomchi Dragendorf reaktivi (kaliy vismut yodid eritmasi) qo‘shildi. Alkaloidlarning mavjudligi bildiruvchi qizil jigarrang cho‘kma kuzatildi.

2) Vagner testi: na’munalarning har biriga bir necha ml dan Vagner reagenti (J_2+KJ) qo‘shildi, natijada alkaloidlar mavjudligini ko‘rsatuvchi jigarrang cho‘kma hosil bo‘ldi.

3) Tanik kislota testi: Bir necha ml 10% tanin kislotasi 1 ml dan olingan har bir na’munaga qo‘shildi, alkaloidlar mavjudligini ko‘rsatuvchi och sarg‘ish-jigarrang cho‘kma hosil bo‘ldi.

4) $FeCl_3$ testi: Na’munalarning har biriga $FeCl_3$ eritmasidan bir tomchidan qo‘shildi. Hosil bo‘lgan sariq cho‘kma alkaloidlar mavjudligini ko‘rsatdi.

B) Glikozidlar uchun testlar

1. Bromli suv testi: Bromli suv bilan ishlanganda sinov eritmasi sariq cho‘kma beradi.

2. Kellar Kiliani testi: Probirkaga 1ml konsentrlangan sulfat kislota olib, keyin 5ml ekstrakt va 2ml sovuq sirka kislotasi bo‘lgan bir tomchi temir xlorid qo‘shildi, reaktsiya ko‘k rang hosil bo‘lishini ko‘rsatadi.

3. Konsentrlangan sulfat kislota sinovi: sinov namunasiga kons.H_2SO_4 qo‘shilganda, qizil rang paydo bo‘lishiga olib keldi.

4. Molish testi: sinov namunalariga alfa naftol va konsentrlangan H_2SO_4 qo‘shildi. ikki qatlamning birlashishi natijasida qizil binafsha halqa hosil bo‘ldi.

C) Tanin va fenollar uchun testlar

1. Temir (III) xlorid testi: namuna eritmasiga temir (III) xloriddan bir necha tomchi qo‘shilganda qora rangdagi cho‘kma paydo bo‘ldi.

2. Qo‘rg‘oshin atsetat: har xil probirkalarga bir necha ml sinov namunalaridan olindi, so‘ngra qo‘rg‘oshin asetat qo‘shildi, natijada qizg‘ish-qo‘ng‘ir rangdagi katta hajmli cho‘kma hosil bo‘ldi.

3. Ishqoriy reaktiv: namuna eritmasiga natriy gidroksid eritmasi qo‘shilishi natijasida sariqdan qizil ranggacha cho‘kma hosil bo‘ldi.

4. Elagik kislota sinovi: Na’munaga 5% li sovutilgan sirka kislotasi va 5% bo‘lsa natriy nitrit qo‘shildi. Natijada fenollarga xos bo‘lgan jigarrang loyqa paydo bo‘ldi.

D) Flavonoidlar uchun testlar

1. Rux gidroxloridni qaytarish testi: Namunaga rux kukuni va konsentrlangan xlorid kislota aralashmasi qo‘shganda, qizil rang hosil bo‘lishiga olib keldi.

2. Qo‘rg‘oshin atsetat testi: namunasiga qo‘rg‘oshin asetat eritmasidan qo‘shilganda qizil jigarrang cho‘kma paydo bo‘ldi.

3. Temir (III) xlorid sinovi: bir necha ml dan alohida-alohida olingan sinov namunalariga temir (III) xlorid eritmasidan bir necha tomchi qo‘shildi va qora-qizil rangdagi cho‘kma hosil bo‘ldi.

4. Shinoda testi (magniy gidroxloridni qaytarish testi): Sinov eritmasiga magniyning bir necha bo‘lagi va konsentrlangan xlorid kislota qo‘shilganda qizg‘ish-pushti rang hosil bo‘ldi.

E) Sterollar uchun testlar

1. Liberman-Bushard testi: Namunalar bir necha tomchi sirka angidrid bilan ishlanganidan so‘ng qaynatildi va bir necha tomchi konsentrlangan sulfat kislota probirka devori bo‘ylab tomizildi, ikki qatlam birlashgan joyda jigarrang halqa hosil bo‘ldi. Yuqori qatlam steroidlar mavjudligini bildiruvchi yashil rangga o‘zgardi.

2. Salkovskiy testi: Xloroformli namunalarga bir necha tomchi konsentrlangan sulfat kislota qo‘shilganda, pastki qatlamda sterollar uchun xos bo‘lgan qizil rang paydo bo‘ldi.

F) Xinonlar uchun testlar

Spirtli KOH testi: Na’munaga spirtli KOH qo‘shilganda xinonlar uchun ijobiy hisoblangan qizildan ko‘kkacha rang paydo bo‘ldi.

G) Saponinlar uchun testlar

1. Ko‘pik testi: 5 ml ekstrakt kuchli silkitilganda barqaror doimiy ko‘pik hosil bo‘ldi. Keyin ko‘pik aralashtirildi va uch tomchi zaytun moyi qo‘shilganda saponinlar mavjudligini ko‘rsatadigan emulsiya shakllanishi kuzatildi.

Natijalar va ularning tahlili

Phlomoides labiosa ning bargi, novdasi, ildizi, guli va urug‘i ekstraktlarining dastlabki fitokimyoviy tekshirilgangi, ya’ni biologik faollik ko‘rsatuvchi fitokimyoviy birikmalarni aniqlash va tahlil qilish uchun turli erituvchilar, ya’ni suvli, metanol, xloroform, ekstraksion benzin va benzolli yordamida amalga oshirildi. Ushbu tahlil uchun standart usullar qo‘llanildi. UB va normal yorug‘likda barcha ekstraktlarning fluoresan tahlili jadvalda keltirilgan (Jadval 1). Turli erituvchilar UB va normal yorug‘likda turli ranglarni ko‘rsatdi.

1-jadval

O‘simlik turli ekstraktlarining normal yorug‘likda va UB yorug‘likda fluoresans tahlili

Ekstrakt nomi	Oddiy yorug‘lik ostida ekstraktning rangi				
	Ildiz	Poya	Barg	Gul	Urug‘
Suvli	Och-jigarrang	sarg‘ish-jigarrang	Och-sarg‘ish	Och sarg‘ish-yashil	Sarg‘ish-jigarrang
Metanol	Och-jigarrang	Sarg‘ish-jigarrang	To‘q jigarrang	Och sarg‘ish-yashil	Sarg‘ish-jigarrang
Xloroform	Och-jigarrang	Och qaymoqrang oq	Qizg‘ish yashil	Och sarg‘ish-zangori	Och sarg‘ish-yashil
Benzinli	Muguz rang	Och-yashilsimon oq	Sariqsimon oq	Yalpizsimon oq	Och-yashil-sarg‘ish

Benzol	Muzrang oq	Havorangsimon oq	Och-yashilsimon sariq	Och-rasiqsimon oq	Och-qaymoqrang

2-jadval

***Phlomoides labiosa* o‘simligining *suvli* ekstraktlaridan fitokimyoviy moddalarni tahlil qilish**

Fotokimyoviy test		**Ildiz**	**Poya**	**Barg**	**Gul**	**Urug‘**
Alkaloidlar	Vagner testi	+	+	+	+	+
	Tanik kislota testi	-	-	-	-	-
	$FeCl_3$ testi	-	-	-	-	-
Glikozidlar	Bromli suv					
	Kon. H_2SO_4	-	-	-	-	-
Tanin va fenollar	$FeCl_3$ testi	-	-	+	+	+
	Ishqoriy reaktiv	-	-	-	-	-
	Elagik kislota testi	+	+	+	+	+
Flavanoidlar	Zn+HCl qaytarish testi	-	-	-	-	-
	$Pb(CH_3COO)_2$ testi	+	+	+	+	+
	$FeCl_3$ testi	+	+	+	+	+
	Sianidin testi	-	-	-	-	-
Sterollar	Liberman-Bushard testi	-	-	-	-	-
Xinonlar	Spirtli KOH testi	+	+	+	+	+

3-jadval

***Phlomoides labiosa* o‘simligining *spirtli* ekstraktlaridan fitokimyoviy moddalarni tahlil qilish**

Fotokimyoviy test		**Ildiz**	**Poya**	**Barg**	**Gul**	**Urug‘**
Alkaloidlar	Vagner testi	-	-	-	-	-
	Tanik kislota testi	-	-	-	-	-
	$FeCl_3$ testi	+	+	+	+	+
Glikozidlar	Bromli suv	-	-	-	-	-
	Kon. H_2SO_4	+	+	+	+	+
Tanin va fenollar	$FeCl_3$ testi	-	-	-	-	-
	Ishqoriy reaktiv	+	+	+	+	+
	Elagik kislota testi	-	-	+	+	+
Flavanoidlar	Zn+HCl qaytarish testi	-	-	-	-	-
	$Pb(CH_3COO)_2$ testi	+	+	+	+	+
	$FeCl_3$ testi	+	+	+	+	+
	Sianidin testi	-	-	+	+	+
Sterollar	Liberman-Bushard testi	-	-	-	-	-
Xinonlar	Spirtli KOH testi	-	-	-	-	-

4-jadval

***Phlomoides labiosa* o‘simligining *xloroformli* ekstraktlaridan fitokimyoviy moddalarni tahlil qilish**

Fotokimyoviy test		**Ildiz**	**Poya**	**Barg**	**Gul**	**Urug‘**
Alkaloidlar	Dragendorf testi	-	-	-	-	-
	Vagner testi	-	-	-	-	-
	Tanik kislota testi	-	-	-	-	-
	$FeCl_3$ testi	-	-	-	-	-
Glikozidlar	Bromli suv	-	-	-	-	-
	Kon. H_2SO_4	-	-	+	+	+

Tanin va fenollar	$FeCl_3$ testi	+	+	+	+	+
	Ishqoriy reaktiv	-	-	-	-	-
	Elagik kislota testi	+	+	+	+	+
Flavanoidlar	Zn+HCl qaytarish testi	-	-	-	+	+
	$Pb(CH_3COO)_2$ testi	+	+	+	+	+
	$FeCl_3$ testi	+	+	+	+	+
	Sianidin testi	-	-	+	+	+
Sterollar	Liberman-Bushard testi	+	+	+	+	+
	Salkovskiy testi	-	-	-	-	-
Xinonlar	Spirtli KOH testi	-	-	-	-	-

5-jadval

***Phlomoides labiosa* o‘simligining *benzinlili* ekstraktlaridan fitokimyoviy moddalarni tahlil qilish**

Fotokimyoviy test		**Ildiz**	**Poya**	**Barg**	**Gul**	**Urug‘**
Alkaloidlar	Dragendorf testi	-	-	-	-	-
	Vagner testi	-	-	-	-	-
	Tanik kislota testi	-	-	-	-	-
	$FeCl_3$ testi	-	-	-	-	-
Glikozidlar	Bromli suv	-	-	-	-	-
	Kon. H_2SO_4	-	-	-	-	-
Tanin va fenollar	$FeCl_3$ testi	+	+	+	+	+
	Ishqoriy reaktiv	-	-	-	-	-
	Elagik kislota testi	-	-	-	-	-
Flavanoidlar	Zn+HCl qaytarish testi	-	-	-	-	-
	$Pb(CH_3COO)_2$ testi	+	+	+	+	+
	$FeCl_3$ testi	-	-	-	-	-
	Sianidin testi	-	-	-	-	-
Sterollar	Liberman-Bushard testi	-	-	-	-	-
Xinonlar	Spirtli KOH testi	-	-	-	-	-

6-jadval

***Phlomoides labiosa* o‘simligining *benzolli* ekstraktlaridan fitokimyoviy moddalarni tahlil qilish**

Fotokimyoviy test		**Ildiz**	**Poya**	**Barg**	**Gul**	**Urug‘**
Alkaloidlar	Dragendorf testi	-	-	-	-	-
	Vagner testi	+	+	+	+	+
	Tanik kislota testi	-	-	-	-	-
	$FeCl_3$ testi	-	-	-	-	-
Glikozidlar	Bromli suv	-	-	-	-	-
	Kon. H_2SO_4	-	-	-	-	-
Tanin va fenollar	$FeCl_3$ testi	-	-	-	-	-
	Ishqoriy reaktiv	-	-	+	+	+
	Elagik kislota testi	-	-	-	-	-
Flavanoidlar	Zn+HCl qaytarish testi	-	-	-	-	-
	$Pb(CH_3COO)_2$ testi	-	-	-	-	-
	$FeCl_3$ testi	-	-	-	-	-
	Sianidin testi	-	-	-	-	-
Xinonlar	Spirtli KOH testi	+	+	+	+	+

Labiosa o`simligining barglari, poyasi, ildizi va urug‘ ekstraktlarida mavjud bo‘lgan quyidagi bioaktiv birikmalarni aniqlash chun standart sifatli protseduralar qo‘llaniladi.

1. Alkaloidlar: O‘simlikning barcha qismlarida (barg, poya, ildiz, urug‘, gul) aniqlangan. Ushbu o‘simlikning yer ustki qismi nafas yo`llari kasalliklari, meda-ichak buzilishlari va yalig`lanishga qarshi damlama sifatida qo`llaniladi.

2. Glikozidlar: Barg, poya asosan ildiz va gul qisimlarda aniqlandi, lekin urug` qismida aniqlanmadi. Bu moddalar yurak faoliyatiga ijobiy ta’sir ko‘rsatishi bilan tanilgan.

3. **Flavonoidlar**: O‘simlikning barcha qismlarida (barg, poya, ildiz, urug‘, gul) aniqlangan. Bu moddalar kuchli antioksidant xususiyatga ega bo‘lib, organizmni erkin radikallardan himoya qiladi, yallig‘lanishga qarshi va kuchli antikanser (saratonning oldini oluvchi) ta’sirga ega.

4. **Taninlar/Fenollar**: O‘simlikning barg, poya, gul, ildiz va urug` qismlarida aniqlangan. Bu moddalar antiseptik, antimikrob va siqilish xususiyatlariga ega.

5. Xinonlar: O‘simlikning barcha qismlarida aniqlangan. Ular antimikrob va sitotoksik faollik bilan mashhur.

Xulosa

Yuqoridagi fitokimyoviy tadqiqotga ko‘ra, *Phlomoides labiosa* o‘simligining barg, poya, ildiz, gul va urug‘ ekstraktlarida aniqlangan alkaloidlar, flavonoidlar, fenol birikmalar, tanninlar, glikozidlar, sterollar hamda xinonlar o‘simlikning farmakologik jihatdan istiqbolli manba ekanligini tasdiqlaydi. Olingan natijalar ushbu o‘simlikni nafaqat xalq tabobatida, balki zamonaviy farmatsevtika sanoatida ham qo‘llash imkoniyatlari mavjudligini ko‘rsatadi. Ayniqsa, uning tarkibidagi tabiiy antioksidant va biologik faol moddalar asosida yangi dori vositalari yaratish istiqbollari mavjud.

Foydalanilgan adabiyotlar ruyxati:

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MEVA-SABZAVOT CHIQINDILARINI QAYTA ISHLASH ASOSIDA RESURSLARDAN SAMARALI FOYDALANISH IMKONIYATLARI

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Annotatsiya. *Ushbu maqolada meva-sabzavotlarni saqlash va qayta ishlash jarayonida hosil bo'ladigan chiqindilarni qayta ishlash va ulardan samarali foydalanish masalalari tadqiq etilgan. Tadqiqot davomida chiqindilarni qayta ishlashning turli texnologiyalari, shuningdek, qayta ishlangan meva-sabzavot chiqindilaridan olingan mahsulotlar va ularning iqtisodiy samaradorligi o'rganilgan. Tadqiqot ishining maqsadi meva-sabzavot chiqindilarini qayta ishlash jarayonini samarali tashkil etish va uning iqtisodiy, ekologik foydalarini kengaytirish uchun yangi ilmiy yondashuvlarni ishlab chiqishdan iborat.*

Kalit so'zlar. *Meva, sabzavot, chiqindilarni qayta ishlash, ekologiya, biogaz, kompost, qayta ishlash texnologiyalari, chiqindilarni boshqarish, resurslarni samarali foydalanish, yashil texnologiyalar.*

ВОЗМОЖНОСТИ ЭФФЕКТИВНОГО ИСПОЛЬЗОВАНИЯ РЕСУРСОВ НА ОСНОВЕ ПЕРЕРАБОТКИ ОТХОДОВ ФРУКТОВ И ОВОЩЕЙ

Аннотация. *В данной статье исследуются вопросы переработки отходов, образующихся в процессе хранения и переработки фруктов и овощей, а также их эффективного использования. В ходе исследования были изучены различные технологии переработки отходов, а также продукция, получаемая из переработанных отходов фруктов и овощей, и их экономическая эффективность. Целью исследования является разработка новых научных подходов к эффективной организации процесса переработки отходов фруктов и овощей и расширению его экономических и экологических преимуществ.*

Ключевые слова. *Фрукты, овощи, переработка отходов, экология, биогаз, компост, технологии переработки, управление отходами, эффективное использование ресурсов, зелёные технологии.*

OPPORTUNITIES FOR EFFICIENT RESOURCE UTILIZATION THROUGH THE PROCESSING OF FRUIT AND VEGETABLE WASTE

Abstract. *This article examines the issues of recycling and efficient utilization of waste generated during the storage and processing of fruits and vegetables. During the study, various waste processing technologies were analyzed, as well as the products obtained from processed fruit and vegetable waste and their economic efficiency. The aim of the research is to develop new scientific approaches to effectively organize the process of recycling fruit and vegetable waste and to expand its economic and environmental benefits.*

Keywords. *Fruits, vegetables, waste recycling, ecology, biogas, compost, recycling technologies, waste management, efficient use of resources, green technologies.*

KIRISH. Jahonda sifatli oziq-ovqat mahsulotlariga bo'lgan talabni qondirish, ishlab chiqarish jarayonlarini takomillashtirish, samaradorligi yuqori, avtomatlashtirilgan boshqaruvga ega zamonaviy texnologik jarayonlar va qurilmalar yaratish bo'yicha keng qamrovli izlanishlar olib borilmoqda. Respublikamizda bugungi kunda meva va sabzavotlar yetishtirish hajmini ko'paytirish, ularni saqlash va qayta ishlash jarayonida hosil bo'ladigan chiqindilarni kompleks qayta ishlaydigan mavjud texnologiyalarni takomillashtirish, tarmoq korxonalarini zamonaviy, energiyatejamkor va yuqori samaradorlikka ega uskunalar bilan qayta jihozlashga alohida e'tibor berilib, muayyan natijalarga erishilmoqda [1].

Aholi sonining ortib borishi va oziq-ovqat mahsulotlariga bo‘lgan talabning oshishi natijasida meva va sabzavot chiqindilari hajmi ham sezilarli darajada ko‘paymoqda. Ushbu chiqindilarni samarali qayta ishlash nafaqat atrof-muhitni muhofaza qilish, balki iqtisodiy foyda olish imkonini ham beradi. Meva va sabzavot chiqindilari tarkibida organik moddalar ko‘p bo‘lib, ular mikroorganizmlar yordamida biologik usulda qayta ishlanishi mumkin. Shu sababli mikrobiologik qayta ishlash usullari hozirgi kunda eng samarali va ekologik toza texnologiyalardan biri sifatida qaralmoqda.

MAVZUGA OID ADABIYOTLAR TAHLILI. Meva va sabzavotlarni saqlash hamda qayta ishlash sanoatida hosil bo’ladigan chiqindilarni qayta ishlash va ulardan foydalanish masalasi jahon miqyosida keng o‘rganilgan va ushbu sohada bir qator ilmiy izlanishlar amalga oshirilgan. Yirik xalqaro tashkilotlar va soha mutaxassislari tomonidan olib borilgan tadqiqotlar chiqindilarni boshqarish va qayta ishlashning turli metodlarini, texnologiyalarini va iqtisodiy samaradorligini o‘rganishga qaratilgan. Jumladan, Jahon banki va Birlashgan Millatlar Sanoatni Rivojlantirish Tashkiloti tomonidan nashr etilgan hisobotlarda chiqindilarni qayta ishlashning ijtimoiy va ekologik foydalari, shuningdek, uning iqtisodiy samaradorligi batafsil tahlil qilingan. Ushbu tadqiqotlarda meva-sabzavot chiqindilarini qayta ishlash orqali energiya ishlab chiqarish, yangi mahsulotlar yaratish va ekologik xavfsizlikni ta’minlash imkoniyatlari ko‘rib chiqilgan [1]. O‘zbekiston olimlari ham ushbu sohada o‘z ilmiy ishlarini olib bormoqda. A.M.Rustamov va M.A.Qudratov o‘zlarining tadqiqotlarida oziq-ovqat sanoatidagi chiqindilarni kamaytirish va ularni qayta ishlash bo‘yicha mavjud yondashuvlarni tahlil qilib, bu jarayonning iqtisodiy samaradorligini oshirish uchun kerakli innovatsiyalarni ko‘rsatganlar. Ularning ilmiy ishlarida ekologik toza texnologiyalarni qo‘llashning ahamiyati, chiqindilarni boshqarishning yangi mexanizmlari va qayta ishlashni rivojlantirishning ijtimoiy-iqtisodiy ta’siri yoritilgan [3].

TADQIQOT METODOLOGIYASI. Ushbu tadqiqot ishida meva va sabzavotlarni saqlash hamda qayta ishlash sanoatida hosil bo’ladigan chiqindilarni kompleks qayta ishlash va ulardan samarali foydalanishning iqtisodiy va ekologik jihatlarini o‘rganish uchun zamonaviy ilmiy tadqiqot yondashuvlari asosida metodologik asoslar tanlab olindi. Tadqiqot mavzusiga doir mahalliy va xorijiy olimlarning ilmiy tadqiqot ishlari, sohaga oid xalqaro tashkilotlarning statistik ma’lumotlari o‘rganilib, mavjud muammolar va ularning yechimlari umumlashtirildi. Tadqiqot metodologiyasi asosida olingan natijalar O‘zbekiston oziq-ovqat sanoatida chiqindilarni samarali boshqarish, ulardan foydali mahsulotlar olish va ekologik xavfsizlikni ta’minlash bo‘yicha takliflar ishlab chiqishda ilmiy asos bo‘lib xizmat qiladi.

TAHLIL VA NATIJALAR. Meva va sabzavotlarni saqlash va qayta ishlash jarayonida hosil bo‘ladigan chiqindilarni kompleks qayta ishlash hamda ulardan samarali foydalanish borasida olib borilgan tahlillar shuni ko‘rsatadiki, mazkur yo‘nalish nafaqat ekologik xatarlarning oldini olishga xizmat qiladi, balki iqtisodiy samaradorlikni oshirishda ham muhim ahamiyat kasb etadi. So‘nggi yillarda chiqindilarni qayta ishlash jarayoni hali hamon to‘g‘ri yo‘lga qo‘yilmagan yoki yetishtirilgan meva-sabzavotlar muvofiq sharoitda saqlanmayapti. Bu esa, o‘z navbatida, atrof-muhitga salbiy ta’sir ko‘rsatishi bilan birga, iqtisodiy zararlarni ham keltirib chiqaradi. Statistik ma’lumotlarga ko‘ra, mamlakatimizdagi oziq-ovqat ishlab chiqarish subyektlari, jumladan meva-sabzavotlarni saqlash va qayta ishlash korxonalarida har yili minglab tonna organik chiqindilar yuzaga keladi. Ushbu chiqindilarning aksariyat qismi qishloq xo‘jaligida tabiiy o‘g‘it sifatida, bioyoqilg‘i olish yoki chorvachilikda ozuqa sifatida qayta ishlanishi mumkin. Biroq mavjud texnik quvvatlar va zamonaviy uskunalarning yetishmovchiligi sababli bu imkoniyatlar to‘liq ishga tushirilmayapti [1, 2].

Tahliliy ma’lumotlarga ko’ra meva-sabzavotlarni konservalash sanoati (po‘st, urug‘, sharbat qoldiqlari), go‘sht va go‘sht mahsulotlarini tayyorlash, sutni qayta ishlash sohasi, non va shirinlik mahsulotlari ishlab chiqarish sanoati eng ko‘p chiqindi hosil qiluvchi sohalar hisoblanadi. Rivojlangan mamlakatlar tajribasi shuni ko‘rsatmoqdaki, meva-sabzavot chiqindilarining 60÷80 foizi takroriy foydalanishga yo‘naltiriladi. Masalan, Germaniyada chiqindilardan bioenergiya va kompost olinib, energiya va qishloq xo‘jaligi ehtiyojlari ta’minlanmoqda. Shvetsiyada esa chiqindilardan metan gazi olinadi va transport vositalari uchun yoqilg‘i sifatida ishlatiladi. O‘zbekiston sharoitida bu ko‘rsatkich hozircha 15÷20 foiz atrofida bo‘lib, bu sohada sezilarli imkoniyatlar mavjudligini anglatadi [1, 3].

Tahlil natijalariga ko‘ra, tegishli texnologik jihozlarning yetarli emasligi, moliya va investitsiya manbalarining cheklanganligi, me’yoriy-huquqiy bazaning zaifligi, aholi va ishlab chiqaruvchi tashkilotlar orasida ekologik bilim va madaniyatning pastligi meva-sabzavot chiqindilarini qayta ishlash jarayonining past darajada bo‘lishiga sabab bo‘lmoqda. Shuningdek, iqtisodiy hisob-kitoblar shuni ko‘rsatadiki, chiqindilardan samarali foydalanish orqali mahsulot tannarxini 10÷15% ga kamaytirish, ishlab chiqarish jarayonidagi chiqindilar miqdorini 30÷40% ga qisqartirish hamda qo‘shimcha daromad manbalarini shakllantirish mumkin.

1-jadval

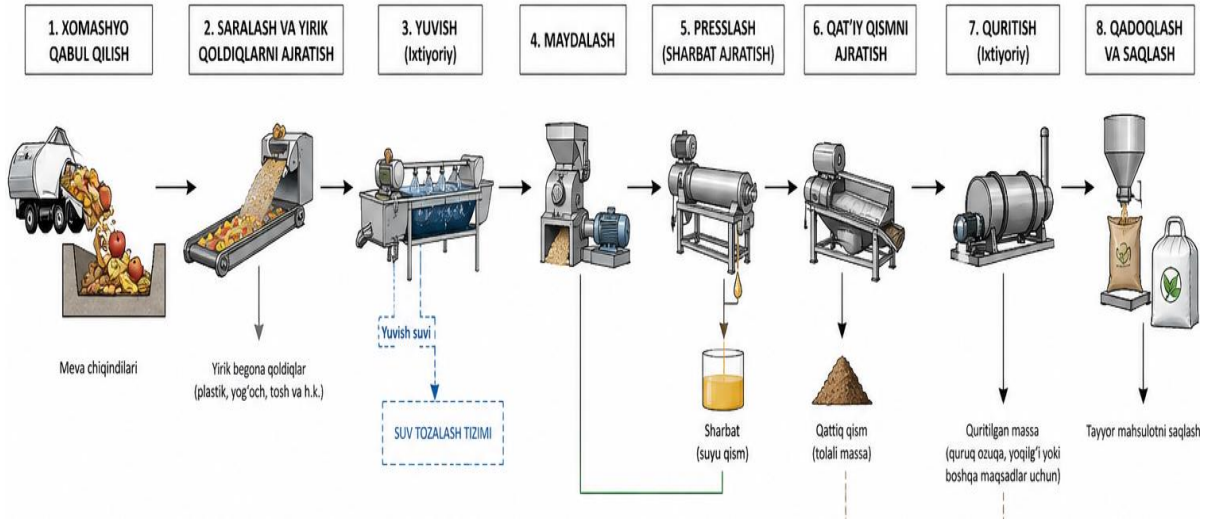
Oziq-ovqat chiqindilarining asosiy manbalari va ularni qayta ishlash imkoniyatlari

Yo‘nalish	Chiqindi turlari	Qayta ishlash imkoniyati
Go‘sht mahsulotlari sanoati	Po‘choqlar, urug‘lar, sharbat qoldiqlari	Kompost, o‘g‘it, bioenergiya

Meva-sabzavot konservalash	Po‘choqlar, urug‘lar, sharbat qoldiqlari	Kompost, o‘g‘it, bioenergiya
Sut mahsulotlari ishlab chiqarish	Zardob, suvat	Hayvonlar uchun ichimlik, qayta ishlangan zardob
Non va qandolat sanoati	Ortiqcha xamir, yaroqsiz mahsulotlar	Chorva yemi, organik o‘g‘it

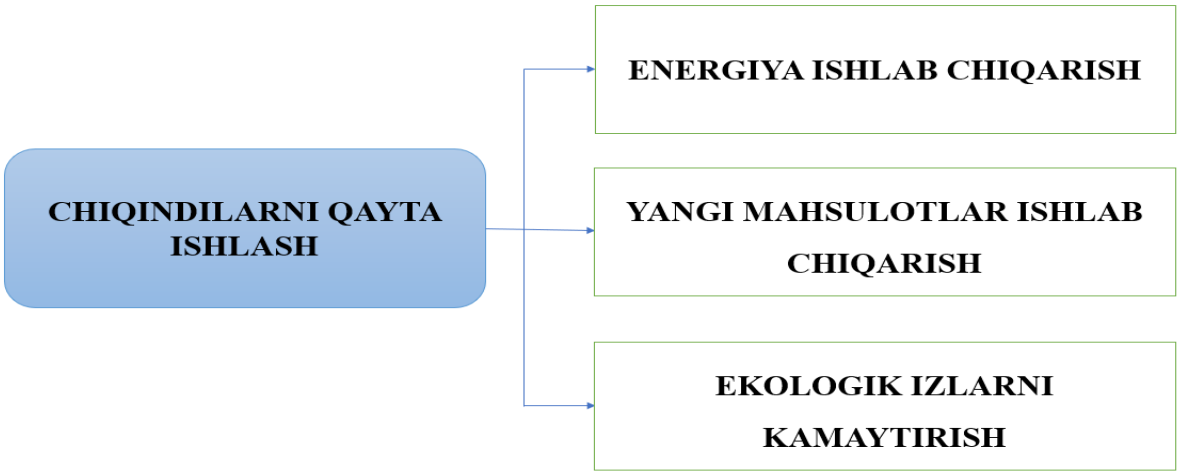
Ushbu jadvalda O‘zbekiston oziq-ovqat sanoatining turli yo‘nalishlarida hosil bo‘ladigan chiqindilar, ularning turlari va ularni ikkilamchi resurs sifatida qanday foydalanish mumkinligi aks ettirilgan. Maqsad - chiqindi manbalarini aniqlash va ulardan iqtisodiy hamda ekologik foyda keltiradigan yo‘llar bilan foydalanish imkoniyatlarini ko‘rsatish.

Bu jadval chiqindilarni faqatgina “keraksiz mahsulot” sifatida emas, balki foydali iqtisodiy resurs sifatida ko‘rishga asos yaratadi. Shu orqali resurslardan samarali foydalanish va ekologik barqarorlikka erishish maqsad qilingan.



1-rasm. Meva chiqindilarini qayta ishlash liniyasi

Chiqindilarni zararsizlantirish va ularni qayta ishlash iqlim o‘zgarishiga kuchli ta’sir ko‘rsatadigan issiqxona gazlarining ajralishiga olib keladi. Ayniqsa, chiqindixonalarda saqlanayotgan organik moddalarning parchalanishi natijasida yuzaga keladigan metan – eng muhim issiqxona gazlaridan biri hisoblanadi.



2-rasm. Meva-sabzavotlarini qayta ishlash va ulardan foydalanish imkoniyatlari

2-rasmda meva-sabzavot chiqindilarini qayta ishlash jarayonining asosiy yo‘nalishlari va ular orqali erishiladigan natijalar aks ettirilgan. Diagrammaning markazida joylashgan “Chiqindilarni qayta ishlash” konsepti uch muhim natija bilan bog‘langan bo‘lib, ushbu yo‘nalishlar quyidagilardan iborat:

1. Energiya ishlab chiqarish - Oziq-ovqat chiqindilarini qayta ishlash orqali biogaz, bioyoqilg‘i kabi qayta tiklanuvchi energiya manbalarini ishlab chiqarish mumkin. Bu esa energiya xavfsizligini ta’minlashda muhim rol o‘ynaydi.

2. Yangi mahsulotlar ishlab chiqarish - Chiqindilardan o‘g‘it, hayvonlar uchun yem, biologik faol moddalar kabi mahsulotlar olinishi mumkin. Bu esa iqtisodiy samaradorlikni oshiradi va import o‘rnini bosuvchi mahsulotlar ishlab chiqarishga xizmat qiladi.

3. Ekologik izni kamaytirish - Qayta ishlash orqali chiqindilarning atrof-muhitga zararli ta’siri kamayadi. Bu atmosfera, suv va tuproqning ifloslanishining oldini oladi va barqaror ekologik muhitni saqlashga yordam beradi.

Chiqindilarni qayta ishlash yangi ish o‘rinlarini yaratadi, aholi bandligini oshiradi va ijtimoiy-iqtisodiy barqarorlikni ta'minlashga xizmat qiladi.

XULOSA. Tadqiqot davomida mavzuga oid mahalliy va xorijiy olimlarning ilmiy ishlanmalari, patentlar, me’yoriy-huquqiy hujjatlarni tahlil qilib, quyidagi xulosaga keldim. Meva va sabzavot chiqindilari yuqori namlik, organik moddalarga boylik hamda tez parchalanish xususiyati bilan ajralib turadi. Ularning tarkibida uglevodlar, tolalar, vitaminlar va mineral moddalar ko‘p bo‘lgani sababli, mazkur chiqindilar ekologik jihatdan xavf tug‘dirishi bilan birga, katta iqtisodiy resurs sifatida ham ahamiyat kasb etadi. Tadqiqotlar shuni ko‘rsatadiki, ushbu chiqindilar noto‘g‘ri boshqarilganda atrof-muhitning ifloslanishiga, yoqimsiz hidlar tarqalishiga va sanitariya-gigiyena muammolarining yuzaga kelishiga sabab bo‘ladi. Shu bilan birga, ularni qayta ishlash orqali biogaz, kompost, ozuqa qo‘shimchalari va boshqa foydali mahsulotlar olish mumkin. Xulosa qilib aytganda, meva-sabzavot chiqindilarining asosiy xususiyatlarini chuqur o‘rganish ularni samarali qayta ishlash texnologiyalarini ishlab chiqish va amaliyotga joriy etish uchun muhim ilmiy asos bo‘lib xizmat qiladi. Bu esa resurslardan oqilona foydalanish, ekologik barqarorlikni ta’minlash hamda iqtisodiy samaradorlikni oshirishga imkon yaratadi.

Tadqiqot natijalari asosida quyidagi tavsiyalar ilgari suriladi:

Birinchidan, texnologik bazani mustahkamlash. Bunda, meva-sabzavot chiqindilarini qayta ishlash uchun ilg‘or jihozlar va zamonaviy texnologiyalarni joriy etishga yo‘naltirilgan investitsiya mablag‘larini jalb etish nazarda tutiladi.

Ikkinchidan, huquqiy-me’yoriy asoslarni yanada kuchaytirish. Unga muvofiq chiqindilarni boshqarish, ularni ajratib yig‘ish va takror ishlatishni rag‘batlantiruvchi qonuniy mexanizmlarni yaratish, chiqindi manbalariga differensial soliq stavkalarini joriy etish maqsadga muvofiq.

Uchinchidan, davlat va nodavlat sektorlar o‘rtasida hamkorlikni mustahkamlash. Bunda ijtimoiy sheriklik asosida xususiy investorlarni jalb etish, ularga soliq yengilliklari, grant va subsidiyalar ajratish orqali meva-sabzavot chiqindilarini qayta ishlash infratuzilmasini rivojlantirish nazarda tutiladi.

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G‘O‘ZA O‘SIMLIGI TARKIBIDAN KISLOTALI USULDA SELLYULOZA AJRATIB OLISH VA UNI IQ TAHLILI

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Annotatsiya: *Mazkur maqolada mahalliy bir yillik o‘simlik- g‘o‘zadan sellyuloza ajratib olishning nitrat kislotali usuli o‘rganilgan. Oqartirish maqsadida vodorod peroksidning ishqor bilan aralashmasidan foydalanilgan. Ajratilgan sellyulozaning tuzilmasi IQ-spektroskopiya, termik tahlil va boshqa usullar yordamida o‘rganildi. IQ-spektroskopiyadagi har bir olingan natijalar bir-biri bilan solishtirildi. Natijalarga ko‘ra, mahalliy o‘simlik-g’o’za o’simligidan olingan sellyuloza ishqoriy usuldan farqli ravishda kislotali usulda yaxshi ajratib olinishi aniqlandi.*

Kalit so‘zlar: *bir yillik o‘simliklar, sellyuloza, oqartirish, vodorod peroksid va ishqor aralashmasi, nitrat kislotali usul, IQ-spektroskopiya*

ISOLATION OF CELLULOSE FROM COTTON PLANT BY ACID METHOD AND ITS IR ANALYSIS

Annotation: *In this article, the nitric acid method of extracting cellulose from the local annual plant - cotton is studied. A mixture of hydrogen peroxide and alkali was used for bleaching. The structure of the isolated cellulose was studied using IR-spectroscopy, thermal analysis and other methods. Each obtained result in IR-spectroscopy was compared with each other. According to the results, it was found that the cellulose obtained from the local plant-cotton plant is better isolated by acid method than alkaline method.*

Keywords: *annual plants, cellulose, bleaching, hydrogen peroxide, nitric acid method, IR spectroscopy*

ВЫДЕЛЕНИЕ ЦЕЛЛЮЛОЗЫ ИЗ ХЛОПЧАТНИКА КИСЛОТНЫМ МЕТОДОМ И ЕЕ ИК-АНАЛИЗ

Аннотация: *В данной статье изучен азотнокислотный метод извлечения целлюлозы из местного однолетнего растения - хлопка. Для отбеливания использовалась смесь перекиси водорода и щелочи. Структуру выделенной целлюлозы изучали с помощью ИК-спектроскопии, термического анализа и других методов. Каждый полученный результат в ИК-спектроскопии сравнивался между собой. По результатам установлено, что целлюлоза, полученная из местного растения-хлопчатника, лучше выделяется кислотным методом, чем щелочным.*

Ключевые слова: *однолетние растения, целлюлоза, отбеливание, смесь перекиси водорода и щелочей, азотнокислый метод, ИК-спектроскопия*

Kirish

Sellyuloza tabiatda eng keng tarqalgan organik moddalardan biri bo‘lib, o‘simlik hujayra devorining asosiy tarkibiy qismi hisoblanadi. Ayniqsa, g‘o‘za o‘simligi tarkibida sellyuloza miqdori yuqori bo‘lib, uni ajratib olish sanoat uchun muhim ahamiyatga ega.

Bugungi kunda ekologik toza va qayta tiklanuvchi xom ashyolardan foydalanish dolzarb masalalardan biri hisoblanadi. Shu sababli g‘o‘za poyasi va boshqa qoldiqlaridan sellyuloza ajratib olish texnologiyalarini takomillashtirish muhimdir.

Adabiyotlar sharhi

Sellyuloza - bu o‘simlik hujayra devorining bosh tarkibiy qismi bo‘lib, murakkab uglevodlar (polisaxaridlar) guruhiga kiradi. Uning molekulasi juda uzun β-D-glyukopiranoza halqalaridan hosil bo‘lgan zanjirdan iborat. Glyukozalar β-1,4-glikozid bog‘lari bilan ulanadi, bu esa sellyulozaga mustahkam va erimaydigan tuzilma beradi. Kimyoviy formulasi: $(C_6H_{10}O_5)_n$, oq, tolali modda, suvda va oddiy organik erituvchilarda erimaydi, juda mustahkam, egiluvchan, yuqori haroratda parchalanadi, yonadi. O‘simliklarning poyasi, bargi, urug‘ qobig‘i va yog‘ochida ko‘p miqdorda bo‘ladi (paxtada 95–98%, yog‘ochda 40–50%).Ba’zi bakteriyalar (masalan, Acetobacter xylinum) ham sellyuloza sintez qiladi.[1]

Sellyuloza - Yer yuzidagi eng ko‘p tarqalgan tabiiy polimerlardan biri bo‘lib, ko‘plab ishlab chiqarish sohalarida asosiy xomashyo sifatida ishlatiladi:

a) Qog‘oz va karton ishlab chiqarish- qog‘oz sanoati sellyulozaning eng yirik iste’molchisi. Yog‘och massasi yoki paxta tolalaridan olinadi. Yozuv, bosma, qadoqlash materiallari tayyorlanadi.

b) To‘qimachilik sanoati-paxta tolasi asosan sof sellyulozadan iborat. Viskoza, asetat tolalari kabi sun’iy tola ishlab chiqarishda sellyuloza kimyoviy qayta ishlanadi.

c) Kimyo sanoati-nitrosellyuloza (portlovchi moddalar, lak-bo‘yoqlar). Sellyuloza atsetat (foto plyonkalar, plastik buyumlar). Karboksimetilsellyuloza (oziq-ovqat va dori vositalarida qovushqoqlik beruvchi moddalar)

d) Oziq-ovqat sanoati-qalinlashtiruvchi va stabilizator sifatida (E460) ishlatiladi. Kaloriyasiz to‘ldiruvchi sifatida parhez mahsulotlarda qo‘llanadi.

f) Qadoqlash va biopolimerlar-Sellyuloza asosidagi bio-degradatsiyalanuvchi plyonkalar atrof-muhitga zarar yetkazmaydi.

Sellyuloza nafaqat sanoatda, balki ilmiy tadqiqotlarda ham katta ahamiyatga ega.

a) Materialshunoslik-nanotsellyuloza (nano-crystalline cellulose, NCC) yuqori mustahkamlikka ega bo‘lib, kompozit materiallar yaratishda ishlatiladi. Yangi turdagi engil, ammo bardoshli konstruksiyalar uchun xomashyo.

b) Biotibbiyot-yaralarni davolash uchun bioaktiv bog‘lov materiallari.Dori moddalari tashuvchisi sifatida modifikatsiyalangan sellyuloza.[2]

Tadqiqot metodologiyasi

Bugungi kunda o’simliklardan sellyuloza ajratib olishning ko’plab usullari mavjud bo’lib, har bitta metod sellyulozaning sifati, usulning o’ziga xosligi bilan ajralib turadi.

Kislotali usulga sulfit, bisulfit va azotli-kislotali usullarni misol qilib keltiriladi. Sulfit usulida qaynatish jarayonida sulfit kislota asosiy qism hisoblanadi. Oqartirilgan va oqartirilmagan sulfit sellyuloza gazeta ishlab chiqarish bosmaxona, yozuv, bosma qog‘oz va sun’iy tola olishda asosiy yarimtayyor mahsulot deb qaraladi.[3]

Bisulfit usuli 10-15 yildan buyon sanoat miqyosida qo‘llanilib kelinmoqda. Bu usulda kimyoviy modda sifatida natriy yoki magniy bisulfitning suvli eritmasidan ishlatilyapti. Bisulfit sellyuloza xossalari bo‘yicha sulfit sellyuloza bilan deyarli bir xil, faqat o ‘zining mexanik pishiqligi va tolalarga oson ajralish qobiliyati bilan sulfit usulidan ustun turadi.

Sulfat usulida ishqor va natriy sulfid aralashmasi kimyoviy moddalar vazifasini bajaradi. Hozirgi kunda barcha sellyuloza olish usullari ichida sulfat usuli eng keng tarqalgan usul hisoblanadi. Sulfat usulida ham natron usuli kabi barcha daraxt navlaridan foydalanish mumkin. Mexanik pishiqlikning barcha ko‘rsatkichlari bo‘yicha sulfat sellyuloza sulfit sellyulozadan yuqori turadi. Sulfat sellyuloza sulfit sellyulozaga nisbatan qiyin oqaradi va qiyin yanchiladi, lekin, oson yelimlanadi, issiqlikka chidamli va xizmat qilish muddati uzoqdir.[4]

Ishqorli sulfit usulida kimyoviy modda sifatida ishqor va natriy sulfit aralashmasidan foydalaniladi. Ushbu usul sulfat usuliga nisbatan sellyuloza va yarimsellyulozaning hosil bo’lish miqdorining yuqoriligi bilan ajralib turadi. Bosqichma-bosqich usulida odatda, bitta usuldan foydalanilmaydi, bunda turli, lekin, bir-biriga yaqin bo‘lgan reagentlar bilan xomashyoga ketma-ket ishlov beriladi.

Neytral usulida sellyuloza olish guruhiga monosulfit va gidrotrop usullar kiradi. Monosulfit usuli ko‘pincha neytral-sulfit usuli deb ham yuritiladi. Reagent sifatida natriy sulfit va ba’zan, ammoniy sulfitdan foydalaniladi. Monosulfit usulida faqat yaproqli daraxt navlaridan sellyuloza olish mumkin.[5]

Natijalar va ularning tahlili

Yuqoridagi usullar bilan tanishib chiqilganda, ba’zilarida olingan sellyulozaning tozalik darajasi kamroq bo’lganligi sababli tajriba uchun nitratli usul tanlandi. Bunda g’o’za o’simlik poyasi olib kelinib, maydalandi va shu maydalangan namunadan 40 gr olib, 4 qismga bo’lib, 10 gr dan teng miqdorda olindi. Olingan namunalarni HNO_3 ni 3 %, 5 %, 7 %, 9 % lisida 3 soat davomida qaynatildi. Bunda tarkibidagi qo’shimchalardan va qisman lignindan tozalandi.

Qaynatilgan namunani suv bilan yuvib quritish shkafida quritildi.

Quritilgandan so’ng, barcha namunalarni massasi o’lchandi:

3 % li HNO_3 eritmasida qaynatilgan namuna- 2,23 gr;

5 % li HNO_3 eritmasida qaynatilgan namuna- 1,78 gr;

7 % li HNO_3 eritmasida qaynatilgan namununa- 1,52 gr;

9 % li HNO_3 eritmasida qaynatilgan namuna-1,88 gr;

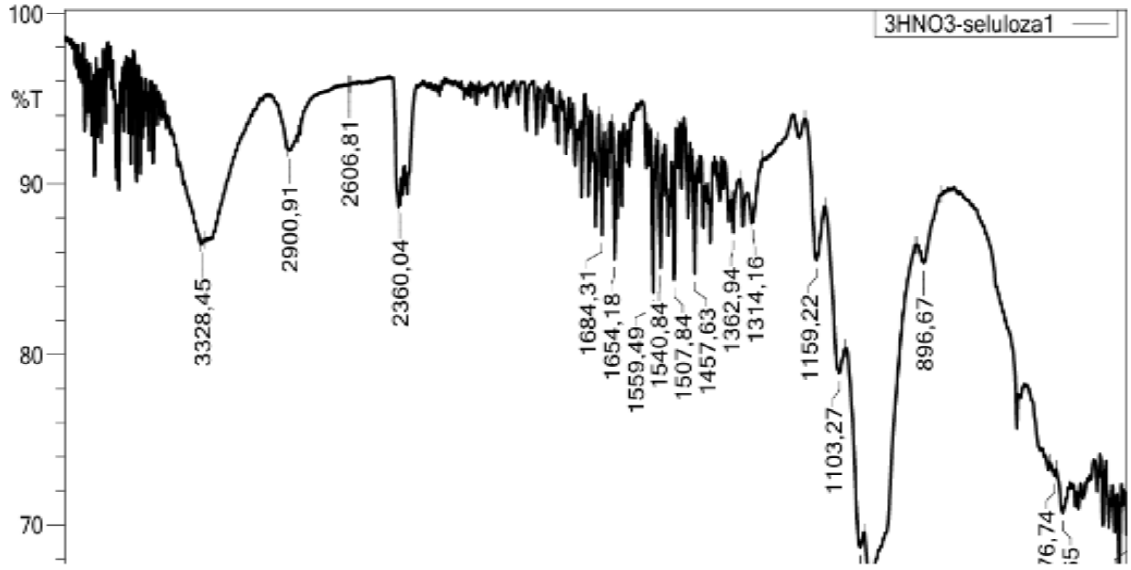
Ushbu namunalarni oqartirish maqsadida 3 % li NaOH va H_2O_2 ning 200ml li eritmasidan foydalanildi. 4 ta kislotada qaynatilgan namunalarni ushbu ishqor vodorod peroksidi aralashmasida 1 soat qaynatildi. Bunda konsentratsiya ortishiga qarab sariq rang ocharib bordi.

1-jadval

Oqartirish natijalari

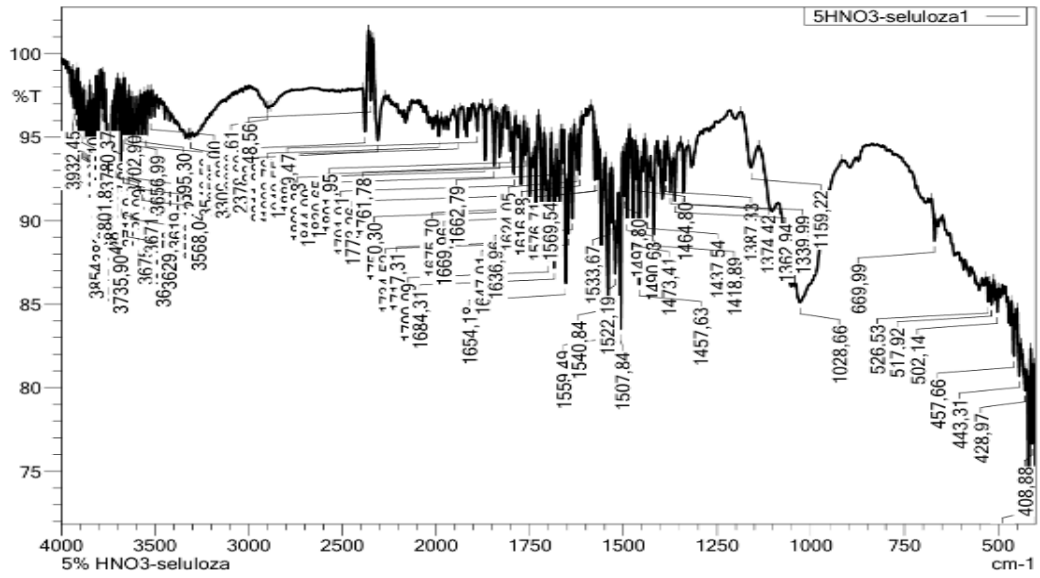
Namunalar	Rangi
3 % li HNO_3 dagi namuna	sariq
5 % li HNO_3 dagi namuna	och sariq
7 % li HNO_3 dagi namuna	oq
9 % li HNO_3 dagi namuna	Sarg'ish

Olingan sellyuloza namunalarini IQ-spektroskopiyasida ko'rildi va tahlil qilindi.



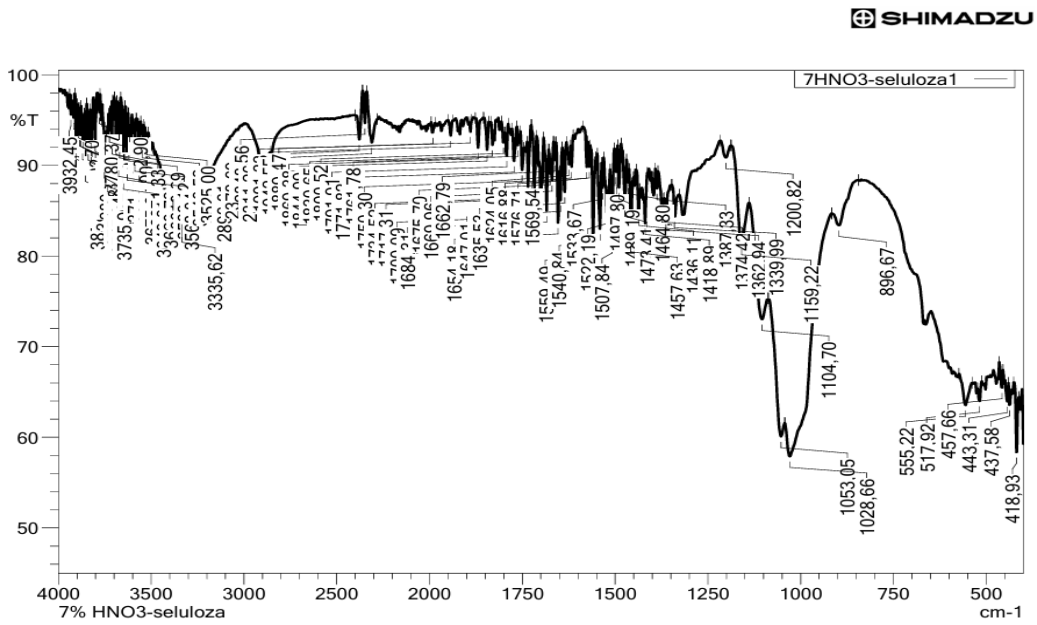
1-rasm. 3 % li HNO_3 dagi namunalarning IQ-spekri

1-rasmda 3 % li HNO_3 eritmasidagi namunaning IQ-spektri keltirilgan. Bunda ushbu namuna tarkibida gidroksil, metil, aromatik halqa, aldegid va keton kabi funksional guruhlar spektrlarda bergan piklariga ko'ra aniqlandi.



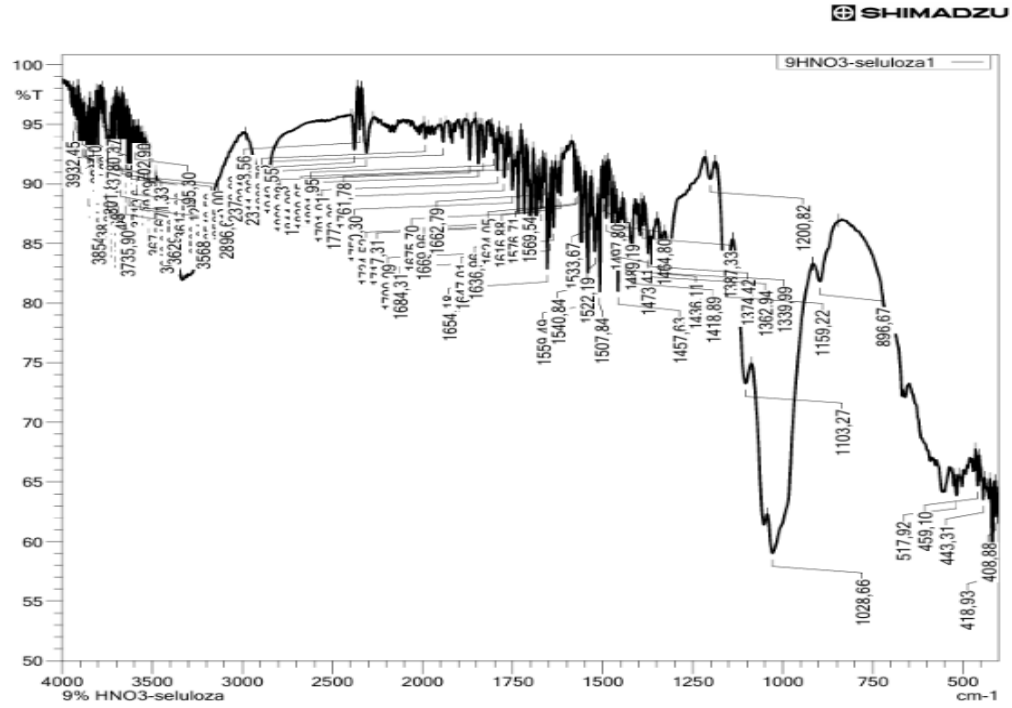
2-rasm. 5 % li HNO_3 dagi namunalarning IQ-spekri

2-rasmda 5 % li HNO_3 eritmasidagi namuna IQ-spektri keltirilgan. Bunda ushbu namuna tarkibida gidroksil, metil, aromatik halqa, aldegid va keton kabi funksional guruhlar spektrlarda bergan piklariga ko'ra aniqlandi.



3-rasm. 7 % li HNO_3 dagi namunalarning IQ-spekri

3-rasmda 7 % li HNO_3 eritmasidagi namuna IQ-spektri keltirilgan. Bunda ushbu namuna tarkibida gidroksil, metil, aromatik halqa, aldegid va keton kabi funksional guruhlar spektrlarda bergan piklariga ko'ra aniqlandi.



4-rasm. 9 % li HNO_3 dagi namunalarning IQ-spekri

4-rasmda 9 % li HNO_3 eritmasidagi namuna IQ-spektri keltirilgan. Bunda ushbu namuna tarkibida gidroksil, metil, aromatik halqa, aldegid va keton kabi funksional guruhlar spektrlarda bergan piklariga ko'ra aniqlandi.

Xulosa

G'o'za o'simligidan kislotali usul yordamida sellyuloza ajratib olish samarali usullardan biri hisoblanadi. Ushbu usul yordamida yuqori sifatli sellyuloza olish mumkin. Kelgusida texnologiyani takomillashtirish orqali ekologik va iqtisodiy samaradorlikni yanada oshirish mumkin. Go'za o'simligidan sellyuloza ajratib olish ekologik toza jarayon bo'lib, chiqindilar sonini kamayishida muhim ro'l o'ynaydi. G'o'za o'simligining poyasidan sellyuloza ajratib olishda nitratli usul ishqoriy usuldan ko'ra samaraliroq. Ushbu usulda aynan 7 % li HNO_3 dagi namuna qolgan konsentratsiyali eritmalardan ko'ra yaxshiroq natija berdi.

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POLISAXARID KOMPLEKSLARINING SORBSION FAOLLIGI

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Annotatsiya *Ushbu tadqiqotda mahalliy polihaxaridlardan xitozan va karboksimetilsellyuloza asosida laboratoriya sharoitida hosil qilingan komplekslarining sorbsion xossalari o'rganildi. Tadqiqot jarayonida olingan komplekslarning fizik-kimyoviy xususiyatlari hamda turli pH muhitlarida sorbsiya qobiliyati tahlil qilindi. Xitozan karboksimetilsellyuloza komplekslarining og'ir metall ionlari va organik ifloslantiruvchilarni biriktirib olish samaradorligi tajriba usullari orqali tahlili qilindi. Shuningdek, sorbsion jarayonlarga ta'sir etuvchi omillar, jumladan, pH muhit, polisaxarid konsentratsiyasi va vaqt ta'siri o'rganildi. Tadqiqot natijalari xitozan va karboksimetilsellyuloza asosida yangi samarali sorbentlar yaratish uchun ilmiy asos bo'lib xizmat qiladi.*

Kalit so'zlar *Xitozan, karboksimetilsellyuloza, polisaxaridlar, sorbsiya, sorbsion xossalar, biopolimerlar, komplekslar, og'ir metall ionlari, suvni tozalash, ekologiya*

СОРБЦИОННАЯ АКТИВНОСТ ПОЛИСАХАРИДНЫХ КОМПЛЕКСОВ

Аннотация: *В данном исследовании изучались сорбционные свойства комплексов, полученных в лабораторных условиях на основе местных полисахаридов — хитозана и карбоксиметилцеллюлозы. В процессе исследования были проанализированы физико-химические свойства полученных комплексов, а также их сорбционная способность в средах с различным pH. Эффективность связывания тяжелых металлов и органических загрязнителей комплексами хитозан–карбоксиметилцеллюлозы была оценена с помощью экспериментальных методов. Кроме того, изучались факторы, влияющие на сорбционные процессы, таких как, pH среды, концентрация полисахаридов и время взаимодействия. Результаты исследования служат научной основой для создания новых эффективных сорбентов на основе хитозана и карбоксиметилцеллюлозы.*

Ключевые слова: *Хитозан, карбоксиметилселлюлоза, полисахариды, сорбция, биополимеры, комплексы, ионы тяжёлых металлов, очистка воды, экология*

SORPTION ACTIVITY OF POLYSACCHARIDE COMPLEXES

Annotation: *This study investigated the sorption properties of complexes prepared in the laboratory based on local polysaccharides, chitosan and carboxymethyl cellulose. The physical-chemical properties of the obtained complexes, as well as their sorption capacity in media with different pH values, were analyzed. The efficiency of binding heavy metal ions and organic pollutants by chitosan–carboxymethyl cellulose complexes was evaluated using experimental methods. Additionally, factors affecting the sorption processes, including pH, polysaccharide concentration, and interaction time, were tested. The results provide a scientific basis for the development of new effective sorbents based on chitosan and carboxymethyl cellulose.*

Key words: *Chitosan, carboxymethyl cellulose, polysaccharides, sorption, sorption properties, biopolymers, complexes, heavy metal ions, water purification, ecology*

Kirish

Bugungi kunda dunyoda suv va atrof-muhitni ifloslanishidan himoya qilish zamonaviy ilmiy va ekologik muammolardan biri hisoblanadi. 2025 yil 31-noyabrdan kuchga kirgan O'zbekston Respubliksining Suv Kodeksininig asosiy vazifalaridan biri suvlarni zararli ta'sirini oldini olish va uni bartaraf etish hisoblanadi [1].

Respublikasmizda faoliyat olib borayotgan kimyoviy ishlab chiqarish, korxona va zavodlardan tashqi muhitga chiqayotgan chiqindi suvlar tarkibigi og'ir metallar ionlari, organik va organo-metall kabi ifloslantiruvchilar inson sog'lig'i va ekotizim uchun katta xavf tug'diradi.

Shu bois, yetarlicha zaxiraga ega bo'lgan va narxi qimmat bo'lmagan biopolimerlardan yangi turdagi sorbentlarni yaratish masalasi dolzarb ahamiyat kasb etadi.

Xitozan tabiiy polisaxarid bo‘lib, bioparchalanishi va tarkibida faol funksional guruhlari xisobida metall ionlarni, shuningdek organik moddalarni biriktirib olish hususiyati bilan ajralib turadi [2]. KMS (karboksimetilsellyuloza) esa sellyulozadan sintetik yo‘l bilan olinadi va suvda yaxshi eriydi, sorbsion va mexanik xususiyatlarini yaxshilashda qo‘llaniladi. Ushbu ikki polisaxaridning kompleksi yangi sorbentlar yaratishda yuqori samaradorlik ko‘rsatishi mumkinligi aniqlanmoqda.

Ushbu tadqiqot ishlari bo‘yicha jahonda qator yirik olimlar ilmiy tadqiqot ishlarini olib bormoqda. Rinaudo M. (Fransiya) [3] xitozanning fizik-ximyoviy xususiyatlari va ekologik qo‘llanishini keng yoritgan. Xitozanning ion almashinuvi, metallar va organik moddalarni bog‘lash samaradorligi ta’kidlangan. Crini G. (Italy) [4] xitozan va uning turli modifikatsiyalari asosida sorbentlar yaratish va ularni suvni tozalashda qo‘llash haqida amaliy tadqiqotlar o‘tkazgan. Kumar M.N. (Xindiston) [5] xitozanning biomosligi, degradatsiyalanishi va farmakologik hamda ekologik qo‘llanilishi bo‘yicha asoslangan natijadlarga erishgan.

Adabiyot tahlili shuni ko‘rsatadiki, xitozan va KMS kompleksi yuqori sorbsion samaradorlikka ega bo‘lib [6], chiqindi suvni tozalash va ekologik materiallar yaratishda katta imkoniyatlar taqdim etadi. Shuningdek, rivojlangan xorijiy tadqiqotlar natijalari ko‘ra [7], O‘zbekistondagi mahalliy tadqiqotlar uchun ilmiy asos sifatida xizmat qiladi.

Tadqiqot metodologiyasi

Ushbu tadqiqot ishimizda xitozan va karboksimetilsellyuloza (KMS) asosida polisaxarid komplekslarining sorbsion xususiyatlarini tahlil qilindi. Tajriba ishlari quyidagi bosqichlarni o‘z ichiga oldi:

Dastlab, komplekslarni tayyorlash bosqichida xitozan va KMS turli nisbatlarda aralashtirildi. Komplekslar asosida suvda erimaydigan plyonkalar xosil qilindi.

Olingan plyonkalarni funksional guruhlari va molekulyar tuzilishi spektroskopik (FTIR) va mikroskopik usullar orqali o‘rganildi. Molekulyar massa, polimer zichligi va pH qiymatlari tajribalar asosida aniqlandi.

Olingan plyonkalarngi sorbsion sinovlari turli konsentratsiyadagi og‘ir metall ionlari (Pb^{2+}, Ag^{+}, Cu^{2+}) va organik ifloslantiruvchilar bilan kontaktda sorbsiya darajasi baholandi. Sorbsiyaning unumiga vaqt, harorat va pH muhiti ta’siri o‘rganildi. Komplekslarning sorbsion samaradorligi va uning optimal sharoitlari aniqlandi.

Natijalar va ularning tahlili

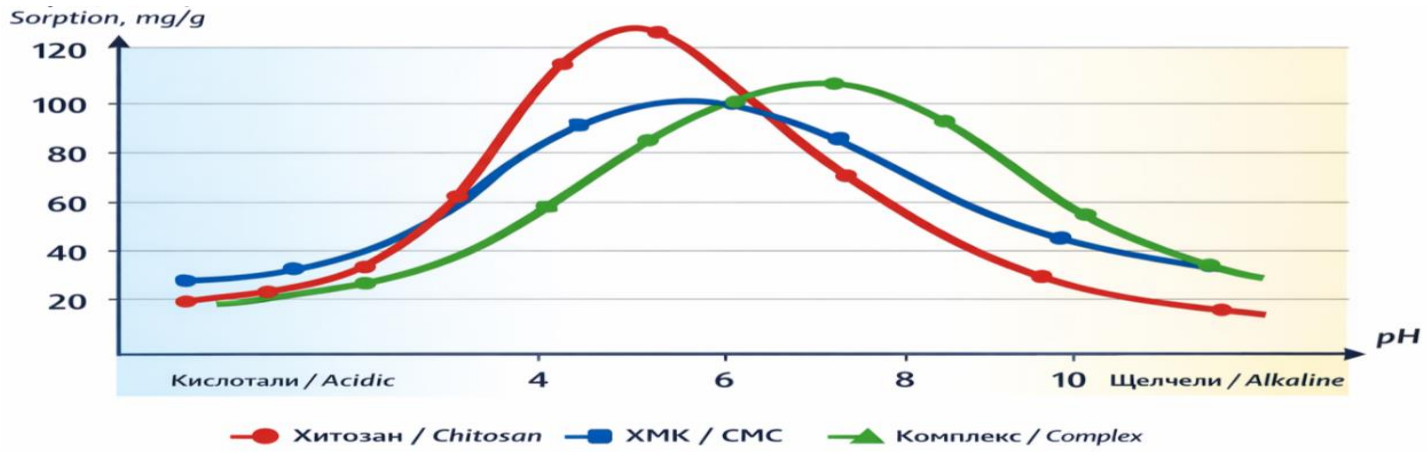
Xitozan molekulasi tarkibidagi amino guruhlarining miqdoriga teng nisbatda gidroksil guruhlari mavjud bo‘ladi. Shu sababli, polifunksional guruhli sorbentlarda sorbsiya jarayoni borishi uchun ma’lum guruhlarning miqdoriy nisbatlarini aniqlash murakkab jarayondir. Natijada, o‘rganilayotgan sorbent namunalarining sorbsiya samaradorligini qiyosiy baholash bilangina, sorbsiyaning miqdoriy qiymatlaridan va termokinetik parametrlarining o‘zgarishidan foydalanib bilish mumkin.

Tadqiqot natijalari shuni ko‘rsatdiki, xitozan va karboksimetilsellyuloza asosida hosil qilingan komplekslar metall ionlari va organik moddalarni sorbsiya qiladi. Tajriba uchun ammoniy-asetat (pH=4,8-9,0), ammiakli (pH=8,2-10,2) va asetatli (pH=3-6) bufer eritmalaridan foydalanildi.

Bufer eritmaning tabiati orqali xitozan va Na-KMS dan xosil qilingan plyonkalarga metall ionlarining absorbsiyalanishi o‘rganildi.

Xitozandan xosil qilingan plyonkalarga nisbatan, xitozan va Na-KMS dan olingan plyonka namunalari tarkibidagi funksional guruhlar miqdorini ortishi natijasida, metall ionlarini sorbsiya miqdorlari xam ortganligini kuzatildi. Bir vaqtning o‘zida metallarni sorbsiyasiga muhitning (chiqindi suvlarni pH ini xisobiga) bog‘liqlig‘i xam o‘rganildi.

Tajribalar natijasida ammoniy-asetatli va ammiakli bufer eritmalarda sorbsiyalangan metall ionlarining miqdori yuqori ekanligi aniqlandi.

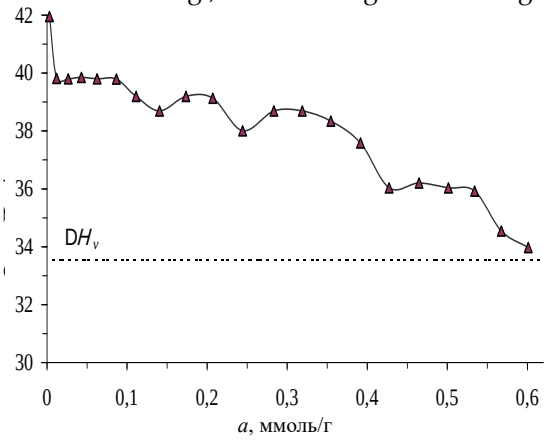


1-rasm xitozan, xitozan-KMS va KMS plyonkalariga yutilgan metallarning miqdorini pHga bog‘liqligi.

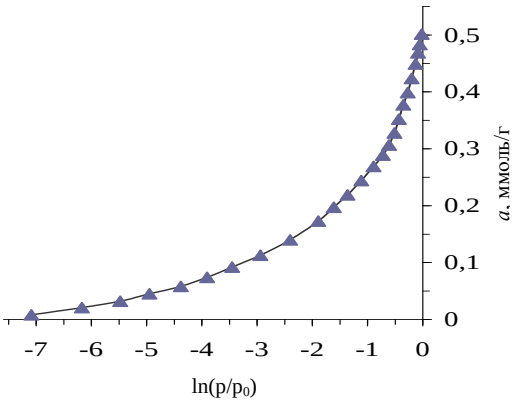
Xitozan va xitozan/Na-KMS polisaxaridlaridan xosil qilingan plyonkalarga Ag^{+}, Cu^{2+}, Pb^{2+} ionlarini sorbsiya miqdorlarini eritmaning tabiati va ushbu eritmalarning pH muhitiga bog‘liq bo‘ldi.

Shuni ta’kidlash kerakki, ko‘rib chiqilayotgan barcha bufer eritmalar kuchli kislotali va kuchli ishqoriy muhitda metall ionlarining sezilarli darajada absorbsiyalanmasligi bilan tavsiflandi. Ushbu holat, bir tomondan, kuchli kislotali muhitda xitozan tarkibidagi amino guruhlarning protonlanishi bilan izohlanadi. Boshqa tomondan, eritmaning yuqori pH qiymatlari ammiakning yuqori konsentratsiyasiga to‘g‘ri keladi. Shuning uchun, pH>8 da, metall kationlari birlashib, maksimal koordinatsion soniga ega kuchli ammiakli komplekslarini hosil qiladi.

Olingan plyonkalarga organik moddalarni sorbsiyasini tekshirish maqsadida, sirt yuzasi, plyonkalarning aktiv markazlarini diametri va kattaligi, zarrachaning o‘lchamlariga bog‘liq parametrlari tekshirildi.



2-rasm. 303 K da xitozan plyonkasiga benzol adsorbsiyasi izotermasi.



3-rasm. 303 K da Xitozan/Na-KMS plyonkaga benzol adsorbsiyasi differensial issiqliklari

Adsorbsiyalangan (a) benzol molekulalarini hisoblashda tadqiqot ishida olingan ishchi hajm (p_0), adsorbat olingan hajm va muvozanat qaror topgan hajmning qiymat konsentratsiyalari olinadi. Adsorbat olingan hajm konsentratsiyasidan ishchi hajm konsentratsiyasi va muvozanat qaror topgan hajm konsentratsiyalari ayiriladi.

Gibbs tenglamasi bo‘yicha xitozan plyonkasiga benzol adsorbsiyasining differensial molyar entropiyasi (ΔS_d) (suyuq benzolni entropiyasi nolga teng deb qabul qilindi) hisoblandi.

$$\Delta S_{\mathrm{d}} = \frac{\Delta H - \Delta G}{T} = \frac{-(Q_{\mathrm{d}} - \lambda) + A}{T}$$

Bu erda, λ-issiqlik kondensatsiyasi, ΔH i ΔG-entalpiya va erkin energiya o‘zgarishi, T – harorat [8].

Xitozan/Na-KMS plyonkasiga benzol adsorbsiyasi muvozanat vaqti (termokinetikasi) keltirilgan. Dastlabki termokinetksi 2.19 soat davom etadi.

Olingan natijalar asosida chiqindi suvlarni tarkibidagi metall ionlari va organik moddalarni xitozan-KMS komplekslari orqali ajaratib olish va sanoat sohalarida samarali qo‘llash imkoniyatini tasdiqladi.

Xulosa

Ushbu tadqiqotda xitozan va karboksimetilsellyuloza asosida hosil qilingan polisaxarid komplekslarining sorbsion xossalari tahlil qilindi. Tadqiqot natijalari shuni ko‘rsatdiki, mazkur komplekslar og‘ir metall ionlari va organik ifloslantiruvchilarni yuqori samaradorlik bilan sorbsiya qiladi. Sorbsiya jarayoni asosan, pH muhiti, modda konsentratsiyasi va kontakt vaqtiga bog‘liq ekanligi aniqlandi. FTIR va mikroskopik tahlillar kompleksning strukturasi va funksional guruhlari sorbsiya samaradorligida muhim ahamiyatga ega ekanligini tasdiqladi.

Tadqiqot natijalari xitozan–KMS komplekslarini suvni tozalash, ekologik muhofaza va sanoat sohalarida samarali qo‘llash imkoniyatini ko‘rsatdi. Shuningdek, olingan ma’lumotlar yangi sorbentlar yaratish va ularning texnologiyalik qo‘llanishini rivojlantirish uchun ilmiy asos sifatida xizmat qiladi.

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RANGLI METALLARNI CHO'ZISH UCHUN MAHALLIY XOMASHYOLAR ASOSIDA MOYLI EMULSIYA OLISH.

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Annotasiya. *Ushbu maqolada mahalliy xomashyodan tayyorlangan yangi quyma kompozitning IR spektrlari orqali 400 sm^{-1} chastotadagi bog'lanishlar bilan bog'liq cho'zilish va deformatsiyalarning tebranish xususiyatlari tahlil qilindi. Shuningdek, po'lat simlar va ular orqali o'tadigan metall ion bog'lanishlarining yuzasida organik moddalarning ta'siri natijasida sirt tarangligini oshirish metodlari ko'rib chiqildi. Kompozitning mexanik va kimyoviy xususiyatlarini chuqurroq baholash uchun SEM-EDS skanerlash tahlili o'tkazilib, tarkibiy elementlarning nisbiy miqdorlari aniqlangan. Tahlil natijalariga ko'ra, kompozitning elementar tarkibi quyidagicha: uglerod (C) – 67,02%, kislorod (O) – 28,42%, natriy (Na) – 3,40%, magniy (Mg) – 0,21%, alyuminiy (Al) – 0,19%, kremniy (Si) – 0,26%, oltingugurt (S) – 0,16%, xlor (Cl) – 0,14% va kalsiy (Ca) – 0,18%. Ushbu natijalar kompozitning struktura va kimyoviy tarkibini isbotlash bilan birga, uning mexanik va sirt xususiyatlarini optimallashtirish imkoniyatlarini ham ko'rsatadi.*

Kalit so'zlar: *SEM-EDS skaner, kalsiy stearat, natriy stearat, bura va talk ,uglerod, pH, quruq surkov kompozit.*

ПОЛУЧЕНИЕ МАСЛЯНОЙ ЭМУЛЬСИИ НА ОСНОВЕ МЕСТНОГО СЫРЬЯ ДЛЯ ПРОЦЕССОВ ВОЛОЧЕНИЯ ЦВЕТНЫХ МЕТАЛЛОВ.

Абстрактный. *В данной статье с помощью ИК-спектров нового литого композита, изготовленного из местного сырья, были проанализированы колебательные свойства растяжения и деформации, связанных со связями на частоте 400 $см^{-1}$. Также были рассмотрены методы повышения поверхностного натяжения в результате воздействия органических веществ на поверхность стальных проволок и проходящих через них связей ионов металла. Для более глубокой оценки механических и химических свойств композита был проведен сканирующий анализ SEM-EDS, и определены относительные количества составляющих элементов. По результатам анализа элементный состав композита следующий: углерод (C) – 67,02%, кислород (O) – 28,42%, натрий (Na) – 3,40%, магний (Mg) – 0,21%, алюминий (Al) – 0,19%, кремний (Si) – 0,26%, сера (S) – 0,16%, хлор (Cl) – 0,14% и кальций (Ca) – 0,18%. Эти результаты, помимо подтверждения структурного и химического состава композита, также указывают на возможности оптимизации его механических и поверхностных свойств.*

Ключевые слова: *сканер SEM-EDS, стеарат кальция, стеарат натрия, тальк и тальк, углерод, pH, сухой порошковый композит.*

DEVELOPMENT OF AN OIL-BASED EMULSION DERIVED FROM LOCAL RAW MATERIALS FOR THE DRAWING OF NON-FERROUS METALS.

Abstract. *In this article, the vibrational properties of the elongation and deformation associated with the bonds at a frequency of 400 cm^{-1} were analyzed using IR spectra of a new cast composite made from local raw materials. Also, methods for increasing the surface tension as a result of the action of organic substances on the surface of steel wires and metal ion bonds passing through them were considered. For a more in-depth assessment of the mechanical and chemical properties of the composite, SEM-EDS scanning analysis was performed, and the relative amounts of constituent elements were determined. According to the analysis results, the elemental composition of the composite is as follows: carbon (C) – 67.02%, oxygen (O) – 28.42%, sodium (Na) – 3.40%, magnesium (Mg) – 0.21%, aluminum (Al) – 0.19%, silicon (Si) – 0.26%, sulfur (S) – 0.16%, chlorine (Cl) – 0.14% and calcium (Ca) – 0.18%.*

These results, in addition to proving the structural and chemical composition of the composite, also indicate the possibilities of optimizing its mechanical and surface properties.

Keywords: *SEM-EDS scanner, calcium stearate, sodium stearate, flea and talc, carbon, pH, dry powder composite.*

Kirish. Dunyoda qurilish sanoatining doimiy o‘sishi va yangi, sifatli mahsulotlarga bo‘lgan talabning ortishi, ushbu sohani rivojlantirishning eng muhim vazifalaridan biri hisoblanadi. Shu nuqtai nazardan, qurilish materiallarini arzon va tabiiy resurslardan tayyorlash muhim omil sifatida ajralib turadi [1]. Qurilish materiallarining asosiy komponentlaridan biri bo‘lgan metallarni turli o‘lcham va shakllarga keltirish, shuningdek, po‘lat simlarning tarkibi va yuzasidagi mexanik ta’sirlarni chuqur tahlil qilish zaruriyati mavjud. Shu sababli, metallarni cho‘zish va ularni ishlov berishda moyli emulsiyalardan foydalanish katta ahamiyat kasb etadi. Shu yo‘nalishda metallarni cho‘zish uchun moyli emulsiyalarni yaratish hamda ularni mahalliy xomashyolardan olish texnologiyasini ishlab chiqish dolzarb vazifa hisoblanadi [2,3].

Jahon tajribasida metallarga ishlov berish uchun quruq moyli emulsiyalarni ishlab chiqarish va texnologiyasini rivojlantirish bo‘yicha bir qator ilmiy izlanishlar amalga oshirilmoqda. Ayniqsa, kompozit tarkibidagi kalsiy stearat va natriy stearat tuzlarini quruq moyli emulsiyalarni olish jarayonida optimallashtirish, to‘ldiruvchi materiallarning xilma-xilligini oshirish, kompozitning yuqori haroratga chidamliligini tekshirish, turli sharoitlarda ishlashga mos emulsiyalar ishlab chiqish hamda po‘lat simlarni cho‘zish orqali turli mahsulotlar (sim, mix, shurup va boshqa) tayyorlashda moyli emulsiyaning fizik-kimyoviy xossalarini chuqur o‘rganishga e’tibor qaratilmoqda. Shu bilan birga, ushbu emulsiyalarni metallurgiya sanoatida sinovdan o‘tkazish muhim ilmiy-amaliy ahamiyatga ega [4,5].

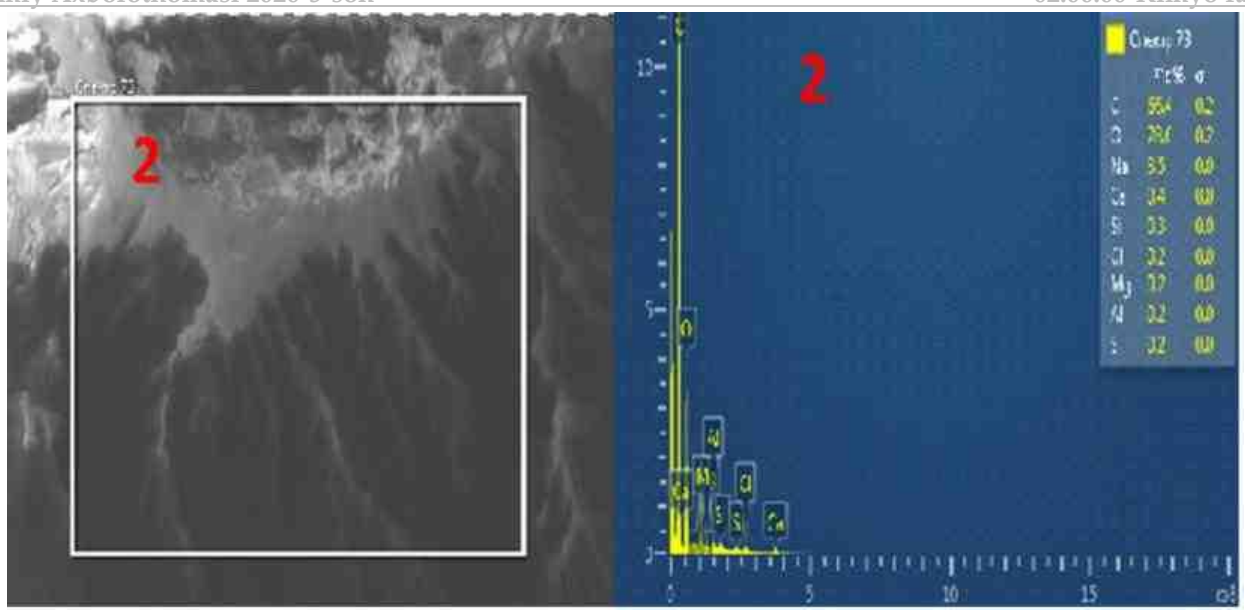
Asosiy qism. Metallarni cho‘zishda qo‘llaniladigan moyli emulsiyalar tarkibini aniqlash hamda komponentlar o‘rtasidagi o‘zaro bog‘lanishlarni baholash maqsadida namunalar zamonaviy skanerlash qurilmalari asosida tahlil qilindi. Olingan natijalar emulsiyalar tarkibidagi organik tuzlar miqdorini aniqlash, shuningdek, qo‘shimcha moddalarning mavjud yoki mavjud emasligini baholashga qaratildi [6,7]. Dastlab tahlil obyekti sifatida Xitoydan import qilingan mahsulot o‘rganildi. Keyingi bosqichda avvalgi texnologiya asosida olingan namunalar tekshirildi. Yakuniy bosqichda esa yangi ishlab chiqilgan texnologiya asosida olingan kompozitning tarkibiy tahlili amalga oshirildi. Olingan ma’lumotlarga ko‘ra, import mahsulot tarkibida organik tuzlar — natriy va kaliy stearatlarning yuqori miqdorda ekani hamda qo‘shimcha komponentlar mavjud emasligi aniqlandi (1-rasm).

Tarkibiy va element tahlillari skanerlovchi elektron mikroskopiya hamda energiyaviy dispers spektroskopiya, ya’ni SEM–EDS usuli orqali bajarildi. Ushbu usul namuna tarkibidagi elementlarning miqdoriy nisbatini aniqlash imkonini beradi. Spektral tahlil natijalariga ko‘ra, birinchi nuqtada uglerod elementining yuqori ulushi qayd etildi. Ma’lumki, kalsiy stearat tarkibida taxminan 22 %, natriy stearatda 10 % atrofida, bura va talk tarkibida esa o‘rtacha 14 % uglerod mavjud. Import mahsulot tarkibida organik tuzlar ulushi 60 % dan ortiq ekanligi inobatga olinsa, kompozit tarkibida uglerod eng ko‘p uchraydigan elementlardan biri ekanligi ilmiy jihatdan asoslanadi [8,9].

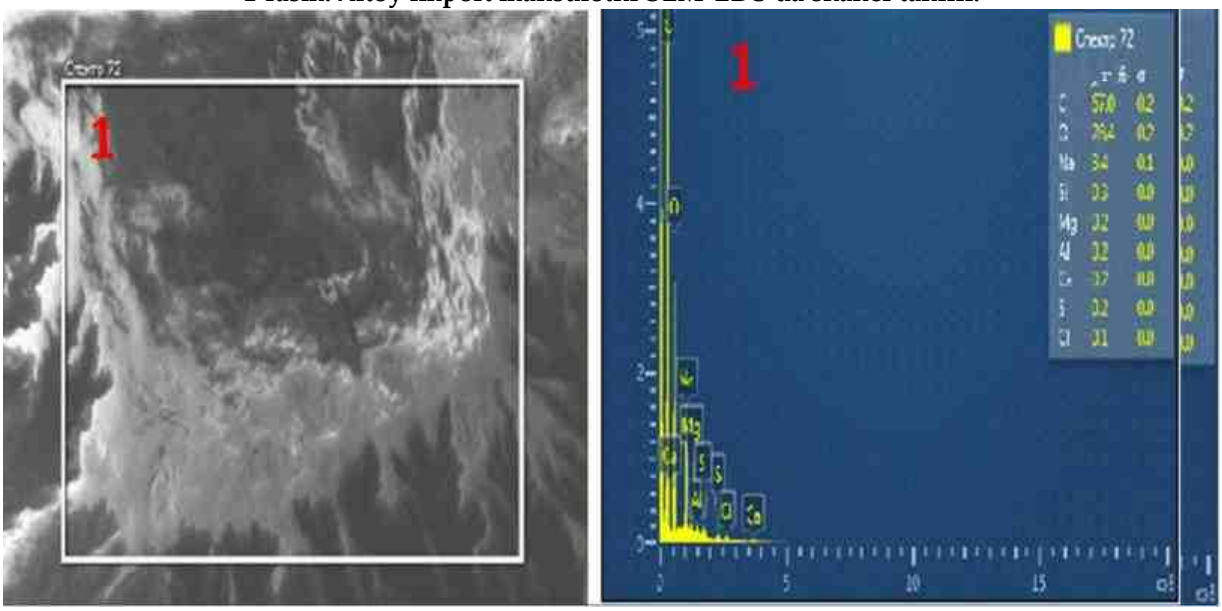
Ikkinchi spektral cho‘qqi kislorod elementiga to‘g‘ri keladi. Bu holat tadqiq etilgan namunadagi deyarli barcha komponentlar tarkibida kislorod mavjudligi bilan izohlanadi. Ma’lumki, organik stearatlar, shuningdek, mineral qo‘shimchalar (masalan, silikat va borat tabiatli birikmalar) tarkibida kislorod muhim strukturaviy element sifatida ishtirok etadi. Shu bois kislorodning yuqori intensivlikdagi signali kompozitning ko‘p komponentli oksidli va organik tuzilishga ega ekanligini tasdiqlaydi.

Uchinchi spektral cho‘qqida kremniy va alyuminiy elementlariga xos kichik intensivlikdagi piklar qayd etildi. Bu esa namuna tarkibida silikat tabiatli to‘ldiruvchilar yoki alyumosilikat birikmalari mavjudligini ko‘rsatadi. To‘rtinchi cho‘qqi tahlilida esa aniqlangan elementlar (Al, Si, Ca) orasida kalsiyning nisbatan yuqori ulushga ega ekanligi kuzatildi. Mazkur holat ushbu nuqtaning avval tahlil qilingan ikkita nuqtadan tarkibiy jihatdan farq qilishini ko‘rsatadi va kompozit tuzilmasining geterogen xususiyatga ega ekanligini tasdiqlaydi.

Uchinchi nuqta spektrida uglerod va kislorod elementlarining ustunligi aniqlangan. Bu, ehtimol, tahlil qilinayotgan zarrachaning o‘lchami boshqa nuqtalarga nisbatan kichikligi bilan bog‘liq. Natijada, elektron nurining o‘zaro ta’sir hajmi kengayib, signalning ma’lum qismi zarracha atrofidagi hududdan yoki kompozitning matritsa qismidan kelib tushishi mumkin. Mazkur holat mikrohududiy tahlil natijalarini interpretatsiya qilishda namunaning morfologik xususiyatlarini ham inobatga olish zarurligini ko‘rsatadi.



1-rasm. Xitoy import mahsulotni SEM-EDS da skaner tahlili.



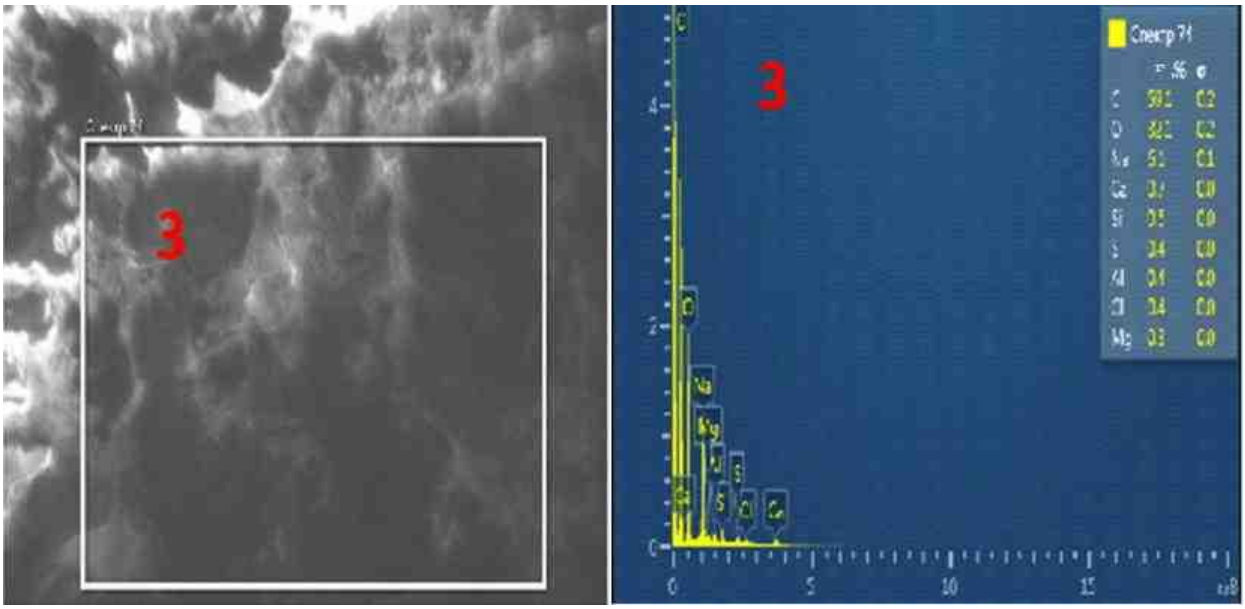
2-rasm. Birinchi namunani SEM-EDS da skanerlangan kompozit.

SEM–EDS tahlil natijalariga ko‘ra, Xitoydan import qilingan mahsulot tarkibida kalsiy (Ca) va uglerod (C) elementlarining yuqori ulushi kuzatildi. Ushbu holat kompozit tarkibida kalsiy stearat va boshqa organik birikmalar miqdori salmoqli ekanligini ko‘rsatadi. 1-namunaning moylash (lubrikatsion) xossalari nisbatan past bo‘lishiga qaramay, uning adgezion xususiyati, ya’ni moyli emulsiyaning metall yuzasiga yopishish qobiliyati boshqa namunalarga nisbatan yuqoriroq ekanligi aniqlandi.

Import mahsulot tarkibida uglerod miqdori 57 % (ayrim o‘lchovlarda 55,4 %) ni, natriy esa mos ravishda 3,4–5,1 % ni tashkil etadi. Bu ko‘rsatkichlar kompozit tarkibida organik komponentlar ulushi yuqori ekanligidan dalolat beradi. Organik moddalarning ko‘pligi emulsiyaning yuqori harorat sharoitida termik barqarorligini pasaytirishi mumkin. Shu bilan birga, qayta ishlatish koeffitsientining yuqoriligi aniqlangan bo‘lib, bu texnologik jarayonda iqtisodiy samaradorlikni ta’minlaydi. Mazkur turdagi emulsiyalar po‘lat simlarni yuqori tezlikda cho‘zish jarayonlarida samarali qo‘llanishi mumkin.

Element tahliliga ko‘ra, import mahsulot tarkibida kremniy 0,3–0,5 %, magniy 0,2–0,3 %, shuningdek, ayrim namunalarda xlor va oltingugurt elementlari 0,4 % atrofida aniqlangan. 1-namunada birinchi nuqta asosan kremniy elementi bilan tavsiflanadi. Ikkinchi nuqtada kremniy va alyuminiyning past intensivlikdagi cho‘qqilari qayd etilgan. Uchinchi nuqtada esa aniqlangan uchta element (Al, Si, Ca) orasida kremniy miqdor jihatidan ustun ekani kuzatildi, bu esa avvalgi nuqtalardan farqli tarkibiy xususiyatni ko‘rsatadi va kompozitning geterogen tuzilishga ega ekanligini tasdiqlaydi.

Shuningdek, tarkibda kalsiy stearat miqdorining 1-namunaga nisbatan ko‘proq bo‘lishi emulsiyaning po‘lat sim yuzasiga adgezion qobiliyatini oshiradi. Kaolin va talk kabi mineral qo‘shimchalar bilan birgalikda bu komponentlar kompozitning issiqlikka chidamliligini yaxshilaydi hamda yuqori harorat sharoitida barqaror ishlashini ta’minlaydi (2-rasm). Umuman olganda, element tarkibining miqdoriy nisbatlari emulsiyaning tribologik va termik xossalarini belgilovchi asosiy omillardan biri ekanligi ilmiy jihatdan asoslanadi.

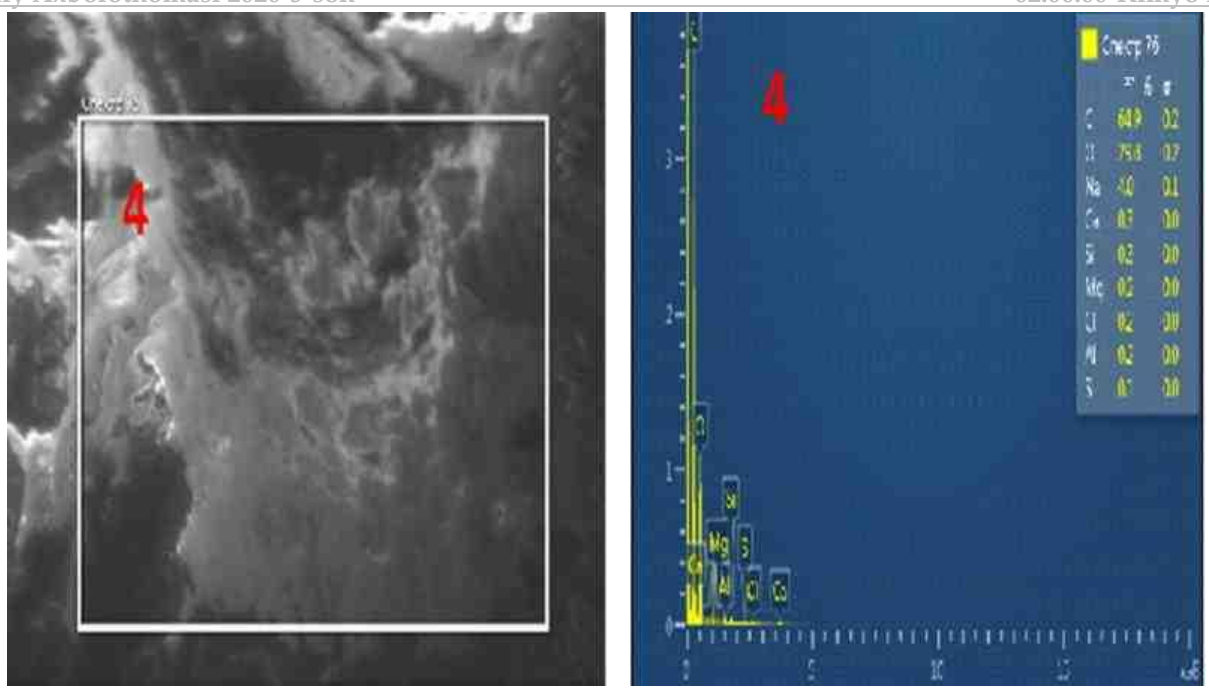


3-rasm. Uchinchi namunani SEM-EDS da skanerlangan kompozit.

SEM–EDS tahlil natijalariga ko‘ra, 3-namunada birinchi tahlil nuqtasi asosan kremniy (Si) elementi bilan tavsiflanadi. Ikkinchi nuqtada kremniy va alyuminiy (Al) elementlariga xos past intensivlikdagi spektral cho‘qqilar qayd etilgan (3-rasm). Uchinchi nuqtada aniqlangan uchta asosiy element (Al, Si, Ca) orasida kremniyning miqdoriy ustunligi kuzatildi. Mazkur holat avval tahlil qilingan ikkita nuqtadan farqli tarkibiy xususiyat mavjudligini ko‘rsatadi va kompozitning mikrostrukturaviy geterogenligini tasdiqlaydi.

Tarkibda kalsiy stearat miqdorining avvalgi namunalarga nisbatan yuqoriroq bo‘lishi surkov kompozitning po‘lat sim yuzasiga adgezion qobiliyatini oshiradi. Shu bilan birga, kompozit tarkibiga qo‘shilgan kaolin va talk kabi mineral komponentlar bilan o‘zaro ta’sir natijasida materialning termik barqarorligi yaxshilanadi hamda yuqori harorat sharoitida ishlashga chidamliligi ortadi. 3-namunaning moylash (tribologik) xususiyati nisbatan pastroq bo‘lsa-da, uning adgezion ko‘rsatkichlari boshqa namunalarga qaraganda yuqori ekani aniqlandi.

Element tarkibi tahliliga ko‘ra, ushbu namunada uglerod miqdori 59,1 %, natriy esa 5,1 % ni tashkil etadi. Bu ko‘rsatkichlar kompozit tarkibida organik komponentlar ulushi yuqori ekanligini bildiradi. Organik va metallorganik birikmalar miqdorining ko‘pligi kompozitning ma’lum sharoitlarda issiqlikka chidamliligini ta’minlashi bilan birga, texnologik jarayonda qayta foydalanish koeffitsientining ham yuqori bo‘lishiga olib keladi. Shu sababli bunday turdagi surkov kompozitlar po‘lat simlarni yuqori tezlikda cho‘zish jarayonlarida qo‘llash uchun maqsadga muvofiq hisoblanadi. Qo‘shimcha elementlar miqdoriy tahliliga ko‘ra, surkov kompozit tarkibida kremniy 0,4 %, xlor 0,4 %, oltingugurt 0,4 % hamda magniy 0,3 % miqdorda aniqlangan. Ushbu elementlar kompozitning strukturaviy va funksional xossalariga, xususan, issiqlik barqarorligi, ishqalanishga chidamlilik va metall yuzasi bilan o‘zaro ta’sir mexanizmlariga ma’lum darajada ta’sir ko‘rsatadi. Umuman olganda, olingan natijalar 3-namunaning yuqori adgezion xususiyatga ega, termik barqarorligi yaxshilangan va sanoat sharoitida qo‘llash uchun istiqbolli kompozit ekanligini ko‘rsatadi.



4-rasm. To‘rtinchi namunani SEM-EDS da skanerlangan kompozit.

Olingan moyli emulsiyaning skanerlovchi elektron mikroskop (SEM) asosida bajarilgan element tahlili kompozitning tarkibiy tuzilishi hamda uning mexanik xususiyatlarini kompleks baholash imkonini beradi. Energiya-dispers spektroskopiya (EDS) natijalari kompozitning mikrostrukturaviy geterogenligini va alohida fazalar o‘rtasidagi taqsimotni aniqlashda muhim ahamiyat kasb etadi.

Ikkinchi tahlil nuqtasida kremniy (Si) va alyuminiy (Al) elementlariga xos past intensivlikdagi spektral cho‘qqilar qayd etildi, bu esa namuna tarkibida silikat yoki alyumosilikat tabiatli komponentlar mavjudligini ko‘rsatadi. Uchinchi nuqtada esa aniqlangan uchta asosiy element (Al, Si, Ca) orasida kremniyning miqdoriy ustunligi kuzatildi. Mazkur holat ushbu mikrohududning tarkibiy jihatdan oldingi ikki nuqtadan farq qilishini tasdiqlaydi hamda kompozit tuzilmasida turli fazalar mavjudligini ko‘rsatadi.

Shu tariqa, SEM–EDS tahlili asosida kompozit tarkibining elementlar bo‘yicha taqsimlanishi aniqlanib, bu ma’lumotlar materialning mexanik mustahkamligi, adgezion qobiliyati va termik barqarorligi kabi funksional xususiyatlarini ilmiy asosda izohlash imkonini beradi.

Xulosa. Xitoydan import qilinayotgan mahsulot hamda yangi texnologiya asosida olingan kompozitlar infraqizil spektroskopiya (IR), differensial skanerlash kalorimetriyasi (DSC), rentgen struktur tahlili (XRD) va SEM–EDS usullari yordamida kompleks ravishda tadqiq etildi. Olingan natijalar shuni ko‘rsatadiki, import mahsulot tarkibida organik birikmalar va organik tuzlarning massa ulushi 50 % dan ortiqni tashkil etadi. Element va fazaviy tahlillar kompozit tarkibining ko‘p komponentli hamda geterogen tuzilishga ega ekanligini tasdiqladi.

Infraqizil spektroskopiya va DSC tahlillari orqali qizdirilmasdan olingan namunalarning komponent diagrammalari o‘rganildi. Spektral va termik ko‘rsatkichlar asosida modda tarkibidagi funksional guruhlar o‘rtasida barqaror molekulalararo o‘zaro ta’sirlarning yetarli darajada shakllanmaganligi aniqlandi. Organik tuzlar miqdorining yuqoriligi va strukturaning nisbatan bo‘shligi sababli, simlar filyeradan o‘tkazilganda ikkilamchi (keraksiz) mahsulot hosil bo‘lishi 20 % gacha yetishi kuzatildi. Bu holat materialning termomexanik barqarorligi pastligini ko‘rsatadi.

Dastlabki texnologiya asosida olingan namuna bilan yangi texnologiya asosida sintez qilingan kompozit o‘rtasidagi asosiy farq issiqlik bilan ishlov berish ketma-ketligida namoyon bo‘ladi. Dastlabki usulda avval organik tuzlar eritilib, so‘ngra noorganik komponentlar qo‘shiladi. Natijada organik tuzlarning parchalanish haroratiga yaqinlashuvi strukturada monolit qattiqlikning ortishiga, biroq molekulalararo bog‘lanishlarning cheklangan holda shakllanishiga olib keladi.

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7. G‘. Doliyev, A. Abduxayev S. Mamajanov, O.Abdullayev, T.Sarimsakov // Grease composite extraction technology for stretching steel wire from local ra

8. A.Abdulxayev,S.Mamajonov,Maxmudova ,A.Nodirov Surkov kompozit mahsulotlarini ishlab chiqarishning texnologik usullari. Innovations in technology and science education ISSN 2181-371X 132-137 bet

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YANGI TRISIKLIK IZOKSAZOLOPIRIMIDINON HOSILALARINING SINTEZI VA ULARNING VEGFR INGIBITORLARI SIFATIDA MOLEKULYAR DOKING TAHLILI.

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Annotatsiya: *Ushbu tadqiqotda yangi turdagi trisiklik izoksazolopirimdinon hosilalarini sintez qilishning samarali usullari va ularning VEGFR (Vaskulyar endotelial o'sish faktori retseptori) bilan bog'lanish potensiali o'rganildi. Sintez qilingan birikmalarning tuzilishi zamonaviy fizik-kimyoviy usullar yordamida tasdiqlandi. Molekulyar docking tadqiqotlari natijasida olingan hosilalarning VEGFR faol markazi bilan barqaror komplekslar hosil qilishi va yuqori bog'lanish energiyasiga egaligi aniqlandi. Olingan natijalar ushbu karkas asosida yangi saratonga qarshi birikmalarni loyihalashda muhim ahamiyat kasb etadi.*

Kalit so'zlar: *angiogenez, geterotsiklik birikmalar, molekulyar doking, sintez, saratonga qarshi faollik, trisiklik izoksazolopirimidinonlar, VEGFR 2 ingibitorlari.*

SYNTHESIS AND MOLECULAR DOCKING STUDIES OF NEW TRICYCLIC ISOXAZOLOPYRIMIDINONE DERIVATIVES AS POTENTIAL VEGFR INHIBITORS.

Annotation: *This study describes the efficient synthesis of novel tricyclic isoxazolopyrimidinone derivatives and explores their binding affinity toward the Vascular Endothelial Growth Factor Receptor (VEGFR). The chemical structures of the synthesized compounds were elucidated using spectroscopic techniques. In silico molecular docking simulations revealed that the target molecules exhibit significant binding potential within the VEGFR active site, forming stable interactions with key amino acid residues. These findings suggest that the tricyclic isoxazolopyrimidinone scaffold serves as a promising template for the development of potent anti-angiogenic agents in cancer therapy.*

Keywords: *anticancer activity, angiogenesis, heterocyclic synthesis, molecular docking, tricyclic isoxazolopyrimidinones, VEGFR inhibitors.*

СИНТЕЗ НОВЫХ ТРИЦИКЛИЧЕСКИХ ПРОИЗВОДНЫХ ИЗОКСАЗОЛОПИРИМИДИНОНА И ИХ МОЛЕКУЛЯРНЫЙ ДОКИНГ-АНАЛИЗ В КАЧЕСТВЕ ИНГИБИТОРОВ VEGFR.

Аннотация: *В данной работе описан эффективный синтез новых трициклических производных изоксазолопиримидинона и изучено их сродство (аффинность) к рецептору фактора роста эндотелия сосудов (VEGFR). Химическая структура синтезированных соединений была расшифрована с помощью спектроскопических методов анализа. Моделирование методом молекулярного докинга in silico показало, что целевые молекулы обладают значительным потенциалом связывания в активном центре VEGFR, образуя стабильные взаимодействия с ключевыми аминокислотными остатками. Полученные результаты свидетельствуют о том, что трициклический каркас изоксазолопиримидинона является перспективной платформой для разработки эффективных антиангиогенных агентов в терапии рака.*

Ключевые слова: *ангиогенез, гетероциклический синтез, ингибиторы VEGFR, молекулярный докинг, трициклические изоксазолопиримидиноны, противораковая активность.*

Kirish

Kondensirlangan pirimidinon tizimlari zamonaviy geterotsiklik kimyoning muhim va istiqbolli yo'nalishlaridan biri hisoblanadi. Ushbu birikmalar tarkibida pirimidinon halqasining boshqa aromatik yoki geterotsiklik halqalar bilan tutashishi natijasida murakkab ko'p halqali strukturalar hosil bo'ladi. Bunday tuzilish ularning fizik-kimyoviy xossalarini sezilarli darajada o'zgartirib, biologik faolligini oshiradi. Shu sababli kondensirlangan pirimidinon hosilalari farmatsevtika,

tibbiyot va biokimyo sohalarida keng qo‘llanilmoqda. Mazkur birikmalar antiviral, antibakterial, yallig‘lanishga qarshi va saratonga qarshi faollikka ega ekanligi bilan alohida ahamiyat kasb etadi. Bundan tashqari, ular fermentlar ingibitorlari sifatida ham samarali ta’sir ko‘rsatadi. Pirimidinon yadrosining elektron tuzilishi hamda reaksion qobiliyati turli xil kimyoviy modifikatsiyalarni amalga oshirish imkonini beradi. Natijada yangi, yuqori samaradorlikka ega biologik faol moddalarni sintez qilish imkoniyati kengayadi. Kondensirlangan pirimidinon tizimlarini sintez qilishda kondensatsiya, siklizatsiya va annellanish reaksiyalari muhim o‘rin tutadi. Ushbu jarayonlar orqali tuzilishi murakkab, ammo barqaror geterotsiklik birikmalar olinadi. So‘nggi yillarda bu sohada olib borilayotgan ilmiy tadqiqotlar ularning amaliy ahamiyatini yanada oshirmoqda. Shuning uchun kondensirlangan pirimidinon tizimlarini o‘rganish nazariy va amaliy jihatdan dolzarb ilmiy yo‘nalish hisoblanadi.

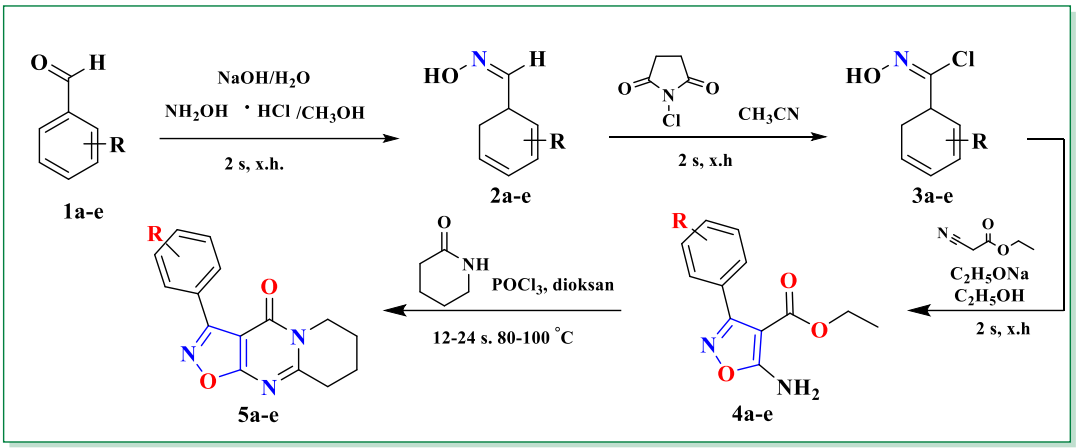
Adabiyotlar tahlili

Protein kinazalar faolligini susaytiruvchi kichik molekulyar ingibitorlarni ishlab chiqish zamonaviy dorivor kimyoning ustuvor yo‘nalishlaridan biri bo‘lib qolmoqda. Xususan, vaskulyar endotelial o‘sish faktori retseptorlari (VEGFR) o‘simta angiogenezi jarayonida, ya’ni yangi qon tomirlarining hosil bo‘lishida markaziy rol o‘ynaydi[1-3]. Shu sababli, VEGFR retseptorlarini nishonga oluvchi birikmalar onkologik kasalliklarni davolashda samarali strategiya hisoblanadi. Geterotsiklik birikmalarning ko‘p sonli vakillari orasida kondensirlangan pirimidinon tizimlari o‘zining biologik faollik spektri, jumladan, sitotoksik va antiproliferativ xususiyatlari bilan alohida ajralib turadi[4-6]. Ushbu tizimlarga izoksazol halqasining birikishi natijasida hosil bo‘lgan trisiklik karkaslar molekulaning konformatsion jihatdan barqarorligini oshirib, retseptorning faol markazi bilan yanada selektiv va kuchli bog‘lanishni ta’minlash imkonini beradi.

Mazkur tadqiqotning dolzarbligi shundaki, trisiklik izoksazolopirimidinon hosilalarining sintezi va ularning VEGFR ingibitorlari sifatida o‘rganilishi ilmiy adabiyotlarda hali yetarlicha yoritilmagan. Ushbu ishda yangi qator trisiklik hosilalarni sintez qilishning samarali metodologiyasi ishlab chiqildi hamda molekulyar doking tahlillari orqali ularning VEGFR faol markazi bilan o‘zaro ta’sirlashish potensiali o‘rganildi. Olingan natijalar yangi avlod kinaza ingibitorlarini yaratishda muhim nazariy va amaliy asos bo‘lib xizmat qiladi.

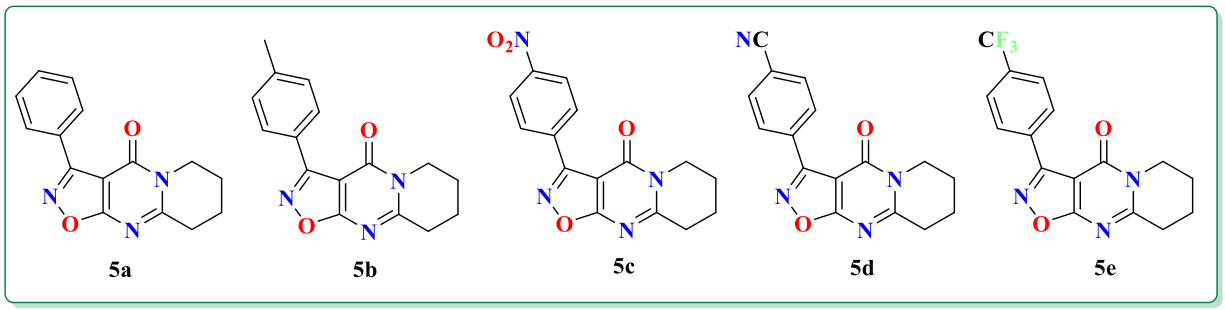
Tadqiqot metadologiyasi

Uch halqali izoksazolo[5,4-*d*]pirimidinon hosilalari 4 bosqichda olib borildi. Boshlang‘ich modda sifatida turli xil o‘rinbosarli aromatik aldegidlardan foydalanildi. Birinchi bosqichda benzaldegid **1a** (uning hosilasi(***1b-e***)) metanolda eritilib, ishqor hamda gidroksilamingidroxloridi bilan xona haroratida reaksiyaga kirishtirildi. 2 soat davomida olib borilgan reaksiya natijasida benzaldoksim **2a** va uning hosilalari(***2b-e***) olindi.



1-sxema: 3-aril-7,8-digidroizoksazolo[5,4-*d*]pirrolo[1,2-*a*]pirimidin-4(6*H*)-onlar sintezi.

Ushbu birikmalarning(***2a-e***) atsetonitril muhitida *N*-xlorsuksinimid bilan reaksiyasi olib borilib, turli o‘rinbosarli benzaldoksimxloridlar(***3a-e***) hosil qilindi. Uchinchi bosqichda etilsiyanoatsetat spirtli muhitda ***3a-e*** birikmalar bilan intramolekulyar sikllanishga uchrab, turli o‘rinbosarli 5-amino-3-aril-izoksazolo-4-karbon kislota etil efiri(***4a-e***)ni hosil qildi. So‘nggi bosqichda ***4a-e*** birikmalar siklik laktam piperidon-2 bilan fosforoksixlorid yordamida dioksan muhitida kondensatsiya reaksiyasiga kirishtirilib, uch halqali izoksazol birikmalari(***5a-e***) sintez qilindi.



2-sxema: 5a-e birikmalarining srtuktur tuzilishi.

Har bir bosqich so‘ngida reaksion aralashma 3 marta dixlormetan bilan eksrtaksiya qilindi va organik qism quritildi. Filtrlandi va erituvchi past bosim ostida haydaldi. Yakuniy toza mahsulot olish uchun ustunli xromatografiya usuli qo‘llanildi.

Natijalar va ularning tahlili

Sintez qilingan trisiklik izoksazolopirimidinon hosilalarining VEGFR retseptori bilan bog‘lanish samaradorligi molekulyar doking usuli yordamida baholandi (1-jadval). Olingan natijalarga ko‘ra, barcha o‘rganilgan birikmalar retseptorning faol markazi bilan barqaror termodinamik komplekslar hosil qilib, bog‘lanish energiyasi -7.186 dan -9.107 kkal/mol gacha bo‘lgan qiymatlarni ko‘rsatdi.

1-jadval.

Sintez qilingan birikma(*5a-e*)larning doking tadqiqot natijalari:

Modda	5a	5b	5c	5d	5e
VEGFR bilan bog‘lanish potensiali, Δkkal/mol	**-9.107**	-7.629	-7.292	-7.186	-7.509

Tahlillar shuni ko‘rsatdiki, **5a** moddasi eng yuqori bog‘lanish potensialiga (-9.107 kkal/mol) ega bo‘lib, bu uning VEGFR faol markazidagi aminokislota qoldiqlari bilan yanada kuchli vodorod bog‘lari va gidrofob o‘zaro ta’sirlar hosil qilishi bilan izohlanadi. Boshqa tomondan, **5b** (-7.629 kkal/mol) va **5e** (-7.509 kkal/mol) hosilalari ham yuqori yaqinlik ko‘rsatdi. **5d** birikmasi esa eng past ko‘rsatkichni (-7.186 kkal/mol) qayd etgan bo‘lsa-da, u baribir VEGFR ingibitori sifatida o‘rtacha faollikni saqlab qoladi. Bu natijalar trisiklik tizimdagi radikallarning tabiati bog‘lanish energiyasiga sezilarli ta’sir ko‘rsatishini tasdiqlaydi.

Xulosa

O‘tkazilgan tadqiqotlar natijasida yangi turdagi trisiklik izoksazolopirimidinon hosilalarini sintez qilishning samarali metodologiyasi ishlab chiqildi va ularning VEGFR retseptori bilan bog‘lanish imkoniyatlari kompyuter modellashtirish (*in silico*) yordamida batafsil o‘rganildi. Maqsadli trisiklik tizimlar yuqori unum bilan sintez qilindi va ularning kimyoviy tuzilishi zamonaviy fizik-kimyoviy tahlil usullari yordamida to‘liq tasdiqlandi. Barcha sintez qilingan birikmalar VEGFR faol markazi bilan barqaror termodinamik komplekslar hosil qilishi aniqlandi. Ayniqsa, **5a** moddasi eng yuqori bog‘lanish energiyasini (-9.107 kkal/mol) ko‘rsatib, ushbu qatordagi eng istiqbolli birikma ekanligini namoyon etdi. Olingan natijalar trisiklik skaffolddagi radikallarning tabiati retseptor bilan bog‘lanish kuchiga sezilarli ta’sir ko‘rsatishini tasdiqladi. Bu esa kelgusida molekulalarni modifikatsiya qilish orqali ularning selektivligini oshirish imkonini beradi. o‘rganilgan trisiklik izoksazolopirimidinonlar yangi avlod antikanser agentlarini, xususan, angiogenez jarayonini tormozlovchi samarali dori vositalarini yaratishda muhim boshlang‘ich molekulalar bo‘lib xizmat qilishi mumkin. Kelgusida ushbu birikmalarning *in vitro* sharoitida biologik faolligini o‘rganish maqsadga muvofiqdir.

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SCHOENOPLECTUS LACUSTRIS SUBSP. HIPPOLYTI EKSTRAKTLARINING UMUMIY FENOL MIQDORI VA ANTIOKSIDANTLIK FAOLLIGINI QIYOSIY TAHLILI

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Annotatsiya: *Mazkur tadqiqotda Schoenoplectus lacustris subsp. hippolyti o‘simligining yer ustki va ildiz qismlaridan olingan suvli hamda spirtli ekstraktlarida umumiy fenolik birikmalar miqdori va antioksidantlik faolligi o‘rganildi. Umumiy fenol miqdori “Prussiya ko‘ki” usuli yordamida aniqlanib, gall kislota ekvivalentida ifodalandi. Antioksidantlik faolligi esa “fenantrolin” usuli asosida baholanib, L-askorbin kislota ekvivalentlarida ifodalandi. Natijalar shuni ko‘rsatdiki, poya ekstraktlarida fenolik birikmalar miqdori ildizga nisbatan yuqori bo‘lib, eng yuqori qiymat spirtli ekstraktda kuzatildi. Antioksidantlik faolligi ham spirtli ekstraktlarda yuqoriroq bo‘ldi. Olingan natijalar fenolik birikmalar va antioksidantlik o‘rtasida to‘g‘ri bog‘liqlik mavjudligini ko‘rsatadi. Mazkur o‘simlik tabiiy antioksidant manbai sifatida istiqbolli hisoblanadi*

Kalit so‘zlar: *Schoenoplectus lacustris subsp. hippolyti, fenolik birikmalar, antioksidantlik, Prussiya ko‘ki usuli, fenantrolin usuli, ekstraktlar*

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ОБЩЕГО СОДЕРЖАНИЯ ФЕНОЛОВ И АНТИОКСИДАНТНОЙ АКТИВНОСТИ ЭКСТРАКТОВ SCHOENOPLECTUS LACUSTRIS SUBSP. HIPPOLYTI

Аннотация: *В настоящем исследовании изучались водные и спиртовые экстракты надземной и корневой частей растения Schoenoplectus lacustris subsp. hippolyti с целью определения общего содержания фенольных соединений и антиоксидантной активности. Общее содержание фенолов определялось методом «прусского синего» и выражалось в эквивалентах галловой кислоты. Антиоксидантная активность оценивалась методом фенантролина и выражалась в эквивалентах L-аскорбиновой кислоты. Результаты показали, что экстракты стебля содержат большее количество фенольных соединений по сравнению с корнями, при этом максимальное значение наблюдалось в спиртовом экстракте. Антиоксидантная активность также была выше в спиртовых экстрактах. Полученные данные свидетельствуют о прямой зависимости между содержанием фенольных соединений и антиоксидантной активностью. Растение рассматривается как перспективный источник природных антиоксидантов.*

Ключевые слова: *Schoenoplectus lacustris subsp. hippolyti, фенольные соединения, антиоксидантная активность, метод «прусского синего», метод фенантролина, экстракты*

COMPARATIVE ANALYSIS OF TOTAL PHENOL CONTENT AND ANTIOXIDANT ACTIVITY IN EXTRACTS OF SCHOENOPLECTUS LACUSTRIS SUBSP. HIPPOLYTI

Abstract: *This study investigated the total phenolic content and antioxidant activity of aqueous and alcoholic extracts obtained from the aerial and root parts of Schoenoplectus lacustris subsp. hippolyti. Total phenolic content was determined using the Prussian Blue method and expressed in gallic acid equivalents. Antioxidant activity was assessed using the ferrozine (1,10-phenanthroline) method and expressed in L-ascorbic acid equivalents. Results showed that phenolic content in aerial part extracts was higher than in root extracts, with the highest value observed in the alcoholic extract. Similarly, antioxidant activity was higher in alcoholic extracts. The findings indicate a direct correlation between phenolic content and antioxidant activity, suggesting that this plant is a promising natural source of antioxidants.*

Keywords: *Schoenoplectus lacustris subsp. hippolyti, phenolic compounds, antioxidant activity, Prussian Blue method, ferrozine method, extracts*

Kirish

Suv va botqoqlik ekotizimlarida tarqalgan o‘simliklar ekologik hamda biokimyoviy jihatdan muhim ahamiyatga ega. *Schoenoplectus lacustris* subsp. *hippolyti* Cyperaceae oilasiga mansub bo‘lib, suv muhitiga moslashgan o‘simlik hisoblanadi.

Ushbu turkum vakillari tuproq barqarorligini ta'minlash, eroziya jarayonlarini kamaytirish va biogen moddalarning tabiiy filtrasiyasida muhim rol o'ynaydi [1].

Fenolik birikmalar o'simliklarning muhim ikkilamchi metabolitlari bo'lib, ular antioksidant, antimikrob va himoya funksiyalarini bajaradi. Shu sababli o'simlik ekstraktlarining fenolik tarkibini va antioksidantlik xususiyatlarini o'rganish dolzarb ilmiy yo'nalishlardan biri hisoblanadi.

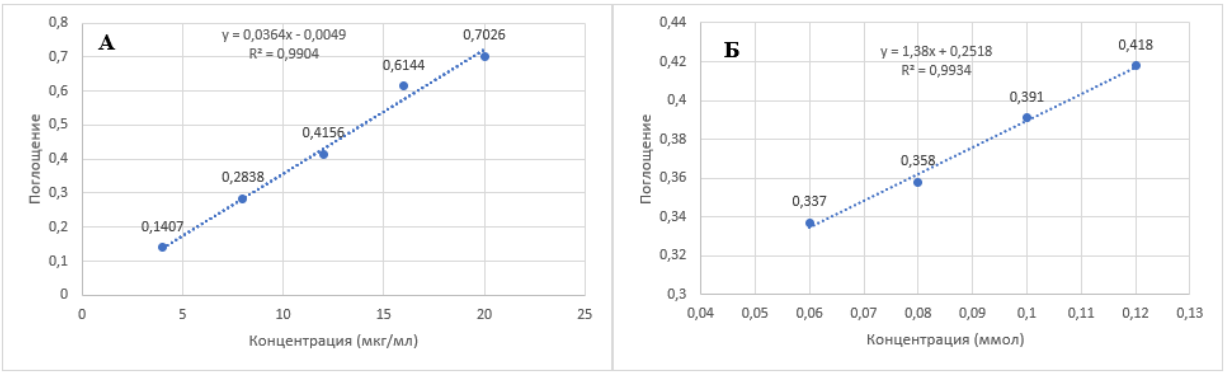
Mazkur tadqiqotning maqsadi — *Schoenoplectus lacustris* subsp. *hippolyti* o'simligining turli qismlaridan olingan ekstraktlarda umumiy fenol miqdori va antioksidantlik faolligini aniqlash hamda ularni qiyosiy tahlil qilishdan iborat.

MATERIALLAR VA USULLAR

Ushbu kenja tur ko'p yillik o'simlik bo'lib, gidrofil sharoitlarga yaxshi moslashgan. Tabiiy holda u asosan Yevrosiyoning kontinental iqlim hukmron bo'lgan hududlarida uchraydi. Zamonaviy xalqaro taksonomik va floristik manbalariga ko'ra, mazkur o'simlik Markaziy Osiyo florasining muhim tarkibiy qismi hisoblanadi va uning tabiiy tarqalish areali O'zbekiston hududini ham o'z ichiga oladi [2]

Schoenoplectus lacustris subsp. *hippolyti* o'simligining yer ustki va ildiz qismlaridan olingan suvli hamda spirtli ekstraktlarda fenolik birikmalarning umumiy miqdori *"Prussiya ko'ki"* usuli yordamida aniqlanib [3], natijalar gall kislotasi ekvivalentida (mg/g quruq massa) ifodalandi. Umumiy antioksidantlik faolligi esa *"fenantrolin"* usuli asosida baholanib [4], L-askorbin kislota ekvivalentlarida ifodalandi.

Kalibrlash egri chiziqlari gall kislotasining (4, 8, 12, 16, 20 mkg/ml) hamda L-askorbin kislotaning (0,06; 0,08; 0,10; 0,12 mmol) standart eritmalari asosida qurildi. Ushbu egri chiziqlarga tayangan holda quyidagi regressiya tenglamalari olindi: y = 0,0364x − 0,0049 (gall kislotasi uchun) hamda y = 1,38x + 0,2518 (L-askorbin kislota uchun) (1-rasm).



I-rasm. Gall kislotasi (A) va L-askorbin kislota (B) standart eritmalari asosida tuzilgan kalibrlash egri chiziqlari

Schoenoplectus lacustris subsp. *hippolyti* o'simligining yer ustki qismi va ildizlaridan olingan suvli hamda spirtli ekstraktlar uchun aniqlangan optik zichlik qiymatlari yuqorida keltirilgan tenglamalarga qo'yildi va shu asosda tegishli konsentratsiyalar hisoblab chiqildi. Olingan natijalarni o'simlik xomashyosining quruq massasiga nisbatan ifodalash uchun quyidagi formula qo'llanildi:

UFM yoki UAK = C × V / m

bu yerda:

C — suyultirish koeffitsiyenti hisobga olingan konsentratsiya;

V — dastlabki eritmaning hajmi (ml);

m — o'simlik namunasi quruq massasi (g).

Hisoblash natijalari 1-jadvalda keltirilgan.

Tajriba qismi. Umumiy fenolik birikmalar miqdorini "Prussiya ko'ki" usulida aniqlash. Tahlil uchun olingan namunalar ultratoza suv yordamida 1:50 (h/h) nisbatda suyultirildi. So'ngra 1 ml namuna eritmasiga 0,01 mol/l HCl asosida tayyorlangan 0,50 mmol/l konsentratsiyali temir(III) xlorid geksagidrat ($FeCl_3 \cdot 6H_2O$) eritmasidan 1 ml qo'shildi va aralashma 2 daqiqa davomida reaksiyaga qoldirildi. Keyingi bosqichda xuddi shu konsentratsiyadagi (0,50 mmol/l) kaliy geksatsianoferrat(III) – $K_3[Fe(CN)_6]$ eritmasidan 1 ml qo'shilib, kyuvetalar 20 soniya davomida aralashtirildi. Reaksiya qorong'i sharoitda 25 °C haroratda 15 daqiqa davom ettirildi. Shundan so'ng eritmaning optik zichligi 725 nm to'lqin uzunligida UV-755 spektrofotometr yordamida o'lchandi.

Umumiy antioksidantlik faolligini fenantrolin usulida aniqlash. Hajmi 10 ml bo'lgan o'lchov kolbasiga 0,6 ml suvli yoki spirtli o'simlik ekstrakti, 1 ml 0,2% li $FeCl_3$ eritmasi (etanolda) hamda 0,5 ml 0,5% li 1,10-fenantrolin eritmasi (etanolda) kiritildi. So'ngra eritma hajmi etanol bilan belgilangan chiziqqacha yetkazildi. Hosil bo'lgan aralashma yaxshilab aralashtirilib, xona haroratida qorong'i muhitda 20 daqiqa davomida inkubatsiya qilindi. Keyinchalik hosil bo'lgan to'q sariq-qizil rangli eritmaning optik zichligi 510 nm to'lqin uzunligida UV-755 spektrofotometrda o'lchandi.

NATIJALAR

Olingan natijalar (1-jadval) shuni ko‘rsatdiki, fenolik birikmalar miqdori o‘simlik organlariga va ekstraksiya usuliga bog‘liq holda sezilarli darajada farqlanadi. Poya qismida fenolik birikmalar miqdori ildizga nisbatan yuqori ekanligi aniqlandi. Eng yuqori ko‘rsatkich poyaning spirtli ekstraktida (5,059 mg GKE/g QM) kuzatildi.

I-jadval

***Schoenoplectus lacustris* subsp. *hippolyti* o‘simligida umumiy fenolik birikmalar miqdori va antioksidantlik faolligini aniqlash natijalari**

Ekstrakt	Umumiy fenolik birikmalar miqdori (mg GKE/g QM)		Umumiy antioksidantlik faolligi (mmol AKE/g QM)	
	Suvli	Spirtli	Suvli	Spirtli
Ildiz	1,148 ± 0,124	3,27 ± 0,16	0,265 ± 0,051	0,552 ± 0,061
Poya	5,05 ± 0,079	5,059 ± 0,135	0,268 ± 0,025	0,584 ± 0,048

Antioksidantlik faolligi ham shunga o‘xshash tendensiyani namoyon etdi. Spirtli ekstraktlar suvli ekstraktlarga nisbatan yuqori faollik ko‘rsatdi. Eng yuqori antioksidantlik poyaning spirtli ekstraktida (0,584 mmol AKE/g QM) qayd etildi.

MUHOKAMA

Ushbu tadqiqot natijalari *Schoenoplectus lacustris* subsp. *hippolyti* o‘simligining turli qismlarida fenolik birikmalar miqdori va antioksidantlik faolligi o‘rtasida sezilarli farqlar mavjudligini ko‘rsatdi. Xususan, poya ekstraktlarida fenolik birikmalar miqdorining ildizga nisbatan yuqori bo‘lishi o‘simlikning fotosintetik faol qismida ikkilamchi metabolitlarning ko‘proq sintez qilinishi bilan izohlanadi. Bu holat boshqa botqoq o‘simliklari va *Cyperaceae* oilasi vakillarida ham kuzatilgan [5].

Fenolik birikmalar o‘simliklarda antioksidant himoya tizimining muhim komponentlari hisoblanadi. Ular erkin radikallarni neytrallash, oksidlovchi stressni kamaytirish hamda hujayra strukturalarini himoya qilishda faol ishtirok etadi [6]. Shu sababli mazkur tadqiqotda aniqlangan yuqori fenol miqdori bilan antioksidantlik faolligi o‘rtasidagi to‘g‘ri proporsional bog‘liqlik ilmiy jihatdan asosli hisoblanadi. Shunga o‘xshash natijalar turli dorivor o‘simliklar ekstraktlari bo‘yicha olib borilgan tadqiqotlarda ham qayd etilgan [7].

Ekstraksiya turi ham muhim omillardan biri sifatida namoyon bo‘ldi. Spirtli ekstraktlarda fenolik birikmalar miqdori va antioksidantlik faolligining yuqori bo‘lishi fenolik moddalarning etanol muhitida yaxshi eruvchanligi bilan izohlanadi. Ilmiy adabiyotlarda etanol va boshqa organik erituvchilarning fenolik birikmalarni ajratib olish samaradorligi yuqori ekanligi ko‘p marotaba ta’kidlangan [8]. Bu esa olingan natijalar ishonchliligini yana bir bor tasdiqlaydi.

Bundan tashqari, ildiz va poya o‘rtasidagi farqlar o‘simlikning ekologik moslanish xususiyatlari bilan ham bog‘liq bo‘lishi mumkin. Poya qismi tashqi muhit omillariga, xususan, ultrabinafsha nurlanish va oksidlovchi stressga ko‘proq duch keladi, bu esa fenolik birikmalar sintezini rag‘batlantiradi [9]. Shu sababli yer ustki organlarda antioksidant moddalarning ko‘proq to‘planishi tabiiy deb qaraladi.

Olingan natijalar boshqa tadqiqotchilar tomonidan *Cyperaceae* oilasiga mansub o‘simliklarda aniqlangan ma’lumotlar bilan mos keladi. Xususan, ushbu oilaga mansub ayrim turlarda fenolik birikmalar miqdori va antioksidantlik faolligi o‘rtasida kuchli korrelyatsiya mavjudligi aniqlangan [10]. Bu esa *Schoenoplectus lacustris* subsp. *hippolyti* o‘simligining ham biologik faol moddalarga boy ekanligini ko‘rsatadi.

Umuman olganda, tadqiqot natijalari mazkur o‘simlikni tabiiy antioksidant manbai sifatida baholash imkonini beradi hamda uni farmatsevtika va oziq-ovqat sanoatida qo‘llash istiqbollarini ochib beradi.

XULOSA

Mazkur tadqiqot natijalari *Schoenoplectus lacustris* subsp. *hippolyti* o‘simligining fenolik birikmalarga boy ekanligini va sezilarli antioksidantlik faolligiga ega ekanligini ko‘rsatdi. O‘simlikning turli qismlari va ekstraksiya usullariga bog‘liq holda fenolik moddalarning miqdori hamda antioksidantlik darajasi farqlanishi aniqlandi. Xususan, poya qismida fenolik birikmalar miqdori ildizga nisbatan yuqori bo‘lib, eng yuqori ko‘rsatkich spirtli ekstraktda kuzatildi.

Shuningdek, antioksidantlik faolligi ham spirtli ekstraktlarda yuqori bo‘lib, bu fenolik birikmalar miqdori bilan uzviy bog‘liqligini tasdiqlaydi. Olingan natijalar fenolik birikmalar o‘simlik ekstraktlarining asosiy antioksidant komponentlari ekanligini ko‘rsatdi.

Umuman olganda, *Schoenoplectus lacustris* subsp. *hippolyti* o‘simligi tabiiy antioksidant manbai sifatida istiqbolli hisoblanadi. Kelgusida uning biologik faol moddalari tarkibini chuqurroq o‘rganish hamda farmatsevtika va oziq-ovqat sanoatida qo‘llash imkoniyatlarini kengaytirish maqsadga muvofiqdir.

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AYRIM BIOGEN 3d-METALLARNING N, O VA S SAQLAGAN TRIDENTAT LIGANDLARNING *PARA*-ALMASHINGAN HOSILALARI TUZILISHI

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Annotatsiya. *Ushbu maqolada oraliq metallarning kompleks birikmalarini olish uchun keng ko'lamdagi turli terminal o'rinbosarlar saqlagan ko'pfunksional polidentat ketoal'degid ligandlarni sintez qilishning samarali usullarini yaratish masalasi chuqur tahlil qilinadi.*

Kalit so'zlar. *Tridentat ligandlar, benzoilsirka al'degid aroilgidrazonlari, aroilsirka aldegid, β-ketoal'degid, salitsil al'degid.*

СТРУКТУРА ПАРАЗАМЕЩЕННЫХ ПРОИЗВОДНЫХ ТРИДЕНТАТНЫХ ЛИГАНДОВ, СОДЕРЖАЩИХ N, O И S, ОТДЕЛЬНЫХ БИОГЕННЫХ 3D-МЕТАЛЛОВ

Аннотация. *В данной статье будет проведен углубленный анализ вопроса создания эффективных методов синтеза многофункциональных полидентатных кетоальдегидных лигандов, содержащих широкий спектр различных концевых заместителей для получения комплексных соединений промежуточных металлов.*

Ключевые слова. *Тридентат лиганды, бензоилсульфоальдегид ароилгидразоны, ароилсульфоальдегид, β-кетоальдегид, салициловый альдегид.*

STRUCTURE OF PARA-SUBSTITUTED PRODUCTS OF TRIDENTATE LIGANDS CONTAINING N, O AND S OF SOME BIOGENIC 3D METALS

Abstract. *This article analyzes in depth the issue of creating effective methods for synthesizing multifunctional polydentate ketoal'dehyde ligands, which have stored a wide range of different terminal substituents to obtain complex compounds of intermediate metals.*

Keywords. *Tridentate ligands, benzoylsyrka Al'degid aroilhydrazones, aroilsirka aldehyde, β-ketoal'degid, salicyl Al'degid.*

Kirish. Dunyoda kimyo, kimyoviy texnologiya, farmakologiya va qishloq xo'jaligida ishlatiladigan kompleks birikmalar tadqiqoti olimlarni diqqat e'tiborida bo'lib, ularning sintezi va qo'llanilishi jadal rivojlanmoqda. Chunki, havo va tuproq strukturasini buzilishi, shuningdek, yer maydoni va suv resurslari kabi tabiiy manbalarining cheklanganligi insoniyatning oziq-ovqat, qishloq xo'jaligi mahsulotlariga bo'lgan talablarini yildan-yilga ortib borayotganligi yerdan unumli foydalanish, yerlarning meliorativ holatini va tuproq unumdorligini oshirish orqali ekinlar hosildorligini oshirishga katta e'tibor qaratilmoqda.

Adabiyotlar taxlili. Respublikamizda organik ligandlar asosida metall ionlari bilan kompleks birikmalarning sintezi va tadqiqoti sohasidagi ilmiy ishlarni amalga oshirish hamda rivojlantirish borasida N.A. Parpiyev, H.T. Sharipov, O.F. Xodjayev, O.A. Shobilolov, B.B. Umarov, T.A. Azizov, H.X. To'rayev, Sh.A. Qodirovalar shug'ullanishmoqdalar. Ushbu olimlarimiz tomonidan yangi ko'pfunksional polidentat ligandlar, shuningdek ularning oraliq metallar bilan komplekslari olingan, ularning tuzilishi hamda xossalari atroflich o'rganilgan va tahlil qilingan.

Xorijiy mamlakatda ushbu yo'nalishda Geraldes C. F., Barros M. T., Agrawal A., Prasad R.N., Dutta R.L., Hamza S.M., Woodruff D. N., Stadler A.-M., Iskander M.F kabi olimlar keng ishlarni amalga oshirishdilar. Ular tomonidan ko'pdentatli ligandlarning metal komplekslari, Ni, Zn, Cu, Co, Fe, Mn, V kabi metallar komplekslari katalitik va biologik faol xossalari o'rganilgan.

2,4-dioksopentan kislota efirlarining *para*-almashingan benzoy kislota gidrazidlari bilan o'zaro kondensatlanishidan olingan organik tridentat ligandlar asosida Ni(II), Cu(II), Zn(II), Mn(II) va Co(II) metallar bilan kompleks birikmalar kimyoviy jarayonlarda katalizator, o'simliklarni o'sishini tezlashtiruvchi biofaol moddalar, turli mikroorganizmlarga qarshi baktritsid va fungitsidlar kabi yuqori samara beradigan preparatlarni olishda va tibbiyotda keng miqiyosida

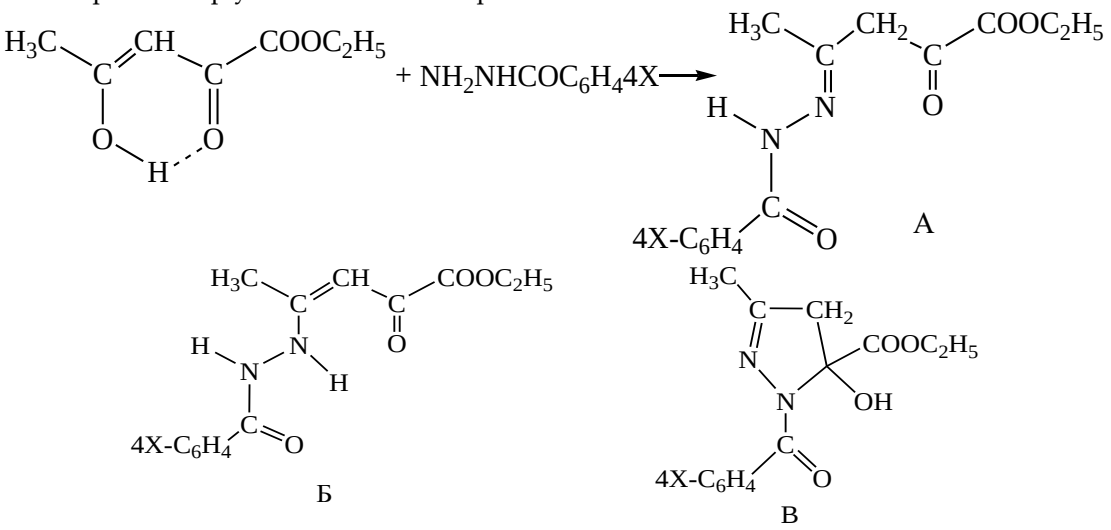
ishlatilish masalariga alohida e'tibor qaratilmoqda. Shuning uchun turli terminal o'rinbosarlar saqlagan ko'pfunksional polidentat ketoeferlarni sintez qilishning samarali usullarini yaratish dolzarb vazifalardan hisoblanadi.

Tadqiqot metodologiyasi. 2,4-dioksopentan kislota etil efirining *para*-almashingan benzoy kislota gidrazidlari bilan kondensat-lanish mahsulotlarining geometrik tuzilishi eritmada gidrazon, chiziqli yengidrazin va halqali 5-gidroksi-2-pirazolin tautomer shaklda uchrashi isbotlandi.

Ketoefirlarning *para*-almashingan aroilgidrazonlari kristall holatda va deteriylangan xloroformdagi ($CDCl_3$) eritmasida halqali 5-gidroksi-2-pirazolin tuzilishda, qutbli erituvchi DMCO-d_6 dagi eritmasida esa gidrazon va chiziqli yengidrazin tautomer muvozanatda bo'lishi IQ-, YaMR-^{1}H spektroskopiyalari va RSA orqali aniqlandi.

Taxlillar va natijalar. 1,3-diketonlar atsil- va tioatsilgidrazonlari tautomer imkoniyatlar nuqtai nazaridan juda ahamiyatli birikmalar sinfini tashkil qilib, olimlarimiz tomonidan ularga bo'lgan qiziqish kun sayin ortib bormoqda [5, 6]. 2,4-dioksopentan kislota etil efiri aroilgidrazonlarining tuzilishiga bo'lgan qiziqish, birinchi navbatda shu bilan belgilanadiki, ular turli tautomer shakllarda mavjud bo'lish qobiliyatiga ega. Dikarbonil komponentning tuzilish xususiyatlariga bog'liq holda 1,3-diketonlar aroilgidrazonlarining qatorida chiziqli (gidrazon, yengidrazin) va halqali tautomer shakllar orasida uchlamchi halqa-zanjir muvozanatlarni kuzatishimiz mumkin. Shuni ta'kidlash joizki, juft prototrop muvozanat 1,3-ketoefirlar atsilgidrazonlari va 1,3-ketoaldegidlar hosilalari uchun kuzatiladi [5].

Biz bitiruv malakaviy ishni bajarish davomida 2,4-dioksopentan kislota etil efirining *para*-almashingan aromatik kislotalar gidrazidlari bilan kondensatlanish mahsulotlarining tuzilishi o'rgandik va uchta yangi tridentat organik ligandlar oldik. YaMR-^{1}H spektroskopiya ma'lumotlariga ko'ra, erkin 1,3-ketoefir, aynan 2,4-dioksopentan kislotaning etil efiri keto-yenol shaklda mavjud bo'ladi. Ketoefir asosida olingan aroilgidrazonlarning (H_2L^1 – H_2L^3) tarkibi va tuzilishi element analiz, IQ- va YaMR-^{1}H spektroskopiya usullari bilan aniqlandi:



X = H (H_2L^1), NO_2 (H_2L^2), $(CH_3)_2N$ (H_2L^3).

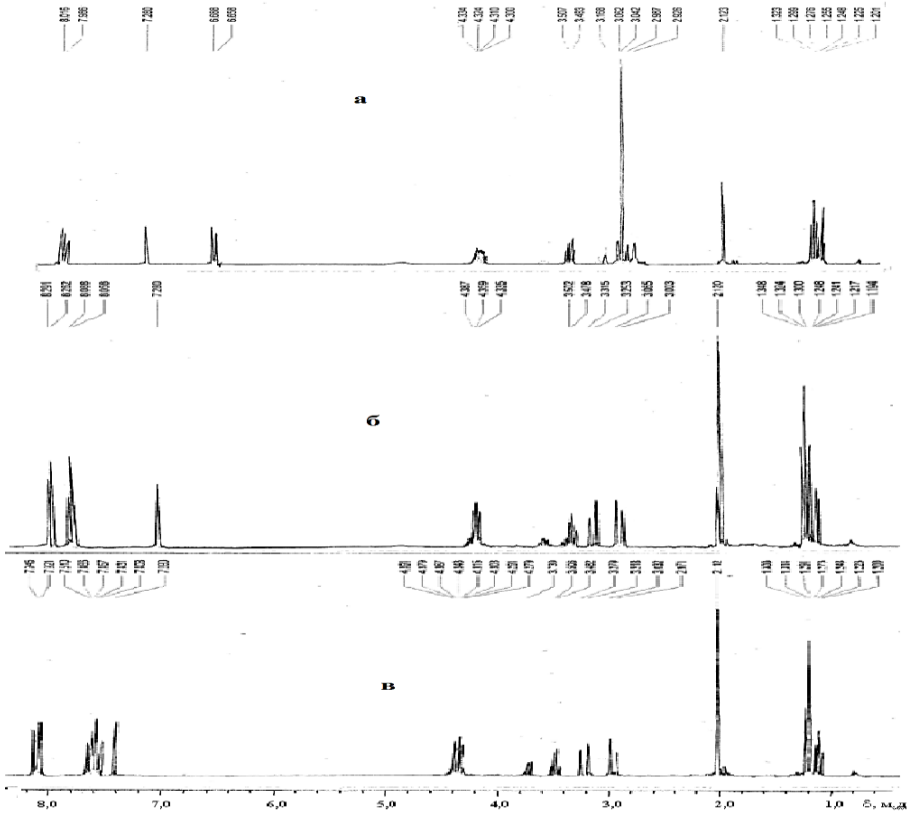
1-sxema

H_2L^1–H_2L^3 birikmalar molekulasi infraqizil spektrlarida β-diketon qismining murakkab efir fragmentidagi karbonil guruhi (C=O) bog' valent tebranish chiziqlari 1750-1765 sm^{-1} da kuzatiladi. Bu birikmalarning IQ spektrlari uchun ~3400 sm^{-1} sohada $\nu_{(O-H)}$ valent tebranishlarning keng chizig'i xarakterli hisoblanadi, amidli fragmentning valent tebranishlari yutilish chizig'i 1660-1680 sm^{-1} da qayd qilinadi. Birikmalarning IQ spektrlarida karrali bog'larning valent tebranishlari sohasida intensiv yutilish chiziqlari 1633, 1595, 1574, 1558 va 1490 sm^{-1} da mavjud. 1633 sm^{-1} dagi yutilish chizig'i C=N bog'ning mavjudligidan darak beradi, qolgan yutilish chiziqlari aromatik halqaning bog'lariga va N–H bog'ning deformatsion tebranishlariga tegishlidir. IQ spektrlarning tahlili shundan dalolat beradiki, sintez qilingan H_2L^1–H_2L^3 birikmalar qattiq holatda halqali 5-gidroksi-2-pirazolin tautomer (B) shaklda mavjud bo'ladi.

Sintez qilib olingan H_2L^1–H_2L^3 birikmalarning eritmadagi tuzilishi haqidagi xulosalarni batamom tasdiqlash maqsadida biz ularning $CDCl_3$ eritmasida YaMR-^{1}H spektrlarini oldik. Olingan spektr ma'lumotlari halqali tautomer (B) shaklning saqlanib qolinishini tasdiqladi.

Misol sifatida H_2L^1 ning YaMR-^{1}H spektrini parametrlarini tahlil qilamiz. Muhim ma'lumotni pirazolin halqasidagi metilen guruhi protonlarining δ 2,98-3,03 va 3,17-3,28 m.h. da nosimmetrik dublet signallari namoyon qilib, SSTK J_{AB} = 21 Gs bo'lgan tipik AB-sistemani hosil qiladi (4-rasm, 2-jadval). Bu molekula tarkibida xiral markazning mavjudligi bilan tushintiriladi, bu markaz 5-gidroksi-2-pirazolin halqaning to'rtinchi holatidagi uglerod atomi hisoblanadi [9,24]. H_2L^3 ning β-dikarbonil qismidagi etil guruhi protonlari δ 1,28 m.h.da va gidrazon fragmentidagi $(CH_3)_2N$ o'rinbosari δ 4,34 m.h.da 3:2 nisbatda triplet va kvadruplet signallarni beradi, fenil halqasining beshta protonlari (5H) esa, δ 7,46 va 7,93 m.h.da kengaygan multiplet signallar ko'rinishida rezonanslashdi.

Barcha ligandlar uchun 5-gidroksi-2-pirazolin halqaning beshinchi uglerod atomi bilan bog‘langan gidroksil guruhning yakka protonning signali δ 7,28 m.h.da kuzatiladi (2-jadval). Molekulaning amid qismidagi benzol halqasida *para*-holatda joylashgan o‘rinbosarlar o‘zining elektron donor yoki elektron akseptor tabiati bilan molekulaning barcha chetki o‘rinbosarlar va funksional guruhlardagi protonlarning kimyoviy siljishiga kuchli ta’sir ko‘rsatadi (3-rasm, 2-jadval) [7]. Ayniqsa bu aromatik yadro va pirazolin halqada 4-holatda joylashgan uglerod atomi protonlaridan chiqadigan signallar uchun ma’lumot beradi. Elektron akseptor nitro-guruhning ta’siri ostida bu protonlarning signallari H_2L^2 birikma uchun kuchsiz maydonlar sohasida δ 0,35-0,61 m.h. da rezonanslashadi, benzol halqaning *para*-holatiga elektronodonor N,N-dimetilamin guruh kiritilgan benzol halqasi protonlarining signallari esa kuchli maydon sohasiga δ 0,75 m.h. siljiganligini ko‘rsatadi (2-rasm, 1-jadval). Muhokama qilinayatgan tadqiqot natijalari shunday birikmalar sinfi uchun oldinroq olingan natijalarga mos keladi [5-7]. Taxminan shunday o‘zgarishlar xiral markaz va oksipirazolinli geterotsiklning 5-holatidagi assimetrik C* atomi ta’siri ostida AB-sistemani hosil qiluvchi ikkita sterik noekvivalent protonlar signallarining kimyoviy siljishida ham kuzatiladi (1-jadval).



1-rasm. 2,4-dioksopentan kislota etil efiri benzoil gidrazoni (H_2L^1) – (a), 2,4-dioksopentan kislota etil efiri *para*-nitrobenzoilgidrazoni - (H_2L^2) – (b), 2,4-dioksopentan kislota etil efiri *para*-dimetilaminobenzoilgidrazoni-ning(H_2L^3) –(в) $CDCl_3$ eritmasidagi YaMR-^{1}H spektrlari.

1-jadval.

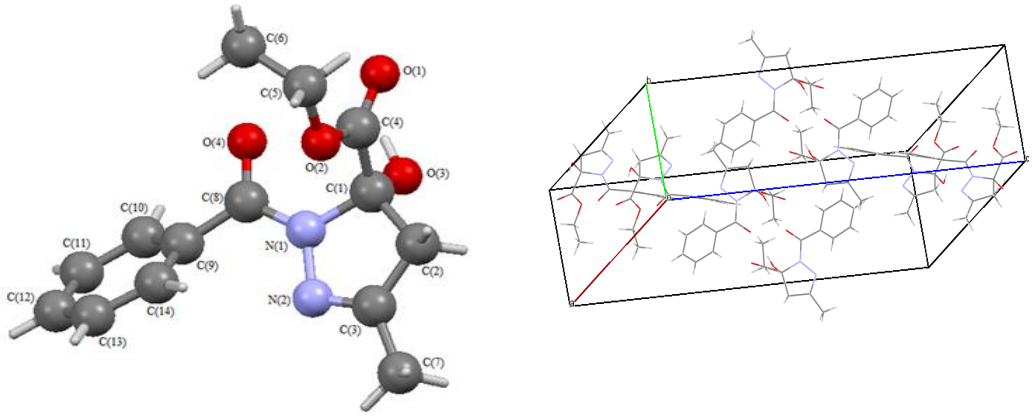
2,4-dioksopentan kislota etil efiri *para*-almashingan benzoilgidrazonlari (H_2L^1–H_2L^3) ning $CDCl_3$ eritmasida olingan YaMR-^{1}H spektrlari parametrlari, δ, m.h.

№	CH_3-CN	CH_3-CH_2O	CH_3-CH_2O	CH_2	OH	C_6H_4-X
H_2L^1	2,11	1,28	4,34	3,00; 3,28	7,28	7,46; 7,93
H_2L^2	2,12	1,30	4,36	3,03; 3,28	7,28	8,07; 8,28
H_2L^3	2,12	1,27	4,32	2,98; 3,17	7,28	6,68; 8,00

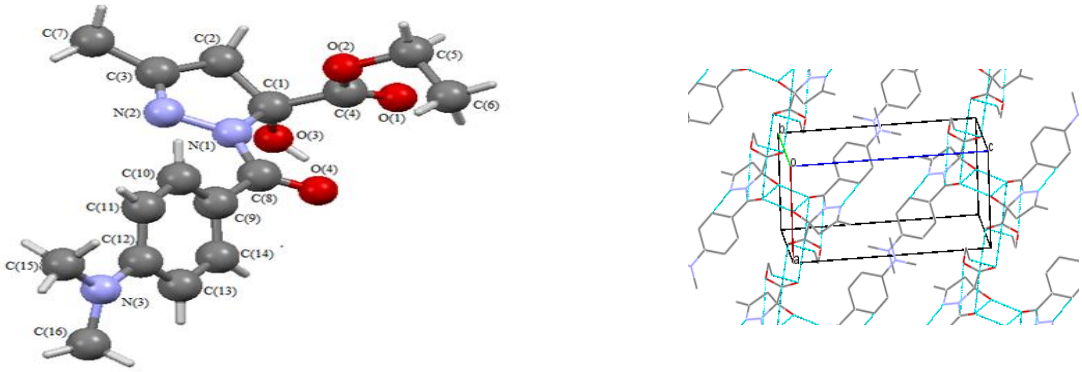
Ketoefirlar 5-gidroksi-2-pirazolin tuzilishida ekanligini IQ- va YaMR-^{1}H spektrlar bo‘yicha olingan halqali strukturasini tasdiqlash maqsadida ikkita H_2L^1 va H_2L^3 ligandlardan o‘stirilgan monokristallar uchun RSA usuli qo‘llanildi. Rentgenostruktur analiz “***Xcalibur, Oxford Diffraction***”avtomatik difraktometrda o‘tkazildi (λ=1,5418 Å, CuKα-nurlanish, grafit monoxromator, ω-skanerlash).

H_2L^1 ligandning $C_{14}H_{16}N_2O_4$ monokristali monoklin hisoblanadi va elementar yacheykaning quyidagi parametrlariga ega bo‘ladi: a=14,1683(5), b=8,28854(18), c=25,5886(9), α=90,0, β=111,457(4), γ=90,0°, V=2796,71(15) Å, Z=2, pr.gr. C2/c.

H_2L^3 ligandning $C_{16}H_{21}N_3O_4$ monokristallari monoklin hisoblanadi va elementar yacheykaning quyidagi parametrlariga ega bo‘ladi: a=7,9240(11), b=8,2192(9), c=13,987(2), α=81,081(12), β=81,939(12), γ=62,199(13)°, V=1715,2(15) Å, Z=2, pr.gr. P-1.



2-rasm. 2,4-dioksopentan kislota etil efiri benzoilgidrazoni (H_2L^1) molekulyar strukturasi va molekulalarning kristall yacheykalarining *as* tekislikdagi proeksiyasi.



3-rasm. 2,4-dioksopentan kislota etil efiri *para*-dimetilaminobenzoilgidrazonining (H_2L^3) molekulyar strukturasi va molekulalarining kristall yacheykalarining *as* tekislikdagi proeksiyasi.

2,3-rasmlarda halqali 5-gidroksi-2-pirazolin (B) shaklga ega bo‘lgan ligandlar molekulasining tuzilish sxemasi ko‘rsatilgan. Har bir ligandning kristall panjarasi-da mustaqil molekulalar bor. C(1)C(2)C(3)N(2)N(1) atomlaridan tashkil topgan besh a’zoli geterotsiklik pirazolin halqalar va molekulaning atsil qismidagi benzol halqalari deyarli yassi bo‘ladi. Geterotsikllar tekisligidan atomlarning

2-jadval.

H_2L^1 tarkibli ligandning valent bog‘lari kattaliklari va valent burchaklari

Bog‘	*d*, Å	Bog‘	*d*, Å
H_2L^1			
O(1)–C(4)	1.1971 (16)	C(2)–C(3)	1.495 (2)
O(2)–C(4)	1.3328 (16)	C(3)–C(7)	1.491 (2)
O(2)–C(5)	1.4586 (19)	C(5)–C(6)	1.490 (3)
O(3)–C(1)	1.3856 (16)	C(8)–C(9)	1.4931 (18)
O(4)–C(8)	1.2268 (16)	C(9)–C(10)	1.383 (2)
N(1)–N(2)	1.4021 (15)	C(9)–C(14)	1.380 (2)
N(1)–C(1)	1.4816 (16)	C(10)–C(11)	1,423(11)
N(1)–C(8)	1.3514 (17)	C(11)–C(12)	1.374 (3)
N(2)–C(3)	1.2780 (19)	C(12)–C(13)	1.379 (3)
C(1)–C(2)	1.5393 (18)	C(13)–C(14)	1.385 (2)
C(1)–C(4)	1.5369 (19)		

Burchak	ω, grad.	Burchak	ω, grad.
C(4)–O(2)–C(5)	116.48 (11)	C(14)–C(9)–C(10)	119.90 (13)
N(2)–N(1)–C(1)	113.44 (10)	O(3)–C(1)–N(1)	112.20 (11)
C(8)–N(1)–N(2)	124.26 (11)	O(3)–C(1)–C4	110.98 (11)
C(8)–N(1)–C(1)	122.18 (11)	O(3)–C(1)–C(2)	108.78 (11)
C(3)–N(2)–N(1)	107.02 (11)	N(1)–C(1)–C(4)	109.70 (10)
O(2)–C(4)–C(1)	110.90 (11)	N(1)–C(1)–C(2)	100.43 (10)
O(1)–C(4)–O(2)	125.57 (13)	C(4)–C(1)–C(2)	114.38 (11)
O(1)–C(4)–C(1)	123.49 (13)	N(2)–C(3)–C(2)	115.05 (12)
O(4)–C(8)–N(1)	118.68 (12)	N(2)–C(3)–C(7)	121.80 (14)
O(4)–C(8)–C(9)	122.04 (12)	C(7)–C(3)–C(2)	123.14 (14)
N(1)–C(8) –C(9)	119.27 (11)	C(3)–C(2)–C(1)	103.05 (11)
C(10)–C(9)–C(8)	117.89 (12)	C(9)–C(10)–C(11)	119.58 (15)
C(14)–C(9)–C(8)	121.94 (12)		

maksimal chetlanishi H_2L^1 va H_2L^3 uchun tegishlicha 0,0022-0,011 Å va 0,0036-0,0067 Å ga teng, fenil halqalar uchun esa bu chetlanish 0.0095 va 0,0067 Å ni tashkil qiladi. Bog‘lar uzunligining tahlili shuni ko‘rsatadiki, molekulada bir nechta qo‘shbog‘lar mavjud bo‘ladi: N(2)=C(3) 1,28 Å, O(1)=C(4) 1,20 Å va O(4)=C(8) 1,28 Å.O(1)=C(4) va O(4)=C(8) qo‘shbog‘lar orasidagi bog‘ uzunligining farqini quyidagicha tushuntirish mumkin, ya’ni O(4) kislorod atomi o‘zining bo‘linmagan p-elektroni bilan fenil halqaning yagona π-orbitali p-π-tutash bog‘lanishda ishtirok qiladi. O(1)C(4)O(2) 125,57°, N(2)C(3)C(7) 121,8° va O(4)C(8)C(9) 122,04° valent burchaklarning kattaliklari shundan dalolat beradiki, C(4), C(3) va C(8) atomlari sp^2-gibrid holatda bo‘ladi va yassi-trigonal konfigursiyani hosil qiladi.

3-jadval.

H_2L^3 tarkibli ligandning valent bog‘lari kattaliklari va valent burchaklari

H_2L^3			
Bog‘	*d*, Å	Bog‘	*d*, Å
O(1)–C(4)	1,1974	C(1)–C(2)	1,5297
O(2)–C(4)	1,3243	C(1)–C(4)	1,5402
O(2)–C(5)	1,4609	C(2)–C(3)	1,4993
O(3)–S(1)	1,3922	C(3)–C(7)	1,4777
O(4)–C(8)	1,2257	C(5)–C(6)	1,4866
N(1)–N(2)	1,4042	C(8)–C(9)	1,4949
N(1)–C(1)	1,4815	C(9)–C(10)	1,3818
N(1)–C(8)	1,3550	C(9)–C(14)	1,3924
N(2)–C(3)	1,2757	C(10)–C(11)	1,3772
N(3)–C(12)	1,3790	C(11)–C(12)	1,3975
N(3)–C(15)	1,4439	C(12)–C(13)	1,4007
N(3)–C(16)	1,4416	C(13)–C(14)	1,3772
H_2L^3			
Burchak	ω, grad.	Burchak	ω, grad.
O(1)–C(4)–O(2)	126,00	N(1)–C(8)–C(9)	119,64
O(1)–C(4)–C(1)	123,16	N(2)–C(3)–C(2)	114,62
O(2)–C(5)–C(6)	110,87	N(3)–C(12)–C(11)	121,16
C(4)–O(2)–C(5)	115,95	N(3)–C(12)–C(13)	121,69
O(3)–C(1)–N(1) O(3)–C(1)–C(2)	112,13 109,19	C(12)–N(3)–C(15)	121,10
O(3)–C(1)–C(4) O(4)–C(8)–N(1)	110,92 118,15	C(12)–N(3)–C(16)	121,18
O(4)–C(8)–C(9)	122,20	C(2)–C(1)–C(4)	113,55
N(1)–N(2)–C(3)	107,50	C(8)–C(9)–C(10)	124,81
N(2)–N(1)–C(1)	112,78	C(8)–C(9)–C(14)	116,85
N(2)–N(1)–C(8)	125,16	C(9)–C(10)–C(11)	121,16
N(1)–C(1)–C(2)	100,95	C(10)–C(11)–C(12)	121,41
N(1)–C(1)–C(4)	109,77	C(9)–C(14)–C(13)	120,76
		C(11)–C(12)–C(13)	116,84

Atom burchaklarning kattaliklari va atomlararo bog‘larning uzunligi Xyukkelning aromatlik qoidasi talablarining bajarilishini ko‘rsatadi. Molekulaning o‘ziga xos xususiyatlaridan biri shundan iboratki, pirazolin halqada joylashgan C(2) uglerod atomi sp^3-gibrid holatda bo‘ladi va shunga muvofiq, C(1)–C(4) va C(3)–C(7) bog‘lar geterotsiklning turli tomonlariga tetraedrik burchaklarga teng kattalikda chetga chiqadi.

H_2L^3 molekulasida benzoilgidrazid qoldiqning fenil halqasi pirazolin halqaga nisbatan fazoda 45,66° ga buralgan bo‘ladi. Molekuladagi β-diketon qismning murakkab efir guruhi va oksipirazolin halqa orasidagi burchak 136,42° ga teng va ular bitta tekislikning chegarasida yotmaydi.

4-jadval.

H_2L^1 va H_2L^3 kristall strukturasidagi atomlarning “o‘rtacha” tekislikdan og‘ishi (Å)

Atomlar va ularning og‘ishi, Å						
H_2L^1						
C(1) 0.0110	C(2) 0.0045	C(3) 0.0050	N(1) 0.0056	N(2) - 0.0022	C(7)* - 0.0055	C(8)* - 0.0052
C(9) - 0.0095	C(10) 0.0043	C(11) 0.0052	C(12) - 0.0097	C(13) 0.0052	C(14) 0.0035	C(8)* - 0.0053
H_2L^3						
C(1) 0.0035	C(2) 0.0042	C(3) 0.0037	N(1) 0.0046	N(2) - 0.0032	C(7)* - 0.0036	C(8)* - 0.0038
C(9) - 0.0067	C(10) 0.0053	C(11) 0.0051	C(12) - 0.0067	C(13) 0.0042	C(14) 0.0033	C(8)* - 0.0047
Izoh:* – ushbu atomlar hisoblangan tekislik tarkibiga kirmaydi.						

Xulosa. Olingan polifunksional tridentat organik ligandlarning geometrik tuzilishi halqali 5-gidroksi-2-pirazolin tautomer shaklda bo’lishi kuzatildi. Ketoefirlarning *para*-almashingan benzoy kislota gidrazidlari kristall holatda IQ spektrlari tahlili halqali pirazolin tushilishga ega ekanligini ko’rsatadi.

Sintez qilingan tridentat organik ligandlar deteriylangan xloroformdagi ($CDCl_3$) eritmasidan olingan YaMR-^{1}H spektroskopiyasi ma’lumotlarida AB-sistema hosil bo’lishi, halqali 5-gidroksi-2-pirazolin tautomer shaklda ekanligini isbotlaydi.

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TOVUQ TUXUMI PO‘STLOG‘INING ANTIOKSIANTLIK XUSUSIYATINI *in vitro* USULIDA O‘RGANISH

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Annotatsiya. *Ushbu maqolada tabiiy kalsiy manbai bo‘lgan tuxum po‘stloqlarining tarkibi va shifobaxsh xususiyatlari haqida so‘z boradi. Tuxum po‘stloqlari nafaqat kalsiy manbai, balki antioksidantlik xususiyatiga ham ega bo‘lgan tabiiy birikmadir.*

Kalit so‘zlar*: tuxum po‘stlog‘i, suyak, kalsiy, antioksidantlik, in vitro.*

ИЗУЧЕНИЕ АНТИОКСИДАНТНЫХ СВОЙСТВ СКОРЛУПЫ КУРИНОГО ЯЙЦА МЕТОДОМ in vitro

Аннотация. *В данной статье рассматриваются состав и лечебные свойства яичной скорлупы, являющейся природным источником кальция. Яичная скорлупа является не только источником кальция, но и природным соединением, обладающим антиоксидантными свойствами.*

Ключевые слова: *яичная скорлупа, кость, кальций, антиоксидант, in vitro.*

STUDY OF THE ANTIOXIDANT PROPERTIES OF CHICKEN EGGSHELL BY in vitro METHOD

Abstract. *This article discusses the composition and medicinal properties of eggshells, which are a natural source of calcium. Eggshells are not only a source of calcium, but also natural compounds possessing antioxidant properties.*

Keywords: *eggshell, bone, calcium, antioxidant properties, in vitro.*

Adabiyotlar tahlili

Kalsiy elementi va uning kimyoviy birikmalari inson organizimi uchun eng muhim va zarur tarkibiy qismlardan biridir, chunki u odam skelet tizimining ko‘p qismini (98 %) tashkil qiladi. Kalsiy ionlari jigarda insulin va leptin sezgirligini oshirishi va o‘tkir buyrak shkastlanishini tiklashga yordam beradi. Shu bilan birga, asab to‘qimalarining tiklanishiga ijobiy hissa qo‘shadi va yaralarni davolashda, tashqi stimullarga javob berishda, yallig‘lanishda, hujayra substratining yopishishida, hujayra o‘sishini va to‘qimalarning qayta tuzilishini rag‘batlantirishda muhim rol o‘ynaydi. Organizmning oqsilga bo‘lgan ehtiyojlarini qondirishda tuxum va tuxum mahsulotlarining o‘rni beqiyos [1, 26-30-b; 2, 313-317-b; 3, 497-503-b;].

Tovuq tuxumi oqsilga boy manba bo‘lgani uchun Jahon sog‘liqni saqlash tashkiloti va boshqa barcha sog‘liqni saqlash mutaxassislari odamlarga har kuni tuxum iste’mol qilishni tavsiya qiladilar. Bu esa oziq-ovqat sanoati va kundalik hayotimizda bu mahsulotdan foydalanish darajasi yuqori ekanligi anglatadi. Lekin shu o‘rinda tuxum po‘stloqlarining oziq-ovqat sanoati va kundalik turmushda juda katta miqdorda hosil bo‘ladigan biologik chiqindi ekanligini ham tan olishimiz joiz. Po‘stloqlar kalsiyning qimmatli manbai bo‘lib, tabiiy mahsulot hisoblansa-da ko‘p holatlarda chiqindilar qatorida tabiatga tashlanadi. Atrofda tuxum po‘stloqlarining nazoratsiz va to‘xtovsiz yig‘ilishi tabiatga salbiy ta’sir ko‘rsatadi. Shu bilan birga muhitda mikroorganizmlar rivojlanishi uchun sharoit yaratilishi hamda chiqindilar miqdorining ortishiga sabab bo‘ladi. Adabiyotlardan ma’lum bo‘lishicha, tuxum po‘stlog‘i har yili dunyo bo‘ylab 250 000 tonna chiqindi hosil qiladi. Shuning uchun ham ularni ikkilamchi homashyo sifatida qo‘llab, tabiiy kalsiy manbaasidan to‘g‘ri foydalanish dolzarb masala hisoblanadi. Tuxum po‘stloqlari bilan bog‘liq chiqindi muammolarini minimallashtirish uchun ayrim tadqiqotlar olib borilgan. Kalsiy birikmlariga boyligi va tekin homashyoligi po‘stloqlarning ustida ko‘plab tadqiqotlar olib borilishiga sabab bo‘ladi. Kimyoviy tadqiqotlar natijasida tuxum po‘stlog‘ining tarkibida kalsiy karbonat taxminan 95-97 % ni tashkil qilishi isbotlangan. Stadelmanning ma’lumotlariga ko‘ra bu ko‘rsatkich 94 % ga to‘gri keladi. Ayrim adabiyotlarda bu ko‘rsatkich 98 % dan yuqori ekanligi keltirilgan. Kalsiy birikmalarining yuqori darajada mavjudligi tuxum po‘stlog‘i kukuni kattalar uchun tavsiya etilgan kalsiy iste’molining kunlik miqdorini ta’minlashi mumkin. Po‘stloqlarning yetarli darajada mustahkam bo‘lishi esa tarkibida murakkab birikmalar ham borligidan dalolat beradi. Po‘stloqlarning mineral tarkibida kalsit kristallarining yadrolanish markazlari vazifasini bajaradigan maxsus

organik moddalarga boy bo‘lgan sezilarli miqdorda tiqilib qolgan organik moddalar mavjud. Bu esa tuxum qobig‘ini kichik qalinligi tufayli qattiq materialga aylantiradi [4, 1454-1458-b; 5, 1-5-b; 6, 347-359-b].

So‘nggi yillarda suyak nuqsonlarini davolash uchun autolog suyakka munosib alternativ topish uchun ko‘plab turli usullar va materiallar qo‘llanilmoqda. Autolog suyakdan foydalanish afzal ko‘rilgan augmentatsiya usuli hisoblanadi va shuning uchun ham oltin standart hisoblanadi. Autolog transplantatlarga alternativ sifatida turli xil suyak transplantatlari o‘rnini bosuvchi vositalar qo‘llaniladi. Ideal suyak transplantat materiali biomoslashuvchan, osteoinduktiv, osteo o‘tkazuvchan va qoniqarli mexanik xususiyatlarga ega bo‘lishi kerak. Juda yaxshi yechim suyaklarning to‘liq regeneratsiyasi uchun zarur bo‘lgan barcha xususiyatlarni yaratadigan biomateriallar kompozitini ishlab chiqarish bo‘lishi mumkin. Ilmiy adabiyotlarda keltirilgan ma’lumotlarga ko‘ra, ba’zi in vitro tadqiqot natijalari tuxum qobig‘i zarralari va gialuronan kombinatsiyasining suyak regeneratsiyasi va to‘qima muhandisligi uchun asosiy komponentlar sifatida yuqori salohiyatga ega ekanligini ko‘rsatadi [7, 1-10-b]. Tuxum qobig‘i chiqindilarining afzalliklari tufayli kimyo sanoatida turli xil maqsadlarda, masalan, biokompozitlar, bioshablon, bioqoplama, shisha ko‘piklar, katalizatorlar va boshqalarni tayyorlash uchun adsorbent, matritsa yoki mustahkamlovchi materiallar sifatida ishlatilishi mumkin, bundan tashqari uning tarkibida 70 ga yaqin mikro va makroelementlar identifikatsiya qilingan bo‘lib, bu xususiyat uning foydalanish darajasini va ahamiyatini yanada oshirishga xizmat qiladi [8, 485-494-b; 9, 334-339-b].

Tuxum po‘stloqlari nafaqat kalsiy manbai, balki o‘zida erkin radikallarni neytrallash xususiyatlarini ham namoyon etadi [10, 372-373-b].

Tadqiqot Metodologiyasi

Adrenalinning in vitro sharoitida autooksidlanish metodi bilan preparatlarning antioksidantlik faolligini aniqlashda tadqiq qilinadigan preparatlarning fitokimyoviy tekshiruvlari orqali antioksidantlik faollik aniqlanadi hamda bir nechta usullarni qo‘llash orqali baholanadi.

Preparatlarning antioksidantlik faolligi adrenalinning *in vitro* sharoitida autooksidlanish reaksiyasining ingibitirlanishi bilan aniqlanadi hamda kislorodning erkin shaklini hosil bo‘lishiga to‘sqinlik qiladi. Metod adrenalinning autoksidlanish reaksiyasining ingibirlanishiga asoslangan, preparatlarning *in vitro* sharoitida adrenalinni vaqt davomida KFSh (kislorodning faol shakli) ni hosil bo‘lishi va autooksidlanishi hisobiga (%) foizlarda ifodalanadi.

Buning uchun 0,2 M natriy-karbonat (Na_2CO_3-$NaHCO_3$) pH=10,65 li buferidan 2,0 ml, adrenalin (epinefrin) gidroxloridning 0,18% eritmasidan 56 mkl olinadi, 30 mkl antioksidant preparat solinadi hamda tez aralashtirib 30 soniyadan 10 daqiqa mobaynida 347 nm to‘lqin uzunligida 10 mm kyuvetada Cary 60 UV-Vis Agilet Technologies spektrofotometrida tekshirildi. Tadqiq qilinayotgan (ekstraktning 1 ml dagi konsentratsiyasi 1 mg) miqdori standart sifatida ishlatiladi. Nazorat namuna sifatida 0,2 M 2,0 ml bufer, 0,18% 56 mkl (5,46 мМ) adrenalin ishlatiladi.

Antioksidant faolligini adrenalinning autooksidlanishini ingibrlanishiga ko‘ra foizlarda ifodalandi va quyidagi formula bilan hisoblanadi.

$$AA\% = \frac{(D1-D2)x100}{D1}$$

D_1-buferga qo‘shilgan adrenalin gidroxlorid eritmasining optik zichligi;

D_2-buferga qo‘shilgan tadqiq qilinayotgan ekstraktning va adrenalin gidroxloridning optik zichligi.

Foydalanilgan namunalar:

1. Uy tuxum po‘stlog‘i kukuni
2. Fabrika tuxum po‘stlog‘i kukuni
3. Tuxum po‘stlog‘ining GKMAT bilan kompleksi
4. BFQ

Uy tuxum po‘stlog‘i kukuni, fabrika tuxum po‘stlog‘i kukuni, tuxum po‘stlog‘ining GKMAT bilan kompleksi hamda BFQ ning antioksidantlik faolligi adrenalinning *in vitro* sharoitida oksidlanish jarayonini ingibitsiyalash qobiliyati asosida baholandi. Adrenalinning oksidlanishi natijasida kislorodning erkin shakllari hosil bo‘lib, ular oksidlovchi stress rivojlanishida muhim ahamiyat kasb etadi. Tadqiqot jarayonida foydalanilgan namunalarini ushbu reaktiv kislorod birikmalari hosil bo‘lishini susaytirish xususiyati aniqlandi. Mazkur metod adrenalinning vaqt davomida kechadigan oksidlanish reaksiyasining ingibitsiya darajasini aniqlashga asoslangan bo‘lib, tajribalar preparatlar ishtirokida hamda nazorat namunasi bilan taqqoslangan holda o‘tkazildi. Foydalanilgan namunalarining antioksidantlik faolligi adrenalinning oksidlanish tezligining pasayishi asosida hisoblanib, olingan natijalar foiz (%) ko‘rinishida ifodalandi. Ushbu ko‘rsatkich preparatlarning *in vitro* sharoitida kislorodning erkin shakllari hosil bo‘lishiga qarshi samaradorligini tavsiflaydi.

Namunalarning antioksidantlik miqdori in vitro shakli uchun 1 - jadvalda keltirilgan

1-jadval

Namunalarning antioksidantlik miqdori *in vitro* shakli uchun

Preparat	Eruvchanligi	*In vitro* *mkg/ml*
Uy tuxum po‘stlog‘i kukuni	30 % li spirt va suv	30
Fabrika tuxum po‘stlog‘i kukuni	30 % li spirt va suv	30
Tuxum po‘stlog‘ining GKMAT kompleksi	30 % li spirt va suv	30
BFQ	30 % li spirt va suv	30
Kversetin	30 % li spirt va suv	30
Gliklazid	suv	

Natijalar va ularning tahlil

Namunalarning antioksidantlik faolligi adrenalin *in vitro* autooksidlanish reaksiyasi yordamida aniqlangan. Preparatlar 5 xil konsentratsiyada (100, 250, 500, 750 va 1000 μg/ml) sinovdan o‘tkazilgan va natijalar shuni ko‘rsatdiki, konsentratsiya oshishi bilan antioksidantlik faolligi ham ortadi (100 μg/ml -12,69%, 1000 μg/ml - 24,05%). Namunalarning antioksidant ta’siri kversetin va gliklazid bilan solishtirilganda sezilarli bo‘lib, kislorodning erkin radikallarini hosil bo‘lishiga to‘sqinlik qilishi aniqlangan. Bu natijalar tekshirilgan namunalarning kuchli antioksidant xususiyatga ega ekanini tasdiqladi.

Xulosa

Tekshirilgan namunalar sintetik preparat Gliklazid hamda tabiiy antioksidant Kversetin bilan solishtirilgan bo‘lib, kunlik chiqindi tuxum po‘stloqlari va u asosida olingan turli kompozitsiyalar antioksidantlik xususiyatiga ega ekanligi tasdiqlandi.

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ETILEN GLIKOL ASOSIDA BENZIN OKTAN SONINI OSHIRISH

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Annotatsiya. *Mazkur maqolada etilen glikol va uning hosilalari asosida avtomobil benzinining oktan sonini oshirish imkoniyatlari tahlil etiladi. Oktan soni va detonatsiya hodisasining mohiyati, uni oshirishning asosiy usullari hamda kislorodli qo'shimchalar (oksigenatlar)ning ta'sir mexanizmi yoritiladi. Etilen glikolning tarkibi, fizik-kimyoviy xossalari va oksigenat sifatidagi afzalliklari boshqa oksigenatlar bilan qiyoslangan holda ko'rib chiqiladi; uning suvda yuqori eruvchanlik va past uchuvchanlik kabi cheklovlari hamda bu cheklovlarni efir va atsetal hosilalari orqali bartaraf etish yo'llari asoslanadi. Natijalar grafik, diagramma, reaksiya sxemalari va jadvallar bilan ko'rgazmali izohlangan.*

Kalit so'zlar: *benzin, oktan soni, detonatsiya, antidetonator, oksigenatlar, etilen glikol, glikol efirlari, 1,3-dioksolan, ekologik yoqilg'i.*

ПОВЫШЕНИЕ ОКТАНОВОГО ЧИСЛА БЕНЗИНА С ПОМОЩЬЮ ЭТИЛЕНГЛИКОЛЯ.

Аннотация. *В статье анализируются возможности повышения октанового числа автомобильного бензина на основе этиленгликоля и его производных. Раскрываются сущность октанового числа и детонации, механизм действия оксигенатов, а также преимущества и ограничения этиленгликоля. Результаты проиллюстрированы графиками, схемами реакций и таблицами.*

Ключевые слова: *бензин, октановое число, детонация, антидетонатор, оксигенаты, этиленгликоль, гликолевые эфиры.*

INCREASING GASOLINE OCTANE NUMBER USING ETHYLENE GLYCOL

Annotation. *The article analyses the possibilities of increasing the octane number of automotive gasoline on the basis of ethylene glycol and its derivatives. It explains the essence of the octane number and detonation, the mechanism of action of oxygenates, and the advantages and limitations of ethylene glycol compared with other oxygenates. The high water solubility and low volatility of ethylene glycol and the ways of overcoming these limitations through ether and acetal derivatives are substantiated. The results are illustrated with charts, reaction schemes and tables.*

Keywords: *gasoline, octane number, detonation, antiknock additive, oxygenates, ethylene glycol, glycol ethers, 1,3-dioxolane, environmentally friendly fuel.*

Kirish: Zamonaviy avtomobil dvigatellari uchun yuqori sifatli yonilg'i ishlab chiqarish neft-kimyo sanoatining dolzarb vazifalaridan biridir. Benzinning eng muhim sifat ko'rsatkichlaridan biri — uning oktan soni bo'lib, u yonilg'ining detonatsiyaga, ya'ni dvigatel silindrida o'z-o'zidan portlab yonishga chidamliligini ifodalaydi. Oktan soni qanchalik yuqori bo'lsa, dvigatelni shunchalik yuqori siqilish darajasida ishlatish mumkin bo'lib, bu uning quvvati, samaradorligi va resursini oshiradi.

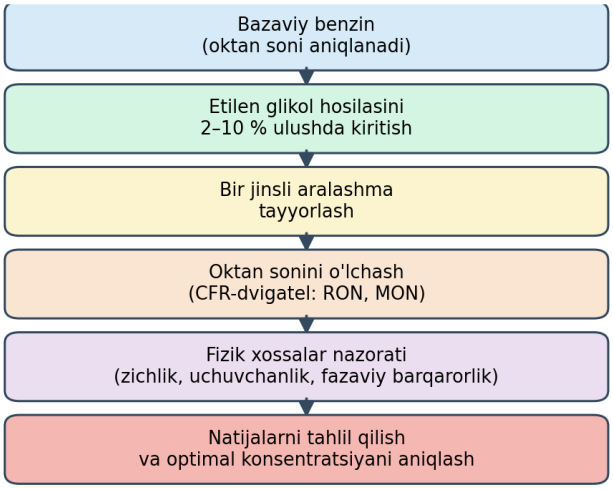
An'anaviy tarzda oktan sonini oshirishda tetraetilqo'rg'oshin (TEQ) kabi antidetonatorlar qo'llanilgan. Biroq ularning yuqori zaharliligi va atrof-muhitga salbiy ta'siri tufayli bunday qo'shimchalar ko'pchilik mamlakatlarda taqiqlangan. Shu sababli ekologik jihatdan xavfsiz, kislorod tutuvchi qo'shimchalar — oksigenatlarni izlash va qo'llash katta ahamiyat kasb etmoqda.

Etilen glikol ($HOCH_2CH_2OH$) — ikki atomli spirt bo'lib, molekulasida ikkita gidroksil guruh va massa bo'yicha taxminan 51,6 % kislorod tutadi. Aynan shu xususiyati uni potensial oksigenat qo'shimcha sifatida qiziqarli qiladi. Mazkur maqolaning maqsadi — etilen glikol va uning hosilalari asosida benzin oktan sonini oshirish imkoniyatlari, ularning afzallik va cheklovlarini ilmiy-nazariy hamda ko'rgazmali tahlil qilishdan iborat.

Mavzuga oid adabiyotlar tahlili va metodologiya. Oktan sonini oshirish va yonilg'i qo'shimchalari masalalari A.M.Danilov, A.A.Gureyev, A.M.Kuliyev hamda K.Owen va T.Coley kabi mutaxassislarning ishlarida atroflicha

yoritilgan. Ushbu manbalarda antidetonatorlar va oksigenatlarning ta’sir mexanizmi, ularning afzallik va kamchiliklari tizimli tahlil qilingan. Oksigenatlar (metanol, etanol, MTBE, ETBE) zamonaviy benzinlarda keng qo‘llaniladi va ularning oktan sonini oshirish samarasi ilmiy adabiyotda tasdiqlangan.

Tadqiqot metodologiyasi sifatida bazaviy benzinga turli ulushda qo‘shimcha kiritib aralashma tayyorlash va uning oktan sonini o‘lchash usuli qabul qilindi. Oktan soni motor usulida (MON; GOST 511 yoki ASTM D2700) va tadqiqot usulida (RON; GOST 8226 yoki ASTM D2699) standart CFR-dvigatelida aniqlanadi; shuningdek, aralashmaning zichligi, uchuvchanligi va fazaviy barqarorligi nazorat qilinadi. Tadqiqot bosqichlari 1-rasmda keltirilgan.

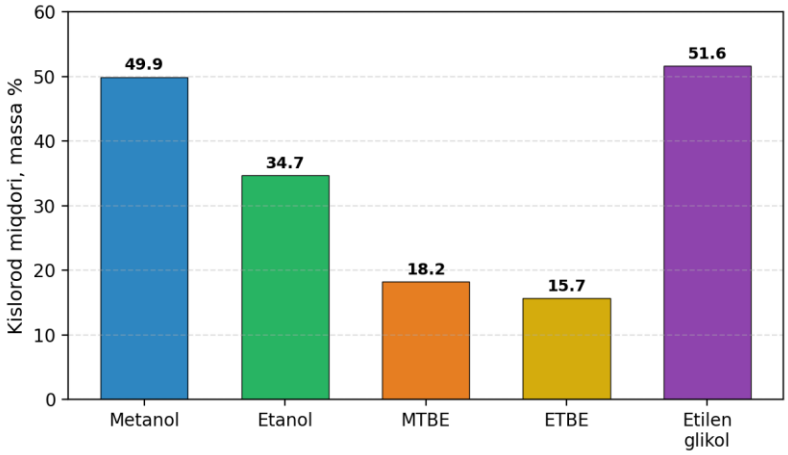


1-rasm. Tadqiqotning uslubiy bosqichlari (blok-sxema).

Tahlil natijalari va muhokama. **Oktan soni va detonatsiya hodisasi.** Detonatsiya — benzin-havo aralashmasining uchqundan oldin o‘z-o‘zidan portlab yonishi bo‘lib, u zarbali to‘lqinlar, ortiqcha qizish va detallarning yemirilishiga olib keladi. Oktan soni yonilg‘ining ana shu hodisaga chidamliligini ko‘rsatadi va etalon aralashma asosida belgilanadi: izooktan (2,2,4-trimetilpentan) oktan soni 100 ga, n-geptanniki esa 0 ga teng deb qabul qilingan.

Oktan sonini oshirishning asosiy usullari. Oktan soni ikki yo‘l bilan oshiriladi: birinchisi — benzin uglevodorod tarkibini yaxshilash (katalitik riforming, izomerlash, alkillash orqali tarmoqlangan va aromatik birikmalar ulushini ko‘paytirish); ikkinchisi — maxsus qo‘shimchalar (antidetonatorlar va oksigenatlar) kiritish. Ikkinchi yo‘l nisbatan sodda va tejamkor bo‘lgani uchun keng qo‘llaniladi.

Oksigenatlar va ularning ta’sir mexanizmi. Oksigenatlar ikki sababga ko‘ra oktan sonini oshiradi: birinchidan, ularning o‘z oktan soni yuqori; ikkinchidan, tarkibidagi kislorod yonishni to‘liqroq amalga oshirib, detonatsiyaga moyillikni va zararli chiqindilarni kamaytiradi. Eng keng tarqalgan oksigenatlarning kislorod miqdori 2-rasmda qiyoslangan; etilen glikol ular orasida eng yuqori kislorod ulushiga ega.



2-rasm. Asosiy oksigenatlarning kislorod miqdori (massa %) bo‘yicha qiyosi.

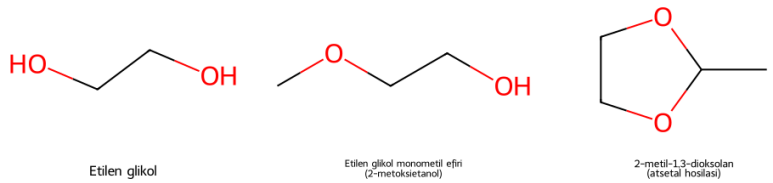
Oksigenatlarning asosiy fizik-kimyoviy ko‘rsatkichlari 1-jadvalda keltirilgan. Jadvaldan ko‘rinadiki, etilen glikol kislorodga eng boy birikma bo‘lsa-da, qaynash harorati boshqalarnikidan ancha yuqori, bu esa uning uchuvchanligini kamaytiradi.

Oksigenat	Formula	Kislorod, %	Qaynash harorati, °C
Metanol	CH_3OH	49,9	64,7

Etanol	C_2H_5OH	34,7	78,4
MTBE	$C_5H_{12}O$	18,2	55,2
ETBE	$C_6H_{14}O$	15,7	72,8
Etilen glikol	$C_2H_6O_2$	51,6	197,6

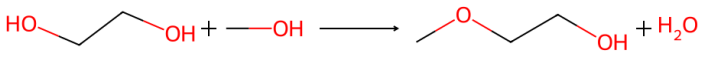
1-jadval. Ayrim oksigenatlarning fizik-kimyoviy ko‘rsatkichlari (adabiyot ma’lumotlari; qiymatlar manbalar bo‘yicha biroz farq qilishi mumkin).

Etilen glikolning xossalari va hosilalari. Etilen glikol rangsiz, yopishqoq, suvda cheksiz eriydigan suyuqlikdir. Yuqori kislorod miqdori uni nazariy jihatdan kuchli oksigenat qiladi, biroq toza holda benzinga qo‘shishda past uchuvchanlik (sovuq holatda ishga tushishni qiyinlashtiradi), gigroskopiklik va suvda yuqori eruvchanlik (fazaviy ajralish xavfi) kabi cheklovlar yuzaga keladi. Shu bois amaliyotda etilen glikolning hosilalari — monoefirlari va atsetallari (1,3-dioksolanlar) ko‘proq istiqbolli hisoblanadi, chunki ular benzin bilan yaxshiroq aralashadi va suvga chidamliroqdir. Mazkur birikmalarning tuzilishi 3-rasmda berilgan.

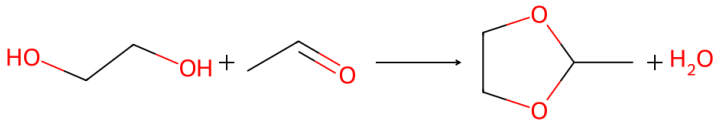


3-rasm. Etilen glikol va uning yonilg‘i qo‘shimchasi sifatida istiqbolli hosilalarining tuzilish formulalari.

Etilen glikol hosilalarini olishning ikki asosiy yo‘li mavjud. Birinchisi — efirlash (eterifikatsiya): etilen glikolning gidroksil guruhi spirt yoki alken bilan reaksiyaga kirishib glikol efirini hosil qiladi (4-rasm). Ikkinchisi — atsetallash: etilen glikol aldegid bilan kislotali katalizator ishtirokida reaksiyaga kirishib barqaror halqali atsetal — 1,3-dioksolan hosil qiladi (5-rasm). Ikkala usulda ham suvga chidamliroq, benzin bilan yaxshi aralashadigan oksigenat olinadi.



4-rasm. Efirlash reaksiyasi: etilen glikol va metanoldan 2-metoksietanol hosil bo‘lishi.

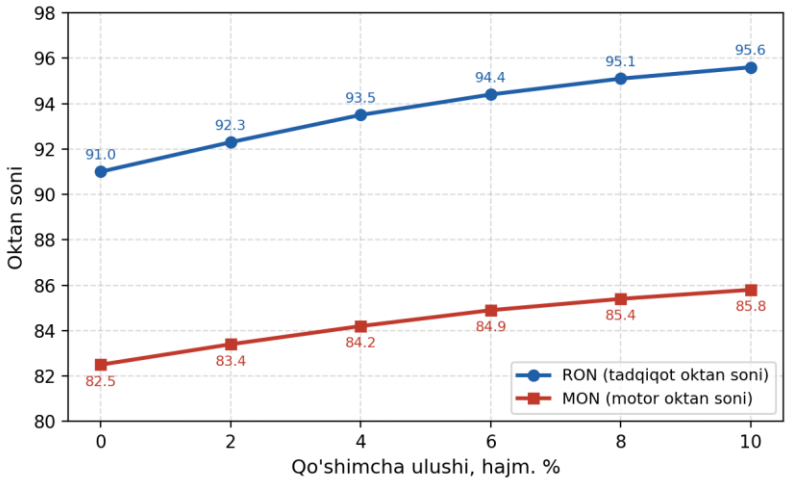


5-rasm. Atsetallash reaksiyasi: etilen glikol va atsetaldegiddan 2-metil-1,3-dioksolan hosil bo‘lishi.

Aralashma tarkibi va oktan sonining o‘zgarishi. Tajribada bazaviy benzinga etilen glikol hosilasidan turli hajmiy ulushda (0–10 %) qo‘shilib, har bir aralashmaning oktan soni o‘lchanadi. Umumiy qonuniyat shundan iboratki, oksigenat ulushi ortishi bilan oktan soni ma’lum chegaragacha o‘sadi, biroq juda yuqori konsentratsiyada aralashmaning energetik qiymati va fazaviy barqarorligi pasayishi mumkin. Natijalarning namunaviy ko‘rinishi 2-jadvalda va 6-rasmdagi grafikda keltirilgan.

Qo‘shimcha ulushi, hajm. %	**RON (tadqiqot oktan soni)**	**MON (motor oktan soni)**
0	91,0	82,5
2	92,3	83,4
4	93,5	84,2
6	94,4	84,9
8	95,1	85,4
10	95,6	85,8

2-jadval. Qo‘shimcha ulushiga bog‘liq holda oktan sonining o‘zgarishi (namunaviy ma’lumotlar; raqamli qiymatlar muallifning tajriba natijalari bilan almashtirilishi shart).



6-rasm. Qo‘shimcha konsentratsiyasiga bog‘liq holda RON va MON o‘zgarishi grafigi (namunaviy ma’lumotlar asosida).

Afzalliklari, cheklovlari va istiqbollari. Etilen glikol asosidagi qo‘shimchalarning afzalliklari: yuqori kislorod miqdori, oktan sonini oshirish va zararli chiqindilarni kamaytirish qobiliyati, zaharli metall asosidagi antidetonatorlarga ekologik muqobil bo‘lishi. Cheklovlari esa suvda yuqori eruvchanlik, gigroskopiklik, past uchuvchanlik va energetik qiymatining benzinnikidan pastligi bilan bog‘liq. Bu kamchiliklarni etilen glikolni efir yoki atsetal hosilalariga aylantirish hamda barqarorlashtiruvchi qo‘shimchalardan foydalanish orqali kamaytirish mumkin. Shu yo‘nalish arzon va ekologik toza oktan oshiruvchi qo‘shimchalar yaratish uchun istiqbolli hisoblanadi.

Xulosa

Tahlil natijalari quyidagi xulosalarga olib keladi. Birinchidan, oktan sonini oshirishda oksigenatlar zaharli antidetonatorlarga ekologik xavfsiz muqobil sifatida muhim o‘rin tutadi. Ikkinchidan, etilen glikol eng yuqori kislorod miqdori tufayli katta nazariy salohiyatga ega, biroq uni toza holda qo‘llashda suvda eruvchanlik, gigroskopiklik va past uchuvchanlik kabi cheklovlar mavjud.

Uchinchidan, etilen glikolning efir va atsetal (1,3-dioksolan) hosilalari benzin bilan yaxshiroq aralashishi va suvga chidamliligi sababli amaliy jihatdan istiqbolliroqdir. To‘rtinchidan, optimal natijaga erishish uchun qo‘shimcha konsentratsiyasini va aralashmaning fizik-kimyoviy barqarorligini eksperimental yo‘l bilan aniqlash zarur. Mavzu istiqbolda turli hosilalarni qiyosiy o‘rganish va aralashmalarning ekspluatatsion ko‘rsatkichlarini baholash orqali chuqurlashtirilishi mumkin.

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MODERN TECHNOLOGIES FOR THE SEPARATION OF HETEROCYCLIC COMPOUNDS FROM LOCAL COAL TAR: A REVIEW AND TECHNOLOGICAL ASSESSMENT

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Abstract; *Coal tar is a complex by-product of coal thermal processing and a significant secondary source of aromatic and heteroatom-containing compounds. Nitrogen-, sulfur- and oxygen-containing heterocycles such as pyridine, quinoline, isoquinoline, indole, carbazole, acridine, benzothiophene and dibenzofuran derivatives are valuable intermediates for pharmaceuticals, dyes, agrochemicals, corrosion inhibitors, functional polymers and specialty carbon materials. However, their recovery from coal tar remains challenging because coal tar contains hundreds of compounds with overlapping boiling ranges, comparable polarity, high aromaticity and strong intermolecular interactions. This review and technological assessment analyzes modern technologies for separating heterocyclic compounds from local coal tar, with emphasis on fractional distillation, acid-base extraction, ionic-liquid-assisted extraction, deep eutectic solvent extraction, adsorption, crystallization and integrated hybrid schemes. The relevance of local coal-tar valorization is supported by the coal resource base of Uzbekistan, where coal production is associated with the Angren lignite field and the Shargun and Boysun underground deposits. The paper proposes a scientifically justified process route that combines raw-tar conditioning, fractionation, selective extraction, adsorption polishing, final purification and instrumental quality control. Because this article is a review and conceptual technological assessment, no original laboratory data are reported. Instead, the contribution lies in synthesizing recent separation literature and translating it into a practical process concept for local coal-tar utilization.*

Keywords: *coal tar; heterocyclic compounds; quinoline; indole; carbazole; ionic liquids; deep eutectic solvents; adsorption; technological assessment; local raw materials*

MAHALLIY ISHLAB CHIQARILGAN KO‘MIR SMOLASIDAN GETEROTSIKLIK BIRIKMALARNI AJRATIB OLISHNING ZAMONAVIY TEXNOLOGIYALARI: SHARH VA TEXNOLOGIK BAHOLASH

Annotatsiya: *Ko’mir smolasi ko’mirni termik qayta ishlashning murakkab qo’shimcha mahsuloti va aromatik va geteroatom o’z ichiga olgan birikmalarning muhim ikkilamchi manbaidir. Piridin, xinolin, izokinolin, indol, karbazol, akridin, benzotiofen va dibenzofuran hosilalari kabi azot, oltingugurt va kislorod o’z ichiga olgan geterosikllar farmatsevtika, bo’yoqlar, agrokimyoviy moddalar, korroziya ingibitorlari, funktsional polimerlar va maxsus uglerod materiallari uchun qimmatli oraliq mahsulotlardir. Biroq, ularni ko’mir smolasidan ajratib olish qiyinligicha qolmoqda, chunki ko’mir smolasi bir-birining ustiga chiqadigan qaynoq diapazonlari, taqqoslanadigan qutblanish, yuqori aromatiklik va kuchli molekulalararo o’zaro ta’sirlarga ega yuzlab birikmalarni o’z ichiga oladi. Ushbu sharh va texnologik baholashda geterosiklik birikmalarni mahalliy ko’mir smolasidan ajratishning zamonaviy texnologiyalari tahlil qilinadi, bunda fraksiyali distillash, kislota-asos ekstraksiya, ion-suyuqlik yordamida ekstraksiya, chuqur evtektik erituvchi ekstraksiya, adsorbsiya, kristallanish va integratsiyalashgan gibrid sxemalarga urg’u beriladi. Mahalliy ko’mir smolasini baholashning dolzarbligi O’zbekistonning ko’mir resurs bazasi bilan tasdiqlanadi, bu yerda ko’mir qazib olish Angren lignit koni va Sharg’un va Boysun yer osti konlari bilan bog’liq. Maqolada xom smolani konditsionerlash, fraksiyalash, selektiv ekstraktsiya, adsorbsiyani abrazivlash, yakuniy tozalash va instrumental sifat nazoratini birlashtirgan ilmiy asoslangan jarayon yo’nalishi taklif qilingan. Ushbu maqola sharh va kontseptual texnologik baholash bo’lgani uchun asl laboratoriya ma’lumotlari keltirilmagan. Buning o’rniga, hissa yaqinda ajratish adabiyotlarini sintez qilish va uni mahalliy ko’mir smolasini utilizatsiya qilish uchun amaliy jarayon kontseptsiyasiga aylantirishdan iborat.*

Kalit so'zlar: *ko'mir smolasi; geterosiklik birikmalar; xinolin; indol; karbazol; ion suyuqliklari; chuqur evtektik erituvchilar; adsorbsiya; texnologik baholash; mahalliy xom ashyo.*

СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ВЫДЕЛЕНИЯ ГЕТЕРОЦИКЛИЧЕСКИХ СОЕДИНЕНИЙ ИЗ КАМЕННОУГОЛЬНОЙ СМОЛЫ МЕСТНОГО ПРОИЗВОДСТВА: ОБЗОР И ТЕХНОЛОГИЧЕСКАЯ ОЦЕНКА

Каменноугольная смола представляет собой сложный побочный продукт термической переработки угля и служит важным вторичным источником ароматических и гетероатомсодержащих соединений. Азот-, серо- и кислородсодержащие гетероциклы — такие как производные пиридина, хинолина, изохинолина, индола, карбазола, акридина, бензотиофена и дибензофурана — являются ценными промежуточными продуктами для производства фармацевтических препаратов, красителей, агрохимикатов, ингибиторов коррозии, функциональных полимеров и специальных углеродных материалов. Однако их выделение из каменноугольной смолы сопряжено с трудностями, поскольку она содержит сотни соединений, характеризующихся перекрывающимися интервалами температур кипения, сопоставимой полярностью, высокой степенью ароматичности и сильными межмолекулярными взаимодействиями. В данном обзоре и технологической оценке анализируются современные методы выделения гетероциклических соединений из каменноугольной смолы местного производства; особое внимание уделяется фракционной перегонке, кислотно-основной экстракции, экстракции с использованием ионных жидкостей и глубоких эвтектических растворителей, адсорбции, кристаллизации, а также комбинированным гибридным схемам. Актуальность оценки свойств местной каменноугольной смолы обусловлена ресурсной базой угля в Узбекистане, где добыча сосредоточена на Ангренском буроугольном разрезе, а также на шахтах «Шаргунь» и «Байсун». В статье предложена научно обоснованная технологическая схема, включающая подготовку сырой смолы, фракционирование, селективную экстракцию, адсорбцию, окончательную очистку и инструментальный контроль качества. Поскольку данная работа носит обзорный и концептуально-оценочный характер, оригинальные лабораторные данные в ней не приводятся; ценность статьи заключается в обобщении актуальных литературных сведений о процессах разделения и их адаптации в практическую технологическую концепцию переработки местной каменноугольной смолы.

Ключевые слова: *каменноугольная смола; гетероциклические соединения; хинолин; индол; карбазол; ионные жидкости; глубокие эвтектические растворители; адсорбция; технологическая оценка; местное сырье.*

Highlights

- Local coal tar is assessed as a secondary source of high-value heterocyclic compounds.
- Basic and neutral nitrogen heterocycles require different separation mechanisms.
- Ionic liquids and deep eutectic solvents provide tunable selectivity beyond conventional acid-base extraction.
- Hybrid fractionation-extraction-adsorption-crystallization is proposed as the most rational process route.
- The study is positioned as a literature-based review and technological assessment without original experimental data.

Introduction

Coal tar is generated during coal carbonization, pyrolysis and related thermal conversion processes. It is not a single substance but a highly complex organic matrix that contains monocyclic and polycyclic aromatic hydrocarbons, phenolic compounds, nitrogen-containing bases, neutral nitrogen compounds, sulfur heterocycles, oxygen heterocycles, resins and pitch-forming components. Historically, coal tar has been used for fuels, binders, preservatives and carbon materials; however, modern coal chemistry increasingly considers it as a valuable secondary feedstock for fine chemicals and functional organic intermediates [3,4].

Heterocyclic compounds represent one of the most important high-value groups in coal tar. Pyridine, quinoline, isoquinoline and acridine are basic nitrogen compounds, whereas indole and carbazole are neutral or weakly basic nitrogen heterocycles. Benzothiophene and dibenzothiophene represent sulfur-containing heterocycles, while benzofuran and dibenzofuran represent oxygen-containing heterocycles. These compounds are widely used or studied as precursors in pharmaceutical synthesis, dye chemistry, agrochemicals, corrosion inhibitors, organic electronics, polymer modification and specialty materials [4-9].

The separation of heterocyclic compounds from coal tar is technologically difficult because coal tar fractions often contain compounds with close boiling points and similar aromatic structures. For example, quinoline, isoquinoline, indole, alkyl-naphthalenes and related aromatics may occur in overlapping wash-oil boiling ranges. In addition, strong pi-pi interactions, hydrogen bonding, acid-base interactions and high viscosity can reduce mass transfer and lower separation selectivity [10-13].

The local relevance of this topic is associated with the coal resource base and coal-processing potential of Uzbekistan. The International Energy Agency reports that Uzbekistan's current coal resource base includes the Angren lignite deposit and the Shargun and Boysun coal deposits [1]. Official information from the Ministry of Mining Industry and Geology

reports that JSC Uzbekcoal produced more than 6.7 million tonnes of coal in 2024, with more than 5.5 million tonnes from the Angren coal deposit [2]. These data indicate that coal and coal-derived secondary products remain strategically relevant for the national raw-material base.

The objective of this article is to provide a review and technological assessment of modern methods for separating heterocyclic compounds from local coal tar and to propose an integrated process concept. The article does not present original experimental results; therefore, its contribution is analytical, conceptual and technological. It aims to support the design of future laboratory and pilot-scale studies.

Methodology of the Review and Technological Assessment

This article was prepared as a literature-based review and technological assessment. The analysis focused on publications related to coal tar fractionation, heterocyclic compound separation, ionic liquids, deep eutectic solvents, adsorption, crystallization and denitrogenation or desulfurization of coal-tar-derived and model aromatic systems. Emphasis was placed on recent studies and review papers published in separation science, fuel processing, chemical engineering and green solvent chemistry.

The technological assessment was performed according to five criteria: (i) selectivity toward basic or neutral heterocycles; (ii) compatibility with real coal-tar fractions; (iii) environmental and corrosion burden; (iv) possibility of solvent or adsorbent regeneration; and (v) scalability for local coal-tar processing. These criteria were used to compare conventional and modern separation technologies and to formulate an integrated process route.

Because no original laboratory experiment was conducted for this manuscript, the paper avoids expressions such as “the experiment showed” or “we obtained.” Instead, it uses terms such as “literature indicates,” “technologically, the method is suitable,” and “the proposed scheme can be evaluated in future experimental work.” This wording is important for ethical and transparent journal submission.

Local Coal Tar as a Potential Source of Heterocyclic Compounds

The term “local coal tar” in this article refers to tar or tar-like liquid products that may be obtained from local coal thermal conversion, semi-coking, carbonization or related industrial processes. Its exact chemical composition depends on coal rank, mineral matter, moisture, pyrolysis temperature, residence time, heating rate and condensation conditions. Lignite-derived tar may differ substantially from high-temperature coke-oven tar; therefore, any proposed separation scheme must be flexible and preceded by detailed compositional analysis.

For Uzbekistan, coal-related production is mainly associated with the Angren brown coal field and the Shargun and Boysun underground deposits [1]. This local raw-material context gives the topic industrial relevance, but it also requires caution: the phrase “coal tar” should be chemically verified for each technological stream. Before selecting the separation method, the tar should be characterized by water content, ash or mechanical impurities, density, viscosity, distillation curve, elemental CHNS composition and chromatographic profile.

From a valorization perspective, the most attractive target fractions are not the entire raw tar but selected distillation cuts enriched with heterocyclic compounds. Light oil may contain pyridine-type bases; middle fractions may contain quinoline and isoquinoline; wash-oil fractions are important sources of indole and quinoline-type compounds; and anthracene-oil fractions may contain carbazole, acridine and heavy nitrogen heterocycles [3-7].

Table 1. Main heterocyclic compounds potentially recoverable from coal-tar fractions.

Heterocycle group	Representative compounds	Typical fraction	Dominant interaction	Separation implication
Basic nitrogen	Pyridine, quinoline, isoquinoline, acridine	Light oil, wash oil, anthracene oil	Acid-base interaction	Suitable for acid extraction or acidic IL/DES extraction
Neutral nitrogen	Indole, carbazole and derivatives	Wash oil, anthracene oil	Hydrogen bonding and pi-pi interaction	Requires ILs, DESs, adsorption or crystallization
Sulfur heterocycles	Thiophene, benzothiophene, dibenzothiophene	Light to middle and heavy aromatic fractions	Pi-pi, CH-pi and polarizability interactions	Difficult by acid extraction; suitable for adsorptive or extractive desulfurization
Oxygen heterocycles	Benzofuran, dibenzofuran	Middle and heavy aromatic fractions	Dipole and hydrogen-bond accepting interactions	May be recovered or removed with IL/DES and adsorption methods

Conventional Separation Technologies

Fractional distillation

Fractional distillation is the first and most necessary step in coal-tar processing. It reduces the complexity of the raw tar by dividing it into boiling-range fractions such as light oil, phenolic oil, naphthalene oil, wash oil, anthracene oil and pitch residue. Distillation does not normally provide pure heterocyclic compounds, but it enriches target compounds into manageable fractions and improves the efficiency of subsequent selective separation.

For local coal tar, fractionation should be performed after dehydration and filtration because water, coke dust and mineral particles can cause foaming, corrosion and fouling. Vacuum distillation is preferable for heavy fractions to avoid thermal decomposition and polymerization reactions. The main limitation of distillation is low selectivity among compounds with similar boiling points; therefore, it is best used as a pre-concentration stage rather than a final purification method.

Acid-base extraction

Acid-base extraction remains one of the most practical conventional methods for separating basic nitrogen heterocycles. Pyridine, quinoline, isoquinoline and acridine can be transferred into the aqueous phase as salts using mineral acids and then regenerated by neutralization. This method is simple, inexpensive and suitable for basic nitrogen bases.

However, acid extraction is poorly selective for neutral compounds such as indole and carbazole, and it can generate acidic wastewater and corrosion problems. Strong acid and alkali processes used for certain wash-oil separations are also environmentally burdensome. Recent indole purification studies note that classical acid polymerization and alkaline fusion may be effective but are expensive, corrosive and polluting [15]. Therefore, conventional acid-base extraction should be integrated with greener and more selective methods rather than used as the only separation route.

Crystallization and solvent re-extraction

Crystallization is a mature purification method for compounds that can be concentrated to a sufficiently high level before cooling or antisolvent treatment. It is especially relevant for indole and carbazole fractions after extraction or re-extraction. The method can provide high product purity, but it is sensitive to impurity profile, solvent selection, supersaturation, cooling rate and solid-liquid separation.

Recent work on indole purification from wash oil shows the importance of combining extraction, re-extraction and crystallization rather than relying on a single operation [15]. This is directly relevant to local coal tar because wash-oil fractions may contain indole together with methyl-naphthalene and quinoline-type compounds.

Modern Separation Technologies

Ionic-liquid-assisted extraction

Ionic liquids are attractive extractants because their structures can be tuned by selecting appropriate cations and anions. Their low vapor pressure, thermal stability and adjustable polarity make them suitable for extracting heteroatom-containing aromatics from coal-tar-derived and model oils. In ionic-liquid-assisted separation, selectivity may arise from acid-base interactions, hydrogen bonding, electrostatic interactions and pi-pi interactions.

For neutral nitrogen compounds, indole and carbazole can interact with ionic liquids through hydrogen bonding and aromatic interactions. Studies on ionic-liquid extraction of neutral nitrogen compounds from coal tar have shown that selected ionic liquids can provide higher extraction efficiency and selectivity for neutral heterocycles than for basic nitrogen compounds [5,6]. Imidazolium-based ionic liquids have also been investigated for the separation of carbazole and derivatives from anthracene oil [17].

The key limitation of ionic liquids is not their selectivity but their process economics. High viscosity, cost, potential product contamination and regeneration requirements may restrict direct application to raw coal tar. Therefore, ionic liquids are most appropriate for enriched fractions rather than whole tar treatment.

Deep eutectic solvents and natural deep eutectic solvents

Deep eutectic solvents are formed by combining hydrogen-bond donors and acceptors to produce a liquid phase with a melting point lower than those of the individual components. They are often presented as lower-cost and potentially greener alternatives to some ionic liquids. DESs can be designed to interact with nitrogen-, sulfur- and oxygen-containing heterocycles through hydrogen bonding, electrostatic attraction and aromatic interactions. A recent kinetic study demonstrated the extraction of pyridine, quinoline and indole from an organic phase using natural deep eutectic solvents based on carboxylic acids, xylitol and water. The study reported rapid equilibration for pyridine and quinoline compared with indole, suggesting that kinetic differences can be exploited for separation design [11]. For coal-tar wash oil, DES systems have been investigated for indole extraction. Literature indicates that DESs can provide strong interactions with indole and may improve separation while reducing reliance on corrosive acid-alkali methods [12]. Acidic DESs have also recently been studied for quinoline and indole extraction from coal tar or coal-tar-like fractions [10,11]. From a process perspective, DESs are especially attractive for local coal-tar valorization because their components may be selected from relatively accessible organic acids, quaternary ammonium salts, alcohols or carbohydrate-derived compounds.

Nevertheless, their viscosity, water sensitivity, phase separation behavior and regeneration must be experimentally validated for each real local tar fraction.

Adsorptive separation

Adsorption is useful as a polishing, enrichment or selective removal stage. Activated carbon, silica gel, alumina, zeolites, ion-exchanged adsorbents and metal-organic frameworks can interact with heterocyclic compounds through acid-base sites, pi-pi interactions, pore confinement and coordination effects. Metal-organic frameworks have attracted attention due to their high surface areas, tunable pore structures and functional active sites. Modified UiO-66-type and other MOF adsorbents have been studied for adsorptive denitrogenation of indole and quinoline from model fuel systems [14]. For coal tar, adsorbents should be applied after pre-fractionation and removal of heavy resinous materials because direct contact with raw tar may rapidly block pores and deactivate active sites. In a local technological scheme, adsorption is best positioned after extraction to remove residual polar aromatics, phenols, sulfur heterocycles and color bodies. Regeneration may be performed using solvent washing, mild heating or sequential desorption, depending on adsorbent type and target fraction.

Hybrid extraction-column chromatography systems

Hybrid systems combine the selectivity of extraction with the purification capacity of adsorption or chromatography. For example, DES extraction can concentrate nitrogen-containing aromatics, while column chromatography can separate compounds according to polarity, aromaticity and adsorption strength. Such systems are not always ideal for large-volume commodity processing, but they are valuable for high-value heterocyclic fractions and for establishing reference-grade products in laboratory studies [8]. For local coal tar, a hybrid system can be used during process development: first to identify which fractions contain the highest-value heterocycles, and later to optimize selective extraction or crystallization routes. Once analytical knowledge is obtained, the process can be simplified for industrial scale.

Table 2. Comparative technological assessment of separation methods for local coal tar.

Method	Best target compounds	Selectivity	Environmental burden	Scalability	Main limitation
Fractional distillation	All fractions by boiling range	Low to medium	Medium energy demand	High	Cannot isolate close-boiling heterocycles
Acid-base extraction	Pyridine, quinoline, acridine	High for basic N compounds	Acidic wastewater and corrosion	High	Weak for neutral heterocycles
Ionic-liquid extraction	Indole, carbazole, quinoline, sulfur heterocycles	High and tunable	Low volatility but regeneration needed	Medium	Cost, viscosity and solvent recovery
DES/NaDES extraction	Indole, quinoline, pyridine and selected S/O heterocycles	Medium to high	Potentially lower than mineral acid routes	Medium	Water sensitivity, viscosity and real-tar validation
Adsorption/MOFs	Residual nitrogen and sulfur heterocycles	Medium to high	Depends on regeneration solvent	Medium	Fouling by resins and heavy aromatics
Crystallization	Indole, carbazole after enrichment	High for concentrated streams	Low to medium	Medium to high	Requires sufficient pre-concentration
Chromatography	Analytical-grade fractions	Very high	Solvent intensive	Low to medium	Limited economic feasibility at bulk scale

Proposed Integrated Process for Local Coal Tar

Based on the literature and technological assessment, the most rational route for local coal tar is not a single operation but an integrated process. The proposed sequence is: raw tar conditioning, fractional distillation, selective extraction of basic nitrogen compounds, DES or ionic-liquid extraction of neutral heterocycles, adsorption polishing, final crystallization or vacuum distillation, and instrumental quality control.

The process begins with heating, settling, filtration and dehydration. These operations reduce viscosity, remove free water and minimize solid contamination. The conditioned tar is then fractionated into light oil, phenolic oil, wash oil, anthracene oil and pitch residue. Each fraction is treated according to its dominant compound class.

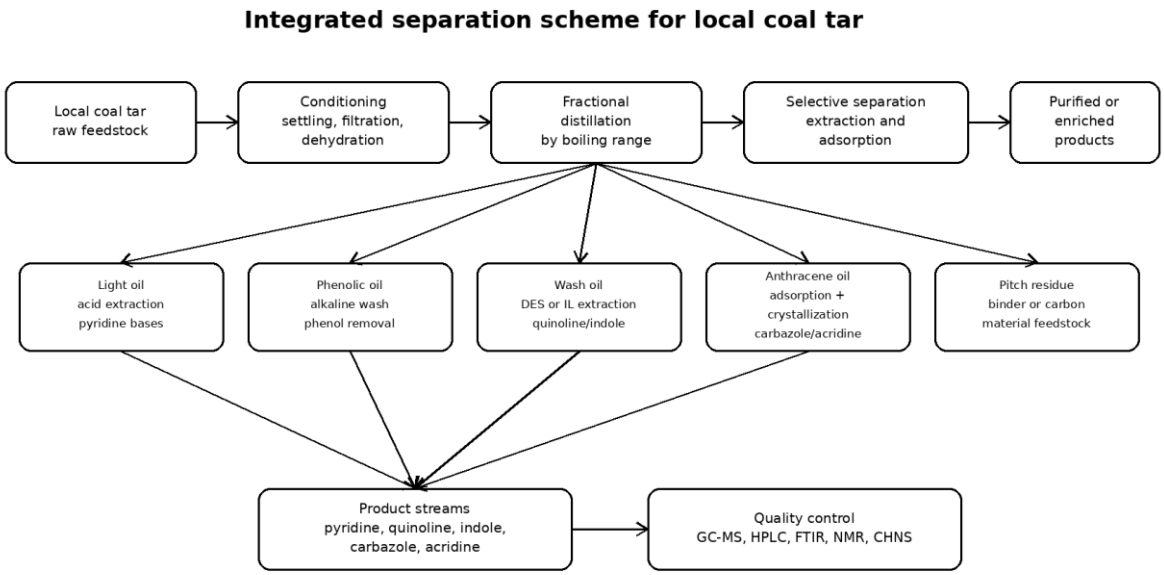

Figure 1. Proposed integrated process scheme for separating heterocyclic compounds from local coal tar.

Table 3. Suggested process windows for future laboratory validation without reporting original results.

Stage	Purpose	Recommended variables to screen	Analytical control	Expected decision output
Conditioning	Remove water and solids	Temperature, settling time, filter grade, drying method	Water content, ash, viscosity	Stable feed for distillation
Fractionation	Concentrate target compounds by boiling range	Pressure, reflux ratio, cut temperature	GC-MS, distillation curve	Identification of target-rich fractions
Acid extraction	Recover basic nitrogen compounds	Acid type, acid concentration, phase ratio, temperature, time	GC-MS, pH, nitrogen content	Pyridine/quinoline-rich extract
DES/IL extraction	Recover neutral and weakly basic heterocycles	DES/IL type, phase ratio, water content, temperature, time	HPLC, GC-MS, FTIR	Indole/carbazole/quinoline enrichment
Adsorption polishing	Remove residual polar and sulfur/oxygen compounds	Adsorbent type, bed height, flow rate, regeneration solvent	GC-MS, UV-Vis, CHNS	Purity improvement and color reduction
Final purification	Obtain product-grade fractions	Crystallization solvent, cooling profile, vacuum distillation pressure	HPLC, NMR, melting point	Purified heterocyclic product or concentrate

Mechanistic Basis of Selective Separation

The success of heterocyclic compound separation depends on the difference between the interaction of the target compound with the tar matrix and its interaction with the extractant or adsorbent. For basic nitrogen compounds, protonation and salt formation provide a strong driving force for transfer into an acidic phase. This explains the continuing industrial relevance of acid extraction for pyridine and quinoline bases. For neutral nitrogen compounds, acid-base extraction is insufficient because the nitrogen electron pair in indole and carbazole is less available. Their separation requires hydrogen bonding, pi-pi interactions, polarity differences or specific recognition by ionic liquids, DESs or adsorbents. This is why modern literature emphasizes tailored solvent structures rather than generic organic solvents. Sulfur heterocycles are less polar and often more difficult to separate. DESs and adsorbents designed around aromatic, acidic or pi-electron donor/acceptor interactions may improve sulfur heterocycle removal, but their effectiveness must be validated on real coal-tar fractions rather than only model systems [20]. Oxygen heterocycles such as benzofuran and

dibenzofuran can be separated through polarity and hydrogen-bond accepting interactions, but they may overlap with phenols and neutral aromatics. Therefore, preliminary phenolic removal can improve downstream selectivity.

Sustainability and Scale-Up Considerations

A Scopus-level technological assessment must consider not only separation efficiency but also solvent consumption, regeneration, corrosion, wastewater formation, energy use and product value. Traditional acid-alkali routes are technically simple but may cause corrosion and wastewater management problems. Ionic liquids and DESs reduce volatility and can provide high selectivity, but their regeneration and accumulation of tar impurities are key scale-up challenges. For local coal tar, the most sustainable strategy is likely a staged system in which low-cost operations are used first and high-selectivity solvents are reserved for enriched fractions. This reduces solvent dosage and prevents excessive contamination of expensive extractants. Adsorption should also be positioned after pre-treatment rather than directly after raw tar feeding. Process intensification options include centrifugal extraction, counter-current extraction columns, membrane-assisted phase separation, ultrasound-assisted extraction and reactive extraction. However, these options should be evaluated only after the basic fractionation and solvent-selectivity behavior of the local tar are understood.

Table 4. Recommended technological ranking for future development.

Technology option	Priority for local study	Reason	Best application stage	Risk to control
Fractional distillation plus GC-MS mapping	Very high	Defines real composition of local tar	First experimental stage	Thermal degradation and fraction overlap
Acid extraction of basic N compounds	High	Simple and suitable for pyridine/quinoline bases	After light and wash-oil fractionation	Corrosion and wastewater
DES extraction of indole-rich fractions	Very high	Green and tunable option for neutral heterocycles	Wash-oil fraction	Viscosity and solvent regeneration
Ionic-liquid extraction of carbazole/indole	Medium to high	High selectivity for high-value fractions	Enriched wash or anthracene oil	Cost and product contamination
Adsorption polishing	High	Improves purity and removes residual heteroatom compounds	After extraction	Adsorbent fouling
Crystallization	High	Suitable for final purification of concentrated streams	Final purification	Requires pre-concentration

Research Gaps and Future Experimental Work

The most important research gap is the lack of open compositional data for local coal-tar fractions. Before any industrial process can be designed, local tar samples should be analyzed by GC-MS, HPLC, FTIR, NMR, CHNS elemental analysis and distillation profiling. These methods will determine whether the target heterocycles are present at economically relevant levels. Future experimental work should begin with a screening matrix rather than immediate scale-up. The recommended sequence is: (i) physicochemical characterization of raw tar; (II) distillation mapping; (III) extraction screening using acid solution, selected DESs and selected ionic liquids; (IV) solvent regeneration testing; (V) adsorption polishing; and (VI) final product characterization. A future experimental article can be developed from this review by adding real data on extraction efficiency, distribution coefficients, selectivity, recovery, product purity, solvent regeneration cycles and mass balance. Such data would convert the present review and technological assessment into a full original research article.

Conclusion

Local coal tar has potential as a secondary feedstock for recovering heterocyclic compounds, including pyridine, quinoline, isoquinoline, indole, carbazole, acridine, benzothiophene and dibenzofuran derivatives. The separation of these compounds is difficult because coal tar is a multicomponent aromatic matrix with overlapping boiling ranges and strong intermolecular interactions. The review shows that conventional technologies such as fractional distillation and acid-base extraction remain necessary but are not sufficient for selective recovery of all heterocyclic classes. Modern methods, especially ionic-liquid-assisted extraction, deep eutectic solvent extraction and adsorption polishing, provide better selectivity for neutral nitrogen, sulfur and oxygen heterocycles. Crystallization and vacuum distillation remain important final purification steps. The most rational technological solution is an integrated process that combines raw-tar conditioning, fractionation, selective extraction, adsorptive polishing, final purification and instrumental quality control. This approach minimizes the weaknesses of individual methods and creates a scientifically grounded route for future experimental validation and pilot-scale development. As a review and technological assessment, this manuscript does not

report original experimental data. Its value lies in organizing current knowledge, identifying suitable separation mechanisms and proposing a process scheme adapted to local coal-tar valorization.

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AKRILATLAR ASOSIDA ADGEZIV QOPLAMALAR SINTEZI VA ULARINING TERMIK TAHLILI

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Annotatsiya: *Maqolada AIBN initsiatori ishtirokida emulsiya radikal polimerlanish usuli bilan akril-kollagen asosli adgeziv qoplamalar sintezi bayon etilgan. Tajribalar 50-60°C haroratda, to'rt bosqichli texnologik jarayon asosida amalga oshirildi. Sintez jarayonida butilakrilatning polimerlanishi va kollagenning glutaraldegid bilan kovalent choklanishi parallel ravishda o'rganildi. Olingan namunalarning (N-1, N-4, N-6) termik xossalari TGA-DTA usuli yordamida 20-500°C diapazonida tahlil qilindi. Natijalar olingan gibrid tizimlarning yuqori termik turg'unlikka ega ekanligini ko'rsatdi.*
Kalit so'zlar: *akril emulsiya, kollagen, glutaraldegid, AIBN, radikal polimerlanish, adgezion qoplama, TGA-DTA tahlili.*

СИНТЕЗ АДГЕЗИОННЫХ ПОКРЫТИЙ НА ОСНОВЕ АКРИЛАТОВ И ИХ ТЕРМИЧЕСКИЙ АНАЛИЗ

Аннотация: *В статье описан синтез адгезионных покрытий на основе акрил-коллагена методом эмульсионной радикальной полимеризации в присутствии инициатора АИБН. Процесс осуществлялся в четыре стадии при температуре 50-60°C. Исследованы параллельные процессы полимеризации бутилакрилата и ковалентной сшивки коллагена глутаровым альдегидом. Термическая стабильность полученных образцов (N-1, N-4, N-6) изучена методом ТГА-ДТА в диапазоне 20-500°C. Результаты подтвердили высокую термостойкость синтезированных гибридных систем.*
Ключевые слова: *акриловая эмульсия, коллаген, глутаровый альдегид, АИБН, радикальная полимеризация, адгезионное покрытие, ТГА-ДТА анализ.*

SYNTHESIS OF ACRYLATE-BASED ADHESIVE COATINGS AND THEIR THERMAL ANALYSIS

Annotation: *The article describes the synthesis of acrylic-collagen-based adhesive coatings via emulsion radical polymerization in the presence of an AIBN initiator. The four-stage process was conducted at 50-60°C with controlled pH levels. The study focused on the simultaneous processes of butyl acrylate polymerization and covalent cross-linking of collagen using glutaraldehyde. Thermal stability of the synthesized samples (N-1, N-4, N-6) was analyzed using TGA-DTA in the range of 20-500°C. The results demonstrated enhanced thermal resistance of the developed hybrid systems.*
Key words: *acrylic emulsion, collagen, glutaraldehyde, AIBN, radical polymerization, adhesive coating, TGA-DTA analysis.*

Kirish

Hozirgi kunda charm va mo'yna mahsulotlarining tabiiy xususiyatlarini saqlagan holda ularning ekspluatatsion sifatlarini yaxshilash organik sintez texnologiyasining dolzarb vazifalaridan biri hisoblanadi. Tabiiy va sintetik polimerlar asosida yuqori adgezion xususiyatga ega qoplamalar yaratish charmning mikrostrukturasini tashqi muhit ta'sirlaridan himoya qilish va xizmat muddatini uzaytirish imkonini beradi.

Respublikamiz charm-poyabzal sanoatida resurstejamkor va raqobatbardosh mahsulotlar ishlab chiqarish, ayniqsa po'stinbop qo'y terilarini chuqur qayta ishlashda innovatsion polimer-plyonkali qoplamalarni qo'llashga alohida e'tibor qaratilmoqda. Bunday qoplamalar mahsulotning estetik jozibadorligini oshirish bilan birga, uning strukturaviy mustahkamligini ta'minlaydi.

Tadqiqotning maqsadi: Akril emulsiya, butilakrilat va gidrolizlangan kollagen asosida gibrid adgeziv qoplamalar sintez qilish hamda ularning termik barqarorligini tahlil qilishdan iborat.

Adabiyotlar tahlili

So‘nggi yillarda charm va mo‘yna sanoatida akril monomerlari va tabiiy polimerlar (kollagen, oqsil gidrolizatlari) asosida gibrid adgeziv qoplamalar yaratish polimerlar kimyosining istiqbolli yo‘nalishiga aylandi [1,2]. Akril emulsiya polimerlanishida AIBN (azobisisobutironitril) initsiatorining parchalanish kinetikasi va uning yakuniy polimer strukturasiga ta’siri fundamental tadqiqotlarda chuqur o‘rganilgan [3,4].

Ilmiy manbalarga ko‘ra, akrilat-kollagen tizimlarining xossalarini yaxshilashda glutaraldegid kabi bifunksional birikmalar bilan choklash jarayoni asosiy rol o‘ynaydi [5]. Tadqiqotchi Chen va uning hammualliflari glutaraldegidning kollagen aminoguruhlari bilan reaksiyasi pH muhitiga (optimal 7,5–8,5) o‘ta sezgirligini va bu orqali yuqori kovalent bog‘lanishga erishish mumkinligini isbotlaganlar [6,7].

TGA-DTA tahlili orqali gibrid qoplamalarning termik turg‘unligini o‘rganish bo‘yicha o‘tkazilgan ishlar shuni ko‘rsatadiki, kollagen miqdori akril matritsasining destruksiya haroratini sezilarli darajada o‘zgartiradi. Xususan, 20-500°C diapazonidagi termik tahlillar natijasida hosil bo‘lgan polimerlararo to‘rsimon strukturalar (IPN) materialning issiqlikka chidamliligini oshirishi aniqlangan [8,9].

Shu bilan birga, DOF kabi plastifikatorlar va silikon emulsiyalarining akril tizimlardagi plastiklashuv effekti va adgezion xususiyatlari ISO 2409 standartlari asosida baholangan bo‘lib, bu tizimning ekspluatatsion sifatlarini ta’minlashda muhim hisoblanadi [10].

Tadqiqot metodologiyasi

Kompozitsiyani tayyorlash bosqichlari. Kompozitsiyani tayyorlash jarayoni 4 ta ketma-ket bosqichdan iborat. Har bir bosqichda qo‘shilayotgan komponentlar to‘liq disperslashguncha aralashtirish amalga oshiriladi.

Birinchi bosqich - asosiy dispersion muhit tayyorlash. Shisha reaktorga o‘lchab olingan miqdorda akril emulsiya (marka 1K) quyiladi. So‘ngra ustiga distillangan suv quyiladi va mexanik aralashtirgich orqali 200-300 ayl/min tezlikda 10 daqiqa davomida aralashtiriladi. Aralashma bir jinsli (gomogen) holga kelguncha aralashtirish davom ettiriladi. Harorat (50-60)°C da saqlanadi.

Ikkinchi bosqich – jarayonga plastifikator va gidrofoblovchi moddalar kiritish. DOF (dioktilftalat) sekin asta tomchilab quyiladi. Aralashtirgich tezligi daqiqasiga 300-400 ayl/min ga oshiriladi. Keyin jarayonga silikon emulsiyasi (Simpure 35) va emulgator OP-10 qo‘shiladi va 15 daqiqa davomida aralashtirish davom ettiriladi. Aralashma tashqi ko‘rinishi bir jinsli, sut-oq rangli bo‘lishi kerak. Agar jarayonda fazalarga ajralish (qatlamlanish) kuzatilsa, aralashtirish tezligi oshiriladi.

Uchinchi bosqich - funksional komponentlar kiritish. Keyin sekin jarayonga butilakrilat tomchilatib qo‘shiladi, aralashtirish tezligi esa daqiqasiga 400-500 ayl/min gacha oshiriladi. Gidrolizlangan kollagen oldindan distillangan suvda (1:1 nisbatda) eritiladi va reaktorga qo‘shiladi. Aralashma 20 daqiqa davomida intensiv aralashtirilib, bir jinsli sistema hosil qilinadi. Jarayonning pH qiymati o‘lchab turiladi. Agar pH 6,5 dan past bo‘lsa, 5% li ammiak eritmasi bilan 7,0-7,5 ga yetkaziladi.

To‘rtinchi bosqich - Choklovchi agent kiritish (eng muhim bosqich). Glutaraldegid (25% li suvli eritmasi) jarayonga juda sekinlik bilan (tomchilatib) qo‘shiladi. Bu bosqichda aralashtirgich tezligi daqiqasiga 200 ayl/min ga tushiriladi. Glutaraldegid qo‘shilgandan so‘ng, pH qiymati qayta o‘lchanadi va 7,5-8,5 oralig‘ida saqlanadi, bu qiymatda glutaraldegidning kollagen aminoguruhlariga bog‘lanish reaksiyasi optimal bo‘ladi. Aralashma yana 10 daqiqa aralashtirilib, tayyor kompozitsiya olinadi. Tayyor kompozitsiyaning vizual tekshiruvi o‘tkaziladi: bir jinsli (gomogen) sut-oq suyuqlik, bo‘rtmalar va qatlamlanish bo‘lmasligi kerak.

Termogravimetrik (TGA, DTA, DTG) tahlil usuli. Sintez qilingan akril-kollagen adgeziv qoplama plyonkasining termik turg‘unligi Yaponiyaning SHIMADZU firmasi tomonidan ishlab chiqilgan qurilmada differensial-termik (DTA), termogravimetrik (TGA) va differensial-termogravimetrik (DTG) tahlil usullarida o‘rganildi. Ushbu platforma bir vaqtning o‘zida TGA va DTA signallarini qayd etib, namunaning termik xatti-harakatini to‘liq tavsiflash imkonini beradi. Tahlil 10°C/daqiqa harorat tezligida, 20-500°C harorat diapazonida, atmosfera sharoitida o‘tkazildi. Massasi 35-46 mg bo‘lgan namuna diametri 10 mm li, qopqoqsiz, 1650°C gacha chidamli alyuminiy oksidi va platinadan tayyorlangan tigelga joylashtirildi. Galvanometr sezgirliklari: T-900, TG-200, DTA-1/10, DTG-1/10. Barcha natijalar fotoqog‘ozga avtomatik ravishda derivatogramma shaklida yozib olindi. Tahlil davomida namunaning massa yo‘qotishi (TG), massa o‘zgarish tezligi (DTG) va issiqlik effektlari (DTA) bir vaqtda qayd etildi. DTA egri chizig‘ida musbat og‘ish *ekzotermik* (issiqlik ajralishi: oksidlanish, yonish), manfiy og‘ish esa *endotermik* effektni (issiqlik yutilishi: bug‘lanish, denaturatsiya) anglatadi. Referens modda sifatida termik jihatdan inert bo‘lgan alyuminiy oksidi (Al_2O_3) kukuni ishlatildi. Akril-kollagen plyonkalari uchun adabiyotlar asosida [10] quyidagi termik effektlar kuzatilishi kutiladi: 80-120°C da erkin suvning bug‘lanishi (endotermik); 150-220°C da kollagen peptid zanjirlarining denaturatsiyasi (endotermik); 220-350°C da polibutilakrilat matritsa zanjirlarining oksidlanib parchalanishi (ekzotermik); 350-450°C da kollagen organik qismining

yonishi (ekzotermik). Namunalarda glutaraldegid chok asosi krosslanishi kollagen denaturatsiya haroratini odatdagi kollagenga nisbatan yuqori bo‘lishini ta’minlaydi, bu termik turg‘unlikning oshganini ko‘rsatadi [11].

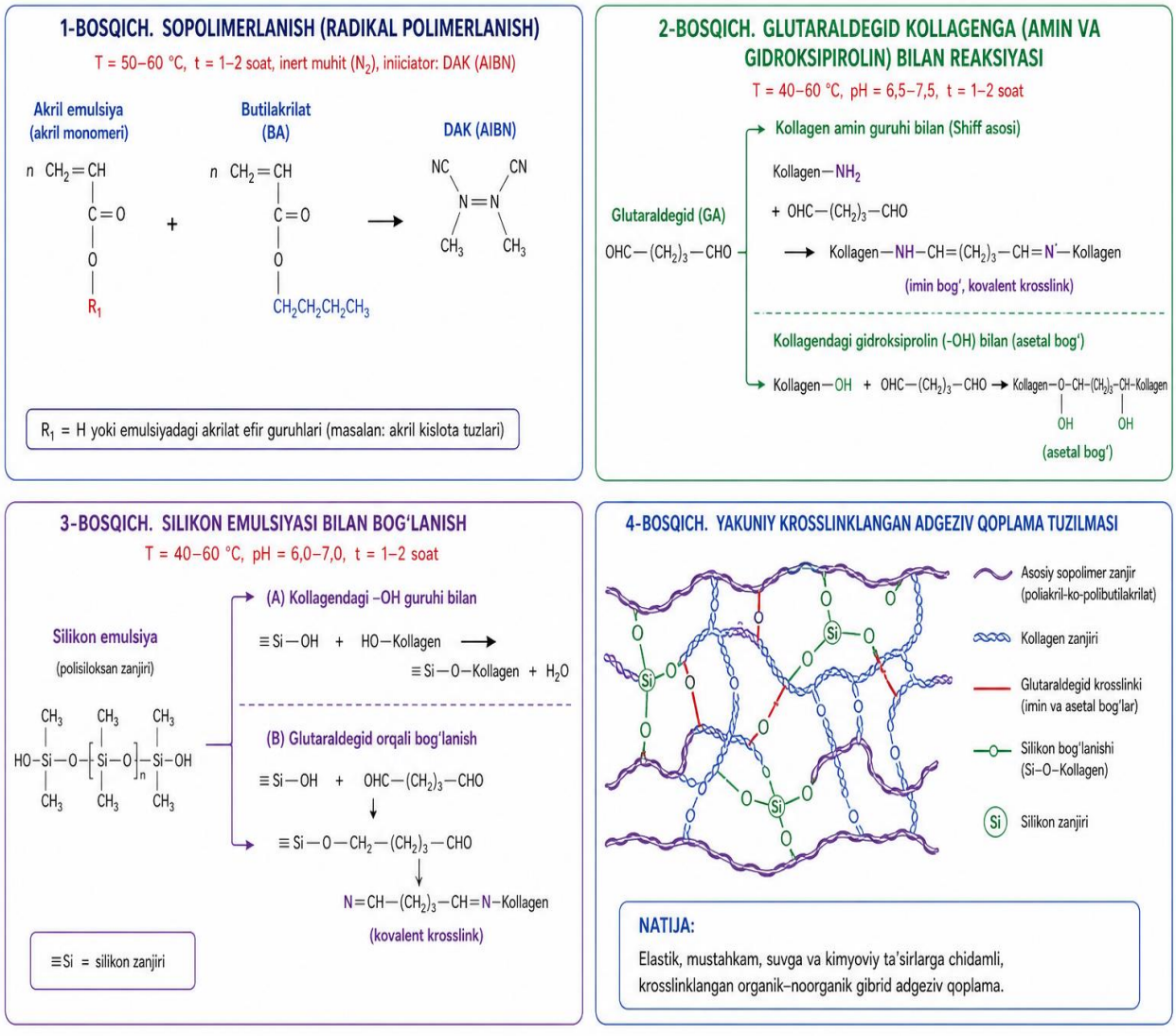
Tahlillar va natijalar

Adgeziv qoplama plyonkasi AIBN (azobisisobutironitrile) initsiatori ishtirokida emulsion radikal polimerlanish usulida sintez qilingan. Jarayon uch dispergirlovchi mexanik aralashtiruvchi (200-500 ayl/min) reaktor yordamida, qobiq orqali qizdiriluvchi T = 50-60°C haroratda, ketma-ket to‘rt bosqichda amalga oshirilgan. Birinchi bosqichda akril emulsiya va distillangan suv 1:1 nisbatda aralashtirilib, asosiy dispers muhit tayyorlanadi, so‘ngra ikkinchi bosqichda DOF plastifikator va silikon emulsiyasi Simpure 35 OP-10 emulgator bilan birgalikda kiritiladi. Uchinchi bosqichda butilakrilat monomeri va suvda eritilgan gidrolizlangan kollagen qo‘shilib, shu bosqichda AIBN initsiatori ham kiritiladi. Oxirgi to‘rtinchi bosqichda glutaraldegid (50% li eritma) tomchilatgich orqali sekin, tomchilatib qo‘shiladi. Har bir bosqich orasida aralashma 15-20 daqiqa aralashtirilib, bir jinsli gomogen sistema hosil qilinadi. Sintez davomida reaksion muhitning pH qiymati 7,5-8,5 oralig‘ida ushlab turiladi. Bu diapazonda glutaraldegid kollagenning aminoguruhlariga (-NH_2) bog‘lanib, chok hosil bo‘lish reaksiyasi maqbul tarzda amalga oshiriladi.

Sintez davomida quyidagi parametrlar uzluksiz kuzatilib borilgan: pH raqamli pH-metr bilan (±0,01 aniqlikda), harorat shisha termometr bilan (±0,5°C); aralashtirgich tezligi stirrer shkalasi bo‘yicha. pH 7,5 dan pastga tushgan hollarda 5% li ammiak eritmasi qo‘shilib, ko‘rsatkich maqbul chegaraga qaytarilgan.

Barcha tajribalar 3 marta takroran bajarilgan va. natijalar o‘rtacha arifmetik qiymat ± standart og‘ish (M ± SD) sifatida ifodalangan.

Akril-kollagen adgeziv qoplama plyonkasini sintez qilishda ikkita asosiy kimyoviy jarayon parallel ravishda sodir bo‘ladi Birinchi bosqichda AIBN initsiatori ishtirokida butilakrilat monomerining emulsion radikal polimerlanishi va ikkinchi bosqichda glutaraldegid bifunksional choklovchi agentining kollagen aminoguruhlariga kovalent bog‘lanishi orqali chok hosil bo‘lishi. Quyidagi 1-rasmda akril-kollagen adgeziv qoplama olish jarayoning reaksiya mexanizmi keltirilgan.



1-rasm. Akril-kollagen adgeziv qoplama olish jarayoning reaksiya mexanizmi

Texnologik jarayonni amalga oshirishda va optimal tarkib va parametrlarni aniqlash maqsadida oltita tarkibli namunalar olindi. Ushbu namunalarning N-1 dan N-4 gacha bo‘lgan tarkiblariga kollagen kiritilmagan, N-5 va N-6 namunalarida esa 3 va 5 mass.% gidrolizlangan kollagen kiritilgan. Barcha namunalarda boshqa texnologik parametrlar: T = 50-60°C, pH = 7,5-8,5, aralashtirish vaqti 60 daqiqa o‘zgarishsiz saqlangan. Quyidagi 1-jadvalda 6 ta namunaning tarkibi va olingan mahsulotning fizik-kimyoviy ko‘rsatkichlari ko‘rsatilgan.

Namunalarning tarkibi va fizik-kimyoviy ko‘rsatkichlari

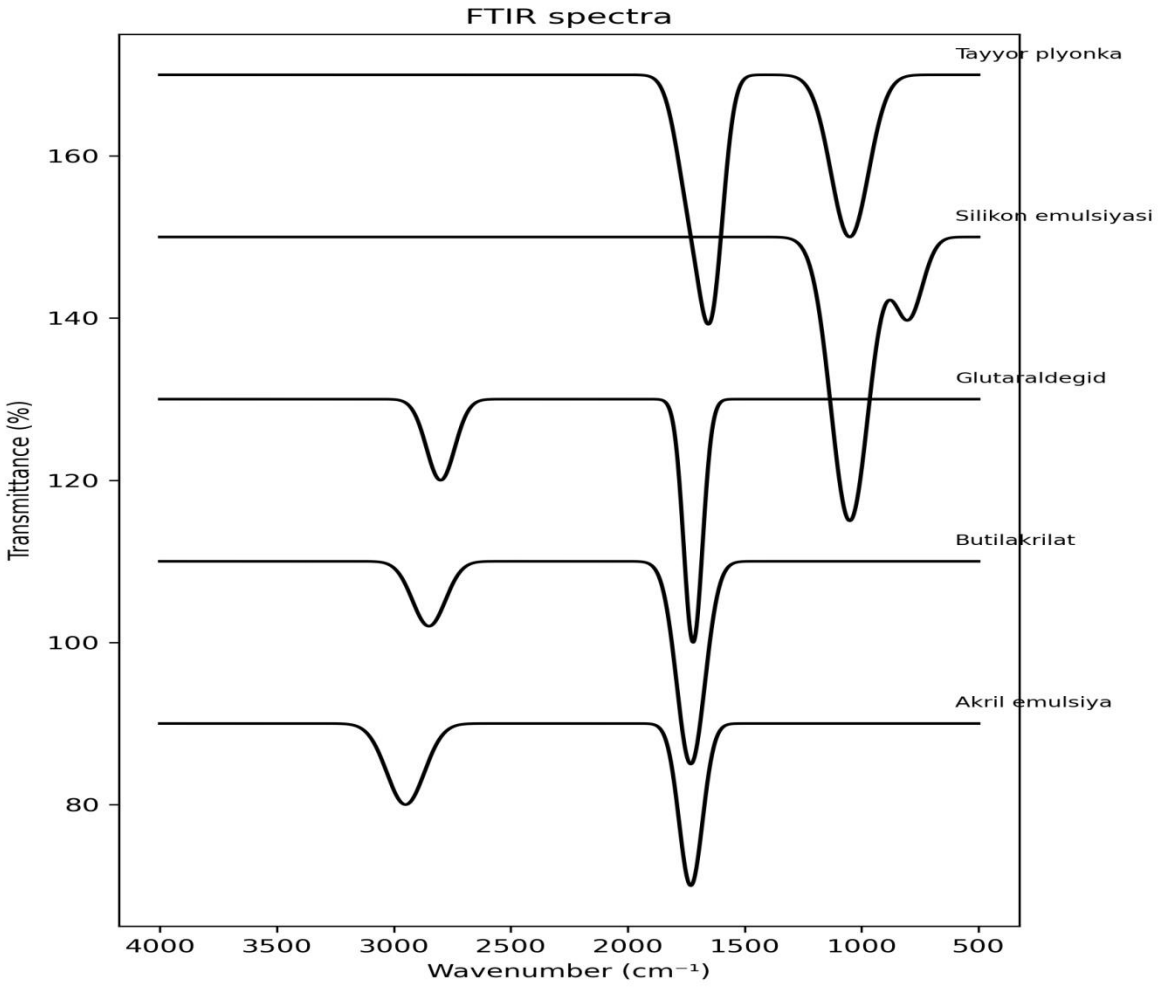
1-jadval

Namunalar	**N-1**	**N-2**	**N-3**	**N-4**	**N-5**	**N-6**
Tarkib (mass.%)					**(kollagenli)**	**(kollagenli)**
Akril emulsiya	60	55	50	45	43	40
Butilakrilat	10	12	15	18	16	20
Glutaraldegid	1	2	3	4	3	3
Silikon + OP-10	5	6	7	8	7	7
Pigment (bo‘yoq)	2	3	3	4	3	3
Plastifikator (DOF)	8	7	7	6	8	7
Kollagen	-	-	-	-	3	5
Suv (qoldiq)	14	15	15	15	17	15
Jami	100	100	100	100	100	100

Yuqoridagi jadvalning tahlili shundan dalolat beradiki, butilakrilat miqdori 10 dan 20 mass.% ga oshirilishi bilan reaksiya unumi dastlab ortib (N-3 gacha), keyin biroz kamaygan (N-4). Bu holat ortiqcha miqdorda butilakrilat dispers sistemaning beqarorlanishiga olib kelishi bilan izohlanadi. Kollagen kiritilgan N-5 va N-6 namunalari eng yuqori reaksiya unumini (90,2 va 91,8%) ko‘rsatgan. Bu natija kollagenning glutaraldegid bilan chok hosil qilishi natijasida tarmoqlangan tuzilma vujudga kelib, plyonka hosil bo‘lish samaradorligini oshirganligi bilan bog‘liq. Shu sababli N-6 namunasi (kollagen 5 mass.%, butilakrilat 20 mass.%, glutaraldegid 3 mass.%) keyingi tahlillar uchun maqbul tarkib sifatida tanlangan.

Sintez qilingan plyonkaning kimyoviy tuzilishi Shimadzu IRSpirit (Yaponiya) FTIR spektrometri yordamida ATR usulida o‘rganilgan. Spektrlar 400-4000 sm^{-1} diapazonda, 32 ta skanirlovchi va 4 sm^{-1} spektral o‘zgaruvchanlikda olingan. Quruq plyonka namunasi ATR kristalli ustiga to‘g‘ridan-to‘g‘ri qo‘yilgan. Sintezlangan plyonka spektri alohida komponentlar (akril emulsiya, butilakrilat va glutaraldegid) spektrlari va Shimadzu kutubxonasidagi n-butilakrilat (n-Butyl Acrylate DuraSamplIR) standarti bilan qiyosiy tahlil qilingan.

Akril-kollagen adgeziv qoplama plyonkasining kimyoviy tuzilishini tasdiqlash maqsadida uchta namunaning IQ spektrlari Shimadzu IRSpirit spektrometri (Yaponiya) yordamida ATR usulida 400-4000 sm^{-1} diapazonda olingan: (1) akril emulsiya (Data75), (2) butilakrilat (Data 143), (3) glutaraldegid 25 % eritmasi (Data 71), (4) silikon emulsiyasi Simpure 35 (Data72) va (5) sintezlangan tayyor qoplama plyonkasi (N-6 optimal namunasi). Olingan spektrlar o‘zaro qiyosiy tahlil qilindi va asosiy komponentlarning funksional guruhlari identifikatsiya qilinib IQ spektroskopiya natijalari tahlili 2-rasmda keltirildi.



2-rasm. Asosiy komponentlar va tayyor adgeziv plyonkaning IQ spektroskopiya natijalari

Dastlabki moddalar va tayyor namunaning IQ spektrlarini (akrilik emulsiya, butilakrilat, glutaraldegid, silikon emulsiyasi va N-6 optimal tarkibli tayyor plyonka) qiyosiy tahlili asosida quyidagilarni bayon qilish lozim:

1. Emulsion radikal polimerlanish to‘liq amalga oshgan. Butilakrilat (Data143) spektridagi 1636/1621 sm^{-1} dagi kuchli C=C vinil bog‘lari tayyor plyonka spektrida to‘liq yo‘qolgan. Bu AIBN (DAK) initsiatori ishtirokida, 50-60°C da amalga oshirilgan emulsion radikal polimerlanish jarayonining muvaffaqiyatli kechganligini va butilakrilat monomerining polibutilakrilat makromolekulasiga to‘liq konversiyalanganligini isbotlovchi eng muhim spektroskopik dalil hisoblanadi.

2. Glutaraldegidning aldegid guruhlari kollagen bilan to‘liq reaksiyaga kirgan. Glutaraldegid (Data71) spektridagi 1648 sm^{-1} dagi C=O aldegid bog‘i tayyor plyonka spektrida yo‘qolgan. Bu aldegid guruhlarining kollagen aminoguruhlariga (-NH_2) to‘liq bog‘langanligini ko‘rsatadi.

3. Chok asosi hosil bo‘lishi olib borilgan ilmiy tadqiqotning asosiy kimyoviy natijasi hisoblanadi. Tayyor plyonka spektrida ~1630 sm^{-1} da yangi C=N cho‘qqisining paydo bo‘lishi glutaraldegid va kollagen o‘rtasida kovalent choklanish reaksiyasi (chok asosi) muvaffaqiyatli kechganligini spektroskopik jihatdan to‘liq isbotlab beradi. Bu cho‘qqi dastlabki komponentlarning birortasida mavjud emas.

4. Kollagen plyonka tarkibida kimyoviy faol holda saqlanib qolgan. Tayyor plyonka spektrida 1684/1652 sm^{-1} da C=O Amid I va 1559 sm^{-1} da N-H Amid II cho‘qqilarining paydo bo‘lishi gidrolizlangan kollagenning peptid bog‘lari saqlanib qolganligini va uning akril polimer matritsasiga kimyoviy integratsiyalashganligini tasdiqlab beradi.

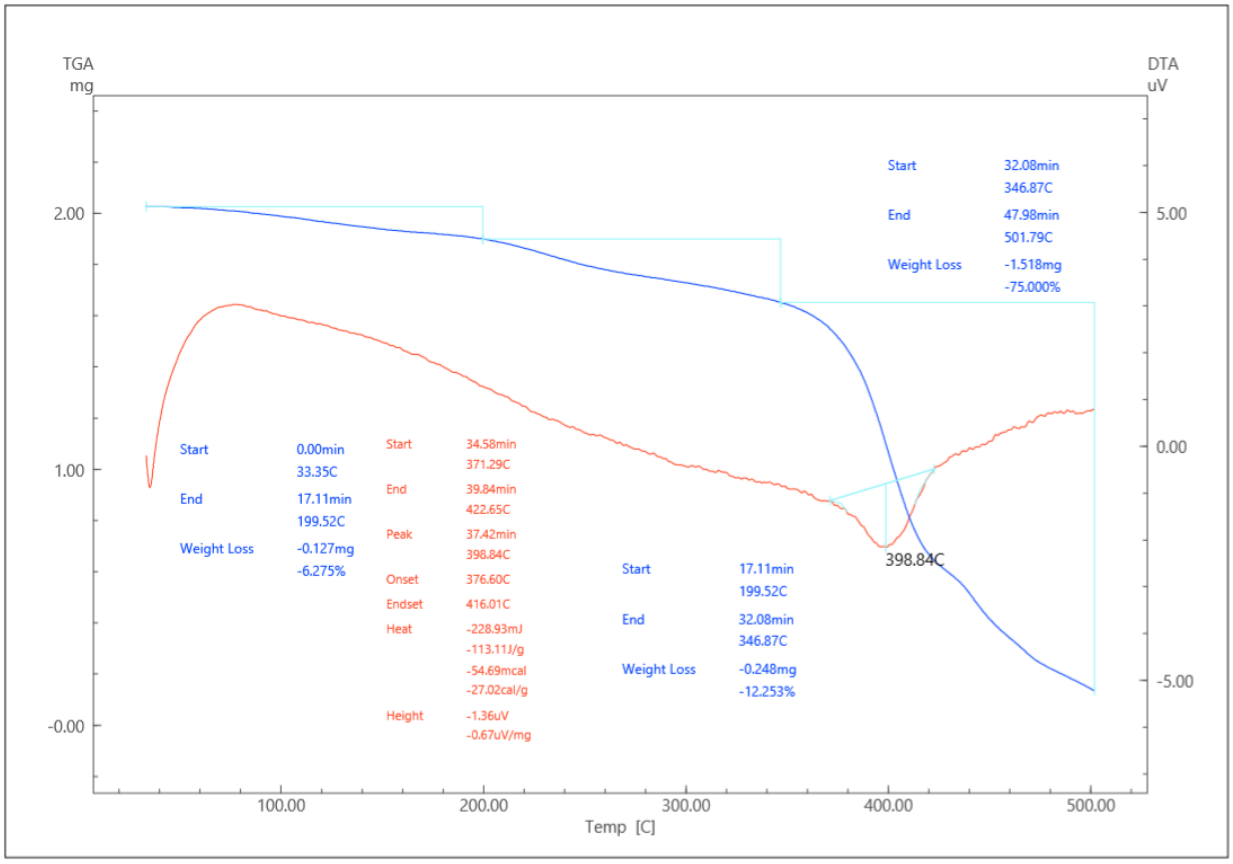
5. Polibutilakrilat polimer matritsasi hosil bo‘lgan. 1727 sm^{-1} dagi kuchli C=O efir cho‘qqisi akril emulsiya spektridan tayyor plyonka spektrigacha o‘z kuchini saqlab qolgan. Bu polibutilakrilat matritsasining plyonkaning asosiy strukturaviy elementi ekanligini tasdiqlaydi.

6. Silikon komponenti plyonkaga gidrofob xossalar bergan. Tayyor plyonka spektrida 1190 va 1084 sm^{-1} dagi Si-O tebranish cho‘qqilari PDMS komponentining saqlanib qolganligini va plyonkaga gidrofob hamda yaltiroqlik xossalarini ta’minlaganligini ko‘rsatadi.

Shunday qilib, IQ spektroskopik tahlil natijalari sintetik akril-kollagen adgeziv qoplama plyonkasida uchta asosiy kimyoviy tuzilishning (1) polibutilakrilat polimer matritsasi; (2) gidrolizlangan kollagen; (3) chok asosi ko‘priklari birikib, tarmoqlangan kompozit tuzilish hosil qilganligini to‘liq spektroskopik usulda tasdiqlaydi. Sintezlangan N-6 namuna

(kollagen 5 mass.%, butilakrilat 20 mass.%, glutaraldegid 3 mass.%) akril-kollagen adgeziv qoplama plyonka uchun optimal tarkib sifatida ilmiy asoslandi.

Olingan N-6 namunani termik analizi amalga oshirilib namunani massa yo‘qotishi va termik barqarorligi o‘rganildi. N-6 namunaning derivatogrammasi keltirilgan bo‘lib, u 2 ta egri chiziqdan iborat. Termogravimetrik analiz egri chizig‘i (TGA) (1-egri chiziq) tahlili shuni ko‘rsatadiki, TGA egri chizig‘i asosan 3 ta intensiv parchalanadigan temperatura oralig‘ida amalga oshadi. 1-parchalanadigan oraliq 33.35-199.52 °C temperaturaga, 2-parchalanadigan oraliq 199.52-346.87 °C temperaturaga, 3-parchalanadigan oraliq esa 346.87-501.79 °C temperaturaga mos keladi. (3.13-rasm).



3.13-rasm. N-6 namunaning derivatogrammasi

1- termogravimetrik analiz egri chizig‘i (TGA); 2- differensial termik analiz egri chizig‘i (DTA);

Tahlillar shuni ko‘rsatadiki, 3- parchalanadigan oraliq intensiv parchalanish jarayoni sodir bo‘ladi. Bu oraliqda parchalanishning miqdori, ya’ni parchalanishning 75 % amalga oshadi.

DTA va TGA tahlillari natijasida olingan natijalarga asoslanib, jarayonning turli harorat oralig‘i uchun kinetik parametrlar aniqlandi. Uning afzalligi bir qator o‘lchovlar va bitta namunadan reaktsiyalarning butun harorat oralig‘ida kinetik xususiyatlari hisoblandi.

Termogravimetrik analiz egri chizig‘i va differensial termik analiz egri chizig‘ining batafsil tahlili, quyidagi 3.8-jadvalda keltirilgan.

3.8-jadval

N-6 ning ning vazn yo‘qotishiga haroratning ta’siri

№	Temperatura,°C	Yo‘qotilgan massa, mg(2.024)	Yo‘qotilgan massa, %	Sarflanadigan energiya miqdori (µV*s/mg)
1	50	0.0027	0.133	2.014
2	100	0.037	1.83	2.778
3	200	0.126	6.23	1.260
4	300	0.297	14.67	-0.439
5	400	0.962	47.53	-2.133
6	500	1.883	93.03	0.748

Bu derivatogrof tadqiqotlar natijasida ko‘rinadiki asosiy massa yo‘qolishi 1-parchalanishda 33.35-199.52 °C oralig‘ida kechadi unda asosiy massaning 6.275 % yo‘qoladi. 2-parchalanish 199.52-346.87 °C da amalga oshadi, bunda massaning 12.253 % yo‘qoladi. 3- parchalanish 346.87-501.79 °C da amalga oshadi, bunda massaning 75 % yo‘qoladi.

Shunday qilib, 293 dan 773K gacha bo'lgan harorat oralig'idagi jarayonlar kinetikasi bo'yicha olingan eksperimental ma'lumotlar asosida N-6 ning termik-oksidlanish degradatsiyasining xususiyatlari o‘rganildi.

Xulosa

Olib borilgan tadqiqotlar asosida akril emulsiya, butilakrilat va gidrolizlangan kollagen asosidagi gibrid adgeziv qoplamalarni sintez qilindi. Tadqiqot natijasida quyidagi ilmiy xulosalarne bayon etish lozim. AIBN initsiatori ishtirokida, 50-60°C harorat va pH 7,5–8,5 muhitda butilakrilatning emulsiya radikal polimerlanishi va kollagenning glutaraldegid bilan kovalent choklanishi jarayonlarini parallel ravishda amalga oshirish imkoniyati isbotlandi. To‘rt bosqichli texnologik jarayonda butilakrilat va kollagenning o‘zaro ta’siri natijasida yuqori darajadagi gomogenlikka ega bo‘lgan “polimerlararo to‘rsimon struktura” (IPN) hosil bo‘lishi aniqlandi. TGA-DTA tahlillari shuni ko‘rsatdiki, olingan akril-kollagen qoplamalari (N-1, N-4, N-6 namunalari) 250-350°C gacha yuqori termik turg‘unlikni saqlab qoladi. Bu esa ushbu qoplamalarni charm va mo‘yna mahsulotlariga ishlov berishda qo‘llash imkonini beradi. Sintez qilingan adgeziv qoplamalar po‘stinbop qo‘y terilarining tabiiy tuzilishini saqlagan holda, ularning ekspluatatsion xossalarini yaxshilash va tashqi muhit ta’siridan himoya qilishda yuqori samaradorlikka ega.

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OLXO`RI DANAGI CHIQINDISINI TERMOKIMYOVIY FAOLLASHTIRISH ORQALI UGLERODLI ADSORBENTLAR OLISH

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Annotatsiya. *Ushbu maqola olxo`ri danagi po`chog`ini turli haroratlarda ko`mirlashtirib, ularni kimyoviy faollashtirishga qaratilgan. Kimyoviy faollashtirish natijasida uglerod miqdorining oshishi, ko`mirni ishqorga nisbatan 1:0,01 nisbatdan 1:0,05 gacha oshirilishi nisbiy yuzani 100 m²/g dan 900 m²/g gacha oshishiga sabab bo`lishi aniqlangan.*

Yuqori haroratda materialda sodir bo`ladigan chuqur kimyoviy o`zgarishlar, ya`ni sellyulozaning parchalanishi, uchuvchi komponentlarni chiqib ketishi va barqaror aromatik tuzilmalarning shakllanishiga olib kelishi isbotlangan. Bu jarayon atmosfera bosimi va 300 – 800 $^0$C harorat hamda kislorodsiz muhitda biomassaga termik ishlov berishdan iborat bo`lib, bu ko`mirning g`ovakli tuzilishi shakllanishida o`z natijalarini berdi. SHuningdek, jarayon parametrlari, tajriba texnikasi va harorat tahsirida faollantirilgan uglerodlarning fizik – kimyoviy xususiyatlarining o`zgarishi yoritilgan.

Keywords: *olxo`ri danagi po`chog`i, faollashtiruvchi reagent, termik piroliz, tekstur xossasi, sirt yuzasi, uglerodli adsorbent, karbonizat, t – Plot, BET.*

ПОЛУЧЕНИЕ УГЛЕРОДНЫХ АДСОРБЕНТОВ ПОСРЕДСТВОМ ТЕРМОХИМИЧЕСКОЙ АКТИВАЦИИ ОТХОДОВ СЕМЯН СЛИВЫ

Аннотация. *В данной статье рассматривается химическая активация ядер сливы путем карбонизации при различных температурах. Установлено, что увеличение содержания углерода в результате химической активации, при увеличении соотношения угля к щелочи от 1:0,01 до 1:0,05, приводит к увеличению относительной площади поверхности от 100 м²/г до 900 м²/г.*

Доказано, что при высоких температурах в материале происходят глубокие химические изменения, а именно, разложение целлюлозы, выделение летучих компонентов и образование стабильных ароматических структур. Этот процесс заключается в термической обработке биомассы при атмосферном давлении и температурах 300–800 °C в бескислородной среде, что приводит к образованию пористой структуры угля. Также описаны параметры процесса, экспериментальная методика и изменения физико-химических свойств активированного угля в температурных условиях.

Ключевые слова: *косточка сливы, активирующий реагент, термический пиролиз, текстурные свойства, площадь поверхности, углеродный адсорбент, углеродсодержащий материал, t-график, BET.*

OBTAINING CARBON ADSORBENTS THROUGH THERMOCHEMICAL ACTIVATION OF PLUM SEED WASTE

Abstract. *This article focuses on the chemical activation of plum kernels by carbonization at different temperatures. It was found that the increase in carbon content as a result of chemical activation, increasing the ratio of coal to alkali from 1:0.01 to 1:0.05, caused an increase in the relative surface area from 100 m2/g to 900 m2/g.*

It was proven that at high temperatures, deep chemical changes occur in the material, namely, the decomposition of cellulose, the release of volatile components and the formation of stable aromatic structures. This process consists of thermal treatment of biomass at atmospheric pressure and temperatures of 300 - 800 0C and in an oxygen-free environment, which resulted in the formation of a porous structure of coal. Also, the process parameters, experimental techniques and changes in the physical and chemical properties of activated carbons under temperature conditions are described.

Keywords: *plum pit, activating reagent, thermal pyrolysis, textural properties, surface area, carbon adsorbent, carbonaceous material, t-Plot, BET.*

KIRISH

Natriy va kaliy gidroksidlari yiliga ko'p million tonna tovarlar va keng ko'lamli ilovalarga ega kuchli kimyoviy asoslardir. Ular ishlatiladigan haroratiga qarab, ko'pchilik materiallarni degradatsiya qilish qobiliyati bilan bog'liq. Misol uchun, bu kimyoviy moddalar to'qimachilik, qog'oz, sovun va yuvish vositalarini ishlab chiqarishda, biodizel, kislota gazlarini (masalan, SO_2) va boshqalarni olib tashlashda, shuningdek, ko'plab organik sintez jarayonlarida ishtirok etadi [1].

Ko`plab qishloq xo`jaligi chiqindilarini metall ishqorlari yordamida qayta ishlash yuqori sorbtsion faollikka ega adsorbent olish imkonini beradi. Turli adabiyotlarda KOH yordamida kimyoviy faollashtirish, termokimyoviy ishlov berish sintetik uglerodli sorbentlar olish bo`yicha ilmiy izlanishlar olib borilgan [2].

NaOH yoki KOH bilan kimyoviy faollashtirish yordamida turli uglerod tolalarini tayyorlashning samarali usullari tahlil qilingan bo`lib, g`ovaklar shakllanishining maqbul shart sharoitlarini to’ish uchun xizmat qilishi, shuningdek, ishqor miqdori oshgani sayin uglerod strukturasini o`zgarishlari yoritilgan. Bu KOH yuqori samarali PAN asosidagi uglerod tolalari va yuqori kristallikka ega bo'lgan nanotolalarni faollashtirganda NaOHga qaraganda ko''roq g'ovak hajmini hosil qilish jarayonlarida namoyon bo`ladi [3].

Faollashtirishning kimyoviy usuli fizikaviy usuldan ko`ra ko`proq yuqori sirt yuza, samarali shakllangan g`ovaklarning ko`pligi va natijada adsorbtsion xossalarining yuqoriligi tufayli ustunlik qiladi [4].

Ushbu tadqiqot ishida termokimyoviy faollantirish usulidan foydalanildi. Faollantirish vositasi sifatida KOH va NaOH tanlab olindi. Tanlangan bu ikki gidroksid kuchli korroziv asos bo`lishi bilan bir qatorda NaOH 318ºC, KOH 360 ºC da parchalanmasdan eriydigan barqaror kimyoviy modda hisoblanib, natijada ko`pchilik materiallar va xatto juda inert bo`lgan uglerod materiallari bilan ham reaktsiyaga kirisha boshlaydi. KOH erish nuqtalari atrofidagi haroratlarda uglerod o`z ichiga olgan hom ashyolar (qatronlar, ko`mir, lignotsellyulozik materiallar va boshkalar), shuningdek, eng sof uglerodli materiallar (uglerod tolalari, uglerod nanotolalari va nanotubalari) bilan ham kuchli reaktsiyaga kirishadi. Gidroksid va uglerod o`rtasida boradigan reaktsiya muhitini reaktsiya harorati, vaqti, gidroksidning tabiati yoki gidroksid uglerod nisbati yordamida boshqarib turish mumkin. Reaktsiyaga kirishmay qolgan uglerod, ishqoriy karbonatlar, bahzan reaktsiya sharoitiga ko`ra reaktsiyaga kirishmay qolgan gidroksidlar hosil qilgan qattiq aralashma reaktsiya natijasida xosil bo`lgan mahsulot hisoblanadi. Bu mahsulot yuvilib filg’trlansa va quritilsa tarkibda qolgan uglerod moddasi super faollashtirilgan uglerod bo`ladi [5].

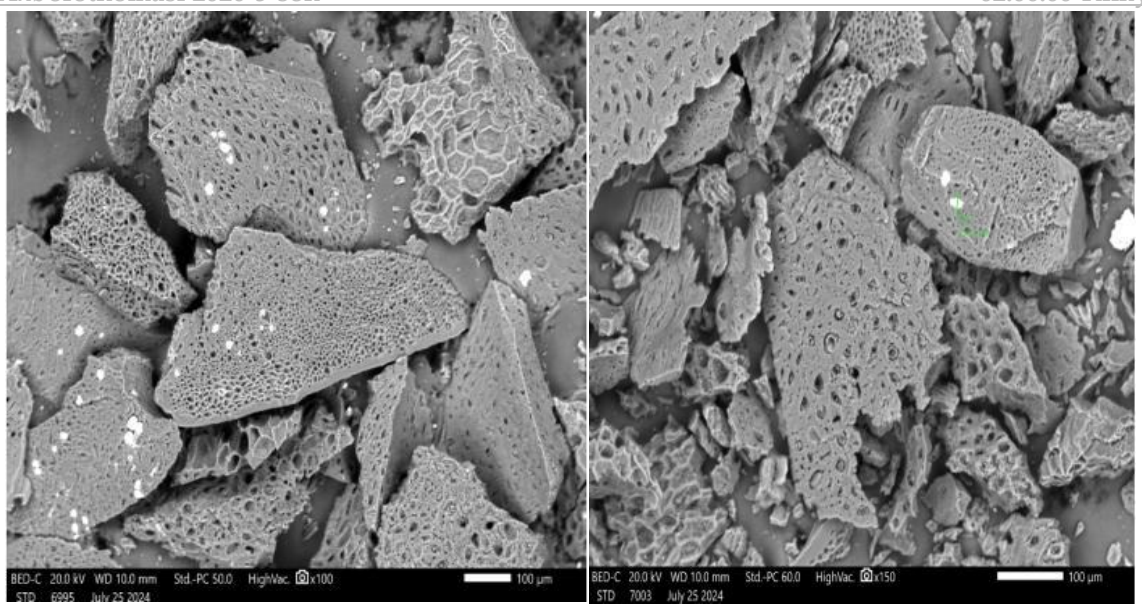
Kimyoviy faollantirish ikki xil usulda amalga oshiriladi. Birinchi usul uglerodli hom ashyoga kimyoviy faollantiruvchi vositani to`g`ridan to`g`ri singdirib, keyin harorat tahsirida karbonlashtirish - faollantirishni o`z ichiga oladi. Ikkinchi usul esa ikki bosqichda boradi, yahni, uglerodli xom ashyoni karbonlashtirish (300 dan 600 $^0$S gacha), so`ngra olingan karbonizatga kimyoviy faollantiruvchi vosita tahsir ettirib yuqori haroratda faollantirishdan iborat bo`ladi. Faollantirish vositalarining to`g`ri tanlovi esa faollantiruvchi va bioko`mir yuzasida yanada jadal reaktsiya borishi va natijada CO_2 va CO gazlarining ko`proq tarqalishiga olib keladi. Bu esa o`z navbatida, mikrog`ovaklarning ko`payishi va strukturaning shakllanishiga, shuningdek faol funktsional guruxlarning paydo bo`lishiga olib keladi [6].

TADQIQOT USULLARI

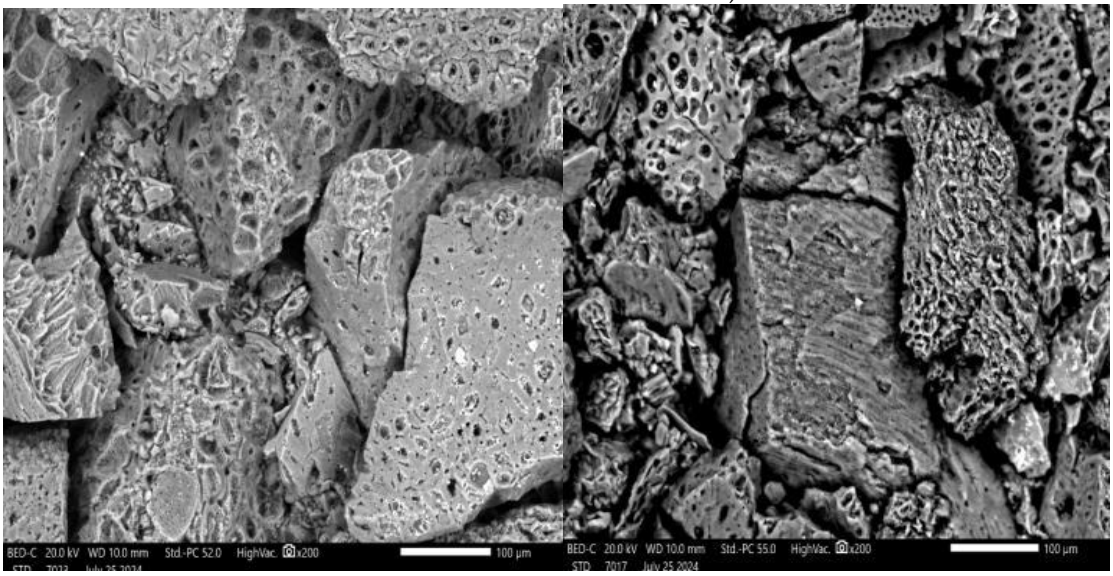
Tadqiqot uchun tanlangan ob`ekt – olxo`ri danagining po`stloq qismidan kimyoviy usul bilan faollantirilgan uglerodlar olish uchun yuqorida keltirilgan ikki usuldan ham foydalanildi.

Dastlab, laboratoriya sharoiti uchun mo`ljallangan piroliz pechiga olxo`ri danagining po`choqlari solindi va 500 $^o$C da 1,5 soat davomida harorat tahsirida ko`mirlashtirildi. Tayyor karbonizatlarni aralashtirgichga ishqor bilan kerakli nisbatlarda solib aralashtirildi va piroliz pechida 800 ^{o}C da faollashtirildi. Kerakli vaqt va harorat tahsirida g`ovaklari shakllangan karbonizat namunalari yuvish sig`imida HCl yordamida neytrallab distillangan suv bilan yuvildi.

Yuvilgan namunalar quritish shkafida 100–110 ^{o}C da quritildi. Olingan tayyor faollantirilgan adsorbentlar sanoat korxonalari oqava suvlarini tozalashga sinov tajriba ishlari uchun yo`naltirildi. Olingan uglerodli adsorbentlarni morfologiyasini o`rganish uchun SEM natijalari olindi.



A) B)



C) D)

3-rasm. KOH va NaOH bilan faollantirilgan uglerodli adsorbentlar mikrotasvirlari
(A)- FUA1:0,01KOH; (B)- FUA1:0,03KOH; (C)- FUA1:0,05KOH;
(D)- FUA1:0,05NaOH;

Olingan natijalar zarralarning singan, notekis va formasiz ekanligini, hamda namunalar yuzasida sezilarli g`ovaklar mavjudligini va g`ovaklarni turli o`lchamdaligi geterogen tizim ekanligini ko`rsatadi.

Shundan so`ng, birinchi usulga ko`ra, chaqilgan danak po`stloqlarini KOH va NaOH ning 10, 20, 30% eritmalariga 1:1; 1:3; 1:5; nisbatlarda 4, 8, 12, 16, 20 va 24 soat mobaynida bo`ktirib qo`yib quritilgandan so`ng har bir namunaga 800 ^{0}S da havosiz sharoitda termik ishlov berildi. Hosil bo`lgan tayyor qattiq aralashmalar maydalandi va distillangan suvda yuvib quritildi. Mak Ben Bakra hamda azot adsorbtsion qurilmasi orqali tekshirilgan sinov natijalariga ko`ra, 24 soat 30% KOH eritmasiga 1:5 nisbatda bo`ktirilgan va 800 $^0$C da termik ishlov berilgan namuna adsorbtsion xususiyatini qolganlarga nisbatan eng ko`p namoyon qildi. SHunga ko`ra, BET bo`yicha sirt yuza azot adsorbtsion qurilmada S_{syu}, - 797,6271 m^2/g, benzol adsorbtsiyasi natijalariga ko`ra esa 739,44 m^2/g ga teng ekanligi aniqlandi.

Keyingi tahlillar hom ashyo va faollantirish vositasi bir-biriga nisbatan quruq xolatda qanday tahsirlashishini yoritib berishdan iborat. Ushbu ish uchun ham tezkor usul hamda DTA yordamida tanlab olingan namuna yahni, 500 ^{0}C da piroliz qilingan karbonizat namunasi tanlab olindi.

Dastlab, 500 ^{0}C da piroliz qilingan karbonizatni KOH va NaOH bilan 1:0,01, 1:0,03, 1:0,05 nisbatlarda aralashtirilgan karbonizatlarni 600, 700, 800 ^{0}C da inert muhitda haroratning faollantirish jarayoniga ta`siri tahlil qilindi.

NATIJALAR VA MUHOKAMA

1-jadval

Azot adsorbtsiyasi bo`yicha issiqlik, fizik hamda kimyoviy usulda faollantirilgan uglerodlarning teksturaviy xarakteristikalari

Namuna	S_{syu}, m^2/g* (BET)	S_{syu}, m^2/g**	t-'lot (mikro-g`ovaklar yuzasi), m^2/g	V_a, sm^3/g	t-'lot (mikro-g`ovaklar hajmi), V_{mic}, sm^3/g	R, Å
Olxo`ri danagi	1,3444	-	-	-	-	-
500 ^{0}C piroliz	84,2376	127,0532	62,2578	0,046795	0,034585	28,518
FUA 1:0,01KOH	496,6278	722,5508	395,2058	0,262152	0,208615	21,949
FUA 1:0,03KOH	768,3335	135,6454	592,5677	0,411003	0,316981	24,462
FUA 1:0,05KOH	944,2450	392,2519	728,0441	0,497989	0,383966	23,746
FUA 1:0,05NaOH	543,6796	791,0779	432,5381	0,287040	0,228362	21,972

Azot adsorbtsiyasi natijalari olxo`ri danagini 500 $^0$ S da termik piroliz qilinganda ($S_{VET}$) BET bo`yicha solishtirma yuzasi -84,2376 m^2/g ga teng ekanligini namoyon qildi. 750 ^{0}S da suv bug`i yordamida faollashtirilgandan keyin - 542,86 $m^2/g$ gacha oshganini kuzatish mumkin. KON (30% eritmasiga 1:5 nisbatda 24 soat bo`ktirilgan danak po`stlog`i) yordamida ishlov berilgan namunada (S_{VET}) - 797,62 m^2/g ga ko`tarilgan bo`lsa, ishqorni (KOH) quruq holda turli nisbatlarda ishlov berish natijalari orasidan 1:0,05 nisbatdagi karbonizat : ishqor tahsirlashuvi natijasi (S_{VET}) - 944,2450 gacha oshganini izohlab berdi.

CONCLUSION

Tahlillarga ko`ra, 500 $^0$C da termik faollantirilgandan keyin namunadagi C miqdori 94,4%, O - 5,6% ni tashkil qilishi va harorat ta`sirida danak po`stlog`i tarkibidagi namlik, smolalar va ba`zi uchuvchan hamda gazsimon moddalarning chiqib ketishi bilan izohlanadi. Kimyoviy faollashtirish natijasida uglerod miqdorining oshishi, ko`mirni ishqorga nisbatan 1:0,01 nisbatdan 1:0,05 gacha oshirilishi nisbiy yuzani keskin oshishiga sabab bo`lishi aniqlangan.

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BRASSICA RAPA L. BARGLARINING MAKRO-MIKROELEMENT TARKIBI VA OZIQAVIY QIYMATINI BAHOLASH

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Annotatsiya; Ushbu maqolada O‘zbekiston hududida yetishtiriladigan sholg‘om (Brassica rapa L.) barglarining kimyoviy tarkibi, xususan, makro va mikroelementlar miqdori o‘rganildi hamda olingan natijalar tahlil qilindi. Tadqiqot natijalariga ko‘ra, sholg‘om barglari uning ildizmevasiga nisbatan inson organizmi uchun muhim bo‘lgan kaliy, kalsiy, magniy, fosfor kabi makroelementlar hamda temir, rux, marganes singari mikroelementlarga boy ekanligi aniqlandi. Shuningdek, barglar tarkibida suvda eruvchi vitaminlar va antioksidant xususiyatga ega biologik faol birikmalar mavjudligi ularning funksional oziq-ovqat va farmatsevtika yo‘nalishlarida istiqbolli xomashyo ekanligini ko‘rsatadi.

Kalit so‘zlar: *sholg‘om bargi, makroelementlar, mikroelementlar, vitaminlar, kaliy, kalsiy, magniy, fosfor.*

ОЦЕНКА МАКРО- И МИКРОЭЛЕМЕНТНОГО СОСТАВА И ПИЩЕВОЙ ЦЕННОСТИ ЛИСТЬЕВ BRASSICA RAPA L.

Аннотация. *В статье исследован макро- и микроэлементный состав листьев репы (Brassica rapa L.), выращенной в условиях Узбекистана, а также проведён анализ полученных результатов. Установлено, что листья репы содержат значительно больше биологически важных макро- и микроэлементов по сравнению с корнеплодами. Наличие калия, кальция, магния, фосфора, а также микроэлементов и водорастворимых витаминов определяет высокую пищевую и лечебно-профилактическую ценность листьев репы.*

Ключевые слова: *листья репы, макроэлементы, микроэлементы, витамины, калий, кальций, магний.*

ASSESSMENT OF MACRO- AND MICROELEMENT COMPOSITION AND NUTRITIONAL VALUE OF BRASSICA RAPA L. LEAVES

Abstract. *This article investigates the macro- and microelement composition of turnip (Brassica rapa L.) leaves grown in Uzbekistan and analyzes the obtained results. The study revealed that turnip leaves contain higher amounts of essential macro- and microelements compared to turnip roots. The presence of potassium, calcium, magnesium, phosphorus, as well as trace elements and water-soluble vitamins, indicates the high nutritional and functional value of turnip leaves as a potential natural antioxidant and dietary supplement.*

Keywords: *turnip leaves, macroelements, microelements, vitamins, potassium, calcium, magnesium.*

KIRISH

Bugungi kunda butun dunyoda sog‘lom ovqatlanish masalasi global muammolardan biri sifatida e’tirof etilmoqda. Aholining tabiiy, ekologik toza va biologik faol moddalar bilan boy oziq-ovqat mahsulotlariga bo‘lgan ehtiyoji yildan-yilga ortib bormoqda. Shu munosabat bilan o‘simlik xomashyolaridan oqilona foydalanish, ayniqsa an’anaviy ravishda kam iste’mol qilinadigan qismlarini ilmiy asosda o‘rganish dolzarb ahamiyat kasb etadi.

Ko‘pgina sabzavot ekinlarining barg qismlari yuqori biologik qiymatga ega bo‘lishiga qaramay, amaliyotda ko‘pincha chiqindi sifatida tashlab yuboriladi. Holbuki, bunday qismlar vitaminlar, mineral moddalar va antioksidantlarga boy bo‘lib, inson salomatligini mustahkamlashda muhim rol o‘ynaydi.

Sholg‘om (Brassica rapa L.) O‘zbekiston qishloq xo‘jaligida keng yetishtiriladigan sabzavot ekinlaridan biri bo‘lib, asosan uning ildizmevasi oziq-ovqat sifatida ishlatiladi. Barg qismi esa yetarlicha baholanmagan. Shu sababli sholg‘om barglarining kimyoviy tarkibini chuqur o‘rganish va ularning oziqaviy qiymatini aniqlash muhim ilmiy-amaliy ahamiyatga ega.

TADQIQOT MAQSADI VA VAZIFALARI

Mazkur tadqiqotning asosiy maqsadi O‘zbekistonda yetishtirilgan sholg‘om barglari tarkibidagi makro va mikroelementlar miqdorini aniqlash, ularning biologik ahamiyatini baholash hamda sholg‘om barglarining funksional oziq-ovqat va shifobaxsh mahsulot sifatidagi imkoniyatlarini ilmiy asoslashdan iborat.

OLINGAN NATIJALAR

1-jadval. Sholg‘om bargining makroelementlari

Makroelement	Miqdori (100 g da)	Biologik ahamiyati
Kaliy K	350-420 mg	Yurak faoliyati, hujayra suyuqligi
Kalsiy Ca	180-220 mg	Suyak, tish, qon ivishi
Magniy Mg	30 - 40 mg	Asab va mushak faoliyati
Fosfor P	35 - 45 mg	Energiya almashinuvi
Natriy Na	20 - 30 mg	Suv - tuz muvozanati
Oltingugurt S	40 - 60 mg	Oqsil va ferment sintezi

2-jadval.Sholg‘om bargining mikroelementlari

Mikroelement	Miqdori (100 g da)	Biologik ahamiyati
Temir Fe	2.0–2.7 mg	Gemoglobin sintezi
Rux Zn	0.4–0.6 mg	Immunitet, fermentlar
Marganes Mn	0.4–0.6 mg	Antioksidant fermentlar
Mis Cu	0.1–0.15 mg	Qon hosil bo‘lishi
Yod I	3–6 mkg	Qalqonsimon bez
Cobalt Co	10–15 mkg	Azot almashinuvi
Molibden Mo	2–4 mkg	B_{12} vitamini bilan bog‘liq

NATIJALAR VA TAHLIL

Sholg‘om barglarining makroelement tarkibi. O‘tkazilgan kimyoviy tahlillar natijasida sholg‘om barglarida kaliy (350–420 mg/100 g), kalsiy (180–220 mg/100 g), magniy (30–40 mg/100 g) va fosfor (35–45 mg/100 g) miqdori yuqori ekanligi aniqlandi.

Kaliy hujayra ichki suyuqligi muvozanatini saqlash, yurak mushagi faoliyatini qo‘llab-quvvatlash va qon bosimini me’yorlashtirishda muhim ahamiyatga ega. Sholg‘om barglarida kaliy miqdorining yuqori bo‘lishi ularni gipertoniya va yurak-qon tomir kasalliklarining oldini olishda foydali mahsulot sifatida ko‘rsatadi.

Kalsiy va fosfor suyak va tish to‘qimalarining mustahkamligini ta’minlaydi. Ayniqsa, kalsiy miqdorining sezilarli darajada bo‘lishi sholg‘om barglarini bolalar, keksa yoshdagilar va suyak kasalliklari xavfi yuqori bo‘lgan shaxslar ratsioniga kiritish maqsadga muvofiqligini ko‘rsatadi.

Sholg‘om barglarining mikroelement tarkibi

Tadqiqot natijalari shuni ko‘rsatdiki, sholg‘om barglari temir (2,0–2,7 mg/100 g), rux (0,4–0,6 mg/100 g), marganes (0,4–0,6 mg/100 g) kabi muhim mikroelementlarga boydir.

Temir gemoglobin sintezida ishtirok etib, kamqonlikning oldini olishda muhim rol o‘ynaydi. Rux va marganes esa immun tizimi faoliyatini kuchaytiradi hamda antioksidant fermentlar tarkibiga kiradi. Shuningdek, barglar tarkibida yod va kobalt kabi kam miqdorda bo‘lsa-da, organizm uchun zarur bo‘lgan elementlarning mavjudligi ularning biologik qiymatini yanada oshiradi.

MUHOKAMA

Olingan natijalar shuni ko‘rsatadiki, sholg‘om barglari ko‘pincha chiqindi sifatida qaralishiga qaramay, o‘zining boy mineral tarkibi bilan ko‘plab an’anaviy sabzavotlardan kam emas. Aksincha, ayrim hollarda ular ildizmevaga nisbatan ko‘proq biologik faol moddalarni saqlaydi.

Sholg‘om barglarining ratsionga kiritilishi organizmda mineral moddalarning yetishmovchiligini kamaytirishi, antioksidant himoyani kuchaytirishi va umumiy metabolik jarayonlarni yaxshilashi mumkin. Bu esa ularni nafaqat oziq-ovqat mahsuloti, balki funksional oziq-ovqat qo‘shimchalari va farmatsevtik preparatlar ishlab chiqarishda istiqbolli xomashyo sifatida ko‘rsatadi.

XULOSA:

Xulosa o’rnida shuni ta’kidlashimiz joizki, bugungi kunda oziq-ovqat sifatida o'simliklar qismlarining iste'moli tufayli, ayniqsa sholg’om bargining tarkibida tabiiy inson salomatligi uchun foydali bo’lgan vitamin va minerallar, shu qatorda yuqori miqdorda kaliy, kalsiy, magniy, fosfor kabi biologik faol elementlar mavjud. Yuqoridagi tahlillar shuni ko’rsatadiki, sholg’om bargi kaliyga eng ko’p boy bo’lganligi uchun qon bosimni meyorlashtiradi va yurak faoliyatini qo’llab quvvatlaydi, kalsiyni ko’pliga esa suyaklar va tish uchun muhim ahamiyat kasb etadi. Bu esa sholg’om bargidan

kelajakda funksional oziq – ovqat qo'shimchalari va farmatsevtik xomashyo sifatida yuqori istiqbolli xomashyo hisoblanadi.

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POLLUTION ASSESMENT OF THE KARADARYA RIVER USING WATER PHYSICOCHEMICAL PARAMETERS PARAMETERS AND TOXICITY TEST WITH INDICATOR ORGANISMS FROM DIFFERENT TROPHIC LEVELS

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Anotatsiya: *Karadarya Andizhan Uzbekistan and the Kyrgyz republic is located in the region of the river came from. This river is the main osce is one Syrdarya, in the middle of Asia's second largest river. One of the Fergana valley of Uzbekistan, located in a dense population area Karadarya will be. The river is mainly used for agricultural irrigation throughout the fergana valley and the largest city not only drinking water but also is used to provide water for industrial purposes. Water from ditches the largest city in the territory of the republic of uzbekistan, as well as drainage ditches and worsens the water quality of the river water Karadarya this biotik abiotik and has a serious impact on his environment. The purpose of the project-the water physical-chemical parameters and determine the level of pollution of the river using bioassaylardan qoradaryo. Karadaryapoll-toxic and evaluate the validity and usefulness of the test to monitor the pollution of the river Karadarya this bioassaylarni apply. Here we comparison the validity of the results obtained from the tests most likely bioassayni various toxic to monitor the pollution of water by a quick, responsive and economical ekotoksikologik means the description appreciate.*

Key words: *water quality, physical-chemical parameters, utilities, monitoring, ekotoksikologik of water systems, water pollution, toxic tests.*

QORADARYO DARYOSINING IFLOSLANISHINI BAHOLASH: SUVNING FIZIK-KIMYOVIY KO'RSATKICHLARI HAMDA TURLI TROFIK DARAJALARDAGI INDIKATOR ORGANIZMLAR YORDAMIDA TOKSIKLIK SINOVLARI ASOSIDA

Annotatsiya: *Qoradaryo O'zbekiston (Andijon viloyati) va Qirg'iziston Respublikasi hududidan oqib o'tuvchi daryodir. Ushbu daryo Markaziy Osiyodagi ikkinchi eng yirik daryo bo'lgan Sirdaryoning asosiy irmoqlaridan biri hisoblanadi. Qoradaryo O'zbekistonning zich aholi yashaydigan hududi — Farg'ona vodiysidan oqib o'tadi. Daryo suvidan asosan Farg'ona vodiysida qishloq xo'jaligi ekinlarini sug'orishda, shuningdek, yirik shaharlarni ichimlik va sanoat ehtiyojlari uchun suv bilan ta'minlashda foydalaniladi. Respublikadagi yirik shaharlardan keladigan oqava va drenaj suvlari Qoradaryo suvining sifatini yomonlashtiradi, bu esa daryoning biotik va abiotik muhitiga jiddiy ta'sir ko'rsatadi. Loyihaning maqsadi — bioanaliz (bioassay) usullari yordamida Qoradaryo suvining fizik-kimyoviy ko'rsatkichlarini va ifloslanish darajasini aniqlashdir. Shuningdek, daryo ifloslanishini monitoring qilishda ushbu bioanaliz usullarining samaradorligi va yaroqliligini baholash ko'zda tutilgan. Tadqiqot davomida turli toksik moddalar ta'sirida olingan natijalar taqqoslanadi hamda suv ifloslanishini tezkor, sezgir va iqtisodiy jihatdan samarali ekotoksikologik usulda kuzatish imkonini beruvchi eng maqbul bioanaliz usuli baholanadi.*

Kalit so'zlar: *suv sifati, fizik-kimyoviy ko'rsatkichlar, kommunal xo'jalik, monitoring, suv tizimlarining ekotoksikologiyasi, suv ifloslanishi, toksikologik testlar.*

ОЦЕНКА ЗАГРЯЗНЕНИЯ РЕКИ КАРАДАРЬЯ С ИСПОЛЬЗОВАНИЕМ ФИЗИКО-ХИМИЧЕСКИХ ПОКАЗАТЕЛЕЙ ВОДЫ И ТЕСТОВ ТОКСИЧНОСТИ С ИНДИКАТОРНЫМИ ОРГАНИЗМАМИ РАЗЛИЧНЫХ ТРОФИЧЕСКИХ УРОВНЕЙ

Аннотация: *Карадарья — река, протекающая по территории Узбекистана (Андижанская область) и Кыргызской Республики. Она является одним из основных притоков Сырдарьи — второй по величине реки Центральной Азии. Карадарья протекает через Ферганскую долину — густонаселенный регион Узбекистана. Воды реки используются преимущественно для орошения сельскохозяйственных культур в Ферганской долине, а также для обеспечения крупных*

городов питьевой и технической водой. Сбросы сточных и дренажных вод из крупных городов региона ухудшают качество воды в Карадарье, оказывая существенное влияние на биотические и абиотические компоненты речной экосистемы. Цель данного проекта — определение физико-химических показателей и уровня загрязнения воды реки Карадарья с использованием методов биотестирования. Также оценивается эффективность и пригодность этих методов для мониторинга загрязнения реки. Исследование включает сравнение результатов, полученных при воздействии различных токсичных веществ, и выбор наиболее оптимального метода биотестирования, обеспечивающего быстрый, чувствительный и экономически эффективный экотоксикологический контроль загрязнения воды.

Ключевые слова: *качество воды, физико-химические показатели, коммунальное хозяйство, мониторинг, экотоксикология водных систем, загрязнение воды, токсикологические тесты.*

Karadarya at Andizhan region, a river is, with its source in Kyrgyzstan is, Kazakhstan's main osce is one. The tar river, together with the length of his 318 km, basin area 28,6 thousand km². It Karagulja Fergana ridge to the south-east side people centuries and get a ridge of tar and centuries came from the north side of the river is formed from the joining of qoragulja. The river has two major osce-Dm and Kur-Shab river is added to. The river is fed by snow and ice the water. Karadarya basin of uzbekistan the central part of the island is located in the largest river system that flows into the sea. This basin is one of the country's most important water sources, big agriculture, fisheries, farming and industrial activities, it is very important. The river and its surrounding ecosystem plays an important role in maintaining the biological diversity of the osce. Ivanov (2020) by out go and research Karadarya basin clams ecology and their water ecosystem gives you detailed information about the role. Karadarya basin plant and animal species, the including clams of the water chemical composition and environmental stability will take an active part in. Also, in the pool, which play an important role in maintaining the ecological balance and mutually influencing each other, there are various countries[1.2].

Water samples of the river until the first year of the project to take place on a seasonal basis is taken from qoradaryo 6 samples. Physical-chemical parameters were measured and water samples were analyzed using standard analytical methods. Karadarya of the river, the physical-chemical parameters of the water pollution index (vp) and have makroinvertenlarga based bentu biotik the index will be translated. Water samples for heavy metals, pesticides, pollutants and type, respectively, with the presence of potential spektroskopik like mikroplastmassalar main methods are analyzed. Microtox test, Le sp like the toxic test. Growth inhibition test, the funeral sp. Sharp test of the embryo and the frog immobilizasiya Teratogenez analysis: Xenopus, FETAX for each test is carried out in accordance with standard procedures based on the description. Sensor body as fluorescent bacteria Vibrio fischeri, Crustacean Daphnia be substituted, the water is fresh water of the plant Le minor and amphibians Xenopus laevis is used. Of death out come and effective Azerbaijanis agree to these values (LCs and the ec) and Teratogenic index (the oldest and largest) is calculated for the test toxic and toxic profile of the curved lines are drawn [3].

Field work and to take samples of the forms of implementation of the project until the first year after the date on a seasonal basis, the physical-chemical parameters are also measured and analyzed. The river and its water quality and of the class of animals on the basis of indicators have bentu makroinvert biotik is determined by the vp. In addition, water samples for heavy metals, pesticides and also the presence and types of pollutants mikroplastmassalar of those years as the main potential analysis. bioassays will be held in the second year of the project and the statistical analysis is conducted. [1]

Karadaryapoll-test on different trophic levels of the toxic bioindikatorlar with fresh water ecosystem on the first use of a comprehensive project; as well as in environmental samples derived from qoradaryo not only affect the physical-chemical parameters, but also pesticides, heavy metals and also mikroplastikalarni analysis. To get a reliable data base for research on Karadaryapoll new water protection and cleaning guide.

The river is the largest river in the south of Kyrgyzstan and eastern Uzbekistan Karadarya. This river is one of the main osce sir-darya, central asia's second largest river. The length of 177 km and its basin area qoradaryo 30.100 km² (1-picture)

The form 1. Reading area

Physical-chemical parameters and identify pollutants. Water quality parameters measured and analyzed per year on a seasonal basis. Saline, ph, ec, TD, T, do, and Sat as physical-chemical parameters. O_2 is measured in meters, portable place. Night water samples +4 is stored at SE. Other physical-chemical parameters, heavy metals and pesticides analysis carried out using standard analytical methods (APHA, 2005) (table 1).

Table 1. Parameters measured and analyzed.

Variable	Abbreviations of	Units	Analytical methods
water temperature	T	C and the	thermometer analytical
pH	pH	-	waterproof cyberscan 600 series portable meter,
electrical conductivity	EC	- cm$^{and\ cc-1}$	waterproof cyberscan 600 series portable meter
total dissolved solid	substances TD	PPT	waterproof cyberscan 600 series portable meter
saline	saline	pt	series waterproof cyberscan 600-meter portable
dissolved oxygen	DO	(mg / L	Oxi 315 / set the meter for oxygen
with oxygen to'yinganlik	Sat. O_2	%	Oxi 315/ set WTW Oxygenmeter
biochemical oxygen demand	BOD	mg/l	Spectrophotometric
chemical oxygen demand	COD	mg/l	Spectrophotometric
Ammonium	nh_4-N	mg/l	Spectrophotometric
nitrit is	NO_2-N	mg/l	Spectrophotometric
Nitrate	NO_3-N	mg/l	Spectrophotometric
Calcium	Ca	mg/l	Spectrophotometric
Magnesium	Mg	mg/L	Spectrophotometric
Potassium,	K,	mg/l	Spectrophotometric
Sodium	, Na	mg/l	Spectrophotometric
Chloride	my cl	mg/l	Spectrophotometric
Sulfate	thus,$_4$	mg/l	Spectrophotometric
Bicarbonate	HC_3-	mg/l	Spectrophotometric
Fluoride	F	mg/l	Spectrophotometric
Aluminium	Al	mg/l	ICP/MS
, which arsenic,	such as	mg/l	ICP/MS
Beryllium	Be	mg/l	ICP/MS

Cadmium	Cd	(mg/L	ICP/MS
Chromium	Cr	mg/l	ICP/MS
Copper	- Th	mg/L	ICP/MS
Iron	Fe	mg/l	ICP/MS
Lead	Pb	mg/l	ICP/MS
Mercury	Hg	mg/l	ICP/MS
Lithium	Li	mg/l	ICP/MS
Manganese	International	mg/l	ICP/MS
Molybdenum	Mo	mg/l	ICP/MS
in the structure of nikel	Select	mg/l	ICP/MS
Phosphorus,	P	mg/L	Spectrophotometric
Selenium	Se	mg/l	ICP/MS
Zinc,	Zn	mg/l	ICP/MS
total suspended solids content,	FAQ	mg/l	Spectrophotometric
total ammonia nitrogen	ADMIT	mg/l	Spectrophotometric
total phosphorus	TP	mg/l	Spectrophotometric
total nitrogen of	tons, were established by	mg/l	Spectrophotometric
analysis of total pesticide	-	-	Pesticide groups determined in environmental samples for lc/ms Analysis

Bentu mp particles and have makroinvertezlar with work. The land is taken up by a plastic bucket to get water samples from six samples with the place. MP separation was carried out according to the steps and the other coppock. (2017) the method of (2-picture). MP classification Hidalgo-Ruz and other., (2012) and Virikkek and other., (2016) using stereomikroskop. Each filter from the plastic particles of series type, and color into account is taken.

Animals have makroinverturali sample from bentu will car out to get Aq consortium (50) (30-picture) and on the size of 250 2002) 2002 classic cm in size on the bottom of the shock is carried out on a seasonal basis using the network of.

Mikrotoks the test with qoradaryo from the taken water samples whether toxic determineMicrotox. Mikrotox, the environment at toksikologik mikroskale as a tool for biomonitoring of environmental samples is used to determine toxic pollutants from the river. The analysis in accordance with the protocol specified by the manufacturer main trial is held in the original sample is diluted in a series of five (Microbics Corporation, 1992). Referral toxicants, phenol (organic) and zinc sulfate (zns the$_4$·7h$_2$O, inorganic) used as a positive control. *Microtox*, *Reagents bacteria, Vibrio fischeri* curl nr b-11177 's selected strains of fluorescent appropriate to bacteria is used as the test organism. Luminescence (Ec) is considered as the effective concentration to inhibit the last point. [1]

A water sample was taken from the river to determine its toxicity using Lemna sp. The growth of *Lemna sp.* was used as a test parameter. Freshwater samples associated with macrophytes were tested using Lemna minor, following the guidelines of the European Commission (EC, 1999).

The *L. minor* test for detecting the effects of pollution on vegetative growth was conducted as a 7-day static assay. Water samples at different concentrations were tested by allowing monocultures to grow under controlled conditions.

Test conditions included a light intensity of 4000–4500 lux and a temperature of 25 ± 2°C. Each test solution (approximately 450 ml) was maintained to ensure proper root development. At least three replicates were prepared for each treatment, each containing two plants with three fronds.

At the end of the test period, the increase in frond number and dry weight was measured. The growth rate (EC) and percentage inhibition were calculated, and the effective concentration (EC value) was determined as the endpoint.

The toxicity of water samples from the Karadarya River was determined using Daphnia sp. The *Daphnia sp.* acute immobilization test was conducted to support environmental monitoring and to assess freshwater pollution, following OECD guidelines (OECD, 2004).

Neonates (less than 24 hours old) were exposed to the test solutions under controlled conditions. The experiment included five different concentrations and a control group. Each treatment was replicated, with 10 organisms per replicate and two replicates per concentration, over a 48-hour exposure period. The test was performed under static conditions at a temperature of 20 ± 2°C, with a photoperiod of 16 hours light and 8 hours dark. [6.8]

At the end of the test, immobilization was recorded, and the median lethal concentration (LC_{50}) and effective concentration (EC_{50}) values were determined as endpoints. The toxicity of water samples from the Karadarya river was determined using the FETAX test. This internationally recognized assay uses embryos of Xenopus laevis as a model organism to evaluate developmental toxicity.

The test was conducted in accordance with the guidelines of the American Society for Testing and Materials (ASTM, 2004). Adult male and female *X. laevis* were maintained under laboratory conditions. Breeding was induced by intralymphatic injection of gonadotropin hormones. After induction, pairs were transferred to aquaria for spawning and egg laying.

Embryos were collected and exposed to different concentrations of water samples under controlled conditions. During the exposure period, endpoints such as mortality, malformation, and growth inhibition were recorded. Malformations were identified according to a standard abnormality atlas (e.g., Bantle et al., 1998).

At the end of the test, the median lethal concentration (LC_{50}) and effective concentration (EC_{50}) were calculated based on dose–response curves. In addition, the teratogenic index (TI) was determined to assess embryotoxic effects.

The obtained data were subjected to statistical analysis and interpretation. The physicochemical water quality of the Karadarya river was classified according to relevant water quality standards. Polymer types of plastic samples were analyzed using FTIR spectroscopy with an ATR accessory (PerkinElmer Spectrum Two FTIR spectrometer). The elemental composition of the samples was determined by Energy Dispersive Spectroscopy.

Biotic indices and diversity indices of benthic macroinvertebrates were calculated using ASTERICS (version 4.04). Similarity between sampling stations based on benthic macroinvertebrate composition was assessed using the Bray–Curtis similarity index (Somerfield, 2008; Young, 2008).

Cluster analysis was performed using the UPGMA (Unweighted Pair Group Method with Arithmetic Mean) algorithm to illustrate relationships among samples. Correlation analysis was conducted using Pearson's biotic index with SPSS version 20.0.

The relationships between benthic macroinvertebrates and physicochemical variables were analyzed using redundancy analysis (RDA) in CANOCO version 4.5. The suitability of RDA was verified using detrended correspondence analysis (DCA) (ter Braak, 1988).

Toxicity parameters (LC_{50} and EC_{50}) obtained from bioassays were calculated using probit analysis in SPSS 20.0. One-way analysis of variance (ANOVA) was used to compare control and treatment groups.

Scientific novelty (corrected version):

The scientific novelty of the research lies in addressing the defined objectives and providing new insights into the ecological status and toxicity assessment of the Qoradaryo River, with the potential to obtain reliable and scientifically grounded results.

The Fergana Valley can be considered a microcosm of Central Asia. Its geographical location, historical development, and ecological and economic significance increase the importance of studies focused on its environmental protection.

The valley is distinguished by its rich biodiversity, including a wide variety of plant and animal species. This biological richness is largely explained by its unique geographical setting, as the valley is surrounded by mountain ranges that create diverse ecological conditions.

In addition, the Fergana Valley is rich in freshwater resources. The hydrological characteristics of its river systems play a crucial role in supporting agricultural activities and sustaining the regional economy.

However, water pollution has become a major environmental concern in the valley's ecosystem. Within the territory of Uzbekistan, large amounts of agricultural, domestic, and industrial waste are discharged directly or indirectly into rivers such as the Karadarya river. This pollution has significant negative impacts on both biotic and abiotic components of the environment.

The main objective of this study is to determine the level of pollution in the Karadarya river by analyzing its physicochemical water parameters and by applying bioassays. Water quality is traditionally assessed based on physicochemical parameters; however, in many cases, these parameters alone are insufficient to evaluate the actual effects of pollutants on living organisms. [10]

Bioassays provide an integrated assessment of environmental toxicity by considering the combined effects of all components present in a sample. In this context, biological testing serves as a complementary approach to physicochemical analysis, allowing for a more direct evaluation of toxic impacts (Hernando et al., 2005).

This project primarily aims to compare physicochemical water quality parameters with the results obtained from bioassays. It also seeks to evaluate the applicability, validity, and usefulness of bioassay methods as effective tools for monitoring pollution in the Karadarya river. In collaboration with international partners, this study introduces bioassays as a relatively new research approach in this region.

Different toxicity tests conducted in the Karadarya river are compared to identify the most reliable, rapid, sensitive, and cost-effective bioassay methods for ecotoxicological assessment. The ultimate goal is to determine which bioassays are most suitable for detecting environmental toxicity in freshwater ecosystems.

To the best of our knowledge, this study represents one of the first comprehensive applications of bioindicators across different trophic levels in the freshwater ecosystem of the Fergana Valley. In addition to physicochemical parameters, the study considers the potential effects of pollutants such as pesticides and heavy metals present in water samples.

Thus, this research aims to fill an existing gap in the literature by integrating multiple assessment approaches for evaluating pollution in the Karadarya river. The findings are expected to support the development of a rapid, sensitive, and cost-effective ecotoxicological monitoring system, contributing to improved water quality management in the freshwater ecosystems of the Fergana Valley.

The research problem of this study is defined through an analysis of global scientific developments and competitive research trends in the field of freshwater ecology and pollution assessment.

Freshwater resources cover less than 1% of the Earth's surface; however, they are essential for sustaining life. Due to increasing anthropogenic pressures, both the quantity and quality of freshwater resources are continuously declining worldwide. Environmental contamination by agrochemicals, heavy metals, and other toxic substances has become a major global concern, posing significant risks to ecosystems and human health (Nicolopoulou-Stamati et al., 2016; FAO, 2019; Gan et al., 2023; Chen et al., 2023).

Water is particularly vulnerable to pollution because it acts as a universal solvent, capable of dissolving more substances than any other liquid on Earth. Both point-source and non-point-source pollutants enter aquatic systems from various pathways, contributing to the degradation of water quality (Karthik et al., 2018; Pandey et al., 2023).

Pollution of water bodies leads to the contamination of aquatic ecosystems and groundwater, resulting in toxic effects on wildlife and posing serious threats to human health. These pollutants negatively affect the growth, survival, and reproduction of aquatic organisms (van den Brink, 2011; Pathiratne & Kroon, 2016).

Freshwater habitats, which support a wide range of biodiversity, are being lost at an alarming rate. According to the WHO/UNICEF Joint Monitoring Programme (2019), more than 2 billion people lack access to safely managed drinking water, and over 1 billion people do not have adequate sanitation services.

All these pressures contribute to the disruption of ecological balance and the degradation of water resources. Consequently, freshwater ecosystem pollution is considered one of the most critical environmental challenges of the 21st century.

The environmental effects of pollutants are diverse and often interrelated. In natural ecosystems, the impact of pollutants on living organisms—particularly their early warning signals for human health risks—is commonly assessed using bioindicators (WWAP, 2013; 2015).

Pollutants can cause a wide range of adverse effects, including mortality, cancer, tumor formation, physical injuries, reduced reproductive success, growth inhibition, immune suppression, endocrine disruption, and damage to cells and DNA. In addition, they may induce teratogenic effects during development. The complexity and diversity of these impacts make them difficult to assess comprehensively. Importantly, many of these effects are chronic and not immediately visible, yet they can have long-term consequences across entire food chains (WHO, 2012). Aquatic pollutants affect all biological groups in ecosystems, from primary producers to higher trophic levels.

Due to fertile soils and abundant water resources, the Fergana Valley has a highly developed agricultural sector. Today, a large proportion of agricultural production in the region relies on pesticide use. Approximately 72 active chemical substances are permitted for agricultural use in Uzbekistan; however, more than 60% of these are not allowed in the European Union.

Given the intensive use of land and water resources in the valley, the environmental situation has become increasingly complex. Rivers such as the Syrdarya River and Karadarya river are heavily utilized for irrigation, domestic, and industrial purposes. As a result, they are exposed to significant pollution from agricultural runoff (pesticides and fertilizers), industrial waste, and other contaminants (Taltakov, 2015). Long-term monitoring indicates increasing salinity levels in river waters over the past 40 years, largely due to drainage return flows carrying salts and agrochemicals. In addition to agricultural pollution, urban wastewater and industrial discharges also contribute significantly to water contamination, particularly in densely populated areas (Wegerich et al., 2015).

In response to environmental challenges, the Government of Uzbekistan established the State Committee for Environmental Protection in 1992. In parallel, non-governmental organizations (NGOs) have played an important role in promoting regional initiatives for water resource conservation and environmental protection.

Freshwater is essential for all living organisms, and its sustainable management is critical. Assessing water quality and identifying pollution sources are fundamental steps in developing effective environmental protection strategies. The

Water Framework Directive (WFD, 2000) emphasizes achieving good ecological and chemical status of water bodies and preventing further environmental degradation.

An integrated approach combining physical, chemical, and biological assessments is essential for accurately evaluating water pollution (Nai et al., 2023). In this context, bioassays represent rapid, sensitive, and cost-effective tools for monitoring environmental toxicity.

The KaradaryaPoll project is a comprehensive study that integrates physicochemical analysis, assessment of pesticides, heavy metals, and microplastics (MPs), along with bioassays using bioindicators from different trophic levels. This represents one of the first such integrated approaches applied to freshwater ecosystems in the Fergana Valley.

The project aims to establish a reliable scientific database to support water protection and remediation strategies for the Karadarya river. Through international collaboration, it seeks to develop innovative ecotoxicological assessment approaches to address freshwater pollution—one of the most pressing global environmental challenges—and to generate new scientific knowledge and interpretations.

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BENZOILATSETON ASOSIDAGI SHIFF ASOSI VA UNING CU(II) KOMPLEKSINING SINTEZI, MONOKRISTALL TUZILISHI HAMDA EPR XARAKTERISTIKASI

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Annotatsiya; *Benzoilatseton asosida yangi Shiff asosi ligandi — bis(benzoilatseton) propilen diimin (BBP) hamda uning Cu(II) kompleksi sintez qilindi va tavsiflandi. BBP ligandining kristall tuzilishi monokristall rentgen difraksion tahlili yordamida aniqlanib, birikmaning Pbcn fazoviy guruhiga mansub ortorombik kristall sistemasida kristallanishi aniqlandi. Kristallografik aniqlashtirish parametrlarining natijalari olingan strukturaning yuqori sifat va ishonchlilikka ega ekanligini tasdiqladi. Cu(II) kompleksi polikristall shaklda olinib, X-diapazon elektron paramagnit rezonans (EPR) spektroskopiyasi yordamida o'rganildi. EPR spektrida g = 2.0646 qiymatga ega bo'lgan xarakterli keng signal kuzatilib, bu Cu(II) ionlarining Shiff asosi muhitida koordinatsiyalanganligini tasdiqladi. Olingan spektral ma'lumotlar mis markazi atrofida buzilgan kvadrat-planar geometriya mavjudligini ko'rsatdi. Sintez qilingan birikmalar keyingi koordinatsion va spektroskopik tadqiqotlar uchun istiqbolli tizimlar sifatida qaralishi mumkin.*

Kalit so'zlar: *Shiff asosi, benzoilatseton, Cu(II) kompleksi, monokristall tuzilish, EPR spektroskopiyasi, polikristall kompleks.*

SYNTHESIS, SINGLE-CRYSTAL STRUCTURE AND EPR CHARACTERIZATION OF A BENZOYLACETONE-DERIVED SCHIFF BASE AND ITS CU(II) COMPLEX

Abstract: *A new benzoylacetone-derived Schiff base ligand, bis(benzoylacetone) propylene diimine (BBP), and its Cu(II) complex were synthesized and characterized. The crystal structure of the BBP ligand was determined by single-crystal X-ray diffraction analysis, which revealed that the compound crystallizes in the orthorhombic crystal system with the Pbcn space group. The crystallographic refinement parameters confirmed the good quality and reliability of the obtained structure. The Cu(II) complex was obtained in polycrystalline form and investigated by X-band electron paramagnetic resonance (EPR) spectroscopy. The EPR spectrum exhibited a characteristic broad signal with a g value of 2.0646, confirming the coordination of Cu(II) ions within the Schiff base environment. The obtained spectral data suggest a distorted square-planar geometry around the copper center. The synthesized compounds may be considered promising systems for further coordination and spectroscopic investigations.*

Keywords: *Schiff base, benzoylacetone, Cu(II) complex, single-crystal structure, EPR spectroscopy, polycrystalline complex.*

СИНТЕЗ, МОНОКРИСТАЛЛИЧЕСКАЯ СТРУКТУРА И ЭПР-ХАРАКТЕРИСТИКА ШИФФОВА ОСНОВАНИЯ НА ОСНОВЕ БЕНЗОИЛАЦЕТОНА И ЕГО КОМПЛЕКСА CU(II)

Аннотация: *Синтезированы новое шиффово основание на основе бензоилацетона бис(бензоилацетон) пропилендиимин (BBP), а также его комплекс Cu(II). Кристаллическая структура лиганда BBP была исследована методом монокристального рентгеноструктурного анализа, который показал, что соединение кристаллизуется в орторомбической сингонии с пространственной группой Pbcn. Параметры структурного уточнения подтвердили хорошее качество и надёжность полученной структуры. Комплекс Cu(II) был получен в поликристаллической форме и исследован методом ЭПР-спектроскопии X-диапазона. ЭПР-спектр характеризуется широким сигналом с g-фактором 2.0646, что подтверждает координацию ионов Cu(II) в окружении шиффова основания. Полученные спектральные данные указывают на искажённую квадратно-плоскую геометрию вокруг центра меди. Синтезированные соединения могут представлять интерес для дальнейших координационных и спектроскопических исследований.*

Ключевые слова: *шиффово основание, бензоилацетон, комплекс Cu(II), монокристаллическая структура, ЭПР-спектроскопия, поликристаллический комплекс.*

1. Introduction

Schiff base ligands are widely studied in coordination chemistry because of their simple synthesis and effective coordination ability toward transition metal ions [1–4]. These compounds are formed through condensation reactions between primary amines and carbonyl compounds, resulting in azomethine (C=N) groups that play an important role in metal coordination [5,6]. Schiff bases containing nitrogen and oxygen donor atoms readily form stable complexes with transition metal ions such as Cu(II), Ni(II), and Co(II) [7–9]. Among transition metal complexes, Cu(II)-based Schiff base systems attract particular interest due to their magnetic and spectroscopic properties.In this study, a new benzoylacetone-derived Schiff base ligand, bis(benzoylacetone) propylene diimine (BBP), was synthesized and characterized by single-crystal X-ray diffraction analysis. Furthermore, the corresponding Cu(II) complex was investigated by X-band EPR spectroscopy to evaluate its structural and spectroscopic properties.

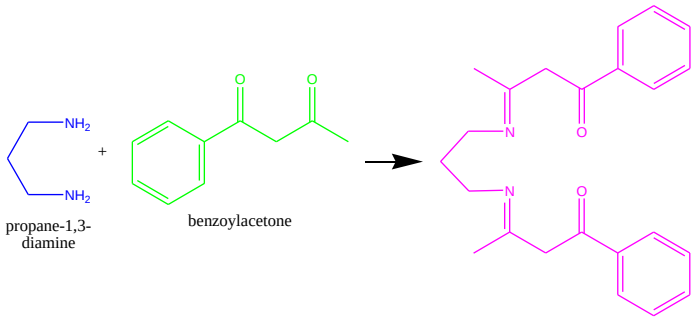
2. Materials and Methods

2.1. Materials and physical measurements

All chemicals and solvents were purchased from Sigma-Aldrich and used without further purification. Electron paramagnetic resonance (EPR) spectra were measured in the X-band region using a Varian E-Line Century Series EPR spectrometer on polycrystalline samples at room temperature.Single-crystal X-ray diffraction data for the BBP ligand were collected using MoKα radiation (λ = 0.71073 Å). The crystal structure was solved and refined using the Olex2 crystallographic package.

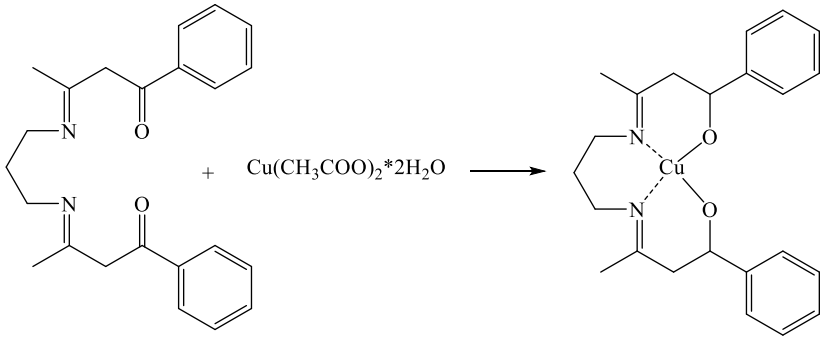
2.2. Synthesis of Schiff base ligand [Bis(Benzoylacetone) Propylene Diimine] (BBP)

The Schiff base ligand was synthesized according to a modified literature procedure [10]. Briefly, 2 mmol of 1,3-propanediamine dissolved in 20 mL of ethanol was added dropwise to a solution containing 4 mmol of benzoylacetone in 50 mL of ethanol under continuous stirring at room temperature. The reaction mixture was stirred for 5 h, during which a white precipitate was formed. The resulting product was further stirred for an additional hour, filtered, washed several times with ethanol, and recrystallized from ethanol. The obtained BBP crystals were dried under vacuum at 60 °C for 2 h. The synthesis of BBP is shown in Scheme



2.3. Synthesis of Cu(II) complex

1 mmol of the BBP Schiff base ligand was dissolved in 20 mL of ethanol and added to a solution of $Cu(CH_3COO)_2{\cdot}2H_2O$ (0.2 g) dissolved in 20 mL aqueous ammonia solution under constant stirring. The resulting mixture was heated at 60–70 °C for several hours. After several days, green Cu(II) polycrystals were formed, separated by filtration, washed with ethanol, and dried at room temperature. The synthesis is shown in Scheme 2.



Scheme 2

3. Results and Discussion

Single-crystal X-ray diffraction analysis of BBP ligand The molecular structure of the BBP Schiff base ligand was determined by single-crystal X-ray diffraction analysis. The crystallographic investigation revealed that the ligand crystallizes in the orthorhombic crystal system with the Pbcn space group. The asymmetric unit contains one

crystallographically independent molecule of the BBP ligand. The refined unit-cell parameters were determined as a = 24.846(2) Å, b = 9.6516(9) Å, and c = 9.1786(8) Å, with a unit-cell volume of 2201.0(3) Å³ and Z = 4. The molecular structure confirms the successful formation of the Schiff base ligand through condensation of benzoylacetone with 1,3-propanediamine, resulting in the formation of azomethine (C=N) groups. The ligand contains nitrogen and oxygen donor atoms capable of participating in coordination with transition metal ions. The crystal packing is stabilized mainly through intermolecular interactions and van der Waals forces.The crystallographic refinement converged satisfactorily with final values of R1 = 0.0605 and wR2 = 0.1469 for observed reflections [$I \geq 2\sigma(I)$], while the goodness-of-fit on F^2 was 1.061. The residual electron density values (0.17 and −0.27 e Å⁻³) indicate good structural refinement quality. Furthermore, cumulative intensity distribution and checkCIF analyses revealed no significant evidence of crystal twinning, confirming the reliability of the obtained crystal structure.The molecular structure of the BBP ligand obtained from single-crystal X-ray diffraction analysis is shown in Figure 1. The crystal packing arrangement presented in Figure 2 demonstrates the intermolecular organization of the molecules within the crystal lattice. The crystallographic data and refinement parameters are summarized in Table 1, and the selected atomic coordinates together with equivalent isotropic displacement parameters are listed in Table 2.

Table 1. Crystal data and structure refinement parameters for BBP

Parameter	Value
Identification code	BBP
Empirical formula	C23H30N2O4
Formula weight	398.49
Temperature/K	292.15
Crystal system	Orthorhombic
Space group	Pbcn
a/Å	24.846(2)
b/Å	9.6516(9)
c/Å	9.1786(8)
α/°	90
β/°	90
γ/°	90
Volume/Å³	2201.0(3)
Z	4
ϱcalc (g/cm³)	1.203
μ (mm⁻¹)	0.082
F(000)	856.0
Crystal size/mm³	0.3 × 0.21 × 0.17
Radiation	MoKα (λ = 0.71073 Å)
2Θ range for data collection/°	6.342 to 66.51
Index ranges	−38 ≤ h ≤ 38, −14 ≤ k ≤ 14, −14 ≤ l ≤ 14
Reflections collected	107118
Independent reflections	4224 [Rint = 0.0962, Rsigma = 0.0272]
Data/restraints/parameters	4224/2/139
Goodness-of-fit on F^2	1.061
Final R indexes [$I \geq 2\sigma(I)$]	R1 = 0.0605, wR2 = 0.1469
Final R indexes [all data]	R1 = 0.1265, wR2 = 0.2294
Largest diff. peak/hole / e Å⁻³	0.17 / −0.27

Table 2. Fractional Atomic Coordinates (×10⁴) and Equivalent Isotropic Displacement Parameters (Å²×10³) for BBP Ueq is defined as 1/3 of the trace of the orthogonalised UIJ tensor.

Atom	x	y	z	U(eq)
C1	6661.6(7)	7791.3(18)	3517.0(19)	54.4(4)
C2	6417.3(8)	9033.1(19)	3108(2)	62.1(5)
C2A	5387.7(7)	3730(2)	6609(2)	57.5(4)
C3	6667.0(9)	9910(2)	2120(2)	70.1(5)

C3A	5000	4579(3)	7500	55.7(6)
C4	7164.6(9)	9579(2)	1557(2)	70.1(5)
C5	7421.1(9)	8386(2)	1998(2)	69.6(5)
C6	7170.9(8)	7497(2)	2964(2)	62.8(5)
C7	6362.6(7)	6798.0(19)	4466.7(19)	53.6(4)
C8	6446.9(7)	5364.2(18)	4258.6(19)	55.0(4)
C9	6138.9(7)	4341.9(18)	4920.3(18)	52.9(4)
C10	6210.7(10)	2851(2)	4514(2)	70.5(6)
O1	6022.6(6)	7271.7(14)	5361.0(15)	69.3(4)
N1A	5760.2(6)	4665.0(16)	5880.5(16)	54.9(4)
O1W	5146.7(11)	9057(3)	6058(3)	136.1(10)

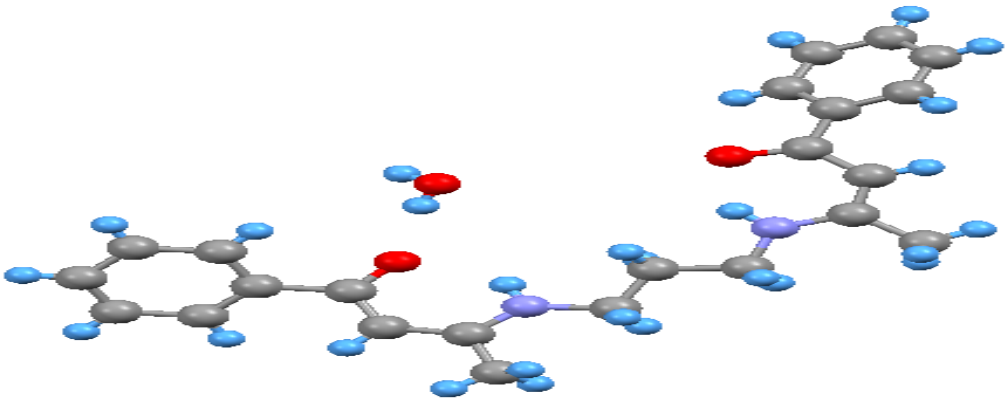
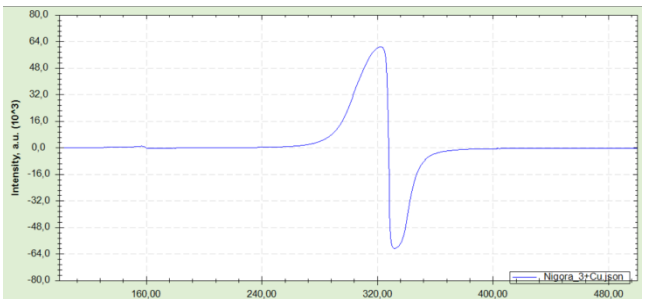


Figure 1 Crystal packing of the BBP ligand showing intermolecular interactions within the crystal lattice

EPR spectral analysis of Cu(II) complex The EPR spectrum of the synthesized Cu(II) complex was recorded at room temperature in the X-band region (ν = 9.455 GHz). The spectrum exhibited a broad resonance signal centered at approximately 327 mT with a calculated g-factor value of 2.0646. The observed g value is significantly higher than the free electron value (g = 2.0023), confirming the presence of Cu(II) ions in the coordination environment of the Schiff base ligand.The broad resonance line and linewidth value of 10.01 mT indicate considerable spin–orbit coupling and exchange interactions around the copper center. The absence of resolved hyperfine splitting may be attributed to dipolar broadening and intermolecular magnetic interactions commonly observed in polycrystalline Cu(II) Schiff base complexes. Similar EPR behavior has been reported previously for Cu(II) complexes containing nitrogen and oxygen donor ligands.The obtained EPR parameters suggest a distorted square-planar coordination geometry around the Cu(II) ion. These spectral results confirm the successful coordination of the BBP Schiff base ligand with the Cu(II) center.The X-band EPR spectrum of the synthesized Cu(II) polycrystalline complex recorded at room temperature is presented in Figure 3. EPR parameters: g = 2.0646; linewidth = 10.01 mT; microwave frequency = 9.455 GHz; modulation frequency = 100 kHz; temperature = 23.6 °C.The X-band EPR spectrum of the synthesized Cu(II) complex in solution exhibited an intense resonance signal in the 320–335 mT region, characteristic for Cu(II)-based Schiff base complexes. The observed broad signal confirms the coordination of Cu(II) ions with the ligand donor atoms. The spectral pattern indicates a distorted square-planar geometry around the copper center. Line broadening may be associated with spin–orbit coupling and solvent effects in solution medium.



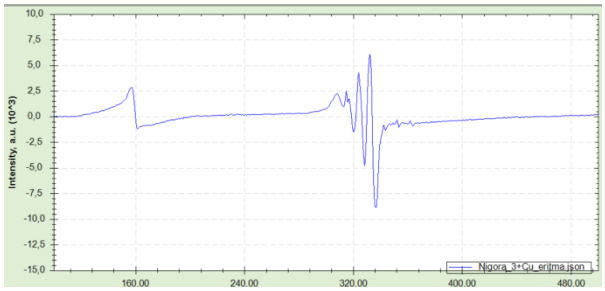


Figure 2. X-band EPR spectrum of the synthesized Cu(II) polycrystalline complex recorded at room temperature.
Figure 3. X-band EPR spectrum of the synthesized Cu(II) complex recorded in solution at room temperature

Начало формыКонец формы

4. Conclusion. A new benzoylacetone-derived Schiff base ligand, bis(benzoylacetone) propylene diimine (BBP), and its Cu(II) complex were successfully synthesized. Single-crystal X-ray diffraction analysis revealed that the BBP ligand crystallizes in the orthorhombic crystal system with the Pbcn space group. The Cu(II) complex was further characterized by X-band EPR spectroscopy, where the observed broad resonance signal (g = 2.0646) confirmed the coordination of Cu(II) ions within the Schiff base environment. The EPR results indicated a distorted square-planar geometry around the copper center. Overall, the structural and spectroscopic investigations verified the successful formation of the synthesized compounds and demonstrated their potential significance for further coordination and spectroscopic studies.

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Determination of heavy metal ions in environmental objects by sorption-spectroscopic methods

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Abstract. *In the study, soil samples taken from the industrial area of Ahangaran factories were studied using mass spectrometric (ICP-MS) analysis methods. The results of the analysis of heavy metals in the analyzed soil are presented: V, Cr, Mn, As, Sr, Mo, Cd, Sn, Sb, Pb ions. As a result of monitoring, Cr ions were found to be above the permissible limit and exceeded the RPL.*

Keywords: *Heavy metals, soil, mass spectrometry, inductively coupled plasma (ISP), mass spectrometry (MS), MPS, monitoring, Tashkent region, Ahangaran industrial zone, sorption spectroscopy.*

ОПРЕДЕЛЕНИЕ ИОНОВ ТЯЖЕЛЫХ МЕТАЛЛОВ В ОБЪЕКТАХ ОКРУЖАЮЩЕЙ СРЕДЫ СОРБЦИОННО-СПЕКТРОСКОПИЧЕСКИМИ МЕТОДАМИ

Аннотация. *В ходе исследования были изучены пробы почвы, отобранные на территории промышленной зоны Ахангаранского завода, с использованием масс-спектрометрического (ИСП-МС) анализа. Представлены результаты анализа ионов V, Cr, Mn, As, Sr, Mo, Cd, Sn, Sb, Pb в исследуемой почве. В результате мониторинга установлено превышение допустимых концентраций ионов Cr в пределах ПДК и ПДК.*

Ключевые слова: *Тяжёлые металлы, почва, масс-спектрометрия, индуктивно-связанная плазма (ИСП), масс-спектрометрия (МС), МПС, мониторинг, Ташкентская область, Охангаронский промышленный район, сорбционная спектроскопия.*

ATROF-MUHIT OBYEKTLARIDA OG‘IR METALL IONLARINI SORBSION-SPEKTROSKOPIK USULLARDA ANIQLASH

Annotatsiya. *Tadqiqotda Ohangaron zavodlar joylashgan sanoat hududidan olingan tuproq namunalari mass-spektrometrik (ICP-MS) tahlil usullar bilan o‘rganildi. Tahlil qilingan tuproqdagi og‘ir metallardan V, Cr, Mn, As, Sr, Mo, Cd, Sn, Sb, Pb ionlari tahlil natijalari keltirilgan. Monitoring natijasida Cr ionlari ruxsat etilgan chegaraviy miqdorga nisbatan olindi va RChM dan yuqori ekanligi aniqlandi.*

Kalit so‘zlar. *Og‘ir metallar, tuproq, mass-spektrometriya, induktiv bog‘langan plazmali (ISP), mass-spektrometriya (MS), MPS, monitoring, Toshkent viloyati, Ohangaron sanoat hududi, sorbsion-spektroskopiya.*

Introduction. Nowadays, the state of the environment is the most important factor determining the vital activity and development of man and society as a whole. One of the most common chemical pollutants is pollution by heavy metals. The high content of many chemical elements and their compounds is associated with natural and man-made processes occurring in the world around us. Heavy metals are found in all natural environments - the atmosphere, soil, water, plants, and animals. In terms of toxicity, they occupy the second place in environmental pollution and constitute the most dangerous group of pollutants of the biosphere.[1].

Factories, ore mines, and waste dumps are chromium concentrators. Anthropogenic pollution of soil and atmospheric air with chromium ions leads to increased environmental pollution, as well as an increase in the amount of chromium ions in plants growing in areas contaminated with chromium ions, especially in the leaves of plants. In the conditions of the industrial zone of a metallurgical plant, the accumulation coefficient of the element in leaves ranges from 2.38 to 6.68. [2].

Taking into account the high toxicity of heavy metals and their ability to accumulate in soil, plants, animals, and humans, they are included in the list of the most dangerous chemical pollutants, it is necessary to study the levels of soil pollution and ensure that they do not exceed the established standards.

Chromium is an inert element in most natural conditions. It is present in the soil mainly as Cr^{3+}, and the presence of organic matter contributes to its accumulation in the soil system. As an element with a small electron radius, it also binds to moist soils, and this situation increases with increasing pH. Wetting the soil profile has a significant effect on the mobility and accumulation of chromium in plants, and chromium uptake in moist soil can increase by up to 5 times. In addition, chromium also binds to organic matter in the soil. [3].

Heavy metals and their compounds have a strong negative impact on human health and constitute an important group of pollutants. The main group of environmental pollutants is heavy metals. These metals are the most commonly used metals in industrial facilities. In environmental monitoring and environmental pollution studies, metals with a density of 5 g/sm^3 and above are mainly included. These heavy metals pose a serious threat not only to humans, but also to all organisms on Earth. These mainly include Cr, Pb, Co, Zn, Cu, Sn, Mo, As, V, Hg, Cd, Bi, Ni, Sb, Mn. The chromium ion studied in our research work belongs to class II in terms of hazard level.

Depending on the level of toxicological impact, according to StateS (GOST) 17.4.1.0283, chemicals are divided into three classes:

Class I (highly hazardous) - As, Cd, Hg, Be, Se, Pb, Zn;

Class II (moderately hazardous) - B, Co, Ni, Mo, Cu, Sb, Cr;

Class III (low hazardous) - Ba, V, W, Mn, Sr. [4].

It is located in the Ahangaran district of Tashkent region, 50 km from Tashkent. Ahangaran district has a large industrial area, where about ten different production and processing plants are located. In particular, the “Ahangaran Cement” joint-stock company is one of the largest cement manufacturers in the republic, and “Ahangaranshifer” JSC and various other plants are located in the industrial zone.[5].

Although the factories located in the Ahangaran industrial zone play an important role in the development of the economy of Uzbekistan, they have a serious impact on the environment and the health of the population. Cement, metal, fittings, industrial waste are associated with the ecological state of the Ahangaran district, and pollution of water, soil and atmosphere has a negative impact on plants and animals. [6].

Experimental part. In order to determine the important components of the soil and study some of its properties, it was prepared for analysis according to SS (GOST).[7]. The soil was spread on clean paper and dried at room temperature. After the soil dried, the large components in it were crushed. In order to obtain an average soil sample for laboratory analysis, it was divided into several cells using the envelope method, soil was taken from each and weighed on an analytical balance to a mass of 10 g. This prepared soil was ground in a special mortar and passed through special 1 mm sieves. Each of the soil samples taken from the industrial zone areas was prepared for analysis using the above method.

10 g of soil samples were taken from the areas. The samples were dissolved in a 1:1 ratio, i.e., 20 ml of concentrated HCl acid and 20 ml of distilled water. The solution was heated to boiling in a water bath for 1 hour. The solution was cooled and heated in a water bath twice in succession. After a day, the solution was heated again and precipitated. The color changed due to the presence of various metal ions in the composition. The solution was filtered into 250 ml volumetric flasks and the precipitate was separated. [8].

To concentrate chromium ions from the soil solution, a polymer sorbent immobilized with an organic reagent was used. Polymer sorbents were used from natural silk fibroin fiber, a waste fiber of the “Urgench teks” LLC factory. Sulforsazen, eriochrome black, thoron, arsenazo (III), sulfosalicylic acids were used from organic reagents, and the results showed good results with black eriochrome, i.e. GNGS organic reagent. An aliquot of the soil solution was placed in a 50 ml beaker from the sample to be analyzed, and 5 μg of Cr ion solutions and 5 ml of a covering agent, 0.2 g of an organic reagent immobilized on silk fibroin fiber were added to 5 ml of a universal buffer solution pH=7-8 and sorption was carried out for 10-15 minutes.

The results obtained and their discussion. In the study, heavy metals in soil samples taken from the Ahangaran industrial zone and adjacent areas were analyzed using the mass spectrometric (ICP-MS) instrument "UzOU 0677:2015 (МВИ №499-АЭМ/МС)". Soil samples from the industrial zone were taken from distances of 1 km, 5 km, 10 km from the area and monitored. The presence of 61 elements in the soil sample was determined. The amount of some metals present in the data (ppm, mg/g, g/t) is presented in table-1 below.

table-1. The composition of elements in soil samples according to ICP-MS data, mkg / g

№	Metal name	From the zone 1 km	From the zone 5 km	From the zone 10 km
1	**V**	150	110	100
2	**Cr**	120	81,0	65,0
3	**Mn**	1300	1100	910

4	**As**	29,0	23,0	21,0
5	**Sr**	250	220	190
6	**Mo**	4,40	4,00	3,50
7	**Cd**	0,170	0,280	0,094
8	**Sn**	3,90	2,90	3,40
9	**Sb**	2,00	2,70	2,70
10	**Pb**	41,0	46,0	37,0

The distribution of Cr ions in soil samples from the Ahangaron industrial area is presented in Table 2 and Diagram 1. When analyzing the results, it was observed that the amount of chromium metal in the soil composition decreases with distance from the industrial area.

table-2. ICP-MS analysis of Cr ions in soil samples from the Akhangaran industrial zone, mkg/g

№	Metal name	From the zone 1 km	From the zone 5 km	From the zone 10 km
1	**Cr**	120	81,0	65,0

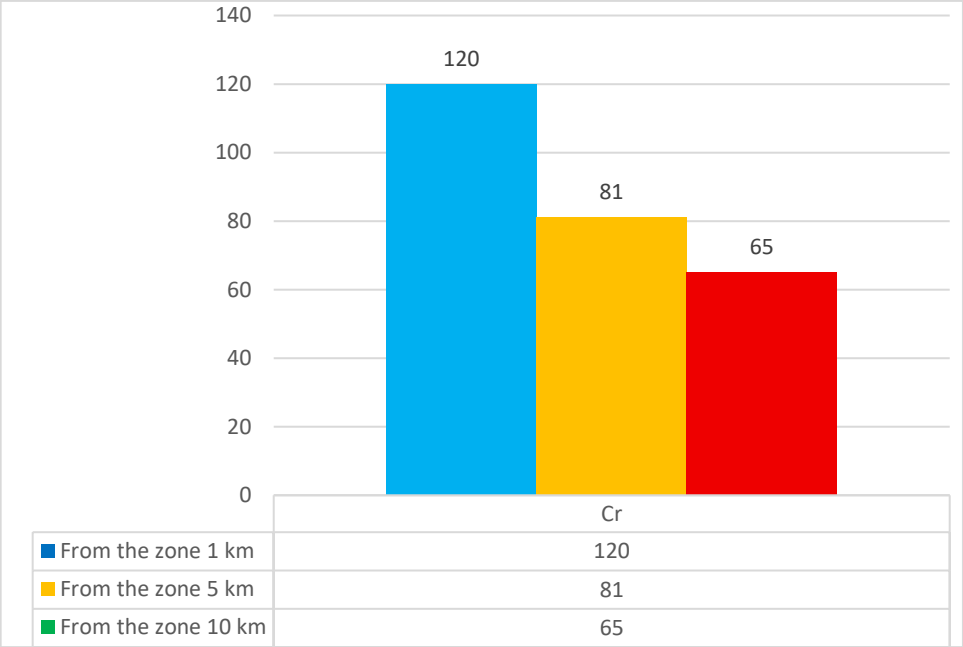

Diagram 1. Distribution diagram of chromium metal

A sorption-spectroscopic method for the determination of chromium ions in environmental objects has been developed. The method involves concentrating metals from a sample using a polymer sorbent immobilized with organic reagents.

The immobilization process of solutions of organic reagents used in the study on sorbents is carried out using the following methods: fiber samples with a diameter of 2 cm and a mass of 0.2 g are placed in a beaker with a 0.1 M HCl solution (50 cm3). In this case, the initial sorbent is converted to the Cl- form. Then the carrier fibrous sorbent is washed several times with distilled water, and the organic reagent obtained for immobilization is measured in a volume of 10 ml and placed in a 50 ml measuring glass beaker. Then, the immobilization process is carried out by placing the fiber activated in HCl acid in the beaker, the process time is continued from 5 minutes to 24 hours. After that, the fiber is washed with distilled water, and the immobilized fiber is washed with distilled water 2 times with 50 cm3, while holding the immobilized fiber with a glass rod. In a wet state, the fiber is placed in a Petri dish. The organic reagent remaining in the beaker was determined using an absorption spectrometer, while the portion immobilized on the fiber was determined using a reflectance spectrophotometer [9].

The complexation process with organic reagents immobilized on polymer fibers is mainly carried out by passing metal solutions from 10 ml to 200 ml at room temperature through a microcolumn containing 0.2 g of sorbent at a rate of 1-

10 ml/min for sorption concentration. The sorbent is initially concentrated by passing the solution at pH values that concentrate metal ions. The sorption concentration and spectroscopic determination of these metals helps to solve environmental problems.

Conclusion. As can be seen from the table, if we compare the depletion of metals, the metals are arranged in decreasing order from Figure 1 to Figure 4. Among the metals, the highest amount of Mn is 1300-910 μg/g. It can be observed that Sr is 250-190 μg/g; V is 150-100 μg/g; Cr is 120-81 μg/g; Pb is 41-37 μg/g; As is 29-21 μg/g; Mo is 4.4-3.5 μg/g; Sn is 3.9-3.7 μg/g; Sb is 2-2.7 μg/g; Bi is 0.51-0.46 μg/g; Cd is 0.17-0.094 μg/g. The main factor that causes the concentration of heavy metals to exceed the TLV is the emission of waste from metallurgical plants and other plants in the industrial area.

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O‘ZBEKISTONNING KAUCHUKLI ENDEMI *TAXTAJANANTHA TAU-SAGHYZ* (LIPSCH. & G.G.BOSSE) *ZAIKA , SUXOR. & N. KILIAN* TURINING TABIIY POPULYATSIYALARI SONINI TIKLASH

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Annotattsiya. *Ushbu maqolada O‘zbekiston florasining noyob va yo‘qolib borayotgan kauchukli endemik turi - Taxtajanantha tau-saghyz (Lipsch. & G.G.Bosse) Zaika, Suxor. & N.Kilian turining O‘zbekiston florasida tarqalgan taksoni tabiiy populyatsiyasini tiklash va urug‘larining unuvchanligini oshirish bo‘yicha tadqiqot natijalari keltirilgan. Tadqiqotning asosiy maqsadi turning urug‘larini stratifikatsiya va prayming orqali o‘sish darajasini yaxshilash, sog‘lom ko‘chatlar olish hamda kelgusida sanoat miqyosida kauchuk ishlab chiqarish uchun moddiy baza yaratishdan iborat. Tajribalar davomida urug‘larga past ijobiy haroratda (+5–+7°C) 26330 kun stratifikatsiya, shuningdek 50–100 mg/l kontsentratsiyada askorbin kislotasi va biogumusli eritmalar bilan prayming usullari qo‘llanildi. Natijada urug‘larning unuvchanlik darajasi 94% gacha oshdi, kontaminatsiya darajasi esa sezilarli kamaydi. Shu bilan birga, 10% li nistatin eritmasi qo‘llanilishi zamburug‘lar bilan kasallanishni oldini olishda samarali bo‘ldi. Tadqiqot natijalari Taxtajanantha tau-saghyz turini saqlash, ko‘paytirish va kauchukli xom ashyo sifatida ishlab chiqarishni yo‘lga qo‘yishda muhim ahamiyat kasb etadi.*

Kalit so‘zlar. *Taxtajanantha tau-saghyz, endemik tur, kauchukli o‘simlik, stratifikatsiya, prayming, askorbin kislota, biogumus, nistatin, urug‘ unuvchanligi, populyatsiyani tiklash, tabiiy kauchuk.*

ВОССТАНОВЛЕНИЕ ЕСТЕСТВЕННЫХ ПОПУЛЯЦИЙ ЭНДЕМИЧНОГО ДЛЯ УЗБЕКИСТАНА КАУЧУКОВОГО РАСТЕНИЯ TAXHAJANANTHA TAU-SAGHYZ (LIPSCH. & G.G.BOSSE) ZAIKA, SUKHOR. & N. KILIAN

Аннотация. *В данной статье представлены результаты исследования по восстановлению естественной популяции уникального и находящегося под угрозой исчезновения эндемичного для флоры Узбекистана вида каучукового дерева - Taxhajanantha tau-saghyz (Lipsch. & G.G.Bosse) Zaika, Sukhor. & N. Kilian, таксона, распространенного во флоре Узбекистана, и по повышению всхожести его семян. Главная цель исследования - улучшение всхожести семян вида путем стратификации и предпосевной обработки, получение здоровых саженцев и создание материальной базы для будущего промышленного производства каучука. В ходе экспериментов семена подвергались стратификации в течение 26330 дней при низких положительных температурах (+5-+7°C), а также предпосевной обработке растворами аскорбиновой кислоты и биогумуса в концентрации 50–100 мг/л. В результате всхожесть семян увеличилась до 94%, а уровень заражения значительно снизился. При этом использование 10% раствора нистатина оказалось эффективным в предотвращении грибковых инфекций. Результаты исследования имеют большое значение для сохранения, размножения и производства вида Taxhajanantha tau-saghyz в качестве сырья для производства каучука.*

Ключевые слова: *Taxhajanantha tau-saghyz, эндемичный вид, каучуковое растение, стратификация, предпосевная обработка, аскорбиновая кислота, биогумус, нистатин, прорастание семян, восстановление популяции, натуральный каучук.*

RESTORATION OF NATURAL POPULATIONS OF THE RUBBER ENDEMIC OF UZBEKISTAN TAXTAJANANTHA TAU-SAGHYZ (LIPSCH. & G.G.BOSSE) ZAIKA , SUKHOR. & N. KILIAN

Annotation. *This article presents the results of a study on the restoration of the natural population of the unique and endangered rubber endemic species of the flora of Uzbekistan - Taxhajanantha tau-saghyz (Lipsch. & G.G.Bosse) Zaika, Sukhor. & N. Kilian, a taxon distributed in the flora of Uzbekistan, and on increasing the germination of its seeds. The main goal of the study is to improve the germination rate of the seeds of the species through stratification and priming, obtain healthy seedlings, and create a*

material base for future industrial-scale rubber production. During the experiments, the seeds were stratified for 26330 days at low positive temperatures (+5-+7°C), as well as priming with ascorbic acid and biohumus solutions at a concentration of 50–100 mg/l. As a result, the germination rate of seeds increased to 94%, and the contamination rate decreased significantly. At the same time, the use of a 10% nystatin solution was effective in preventing fungal infections. The results of the study are of great importance in the conservation, propagation and production of the Taxhajanantha tau-saghyz species as a rubber raw material.

Keywords. *Taxhajanantha tau-saghyz, endemic species, rubber plant, stratification, priming, ascorbic acid, biohumus, nystatin, seed germination, population restoration, natural rubber.*

Kirish. *Taxtajanantha tau-saghyz* o‘simligi O‘zbekiston florasining kam uchraydigan endemik turi hisoblanadi. Bu tur strategik jihatdan qimmatli xom ashyo turi hisoblanadi, chunki uning ildizlarining qobig‘ida kauchuk mavjud (1950). O‘simlik birinchi marta XX asrning o‘rtalarida (1950) Markaziy Osiyo florasini o‘rgangan rus botaniklari - S.Yu. Chevrenidi va M.M. Bondarenko tomonidan aniqlangan, ilmiy tavsifi berilgan va mustaqil tur sifatida *Scorzonera uzbekistanica (Czevr. & Bondarenko)* nomi bilan atalgan (TASH003153) [1]. 1986 yilda I.U.Tagaev va R.A.Kamelinlar tomonidan qayta o‘rganilib, ushbu tur alohida emas, balki Qozog‘istonning G‘arbiy Tyan-Shan (Qaratau) tog‘larida tarqalgan *Scorzonera tau-saghyz (Lipsch et Bosse)* turining kenja turi sifatida baholangan va *Scorzonera tau-saghyz Lipsch et Bosse, subsp. uzbekistanica (Czevr. et Bondarenko), Tagayev* nomiga o‘zgartirilgan [2]. 2020 yilda Zaika, Suxor va N.Kilianlar tomonidan ushbu o‘simlik *Taxtajanantha tau-saghyz* (Lipsch. & G.G.Bosse) *Zaika, Suxor. & N. Kilian* nomi bilan qayta tavsiflangan [3].

Ushbu tur O‘zbekiston Respublikasi Namangan viloyatining shimoliy-sharqiy tomonida Qirg‘iziston Respublikasi bilan chegara xududlarida, Tyan-Shan tog‘ tizimining g‘arbiy qismida Chotqol tizmasining Jiydali-soy, Mayli-soy va Archa-soy tog‘ yon bag‘rlaridagi adirlik qiyaliklarida tarqalgan [2].

O‘simlik urug‘lar orqali va vegetativ usulda, yahni poya va ildiz ko‘paytmalari yordamida ko‘payadi. Tur mezofit o‘simlik bo‘lib, sovuqqa va issiqqa chidamli, keng ekologik spektrga ega. Yovvoyi shakllari quritilgan ildizlarda 28-40% gacha kauchuk sintez qila oladi va to‘playdi (Bondarenko). Kauchuk sutshirali naysimon to‘qimalarda (lateks chiqaruvchi xujayralar) mavjud bo‘lib, ular faqat ildizlarda emas, balki o‘simlikning kaudekslari va barglariga ham tarqaladi [5]. Ko‘p yillar davomida xududdagi mavsumiy iqlim o‘zgarishlari, atropogen omillarning tahsiri natijasida o‘simlik populyatsiyasi tarqalish maydoni qisqarib ketgan. Hozirgi kunda bu ko‘rsatkich taxminan 1-3 km ni tashkil etadi xolos [7].

Tabiiy holda uning zaxiralarini tiklash juda sekin kechadi, chunki o‘simlikning urug‘lari 2–3-yildagina shakllanadi va yosh nihollari ko‘pincha halok bo‘ladi. *T.tau-saghyz* ni keng miqyosda yetishtirishdagi muammolardan biri - urug‘larning unuvchanligi va o‘sib chiqish darajasining pastligi hisoblanadi. Bunga turli infektsiyalar bilan urug‘larning zararlanishi, zararli hasharotlar tomonidan yeyilishi va fiziologik past o‘sish energiyasi sabab bo‘ladi.

Ushbu tadqiqotning asosiy maqsadi - tabiiy sharoitda o‘suvchi *T.tau-saghyz* urug‘larining turli stratifikatsiya va prayming jarayonlarini o‘rganish, urug‘larning unish va unib chiqish darajasini oshirish hamda ularni ko‘paytirish orqali kauchukli endemik o‘simlikning populyatsiya sonini tiklashdir.

Tabiiy kauchuk juda ko‘p turdagi o‘simliklarda uchraydi va ular aniq bir botanik oilaga kirmaydi. Kauchuk qaysi to‘qimada to‘planishiga qarab, kauchukli o‘simliklar quyidagicha bo‘ladi: Parenximali - kauchuk ildiz va poyalarda to‘planadi; Xlorenximali - kauchuk barglarda va yosh novdalarning yashil to‘qimalarida paydo bo‘ladi; Lateksli – kauchuk o‘simlikning mlechnik suyuqligida mavjud [8,9,10].

T. tau-saghyz ni sanoat miqyosida yetishtirish uchun, avvalo, toza tur urug‘lari yetarli miqdorda bo‘lishi lozim. Urug‘lari past o‘sish ko‘rsatgichiga ega, [5].

T.tau-saghyz urug‘larining tinim davri uzoq, chunki ular havo quruqligigacha uzoq vaqt chiqa oladi. Urug‘lar qiyin so‘rib olinuvchi qattiq qobiqlarga ega (qattiq urug‘lar), bu esa suvning sekin so‘rilishini tahminlaydi. Suv o‘tkazmaydigan urug‘ qobiqlari har bir murtakni alohida izolyatsiyalab, murtaklarda doimiy past suv miqdorini saqlaydi, bu esa urug‘larning tabiiy sharoitda uzoq muddatli muvaffaqiyatli saqlanishida muhim ahamiyatga ega.

Qattiq urug‘larning unib chiqishi uchun quyidagi zarur shartlar mavjud: optimal harorat, kislorod va namlik. SHu sababli, qattiq urug‘ qobiqlariga ega urug‘lar uchun fizik yoki kimyoviy tabiatli maxsus stimulyatorlar talab etiladi (fitogormonlar, yorug‘lik, harorat va h.k.). Bunday hollarda o‘sish stimulyatsiyaga berilgan javob reaktsiyasi sifatida qaraladi va olimlar urug‘ning to‘g‘ridan-to‘g‘ri reaktsiya beruvchi stimulyatorlarini aniqlashga harakat qiladilar [11, 12].

Hozirgi vaqtda olib borilayotgan tadqiqotlar kam uchraydigan, yo‘qolib borayotgan ildizlarida tabbiy kauchuk saqlovchi endemik o‘simlik – *T.tau-saghyz* populyatsiyasini tiklash muammosiga bag‘ishlangan.

T.tau-saghyz ni yetishtirish uchun materiallarining cheklanganligi va O‘zbekistonda ularni ishlab chiqaruvchi pitomniklarning deyarli yo‘qligi tufayli, o‘simliklarni tezkor ko‘paytirish va ommaviy ravishda olish texnologiyasini

ishlab chiqish va takomillashtirish masalasi dolzarb hisoblanadi. Bu o‘simlik - tabiiy yuqori sifatli kauchukning alternativ manbai hisoblanadi.

Tadqiqot materiallari va medotlari: Tadqiqotda asosiy o‘simlik materiali - *Taxtajanantha tau-saghyz* yovvoyi o‘simliklari namunalari bo‘ldi. *T.tau-saghyz* ning yovvoyi urug‘larini to‘plash maqsadida Namangan O‘zbekiston Respublikasi Namangan viloyatining shimoliy - sharqiy tomonida Qirg‘iziston respublikasi bilan chegara xududlarida, Tyan-Shan tog‘ tizimining g‘arbiy qismidagi Chotqol tizmasi adirliklariga ekspeditsiya tashkil etildi. Ekspeditsiya davomida Jiyda-soy, Mayli-soy va Archa-soy tog‘ yon bag‘rlaridagi adirliklari o‘rganilib, o‘simliklar urug‘lari yig‘ib olindi (1-rasm).

1-rasm. A) Mayli-soy tog‘ oldi adirliklari; B, S) *Taxtajanantha tau-saghyz* ning gullashdan oldin va urug‘lari yetilgan davri.

O‘simlikning yovvoyi urug‘lari o‘sish darajasi juda past, ko‘pchiligi noto‘liq rivojlangan va turli zamburug‘ kasalliklariga chalingan (2-rasm). Shu sababli, sog‘lom ko‘chatlar olish va urug‘lar o‘sishini yaxshilash uchun ularni **stratifikatsiya qilish** talab qilinadi. Shu sababdan *T. tau-saghyz* urug‘lari past haroratda saqlanib, ulardagi tinim davridagi murtaklar hosil yig‘imidan keyin to‘liq rivojlanishi ta’minlandi. Urug‘larni past haroratda ushlash davri bir necha kundan bir necha oygacha o‘zgarishi mumkin [20]. Past haroratda stratifikatsiya urug‘larning tabiiy hosil yig‘imidan keyin rivojlanish shartlarini qayta yaratadi.

T. tau-saghyz urug‘larining unuvchanligi juda past bo‘lganligi uchun dastlab unuvchanligini oshirish maqsadida stratifikatsiya qilish zarur (2-rasm). Stratifikatsiya jarayoni quyidagicha amalga oshirildi: tabiiy muhitdan terib kelib quritilgan urug‘lar maxsus muzlatgich kamerada +5-+7^{0}C haroratda 26-30 kun davomida saqlanadi. Nazorat sifatida stratifikatsiya qilinmagan urug‘lar olindi. Keyin urug‘lar Petri idishlarida nam filtr qog‘ozi ustida, 25±2°C haroratda, 16/8 soatlik yorug‘ muhitda o‘stirildi. 22-36 kundan so‘ng urug‘larning o‘sish foizi baholandi.

2-rasm. *Taxtajanantha tau-saghyz* urug‘lari

Natijalar va ularning muhokamasi. *T. tau-saghyz* urug‘lari unuvchanligini oshirish maqsadida ularni askorbin kislotasi (antioksidant, metabolizmni faollashtiradi) 50–100 mg/l kontsentratsiyada va biogumusli eritmalar bilan prayming qilindi.

1. Urug‘lar 45 va 60 daqiqa davomida askorbin kislota eritmasiga solindi.
2. Urug‘lar suvli biogumus eritmasida 6-10 soat davomida saqlandi.

Nazorat sifatida xech qanday ishlov berilmagan urug‘lar olindi.

So‘ngra, urug‘lar Petri idishlariga nam filtr qog‘ozi ustiga qo‘yildi va 25±3°C haroratda, 16/8 soatlik yorug‘ muhitda o‘stirildi. 22-45 kun davomida urug‘larning o‘sish jarayoni kuzatildi va ularning o‘sish foizi hisoblandi. Tajriba

davomida xar 5-7 kun oralig‘ida urug‘larni (zamburug‘ tushishi oldini olish uchun) nistatin moddasining 10 % li eritmasidan purkab turildi

Tadqiqot natijalari shundan dalolat berdiki: 2 hafta stratifikatsiya qilingan urug‘larda va nazoratda o‘sish kuzatilmagan. Stratifikatsiya muddati 4 haftaga uzaytilganda, o‘sish foizi 94% ga yetdi, infektsiyalangan urug‘lar esa faqat 3% ni tashkil qildi (1-jadval). Nazoratda esa kontaminatsiyalangan urug‘lar o‘suvchi urug‘larning 1/5 qismini tashkil qilgan.

Bu natijalar past ijobiy haroratda stratifikatsiya patogenlar rivojlanishini ingibitorlashini ko‘rsatadi. Tadqiqotlar shuningdek, **yorug‘lik ham urug‘ o‘sishiga ta’sir qilishi**ni ko‘rsatdi: stratifikatsiyadan keyin o‘simlikning urug‘lari yorug‘likda yaxshi o‘sishda davom etdi.

1-jadval

Taxtajanantha tau-saghyz urug‘lariga oldindan ishlov berilgandan keyingi unish foizi

Ko‘rsatkichlar	Stratifikatsiya		Nazorat		Stratifikatsiya + askorbin kislotali prayming		Stratifikatsiya + biogumusli prayming	
	2 hafta	4 hafta	2 hafta	4 hafta	2 hafta	Nazorat	2 hafta	Nazorat
Urug‘larning unuvchanligi, %	0	94±4,7	0	79,9±7,4	70,0±3,9	38,0±7,3	14,5±7,2	40,0±12,0
Kontaminatsiyalangan urug‘lar %	0	6,0±5,8	0	17,0±6,8	33,3±9,6	13,0±3,35	86,0±7,38	14,1±6,01

1-jadval ma’lumotlariga ko‘ra, quruq stratifikatsiyadan o‘tgan urug‘lar askorbin kislota eritmasi bilan ishlov berilgan urug‘larga nisbatan 1,4 marta ko‘proq o‘sadi. Shu bilan birga infektsiyalangan urug‘lar soni ko‘paydi. Bu holat prayming vaqtida namlik foizi oshishi natijasida patogen sporlarining o‘sishi bilan bog‘liq deb hisobladik. Nazorat variantida kontaminatsiyalangan urug‘lar soni esa 3 marta kamroq.

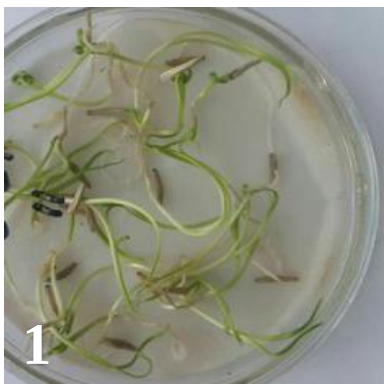
2-jadval ma’lumotlariga ko‘ra, eng yuqori unuvchanlik foizi 50–100 mg/l kontsentratsiyada askorbin kislota eritmasida 50 daqiqa va 1% biogumus eritmasida 8 soat muddatda ishlov berilgan urug‘larda kuzatildi. Askorbin kislota va nistatinning 10 % li eritmasi fungitsid va bakteritsid xususiyatlarga ega bo‘lib, urug‘lardagi patogen mikroflorani deyarli to‘liq yo‘q qiladi.

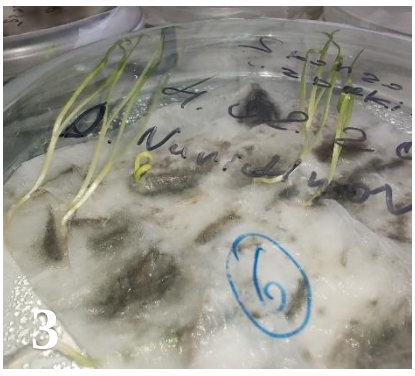
2-jadval

Taxtajanantha tau-saghyz urug‘lari praymingi

Ko‘rsatkichlar	Askorbin kislotali prayming				Biogumusli prayming		Nazorat
	10 daq	15 daq	30 daq	1 soat	4 soat	8 soat	
Urug‘larning unuvchanligi, %	21,0±4,2	30,5±1,6	48,2±3,7	74,3±3,9	49,1±4,2	58,0±5,01	55,0±2,65
Kontaminatsiyalan-gan urug‘lar %	0	0	6,01±2,2	4,81±2,01	12,01±3,1	7,8±2,65	30,0+4,63

Biogumus bilan ishlov berilgan urug‘larda ham o‘sish foizi yuqori bo‘ldi (60% gacha), lekin infektsiyalangan urug‘lar soni askorbin kislota bilan ishlov berilganlarga nisbatan ko‘proq (12%). Biogumusda zarur mikroelementlar, vitaminlar va o‘sish gormonlari mavjud bo‘lib, ular *T.tau-saghyz* urug‘larining to‘liq unib chiqishini rag‘batlantiradi. Biroq, biogumusdagi organik moddalar fitopatogen organizmlar (o‘simlik kasalliklari qo‘zg‘atuvchi bakteriyalar, zamburug‘lar) sporlarini ham o‘sishini qo‘zg‘atadi. Bu esa nixollarning o‘sish va rivojlanishi ingibitorlaydi (3-rasm).

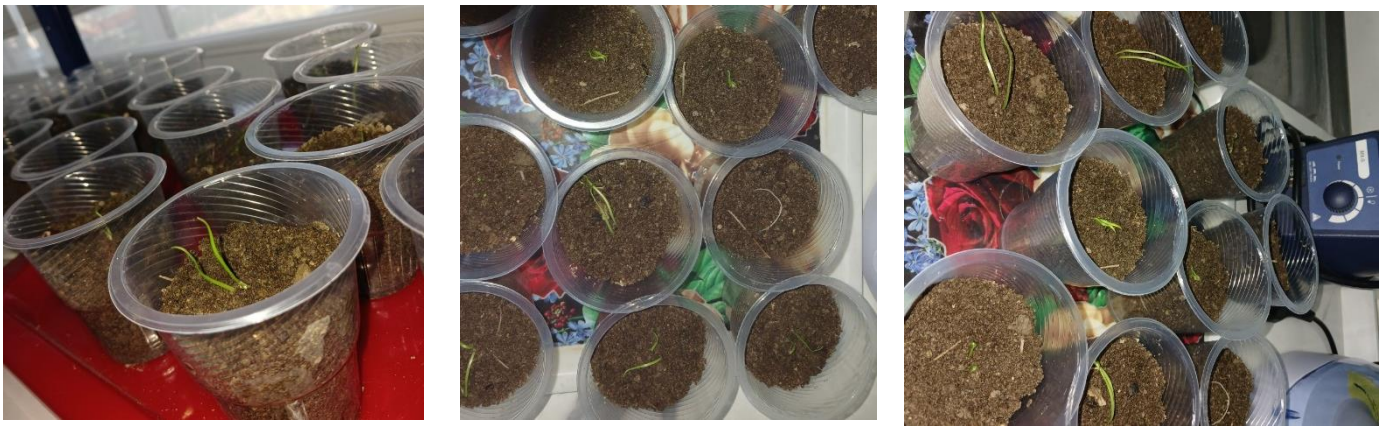




3-rasm - *Taxtajanantha tau-saghyz* o‘simligining urug‘ nihollari.
1) 25±2°C haroratda yetishtirilgan nihollar (nazorat); 2) muzlatgich kamerasida +7°C haroratda, qorong‘ilik sharoitida 4 hafta stratifikatsiya qilingan nihollar; 3) biogumus bilan ishlov berilgan va 25±2°C haroratda yetishtirilgan nihollar.

O‘tkazilgan tajribaga asoslangan holda optimal usullar *T.tau-saghyz* **urug‘larining o‘sishini oshirishda: Stratifikatsiya:** 26-30 kun, past ijobiy harorat (+5-+7^{0}C) - unuvchanlik foizini maksimal darajaga chiqaradi. **Prayming askorbin kislota (xar 3-5 kun oralig‘ida nistatinning 10% li eritmasini purkash bilan birga) bilan:** 1 soatlik muddat – sog‘lom va to‘liq o‘sgan urug‘lar rivojlanishini rag‘batlantishi aniqlandi.

Tajriba yakunida Petri idishida o‘stirilgan o‘simlik nihollari biogumusning tuproq bilan 1/4 nisbatda aralashtirilgan tuproq bilan to‘ldirilgan yelim idishli stakanlarga o‘tkazildi (4-rasm). Yangi o‘simlik nihollari tuproq muhitiga moslanishi juda qiyin kechishi aniqlandi.



4-rasm. *Taxtajanantha tau-saghyz* tuproq muhitidagi nihollari.

Xulosa. *T. tau-saghyz* juda kam uchraydigan va yo‘qolib borayotgan kauchukli o‘simlik turi hisoblanadi. Ushbu turni o‘sish areallarida saqlab qolish hamda uni ko‘paytirish bo‘yicha olib borilayotgan chora-tadbirlarga qaramay, yovvoyi, ildizida kauchuk saqlovchi Turning urug‘larida o‘sish va unib chiqish darajasi pastligi aniqlangan.

Tadqiqotlar natijasida mahlum bo‘ldiki, urug‘larning quritilgan holda +7°C haroratda 26-30 kun davomida stratifikatsiya qilinishidan so‘ng, unuvchanlik foizi oshadi.

Dala tadqiqotlaridagi kuzatuv jarayonlarida aniqlanishicha, *T.tau-saghyz* urug‘larining tabiiy sharoitdagi unib chiqish qobiliyati juda past bo‘lib, qishloq xo‘jaligi yerlarida ular chorva mollari va qushlar tomonidan yeyilib ketadi. Bu esa mazkur noyob turning tabiiy populyatsiyasini tiklashni qiyinlashtiradi.

Tabiiy populyatsiyalarda *T. tau-saghyz* sonini ko‘paytirish maqsadida maxsus ilmiy tadqiqotlar amalga oshirildi. Urug‘larni 50–100 mg/l kontsentratsiyada askorbin kislotasi eritmasida 55-60 daqiqa davomida oldindan prayming qilish va uni stratifikatsiya bilan uyg‘unlashtirish, unish darajasi past bo‘lgan urug‘larning unib chiqish qobiliyatiga ijobiy tahsir ko‘rsatdi.

Shuningdek, urug‘larni 10 % li nistatin eritmasi bilan ishlov berish natijasida zamburug‘lar bilan kasallanish darajasi pasaydi va bu urug‘larning unib chiqish koeffitsenti samaradorligini kuchaytirdi. Bu esa keyinchalik in vitro kulturasiga kiritiladigan aseptik nihollarni olish imkonini berdi.

Olingan mahlumotlar kelajakda *Taxtajanantha tau-saghyz* (Lipsch. & G.G.Bosse) *Zaika , Suxor. & N. Kilian* turini aynan O‘zbekiston hududida uchrovchi endemic vakilini samarali ko‘paytirish va uning ildizlaridan sanoat miqyosida tabiiy kauchuk ishlab chiqarish texnologiyalarini ishlab chiqishda muhim ahamiyat kasb etadi.

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IN VITRO SHAROITIDA OLINGAN *PHILADELPHUS* L. TURKUMI TURLARINING GRUNTGA ADAPTATSIYA MUAMMOLARI VA YECHIMLARI

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Annotatsiya. *Ushbu maqolada Philadelphus L. turkumiga mansub o‘simliklarning in vitro sharoitida olingan regenerantlarini grunt sharoitiga moslashtirish muammolari va ularning samarali yechimlari o‘rganildi. Tadqiqotlarda eksplantlarning fiziologik holati, stomatik faoliyati, ildiz tizimi rivojlanishi va antioksidant tizimi ko‘rsatkichlari tahlil qilindi. Adaptatsiya jarayonida namlik, yorug‘lik va substrat omillarining bosqichma-bosqich boshqarilishi o‘simliklarning yashovchanligini 85–90% gacha oshirishi aniqlangan. Mikoriza qo‘llanilishi, auksinlar bilan ishlov berish va antioksidantlar yordamida stressni kamaytirish asosiy samarali usullar sifatida tavsiya etildi.*

Kalit so‘zlar: *Philadelphus L., in vitro, adaptatsiya, mikroklonal ko‘paytirish, grunt, mikoriza, stress,*

ПРОБЛЕМЫ АДАПТАЦИИ В ГРУНТЕ ВИДОВ РОДА *PHILADELPHUS* L., ПОЛУЧЕННЫХ В УСЛОВИЯХ *IN VITRO*

Аннотация. *В данной статье изучены проблемы адаптации регенерантов растений рода Philadelphus L., полученных в условиях in vitro, к грунтовым условиям, а также предложены эффективные пути их решения. В ходе исследований были проанализированы физиологическое состояние эксплантов, активность устьиц, развитие корневой системы и показатели антиоксидантной системы. Установлено, что поэтапное регулирование факторов влажности, освещённости и субстрата в процессе адаптации позволяет повысить выживаемость растений до 85–90%. В качестве основных эффективных методов рекомендованы использование микоризы, обработка ауксинами и снижение стрессовых факторов с помощью антиоксидантов.*

Ключевые слова: *Philadelphus L., in vitro, адаптация, микроклональное размножение, грунт, микориза, стресс.*

PROBLEMS OF SOIL ADAPTATION: *PHILADELPHUS* L.

Abstract. *This article examines the problems of adapting regenerants of plants of the genus Philadelphus L., obtained under in vitro conditions, to soil environments, and proposes effective solutions. The study analyzed the physiological state of explants, stomatal activity, root system development, and indicators of the antioxidant system. It was established that the gradual regulation of humidity, light, and substrate factors during the adaptation process can increase plant survival up to 85–90%. The use of mycorrhiza, auxin treatment, and reduction of stress factors through antioxidants are recommended as the most effective approaches.*

Keywords: *Philadelphus L., in vitro, adaptation, microclonal propagation, soil, mycorrhiza, stress.*

Kirish

Zamonaviy o‘simlik biotexnologiyasida *in vitro* mikroklonal ko‘paytirish usullari botanika bog‘lari va ilmiy markazlarda keng qo‘llanilmoqda. Bu usul orqali qisqa vaqt ichida ko‘p miqdorda sog‘lom va genetik jihatdan barqaror o‘simlik materiallarini olish mumkin. Ayniqsa, noyob va introduksiya qilingan turlarni saqlashda bu texnologiyaning ahamiyati beqiyosdir.

Biroq *in vitro* sharoitida yetishtirilgan o‘simliklarni grunt sharoitiga o‘tkazish murakkab biologik va fiziologik jarayon hisoblanadi. Mazkur tadqiqotning maqsadi - *Philadelphus* L. turkumiga mansub o‘simliklarda gruntga adaptatsiya jarayonida yuzaga keladigan asosiy muammolarni aniqlash va ularni bartaraf etishning ilmiy asoslangan usullarini ishlab chiqishdir.

Materiallar va metodlar

Tadqiqot obyeklari.

***Philadelphus* L. turlarining tavsifi (Hydrangeaceae Dumort.)**

Philadelphus L. turkumiga mansub *Philadelphus laxus* Schrad., *Philadelphus lavallei*, *Philadelphus lemoinei* Lemoine, *Philadelphus lewisii* Pursh., *Philadelphus nivalis* Jacques va *Philadelphus pubescens* Loisel turlari Hydrangeaceae Dumort. oilasiga kiruvchi barg to‘kuvchi manzarali butalardir. Ushbu turlar tabiiy sharoitda Yevropa, Sharqiy Osiyo va Shimoliy Amerika hududlarida keng tarqalgan bo‘lib, asosan o‘rmon chekkalari, tog‘ yonbag‘irlari va daryo vodiylarida uchraydi. Biologik faol moddalar — kumarinlar (umbelliferon, skopolin), flavonoidlar, triterpenlar (uvaol) va sterol birikmalar, jumladan stigmasteril–3–β–D–glikozid mavjud. Ushbu moddalar o‘simliklarning antioksidant va himoya xususiyatlarini belgilaydi.

Usullar

Tadqiqotlar Butenko [1, 2], Kalinin [3, 4] va Batygina [5, 6] tomonidan tavsiflangan o‘simlik to‘qimalari va organlarini yetishtirishning standart usullariga asoslandi.

Ozuqa muhitlari

Driver va Kuniyuki Walnut (DKW) [7], Murashige va Skoog (MS) [8], Woody Plant Medium (WPM) [9], N6 [10, 11] va Gamborg B5 [12] muhitlari ishlatilgan.

Tadqiqot natijalari har bir muhitning eksplantlarning morfogen faolligiga ta’siri, ildizlanish va regeneratsiya darajasi, shuningdek yosh novdalar o‘sish dinamikasi bo‘yicha taqqoslama tahlil qilish imkonini berdi. Olingan ma’lumotlar turli muhitlar o‘rtasidagi samaradorlik farqlarini baholash va kelgusida muayyan turlar uchun individual muhit formulalarini ishlab chiqish uchun asos bo‘lib xizmat qiladi.

Eksplantlarni tanlash

Eksplant sifatida bir yillik novdalardagi **apikal (uch) va lateral (yondosh) kurtaklar**, shuningdek **nekroz belgilari kuzatilmagan sog‘lom barg plastinkalari** tanlandi. Apikal kurtaklar 0,5–1,0 sm uzunlikdagi bo‘laklar holatida olindi. Barg eksplantlari yosh, morfologik jihatdan sog‘lom va hech qanday mexanik yoki fiziologik shikastlanishsiz bo‘lishiga e’tibor berildi. Materiallar yil davomida, **fevraldan oktyabrgacha bo‘lgan davrda,** turli mavsumlarda o‘rganildi.

Sterilizatsiya protokoli

Aseptik sharoitni ta’minlash maqsadida bir nechta sterilizatsiya sxemalari sinovdan o‘tkazildi:

• 1-protokol (ko‘p komponentli): $KMnO_4$, sovun eritmasi, natriy gipoxlorit (“Belizna”) + Tween 20, $AgNO_3$ va etanol

• 2-protokol (soddalashtirilgan): sovun, natriy gipoxlorit + Tween 20 va etanol

• 3-protokol (fungitsidli): sovun, natriy gipoxlorit, propikonazol va etanol

Sterilizatsiya samaradorligi kontaminatsiya darajasi va eksplant yashovchanligi asosida baholandi.Kulturaga kiritish va o‘sish regulyatorlarning konsentratsiya va kombinatsiyalarini optimallashtirish.

Fitogarmonlar tanlash

Optimal fitogarmonlar kombinatsiyasini aniqlash maqsadida auksinlar: 2,4-D, indol-3-sirka kislotasi (IAA), α-naftiluksus kislotasi (NAA), indol-3-moy kislotasi (IBA); sitokininlar: 6-benzilaminopurin (BAP), zeatin, kinetin, tidiazuron (TDZ) qo‘llanildi. Fitogormonlarning zaxira eritmalari standart usullarga muvofiq tayyorlandi [3,4]. Turli konsentratsiyalarda ko‘plab kombinatsiyalar sinovdan o‘tkazilib, optimal variantlar aniqlashtirildi. Muhit tarkibiga 10–35 g/l saxaroza qo‘shildi.

Tuproqqa moslashish: Regeneratsiya qilingan novdalar (≥2 sm) ildizlantirish muhiti (IMK 0,5 mg/l yoki ½ MS gormonsiz konsentratsiya) ga ko‘chirildi. Moslashtirish bosqichi steril substratlarda amalga oshirildi: tuproq: qum: vermikulit (1:1:1) yoki tuproq : qum : vermikulit : perlit (1:1:1:1). Yashovchanlikni oshirish uchun namlik bosqichma-bosqich kamaytirildi, bu mikroko‘paytirilgan o‘simliklarning *ex vitro* sharoitga moslashishida muhim omil hisoblanadi [1, 2]. Moslashgan o‘simliklar issiqxona sharoitida ochiq tuproqqa o‘tkazildi.

Natijalar va ularning muhokamasi

***In vitro* mikroklonal ko‘paytirish usuli** orqali steril sharoitda ko‘p sonli o‘simlik materiallarini olish mumkin bo‘ladi, biroq laboratoriya sharoitida o‘sgan eksplantlarning **grunt muhitiga moslashishi** ko‘pincha murakkab jarayon hisoblanadi. Gruntga adaptatsiya qilishdagi asosiy muammolar: **Kutikula yetishmasligi** – suv yo‘qotishni kuchaytiradi, **stoma funksiyaning zaifligi** – gaz almashinuv muvozanatini buzadi, **fotosintetik pigmentlar tanqisligi** – xlorofill konsentratsiyasi past bo‘ladi, **ildiz tizimining sterilligi** – mikoriza va rizosfera bakteriyalari yo‘q. *Philadelphus* L. turkumi turlarida ildiz tizimi asosan chuqur bo‘lib, ozuqa moddalarini tez so‘radi, biroq suv tanqisligiga sezgir. Shuning uchun

ko‘chatlarni gruntga ko‘chirishda **torf:perlit:qum (1:1:1)** yoki torf:qum (1:1) aralashmasidan foydalanish tavsiya etiladi. Bu substrat havo aylanishini ta’minlaydi va ildizlarning nafas olishini yengillashtiradi.

In vitro sharoitida yetishtirilgan daraxtsimon va bo‘tasimon turlarning grunt muhitiga moslashishi ko‘p bosqichli, fiziologik va ekologik jihatdan nozik jarayondir. Asosiy muammolar – suv yo‘qotish, ildiz sterilligi, fotosintetik stress va oksidlanish jarayonlaridir. Ularni hal etish uchun namlik, yorug‘lik, harorat va mikoriza omillarini to‘g‘ri boshqarish talab qilinadi.

Xulosa

O‘tkazilgan tadqiqotlar natijasida *Philadelphus* L. turkumiga mansub o‘simliklarning *in vitro* sharoitida olingan regenerantlarini grunt sharoitiga moslashtirish murakkab, ko‘p omilli va fiziologik stress bilan kechadigan jarayon ekanligi aniqlandi.

1.Adaptatsiya jarayonidagi asosiy cheklovchi omillar sifatida stomalarning doim ochiq holatda bo‘lishi natijasida kuchli transpiratsiya, kutikulaning yetarli rivojlanmaganligi, fotosintetik tizimning sustligi, ildiz zonasining sterilligi va oksidlanish stressining kuchayishi aniqlangan.

2.Maxsus agrotexnik choralar qo‘llanilmagan holatda moslashish bosqichida o‘simliklarning yashovchanligi 30–40% gacha kamayishi mumkinligi tasdiqlandi.

3.Namlikni bosqichma-bosqich kamaytirish (90% dan 60–70% gacha) va yorug‘likni asta-sekin oshirish (1300 lyuksdan 10 000 lyuksgacha) muvaffaqiyatli adaptatsiyaning asosiy shartlari ekanligi isbotlandi.

4.Ko‘chatlarni gruntga ko‘chirishda torf–perlit–qum kabi havo o‘tkazuvchan substratlar ildiz tizimining normal faoliyatini ta’minlashi aniqlandi.

5.Auksinlar, xususan IMK (0,5 mg/l) qo‘llanilishi ildiz hosil bo‘lishini faollashtirib, o‘simliklarning stressga chidamliligini oshiradi.

6.Mikoriza qo‘llanilishi natijasida o‘simliklarning yashovchanligi o‘rtacha 20–30% ga oshishi, ildiz tizimi rivojlanishi va mineral moddalar o‘zlashtirilishi yaxshilanishi kuzatildi.

7.Antioksidantlar va biostimulyatorlar qo‘llanilishi oksidlanish stressini kamaytirib, fiziologik jarayonlarning barqarorlashuviga xizmat qiladi.

8.Yuqoridagi omillarni kompleks qo‘llash natijasida o‘simliklarning yashovchanligini 85–90% gacha oshirish mumkinligi aniqlandi.

Shunday qilib, ishlab chiqilgan adaptatsiya usuli *Philadelphus* L. turlarini botanika bog‘lari va biotexnologik laboratoriyalarda samarali saqlash hamda ko‘paytirishda muhim amaliy ahamiyatga ega.

Minnatdorchilik

Ushbu tadqiqot O‘zbekiston Respublikasi Fanlar akademiyasi Botanika instituti huzuridagi akademik F.N. Rusanov nomidagi Toshkent Botanika bog‘ining Biotexnologiya laboratoriyasida amalga oshirildi. Tadqiqotlar 2025–2029 yillarga mo‘ljallangan “Botanika bog‘i kolleksiyalarini saqlash, istiqbolli turlarni introduksiya qilish hamda ularni Respublikaning turli sohalariga tavsiya etish” mavzusidagi Davlat dasturi doirasida, xususan, Biotexnologiya laboratoriyasida bajarilayotgan “Innovatsion biotexnologiya usullaridan foydalanilgan holda Toshkent Botanika bog‘ida *in vitro* kolleksiyasini yaratish va uni raqamli hujjatlashtirish” nomli dasturi asosida amalga oshirildi.

Uskunalar O‘zbekiston Respublikasi Prezidentining 2017-yil 17-sentabrdagi PQ–3365-sonli “Ilmiy-tadqiqot muassasalarining moddiy-texnik bazasini yanada mustahkamlash va ularning faoliyat samaradorligini oshirish chora-tadbirlari to‘g‘risida”gi qaroriga muvofiq xarid qilingan. Mazkur qaror doirasida ilmiy-tadqiqot faoliyatini rivojlantirish, laboratoriya bazasini zamonaviy texnologiyalar bilan jihozlash hamda ilmiy ishlanmalar samaradorligini oshirish maqsadida zarur bo‘lgan asbob-uskunalar bilan ta’minlash amalga oshirildi. Ushbu uskunalar tadqiqotlarning sifatli va ishonchli natijalarini olish, zamonaviy ilmiy metodlarni qo‘llash hamda biotexnologik jarayonlarni samarali tashkil etish imkonini beradi.

Philadelphus L. turkumiga mansub bo'lgan turlarini in vitro kulturasiэa kiritish bosqichlari: 1). Sterilizatsiya bosqichi. 2). 24±2°C va Rh 40% kulturalxonasi sharoitida in vitro kulturasiэa kiritish, prolongatsiya (proliferatsiya) va rizogenez bosqichi. 3). Issiqxona sharoitida gruntga

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KUZGI BUG‘DOY (*TRITICUM AESTIVUM* L.) TUPLANISH FAZASIDA SUV ALMASHINUVI JARAYONLARIGA RESURS TEJAMKOR TEXNOLOGIYALARNING TA’SIRI

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Annotatsiya: *Ushbu maqolada kuzgi bug‘doy (Triticum aestivum L.) ning tuplanish fazasida barglarda kechadigan suv almashinuvi jarayonlariga resurs tejamkor sug‘orish texnologiyalarining ta’siri o‘rganilgan. Tadqiqot natijalariga ko‘ra, turli hududlarda o‘simliklarning suv rejimi ko‘rsatkichlari — umumiy suv miqdori, suv taqchilligi, suv saqlash qobiliyati hamda nisbiy turgor darajasi sezilarli farq qilishi aniqlangan. Suv bilan yaxshi ta’minlangan sharoitda o‘simliklarda fiziologik jarayonlar barqaror kechishi, suv taqchilligi ortishi bilan esa turgor pasayib, suv saqlash qobiliyati kamayishi kuzatilgan. Shu bilan birga, ayrim sharoitlarda o‘simliklarning moslashuv mexanizmlari hisobiga suv rejimi ko‘rsatkichlarining qisman tiklanishi aniqlangan. Olingan natijalar resurs tejamkor texnologiyalarni qo‘llash orqali kuzgi bug‘doyda suvdan foydalanish samaradorligini oshirish mumkinligini ko‘rsatadi.*

Tayanch so‘zlar: *Kuzgi bug‘doy (Triticum aestivum L.), resurs tejamkor texnologiyalar, suv almashinuvi, transpiratsiya jadalligi, barglardagi umumiy suv miqdori, suv taqchilligi, suvni saqlash qobiliyati, nisbiy turgor, nisbiy turgor tanqisligi.*

ВЛИЯНИЕ РЕСУРСОСБЕРЕГАЮЩИХ ТЕХНОЛОГИЙ НА ПРОЦЕССЫ ВОДООБМЕНА У ОЗИМОЙ ПШЕНИЦЫ (TRITICUM AESTIVUM L.) В ФАЗЕ КУЩЕНИЯ

Аннотация: *В данной статье изучено влияние ресурсосберегающих технологий орошения на процессы водообмена в листьях озимой пшеницы (Triticum aestivum L.) в фазе кущения. По результатам исследования установлено, что показатели водного режима растений, такие как общее содержание воды, дефицит воды, водоудерживающая способность и относительный тургор, существенно различаются в зависимости от условий выращивания. В условиях достаточного водообеспечения физиологические процессы протекают более стабильно, тогда как при увеличении дефицита влаги наблюдается снижение относительного тургора и водоудерживающей способности. Вместе с тем выявлено, что в отдельных вариантах за счёт адаптационных механизмов происходит частичное восстановление водного режима растений. Полученные результаты свидетельствуют о возможности повышения эффективности использования водных ресурсов при применении ресурсосберегающих технологий.*

Ключевые слова: *Озимая пшеница (Triticum aestivum L.), ресурсосберегающие технологии, водообмен, интенсивность транспирации, общее содержание воды в листьях, дефицит воды, водоудерживающая способность, относительный тургор, дефицит относительного тургора.*

THE EFFECT OF RESOURCE-SAVING TECHNOLOGIES ON WATER EXCHANGE PROCESSES IN WINTER WHEAT (TRITICUM AESTIVUM L.) AT THE TILLERING STAGE

Annotation: *This article examines the effect of resource-saving irrigation technologies on water exchange processes in the leaves of winter wheat (Triticum aestivum L.) during the tillering stage. The results showed that plant water regime indicators, including total water content, water deficit, water retention capacity, and relative turgor, vary significantly depending on growing conditions. Under sufficient water supply, physiological processes proceed more stably, whereas an increase in water deficit leads to a decrease in relative turgor and water retention capacity. At the same time, partial recovery of the plant water regime due to adaptive mechanisms was observed in certain conditions. The obtained results indicate that the use of resource-saving technologies can improve water use efficiency in winter wheat cultivation.*

Key words: *winter wheat (Triticum aestivum L.), resource-saving technologies, water exchange, transpiration intensity, total water content in leaves, water deficit, water retention capacity, relative turgor, relative turgor deficit.*

Kirish. Hozirgi kunda qishloq xo‘jaligida suv resurslaridan samarali foydalanish muammosi tobora dolzarb ahamiyat kasb etmoqda. Bizning fikrimizcha, suvdan oqilona foydalanish nafaqat hosildorlikni oshirish, balki o‘simliklarning fiziologik barqarorligini ta’minlashda ham muhim omil hisoblanadi.

O‘simliklarning suv almashinuvi jarayonlari ularning o‘sishi, rivojlanishi, hosildorligi hamda hosil sifatini belgilovchi muhim fiziologik ko‘rsatkichlardan biri hisoblanadi [15]. Suv rejimining optimal darajada ta’minlanishi o‘simlik organizmida kechadigan metabolik jarayonlarning barqarorligini ta’minlab, fotosintez, oziqa moddalar almashinuvi va biomassa to‘planishiga ijobiy ta’sir ko‘rsatadi.

Shu bilan birga, qishloq xo‘jaligida to‘g‘ri tanlangan sug‘orish va o‘g‘itlash choralari suv hamda o‘g‘it resurslaridan samarali foydalanishni ta’minlaydi. Ushbu agrotexnik tadbirlar suv va o‘g‘it yo‘qotilishini kamaytirib, ularning o‘zlashtirilish darajasini oshiradi hamda ekinlarning hosildorligini barqarorlashtirishda muhim ahamiyat kasb etadi [3].

Tomchilatib va yomg‘irlatib sug‘orish (o‘g‘itlash) texnologiyalari suv va o‘g‘itlarni o‘simlik ildiz zonasi yaqiniga aniq va me’yorida yetkazib berishga imkon yaratadi. Natijada ekinlarning don hosildorligi hamda suvdan foydalanish samaradorligi oshadi, shu bilan birga o‘g‘itlarning yuvilib ketishi kamayib, ularning o‘zlashtirilish darajasi ortadi [10]. Ushbu texnologiyalar resurslardan samarali foydalanish nuqtayi nazaridan zamonaviy agrotexnologiyalarning muhim yo‘nalishlaridan biri hisoblanadi.

Hozirgi kunda tomchilatib va yomg‘irlatib sug‘orish texnologiyalari bo‘yicha olib borilayotgan tadqiqotlar asosan paxta, meva va sabzavot kabi tijorat ekinlariga qaratilgan bo‘lib, kuzgi bug‘doyda ushbu texnologiyalarning qo‘llanilishi yetarli darajada o‘rganilmagan. Shu sababli, kuzgi bug‘doy yetishtirishda mazkur sug‘orish usullarining samaradorligini aniqlash dolzarb ilmiy masalalardan biri hisoblanadi.

Ildiz tizimi o‘simlikning suv va oziqa moddalardan foydalanishida hal qiluvchi rol o‘ynaydi. U tuproqdan suv va mineral elementlarni o‘zlashtirish bilan birga, fotosintez mahsulotlarining asosiy iste’mol qiluvchi organi hisoblanadi. Tomchilatib va yomg‘irlatib sug‘orish texnologiyalari tuproqda suv va o‘g‘itning optimal taqsimlanishini ta’minlab, ildiz tizimining rivojlanishiga ijobiy ta’sir ko‘rsatadi. Natijada ildizning tarqalish sohasi kengayadi [11] hamda uning fiziologik faolligi ortadi [7], bu esa o‘simlik yer ustki qismining o‘sishi va rivojlanishini jadallashtiradi.

Mavjud baholashlarga ko‘ra, dunyo oziq-ovqat mahsulotlarining qariyb 40 foizi sug‘oriladigan qishloq xo‘jaligi hisobiga ishlab chiqariladi, bu esa sug‘orish tizimlarini Yer yuzidagi eng yirik suv iste’molchilaridan biriga aylantiradi [1]. Aholi sonining ortib borishi, sanoat va shahar infratuzilmasining kengayishi natijasida suv resurslariga bo‘lgan talab keskin oshib, sug‘orish suvi tanqisligi global muammoga aylanmoqda. Bu holat o‘z navbatida oziq-ovqat xavfsizligiga jiddiy tahdid soladi.

Shu munosabat bilan sug‘orish tizimlarini takomillashtirish, suv sarfini samarali boshqarish hamda mavjud resurslardan oqilona foydalanish muhim ilmiy va amaliy ahamiyat kasb etadi. Zamonaviy sug‘orish texnologiyalarini joriy etish orqali suvdan foydalanish samaradorligini oshirish bilan birga, qishloq xo‘jaligi ekinlarining hosildorligini saqlab qolish yoki oshirish imkoniyati yaratiladi [5].

Tuproqda mavjud suv zaxiralaridan samarali foydalanish va o‘simlik tomonidan o‘zlashtiriladigan tuproq suvining ulushini oshirish hosildorlikni ta’minlovchi muhim omillardan biri hisoblanadi. Bu jarayon o‘simlik barglarining suv holatini yaxshilash hamda transpiratsiya jadalligini (Tr) optimal darajada saqlash orqali amalga oshadi [13]. Shu bois, o‘simliklarning suv rejimini boshqarishda tuproq namligining vertikal va gorizontal taqsimlanishi muhim ahamiyat kasb etadi.

Mikro-sug‘orish texnologiyalari, xususan tomchilatib va mikro purkash sug‘orish usullari, tuproqning chuqur qatlamlarida ildiz tizimining rivojlanishini faollashtiradi. Tadqiqotlar shuni ko‘rsatadiki, ushbu usullar ildiz uzunligi zichligini 80 sm dan chuqur qatlamlarda oshirib, chuqur tuproqdan suv o‘zlashtirilishini kuchaytiradi. Natijada an’anaviy bostirib sug‘orishga nisbatan hosildorlik 9,8–14,2 % ga, suvdan foydalanish samaradorligi esa 12,3–17,7 % ga ortadi [6].

Ildiz tizimining chuqur qatlamlarga kirib borishini rag‘batlantirish suv resurslaridan oqilona foydalanishning muhim yo‘nalishlaridan biri hisoblanadi. Suv sharoitlari ildiz uchlarining o‘sish yo‘nalishiga bevosita ta’sir ko‘rsatib, bu hodisa ildizlarning gidrotropizmi bilan izohlanadi [4]. Shuning uchun zamonaviy sug‘orish texnologiyalari yordamida tuproq namligini optimal taqsimlash ildiz tizimining rivojlanishini boshqarishda muhim omil bo‘lib xizmat qiladi.

Tomchilatib sug‘orish tizimida, xususan tomchilatkich quvurlarini haydalma qatlam ostiga joylashtirish natijasida tuproqning pastki qatlamlarida yuqori namlik zonasi shakllanadi, bu esa ildizlarning chuqurroq rivojlanishini rag‘batlantiradi [2]. Romero va boshqalar (2004) tomonidan o‘tkazilgan tadqiqotlarda ham cheklangan suv sharoitida ildizlarning gorizontal va vertikal tarqalishi kengayib, yuzaki sug‘orish usullariga nisbatan chuqurroq ildiz tizimi shakllanishi aniqlangan [9].

Bug‘doy navlarining suv almashinuvi xususiyatlari ularning qurg‘oqchilikka chidamliligini belgilovchi muhim fiziologik ko‘rsatkichlardan biri hisoblanadi. Tadqiqotlar natijalariga ko‘ra, turli navlar o‘rtasida barglardagi umumiy suv

miqdori va transpiratsiya jadalligi bo‘yicha sezilarli farqlar kuzatiladi. Xususan, Tanya bug‘doy navining barglaridagi umumiy suv miqdori 84,4 % ni tashkil etib, Andijon-1 naviga (75,6 %) nisbatan yuqori ekanligi aniqlangan. Shu bilan birga, transpiratsiya jadalligi Tanya navida Andijon-1 naviga nisbatan 14,5 g ga kam bo‘lib, bu uning suvni tejab sarflash xususiyatiga ega ekanligini hamda yuqori darajada qurg‘oqchilikka chidamli ekanligini ko‘rsatadi [8].

O‘simliklarning suv balansini tavsiflovchi asosiy ko‘rsatkichlardan biri barglardagi umumiy suv miqdori hisoblanadi [14]. Shu bilan birga, suv almashinuvida transpiratsiya jarayoni alohida o‘rin tutadi. Transpiratsiya o‘simliklarda suvning bug‘lanishi orqali ularni ortiqcha qizib ketishdan himoya qiladi, suv va unda erigan moddalarning o‘simlik tanasi bo‘ylab harakatlanishini ta’minlaydi hamda gaz almashinuvida muhim rol o‘ynaydi [18].

Demak, bug‘doy o‘simligida suv almashinuvi jarayonlari, xususan barglardagi suv miqdori va transpiratsiya jadalligi, uning fiziologik barqarorligi va qurg‘oqchilikka chidamliligini belgilovchi asosiy omillar hisoblanadi.

Tadqiqot obyekti va uslublari. Tadqiqot Ingichka tolali paxtachilik ilmiy-tadqiqot instituti tajriba dalasida amalga oshirildi. Tadqiqot obyekti sifatida bug‘doyning “Turon” navidan foydalanildi. Eksperimental uchastkalarni joylashtirish B.A.Dospexov metodikasi bo‘yicha olib borildi[16].

Bug‘doy o‘simligi barglarining suv saqlash xususiyati A.A. Nichiporovich [19], Barglardagi to‘liq to‘yinishga nisbatan suv tanqisligi Chatskiy [20], Barglarning turgosentlik darajasi – Uizerli metodi [12] orqali metodi bilan o‘rganildi. Bundan tashqari barglarning suvni saqlash darajasi ham aniqlandi [17].

Tadqiqot natijalari va uning muhokamasi.

Mazkur tadqiqotda kuzgi bug‘doy (Triticum aestivum L.) ning tuplanish fazasida barglarda suv almashinuvi ko‘rsatkichlari turli hududlar kesimida o‘rganildi. Olingan natijalar o‘simliklarning suv rejimi, fiziologik holati va ekologik sharoitlarga moslashuv darajasini baholash imkonini berdi(1-jadval)

1-jadval

Kuzgi bug‘doy (*Triticum aestivum* L.) tuplanish fazasida barglarda suv almashinuvi ko‘rsatkichlari (2026-yil)

Hududlar	Barglarda				
	Umumiy suv miqdori %	Suv taqchilligi %	Suv saqlash qobiliyati %	Nisbiy turgotsentlik %	Nisbiy turgotsentlik tanqisligi %
1-Hudud	96,88	5,3	67,03	94,7	5,3
2-Hudud	96,32	15,2	62,04	84,8	15,2
2-Hudud	95,66	6,03	60,99	93,97	6,03

Tadqiqot natijalariga ko‘ra, barglardagi umumiy suv miqdori barcha variantlarda nisbatan yuqori bo‘lib, 95,66–96,88 % oralig‘ida o‘zgarib turdi. Eng yuqori ko‘rsatkich 1-hududda (96,88 %) qayd etildi. Bu holat ushbu hududda o‘simliklarning suv bilan ta’minlanish darajasi nisbatan yaxshi ekanligini ko‘rsatadi. Shu bilan birga, 2-hudud variantlarida umumiy suv miqdorining biroz pasayishi (96,32 % va 95,66 %) ekologik omillar, xususan, tuproq namligi yoki atmosfera sharoitlari bilan bog‘liq bo‘lishi mumkin.

Suv taqchilligi ko‘rsatkichi variantlar bo‘yicha sezilarli darajada farq qildi. Eng past qiymat 1-hududda (5,3 %) kuzatilib, bu o‘simliklarda suv yetishmovchiligi deyarli sezilmasligini bildiradi. Aksincha, 2-hududda suv taqchilligi 15,2 % ga yetib, bu o‘simliklar ma’lum darajada stress holatiga tushganini ko‘rsatadi. Uchinchi variantda (2-hudud, 6,03 %) esa suv taqchilligi o‘rtacha darajada bo‘lib, bu sharoitda o‘simliklarning moslashuv mexanizmlari ishga tushganligini taxmin qilish mumkin.

Suv saqlash qobiliyati (water holding capacity) o‘simliklarning suvni ushlab turish va undan samarali foydalanish qobiliyatini ifodalaydi. Ushbu ko‘rsatkich 1-hududda 67,03 % ni tashkil etib, eng yuqori natija qayd etildi. Bu esa o‘simliklarning suvni saqlab qolish xususiyati yaxshi rivojlanganligini bildiradi. 2-hudud variantlarida esa ushbu ko‘rsatkich 62,04 % va 60,99 % ga teng bo‘lib, bu suv taqchilligi ortishi bilan suvni saqlash qobiliyati pasayishini ko‘rsatadi.

Nisbiy turgor o‘simlik hujayralarining suv bilan to‘yinganlik darajasini aks ettiradi va fiziologik barqarorlikning muhim ko‘rsatkichi hisoblanadi. Tadqiqot natijalariga ko‘ra, 1-hududda bu ko‘rsatkich 94,7 % bo‘lib, eng yuqori qiymatni tashkil etdi. Bu o‘simliklarning optimal suv rejimida rivojlanayotganini ko‘rsatadi. 2-hududda esa nisbiy turgor 84,8 % gacha pasaygan bo‘lib, bu suv stressining kuchayganidan dalolat beradi. Uchinchi variantda (93,97 %) nisbiy turgor deyarli tiklangan bo‘lib, bu o‘simliklarning kompensator mexanizmlari (stomatal boshqaruv, osmotik moslashuv) ishga tushganligini ko‘rsatadi.

Nisbiy turgor tanqisligi ko‘rsatkichlari suv taqchilligi bilan to‘g‘ridan-to‘g‘ri bog‘liq bo‘lib, mos ravishda 5,3 %, 15,2 % va 6,03 % ni tashkil etdi. Bu natijalar suv rejimi buzilganda hujayralarda suv yetishmovchiligi kuchayishini aniq ifodalaydi.

Xulosa. Olingan natijalarga ko‘ra, kuzgi bug‘doyning tuplanish fazasida suv almashinuvi ko‘rsatkichlari hududlar kesimida sezilarli farq qildi. Suv ta’minoti yaxshi bo‘lgan sharoitda (1-hudud) o‘simliklarda umumiy suv miqdori, suv

saqlash qobiliyati va nisbiy turgor yuqori darajada saqlanib, fiziologik jarayonlar barqaror kechdi. Suv taqchilligi ortgan variantda (2-hudud, 15,2 %) esa nisbiy turgor pasayib, suv saqlash qobiliyati kamaygani kuzatildi, bu esa o‘simliklarda stress holati yuzaga kelganini ko‘rsatadi. Shu bilan birga, suv taqchilligi o‘rtacha bo‘lgan sharoitda ayrim moslashuv mexanizmlari hisobiga o‘simliklarning nisbiy turgori qisman tiklandi.

Umuman olganda, suv ta’minoti darajasi kuzgi bug‘doyning suv rejimi va fiziologik holatini belgilovchi asosiy omil bo‘lib, resurs tejamkor texnologiyalarni qo‘llash o‘simliklarning suvdan samarali foydalanishini ta’minlaydi.

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OROL YONSUZARINING (*TURKOGAMMARUS ARALENSIS*) MORFOLOGIK VA MOLEKULYAR TAVSIFI

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Annotatsiya. *Ushbu tadqiqotda Aralo-Kaspiy havzasiga mansub relikt tur hisoblangan Turkogammarus aralensis ning morfologik va molekulyar tavsifi integrativ yondashuv asosida o‘rganildi. Mazkur turning nisbatan keng tarqalganligiga qaramay, uning taksonomik maqomi uzoq vaqt davomida noaniq bo‘lib kelgan bo‘lib, bu holat tarixiy tavsiflarning yetarlicha mukammal emasligi, morfologik o‘zgaruvchanlikning yuqoriligi hamda turli avlodlarga noto‘g‘ri kiritish holatlari bilan izohlanadi. Tadqiqot materiali O‘zbekiston hududidagi Sariqamish ko‘lidan yig‘ilgan namunalar asosida shakllantirildi. Molekulyar tahlil ribosomal 18S rDNK markeri asosida olib borildi. Shu bilan birga, turli geografik populyatsiyalar o‘rtasida kuzatilgan genetik farqlanishlar turning ichki tuzilmasida muayyan differensiasiya jarayonlari mavjudligini ko‘rsatadi.*

Kalit so‘zlar: *Turkogammarus aralensis, amfipodalar, morfologiya, molekulyar filogeniya, 18S rDNK, integrativ taksonomiya, Sariqamish ko‘li, bioxilma-xillik, DNK barkodlash, filogeniya, Orolbo‘yi hududi.*

МОРФОЛОГИЧЕСКАЯ И МОЛЕКУЛЯРНАЯ ХАРАКТЕРИСТИКА ОРОЛЬСКОГО БОКОПЛАВА (*TURKOGAMMARUS ARALENSIS*)

Аннотация. *В данном исследовании представлена морфологическая и молекулярная характеристика реликтового вида Арало-Каспийского бассейна — Turkogammarus aralensis, выполненная на основе интегративного подхода. Несмотря на относительно широкое распространение данного вида, его таксономический статус длительное время оставался неопределённым, что обусловлено недостаточной полнотой исторических описаний, высокой морфологической изменчивостью, а также случаями ошибочного отнесения к различным родам. Материал для исследования был собран на территории Узбекистана из озера Сарыкамыш. Молекулярный анализ проведён на основе маркера рибосомальной ДНК 18S. В то же время выявленные генетические различия между географически разобщёнными популяциями свидетельствуют о наличии процессов внутривидовой дифференциации.*

Ключевые слова: *Turkogammarus aralensis, амфиподы, морфология, молекулярная филогения, 18S рДНК, интегративная таксономия, озеро Сарыкамыш, биоразнообразие, ДНК-баркодирование, филогения, Приаралье*

MORPHOLOGICAL AND MOLECULAR CHARACTERIZATION OF THE ARAL AMPHIPOD (*TURKOGAMMARUS ARALENSIS*

Abstract.*This study presents a morphological and molecular characterization of the relict species Turkogammarus aralensis from the Aral–Caspian basin, based on an integrative approach. Despite its relatively wide distribution, the taxonomic status of this species has long remained unclear, which is explained by the insufficient detail of historical descriptions, high morphological variability, and cases of misclassification into different genera.The research material was collected from Sarykamysh Lake in*

Uzbekistan. Molecular analysis was conducted using the ribosomal 18S rDNA marker. At the same time, the genetic differences observed among geographically separated populations indicate the presence of intraspecific differentiation processes within the species.

Keywords: *Turkogammarus aralensis, amphipods, morphology, molecular phylogeny, 18S rDNA, integrative taxonomy, Sarykamysh Lake, biodiversity, DNA barcoding, phylogeny, Aral Sea region*

Kirish

Amfipod qisqichbaqasimonlar Pontokaspiy faunasining eng xilma-xil va yuqori endemizmga ega guruhlaridan biri boʻlib, uning tarkibida 96 ta endemik tur qayd etilgan[3]. Ushbu turlarning qariyb 40%i soʻnggi oʻn yilliklarda tabiiy (mahalliy) arealidan tashqariga tarqalganligi aniqlangan [20].

Mazkur taksonlarning katta qismi sistematikasi hozirgacha toʻliq barqarorlashmagan: buning asosiy sabablari - tarixiy manbalardagi tur tavsiflarining eskirgan va yetarlicha batafsil boʻlmasligi, populyatsiyalararo hamda areal boʻylab sezilarli morfologik geterogenlik, shuningdek evolyutsion konvergentsiyadir. Shu bois, Pontokaspiy amfipod faunasini aniq va ishonchli taksonomik identifikatsiya qilish mahalliy hududlarda ularni muhofaza qilish choralarini asoslash, shuningdek invaziv tarqalish hududlarida monitoring va bioxavfsizlik baholashlarini samarali olib borish uchun muhim ilmiy-amaliy ahamiyatga ega.

Adabiyotlar tahlili

Turcogammarus Karaman va Barnard, 1979 - kichik, ehtimol monofiletik boʻlmagan avlod boʻlib, uchta turni oʻz ichiga oladi: ***Turcogammarus aralensis*** (Uljanin, 1875) - Orol dengizi va unga tutash hududlarda yashaydi[15], ***Turcogammarus spandli*** - Shimoliy Gretsiyadan ma'lum [14] va ***Turcogammarus turcarum*** [24] - Turkiyadagi Kichik Kavkazdan tavsiflangan.

Ushbu avlod Karaman va Barnard (1979) tomonidan bir necha turlar uchun taklif qilingan. Barnard va Barnard (1983) ushbu ***T. aralensis*** ni ushbu avlodga kiritgan. Soʻngra Stock va boshq. (1998) turni ***Obesogammarus*** Stock, 1974 avlodiga oʻtkazishni taklif qilgan.

T. aralensis ning sistematik oʻrni uzoq vaqt davomida noaniq boʻlib kelgan. U dastlab 1875 yilda Ulyanin tomonidan A.P. Fedchenkoning "Puteshestviy v Turkistan" asarida *"Gammarus aralensis"* nomi bilan tavsiflangan. Tavsif juda qisqa va yetarli darajada batafsil boʻlmagan. Asarda qayd etishicha, mazkur tur *Gammarus gracilis* Rathke, 1836 (=*Echinogammarus marinus* (Leach, 1815)) turiga yaqin hisoblangan hamda tana uzunligi 8–9 mm deb koʻrsatilgan. *T. aralensis* ni oʻrganishga eng muhim hissa Sowinsky (1894a, 1894b, 1898, 1904) tomonidan qoʻshilgan. U mazkur turni qadimgi shoʻrtob suvli Sarmatiya havzasidan kelib chiqqan relikt shakl sifatida baholab, uni *Gammarus marinus* va *Gammarus maeoticus* turlariga yaqin deb hisoblagan.

G.O. Sars (1896) Kaspiy dengizi qisqichbaqasimonlariga bagʻishlangan koʻp jildli asarida Karabugas (Kara-Bogaz-Gol) hududidan *Gammarus aralensis* var. *caspia* ni koʻrsatadi. Keyinchalik Sowinsky (1904) ushbu shakl Kaspiy dengizining ochiq suvlariga xos ekanini qayd etgan. Soʻngra Martynov (1924a) var. *caspia* Sars (Derzhavin, 1912 tomonidan Volga deltasi ogʻzidan ham topilgan) aslida Ponto-Kaspiy mintaqasida keng tarqalgan *Pontogammarus robustoides* turiga mansub degan fikrni bildirgan.

Stebbing (1899) yetarli asos boʻlmagan holda *Gammarus aralensis* ni *Dikerogammarus haemobaphes* bilan sinonimlashtiradi va bu taksonomik chalkashlikka sabab boʻladi. Ehtimol, shu holat oqibatida ayrim mualliflar gammaridlarning tashqi morfologiyasiga ortiqcha tayanib, keskin qarashlarni ilgari surganlar. Masalan, *Dikerogammarus villosus* va *Dikerogammarus palmatus* turlarini *Dikerogammarus haemobaphes* bilan birlashtirish taklif qilingan [31.34]. Yoki undan ham keskinroq yondashuv asosida *Dikerogammarus fluviatilus* hamda *Dikerogammarus aralensis* ni ham yuqoridagi tur bilan sinonimlashtirish taklif etilgan [18].

Shunga qaramay, *T. aralensis* (Uljanin, 1875) taksonomiyasi butun shu davr mobaynida ancha chalkash boʻlib qolgan - qarama-qarshi qarashlarga koʻra, tur endemik va Orol dengizida keng tarqalgan deb hisoblangan (Berg 1908), shu bilan birga *Dikerogammarus haemobaphes* (Eichwald, 1841) ning kichik sinonimi deb qaralgan [18] yoki *Dikerogammarus setosus* Schäferna, 1914 [3].uchun katta sinonim deb qabul qilingan [30].

Oʻzbekiston kitobining 2019 yilgi Oʻzbekiston Respublikasining Qizil kitobi 2-jild, 23 tartib raqamli 38-sahifasida keltirilgan Orol yonsuzari ham muallif I. Mirabdullayev tomonodan *Dikerogammarus aralensis* nomi bilan yuritilgan [16].

Alohida bir ishlar guruhi ushbu turlarga oid bir qator manbalarni oʻz ichiga oladi: ular yoki monografik yoritish shaklida (Mordukhai-Boltovskoi va boshq. 1969), yoki mahalliy hududda *T. aralensis* ning tarqalishini muhokama qiluvchi faunistik ishlardir [45.38]. Ayrim manbalarda ushbu turning arealini sezilarli darajada kengayganligi ham qayd etilgan [2.37.44.].

T. aralensis barcha ***Turcogammarus*** turlari ichida eng keng tarqalgan va eng koʻp uchraydigan tur boʻlishiga qaramay, hatto ayrim hududlarda begona (invaziv) tur sifatida ham qayd etilgan (Copilaș-Ciocianu va boshq. 2022a), u morfologik nuqtai nazardan eng kam oʻrganilgan hisoblanadi, chunki u hech qachon toʻgʻri tarzda tavsiflanmagan. Bu

holat uning identifikatsiyasi va avlod darajasidagi joylashuvi bilan bog‘liq jiddiy taksonomik chalkashliklarga olib kelgan.

1960 yildan beri inson aralashuvi tufayli Orol dengizi yirik ekologik fojiani boshdan kechirmoqda, natijada u bosqichma-bosqich qurib borib, o‘rnini cho‘l egallamoqda. Ekologik jihatdan sezgir bo‘lgan ushbu hudud faunasini muhofaza qilish bo‘yicha sa’y-harakatlar, Orol dengizi ekotizimining muhim tarkibiy qismi bo‘lgan ***T. aralensis*** ning genetik-populyatsion tuzilmasi uchun DNK barkod ma’lumotlar bazasini talab qilishi mumkin [1].

Ushbu maqolada biz ***T. aralensis*** ni to‘liq qayta tavsiflaymiz va birinchi bor uni Sariqamish amfipodlari orasidagi filogenetik o‘rnini keng qo‘llaniladigan ribosomal DNK 18S sohasi fragmentlari bo‘yicha baholaymiz.

Materiallar va usullar

Namuna olish. Namunalar qo‘l to‘ri yordamida Sariqamish ko‘lining O‘zbekiston hududi qismida 2024-yil iyul oyida (42°17`03.1N, 57°34`07.5E) ko‘lining qirg‘oq qismidan gidrobiologik qirg‘ich yordamida yig‘ildi (1-rasm,). Olingan namunalar dala sharoitida 96% etanol eritmasida fiksatsiya qilindi.

1-rasm. Tadqiqot hududi

Morfologiya. Namunalar to‘liq ravishda glitserin bilan to‘ldirilgan buyum oynachalarida disseksiya (maxsus asboblar yordamida ochib, ichki tuzilishini o‘rganish maqsadida qismlarga ajratish) qilindi. Mikroskop oynachalariga o‘rnatildi va ajratilgan qo‘shimchalar qopqoq oynacha bilan yopildi. Xitinli kutikulani tiniqlashtirish va yumshatish maqsadida glitserinli distillangan suvda ivitildi.

Tana uzunligi Stemi 305 stereomikroskopida o‘rnatilgan okulyar mikrometr yordamida o‘lchandi. Qo‘shimcha o‘lchovlar planshetli mikroskop BLC-480B asosida amalga oshirildi. Qo‘shimchalar Carl Zeiss NU-2 yorug‘lik mikroskopiga o‘rnatilgan chizish moslamasi yordamida Gorodkov (1961) usuliga muvofiq chizib olindi.

Mandibulyar palpning 3-bo‘g‘imidagi tukchalar joylashuvi uchun qo‘llanilgan nomenklatura Karaman (1970) va Stock (1974) tomonidan tavsiflangan standartga muvofiq berildi.

Tavsifiy terminologiya an’anaviy klassifikatsiya tizimiga asoslanadi; mazkur ishda biz yo‘g‘on va qattiq tuklarni ifodalash uchun “tikan”, nozik va odatda egiluvchan tuzilmalarni ifodalash uchun esa “tukcha” atamasidan foydalandik.

Namuna olingan joylar ko‘rsatilgan geografik xarita GIS dasturi yordamida tuzildi.

Molekulyar usullar. Molekulyar tahlil uchun foydalanilgan ***T. aralensis*** namunalari 2024 yilda Sariqamish ko‘lidan qirg‘oq qismining 1-1,5 m oralig‘idan elak yordamida yig‘ib olindi va dala sharoitida 96% etanol eritmasida saqlandi.

Orol gammarusi namunasidan umumiy DNKni ajratishda GeneJet genomik DNK (Thermo Fisher Scientific) reagentlar to‘plamidan foydalanildi. Ajratilgan umumiy DNKsidan polimeraza zanjirli reaksiyasini (PZR) o‘tkazish uchun ribosomal DNK 18S geni fragmentlari praymerlaridan (1262 forward-`3-GGTGGTGGATGGGGG-5`; 1719 reverse 3`-AGGGGGGGTGTGTRG-5`) foydalanildi (Winnepenninckx et al., 1994). PZR o‘tkazish uchun: 34,8 mkl bidistillirlangan suv, 5 mkl 10X Taq-bufer, 5 mkl 2,5 mM $MgCl_2$, 1 mkl 2 mkM 2'-dezoksinukleozid-5'-trifosfat, 1 mkldan to‘g‘ri va teskari praymerlar, 2 mkl DNK matrisasi, 0,2 mkl Taq-polimerazasi qo‘shildi. Aralashmani yakuniy hajmi 50 mkl ni tashkil etdi. Namunadagi umumiy DNKsi miqdorini aniqlashda spektrofotometr (Nanodrop) asbobidan foydalanildi. Buxoro bug‘usi yungidan ajratib olingan umumiy DNKni PZR qilishda ProFlex PCR System (Xitoy) amplifikatori yordamida amalga oshirildi. mtDNK 16S geni fragmentlari PZR-amplifikasiyasini o‘tkazish ish rejimi quyidagi tartibda amalga oshirildi: 1 – bosqich – 15 daqiqa davomida DNK ning 95°S sharoitda denaturasiyalanishi, 2 – bosqich – DNKning 94°S sharoitda 30 soniya davomida denaturasiyalanishi, 3 – bosqich – DNKda 53°S sharoitda 45 soniya davomida praymerlarning yumshatilishi, 4 – bosqich – 72°S sharoitda 1 daqiqa 40 soniya davomida elongasiyalanishi, 5 – bosqich – 72°S sharoitda 5 daqiqa davomida zanjirning elongasiyalanishi. Ikkinchidan to‘rtinchi bosqichgacha jarayon sikl ko‘rinishida 35 martagacha takrorlangan.

PSR mahsulotlarida DNKning mavjudligi 1,5% li agaroza gelida 120 V kuchlanish bilan elektroforez qilish usulida aniqlandi. DNKning amplifikasiyasi va DNKni geldan ajratib olishda ishlab chiqaruvchi ko‘rsatmalariga amal qilgan holda «Sileks M» (Moskva, Rossiya) firmasi tomonidan ishlab chiqarilgan reaktivlar to‘plamidan foydalanildi.

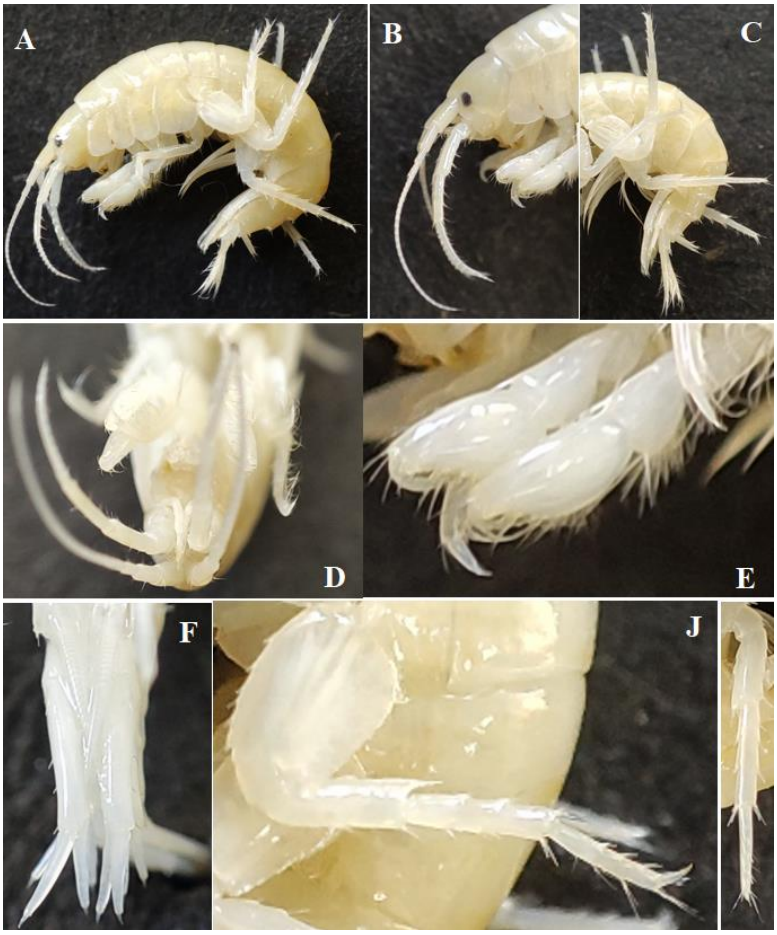
DNKni sikvens qilishda ABI PRISM® BigDye™ Terminator v. 3.1 reaktivlar to‘plami yordamida amalga oshirilib, reaksiya mahsulotlari ABI PRISM 3100-Avant avtomatik sekvenatorda qayd qilindi.

Olingan nukleotidlar ketma – ketligining tahlili Bioedit, Clustal W va DNAstar™ maxsus kompьyuter dasturi yordamida amalga oshirildi. Filogenetik daraxt tuzish uchun sikvensdan olingan gammaruslarga mansub turlar nukleotidlari ketma-ketliklari va Milliy biotexnologiya axborotlar markazidan (https://www.ncbi.nlm.nih.gov/) olingan DNK ketma-ketliklaridan foydalanildi va bu ketma ketliklar Bioedit dasturida ko‘lda tahrir qilindi, konsensus ketma-ketliklari Mega XI hisoblash dasturi yordamida hisoblab chiqildi. Olingan rDNK 18S sohasiga mansub nukleotidlar ketma-ketliklari maksimal extimollik usuli bilan (Maximum likelihood-ML) filogenetik daraxti 1000 ta butstrep takrorlash bilan amalga oshirildi.

Natijalar va ularning tahlili

Taksonomik qism

Kichik tip (Subphylum): Crustacea Brünnich, 1772
Sinf (Classis): Malacostraca Latreille, 1802
Kenja sinf (Subclassis): Eumalacostraca Gröbben, 1892
Katta turkum (Superordo): Peracarida Calman, 1904
Turkum (Ordo): Amphipoda Latreille, 1816
Katta oila (Superfamilia): Gammaroidea Latreille, 1802 (Bousfield 1977)
Oila (Familia): Pontogammaridae Bousfield, 1977
Avlod (Genus): Turcogammarus Karaman et Barnard, 1979



2-rasm. ***Turcogammarus aralensis*** **ning morfologik belgilari:** A — umumiy lateral ko‘rinishi; B — bosh qismi va antennalar; C — pleon va urosoma sohasi; D — og‘iz apparati va antennalarning oldingi ko‘rinishi; E — gnatopodlar va ko‘krak oyoqlari; F — telson va uropodlar distal qismi; J — uropodning tikan va tukchalari.

Umumiy tana morfologiyasi (2-rasm A). Tana baquvvat, silliq, urosoma segmentlari 1 va 2 da ajralib turuvchi dorsal kutikulyar oʻsimtalari bor. Rostrum noaniq; yon bosh boʻlagi chuqurchali, pastki antennal sinus oʻrtacha, yumaloq; koʻzlar yirik. Pleonitlar yon va dorsal chetlari boʻylab tuklarsiz; epimeral plastinkalar 1–3 ning har biri old qismida uzun ingichka setalar tutami bilan, ventral chetlari qattiq tuklar bilan, ayniqsa epimeron 2 da subventral qismida notekis tutamli ikki qator tuklar mavjud; 1-plastinkada distoposterior burchak ichkariga kirgan, 2 va 3-plastinkalarda esa choʻzilgan. Urosoma 1 va 2 urosomitlarning dorsal yuzasida sezilarli kutikulyar koʻtarilmalar bilan, har bir guruhda 4 yoki 5 tishli tikanlar va ular orasida joylashgan qisqa tuklar bilan qoplangan; urosomit 3 da orqa chetlarida yon guruhli tikanlar, ular orasida oʻrta qisqa tuklar tutami bor. Telson kengligidan uzunroq, chuqur ikkiga boʻlingan, har bir boʻlakda 2 tadan subapikal tishli tikan va ularning har biriga 2 ta oʻrtacha uzunlikdagi tuk mavjud.

Antennalar (2-rasm, B, D). Antenna I tana umumiy uzunligidan ancha qisqa, antenna II dan taxminan 0,1 marta uzunroq; pedunkul 1–3 boʻgʻimlari uzunlik nisbati 1:0,5:0,3, proksimal qismlarida qisqa tuklar tutami, 2-boʻgʻim oʻrtasida tuklar guruhi bilan; asosiy flagellyum 19 boʻgʻimli, har birida medial chetida qisqa tuklar bilan birga 1 tadan mayda suzuvchi tuzilma; qoʻshimcha oʻsimta 4 boʻgʻimli, yuz chetida qisqa tishli tikanlar, apikal oʻqi boʻylab koʻp sonli mayda yon tukchalar bor. Antenna II bez konusi qisqa; pedunkul 4 va 5-boʻgʻimlari uzunlik nisbati 1:0,8, har ikkalasi medial yuzada uzun qattiq tuklarning zich tutamlari bilan; flagellyum pedunkuldan ozroq qisqa, 6 boʻgʻimli, yon yuzalari va uchlarida uzun qattiq tuklar tutamli, juda kichik sezuvchi tuzilmalar mavjud emas.

Ogʻiz qismlari (2-rasm D). Yuqori lab sub-rombsimon, apikal qismida mayda tuklar guruhi bor. Mandibulalar deyarli teng: chap mandibula — kesuvchi qismi 5 tishli, mandibulaning harakatchan tishsimon oʻsimtasi 4 tishli; molyar orasida 6 ta tishli tikan qatori. Oʻng mandibula — kesuvchi qismi 4 tishli, bir nechta mayda tishchali. Pastki lab tuxumsimon, biroz konussimon ichki boʻlaklarga ega. Maxilla I assimetrik, palpalar uzun, yon yuzalarida 2 tadan patli tik bor; distal qismi tishli, chap palpada 5 tishli tikan va 4 oddiy tuk, oʻng palpada 6 tish va 2 tuk; tashqi plastinkada 11 ta taroqsimon koʻp tishli tikan, ichki boʻlaklari uchburchak, 14 patli tuk mavjud.

Gnatopodlar (Koʻkrak oyoqlari). Gnatopod I oʻrtacha tukli, basis (6-boʻgʻim) baquvvat, old va orqa chetlarida uzun patlanmagan tuklar, old tomonda qisqa tuklar qatori bor; karpus (5-boʻgʻim) uchburchaksimon, qisqichbaqasimonlar oyoq qoʻshimchasining oldingi boʻgʻimi (propodus) uchburchaksimon, tuxumsimon, kesuvchi cheti rivojlangan va aniqlovchi burchagida distal tishli 6 tikanli.

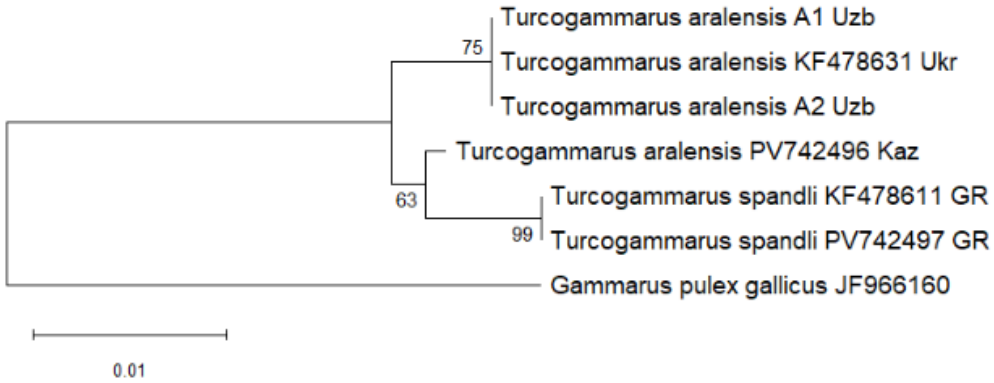
Pleopodlar va uropodlar (2-rasm E, J) qorin qismidagi qoʻshimcha oyoqchalari, lekin joylashuvi va vazifasi bilan farq qiladi. Pleopodlar 1–3 odatiy, pedunkullari uzun ingichka tuklar guruhlari bilan, retinakula 2 ilgakli va 3 ta qattiq oddiy tuk mavjud. Uropodlar 1–2 pedunkullari urosomadan tashqariga chiqadi, pedunkullarda chetlari boʻylab 2 yoki 3 tikan joylashgan; uropod I pedunkulida 2 basofasial tikan va tuklar guruhi mavjud; rami chetlari boʻylab 1 yoki 2 ta tikan, uropod I ichki rami (endopodit) dorsal yuzada 2 ta uzun qattiq tuk mavjud.

Uropod endopodit qisqa, tashqi ramidan qisqa, apikalda 1 ta tikan va medial yuzada 5 ta patli tuk mavjud; ventrodistal tishli tikanlar guruhi joylashgan; ekzopodit (tashqi rami) 2 boʻgʻimli, proksimal boʻgʻimida yon tomonda 3 juft tikan guruhi va chetlarida oʻrtacha zich mayda patli uzun tuklar, distal boʻgʻimi qisqa, apikalda tuklar toʻplami bor.

Molekulyar filogeniyasi.

Ushbu tadqiqotda *Turkogammarus* sp namunasi asosiy obyekt sifatida oʻrganilib, uning molekulyar filogenetik pozitsiyasi va turlararo evolyutsion munosabatlari oʻzaro maksimal echtimolik (Maximum Likelihood, ML) usuli asosida tuzilgan filogenetik daraxti MEGA12 dasturida bajarilgan tahlil qilindi. Filogenetik daraxtda tashqi guruh (outgroup) namunasi sifatida ishlatilgan *Gammarus pulex gallicus* (F966160) daraxtning eng ildiz qismida joylashgan bo'lib, u barcha *Turkogammarus* avlodi vakillaridan aniq ajralib chiqqan (3-rasm). Bu tanlov daraxtni to'g'ri ildizlantirishga va turkogammarus guruhi ichidagi monofiletik tuzilmani tasdiqlashga yordam beradi.

Quyidagi filogenetik daraxt *Turcogamarus* avlodiga mansub turlarning rDNK 18S geni fragmentlari asosida yaratilgan boʻlib, turlar oʻrtasidagi genetik aloqalarni koʻrsatadi. Daraxtda bootstrap qiymatlari yordamida filogenetik aniqlik ta'minlanib, u avlodni tavsiflash uchun foydalanilgan. Genbank (NCBI) bazasida rDNK 18S geni boʻyicha *Turcogamarus* avlodiga mansub ikkita turning mavjud boʻlib, shularining ketma-ketlikligi asosida daraxt tuzildi (3 - rasm).



3-rasm. *Turcogamarus* avlodiga mansub turlarining o‘zaro maksimal echtimolik (ML) usuli asosidagi filogenetik daraxti

Filogenetik tahlil natijalariga ko‘ra, O‘zbekistonni Sariqamish ko‘lidan olingan *Turcogamarus aralensis* A1 Uzb va A2 Uzb namunalari GenBank'dagi boshqa *T. aralensis* genotiplari bilan yaqin qarindoshlikda bo‘lib, ular bilan ikkita kladani hosil qilgani ko‘rsatdi. Birinchi kladada joylashgan *T. aralensis* KF478631 namunasi (Ukrainadan topilgan) bilan o‘rtacha bootstrap qo‘llab-quvvatlovi (≈75) aniqlanib, *T. aralensis* A1 Uzb va A2 Uzb namunalari ushbu taksonlar bilan genetik jihatdan yaqinligini ko‘rsatdi. Lekin tahlil uchun kiritilgan *T. aralensis* PV742496 turi (Qozoqston) namunasi past bootstrap qo‘llab-quvvatlovi bilan, boshqa alohida klada hosil qilib joylashdi.

Keyingi kladada *T. spandli* turning PV742497 va JF966160 namunalari filogenetik daraxtda yuqori qo‘llab-quvvatlovga ega (≈99) alohida monofiletik kladada joylashgan bo‘lib, bu ularning bir turga xos genetik yaqinlikni tasdiqlaydi.

Umuman olganda, *T. aralensis* namunalar o‘z turlariga xos bo‘lgan genetik kladalarda joylashganligi va bootstrap qiymatlari bilan qo‘llab-quvvatlanganligi ushbu namunalarni *T. aralensis* turiga tegishli deb tavsiflash mumkinligini bildiradi. Lekin Qozoqstonda aniqlangan *T. aralensis* PV742496 turi namunasini alohida klada hosil qilganligi tur populyatsiyalari ajralishni ko‘rsatadi. Genbankdagi boshqa populyatsiyalari bilan genetik uyg‘unligini hamda tur ichidagi filogenetik mustahkamligini tasdiqlaydi.

Ushbu yondashuvlar natijalari, O‘zbekiston hududida yashovchi pontagammaruslarning aniq molekulyar identifikatsiyasi va turlararo filogenetik munosabatlarining chuqurroq tushunilishida muhim ilmiy asos yaratmoqda. Kelgusidagi tadqiqotlarda rDNK 18S sohasidan tashqari, mitoxondrial COI genidan kengroq namunalar bazasi va geografik ma’lumotlar ham qo‘shilib, bu turlar o‘rtasidagi genetik va ekologik bog‘liqliklarni yanada chuqurroq o‘rganish zarurligi ta’kidlaymiz.

Muhokama

Ushbu tadqiqotda Sariqamish ko‘lining O‘zbekiston hududi qismidan olingan Turcogammarus aralensis namunalarining morfologik belgilari va rDNK 18S markeriga asoslangan molekulyar-filogenetik holati birgalikda tahlil qilindi. Olingan natijalar tur identifikatsiyasini faqat umumiy tashqi ko‘rinish asosida emas, balki urosoma, antennalar, epimeral plastinkalar, pleopod va uropodlar kabi diagnostik tuzilmalar majmuasi asosida baholash zarurligini ko‘rsatadi. Bu yondashuv Ponto-Kaspiy amfipodlarida tarixiy tavsiflarning qisqaligi, morfologik konvergensiya va avlodlararo taksonomik ko‘chirishlar bilan bog‘liq chalkashliklarni kamaytirishda muhim ahamiyatga ega [3].

Morfologik kuzatuvlar *T. aralensis* uchun xos bo‘lgan bir qator muhim belgilarni tasdiqladi. Jumladan, urosoma 1–2 segmentlaridagi dorsal kutikulyar ko‘tarilmalar, epimeral plastinkalarning ventral chetlaridagi tikan va tuklar kompleksi, antenna II pedunkul bo‘g‘imlarining zich va uzun tuklanishi, uropod III endopoditi va ekzopoditining nisbiy rivojlanishi mazkur turning diagnostikasida alohida ahamiyatga ega. Ayniqsa urosoma qurollanishi va orqa qo‘shimchalar tuzilishi Ponto-Kaspiy gammaroidlarida tur darajasidagi farqlanishni aniqlashda ishlatiladigan barqaror belgilardan biri hisoblanadi. Shu sababli ushbu ishda keltirilgan morfologik tavsif Sariqamish populyatsiyasini tarixiy Orolbo‘yi va Kaspiybo‘yi materiallari bilan qiyoslash imkonini beradi.

T. aralensis ning taksonomik tarixi uning hozirgi sistematik talqinini murakkablashtirgan. Tur dastlab Uljanin (1875) tomonidan Gammarus aralensis nomi bilan qisqa tavsiflangan, keyinchalik ayrim mualliflar uni Dikerogammarus, Obesogammarus yoki boshqa Ponto-Kaspiy gammaroidlariga yaqinlashtirgan. Bunday qarashlar, bir tomondan, eski tavsiflarda diagnostik belgilar yetarli darajada ko‘rsatilmaganligi, ikkinchi tomondan, Ponto-Kaspiy amfipodlarida tana shakli va tuklanish xarakterlarining ekologik sharoitga mos ravishda o‘zgaruvchanligi bilan bog‘liq. Mazkur tadqiqotda Sariqamish namunalarining morfologiyasi *Turcogammarus aralensis* talqiniga mos kelishi bu nomning O‘zbekiston hududidagi materiallar uchun qo‘llanishini asoslaydi.

Molekulyar filogenetik tahlil natijalari morfologik identifikatsiyani qo‘llab-quvvatlaydi. Sariqamish ko‘lidan olingan *T. aralensis* A1 Uzb va A2 Uzb namunalarining GenBank ma’lumotlar bazasidagi *T. aralensis* ketma-ketliklari bilan yaqin kladada joylashishi ushbu populyatsiyaning turga mansubligini tasdiqlaydi. Shu bilan birga *T. spandli* namunalari alohida, yuqori bootstrap qo‘llab-quvvatloviga ega klada hosil qilgani Turcogammarus avlodi ichida turlararo farqlanish mavjudligini ko‘rsatadi. Biroq rDNK 18S sohasi nisbatan konservativ marker bo‘lgani sababli, u tur ichidagi nozik filogeografik farqlarni to‘liq ochib bera olmaydi. Shuning uchun kelgusida COI va 16S kabi mitoxondrial markerlar hamda ko‘proq geografik namunalar jalb etilishi maqsadga muvofiq.

Filogenetik daraxtda Qozog‘iston materialiga mansub *T. aralensis* PV742496 namunasining alohida klada hosil qilishi tur ichida geografik differensiasiya mavjud bo‘lishi mumkinligini ko‘rsatadi. Bunday holat Aral-Kaspiy paleohavzasi tarixidagi gidrologik uzilishlar, sho‘rlanish rejimining o‘zgarishi va lokal populyatsiyalarning uzoq muddatli izolyatsiyasi bilan izohlanishi mumkin. Shu bilan birga, bitta marker va cheklangan namunalar asosida bunday farqni mustaqil evolyutsion birlik sifatida talqin qilish ehtiyotkorlikni talab qiladi. Hozirgi bosqichda bu natija Sariqamish, Orolbo‘yi, Shalkar va Volga-Sirdaryo tizimlari populyatsiyalarini kengroq qamrab olgan integrativ tahlillar zarurligini ko‘rsatadi.

Sariqamish ko‘li populyatsiyasining o‘rganilishi Orol dengizi inqirozi sharoitida alohida ekologik ahamiyatga ega. Orol dengizining regressiyasi, suv sathining pasayishi va sho‘rlanishning kuchayishi natijasida qadimgi Orol-Kaspiy faunasiga mansub ko‘plab gidrobiontlarning yashash joylari keskin qisqargan. *T. aralensis* kabi relikt pontogammaridlar bunday sharoitda faqat ayrim sho‘rtob yoki o‘zgaruvchan gidrologik rejimga ega havzalarda saqlanib qolishi mumkin. Shu jihatdan Sariqamish ko‘li O‘zbekiston hududidagi Ponto-Kaspiy relikt amfipodlarini saqlab qoluvchi muhim refugial hududlardan biri sifatida qaralishi mumkin.

Tadqiqot natijalari amaliy jihatdan ham muhimdir. O‘zbekiston Respublikasi Qizil kitobida ushbu taksonning *Dikerogammarus aralensis* nomi bilan berilishi tarixiy taksonomik qarashlar bilan bog‘liq bo‘lib, zamonaviy morfologik va molekulyar ma’lumotlar asosida nomenklaturani qayta ko‘rib chiqish zarurligini ko‘rsatadi. Tur nomining barqarorlashtirilishi nafaqat ilmiy sistematika uchun, balki muhofaza choralarini belgilash, monitoring dasturlarini yuritish va ma’lumotlar bazalarida yagona taksonomik birlikdan foydalanish uchun ham muhimdir.

Xulosa

Umuman olganda, ushbu ish Sariqamish ko‘li hududidan olingan *T. aralensis* namunalarining morfologik va molekulyar jihatdan tasdiqlanganligini ko‘rsatadi. Natijalar O‘zbekiston suv havzalaridagi Ponto-Kaspiy amfipodlarining taksonomik holatini aniqlashtirish, ularning tarixiy areali va hozirgi populyatsion tuzilmasini baholash uchun dastlabki asos yaratadi. Kelgusida turli mavsumlarda va turli sho‘rlanish gradientlarida yig‘ilgan namunalar, kengaytirilgan morfometrik tahlil, COI/16S markerlari bo‘yicha DNK barkodlash hamda GenBank ma’lumotlari bilan qiyosiy filogeografik tahlillar ushbu turning O‘zbekiston va Markaziy Osiyodagi real tarqalish chegaralarini aniqroq belgilash imkonini beradi.

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МЕЖДУНАРОДНЫЕ СТАНДАРТЫ УСТОЙЧИВОГО РАЗВИТИЯ В РЫБНОЙ ОТРАСЛИ УЗБЕКИСТАНА: ПРИМЕНЕНИЕ, ТЕКУЩЕЕ СОСТОЯНИЕ И ПЕРСПЕКТИВЫ ВНЕДРЕНИЯ

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Аннотация: *Статья посвящена анализу применения международных стандартов устойчивого развития в рыбной отрасли Республики Узбекистан. Рассматриваются современные глобальные подходы к устойчивому развитию, включая стандарты International Sustainability Standards Board (ISSB), принципы ESG и цели устойчивого развития United Nations (SDGs), а также их практическое применение в аквакультуре и рыбном хозяйстве. Проанализировано текущее состояние внедрения данных стандартов в отрасли, представлены статистические показатели развития рыбного хозяйства Узбекистана, выявлены основные ограничения и сформулированы предложения по интеграции стандартов устойчивого развития в систему управления и отчётности рыбохозяйственных предприятий.*

Ключевые слова: *ISSB, ESG, SDGs, рыбная отрасль, аквакультура, Узбекистан.*

O'ZBEKISTON BALIQCHILIK SANOATINING BARQAROR RIVOJLANISHI UCHUN XALQARO STANDARTLAR: QO'LLANILISHI, HOZIRGI HOLATI VA AMALIY TADBIRLAR ISTIQBOLLARI

Annotatsiya: *Maqola O‘zbekiston Respublikasi baliqchilik sohasida barqaror rivojlanishning xalqaro standartlarini qo‘llash tahliliga bag‘ishlangan. Unda barqaror rivojlanishga oid zamonaviy global yondashuvlar, jumladan, Xalqaro barqaror rivojlanish standartlari kengashi (ISSB) standartlari, ESG tamoyillari va Birlashgan Millatlar Tashkilotining Barqaror rivojlanish maqsadlari (SDGs) hamda ularning akvakultura va baliq xo‘jaligida amaliy qo‘llanilishi ko‘rib chiqiladi. Shuningdek, mazkur standartlarning sohada joriy etilishining hozirgi holati tahlil qilinadi, O‘zbekiston baliq xo‘jaligining rivojlanish statistik ko‘rsatkichlari keltiriladi, asosiy cheklovlar aniqlanadi hamda barqaror rivojlanish standartlarini baliqchilik korxonalarining boshqaruv va hisobot tizimiga integratsiya qilish bo‘yicha takliflar shakllantiriladi.*

Kalit so‘zlar: *ISSB, ESG, SDGs, baliqchilik sohasi, akvakultura, O‘zbekiston.*

INTERNATIONAL STANDARDS FOR SUSTAINABLE DEVELOPMENT IN THE FISHING INDUSTRY OF UZBEKISTAN: APPLICATION, CURRENT STATUS AND PROSPECTS FOR IMPLEMENTATION

Abstract: *This article is dedicated to analyzing the application of international sustainability standards in the fishery sector of the Republic of Uzbekistan. It examines contemporary global approaches to sustainable development, including the standards of the International Sustainability Standards Board (ISSB), ESG principles, and the United Nations Sustainable Development Goals (SDGs), as well as their practical application in aquaculture and fisheries. The current state of these standards' implementation in the sector is analyzed, statistical indicators of Uzbekistan's fishery development are presented, key constraints are identified, and recommendations are formulated for integrating sustainability standards into the management and reporting systems of fishery enterprises.*

Keywords: *ISSB, ESG, SDGs, fishery sector, aquaculture, Uzbekistan.*

Введение

Устойчивое развитие в последние годы стало центральной концепцией глобальной экономической и экологической политики. Международные организации, инвесторы и финансовые институты всё чаще требуют от предприятий раскрытия информации не только о финансовых результатах, но и о воздействии их деятельности на окружающую среду, общество и систему управления.

Для рыбной отрасли, напрямую зависящей от состояния водных экосистем и биологического разнообразия, внедрение стандартов устойчивого развития имеет особое значение. В условиях водного дефицита и климатических изменений для Uzbekistan становится актуальной задача интеграции международных стандартов устойчивого развития в практику управления рыбным хозяйством.

Развитие аквакультуры и рыбного хозяйства играет важную роль в обеспечении продовольственной безопасности, создании рабочих мест и устойчивом развитии сельских территорий. В этой связи внедрение международных стандартов устойчивого развития становится важным инструментом повышения эффективности и экологической устойчивости отрасли.

Материалы и методы:

Международные стандарты устойчивого развития: сущность и содержание

Стандарты ISSB (IFRS S1 и IFRS S2)

Совет по международным стандартам устойчивого развития — International Sustainability Standards Board — разработал глобальные стандарты раскрытия информации в области устойчивого развития:

- IFRS S1 — общие требования к раскрытию финансово значимой информации об устойчивом развитии;
- IFRS S2 — раскрытие информации, связанной с климатическими рисками и возможностями.

Данные стандарты направлены на то, чтобы компании системно раскрывали риски и возможности, связанные с устойчивым развитием, которые могут повлиять на их долгосрочную стоимость **Standards Board, (2023)** и **United Nations. (2015)**.

Принципы ESG

Подход ESG (Environmental, Social, Governance) является одним из ключевых инструментов оценки устойчивости деятельности компаний.

Для рыбной отрасли ESG-подход включает:

Экологические аспекты

- качество воды;
- сохранение биоразнообразия;
- контроль антропогенной нагрузки на экосистемы.

Социальные аспекты

- занятость населения;
- безопасность труда;
- развитие сельских территорий.

Управленческие аспекты

- прозрачность управления;
- управление экологическими рисками;
- соблюдение природоохранного законодательства.

Цели устойчивого развития ООН United Nations Environment Programme (UNEP). (2020) и Food and Agriculture Organization of the United Nations (FAO). (2021).

Рыбная отрасль Узбекистана напрямую связана с достижением целей устойчивого развития United Nations, прежде всего:

- ЦУР 2 — ликвидация голода;
- ЦУР 8 — достойная работа и экономический рост;
- ЦУР 12 — ответственное потребление и производство;
- ЦУР 14 — сохранение морских и водных экосистем.

Результаты и дискуции:

Экологические аспекты устойчивого развития рыбной отрасли

Экологическая устойчивость рыбного хозяйства определяется состоянием водных экосистем и их биоразнообразием.

Основными компонентами водных экосистем являются:

- фитопланктон — основа первичной продукции;
- зоопланктон — важная кормовая база для рыб;
- зообентос — индикатор экологического состояния водоёмов;

• ихтиофауна — завершающий элемент трофических цепей.

Нарушение экологического баланса приводит к деградации водоёмов, снижению рыбопродуктивности и росту экологических рисков. Международные стандарты устойчивого развития требуют учитывать эти факторы при стратегическом планировании и раскрытии информации.

Текущее состояние развития рыбной отрасли Узбекистана Министерство сельского хозяйства Республики Узбекистан. (2021) и Kim, V.V., & Saidova, F.N. (2022).

В последние годы рыбная отрасль Узбекистана демонстрирует устойчивый рост. Развитие интенсивной аквакультуры, расширение прудовых хозяйств и государственная поддержка отрасли способствуют увеличению объёмов производства.

Таблица 1

Динамика производства рыбы в Узбекистане

Год	Производство рыбы, тыс. Тонн	Темп роста
2022	157	—
2023	180	+14,6 %
2024	191,4	+6,3 %
2025	206,2	+7,7 %

Данные таблицы свидетельствуют о стабильной положительной динамике развития рыбной отрасли. В 2025 году производство рыбы превысило 206 тыс. тонн, что подтверждает рост производственного потенциала аквакультуры.

Таблица 2

Производство рыбы по регионам Узбекистана

Регион	Производство, тыс. тонн
Хорезмская область	35,9
Ташкентская область	23,4
Андижанская область	22,3
Самаркандская область	20,5
Наманганская область	20,0
Ферганская область	16,4
Республика Каракалпакстан	14,0
Джизакская область	12,5
Сырдарьинская область	11,7
Навоийская область	10,2
Сурхандарьинская область	7,8
Бухарская область	6,7
Кашкадарьинская область	4,6

Наибольший объём производства рыбы сосредоточен в Хорезмской, Ташкентской и Андижанской областях, что связано с благоприятными гидрологическими условиями и развитой инфраструктурой аквакультуры. Основные показатели развития рыбной отрасли

Таблица 3

Ключевые показатели рыбного хозяйства Узбекистана

Показатель	Значение
Общий объём производства рыбы	206,2 тыс. тонн
Производство аквакультуры	около 140 тыс. тонн
Импорт рыбы и морепродуктов	около 12 тыс. тонн
Доля рыбной продукции в сельском хозяйстве	более 1 трлн сум

Эти показатели демонстрируют возрастающую роль рыбной отрасли в структуре аграрной экономики страны.

Связь международных стандартов устойчивого развития и рыбной отрасли

Таблица 4

Применение международных стандартов устойчивого развития в рыбном хозяйстве

Стандарт	Основные требования	Практическое применение
ISSB (IFRS S1)	раскрытие информации об устойчивом развитии	экологическая и нефинансовая отчётность
ISSB (IFRS S2)	раскрытие климатических рисков	оценка влияния температуры воды
ESG	экологические, социальные и управленческие показатели	мониторинг качества воды и биоразнообразия
ЦУР ООН	глобальные цели устойчивого развития	продовольственная безопасность

Перспективы внедрения стандартов устойчивого развития

1. Формирование отраслевой модели устойчивого развития

Целесообразно разработать национальные рекомендации по применению стандартов ISSB и ESG с учётом специфики рыбной отрасли Узбекистана.

2. Развитие системы экологического мониторинга

Необходимо интегрировать данные о состоянии водных экосистем (качество воды, биоразнообразие, биомасса) в систему управленческой и нефинансовой отчётности предприятий.

3. Подготовка кадров

Важно развивать междисциплинарные компетенции специалистов на стыке экологии, экономики и управления устойчивым развитием.

4. Роль государства и инвесторов

Государственная поддержка и требования инвесторов могут стать ключевыми драйверами внедрения международных стандартов устойчивого развития в рыбной отрасли

Заключение

Международные стандарты устойчивого развития являются важным инструментом повышения экологической и экономической эффективности рыбной отрасли. Их внедрение в рыбное хозяйство Узбекистана позволит обеспечить сохранение биоразнообразия водных экосистем, повысить прозрачность деятельности предприятий и создать условия для долгосрочного устойчивого развития отрасли.

В условиях роста производства аквакультуры и усиления глобальных экологических требований интеграция стандартов устойчивого развития становится одним из ключевых факторов модернизации рыбной отрасли страны.

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FARG'ONA VODIYSIDA OQ LAYLAKLARNING YASHASH MUHITI VA ULARNI MUHOFAZA QILISH MASALALARI

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Annotatsiya: *Ushbu maqolada Farg'ona vodiysida uchraydigan oq laylak- larning yashash muhiti, tarqalishi va ularning ekologik xususiyatlari tahlil qilingan. Tadqiqot davomida laylaklarning asosan aholi punktlari, sug'oriladigan qishloq xo'jaligi yerlari, kanal va ariqlar atrofida yashashi aniqlangan. Shuningdek, ularning in qurish joylari, ozuqa manbalari va ko'payish jarayonlari haqida ma'lumotlar keltirilgan. So'nggi yillarda iqlim o'zgarishi, inson faoliyati va infratuzilmaning rivojlanishi natijasida laylaklarning yashash muhitida ayrim o'zgarishlar kuzatilayotgani ta'kidlangan. Maqolada laylaklar populyatsiyasini saqlash, ularning in qurish joylarini muhofaza qilish va ekologik muhitni asrash bo'yicha tavsiyalar berilgan.*

Kalit so'zlar: *oq laylak, Farg'ona vodiysi, yashash muhiti, migratsiya, in qurish joylari, ekologiya, muhofaza.*

АРЕАЛ ОБИТАНИЯ БЕЛЫХ АИСТОВ В ДОЛИНЕ ФЕРГАНЫ И ПРОБЛЕМЫ ИХ СОХРАНЕНИЯ

Аннотация**:** *В данной статье рассматриваются особенности среды обитания белого аиста (White Stork) в Ферганской долине, а также вопросы его распространения и экологических характеристик. В ходе исследования установлено, что аисты в основном обитают в населённых пунктах, на орошаемых сельскохозяйственных землях и вблизи каналов и водоёмов. В статье приводятся сведения о местах гнездования, кормовой базе и особенностях размножения птиц. Отмечается, что в последние годы под влиянием климатических изменений, хозяйственной деятельности человека и развития инфраструктуры наблюдаются изменения в местах обитания аистов. Также в работе предложены рекомендации по сохранению популяции белого аиста, охране мест гнездования и поддержанию экологического равновесия.*

Ключевые слова**:** *белый аист, Ферганская долина, среда обитания, миграция, гнездование, экология, охрана природы.*

HABITAT OF WHITE STORKS IN THE FERGANA VALLEY AND ISSUES OF THEIR CONSERVATION

Abstract: *This article analyzes the habitat, distribution, and ecological characteristics of the white stork in the Fergana Valley. The study shows that white storks mainly inhabit rural settlements, irrigated agricultural lands, and areas near canals and water bodies. Information about nesting sites, feeding resources, and breeding characteristics of the species is presented. In recent years, certain changes in the habitat of white storks have been observed due to climate change, human activities, and infrastructure development. The article also provides recommendations for the conservation of the white stork population, protection of nesting sites, and preservation of ecological balance in the region.*

Keywords: *white stork, Fergana Valley, habitat, migration, nesting sites, ecology, conservation.*

Kirish.

Oq laylak o‘zbekiston Qizil kitobiga xavf ostiga yaqin (*NT - Near Threatened)* kenja tur sifatida kiritilgan[1]. Uzoq muddatli tadqiqotlar shuni ko‘rsatadiki, O‘zbekistonda oq laylak populyatsiyasining holati juda o‘zgaruvchan bo‘lib, bu holat landshaftlarning antropogen o‘zgarishi hamda turning yuqori biologik moslashuvchanligi bilan bog‘liq[2-6]. O‘zbekiston hududida oq laylaklarning eng yirik koloniyalari Sirdaryo daryosining o‘rta oqimlarida, Chirchiq va Ohangaron daryolarining o‘rta va quyi oqimlarida, Farg‘ona vodiysida hamda Samarqand vohasida joylashgan. Son jihatdan kichik va kamayib borayotgan populyatsiyalar Jizzax va Samarqand viloyatlaridagi Turkiston tizmasi etaklarida, shuningdek Qashqadaryo va Surxondaryo viloyatlari vodiylarida qayd etilgan. Mazkur hududlarda oq laylak 1940–1950-yillargacha keng tarqalgan uya quruvchi qush bo‘lgan [7-8]. 2005-yilgacha O‘zbekiston hududida 745 ta uya quruvchi juft qayd etilgan bo‘lib, ularning 452 tasi aynan Farg‘ona vodiysiga to‘g‘ri kelgan [9].

Keyingi paytlarda global iqlim o‘zgarishi oqibatida oq laylaklarni yashash tarzi, ko‘payish dinamikasi, ozuqa manbalari, migratsion ko‘rsatkichlari hamda antrapogen faoliyat ta’siri natijasida ekologik xavf paydo bo‘layotgandek ko‘rinmoqda. Biroq, soxa olimlari tomonidan olib borilgan tadqiqotlar ko‘rsatishicha, iqlim isishi natijasida ba’zi laylaklar an’anaviy uzoq migratsiyani qisqartirishi yoki umuman migratsiya qilmasligi mumkin. Masalan, ayrim hududlarida ilgari uzoq issiq o‘lkalarga uchib ketadigan laylaklar endi qishni ham shu yerda o‘tkaza boshlagani kuzatilgan. Buning sababi qishlar iliqlashib, ozuqa topish imkoniyati saqlanib qolishi xarakterlanishidir. Lekin, oq laylaklarni yashash sharoitiga salbiy ta’sir etuvchi ekologik omillar xam yo‘q emas. Masalan, iqlim o‘zgarishi bilan bog‘liq botqoqlik va nam yerlarni kamayishi, hasharotlar va qurbaqalar kabi ozuqaning kamayishi, shahar va qishloqlarni kengayishi hamda atmosferada kimyoviy moddalarni ortishi kabi jarayonlar salbiy ta’sirga ega.

Tadqiqot natijalari ko‘rsatishicha, O‘zbekistonda oq laylaklar asosan **Farg‘ona vodiysi va Toshkent vohasida** ko‘proq uchraydi. Ilmiy hisob-kitoblarga ko‘ra, mamlakatda ularning soni 1990-yillardan keyin ma’lum darajada kamaygan.

Adabiyotlar taxlili.

Markaziy Osiyo, O‘zbekiston va Farg‘ona vodiysida Oq laylak bo‘yicha ilmiy tadqiqotlar turli davrlarda ornitologlar, biologlar va ilmiy muassasalar tomonidan olib borilgan. Bu tadqiqotlar asosan laylaklarning tarqalishi, migratsiyasi, in qurishi, populyatsiyasi va muhofazasini o‘rganishga qaratilgan. Markaziy Osiyo faunasini o‘rganish XIX–XX asrlarda boshlangan bo‘lib, rus zoologi Nikolay Zarudniy tomonidan bir nechta ekspeditsiyalar uyushtirib, Turkiston hududidagi qushlar faunasini o‘rgangan va minglab qush namunalarini yig‘gan. Bu olimning ishlari keyinchalik Markaziy Osiyo ornitologiyasi uchun asos bo‘lgan. O‘zbekistonda laylaklar bo‘yicha tadqiqotlar asosan universitetlar va ilmiy tashkilotlar tomonidan amalga oshirilgan. Xususan, Roman Kashkarov, Alisher Atakhodjaev va Yuliya Mitropolskayalar tomonidan O‘zbekistonda oq laylak populyatsiyasi, tarqalishi va antropogen ta’sirlarni o‘rganilgan.

O‘zbekistonda oq laylak populyatsiyasining o‘zgaruvchanligi va uning yuqori biologik moslashuvchanligi bilan bog‘liq masalalarni Sagitov 1987, Nazarov va Abdunazarov 1987, Shernazarov va boshq. 1994, Mitropolsky 2007, Kashkarov va boshq. 2016, Mamashukurov va Jabborov 2017 yillarda o‘rganib tadqiqot ishlarini olib borishgan .

Tadqiqot metodologiyasi.

Keyingi yillarda sun’iy yo‘ldosh tasvirlarini orqali oq laylaklarni yashash tarzini tahlil qilish, joylashgan uyalari to‘g‘risida ma’lumotlar olish, o‘ziga xos tuzilishi va joylashuvini oldindan aniqlash imkoniyatlari bo‘yicha Gritsina 2022, Fedorenko va Zima 2024 muvaffaqiyatli tajribalar o‘tkazgan [1].

Bugungi kunda oq laylaklarning yashash tarzi, migratsiyasi va oziqlanishini tadqiq qilishda turli zamonaviy ishlar amalga oshirilishi mumkin. Xususan, laylaklarning migratsiya yo‘nalishlari GIS xaritalariga integratsiya qilish, havfli zonalar (qurilish, magistrallar, cho‘llar) va biotoplar GIS orqali belgilash hamda muhofaza qilish hududlarini aniqlash, sun’iy to‘siqlar va suv inshoatlari ta’sirini baholash kabi ishlarni amalga oshirilishini nazarda tutadi.

Natijalar va ularning tahlili

Farg‘ona vodiysida uchraydigan oq laylak (*NT-Near Threatened)* Markaziy Osiyoda keng tarqalgan yirik qushlardan biri bo‘lib, u asosan inson yashaydigan hududlar bilan yaqin aloqada yashaydi**.** Oq laylaklar evolyutsion jihatdan qadimiy qushlardan hisoblanadi. Ilmiy ma’lumotlarga ko‘ra, ularning ajdodlari Yevroosiyo va Afrika hududlarida million yillar davomida shakllangan. Keyinchalik iqlim o‘zgarishlari va tabiiy muhitning o‘zgarishi natijasida laylaklar turli mintaqalarga tarqalgan. Farg‘ona vodiysi laylaklar uchun qulay tabiiy va antropogen muhitga ega hudud hisoblanadi. Shu sababli ular bu yerda uzoq vaqtdan beri yashab kelmoqda va mahalliy ekotizimning muhim qismi hisoblanadi.

Topografik nuqtayi nazardan Farg‘ona vodiysi Tyanshan va Hisor–Oloy tog‘ tizmalari bilan o‘ralgan keng tekislikdan iborat. Vodiyning asosiy qismi taxminan 22 000 km² maydonni egallaydi, va umumiy maydoni atrofidagi tog‘ tizmalari bilan birgalikda Farg‘ona vodiysining umumiy maydoni 80 000 km² gacha yetadi. Vodiyning tub qismi asosan tekislikdan iborat. Uning markaziy va g‘arbiy hududlarida qumli maydonlar sho‘rxok yerlari (solonchaklar), xususan Yozyovon va Qoraqalpoq cho‘llari bilan almashinib joylashgan. Tekislik qismi adirlar (past tog‘lar) va Qurama, Chotqol, Farg‘ona, Turkiston hamda Oloy tizmalari etaklari bilan o‘ralgan. Hududdagi eng yirik daryo Sirdaryodir .

2021-2023-yillarda O‘zbekistonning Farg‘ona vodiysida oq laylak (*Ciconia ciconia asiatica*) ning ko‘payuvchi juftlarini hisobga olish bo‘yicha tadqiqot o‘tkazildi. Tarixiy ma’lumotlarga ko‘ra, eng yuqori ko‘rsatkich 1990-yillarda qayd etilgan bo‘lib, o‘sha davrda taxminan 1340 ta ko‘payuvchi juft mavjud bo‘lgan. Oq laylaklar soni 2014 -2015-yillarda tarixiy minimum darajaga tushib ketdi bu davrda atigi 70 ta bolali juft qayd etildi [10-11]. Ushbu keskin kamayish elektr uzatish tarmoqlaridagi uya va inlarning ataylab olib tashlanishi bilan bog‘liq bo‘lgan.

2021-2023-yillardagi monitoring natijalariga ko‘ra, jami 897 ta uya aniqlanib, ularning 834 tasi (93%) ko‘payuvchi juftlar tomonidan band etilgan. Bu ko‘rsatkich 1990-yillarda qayd etilgan sonning 62,2 % foizini tashkil etgan.

Oq laylaklar tarqalgan hududlar maydoni 9467,1 km² ni tashkil etib, NDWI (Normalizatsiyalangan suv Indeksi) tahliliga asoslanib, potensial yashash muhitlari umumiy maydoni 11 511,5 km² deb baholanganligini ko‘rsatgan. Ko‘payuvchi qushlarning zichligi har 100 km² ga 7,24 juftni tashkil etgan.

Laylaklarni qanday va qay holatda yashash ko‘rsatkichlari ko‘p xollarda ular qoldirgan va yashayotgan uyalaridan aniqlash imkoniyati mavjud. Farg‘ona vodiysining ayrim joylarida oq laylak uyalari yashash vositasi sifatida turgan bo‘lsada, amalda mavjud qushlar tark etgan. Buning ham o‘ziga yarasha tabiiy ham iqtisodiy sabablari bor. Bizga ma’lumki, barcha uyalar Farg‘ona vodiysining tekislik qismida joylashgan bo‘lib, bu yerda oq laylaklar uya qurish uchun turli xil antropogen inshootlar hamda daraxtsimon o‘simliklardan foydalanib amalga oshirgan. Hududlar bo‘yicha uyalarning taqsimlanishi notekis bo‘lib, asosan geografik sharoitlarga bog‘liqligini ko‘rishimiz mumkin.

Farg‘ona viloyatida uyalarning aksariyati (197 ta) turanga (*Populus pruinosa*) daraxtlarida qurilgan bo‘lib, bunga ushbu hududda to‘qay (daryo bo‘yi) o‘rmonlarining qolgan ikki viloyatga nisbatan kengroq tarqalganligi sabab bo‘lgan. Namangan viloyatida esa eng ko‘p uyalar (277 ta) beton elektr ustunlarda aniqlangan. Bu holat keng elektr tarmoqlarining daryolar, kanallar, baliqchilik hovuzlari, sholi ekinlari hamda sun’iy suv omborlari kabi oziqlanish uchun qulay hududlarga yaqin joylashganligi bilan izohlanadi.

Umuman olganda, Farg‘ona vodiysi bo‘yicha uyalarning eng katta qismi (53%) beton elektr ustunlarda, 24% turanga daraxtlarida va 16% metall elektr ustunlarda joylashgan. Oq laylaklarning 110 kV gacha bo‘lgan elektr uzatish liniyalari ustunlarida uya qurishi qayd etildi. Suv minoralari, uyali aloqa minoralari va kichik yog‘och telegraf ustunlarida joylashgan uyalarning ulushi juda kam bo‘lib (2%), baland yog‘och elektr ustunlarida esa uyalarning atigi 1% aniqlangan [12].

Yuqoridagi ma’lumotlardan ko‘rinib turibdiki, oq laylaklarni yashash sharoiti ham hududiy jixatdan va ham son jihatdan o‘zgarishga ega bo‘lgan. Bunga bir nechta sabablarni ko‘rsatib o‘tish mumkin.

1. Laylaklar yashaydigan tabiiy muhitlar birmuncha qisqarib bormoqda. Ya’ni, axolini xo‘jalik maqsadida yangi yerlarni o‘zlashtirishi, tabiiy suv ta’minotidagi buzilishlar sabab bo‘lgan.

2.Laylaklar uya qurgan elektr tarmoqlarining yangilanishi, ustunlarning almashishi yoki ta’mirlanishi inlarning yo‘qolishiga yoki ko‘chishiga olib kelgan.

Farg‘ona vodiysidagi ekotizimni birmuncha o‘zgarishi oqibatida oq laylaklar yashash uyalarida noodatiy xolatlar namoyon bo‘layotganini ko‘rishimiz mumkin. Masalan, keyingi paytda laylak uyalari axoli tomlariga, suv minoralariga, masjid va tarixiy minora gumbazlariga in qurmoqda. Bundan tashqari ilgari laylaklar asosan, quruq shoxlar, o‘tlar, qamishlardan foydalangan. Hozir esa ba’zan in qurishda, sim parchalari, polietilen paketlar, plastik materiallar, latta va mato kabi sun’iy materiallar ham uchramoqda. Bu holatlar asosan inson faoliyati va muhit o‘zgarishi bilan bog‘liqligi haqiqatga yaqin.

Biz Oq laylaklar yashash joyi va migratsiyasini o‘rganish uchun Farg‘ona vodiysining hududida joylashgan viloyatlarining xar-bir tumanlariga fevral-mart oylarida borish orqali ularning uya qurgan joylarini aniq hisobga olish uchun GAT dasturidan foydalanib har bir o‘rganilgan tuman va hudud bo‘yicha laylaklar uyi manzili bo‘yicha GPS koordinatalari aniqlandi. Tadqiqot jarayonida laylak uyalari soni 96 ta ekanligi va bu uyalarni qurishda har-xil daraxt shoxlari masalan tut, gilos, terak va qamish, yantoq va bangidevona kabi o‘simliklardan foydalanilganligini ko‘rishimiz mumkin (1-rasm).

1-rasm. Oq laylak uyasidagi turli-xil chiqindilar.

Laylak uyalarining balandiligi qancha yuqori bo‘lsa bu uyalarning pastki qismlarini boshqa qushlar yani chumchuqlar yoki hind maynasi tomonidan kovaklar hosil qilinib uya sifatida foylanilayotganligi ko‘rish mumkin. Hududlar laylak uyalarining balandligi 15-20 sm dan 1,5 metr, uyalar diametri taxminan 80-90 sm dan 1,5 metr atrofida shakllantirilgan (2-rasm). Agar uyalar balandligi yuqori bo‘lsa uyaning tepa qismi diametri kichik past bo‘lsa diametri keng ekanligi aniqlandi.

2-rasm. Uyalarning turlicha balandligi.

Bundan tashqari uyalardagi individlar soni bo‘yicha monitoringi yuritildi. Buning natijasida 48 ta qushlar soni aniqlandi.

Ba’zi joylarda uyalar laylaklar tomonidan qayta tamirlash natijasida uyaning balandligi yuqori bo‘lganligi sababli ma’lum tomonga og‘ish holati va bu esa uyalarni agar kuchli shamol kuzatilsa qulash ehtimoli borligi aniqlandi. Bu uyalar asosan qishloq ho‘jalik maydonlarida kuzatildi va dala maydonlari atrofida tashlamalar borligi aniqlandi. Tashlamalarning taxminiy maydoni har bir dala maydonida turlicha va o‘rtacha 5-10 sotix atrofida hisoblandi (3-rasm). Bu tashlamalar bahor yoz oylarida ozuqa manbai bo‘lishi yani tashlamalardan qurbaqa va ilonlarni tutib yeyishi mumkin. Qish oylarida migratsiya qilmaydigan laylaklar asosan daryo bo‘ylariga yoki suv omborlari, baliqchilik ho‘jaliklariga baliq chavoqlari bilan oziqlanish uchun uchib boradi.

3-rasm. Oq laylak uyalar atrofidagi tashlamalar.

Farg‘ona vodiysida joylashgan Namangan viloyatining ayrim tumanlarida tuman elektr tarmoqlari xodimlari tomonidan yuqori kuchlanishli temir-beton sim yog‘ochlarning yuqori qismiga laylaklar uya qurmasligi va qo‘nmasligi uchun simlardan maxsus to‘qilgan uskunalarni joylashtirilganligi aniqlandi (4-rasm).

4-rasm. Laylaklar uya qurmasligi uchun simlardan maxsus to‘qilgan moslama.

Xulosa.

Farg‘ona vodiysi Markaziy Osiyoda oq laylaklar keng tarqalgan va uzoq vaqtdan beri yashab kelayotgan hududlardan biri hisoblanadi. Bu qushlar asosan inson yashaydigan hududlar, qishloq xo‘jaligi yerlari, sug‘orish kanallari va ochiq dalalarga yaqin joylarda yashaydi. Bunday muhit ular uchun ozuqa manbalariga boy bo‘lib, hasharotlar, qurbaqalar, mayda kemiruvchilar va boshqa kichik hayvonlar bilan oziqlanish imkonini beradi. Shu sababli Farg‘ona vodiysi laylaklar uchun qulay ekologik sharoitga ega hudud hisoblanadi.

So‘nggi yillarda laylaklarning yashash tarzi va in qurish joylarida muayyan o‘zgarishlar kuzatilmoqda. Bu o‘zgarishlar asosan global iqlim o‘zgarishi, inson faoliyati va tabiiy muhitning o‘zgarishi bilan bog‘liq. Iqlimning isishi, qurg‘oqchilik holatlarining ko‘payishi va suv rejimining o‘zgarishi laylaklar oziqlanadigan organizmlar soniga ta’sir ko‘rsatmoqda. Bu esa laylaklarning yashash hududlari va migratsiya jarayonlariga ma’lum darajada ta’sir qilishi mumkin.

Bundan tashqari, aholi punktlarining kengayishi, yangi binolar va infratuzilmalar qurilishi, daraxtlarning kesilishi kabi omillar ham laylaklarning an’anaviy in qurish joylarining o‘zgarishiga sabab bo‘lmoqda. Shu bilan birga, elektr ustunlari, aloqa tarmoqlari va boshqa sun’iy inshootlar laylaklar uchun yangi in qurish joylariga aylanmoqda. Ayrim hollarda ular in qurishda shox-shabbalar bilan birga plastik yoki boshqa sun’iy materiallardan ham foydalanishi kuzatilmoqda. Bu holat laylaklarning inson muhitiga moslashuvchan ekanligini ko‘rsatadi.

Xulosa qilib aytganda, Farg‘ona vodiysida laylaklar tabiiy va antropogen muhit o‘rtasida yashab, o‘zining yashash tarzini ma’lum darajada o‘zgartirib bormoqda. Shuning uchun ularni muhofaza qilish, in qurish joylarini saqlab qolish va tabiiy ekotizimni asrash muhim ahamiyatga ega. Bu esa kelgusida laylaklar populyatsiyasini barqaror saqlashga xizmat qiladi.

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TOSHKENT BOTANIKA BOG‘I KOLLEKSIYASIDAGI IGNABARGLI O‘SIMLIKLARNING MIKROKLONAL KO‘PAYTIRISH TEXNOLOGIYASI

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Annotatsiya. *Ushbu maqolada ignabargli o‘simliklarni mikroklonal ko‘paytirish jarayonini optimallashtirish masalalari ko‘rib chiqilgan. Tadqiqot davomida eksplantlar samarali sterilizatsiya qilinib, ularni o‘stirish uchun eng maqbul ozuqa muhitlari tanlab olindi. Tajribalarda DKW, MS, WPM, N6 va B5 ozuqa muhitlaridan foydalanildi hamda ularning samaradorligi qiyosiy baholandi.*

Kalit so‘zlar: *in vitro ko‘paytirish, ozuqa muhitlari, mikroko‘paytirish, ignabargli o‘simliklar, sterilizatsiya, eksplantlar.*

ТЕХНОЛОГИЯ МИКРОКЛОНАЛЬНОГО РАЗМНОЖЕНИЯ ХВОЙНЫХ РАСТЕНИЙ ИЗ КОЛЛЕКЦИИ ТАШКЕНТСКОГО БОТАНИЧЕСКОГО САДА

Аннотация. *В данной статье рассмотрены вопросы оптимизации микро-клонального размножения хвойных растений. В ходе исследования экспланты были эффективно стерилизованы, а также подобраны наиболее оптимальные питательные среды для их культивирования. В экспериментах использовались питательные среды DKW, MS, WPM, N6 и B5, проведена их сравнительная оценка эффективности.*

Ключевые слова*: in vitro размножение, питательные среды, микроклональное размножение, хвойные растения, стерилизация, экспланты.*

MICROCLONAL PROPAGATION TECHNOLOGY OF CONIFEROUS PLANTS FROM THE COLLECTION OF THE TASHKENT BOTANICAL GARDEN

Abstract. *This article discusses the optimization of microclonal propagation of coniferous plants. During the study, explants were effectively sterilized, and the most suitable nutrient media for their cultivation were selected. DKW, MS, WPM, N6, and B5 nutrient media were used in the experiments, and their efficiency was comparatively evaluated.*

Keywords: *in vitro propagation, nutrient media, microclonal propagation, coniferous plants, sterilization, explants.*

Kirish

Hozirgi kunda bioxilma–xillikni saqlash insoniyat oldidagi eng dolzarb ilmiy va amaliy masalalardan biri hisoblanadi. Tabiiy ekotizimlarning izdan chiqishi, iqlim o‘zgarishi, urbanizatsiya, sanoat faoliyati va antropogen ta’sirlar natijasida ko‘plab o‘simlik turlari yo‘qolish yoqasiga kelib qolmoqda. Biologik xilma–xillikning yo‘qolishi nafaqat ekotizimlarning barqarorligiga, balki oziq–ovqat, farmasevtika, qishloq xo‘jaligi va kosmetika sohalaridagi genetik resurslar zaxirasiga ham salbiy ta’sir ko‘rsatmoqda. Shu sababli, dunyo miqyosida o‘simlik genofondini saqlash va ularni qayta tiklashning ilmiy asoslangan mexanizmlarini ishlab chiqish dolzarb vazifaga aylandi.

Ignabargli o‘simliklarni mikroklonal ko‘paytirish jarayoni turli biologik, fiziologik va texnologik to‘siqlar bilan chegaralangan bo‘lib, u nafaqat ilmiy tadqiqotlarda, balki botanik bog‘lar va introduksiya markazlarida ham eng murakkab masalalardan biri sifatida qaraladi. Ignabargli turlarning tabiiy muhitda yuqori moslashuvchanligi va uzoq

umr ko‘rishi ularning umumiy biologik barqarorligini ta’minlasa–da, sun’iy sharoitda, ayniqsa introduksiya qilingan hududlarda o‘sish va ko‘paytirish jarayonlarida jiddiy muammolar yuzaga keladi. Botanik bog‘larda introduksiya qilingan turlarning ko‘pchiligi mahalliy iqlim sharoitida to‘liq generativ siklni amalga oshira olmaydi, quruq iqlim, yuqori harorat, havo namligining keskin o‘zgarishi, quvvatli shamollar, tuproq tarkibidagi farqlar va fotoperiodning boshqachaligi ularning fiziologiyasiga kuchli ta’sir ko‘rsatadi. Shu tufayli, bu turlarda urug‘ hosil bo‘lmasligi yoki urug‘ning yetilish bosqichida morfogenetik nuqsonlar paydo bo‘lishi, uning past unuvchanlikka ega bo‘lishini keltirib chiqaradi [1–2].

Materiallar va metodlar

Tadqiqot obyekti. Tadqiqot obyekti sifatida **Cryptomeria japonica (L.) D. Don , Abies nordmanniana (Stev.)** (*Pinaceae Lindl.*), **Picea orientalis (L.)** (*Pinaceae Lindl.*), **Sequoia sempervirens Engl.** (*Cupressaceae Bartl.*), *Abies numidica* de Lannoy ex Carrière (Pinaceae Lindl. **Pseudotsuga macrocarpa** (*Pinaceae Lindl.*)**, Abies numidica de Lannoy ex Carrière** (*Pinaceae Lindl.*) ignabargli o‘simliklar tanlandi.

Usullar. Tajriba o‘simliklarning izolyatsiya qilingan hujayralarini, to‘qimalarini va organlarini yetishtirish uchun Butenko [3] va Kalinin [4] tomonidan tavsiflangan standart usullar asosida o‘tkazildi.

Eksplantlar tanlash. Eksplant sifatida bir yillik novdalardagi apikal (uch) va lateral (yondosh) kurtaklar, shuningdek nekroz belgilari kuzatilmagan sog‘lom barg plastinkalari tanlandi. Apikal kurtaklar 0,5–1,0 sm uzunlikdagi bo‘laklar holatida olindi. Barg eksplantlari yosh, morfologik jihatdan sog‘lom va hech qanday mexanik yoki fiziologik shikastlanishsiz bo‘lishiga e’tibor berildi. Materiallar yil davomida, fevraldan oktyabrgacha bo‘lgan davrda**,** turli mavsumlarda o‘rganildi.

Ozuqa muhitlari . Driver va Kuniyuki Walnut (DKW) [5, 6], Murashige va Skoog (MS) [7], Woody Plant Medium (WPM) [8, 9], N6 va Gamborg B5 [10] muhitlari ishlatilgan

Natijalar va tahlillar

In vitro kulturasiga tadqiqot ob’ektini kiritishda besh xil ozuqa muhitini qo‘llash imkoniyatlari bo‘yicha kompleks tadqiqotlar o‘tkazildi. Tanlangan muhitlar – Murashige va Skoog (MS), Chu N6, Gamborg B5 (B5), Woody Plant Medium (WPM) va Driver va Kuniyuki Walnut (DKW) – turli o‘simlik guruhlari uchun ishlab chiqilgan bazaviy mineral muhitlar bo‘lib, ularning tarkibidagi makro– va mikroelementlar miqdori, ozuqa moddalarining nisbati hamda fiziologik faol moddalar ta’siri o‘rganildi.

Sterilizatsiyada «$KMnO_4$ → sovun → Belizna 20% + Tween 20 → $AgNO_3$ → 70% etanol → ko‘p marotaba steril yuvish» zanjiri bilan ≥85–90% sterillikka erishish mumkin. Kultura induksiyasi uchun gormonsiz muhit turga qarab: DKW – *C. japonica*, *A. nordmanniana*, *P. orientalis* uchun; MS – *S. sempervirens*, *P. macrocarpa*, *A. numidica* uchun tavsiya etiladi. Gormon rejimida BAP 0,5 mg/l + IMK 0,05 mg/l kombinatsiyasi yoki gormonsiz muhit qo‘llansin. Rizogenezda IMK 0,5 mg/l eng samarali bo‘lib, ildizlantirish torf muhitida amalga oshirilsin.

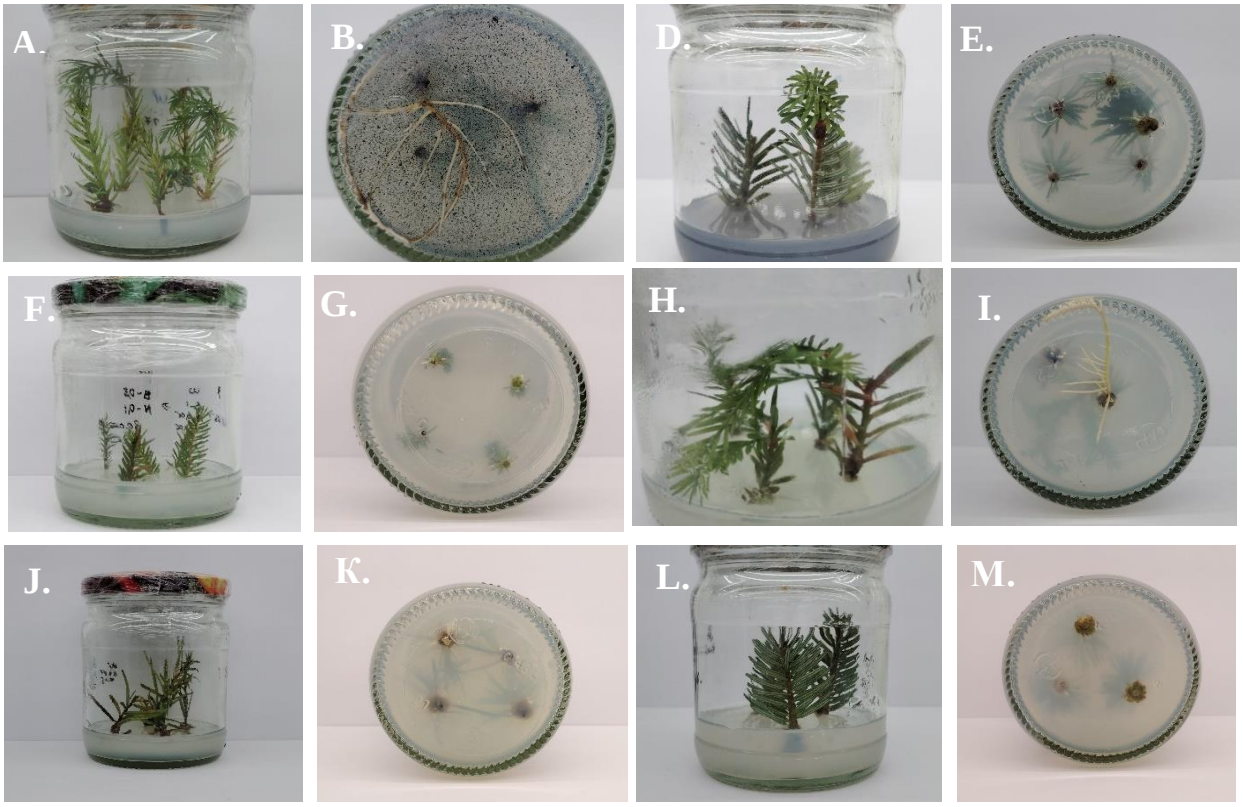
Barcha o‘rganilgan turlarda rizogenez jarayoni kulturaga kiritilgandan keyin uchinchi–beshinchi oyda, ya’ni prolongatsiya bosqichidan keyin boshlangan. Bu vaqtda ildiz initsiallari shakllanishni boshlab, IMK 0,5 mg/l konsentratsiyasida eng yuqori samara qayd etildi. Keyingi 2–3 oy mobaynida ildiz tizimi faol o‘sish davriga kirdi.

Rizogenez jarayonining samaradorligi va ildiz tizimining rivojlanish tezligi har bir turning biologik xususiyatlariga bog‘liq bo‘lib, ildizlanish intensivligi quyidagicha taqsimlandi (1–rasm):

Sequoia sempervirens Bu tur tez o‘suvchan va yuqori meristematik faollikka ega. Ildiz induksiyasi 3–oyda boshlanib, 5–oyga kelib ildiz tizimi kuchli rivojlandi. IMK ta’sirida ildizlar ko‘p, uzunligi 3–4 sm gacha bo‘lib, ildizlanish darajasi 90 ± 2 % ni tashkil qildi. Intensivligi yuqori. Faol o‘sish davri – 3–5 oy. Ildiz uzunligi: 5–6 sm. Ushbu o‘simlik noyabr oyida tuproq sharoitiga ko‘chirildi va hozirda tuproqga moslashish bosqichida kuzatuv ostida turibdi.

Abies numidica. Ildiz initsiallari 3–oydan keyin tez rivojlandi. 6–oyga kelib ildiz tizimi yaxshi tarmoqlangan holatda hosil bo‘ldi. Intensivligi o‘rtacha. Faol o‘sish davri: 3–6 oy. Ildiz uzunligi: 2,5–3,5 sm. Ushbu o‘simlik turida ildiz tizimining shakllanish boshlanishi kuzatildi, ammo ildizlanish jarayoni davom etayotgan o‘simliklar tuproqga ko‘chirilganda, ularning tuproq sharoitiga moslashishi kuzatilmadi. O‘simliklar chirib ketdi. Shuning uchun xulosa qilinddiki, o‘simliklarni ancha kam namlikka ega sharoitlarda adaptatsiya qilish zarur. Tadqiqotlar keyingi yil davom etadi.

Cryptomeria japonica Ortacha ildizlanish tezligiga ega tur. Ildizlar 5–6 oyda 4–5 sm gacha o‘sgan. Intensivlik yaxshi. Faol o‘sish davri: 3–6 oy. Ushbu o‘simlik noyabr oyida tuproq sharoitiga ko‘chirildi va hozirda tuproqga moslashish bosqichida kuzatuv ostida turibdi.



1-rasm. Explantlar adaptatsiya va rizogenez bosqichlari. A, B. Cryptomeria japonica; D, E. Abies nordmanniana; F, G. Picea orientalis; H, I. Sequoia sempervirens; J, K. Pseudotsuga macrocarpa; L, M. Abies numidica. Foto Xazratov A.T. Avgust 2025

Abies nordmanniana Ildiz initsiallari 3–oy oxirida paydo bo‘lib, to‘liq ildizlar 6–oyga kelib shakllangan. Intensivlik: o‘rtacha–past. Faol o‘sish davri: 3–6 oy. Ildiz uzunligi: 1,5–2 sm. Ushbu o‘simlik turida ildiz tizimining shakllanish boshlanishi kuzatildi, ammo ildizlanish jarayoni davom etayotgan o‘simliklar tuproqga ko‘chirilganda, ularning tuproq sharoitiga moslashishi kuzatilmadi. Shuning uchun xulosa qilinddiki, o‘simliklarni ancha kam namlikka ega sharoitlarda adaptatsiya qilish zarur. tadqiqotlar keyingi yil davom etadi.

Pseudotsuga macrocarpa. Rizogenez sekin kechgan, ildizlar 6–7 oylarda to‘liq rivojlangan. Intensivligi past. Faol o‘sish davri: 3–7 oy. Ildiz uzunligi: 1–1,5 sm. Ushbu o‘simlik turida ildiz tizimining shakllanish boshlanishi kuzatildi, ammo ildizlanish jarayoni davom etayotgan o‘simliklar tuproqga ko‘chirilganda, ularning tuproq sharoitiga moslashishi kuzatilmadi.

Picea orientalis Eng sekin ildizlanuvchi tur. Ildizlar 6–7 oylarda 1 sm gacha o‘sgan. Intensivlik: juda past. Faol o‘sish davri: 3–7 oy. Ildiz uzunligi: 0,8–1,2 sm. Ushbu o‘simlik turida ildiz tizimining shakllanish boshlanishi kuzatildi, ammo ildizlanish jarayoni davom etayotgan o‘simliklar tuproqga ko‘chirilganda, ularning tuproq sharoitiga moslashishi kuzatilmadi. O‘simliklar chirib ketdi. Shuning uchun xulosa qilinddiki, o‘simliklarni ancha kam namlikka ega sharoitlarda adaptatsiya qilish zarur.

Xulosa

Tadqiqot natijalariga ko‘ra, ushbu dastur doirasida o‘rganilgan ignabargli turlarning *in vitro* sharoitida o‘sish va rivojlanish jarayonlari turlararo jiddiy farq qiladi. Turlarning kulturaga kiritilishida gormonsiz muhitdan foydalanish barcha eksplantlarda barqaror moslashuvni ta’minladi. Ozuqa muhiti va fitogormonlar kombinatsiyalarining to‘g‘ri tanlanishi rivojlanish dinamikasini belgilab berdi. *Cryptomeria japonica* va *Sequoia sempervirens* eng yuqori o‘sish tezligi va fiziologik barqarorlikka ega bo‘lgan turlar sifatida aniqlandi. Ular ildizlanish bosqichini muvaffaqiyatli o‘tdi va tuproqga o‘tkazilganda ham yuqori moslashuv qobiliyatini namoyon qildi. Qolgan turlarda – *Abies numidica*, *Abies nordmanniana*, *Picea orientalis* va *Pseudotsuga macrocarpa* – rivojlanish dinamikasi past bo‘lib, rizogenez deyarli kuzatilmadi yoki past darajada kuzatilmoqda.

Minnatdorchilik

Ushbu tadqiqot O‘zbekiston Respublikasi Fanlar akademiyasi Botanika instituti huzuridagi akademik F.N. Rusanov nomidagi Toshkent Botanika bog‘ining Biotexnologiya laboratoriyasida amalga oshirildi. Tadqiqotlar 2025–2029 yillarga mo‘ljallangan “Botanika bog‘i kolleksiyalarini saqlash, istiqbolli turlarni introduksiya qilish hamda ularni Respublikaning turli sohalariga tavsiya etish” mavzusidagi Davlat dasturi doirasida, xususan, Biotexnologiya

laboratoriyasida bajarilayotgan “Innovatsion biotexnologiya usullaridan foydalanilgan holda Toshkent Botanika bog‘ida *in vitro* kolleksiyasini yaratish va uni raqamli hujjatlashtirish” nomli dasturi asosida amalga oshirildi.

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XESTIA HUBNER, 1818 AVLODI TURLARNING (LEPIDOPTERA, NOCTUIDAE) FARG'ONA VODIYSIDA TARQALISHI

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Annotatsiya: *Mazkur tadqiqotda Xestia Hübner, 1818 (Lepidoptera, Noctuidae) avlodining uchta turi X. c-nigrum, X. xanthographa va X. baja – turlarining Farg'ona vodiysi tabiiy va agrotsenoz ekotizimlaridagi tarqalishi tahlil qilingan. Maqolada yig'ilgan materiallar asosida turlarning aniq topilma nuqtalari hamda geografik koordinatalari berilgan va zamonaviy tarqalish xaritasi ishlab chiqilgan.*

Kalit so'zlar: *Lepidoptera, Noctuidae, Noctua, Farg'ona vodiysi, tarqalish, agrotsenoz. ekotizim.*

РАСПРОСТРАНЕНИЕ ВИДОВ РОДА XESTIA HUBNER, 1818 (LEPIDOPTERA, NOCTUIDAE) В ФЕРГАНСКОЙ ДОЛИНЕ

Аннотация: *В данном исследовании проанализировано распространение трех видов рода Xestia Hübner, 1818 (Lepidoptera, Noctuidae) X. c-nigrum, X. xanthographa и X. baja – в естественных экосистемах и агроценозах Ферганской долины. На основе собранного материала в статье приводятся точные точки находок видов с указанием их географических координат, а также составлена карта их современного распространения.*

Ключевые слова: *Lepidoptera, Noctuidae, Noctua, Ферганская долина, агроценоз, экосистема.*

DISTRIBUTION OF SPECIES OF THE GENUS *XESTIA* HUBNER, 1818 (LEPIDOPTERA, NOCTUIDAE) IN THE FERGANA VALLEY

Abstract: *This study analyzes the distribution of three species belonging to the genus Xestia Hübner, 1818 (Lepidoptera, Noctuidae) X. c-nigrum, X. xanthographa and X. baja—within the natural ecosystems and agroecosystems of the Fergana Valley. Based on the collected material, the article provides the exact localities of the species along with their geographical coordinates, and a map of their current distribution has been compiled.*

Key words: *Lepidoptera, Noctuidae, Noctua, Fergana Valley, distribution, agroecosystem, ecosystem.*

Kirish

Tangachaqanotlilar (Lepidoptera) turkumining tunlamlar (Noctuidae) oilasi bioxilma-xilligi, ekologiyasi va taksonomiyasini o'rganish zamonaviy entomologiyaning muhim vazifalaridan biri hisoblanadi. Ushbu oila vakillari oziq zanjirining ajralmas qismi bo'lishi bilan bir qatorda, qishloq va o'rmon xo'jaligi biotsenozlarida iqtisodiy ahamiyatga ega bo'lgan asosiy guruh sanaladi. Xususan, Noctuinae kenja oilasiga mansub Xestia (Hübner, 1818) avlodi taksonomik jihatdan eng yirik, turlarga boy va ekologik moslashuvchan guruhlardan biri bo'lib, butun Palearktika va Nearktika mintaqa bo'ylab keng tarqalgan. Mazkur avlod vakillari xilma-xil tabiiy landshaftlarda, tog' ekotizimlarida hamda antropogen hududlarda (agrotsenozlarda) faol uchraydi. Avlod tarkibidagi qator turlar keng polifag xususiyatga ega bo'lib, turli ekinlarga jiddiy zarar yetkazishi bilan ajralib turadi. Shu sababli, *Xestia* avlod turlarining geografik koordinatalari va tarqalish areallarini hududlar kesimida aniq baholash ham nazariy, ham amaliy jihatdan o'ta dolzarb hisoblanadi.

Adabiyotlar tahlili va metodlar

G'arbiy Tyanshan tog'lari va unga yondosh hududlar faunasiga bag'ishlangan so'nggi tadqiqotlarda (Titov va boshq., 2025) mintaqa noktuidlari (Lepidoptera: Noctuidae) tarkibi bo'yicha muhim faunistik va morfologik ma'lumotlar keltirilgan. Xususan, mualliflar tomonidan *Xestia erschoffi* (Staudinger, 1896) turining Qozog'iston hududi uchun ilk bor

qayd etilganligi ta'kidlanib, turning yashash biotoplari hamda yetuk imago batafsil tasvirlangan. Shuningdek, mazkur ishda taksonomik identifikatsiya jarayonida hal qiluvchi ahamiyatga ega bo'lgan *Xestia erschoffi* turining erkak va urg'ochi zotlari jinsiy genitaliya tuzilishiga chuqur qiyosiy-morfologik tashxis taqdim etilgan [7].

So'nggi yirik faunistik tadqiqotlardan birida R. Joshi va hammualliflar (2025) tomonidan Hindiston hududida tarqalgan *Noctuidae* oilasining jami 1219 turni o'z ichiga olgan katalogi yaratilgan. Tahlillar shuni ko'rsatadiki, mintaqa faunasining 50% idan ortig'ini *Noctuinae* kenja oilasi tashkil etib, uning tarkibidagi Xestia (Hubner, 1818) urug'i 22 ta tur bilan eng xilma-xil va yetakchi taksonlar qatoridan joy olgan. Bu yuqori ko'rsatkich *Xestia* turlarining Osiyo qit'asi bo'ylab keng zoogeografik arealga ega ekanligini tasdiqlaydi va ularning morfologik-ekologik xususiyatlarini qiyosiy yoritilib berilgan [5].

A. Yu. Matov va hammualliflar (2024) Markaziy Yoqutiston tunlamlar faunasini o'rganish jarayonida *Xestia* (Hübner, 1818) avlodiga mansub qator turlarning ekologik va faunistik xususiyatlarini tahlil qilishgan. Tadqiqotda *Xestia penthima*, *X. subgrisea* va *X. albuncula* kabi turlarning ekologik guruhlari, yashash biotoplari hamda tarqalish areallari aniqlangan. Ushbu ma'lumotlar *Xestia* turlarining ekstremal iqlimga moslashuvini mintaqamiz faunasi bilan qiyosiy-zoogeografik jihatdan o'rganilgan [6].

Xestia c-nigrum va *Xestia semiherbida* turlarining morfologik identifikatsiyasiga oid muhim tadqiqotlardan biri Hindistonda Jagbir Singh Kirti va Charan Kamal Sekhon (2015) tomonidan olib borilgan bo'lib, ushbu ishda ayniqsa erkak individlarning genital morfologiyasi asosida aniqlovchi belgilar tizimlashtirilgan. Mualliflar tomonidan valva, aedeagus, uncus kabi asosiy kopulyativ tuzilmalarining shakli, sklerotizatsiya darajasi va ichki tuzilmalardagi farqlanishlar asosida turning diagnostik morfologik tavsifi ishlab chiqilgan. Mazkur morfologik ko'rsatkichlar *Xestia c-nigrum* turini unga filogenetik yaqin boshqa Noctuidae vakillaridan ishonchli ajratib turadigan asosiy taksonomik belgilar sifatida taklif etilgan bo'lib, ularning grafik tasvirlari va mikroskopik fotomateriallari turning identifikatsiya ko'rsatib o'tilgan [4].

O'zbekistonning turli ekologik hududlarida, jumladan Qizilqum cho'llari, Qoraqalpog'iston, Xorazm vohasi va Quyi Amudaryo okrugida tunlam kapalaklar (Noctuidae) faunasini o'rganishga qaratilgan tadqiqotlar olib borilgan. Ushbu tadqiqotlar tunlam kapalaklarning tabiiy va antropogen ekotizimlardagi tarqalishi, fenologiyasi va ekologik aloqalarini aniqlashga qaratilgan. Xususan, M. Bekchanova (2022) tomonidan Quyi Amudaryo okrugida olib borilgan tadqiqotlarda *Xestia c-nigrum* turining ekologik o'rni, uchrash chastotasi va yashash muhiti bo'yicha muhim ma'lumotlar taqdim etilgan. Tadqiqot mazkur turning faunistik tarkibdagi o'rni va ekotizimlar bilan aloqadorligini yoritib bergan [1].

Xususan, I. Zokirov (2019) tomonidan Markaziy Farg'ona hududida sabzavot-poliz ekinlari entomofaunasini o'rganish bo'yicha olib borilgan tadqiqotlar natijasida, ushbu turlar sabzavot va poliz ekinlarining fitofag zararkunandalari sifatida qayd etilgan. Tadqiqotda Xestia turlarining vegetatsiya mavsumidagi fenologik faolligi, ularning ozuqaviy afzalliklari va iqtisodiy zarar yetkazish darajalari ko'rsatilgan [8].

Shuningdek, M. Shermatov (2024) tomonidan Farg'ona vodiysi agrolandshaftlarida tangachaqanotli hasharotlar faunasi bo'yicha olib borilgan kompleks tadqiqotlarda *X. c-nigrum*, *X. xanthographa* va *X. baja* turlarining agroekotizimlardagi vertikal tarqalishi (yaruslar bo'yicha), ontogenez bosqichlari va ekinlar bilan trofik bog'liqligi tizimli tahlil qilingan. Ularning o'simlik fitosenozlarida egallagan ekologik nishi, zararlanish intensivligi va fenologik moslashuvlari alohida o'rganilgan [9].

2020–2024-yillar davomida Farg'ona vodiysi hududida tunlam kapalaklar (Lepidoptera: Noctuoidea) ning biologik xilma-xilligini o'rganish maqsadida dala tadqiqotlari olib borildi. Namunalar tabiiy va antropogen biotsenozlardan DRL-200 va DRL-250 rusumli yorug'lik tuzoqlari yordamida yig'ildi. Tutilgan kapalaklar etil atsetat bilan jonsizlantirilib, standart entomologik usullarga asosan kollektsiyalandi [2].

Natijalar va muhokama

Insecta Linnaeus, 1758 **sinfi**
Lepidoptera Linnaeus, 1758 **turkumi**
Noctuoidea Latreille, 1809 **katta oilasi**
Noctuidae Latreille, 1809 **oilasi**
Noctuinae Latreille, 1809 **kenja oilasi**
Noctuini Latreille, 1809 **tribasi**
Noctuina Latreille, 1809 **kenja tribasi**
Xestia Hübner, 1818 **avlodi**

Avlod: *Xestia* Hübner, 1818. Mazkur avlod Golarktiya: Yevropa, Sibir, Shimoliy va Markaziy Osiyo, Shimoliy Afrikada tarqalgan turlarni birlashtiradi [3].

Xestia c-nigrum (Linnaeus, 1758) – Yevropa bo'ylab keng tarqalgan, Shimoliy va Markaziy Osiyo (shu jumladan Qozog'iston, Qirg'iziston, O'zbekiston) mintaqasida uchraydi. Shimoliy Amerikada 1979-yilda birinchi marta kuzatilib, so'ngra areali butun Kanada va AQShning shimoliy hududlariga kengaygan. *X. c-nigrum* Farg'ona vodiysining tadqiqot

olib borilgan barcha hududlarida, jumladan, tog‘ oldi va tog‘li mintaqalar, daryo vodiylari va qirg‘oqbo‘yi zonasi, adirliklar, cho‘l, yarim cho‘l va dasht mintaqalarida qayd etildi .

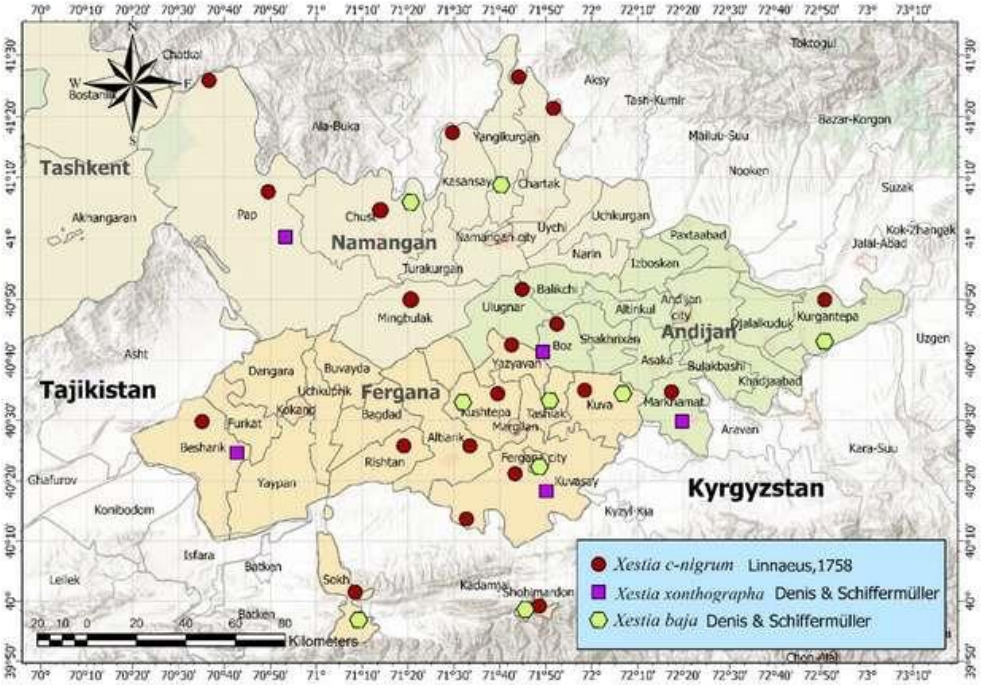
Aniqlangan hududlar: Namangan viloyati Pop tumani Parda Tursin qishlog‘i (41°04'34.5"N 70°51'54.8"E, ♂1, ♀2, 15.06.2024); Sang qishlog‘i (40°52'37.8"N 71°12'38.1"E, ♂1, ♀2, 08.08.2022); Yangiqo‘rg‘on tumani Zarkent qishlog‘i (41°24'21.9"N 71°40'47.0"E, ♂1, ♀2, 14.07.2020); Mingbuloq tumani Terak qishlog‘i (40°50'58.1"N 71°30'52.2"E, ♂3, ♀1, 05.07.2020); Andijon viloyati Ulug‘nor tumani Sariqsuv qishlog‘i (40°46'40.8"N 71°42'09.2"E, ♀1, 12.08.2020); Shahrixon tumani Qo‘rg‘oncha qishlog‘i (40°42'14.8"N 72°00'21.4"E, ♂3, 13.06.2020); Xo‘jaobod tumani Ipakchi qishlog‘i (40°38'45.4"N 72°35'13.2"E, ♀2, 27.06.2020); Farg‘ona viloyati Farg‘ona tumani Satkak qishlog‘i (40°24'06.4"N 71°42'34.0"E, ♂2, ♀1, 17.08.2021); Chimyon qishlog‘i (40°14'58.0"N 71°33'18.3"E, ♂1, 16.09.2023); Shohimardon qishlog‘i (39°58'40.4"N 71°47'37.4"E, ♂3, 14.07.2024); Qo‘shtepa tumani O‘qchi qishlog‘i (40°30'45.9"N 71°39'46.7"E, ♂1, ♀1, 25.07.2024); Yozyovon tumani Guliston qishlog‘i (40°33'32.6"N 71°45'07.7"E, ♀2, 10.08.2022); Quva tumani Tolmozor qishlog‘i (40°26'25.4"N 72°03'49.0"E, ♂3, ♀1, 12.06.2022); So‘x tumani Tul qishlog‘i (40°05'21.3"N 71°03'54.9"E, ♂1, ♀1, 10.07.2023).

Xestia xanthographa ([Denis & Schiffermüller], 1775) – Yevropa, Kavkaz, Kichik Osiyo, Markaziy Osiyo va Sibirgacha bo‘lgan Palearktik mintaqalarda keng tarqalgan. Farg‘ona vodiysining markaziy, janubiy hamda shimoliy-g‘arbiy hududlarida qayd etildi.

Aniqlangan hududlar: Namangan viloyati Pop tumani Sang qishlog‘i (40°52'37.8"N 71°12'38.1"E, ♂1, ♀1, 08.08.2022); Andijon viloyati Ulug‘nor tumani Sariqsuv qishlog‘i (40°46'40.8"N 71°42'09.2"E, ♂1, 12.08.2020); Marhamat tumani Polvontosh qishlog‘i (40°33'55.7"N 72°14'02.0"E, ♂2, ♀1, 09.08.2024); Farg‘ona viloyati Beshariq tumani Qiyali qishlog‘i (40°25'20.7"N 70°26'06.2"E, ♂2, 25.07.2023); Quvasoy shahar Chinortagi qishlog‘i (40°17'48.2"N 72°00'10.7"E, ♂3, ♀2, 23.07.2021).

Xestia baja ([Denis & Schiffermüller], 1775) – Palearktika mintaqasining Yevropa, Sibir, Kichik Osiyo, Kavkaz, Eron va Markaziy Osiyo (shu jumladan Qozog‘iston, Tojikiston, Qirg‘iziston) hududlarida tarqalgan. Farg‘ona vodiysining tog‘ oldi va tog‘li mintaqalari, adirliklar, cho‘l va yarim cho‘l mintaqalarida qayd etildi (1-rasm).

Aniqlangan hududlar: Namangan viloyati Kosonsoy tumani Tergachi qishlog‘i (41°09'26.4"N 71°29'32.6"E, ♀1, 15.07.2020); Andijon viloyati Xo‘jaobod tumani Ipakchi qishlog‘i (40°38'45.4"N 72°35'13.2"E, ♂2, ♀2, 27.06.2020); Farg‘ona viloyati Farg‘ona tumani Shohimardon qishlog‘i (39°58'40.4"N 71°47'37.4"E, ♂3, 14.07.2024); Qo‘shtepa tumani O‘qchi qishlog‘i (40°30'45.9"N 71°39'46.7"E, ♂1, ♀1, 25.07.2024); Quva tumani Tolmozor qishlog‘i (40°26'25.4"N 72°03'49.0"E, ♂2, ♀1, 12.06.2022); So‘x tumani Malbut qishlog‘i (40°00'34.8"N 71°07'06.0"E, ♂2, 08.07.2023).



1-rasm. *Xestia* avlodi tunlamlarining Farg‘ona vodiysida tarqalish areallari.

Xulosa

Farg‘ona vodiysi entomofaunasi tarkibida *Xestia* Hübner, 1818 avlodiga mansub uchta turi *X. c-nigrum*, *X. xanthographa* va *X. baja* turlarining zamonaviy tarqalish areallari aniqlandi. Ularning yashash biotoplari, aniq uchrash nuqtalari va geografik koordinatalari birinchi marta tizimlashtirilib, hududiy tarqalish xaritasi shakllantirildi.

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IN VITRO SHAROITIDA OLINGAN O‘SIMLIKLARNING GRUNTGA MOSLASHISH MUAMMOLARI: *M. RUBRA*, *P. TRIFOLIATA* VA *F. NEOMEXICANA*

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Annotatsiya. *Ushbu maqolada Morus rubra L., Ptelea trifoliata L. va Forestiera neomexicana A. Gray turlarining in vitro sharoitida olingan regenerant o‘simliklarini grunt muhitiga moslashtirish jarayonlari qiyosiy tahlil qilindi. Tadqiqot davomida ozuqa muhitlari tarkibi, fitogormonlar kombinatsiyalari hamda eksplantlarning morfogen faolligi o‘rganildi. Adaptatsiya bosqichida turlar o‘rtasida sezilarli farqlar aniqlanib, M. rubra yuqori o‘sish sur’ati va 90% dan ortiq yashovchanlik ko‘rsatkichi bilan ajralib turdi. P. trifoliata muhitning kislotaliligiga sezgir bo‘lib, sekin o‘sish dinamikasini namoyon etdi, F. neomexicana esa ildiz tizimining ustun rivojlanishi bilan xarakterlandi. WPM bazaviy ozuqa muhiti gormonsiz sharoitda barcha turlar uchun yuqori adaptatsiya darajasini ta’minladi. Fitogormonlar ta’siri turga xos differensial reaksiyalarni ko‘rsatdi. Olingan natijalar in vitro ko‘paytirilgan o‘simliklarni gruntga moslashtirishda turga xos yondashuv zarurligini asoslab beradi .*

Kalit so‘zlar: *Morus rubra, Ptelea trifoliata, Forestiera neomexicana, in vitro, mikroklonal ko‘paytirish, adaptatsiya, ozuqa muhiti, fitogormonlar, rizogenez, yashovchanlik.*

ПРОБЛЕМЫ АДАПТАЦИИ К ГРУНТУ РАСТЕНИЙ, ПОЛУЧЕННЫХ *IN VITRO*: *M. RUBRA*, *P. TRIFOLIATA* И *F. NEOMEXICANA*

Аннотация. *В данной статье проведён сравнительный анализ процессов адаптации регенерантов растений видов Morus rubra L., Ptelea trifoliata L. и Forestiera neomexicana A. Gray, полученных в условиях in vitro, к грунтовым условиям. В ходе исследования изучены состав питательных сред, комбинации фитогормонов и морфогенетическая активность эксплантов. На этапе адаптации выявлены существенные межвидовые различия: M. rubra характеризовалась высокой скоростью роста и уровнем выживаемости более 90%. P. trifoliata оказалась чувствительной к кислотности среды и продемонстрировала замедленную динамику роста, тогда как F. neomexicana отличалась преимущественным развитием корневой системы. Базовая питательная среда WPM в безгормональном варианте обеспечила высокий уровень адаптации для всех исследованных видов. Воздействие фитогормонов носило видоспецифический характер. Полученные результаты обосновывают необходимость индивидуального подхода при адаптации растений, размноженных in vitro, к грунтовым условиям.*

Ключевые слова: *Morus rubra, Ptelea trifoliata, Forestiera neomexicana, in vitro, микроклональное размножение, адаптация, питательная среда, фитогормоны, ризогенез, выживаемость.*

PROBLEMS OF SOIL ADAPTATION OF IN VITRO-PROPAGATED PLANTS: *M. RUBRA*, *P. TRIFOLIATA* AND *F. NEOMEXICANA*

Abstract. *This study presents a comparative analysis of the adaptation processes of regenerant plants of Morus rubra L., Ptelea trifoliata L., and Forestiera neomexicana A. Gray obtained under in vitro conditions to soil environments. The composition of nutrient media, combinations of phytohormones, and morphogenetic activity of explants were investigated. Significant interspecific differences were revealed during the adaptation stage: M. rubra exhibited a high growth rate and survival exceeding 90%. P. trifoliata*

showed sensitivity to substrate acidity and demonstrated slower growth dynamics, whereas F. neomexicana was characterized by predominant root system development. The WPM basal medium in a hormone-free variant ensured a high level of adaptation for all studied species. The effect of phytohormones was species-specific. The obtained results substantiate the need for an individualized approach in adapting in vitro-propagated plants to soil conditions.

Keywords: *Morus rubra, Ptelea trifoliata, Forestiera neomexicana, in vitro, micropropagation, adaptation, nutrient medium, phytohormones, rhizogenesis, survival rate.*

Kirish

So‘nggi yillarda *in vitro* mikroklonal ko‘paytirish usullari o‘simliklarni tez va samarali ko‘paytirishda keng qo‘llanilmoqda. Biroq bunday o‘simliklarni grunt sharoitiga o‘tkazish murakkab bosqich bo‘lib, ular yuqori namlik va steril muhitga moslashganligi sababli kuchli stressga duch keladi. Adaptatsiya jarayonining muvaffaqiyati substrat, namlik, yorug‘lik va fitogormonlarga bog‘liq. Tadqiqotda *Morus rubra*, *Ptelea trifoliata* va *Forestiera neomexicana* turlarining *in vitro* regenerantlari o‘rganildi. Ishning maqsadi ushbu turlar uchun samarali adaptatsiya usullarini ishlab chiqishdan iborat.

Ishning maqsadi. Toshkent botanika bog‘i kolleksiyasidagi tanlangan turlarni *in vitro* kulturaga kiritish va tuproqqa moslashtirish protokollarini ishlab chiqish.

Materiallar va usullar

Tadqiqot obyeklari.

***Morus rubra* L.** (*Moraceae Gaudich.*), qizil tut. Tabiatda Shimoliy Amerikaning turli hududlarida tarqalgan. ***BFM*:** mevasida shakarlar; olma va limon kislotalari, pektinlar; dubillovchi, kul va bo‘yoqchi moddalar; S, V, RR vitaminlari; trigonalin; kauchuk, temir, kaliy va kalsiy moddalari ko‘p miqdorda mavjud.

***Ptelea trifoliata* L.** (*Rutaceae Juss.*), uch bargli pteleya. Shimoliy Amerikada – Kanadaning janubi, AQShning sharqi va janubi hamda Meksikada uchraydi. ***BFM*:** ildiz va barglaridan ajratilgan kokusaginin barqaror yallig‘lanishga qarshi va antioksidant ta’sirga ega.

***Forestiera neomexicana* A. Gray** (*Oleaceae Hoffmanns.*), neo–meksikalik forestiera. Trans–Pekosning g‘arbida, Yuta va Kaliforniyagacha bo‘lgan toshli yon bag‘irlar va cho‘l tekisliklarida o‘sadi. ***BFM*:** nashr qilingan ma’lumotlar yo‘q.

Ususllar Tadqiqotlar o‘simlik to‘qimalari va organlarini in vitro sharoitida yetishtirishning klassik va zamonaviy usullariga asoslandi. Metodologik yondashuv Butenko [1, 2], Kalinin [3, 4] va Batygina [5, 6] tomonidan tavsiflangan fundamental ishlanmalar asosida shakllantirildi .

Ozuqa muhitlari

Tadqiqotlarda bir nechta bazaviy ozuqa muhitlari qo‘llanildi: Murashige va Skoog (MS) [8], Chu N6 [10, 11], Gamborg B5 [12], Woody Plant Medium (WPM) [9] hamda Driver va Kuniyuki (DKW) [7]. Ushbu muhitlar turli o‘simlik guruhlari uchun ishlab chiqilgan bo‘lib, ularning mineral tarkibi, makro- va mikroelementlar nisbati, shuningdek fiziologik faol komponentlari o‘simliklarning morfogen jarayonlariga turlicha ta’sir ko‘rsatadi.

Har bir muhit quyidagi ko‘rsatkichlar asosida baholandi: eksplantlarning yashovchanligi, kallus hosil qilish qobiliyati, organogenez jarayonida novda va ildiz shakllanishi, regeneratsiya darajasi, adaptatsiya bosqichidagi yashovchanlik.

Baholash mezonlari sifatida kontaminatsiya darajasi (%), initsiatsiya samaradorligi, ildizlanish koeffitsienti va umumiy regeneratsiya ko‘rsatkichlari qabul qilindi.

Muhitlar 123°C haroratda, 2 atm bosimda 15 daqiqa davomida avtoklavda sterilizatsiya qilindi. Asosiy standart sifatida MS muhiti olinib, boshqa muhitlar bilan taqqoslash orqali optimal variant aniqlashtirildi.

Eksplantlarni tanlash

Tadqiqot uchun sog‘lom, patogensiz va viruslardan xoli o‘simlik materiallari tanlab olindi. Eksplantlar vegetatsiya davrida, faol o‘sish bosqichidagi to‘qimalardan olindi. Eksplant sifatida quyidagilar qo‘llanildi: apikal (uch) kurtaklar, lateral (yondosh) kurtaklar, bir yillik novdalar segmentlari, sog‘lom barg plastinkalari. Apikal kurtaklar 0,5–1,0 sm uzunlikdagi bo‘laklar holida ajratildi. Barg eksplantlari morfologik jihatdan sog‘lom va shikastlanmagan namunalar orasidan tanlandi.

Sterilizatsiya protokoli

Aseptik sharoitni ta’minlash maqsadida bir nechta sterilizatsiya sxemalari sinovdan o‘tkazildi:

- **1-protokol (ko‘p komponentli):** $KMnO_4$, sovun eritmasi, natriy gipoxlorit (“Belizna”) + Tween 20, $AgNO_3$ va etanol
- **2-protokol (soddalashtirilgan):** sovun, natriy gipoxlorit + Tween 20 va etanol
- **3-protokol (fungitsidli):** sovun, natriy gipoxlorit, propikonazol va etanol

Sterilizatsiya samaradorligi kontaminatsiya darajasi va eksplant yashovchanligi asosida baholandi.

Fitogormonlar va kulturaga kiritish

O‘sish regulyatorlari quyidagicha qo‘llanildi:

Auksinlar: 2,4-D, indol-3-sirka kislotasi (IAA), α-naftiluksus kislotasi (NAA), indol-3-moy kislotasi (IBA)

Sitokininlar: 6-benzilaminopurin (BAP), kinetin, tidiazuron (TDZ)

Fitogormonlarning zaxira eritmalari standart usullarga muvofiq tayyorlandi [3, 4]. Turli konsentratsiyalarda ko‘plab kombinatsiyalar sinovdan o‘tkazilib, optimal variantlar aniqlashtirildi.

Muhit tarkibiga 10–35 g/l saxaroza qo‘shildi.

Ildizlanish va moslashtirish

Regeneratsiya qilingan novdalar (≥2 sm) ildizlantirish muhitiga ko‘chirildi:

- IMK 0,5 mg/l yoki gormonsiz MS (½ konsentratsiya).

Moslashtirish bosqichi steril substratlarda amalga oshirildi: tuproq : qum : vermikulit (1:1:1) yoki tuproq : qum : vermikulit : perlit (1:1:1:1).

Yashovchanlikni oshirish uchun namlik bosqichma-bosqich kamaytirildi, bu mikroko‘paytirilgan o‘simliklarning *ex vitro* sharoitga moslashishida muhim omil hisoblanadi [1, 2].

Statistik tahlil

Barcha tajribalar kamida uch martalik takrorlarda o‘tkazildi (n=3). Har bir variantda 20–30 eksplant ishlatildi. Natijalar quyidagicha baholandi: foiz hisobida yashovchanlik, ildizlanish darajasi, regeneratsiya ko‘rsatkichlari. Ma’lumotlar o‘rtacha qiymat ± standart og‘ish shaklida ifodalandi. Statistik tahlil bir faktorli dispersiya tahlili (ANOVA) yordamida 95% ishonchlilik darajasida ($P < 0,05$) amalga oshirildi.

Natijalar va muhokamasi

M. rubra uchun moslashuv jarayoni faol va barqaror kechdi (. Birinchi oyda 5 –jadval)± 2 sm bo‘lgan o‘simliklar yil oxiriga kelib 50 ± 2 sm ga yetdi. O‘sish ildiz tizimining faol rivojlanishi (55 ± 2 sm gacha) bilan chambarchas bog‘liq bo‘ldi. Barglar soni, poya tarmoqlanishi va ildiz massasi ortishi yuqori moslashuv darajasini ko‘rsatdi. Natijada, bu tur uchun adaptatsiya darajasi 90% dan yuqori bo‘lib, bu uning fiziologik barqarorligi bilan izohlanadi.

P. trifoliata da o‘sish sekinroq kechdi: 5 sm dan yil oxirida 10 ± 2 sm gacha (2-jadval). Bu *M. rubra* ga nisbatan ikki barobar past ko‘rsatkichdir. Buning sababi sifatida gruntning neytral pH (6,5–7,0) bo‘lishi, holbuki tur tabiiy sharoitda kislotali tuproqlarda o‘sishi mumkin. Bu ildiz faoliyatini susaytirib, o‘sishni cheklaydi. Shunga qaramay, barglar sonining ortishi va poya sonining 4–5 taga yetishi o‘simlikning fiziologik faolligini saqlab qolganini ko‘rsatadi.

F. neomexicana da o‘sish sust, ammo barqaror bo‘ldi (3-jadval). Yil davomida bo‘yi 5 sm dan 10 ± 2 sm gacha oshdi, barglar soni esa 8 taga yetdi. Poya soni deyarli o‘zgarmadi (1–2 ta). Shu bilan birga, ildiz tizimi faol rivojlanib, 20 sm dan 40 ± 2 sm gacha o‘sdi. Bu kserofit tur uchun xos bo‘lgan ildiz ustunligi bilan bog‘liq bo‘lib, uning moslashuvi sekin, ammo barqaror ekanligini ko‘rsatadi.

1 – jadval – *M. rubra* turlarining gruntda o‘sish intensivligi

	Birinchi oy	**Ikkinchi oy**	**Uchinchi oy**	**To‘rtinchi oy**	**Beshinchi oy**	**Oltinchi oy**	**Bir yil**
Bo‘yi, sm	5±0,2	8±0,2	15±0,2	18±0,2	25±0,2	30±0,2	50±0,2
Barglar soni	4±0,2	5±0,2	6±0,2	6±0,2	8±0,2	10±0,2	11±0,2
Poyalar soni	1–2	2–3	2–3	3–4	3–4	3–4	3–4
Ildizlar uzunligi, sm	20±0,2	25±0,2	30±0,2	35±0,2	40±0,2	45±0,2	55±0,2

2 – jadval – *P. trifoliata* turlarining gruntda o‘sish intensivligi

	Birinchi oy	**Ikkinchi oy**	**Uchinchi oy**	**To‘rtinchi oy**	**Beshinchi oy**	**Oltinchi oy**	**Bir yil**
Bo‘yi, sm	5±0,2	6±0,2	6±0,3	8±0,3	8±0,2	10±0,22	10±0,2
Barglar soni	4±0,2	6±0,2	8±0,2	10±0,2	10±0,2	12±0,2	15±0,2
Poyalar soni	1–2	3–4	3–4	3–4	3–4	3–4	4–5
Ildizlar uzunligi, sm	10±0,2	15±0,2	17±0,2	19±0,2	22±0,2	25±0,2	28±0,2

3 – jadval – *Forestieara neomexicana* turlarining gruntda o‘sish intensivligi

	Birinchi oy	**Ikkinchi oy**	**Uchinchi oy**	**To‘rtinchi oy**	**Beshinchi oy**	**Oltinchi oy**	**Bir yil**
Bo‘yi, sm	5±0,2	6±0,2	6±0,2	8±0,2	10±0,2	10±0,2	10±0,2

Barglar soni	3±0,2	4±0,2	5±0,2	6±0,2	6±0,1	7±0,1	8±0,1
Poyalar soni	1–2	1–2	1–2	1–2	1–2	1–2	1–2
Ildizlar uzunligi, sm	20±0,2	25±0,2	27±0,2	29±0,2	35±0,2	38±0,2	40±0,2

Ishchi tavsiya: M. rubra, P. trifoliata va F. neomexicana

1. *M. rubra*, *P. trifoliata* va *F. neomexicana* turlari uchun kulturaga kiritish bosqichida WPM gormonsiz muhiti bazaviy standart sifatida tavsiya etiladi, chunki u barcha turlarda 88–90% atrofida yuqori adaptatsiyani ta'minlaydi.

2. Elongatsiya bosqichida *M. rubra* uchun BAP 0,5 mg/l, *P. trifoliata* uchun BAP 0,2 + NSK 0,05 mg/l, *F. neomexicana* uchun TDZ 0,1 + NSK 0,05 mg/l kombinatsiyalari asosiy ishchi variantlar sifatida qo'llanilishi lozim.

3. Rizogenez bosqichida barcha turlar uchun ISK 0,5 mg/l bazaviy auksin sifatida qo'llansin, ildizlanish samaradorligini oshirish maqsadida ISK 0,5 + NSK 0,05 mg/l kombinatsiyasi tavsiya etiladi; *F. neomexicana* uchun esa imkoniyat bo'lganda ISK 0,5 + TDZ 0,1 mg/l sxemasi alohida qo'llanishi maqsadga muvofiq.

4. Gruntga moslashtirish bosqichida *M. rubra* uchun mo'tadil nam, neytral rN li, *P. trifoliata* uchun biroz kislotalilikka ega (pH 5,5–6,0), *F. neomexicana* uchun esa yaxshi drenajlangan, quruqroq substrat tavsiya etiladi; moslashuv davrida namlik va yorug'lik rejimlarini turga xos talablardan kelib chiqib boshqarish zarur.

Minnatdorchilik

Ushbu tadqiqot O'zbekiston Respublikasi Fanlar akademiyasi Botanika instituti huzuridagi akademik F.N. Rusanov nomidagi Toshkent Botanika bog'ining Biotexnologiya laboratoriyasida amalga oshirildi. Tadqiqotlar 2025–2029 yillarga mo'ljallangan "Botanika bog'i kolleksiyalarini saqlash, istiqbolli turlarni introduksiya qilish hamda ularni Respublikaning turli sohalariga tavsiya etish" mavzusidagi Davlat dasturi doirasida, xususan, Biotexnologiya laboratoriyasida bajarilayotgan "Innovatsion biotexnologiya usullaridan foydalanilgan holda Toshkent Botanika bog'ida *in vitro* kolleksiyasini yaratish va uni raqamli hujjatlashtirish" nomli dasturi asosida amalga oshirildi.

Uskunalar O'zbekiston Respublikasi Prezidentining 2017-yil 17-sentabrdagi PQ–3365-sonli "Ilmiy-tadqiqot muassasalarining moddiy-texnik bazasini yanada mustahkamlash va ularning faoliyat samaradorligini oshirish chora-tadbirlari to'g'risida"gi qaroriga muvofiq xarid qilingan. Mazkur qaror doirasida ilmiy-tadqiqot faoliyatini rivojlantirish, laboratoriya bazasini zamonaviy texnologiyalar bilan jihozlash hamda ilmiy ishlanmalar samaradorligini oshirish maqsadida zarur bo'lgan asbob-uskunalar bilan ta'minlash amalga oshirildi. Ushbu uskunalar tadqiqotlarning sifatli va ishonchli natijalarini olish, zamonaviy ilmiy metodlarni qo'llash hamda biotexnologik jarayonlarni samarali tashkil etish imkonini beradi.

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Annotatsiya. *Ushbu tadqiqotda “Istiqlol” navi (Solanum lycopersicum L.) kotiledon eksplantlaridan kallus induksiyasini optimallashtirish maqsadida turli gormon kombinatsiyalari (BAP, NAA, 2,4-D va adeninsulfat) sinovdan o‘tkazildi. Tajribalar MS ozuqa muhitida uch takrorlikda olib borildi va kallus hosil bo‘lish chastotasi foizda baholandi. Eng yuqori natija FA8 variantida (0.5 mg/L BAP + 0.5 mg/L NAA + 40 mg/L adeninsulfat) kuzatilib, kallus induksiyasi 96.9% ga yetdi. 2,4-D qo‘llangan muhitlarda esa kallus hosil bo‘lish sezilarli darajada past bo‘ldi. Ushbu natijalar “Istiqlol” navida barqaror in vitro regeneratsiya tizimini yaratish imkonini beradi va keyinchalik CRISPR/Cas9 asosidagi gen tahriri hamda Agrobakteriya orqali transformatsiya uchun muhim platforma bo‘lib xizmat qiladi.*

Kalit so‘zlar: *pomidor, kotiledon eksplant, kallus induksiyasi, BAP, NAA, adeninsulfat, in vitro regeneratsiya, CRISPR/Cas9.*

ИНДУКЦИЯ КАЛЛУСА ПОД ВОЗДЕЙСТВИЕМ РЕГУЛЯТОРОВ РОСТА В КОТИЛЕДОННЫХ ЭКСПЛАНТАХ ТОМАТА (*SOLANUM LYCOPERSICUM* L.) СОРТА ИСТИҚЛОЛ

Аннотация. *В данном исследовании были протестированы различные комбинации гормонов (БАП, НУК, 2,4-Д и сульфат аденина) с целью оптимизации индукции каллуса in vitro из семядольных эксплантов сорта томата “Истиклол” (Solanum lycopersicum L.). Эксперименты проводились на питательной среде МС в трехкратной повторности, частота каллусообразования оценивалась в процентах. Наивысший результат был зафиксирован в варианте FA8 (0,5 мг/л БАП + 0,5 мг/л НУК + 40 мг/л сульфата аденина), где индукция каллуса достигла 96,9%. В средах с использованием 2,4-Д интенсивность каллусообразования была значительно ниже. Полученные результаты позволяют создать стабильную систему регенерации in vitro для сорта “Истиклол” и послужат важной платформой для последующего редактирования генов на основе CRISPR/Cas9 и агробактериальной трансформации.*

Ключевые слова: *томат, котиледонный эксплант, индукция каллуса, BAP, NAA, аденинсульфат, in vitro регенерация, CRISPR/Cas9.*

CALLUS INDUCTION IN COTYLEDON EXPLANTS OF TOMATO (*SOLANUM LYCOPERSICUM* L.) CV. ISTIQLOL UNDER THE INFLUENCE OF PLANT GROWTH REGULATORS

Abstract. *In this study, various hormone combinations (BAP, NAA, 2,4-D, and adenine sulfate) were tested to optimize in vitro callus induction from cotyledon explants of the “Istiqlol” tomato variety (Solanum lycopersicum L.). Experiments were conducted on MS medium in three replicates, and the callus induction frequency was evaluated as a percentage. The highest result*

was observed in the FA8 variant (0.5 mg/L BAP + 0.5 mg/L NAA + 40 mg/L adenine sulfate), where callus induction reached 96.9%. In contrast, callus formation was significantly lower in media containing 2,4-D. These results enable the establishment of a stable in vitro regeneration system for the "Istiqlol" variety and serve as a crucial platform for subsequent CRISPR/Cas9-based gene editing and Agrobacterium-mediated transformation.

Keywords: *tomato, cotyledon explant, callus induction, BAP, NAA, adenine sulfate, in vitro regeneration, CRISPR/Cas9.*

Kirish. Pomidor (*Solanum lycopersicum* L.) dunyo bo'yicha eng muhim sabzavot ekinlaridan biri bo'lib, oziq-ovqat sanoati uchun xomashyo sifatida keng qo'llaniladi. 2025 yilning birinchi choragida O'zbekistonda joriy yilda 5 869 tonna pomidor eksport qilib, taxminan 6,8 million AQSh dollari miqdorida daromad olingan [18]. Pomidor mevalari inson sog'lig'i uchun muhim bo'lgan vitaminlar, minerallar, likopen va β-karotin kabi antioksidant moddalarga boyligi bilan ajralib turadi [2,9].

Pomidor molekulyar genetika va o'simlik biotexnologiyasi sohasida eng qulay model o'simliklardan biri hisoblanadi. Pomidorda genetik o'zgarishlar kiritish, xususan, o'simliklar transformatsiyasi jarayonlarining muvaffaqiyati samarali *in vitro* regeneratsiya tizimining yo'lga qo'yilganligiga bevosita bog'liqdir [3,5].

O'simlik to'qimalarining regeneratsiya qobiliyati bir qator omillarga — genotip, eksplant turi va o'sish regulyatorlarining nisbatiga bog'liq bo'ladi [4,6]. Turli eksplantlar orasida ayniqsa kotiledon to'qimalari yuqori morfogen potensialga ega bo'lib, tez hujayra bo'linishi hamda to'liq o'simlikka aylanish qobiliyati bilan ajralib turadi [7].

Gormonlarning optimal muvozanati — sitokininlar (zeatin, benzilaminopurin (BAP) yoki kinetin) hamda auksinlar (indol-3-sirka kislotasi (ISK) yoki naftalenuksus kislotasi (NUK)) — kallus hosil bo'lishi va nihol regeneratsiyasini rag'batlantirishda muhim ahamiyat kasb etadi [10,14].

Mavzuga oid adabiyotlarning tahlili. Avvalgi tadqiqotlarda pomidor navlari o'rtasida kallus hosil bo'lishi va regeneratsiya samaradorligi bir xil sharoitda ham sezilarli darajada farq qilishi aniqlangan [13]. Masalan, Micro-Tom va M82 navlari yuqori regeneratsiya salohiyati tufayli ko'plab laboratoriyalarda model tizim sifatida qo'llanib kelinmoqda [8]. Shu bilan birga, tijoriy navlar hamda mahalliy populyatsiyalar, odatda, past regeneratsiya ko'rsatkichlariga ega bo'lib, ular uchun gormonlarning optimal nisbati va kultura sharoitlarini alohida moslashtirish talab etiladi [1,11].

Optimallashtirilgan regeneratsiya protokoli nafaqat mikroko'paytirish uchun, balki ilg'or biotexnologik jarayonlar — xususan, Agrobacterium orqali genetik transformatsiya va CRISPR/Cas9 texnologiyasi asosidagi gen tahriri uchun ham muhim ahamiyatga ega [12,15]. Kotiledon eksplantlaridan tez va samarali regeneratsiya tizimini ishlab chiqish transgen yoki genetik o'zgartirilgan pomidor o'simliklarini qisqa vaqt ichida olish imkonini yaratadi. Bu esa navlarning hosildorligi, abiotik stresslarga chidamliligi va oziqaviy qiymatini oshirish orqali barqaror qishloq xo'jaligi rivojiga xizmat qiladi [16,17].

Shu bois, ushbu tadqiqotning asosiy maqsadi pomidor genotiplarida kotiledon eksplantlaridan kallus induktsiyasini optimallashtirishdan iborat.

Tadqiqot metodologiyasi. Tadqiqot uchun O'zbekiston seleksiyasiga mansub pomidorning Istiqlol (*Solanum lycopersicum* L. cv.) navi tanlab olindi. Dastlab urug'lar steril bo'lmagan sharoitda 15 daqiqa davomida 2% xo'jalik sovunining 72 % konsentratsiyali eritmasi bilan ishlov berildi. Keyin ular ikki marta 3 daqiqa davomida distillangan suvda yuvildi. Keyingi jarayonlar laminar boksda davom ettirildi. O'simlik materiallari "Prozaro" fungitsidining 0.01 % eritmasida 5 daqiqa davomida ushlab turildi. So'ng distillangan suvda 3 daqiqa davomida ikki marta yuvildi. 1.5–3 daqiqa davomida urug'lar 0.1 % kumush nitrat ($AgNO_3$) eritmasida sterillandi. Shundan so'ng o'simlik materiali ikki marta steril suvda yuvilib, to'g'ridan-to'g'ri oziqa muhitiga o'tkazildi.

Steril urug'larni dastlab, $MS_{1/2}$ [8] oziqa muhitlarida modifikatsiyalangan oziqaviy muhitda kuzatildi. Barcha rivojlanish induktsiyasi $MS_{1/2}$ oziqa muhitlarining gormonsiz variantlarida olib borildi. Oziqa muhitiga 7,0 g/l agar va 30 g/l saxaroza qo'shildi. Avtoklavda sterillashdan oldin oziqa muhitining pH qiymati 5,6–5,8 ga keltirildi. Har bir tajriba 30 ta urug'dan iborat 3 ta takrorda, randomizatsiya usulida amalga oshirildi. Kontaminatsiya darajasi va urug'larning unib chiqish foizi sterilizatsiyadan so'ng 30 kungacha qayd etildi.

Kallus induktsiyasi. *In vitro* sharoitda o'stirilgan nihollardan sog'lom kotiledon to'qimalari ajratib olindi. Har bir kotiledon maydoni taxminan 0,5–0,7 sm^2 ni tashkil etuvchi kotiledon disklari (eksplantlar) tayyorlandi. Eksplantlar MS oziqa muhitiga joylashtirildi. Oziqa muhiti tarkibiga 30 g/l saxaroza, 7 g/l agar, adenin sulfat moddasi hamda o'sish regulyatorlari — benzilaminopurin (BAP), naftiluksus kislotasi (NUK) va 2,4-dixlorfenoksiuksus kislotasi (2,4-D) turli konsentratsiyalarda qo'shildi (konsentratsiyalar 1-jadvalda keltirilgan). Eksplantlar xona harorati 24±2 °C, yoritilishi 1000 lyuks, namligi 70 % bo'lgan sharoitda va kerakli fotoperiod (16 soat kun, 8 soat tun) ta'minlangan holda joylashtirildi.

Eksplantlarda kallus to'qimasining hosil bo'lish samaradorligi kallus induktsiyasi chastotasi (%) ko'rsatkichi asosida baholandi. Ushbu ko'rsatkich quyidagi formula asosida hisoblab chiqildi:

$$\text{Kallus induksiyasi chastotasi (\%)} = \left(\frac{\text{Kallus hosil bo'lgan eksplantlar soni}}{\text{Joylashtirilgan eksplantlar soni}}\right) \times 100$$

Tahlil va natijalar. Kotiledon disklari o‘sish regulyatorlari (BAP, NUK va 2,4-D) turli kontsentratsiyalarda qo‘shilgan MS ozuqa muhitida o‘stirildi. Tadqiqotlar natijasida mazkur regulyatorlar kontsentratsiyalarining pamidor eksplantlaridan kallus hosil bo‘lishiga turlicha ta’sir ko‘rsatishi aniqlandi. Pomidorning kotiledon eksplantlaridan kallus induktsiyasi 2–4 hafta ichida to‘liq shakllanishi kuzatildi.

1-jadval

Kallus induksiyasiga turli konsentratsiyadagi sitokinin va auksinning ta’siri

Variant	mg/L				Kallus induksiyasi (%)	Kallusning xususiyati
	BAP	NUK	2,4-D	Adenin sulfat		
FA1	0.5	1	-	-	53.1±0.39	LYCFR
FA2	1	1	-	-	64.7±0.79	WGCN
FA3	2	0.5	-	-	31.0±0.80	WCZN
FA4	1	0.5	-	-	4.53±0.52	LYCN
FA5	1	1	-	40	74.7±1.07	WYCR
FA6	2	1	-	40	65.5±0.51	LBGWC
FA7	0.1	0.1	-	40	47.0±0.75	YGCFR
FA8	0.5	0.5	-	40	96.9±0.81	GYCN
D1	-	-	0.1	-	7.9±0.9	BWCR
D2	-	-	0.5	-	7.06±0.26	BWCR
D3	-	-	1	-	11.4±0.33	BCF
D4	0.5	-	-	-	33.5±0.41	WYCN

Shartli belgilar: ***B*** *– qo‘ng‘ir,* ***G*** *– yashil,* ***Y*** *– sarg‘ish,* ***W*** *– oq,* ***D*** *– to‘q,* ***L*** *– och,* ***C*** *– zich,* ***F*** *– bo‘sh,* ***N*** *– tugunli,* ***R*** *– ildiz.*

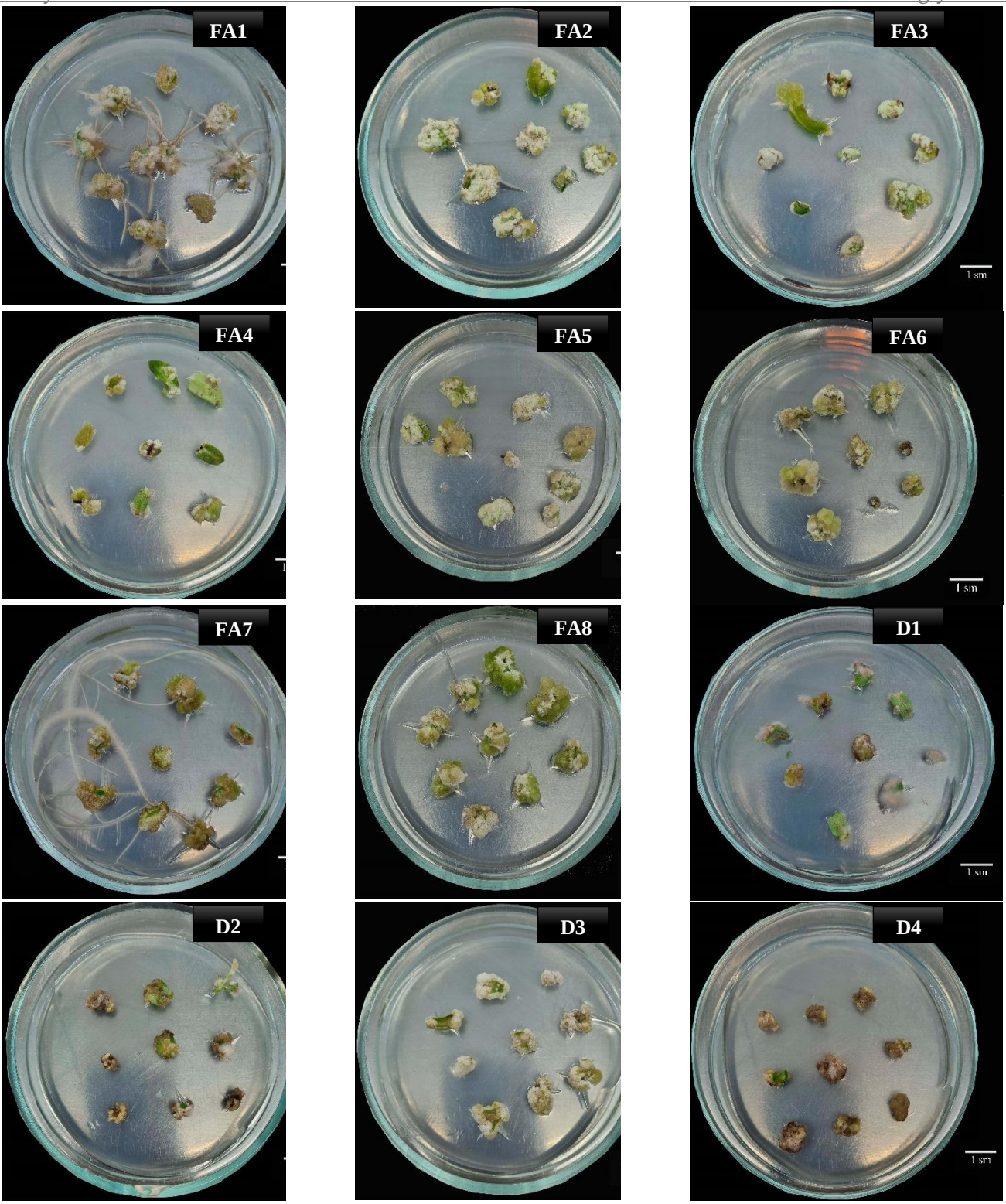
Olingan natijalar shuni ko‘rsatdiki, BAP va NAA kombinatsiyalari kallus induktsiyasida yuqori samaradorlik ko‘rsatdi, 2,4-D qo‘llangan variantlarda kallus hosil bo‘lish darajasi ancha past bo‘ldi (1-jadval, 1-rasm).

BAP + NAA qo‘llanilgan variantlar (FA1–FA8). Bu guruhda kallus hosil bo‘lish ko‘rsatkichi 4,5% dan 96,9% gacha o‘zgarib turdi. Minimal natija FA4 (1 mg/l BAP + 0,5 mg/l NAA) variantida kuzatilib, kallus hosil bo‘lishi atigi 4,53%ni tashkil etdi. Gormonlarning muvozanati yetarli bo‘lmaganligi sababli hujayra proliferatsiyasi sust kechgan deb hisoblanadi.

Eng yuqori kallus induktsiyasi FA8 (0,5 mg/l BAP + 0,5 mg/l NAA + 40 mg/l adenin sulfat) variantida qayd etildi — 96,9%. Ushbu muhitda hosil bo‘lgan kallus GYCN (yashil-sarghish, zich, tugunli) tipda bo‘lib, faol o‘sish va morfogen potensialning yuqorililigini ko‘rsatdi. Adenin sulfat qo‘shilgan variantlar (FA5–FA8) umumiy ravishda yuqori ko‘rsatkichlarga ega bo‘lib, uning hujayra bo‘linishini faollashtiruvchi qo‘shimcha manba sifatida samarali ishlagani aniqlandi.

2,4-D qo‘llanilgan variantlar (D1–D3). 2,4-Dning 0,1–1 mg/l oralig‘idagi kontsentratsiyasi kallus hosil bo‘lishida kutilganidek past natijalar berdi. Induksiya darajasi 7,06–11,4% atrofida bo‘lib, kallus odatda qoramtir, zichligi past va morfologik faolligi sust ko‘rinishda kuzatildi (BWCR, BCF). Bu ko‘rsatkichlar 2,4-D ning pomidor kotiledonlari uchun optimal bo‘lmasligini ko‘rsatadi.

BAPning yakka qo‘llanilgan varianti (D4). 0,5 mg/l BAP qo‘llanilganda kallus hosil bo‘lish darajasi 33,5%ni tashkil etdi. Hosil bo‘lgan kallus WYCN – oq-sarghish, zich va tugunli tuzilmaga ega bo‘lib, sitokininning o‘zi ham kallus hosil bo‘lishini rag‘batlantirishi mumkinligini tasdiqlaydi.



1-rasm. Pomidor kotiledon eksplantlarida turli gormon kombinatsiyalari bilan hosil bo‘lgan kalluslar

Xulosa va takliflar. Tadqiqotda pomidor eksplantlarida turli gormon kontsentratsiyalarining kallus induktsiyasiga ta’siri o‘rganildi. Natijalarga ko‘ra, BAP + NAA + adenin sulfat kombinatsiyasi kallus hosil bo‘lishini sezilarli darajada kuchaytiradi. Eng yuqori ko‘rsatkich FA8 varianti (0,5 mg/l BAP + 0,5 mg/l NAA + 40 mg/l adenin sulfat)da qayd etilib, kallus induktsiyasi 96,9%ni tashkil etdi. 2,4-D qo‘llangan variantlarda esa kallus hosil bo‘lishi past bo‘lib, kallusning tuzilishi bo‘sh va qo‘ng‘ir tusli bo‘ldi. Bu BAP–NAA–adenin sulfat kombinatsiyasi pomidorda kallogenez uchun eng maqbul ekanini ko‘rsatdi.

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JANUBIY ZARAFSHON TOG‘ TIZMASIDA YETISHTIRILGAN TURKISTON AYUGASI (*AJUGA TURKISTANIKA (REGEL) BRIQ.)* NING FITOKIMYOVIY TAHLILI

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Annotatsiya: *Farmasevtika va tibbiyot uchun muhim bo‘lgan o‘simlik turlarini asrab avaylash balki ularni ko‘paytirish xom ashyosini yetishtirish huzirgi kunda muhim ahamiyatga ega. Turikston ayugasi hozirgi vaqtga kelib tabiatdagi zahirasi tobora kamayib ketayotgan turlardan biri hisoblanadi, shu bilan birga tibbiyot va farmasetika uchun muhim dorivor o‘simlik hisoblanadi. Yuqoridagilarni hisobga olib, Turkiston ayugasini ko‘paytirish texnologiyasini ishlab chiqish, hamda yetishtirilgan xom ashyoni fitokimyoviy tahlil qilish tadqiqot ishini muhim qismi hisoblanadi.*

Kalit so‘zlar: *iqlim o‘zgarishi, pilantatsiya, xomashyo, dorivor, mikro va makroelimentlar, xromatografiya, vitamin, aminokislota, Zarafshon tog‘tizmasi.*

ФИТОХИМИЧЕСКИЙ АНАЛИЗ АЮГИ ТУРКЕСТАНСКОЙ (*AJUGA TURKISTANICA (REGEL) BRIQ.*), ВЫРАЩЕННОЙ В ЮЖНОЙ ЧАСТИ ЗАРАФШАНСКОГО ГОРНОГО ХРЕБТА

Аннотация: *Сохранение видов растений, имеющих важное значение для фармацевтики и медицины, а также их размножение и выращивание сырья в настоящее время приобретают особую актуальность. Аюга туркестанская на сегодняшний день относится к видам, запасы которых в природе постепенно сокращаются, при этом она является важным лекарственным растением для медицины и фармацевтики. Учитывая вышеизложенное, разработка технологии размножения аюги туркестанской, а также фитохимический анализ выращенного сырья являются важной частью данного исследования.*

Ключевые слова: *изменение климата, плантация, сырьё, лекарственное растение, микро- и макроэлементы, хроматография, витамин, аминокислота, Зарафшанский горный хребет.*

PHYTOCHEMICAL ANALYSIS OF AJUGA TURKISTANICA *(AJUGA TURKISTANICA (REGEL) BRIQ.)* CULTIVATED IN THE SOUTHERN ZARAFSHAN MOUNTAIN RANGE

Abstract: *The conservation of plant species that are important for pharmaceuticals and medicine, as well as their propagation and the cultivation of raw materials, is of great importance today. Ajuga turkestanica is currently considered one of the species whose natural reserves are gradually declining; at the same time, it is an important medicinal plant for medicine and pharmaceuticals. Considering the above, the development of propagation technology for Ajuga turkestanica, as well as the phytochemical analysis of the cultivated raw material, constitutes an important part of this research.*

Keywords: *climate change, plantation, raw materials, medicinal plant, micro- and macroelements, chromatography, vitamins, amino acids, Zarafshan mountain range.*

Kirish

Yer yuzida o‘simliklarning soni yarim milliondan oshadi, va yer sharida bir xil tarqalmagan, har bir tur va turkumlar iqlim va boshqa xususiyatlarga ko‘ra ma’lum geogirafik hududda umuman uchiramaydi yoki kam uchiraydi, ayrim o‘simliklar mutloqo uchiramaydi. Tadqiqot ob’ekti bo‘lgan Turkiston ayugasi xuddi shunday endim turlardan hisoblanadi va tabiiy holda faqatgina Markaziy Osiyoda uchiraydi. Bu tur keyingi yillarda ariali bir qancha qisqarib ketayotgan o‘simlik hisoblanadi. Bularning sababi ekologiyaning buzilishi iqlimning keskin isishi va insonlarning tabiatdan oqilona foydalanmasligi sabab bo‘layapdi. Turkiston ayugasi urug‘idan sekin ko‘payadi va urug‘idan ko‘payishi uchun qulayiroq muhit talab qiladi. Turkiston ayugasining farmasevtika va tibbiyot uchun bir qancha amaliy ahamiyatga ega, chunki bu o‘simlikning fitokimyoviy tarkibi bir qancha biologik faol moddalarga boy. Turkiston ayugasi hayotiy shakliga ko‘ra chala buta o‘simlik hisoblanadi. Bu o‘simlik endemik tur hisoblanib, Hisor tog‘ tizmasining bir

qancha massivlarida uchiraydi lekin tarqalish ariali juda kichik. Tabiatda uchiraydigan tabiiy zahirasi ham juda kam. Tabiiyki uning xom ashyosiga bo‘lgan ehtiyojni pilantatsiyalarda ekib yetishtirish orqali ta’minlash mumkin (1-rasm).

1-rasm. Turkiston ayugasining umumiy ko‘rinishi

Adabiyotlar tahlili

Bu turni, 1882-yilda o‘simlikshunos va botanik olim Regel tomonidan ilk marta tavsiflab berilgan, keyinchalik Briq tomonidan mukammal tahlil qilingan [D. Ulashov va boshqalar 2025 :370]. O‘simlikning tarkibida fitoekdisteroidlar deb ataluvchi ikkilamchi metabolitlarni to‘playdi. Ushbu moddalar biologik faol komponentlar sifatida qaraladi. *Ajuga* turkumi *Lamiaceae* oilasiga mansub bo‘lib, taxminan 50 turkum va 300 ga yaqin tur, kenja turlar navlarni o‘z ichiga oladi va Osiyo, Afrika, Avstraliya, Shimoliy Amerika va Yevropa hududlarida tarqalgan [B. Mamarasulov va boshqalar 2022: 44].

Tarkibida tibbiyot uchun muhum bo‘lgan ayugalakton, ekdisteron, siasteron, turkesteron, ayugosteron steroid moddalar uchiraydi [O. Xojimatov va boshqalar 2021: 14]. Tadqiqotchilar tomonidan Turkiston ayugasining sog‘lom va sifatli nihollarini yetishtirishda, 2022 - yil Surxandaryo viloyatidan uning novdalarini SAG MChJ in vitro laboratoriyasiga olib kelingan strel holatda nihollari ko‘paytirilgan [B. Qodirov va boshqalar 2024 : 3]

Turkiston ayugasi tarkibidan olingan ayrim ekstraktlar yurak qon - tomir faoliyatiga tasiri o‘rganilgan. Tajriba kalamush aortasida sinab ko‘rilgan. Tadqiqot natijalariga ko‘ra ushbu o‘simlik ekstrakti ion transport tizimlariga samarali ta’sir ko‘rsatishi aniqlangan [Eshbakova A. va boshqalar 2024 : 1214]. Bir qaator tadqiqotchilar tomonidan uning tarkibidagi ikkilamchi moddalar sof holda ajiratib olingan hamda bu moddalar tavsiflab berilgan [Omonturdiev S. va boshqalar 2019 : 28]. Xomashyosini yig‘ish vaqti va tartibi haqida bir qancha malumotlar bor. Turkiston ayugasining xom ashyosi iyul oyining boshlarida, ommaviy gullash davrida yig‘ib olinadi. Bu vaqtda faqat shoxlarning gullagan, bargli uchki qismlari terib olinadi. Yig‘ilgan xomashyo yaxshi shamollatiladigan chordoqlarda yoki soyabon ostida, qog‘oz yoki mato ustiga 5 - 7 sm qalinlikda yoyib quritiladi va vaqti - vaqti bilan ag‘darib turiladi. Xomashyoni 35-50 °C haroratli maxsus quritgichlarda ham quritish mumkin. Tayyor xomashyo 5 - 15 kg sof og‘irlikdagi qoplarda, maydalangan holdagi xomashyo esa 10 - 30 kg li qoplarda saqlanadi [Xujanov A. va boshqalar 2021 : 49]. Bundan tashqari mamlakatimizning bir qancha olimlar tomonidan bu o‘simlikning xloroplastlarining genom ketma - ketliklari tahlil qilingan [Elena Nikitina va boshqalar 2026 : 117]. Yildan yilga iqlimning o‘zgarishi respublikamiz hududidagi barcha o‘simliklar shu jumladan tadqiqot ob’ektimiz bo‘lgan turkiston ayugasiga ham ko‘payishi va rivojlanishiga salbiy ta’sir ko‘rsatmoqda. Bu dorivorlik xususiyatini o‘rganish bo‘yicha bir qancha tajribalar olib borilgan [D.Ulashov va boshqalar 2025 : 125] . Bu o‘simliktarkibidagi biofaol moddalar mushak muskullarining uzoq vaqt davomida ishlashiga xizmat qiladi [S. Artur va boshqalar 2014 : 2585].

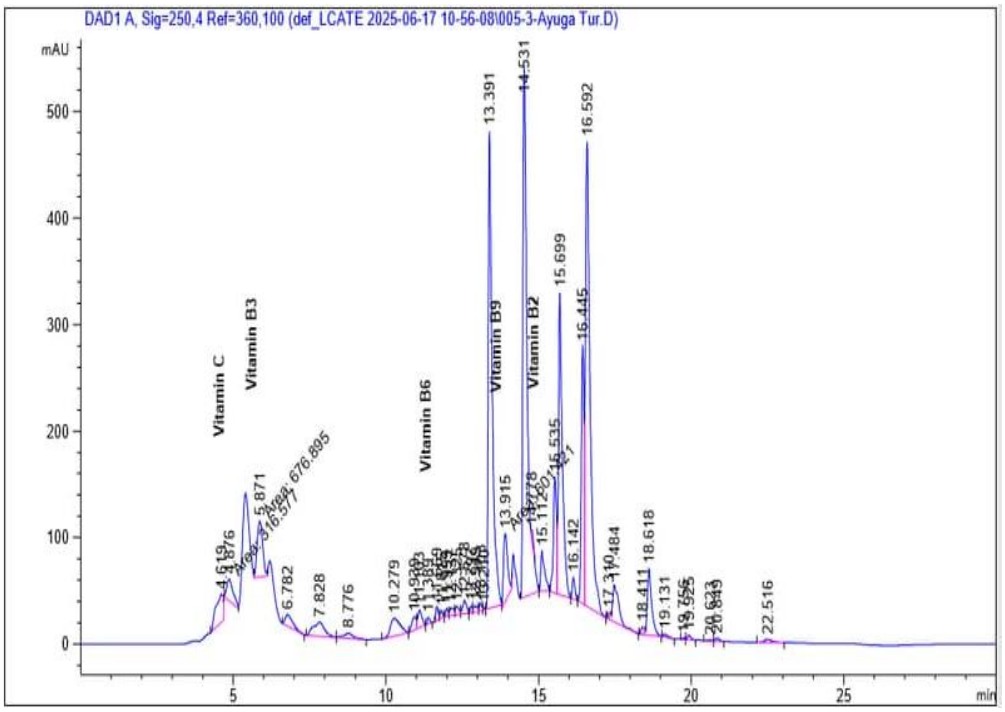
Tadqiqot metodologiyasi

Tadqiqot ishi Zarafshon tog‘ tizmasining janubiy yonbag‘rlarida, hududi jihatdan Qashqadaryo viloyati Chiroqchi tumanida olib borayapmiz. Tuman hududi Qashqadaryo viloyatining shimoliy qismida joylashgan bo‘lib cho‘l zonasi dengiz sathidan 400 - 600 m, adirlarda esa 700 - 900 m, tog‘li hududlari esa 1200 - 1500 m balandlikda joylashgan. Iqlimi keskin kontinental bo‘lib, yanvar oyida o‘rtacha harorat 2.7 °C iyulning o‘rtacha harorati esa 28 °C ni tashkil qiladi. Olib borilayotgan ajriba stansiyasi dengiz sathidan 700 - 800 metr balandlikda joylashgan. Turkiston ayugasininig urug‘idan tog‘ridan to‘g‘ri ko‘paytirish murakkabligini hisobga olib Respublikamizda bir qator ishlar amalga oshirilmoqda.

Natijalar va ularning tahlili

Turkiston ayugasining xom - ashyosi tarkibidagi, mikro va makroelimentlar aminokislotalar, flavonoidlar, vitaminlarni aniqlashda O‘zR FA Bioorganik kimyo institutining “Oqsillar va peptidlar kimyosi” laboratoriyasida U. Ishimov rahbarligida tahlillar qilindi. Bunda plazmalar induktiv bog‘langan mass - spektrometriya metodidan (ISP-MS) foydalanildi. Buning uchun o‘simlikning xona haroratida quritilgan biomassasidan analitik tarozida ma’lum miqdorda tortib olindi. Namuna tarkibidagi suvda eruvchi vitaminlar yuqori samaradorlikka ega bo‘lgan suyuqlik xromatografiyasi usuli yordamida aniqlandi. Tortmadan 5-10 gr miqdorida analitik tarozida tortib olinib, 300 ml hajmdagi yassi kolbaga solinadi. Ustiga 50 ml 40% li etanol eritmasidan qo‘shiladi. Aralashma magnit aralashtirgich, teskari sovutkich bilan jihozlanib, 1 soat davomida intensiv aralashtirib turgan holda qaynatiladi va keyinchalik 2 soat davomida xona haroratida aralashtiriladi. Aralashma tindirilib filtrlab olinadi. Qolgan qismiga 25 ml 40 foiz etanoldan solib 2 marta qayta ekstraksiya qilindi. Filtratlar birlashtirildi va 100 ml o‘lchagich kolbaga solinib chizig‘igacha 40% etanol bilan to‘ldiriladi (5-10%). Hosil bo‘lgan eritma sentrafugada 7000 oborot/minut tezlikda 10 daqiqa davomida aylantiriladi. Hosil bo‘lgan eritma ustki qismidan analiz uchun olindi (Jadval-1).

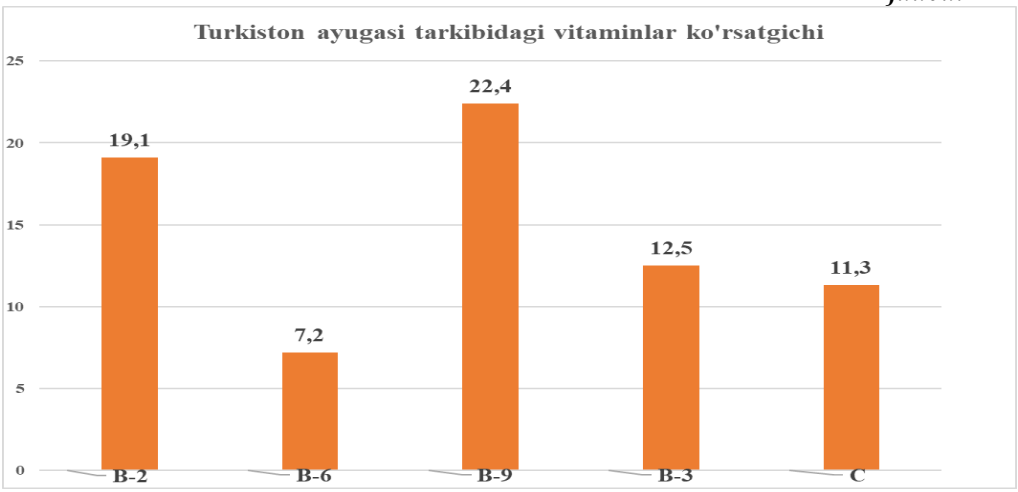
Jadval-1



Turkiston ayugasining tarkibida bir qancha muhim bo‘lgan vitaminlar xromatagirafiya usulida aniqlandi va tahlil qilindi (jadval- 2).

Jadvaldan ko‘rinib turibdiki eng ko‘p uchiraydigan vitamin B- 9 bo‘lib, eng kam uchiraydigan vitamin esa B-6 ekanini ko‘rishimiz mumkin.

Jadval-2



Xulosa

Tadqiqotimiz davomida turkiston ayugasining o‘sishi va rivojlanishi tuproq tarkibi biomassa ko‘rsatgichlari aniqlandi. Tajribalarni olib borish davomida uning fitokimyoviy tarkibi o‘rganildi. Uning xom ashyosi tarkibida bir qancha faol moddalar aniqlandi va tahlil qilindi. Aniqlangan biofaol moddalardan vitaminlar, mikro va makroelimentlar, aminokislotalar, flavonoidlar miqdor jihatdan tahlil qilindi. Tahlilarga ko‘ra turkiston ayugasi tibbiyot va farmasevtika sohasi uchun kerakli xom ashyo ekanligini, uning yetishtirish texnologiyasini ishlab chiqish muhim ekanligini xulosa qidik.

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MELOIDOGYNE NEMATODALARIGA QARSHI KURASHDA QO‘LLANILADIGAN METODLAR

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Annotatsiya: *Ushbu maqolada Meloidogyne turiga mansub nematodalar tomonidan yetkazilayotgan zarar va ular bilan kurashishda qo‘llaniladigan muhim metodlar yoritilgan. Maqolada ushbu nematodalarning biologiyasi, ular olib keladigan salbiy oqibatlar, agrotexnik, kimyoviy, biologik va integratsiyalashgan kurash usullarining ahamiyati, samaradorligi va amalga oshirish yo‘llari keng yoritilgan. Xususan, ekologik xavfsizlik tamoyillarini saqlagan holda ishlab chiqarishda samarali va barqaror kurash choralarini joriy qilish zaruriyati asoslab berilgan.*
Kalit so‘zlar: *Meloidogyne, nematodalar, o‘simlik kasalliklari, integratsiyalashgan kurash, biologik usullar, kimyoviy usullar, agrotexnika, ekologik xavfsizlik.*

МЕТОДЫ БОРЬБЫ С НЕМАТОДАМИ РОДА MELOIDOGYNE

Аннотация: *В данной статье рассматриваются вред, причиняемый нематодами рода Meloidogyne, и важные методы борьбы с ними. Подробно обсуждается биология этих нематод, негативные последствия их применения, важность, эффективность и внедрение агротехнических, химических, биологических и комплексных методов борьбы. В частности, обосновывается необходимость внедрения эффективных и устойчивых мер борьбы в производстве при соблюдении принципов экологической безопасности.*
Ключевые слова: *Meloidogyne, нематоды, болезни растений, комплексная борьба, биологические методы, химические методы, агротехника, экологическая безопасность.*

METHODS USED IN THE CONTROL OF *MELOIDOGYNE* NEMATODES

Abstract*: This article discusses the damage caused by nematodes of the genus Meloidogyne and the important methods used to combat them. The article extensively discusses the biology of these nematodes, the negative consequences they cause, the importance, effectiveness and implementation of agrotechnical, chemical, biological and integrated control methods. In particular, the need to introduce effective and sustainable control measures in production while maintaining the principles of environmental safety is justified.*
Keywords: *Meloidogyne, nematodes, plant diseases, integrated control, biological methods, chemical methods, agrotechnical, environmental safety.*

Kirish

Meloidogyne avlodiga mansub nematodalar qishloq xo‘jalik ekinlariga eng ko‘p zarar yetkazuvchi zararkunalilardan biri hisoblanadi. Ular, ayniqsa, sabzavot va poliz ekinlarining ildiz tizimiga chuqur ta’sir etib, o‘simliklarning o‘sishida va hosildorligida jiddiy muammolar keltirib chiqaradi. Ildizlarda yuzaga keluvchi bo‘rtmalar, o‘simliklarning oziqlanishini va suvni o‘zlashtirishini cheklaydi, natijada o‘simliklar nobud bo‘lishigacha olib keladi. Meloidogyne nematodalariga qarshi kurashishda har tomonlama yondashuv muhim ahamiyatga ega. Bugungi kunda integratsiyalashgan zararkunandalarni boshqarish tamoyillariga asoslangan holda, kimyoviy, agrotexnik, biologik va fizikaviy kurash usullari o‘zaro maqbul uyg‘unlashtiriladi. Bu yondashuv har bir usulning kuchli va zaif tomonlarini

inobatga olgan holda, yuqori va barqaror samaradorlikka erishish, tuproq va atrof-muhitning ekologik sog‘lomligini saqlashga xizmat qiladi.

Meloidogyne bilan kurashda profilaktik va agrotexnik tadbirlarga alohida e’tibor qaratiladi. Ekin almashinuvi va chidamli navlardan foydalanish, yer haydash va tozalash, sug‘orish va o‘g‘itlash tizimini to‘g‘ri tashkil etish zararkunandalar populyatsiyasini kamaytirishda asosiy rol o‘ynaydi. Kuchli zararlanish holatida esa, kimyoviy vositalardan foydalanish maqsadga muvofiq bo‘lib, ular qisqa muddatda yuqori natija beradi. Bundan tashqari, tuproqni quyosh energiyasi yordamida isitish va boshqa fizikaviy usullar kimyoviy preparatlardan foydalanmasdan ham nematodalar sonini kamaytirishda samarali hisoblanadi. Shu tariqa, Meloidogyne nematodalariga qarshi kurash kompleks va ilmiy asoslangan yondashuvni, dalaning o‘ziga xos holatiga mos metodlarning to‘g‘ri kombinatsiyasini talab qiladi. Bu esa nafaqat ekinlarni himoya qilish, balki qishloq xo‘jalik sohasida barqaror va ekologik toza hosil yetishtirishga zamin yaratadi.

Adabiyotlar tahlili va metodologiya

Meloidogyne nematodasi o‘simliklar ildiz tizimiga zarar yetkazadi va turli xil ekinlarda hosildorlikning keskin kamayishiga sabab bo‘ladi. Ushbu nematodalar o‘simlik ildizlarida g‘udaklar hosil qiladi, natijada o‘simliklarning oziqlanishi va suvdan foydalanishi yomonlashadi. Bu esa o‘simlik rivojlanishining oqsashiga, barglarning sarg‘ayishiga, kurtak va hosil sonining kamayishiga va oxir-oqibat hosilning yo‘qolishiga olib keladi. Shuning uchun ushbu zararli organizmlarga qarshi kompleks va samarali kurash choralarini ishlab chiqish muhim ahamiyat kasb etadi. Meloidogyne nematodalari tropik va subtropik iqlim sharoitida keng tarqalgan, biroq o‘rta va mo‘tadil zonalarda ham tez moslashuvi va ko‘payuvchanligi tufayli katta xavf tug‘diradi. Mazkur zararli organizmlar ekinlarning barcha o‘sish fazalarida faoliyat yuritadi va bir mavsumda bir necha avlod berishi mumkin. Ularning karantin zararkunandalari toifasiga kirgani, shuningdek, xalqaro qishloq xo‘jaligi savdosi uchun jiddiy tahdid bo‘lishi sababli, profilaktika va doimiy monitoring tadbirlariga alohida e’tibor qaratilishi lozim [1].

Kurashda birlamchi manfaat agrotexnik usullardan iborat bo‘lib, ularni to‘g‘ri va o‘z vaqtida amalga oshirish, dalada kasallik manbalarini kamaytirish va infeksiyalangan hududlar chegarasini qisqartirishga xizmat qiladi. Sariq, fusariyoz va bakterioz kasalliklarni yengillashtirish, ehtiyotkorlik bilan urug‘ materiallari va ko‘chatlarni saralash hamda dezinfeksiya qilish bu borada muhim ahamiyatga ega. Shuningdek, yerga ekishdan oldin ekin qoldiqlarini chuqur haydash, dalani yetarli dam olish uchun ekin almashinuvidan foydalanish samarali natija beradi. Qolgan ekin qoldiqlari va yovvoyi begona o‘tlar nematodlar uchun muhit bo‘lishi mumkin. Shu sababli, dalani doimiy tozalash hamda parvarish qilish zarur. Ayrim holatlarda nematodalarga chidamli va tolerant navlarni tanlash ham muvaffaqiyatli usullardan biridir. Hozirgi zamon seleksiyasi ushbu yo‘nalishda jadal rivojlanmoqda va turli sabzavot, dukkakli va boshqa madaniy ekinlarning kasallikka chidamli navlari yaratilmoqda. Bunday navlarni qo‘llash yordamida zararli organizmlar sonini bir necha barobar kamaytirish mumkin. Shu o‘rinda, mahalliy ekologik-iqlim sharoitiga mos keluvchi navlardan foydalanish maqsadga muvofiq. Chidamli navlarning doimiy ekilishi esa xavfni yanada kamaytiradi.

Biologik kurash ham katta ahamiyatga ega. So‘nggi yillarda biologik vositalardan, jumladan, foydali mikroorganizmlar — trixoderma, bacillus turdagi bakteriyalardan foydalangan holda amalga oshiriladi. Ushbu antagonistik mikroorganizmlar nematod tuxumlari va lichinkalariga kuchli zarar yetkazadi va ularni tabiiy ravishda nazorat qiladi. Biologik preparatlar tabiiy muhitga zarar yetkazmaydi, foydali entomofauna va tuproq mikroflorasiga salbiy ta’sir ko‘rsatmaydi. Biologik kurash vositalarining asosiy afzalligi ularning ekologik xavfsizligi va barqaror natijalar berishidadir. Bundan tashqari, ular boshqa metodlar bilan birgalikda qo‘llanganda ham yuqori samara beradi.Alohida e’tibor talab qiladigan jarayonlardan biri nematoodalarga qarshi kimyoviy kurash usullaridir. Kimyoviy preparatlar (nematosidlar) — karbonatli, fosfor-organik va boshqa guruh moddalar — zararkunandalarga to‘g‘ridan-to‘g‘ri ta’sir ko‘rsatadi. Lekin, ularni ishlatishda ekologik xavfsizlik, mahsulot sifatidagi qoldiq miqdor (maksimal ruxsat etilgan daraja), inson va jonivorlar salomatligi muhofazasini inobatga olish shart. Kimyoviy preparatlar tez va sifatli natija bersa-da, ularni noto‘g‘ri va haddan ortiq qo‘llash tuproqda zaharlı moddalarning yig‘ilib qolishiga, tuproq unumdorligining pasayishiga olib keladi. Shu bois, ilmiy asoslangan kimyoviy kurash protokollariga qat’iy amal qilish zarur. Davriy ravishda kimyoviy va boshqa usullarni muvofiqlashtirib qo‘llash natijasida, zararli organizmlar qarshiligini (rezistentlik) oldini olish mumkin. Nematosidlarning ekologiyaga va odam sog‘lig‘iga ta’siri har doim nazorat ostida bo‘lishi kerak. So‘nggi vaqtlarda ekologik xavfsiz va samarali yangi avlod preparatlari ishlab chiqilmoqda. Kimyoviy moddalar bilan ishlashda himoya vositalaridan foydalanish, to‘g‘ri dozalash, maxsus me’yor va texnika xavfsizligini qat’iy bajarish zarur [2].

Natijalar va Muhokama

Integratsiyalashgan kurash choralari — bir necha usullar kompleksdan foydalanishda samaradorlik yuqori bo‘ladi. Masalan, agrotexnik, biologik va kimyoviy kurash usullarining birgalikda qo‘llanilishi natijasida nematodlar soni sezilarli darajada kamayadi. Integratsiyalashgan metodlar o‘simliklarni himoyalashni yanada mukammal qilish, qurish

xarajatlarini kamaytirish hamda ekologik tozalikka rioya etish imkonini beradi. Tuproq unumdorligi, hosildorlik oshadi va zararkunanda populyatsiyasi barqaror tarzda nazorat ostida tutiladi. Ushbu yondashuvda nafaqat kimyoviy, balki biokimyoviy va agrotadbirlar uyg‘unligini saqlash, xalqaro standart talablariga mos harakat qilish muhimdir. Meloidogyne nematodalari bilan kurashning zamonaviy ikki asosiy yo‘nalishi mavjud: ekologik xavfsizlik va iqtisodiy maqbullik. Birinchi yo‘nalishda muqim ekologik va foydali muhitni saqlash, sog‘lom agro-ekotizimni rivojlantirish maqsad qilinadi. Iqtisodiy efficiency esa, xarajatlarning qisqartirilishi va uzluksiz, barqaror hosil olishga tayangan. Buning uchun har bir dala, ekish sharoiti va ekin xususiyatlariga mos individual strategiyalar tanlanadi. Har bir usulning o‘ziga xos afzallik va kamchiliklari bo‘lsa-da, ularni to‘g‘ri, aniq va muvofiqlikda qo‘llash eng yuqori natijaga olib keladi [3].

So‘nggi yillarda ilmiy tadqiqotlar natijasida yangi biologik vositalar, zamonaviy ekin navlari va innovatsion kimyoviy preparatlar ishlab chiqilmoqda. Bu borada zamonaviy IT texnologiyalar, masalan, zamonaviy tuproq monitoringi, dronlar yordamida dala tahlili va kasallik tarqalishini oldindan baholash metodlari ishlab chiqilgan. Ularning joriy etilishi fermerlar, qishloq xo‘jaligi mutaxassislari uchun qulay, tezkor va aniqroq chora-tadbirlarni amalga oshirish imkonini beradi. Ilmiy-innovatsion yutuqlar ortidan nematodalarga qarshi kurash doimiy yangilab boriladi. Har bir strategiya va kurash usulining samarali natija berishi uchun doimiy bilim almashish, tajriba o‘rtoqlashish va yangi yondashuvlarni sinovdan o‘tkazish muhim. Bu borada viloyat, tuman va respublika darajasida tayanch laboratoriyalar va o‘quv markazlari bo‘lishi va agronomlar, fermerlar muntazam malaka oshirishi talab etiladi. Shu bilan birga, xalqaro tajribalar va ilmiy tahlillar asosida, mahalliy sharoitda yuqori natija bera oladigan metodlarni tanlash maqsadga muvofiq. Kurashning muvaffaqiyatli olib borilishi uchun tuproq tahlilini zamon talabiga mos apparatlar va dasturlar asosida olib borish, tuproq mikrobiologik tahlilini amalga oshirish, dalada o‘sadigan yovvoyi o‘tlar, zararli va foydali mikroorganizmlar muvozanatini doimiy monitoring qilish zarur. Barcha tadbirlar muvofiqlashtirilgan va tizimli bo‘lishi kerak. Har bir dalada nematod monitoringini muntazam o‘tkazish, kuzatuv natijalarini tahlil qilish va natijalarga asosan o‘z vaqtida zaruriy choralarni ko‘rish muhim [4].

Meloidogyne avlodiga mansub nematodalarning tarqalishi va qishloq xo‘jalik ekinlariga yetkazadigan zarari ular yashaydigan muhit sharoitiga bog‘liq ravishda o‘zgarib turadi. Shu sababli, nematodalarga qarshi turli kurash tadbirlarini amalga oshirish talab etiladi. Nematodalar bilan kurashish tizimi integratsiyalashgan zararkunandalarni boshqarish (IZB) konsepsiyasiga asoslanadi. Mazkur konsepsiya kimyoviy, biologik, agrotexnik va fizikaviy usullarning maqbul kombinatsiyasini o‘z ichiga oladi. Har bir usulning o‘ziga xos afzalliklari va kamchiliklari mavjud bo‘lib, ularni to‘g‘ri uyg‘unlashtirish orqali yuqori samaradorlikka erishish mumkin.

Ochiq dala maydonlarida va issiqxona sharoitida o‘rtacha yoki kuchsiz zararlangan dalalarda, avvalo profilaktik, agrotexnik va fizikaviy kurash tadbirlari muhim ahamiyat kasb etadi. Agrotexnik tadbirlar orasida ekin almashlab ekish alohida o‘rin tutadi. Nematodalar bilan zararlangan maydonlarda 2–3 yil davomida ildiz bo‘rtma nematodalariga chidamli ekin navlarini yetishtirish populatsiyani sezilarli darajada kamaytiradi. Xususan, g‘alla ekinlari, makkajo‘xori va ayrim o‘t turlari nematodalar uchun xo‘jayin hisoblanmaydi yoki yomon xo‘jayin sanaladi.

Kimyoviy preparatlar qishloq xo‘jaligi ekinlarining nematodalar bilan kuchli zararlangan o‘choqlarida qo‘llanishi mumkin [26; 1–105-b.]. Kimyoviy dorilar issiqxonalarda va nematodalar bilan kuchli zararlanadigan monokultura ekinlarda yuqori samaraga ega. Nematodalarga qarshi ishlatiladigan kimyoviy preparatlar nematitsidlar deb ataladi. Ular ta’sir mexanizmiga ko‘ra bir necha guruhlarga bo‘linadi: fosfororganik birikmalar, karbamatlar, fumigantlar va biologik kelib chiqishli preparatlar. Har bir guruh preparatlari xavfsizlik darajasi, samaradorligi va qo‘llash usuli jihatidan bir-biridan farq qiladi [5].

Mazkur tadqiqot ishlari 2025 yil iyul–oktyabr oylarida Farg‘ona viloyati Quva tumani hududida joylashgan “Oq oltin” fermer xo‘jaligi dala maydonlarida ochiq dala sharoitida olib borildi. Tadqiqotning asosiy maqsadi Meloidogyne avlodiga mansub ildiz bo‘rtma nematodalariga qarshi Oksamil 24 % nematotsid preparatining samaradorligini aniqlashdan iborat bo‘ldi. Oksamil karbamat guruhi vakili bo‘lib, sistematik ta’sirga ega nematitsid hisoblanadi. U o‘simlik ildizlari orqali so‘rilib, nematoda lichinkalari bilan aloqaga tushadi hamda ularning asab tizimiga ta’sir ko‘rsatadi.

Tajriba uchun ajratilgan umumiy maydon 25 sotixni tashkil etdi. Tajriba uchastkalari agrotexnik talablar asosida tayyorlandi: tuproq haydalib, tekislandi va ekishga tayyor holga keltirildi. Tadqiqot bodring (Cucumis sativus L.) o‘simligida olib borildi. Bodring o‘simligi ildiz bo‘rtma nematodalari bilan ko‘p zararlanadigan sabzavotlar qatoriga kiradi. Uning ildizlari nisbatan yupqa va yumshoq bo‘lgani uchun nematodalar uchun oson kirish yo‘li yuzaga keladi. Vegetatsiya davrining qisqaligi tufayli bu ekinda nematodalar yil davomida bir necha avlod yetishtirish imkoniga ega bo‘ladi.

Tajriba nazorat hamda tajriba variantlariga ajratildi. Nazorat variantida hech qanday kimyoviy ishlov bajarilmadi. Tajriba variantida esa Oksamil 24 % nematotsid preparati qo‘llanildi. Tajriba 3 takrorlanishda tashkil etib, har bir takror

alohida uchastkaga joylashtirildi. Uchastkalar o‘rtasida tasodifiy tarqatish metodi qo‘llanildi. Har bir variant uchun ajratilgan maydon 5 sotixni tashkil etdi. Variantlar orasida 0,5 metrli ajratuvchi chiziqlar qoldirildi.

Agrotexnik tadbirlar tizimiga chuqur shudgorlash (nematodalarning pastki qatlamlarga siljib, nobud bo‘lishi uchun), o‘simlik qoldiqlarini daladan yig‘ib chiqarish va yo‘qotish (tuxum va lichinkalarning saqlanishi oldini olish), optimal sug‘orish rejimini saqlash, organik o‘g‘itlardan foydalanish (tuproq biotasini yaxshilash), shuningdek karantin choralarini ko‘rish (zararlangan maydonlardan asbob-uskuna va tuproqni boshqa hududlarga ko‘chirishning oldini olish) kiradi [6].

Fizikaviy usullar qatorida tuproqni bug‘ yoki quyosh energiyasi yordamida isitish (solyarizatsiya) eng samarali choralardan biri sifatida ajralib turadi. Solyarizatsiya usulida yoz oylarida (iyul–avgust) shudgorlangan dala sirtiga shaffof polietilen plyonka yopiladi. Quyosh nurlari ostida tuproq harorati 50–60°C darajagacha ko‘tariladi va bu nematoda tuxumlari hamda lichinkalarini nobud etadi. Ushbu usul kimyoviy preparatlarsiz ham nematodalar sonini sezilarli darajada kamaytirishga imkon beradi.

Xulosa

Meloidogyne nematodalari bilan kurashish zamonaviy qishloq xo‘jaligida murakkab va mas’uliyatli vazifaga aylangan. Faol va barqaror kurash choralarini aniqlash, ijtimoiy-iqtisodiy va ekologik talablarga javob beradigan metodlarni tanlash dolzarb masalalardan biridir. Kurashning har bir bosqichida agrotexnik, kimyoviy va biologik metodlarning muvofiqlikda foydalanilishi yuqori samaradorlikni ta’minlaydi. Innovatsion yondashuvlar, ilmiy tadqiqotlar natijalari bilan uyg‘un holda olib borilayotgan chora-tadbirlar hosildorlikni oshirish, o‘simlik sog‘lomligini yaxshilash va atrof-muhitni muhofaza qilish imkonini beradi. Doimiy monitoring, tuproq tahlili va zamonaviy texnologiyalar yordamida zararkunandalarga qarshi barqaror natijalarga erishiladi. Bu borada mahalliy va xalqaro tajribani inobatga olib, kasalliklarga qarshi kurashni samarali tashkil qilish dolzarb vazifa bo‘lib qolmoqda.

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ANJIR DARAXTINING ASOSIY ZARARKUNANDALARI VA ULARGA QARSHI KURASH CHORALARI

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Annotatsiya: *Ushbu maqolada anjir (Ficus carica L.) daraxtining asosiy zararkunandalari, ularning bioekologik xususiyatlari hamda o‘simlikka yetkazadigan zarari yoritilgan. Anjir parvonasi (Choreutis nemorana Hb.), anjir barg burgachasi (Homotoma ficus L.), anjir po‘stloqxo‘r qo‘ng‘izi, anjir mumsimon soxta qalqondori va o‘rgimchakkana (Tetranychus urticae Koch.) kabi zararkunandalarning rivojlanish xususiyatlari, tarqalishi va iqtisodiy ahamiyati tahlil qilingan. Shuningdek, anjir plantatsiyalarida zararkunandalar sonini nazorat qilish va zararini kamaytirishda biologik, agrotexnik hamda kimyoviy kurash usullarining samaradorligi ko‘rib chiqilgan. Integrallashgan himoya tizimidan foydalanish anjir hosildorligini saqlash, mahsulot sifatini oshirish va ekologik muvozanatni ta’minlashning muhim omili ekanligi ta’kidlangan.*

Kalit so‘zlar: *Zararkunandalar, anjir parvonasi, anjir barg burgachasi, o‘rgimchakkana, po‘stloqxo‘r qo‘ng‘iz, soxta qalqondor, bioekologiya, integrallashgan himoya, biologik kurash, agrotexnik tadbirlar, hosildorlik.*

ОСНОВНЫЕ ВРЕДИТЕЛИ ФИГОВОГО ДЕРЕВА И МЕРЫ ПО БОРЬБЕ С НИМИ.

Аннотация: *В данной статье рассмотрены основные вредители инжира (Ficus carica L.), их биоэкологические особенности и наносимый ими ущерб растению. Проанализированы особенности развития, распространения и хозяйственное значение таких вредителей, как инжирная моль (Choreutis nemorana Hb.), инжирная листоблошка (Homotoma ficus L.), инжирный короед, восковая ложнощитовка инжира и паутинный клещ (Tetranychus urticae Koch.). Также рассмотрена эффективность биологических, агротехнических и химических методов борьбы для контроля численности вредителей и снижения их вредоносности в насаждениях инжира. Подчёркивается, что использование интегрированной системы защиты растений является важным фактором сохранения урожайности инжира, повышения качества продукции и обеспечения экологического равновесия.*

Ключевые слова: *Вредители, инжирная моль, инжирная листоблошка, паутинный клещ, короед, ложнощитовка, биоэкология, интегрированная защита, биологическая борьба, агротехнические мероприятия, урожайность.*

MAIN PESTS OF FIG TREE AND MEASURES TO FIGHT AGAINST THEM

Abstract: *This article discusses the main pests of fig (Ficus carica L.), their bioecological characteristics, and the damage they cause to the plant. The developmental features, distribution, and economic importance of such pests as the fig moth (Choreutis nemorana Hb.), fig psylla (Homotoma ficus L.), fig bark beetle, fig wax scale insect, and two-spotted spider mite (Tetranychus urticae Koch.) are analyzed. The effectiveness of biological, agrotechnical, and chemical control methods for regulating pest populations and reducing their harmful effects in fig plantations is also considered. The study emphasizes that the use of an integrated pest management system is an important factor in maintaining fig productivity, improving fruit quality, and ensuring ecological balance.*

Keywords: *Pests, fig moth, fig psylla, spider mite, bark beetle, scale insect, bioecology, integrated pest management, biological control, agrotechnical measures, productivity.*

Kirish

Anjir qimmatli mevali ekinlardan biri bo‘lib, uning hosildorligi va mahsulot sifati turli biotik omillar, xususan zararkunandalar ta’sirida sezilarli darajada kamayishi mumkin. Anjir zararkunandalari turli bioekologik xususiyatlarga

ega bo‘lib, asosan barglar, mevalar va novdalarda yashaydi hamda o‘simlik to‘qimalari hisobiga oziqlanadi. Natijada o‘simlikning normal o‘sishi, rivojlanishi va hosil berish jarayonlari izdan chiqadi. Ayniqsa, anjir pashshasi (*Cacopsylla ficus*) va anjir o‘rgimchagi (*Eriophyes ficus*) kabi zararkunandalar anjir plantatsiyalarida keng tarqalgan bo‘lib, barglarning qurishi, fotosintez jarayonining pasayishi hamda novdalar o‘sishining sekinlashishiga sabab bo‘ladi.

Zararkunandalar o‘simliklarning fiziologik va biologik jarayonlariga salbiy ta’sir ko‘rsatib, ularning immunitetini pasaytiradi va kasalliklarga chidamliligini susaytiradi. Shu bois anjir ekinlarida zararkunandalarga qarshi samarali kurash choralarini ishlab chiqish va qo‘llash muhim ahamiyat kasb etadi. Hozirgi kunda biologik, kimyoviy va agrotexnik usullarni uyg‘unlashtirgan holda qo‘llash zararkunandalar sonini nazorat qilishning eng samarali yo‘llaridan biri hisoblanadi. Bundan tashqari, ekologik xavfsiz va agroekologik yondashuvlarga asoslangan himoya tadbirlari hosilni saqlash bilan birga atrof-muhit muvozanatini ham asrashga xizmat qiladi. Shu sababli anjirning asosiy zararkunandalarini, ularning bioekologik xususiyatlarini hamda ularga qarshi kurash choralarini o‘rganish qishloq xo‘jaligi samaradorligini oshirish va sifatli hosil yetishtirishda muhim ilmiy-amaliy ahamiyatga ega.

Asosiy qism

Anjir (*Ficus carica L.*) — tutdoshlar oilasiga mansub, qadimdan yetishtirib kelinadigan subtropik mevali o‘simlik bo‘lib, uning mevasi shirin ta'mli, vitamin va mineral moddalarga boy hisoblanadi. Anjir yangi va quritilgan holda iste'mol qilinadi hamda xalq tabobati va oziq-ovqat sanoatida keng qo‘llaniladi. Dunyoning ko‘plab tropik va subtropik hududlarida keng tarqalgan qimmatli mevali ekinlardan biri hisoblanadi. Respublikamizda ham anjirning sariq anjir, Qarshi anjiri, Kadota, Smirna qora anjiri kabi navlari yetishtiriladi. Anjir yuqori hosildorligi, tez hosilga kirishi hamda mevalarining oziqaviy va shifobaxsh xususiyatlari bilan ajralib turadi. Biroq ushbu ekin turli zararkunandalar va kasalliklar ta’sirida zarar ko‘radi, bu esa hosildorlikning pasayishiga hamda mahsulot sifatining yomonlashishiga olib keladi [1].

Tadqiqotchilarning ma’lumotlariga ko‘ra, anjir daraxtida 40 dan ortiq zararkunanda turlari uchrashi mumkin. Ularning ichida anjir parvonasi, anjir barg burgachasi, anjir po‘stloqxo‘r qo‘ng‘izi, anjir mumsimon soxta qalqondori hamda o‘rgimchakkana asosiy iqtisodiy ahamiyatga ega zararkunandalar hisoblanadi [2]. Anjirning eng xavfli zararkunandalaridan biri anjir parvonasi (*Choreutis nemorana Hb.*) hisoblanadi. Ushbu zararkunanda barglar bilan oziqlanib, ularning yuzasini shikastlaydi. Natijada barglarning fotosintez faoliyati pasayadi, o‘simlikning o‘sishi sustlashadi va hosil miqdori kamayadi. Anjir parvonasining biologiyasi va unga qarshi kurash masalalari Sharqiy Zakavkaziya, Gruziya, Ozarbayjon, Armaniston, Moldova, Qrim va O‘zbekiston hududlarida keng o‘rganilgan. Tadqiqotlar natijasida ushbu zararkunanda anjir plantatsiyalarida katta iqtisodiy zarar yetkazishi aniqlangan [3]. Anjirda keng tarqalgan zararkunandalardan yana biri anjir barg burgachasi (*Homotoma ficus L.*) hisoblanadi. Mazkur hasharot yil davomida bir avlod berib rivojlanadi va tuxum holatida qishlaydi. Bahor oylarida tuxumlardan lichinkalar chiqib, barglarning orqa tomonida yashay boshlaydi. Yosh lichinkalar barg tomirlari orasida yashirin hayot kechirsa, keyingi yoshdagi lichinkalar koloniya holida joylashadi. Ular o‘simlik shirasi bilan oziqlanib, barglarning deformatsiyalanishiga va fiziologik faoliyatining buzilishiga sabab bo‘ladi [4].

Anjir barg burgachasi rivojlanishining dastlabki bosqichlari mart oyining oxiri va aprel oyining boshlariga to‘g‘ri keladi. Lichinkalarning asosiy qismi may oyining oxiri va iyun oyining boshlarida voyaga yetadi. Ayrim tadqiqotchilar ushbu zararkunandaning yoz davomida boshqa o‘simliklarga ko‘chib o‘tishi, kuzda esa yana anjir daraxtlariga qaytib tuxum qo‘yishini qayd etganlar [5]. Anjir po‘stloqxo‘r qo‘ng‘izi ham anjir plantatsiyalarida uchraydigan xavfli zararkunandalardan biridir. Ushbu hasharot novda va poyalarning po‘stlog‘i ostida yashab, daraxtning oziqa moddalarini tashuvchi to‘qimalarini zararlaydi. Natijada novdalarning qurishi, daraxtning zaiflashishi va hosildorlikning kamayishi kuzatiladi. Respublikamizda ushbu zararkunandaning biologiyasi va ekologiyasi yetarli darajada o‘rganilmagan bo‘lsa-da, uning anjirga sezilarli zarar yetkazishi qayd etilgan [6].

Anjir mumsimon soxta qalqondori ham iqtisodiy ahamiyatga ega zararkunandalardan hisoblanadi. Ushbu zararkunanda nafaqat anjirga, balki pista, anor, sitrus o‘simliklari, urug‘li va danakli meva daraxtlari hamda tokka ham zarar yetkazadi. Zararkunanda o‘simlik shirasi bilan oziqlanib, barglar va novdalarning zaiflashishiga olib keladi. Kuchli zararlanish natijasida daraxtlarning o‘sishi susayadi, hosildorlik pasayadi va meva sifati yomonlashadi [7]. Anjir ekinlarida o‘rgimchakkana (*Tetranychus urticae Koch.*) ham keng tarqalgan zararkunandalardan biridir. O‘rgimchakkana juda ko‘p turdagi madaniy va yovvoyi o‘simliklarda uchraydi. Tadqiqotlarga ko‘ra, u 250 ga yaqin o‘simlik turini zararlashi mumkin. Ayniqsa sariq anjir navlarida kuchli zarar keltirishi aniqlangan. O‘rgimchakkana barglarning pastki qismida yashab, hujayra shirasi bilan oziqlanadi. Zararlangan barglarda avval mayda sarg‘ish dog‘lar paydo bo‘ladi, keyinchalik barglar qurib to‘kiladi. Bu esa fotosintez jarayonining pasayishiga va hosildorlikning kamayishiga sabab bo‘ladi [8].

O‘rgimchakkana mavsum davomida 11–13 avlod berib rivojlanishi mumkin. Voyaga yetgan urg‘ochi zotlari daraxt po‘stloqlari ostida va o‘simlik qoldiqlari orasida qishlaydi. Bahor faslida ular faol rivojlanib, qisqa muddat ichida son jihatdan keskin ko‘payadi. Shu sababli o‘rgimchakkana bilan kurashishda doimiy monitoring olib borish muhim

hisoblanadi [8]. Anjir zararkunandalari o‘simliklarning fiziologik jarayonlariga salbiy ta’sir ko‘rsatadi. Ular barglarning fotosintez faoliyatini kamaytiradi, oziqa moddalar almashinuvini buzadi va o‘simlik immunitetining pasayishiga olib keladi. Natijada daraxtlar turli kasalliklarga nisbatan sezgir bo‘lib qoladi. Zararkunandalar ta’sirida hosil miqdori kamayibgina qolmay, uning sifati ham yomonlashadi. Shu sababli anjir plantatsiyalarida zararkunandalarga qarshi kurashish muhim agrotexnik tadbir hisoblanadi [9]. Hozirgi vaqtda anjir zararkunandalariga qarshi kurashda integrallashgan himoya tizimi qo‘llanilmoqda. Bu tizim biologik, kimyoviy va agrotexnik usullarni birgalikda qo‘llashni nazarda tutadi. Biologik kurashda zararkunandalarning tabiiy kushandalari, jumladan parazit va yirtqich hasharotlardan foydalaniladi. Agrotexnik usullar qatoriga bog‘larni toza saqlash, zararlangan novdalarni kesib tashlash, o‘simlik qoldiqlarini yo‘qotish hamda daraxtlarni to‘g‘ri parvarish qilish kiradi. Zarurat tug‘ilganda kimyoviy preparatlar qo‘llaniladi, biroq ularni ishlatishda ekologik xavfsizlik talablariga qat’iy rioya qilish lozim [10].

Shunday qilib, anjirning asosiy zararkunandalari biologiyasi, ekologiyasi va zarar keltirish xususiyatlarini chuqur o‘rganish ularga qarshi samarali kurash choralarini ishlab chiqishda muhim ahamiyat kasb etadi. Integrallashgan himoya tizimidan foydalanish anjir hosildorligini saqlash, mahsulot sifatini oshirish hamda ekologik muvozanatni ta’minlashning eng maqbul yo‘li hisoblanadi.

XULOSA

Anjir (*Ficus carica L.*) qimmatli mevali ekinlardan biri bo‘lib, uning hosildorligi va mahsulot sifati turli zararkunandalar ta’sirida sezilarli darajada pasayishi mumkin. Tadqiqotlar natijasida anjir parvonasi, anjir barg burgachasi, anjir po‘stloqxo‘r qo‘ng‘izi, anjir mumsimon soxta qalqondori hamda o‘rgimchakkana anjirning asosiy zararkunandalari ekanligi aniqlandi. Ushbu zararkunandalar o‘simlikning barglari, novdalari va boshqa vegetativ organlarini zararlab, fotosintez jarayonining pasayishi, o‘sish va rivojlanishning susayishi hamda hosildorlikning kamayishiga sabab bo‘ladi. Anjir zararkunandalarining bioekologik xususiyatlarini o‘rganish ularga qarshi samarali kurash choralarini ishlab chiqishda muhim ahamiyatga ega. Zararkunandalar sonini nazorat qilishda biologik, agrotexnik va kimyoviy usullarni uyg‘unlashtirgan holda qo‘llash yuqori samaradorlik beradi. Ayniqsa, integrallashgan himoya tizimidan foydalanish hosilni saqlab qolish, mahsulot sifatini oshirish hamda atrof-muhit ekologik muvozanatini ta’minlash imkonini yaratadi.

Shunday qilib, anjir plantatsiyalarida zararkunandalarga qarshi o‘z vaqtida va ilmiy asoslangan kurash choralarini amalga oshirish mo‘l va sifatli hosil olishning muhim omillaridan biri hisoblanadi. Kelgusida anjir zararkunandalarining biologiyasi, ekologiyasi va ularga qarshi ekologik xavfsiz kurash usullarini yanada chuqurroq o‘rganish ushbu sohada olib borilayotgan ilmiy tadqiqotlarning dolzarb yo‘nalishlaridan biri bo‘lib qoladi.

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BAKTERIOFAG TERAPIYA: ZAMONAVIY TIBBIYOTDA ANTIBIOTIKLARGA MUQOBIL YONDASHUV

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Annotasiya: *Bakteriofag terapiya bakterial infeksiyalarni davolashda bakteriyalarni yo‘q qiluvchi viruslar-bakteriofaglardan foydalanishga asoslangan usuldir. Antibiotiklarga chidamli bakteriyalar ko‘payib borayotgan sharoitda ushbu yondashuv muhim alternativ davolash vositasi sifatida qaralmoqda. Maqolada bakteriofag terapiyaning mohiyati, afzalliklari va zamonaviy tibbiyotdagi ahamiyati yoritiladi.*

Kalit so‘zlar: *bakteriofag, fag terapiya, antibiotiklarga chidamlilik, bakterial infeksiya, biologik davolash, virus, mikrobiologiya, zamonaviy tibbiyot.*

BACTERIOPHAG THERAPY: AN ALTERNATIVE APPROACH TO ANTIBIOTICS IN MODERN MEDICINE

Annotation*: Bacteriophage therapy is a method based on the use of bacteria-destroying viruses - bacteriophages - in the treatment of bacterial infections. In the context of the increasing number of antibiotic-resistant bacteria, this approach is considered an important alternative treatment. The article discusses the essence, advantages and significance of bacteriophage therapy in modern medicine.*

Keywords: *bacteriophage, phage therapy, antibiotic resistance, bacterial infection, biological treatment, virus, microbiology, modern medicine.*

БАКТЕРИОФАГНАЯ ТЕРАПИЯ: АЛЬТЕРНАТИВНЫЙ ПОДХОД К АНТИБИОТИКАМ В СОВРЕМЕННОЙ МЕДИЦИНЕ

Аннотация: *Фаготерапия — это метод, основанный на использовании бактериоуничтожающих вирусов — бактериофагов — в лечении бактериальных инфекций. В контексте растущего числа антибиотикорезистентных бактерий этот подход рассматривается как важная альтернатива лечению. В статье обсуждаются сущность, преимущества и значение фаготерапии в современной медицине.*

Ключевые слова*: бактериофаг, фаготерапия, антибиотикорезистентность, бактериальная инфекция, биологическое лечение, вирус, микробиология, современная медицина.*

XX asrda antibiotiklarning kashf etilishi tibbiyot sohasida ulkan burilish yasab, ko‘plab bakterial kasalliklarni samarali davolash imkonini berdi. Antibiotiklar yordamida pnevmoniya, sil, sepsis kabi xavfli infeksiyalar ustidan nazorat kuchaydi va inson umr davomiyligi sezilarli darajada oshdi. Biroq vaqt o‘tishi bilan antibiotiklardan haddan tashqari va noto‘g‘ri foydalanish natijasida ko‘plab bakteriyalarda ularga nisbatan chidamlilik shakllandi. Bugungi kunda antibiotiklarga rezistent bakteriyalar global sog‘liqni saqlash tizimidagi eng dolzarb muammolardan biri bo‘lib, yangi va samarali davolash usullarini izlashni talab qilmoqda.

Shunga ko‘ra, bakteriofag terapiya zamonaviy tibbiyotda qayta e’tibor qozonayotgan istiqbolli yo‘nalishlardan biridir. Bakteriofaglar-bu bakteriyalarni zararlab, ularni yo‘q qiluvchi maxsus viruslar bo‘lib, tabiatda juda keng tarqalgan. Ular inson organizmidagi foydali hujayralarga zarar yetkazmasdan, ma’lum turdagi patogen bakteriyalarni nishonga olishi bilan ahamiyatlidir. Bakteriofag terapiya ilk bor XX asr boshlarida ilmiy jihatdan asoslangan bo‘lsa-da, antibiotiklar ommalashgach, ko‘plab mamlakatlarda bu usulga qiziqish kamaygan. Shunga qaramay, ayrim davlatlarda, xususan Gruziya va Sharqiy Yevropa hududlarida fag terapiya amaliyoti saqlanib qolgan.

Hozirgi kunda antibiotiklarga chidamli infeksiyalar sonining ortishi bakteriofag terapiyani qayta o‘rganish va uni klinik amaliyotga joriy etish zaruratini kuchaytirmoqda. Ushbu usulning selektivligi, biologik tabiati va murakkab bakterial infeksiyalarga qarshi samaradorligi uni tibbiyotning istiqbolli yo‘nalishlaridan biriga aylantiradi.

Bakteriofaglarning kashf etilishi mikrobiologiya tarixidagi muhim bosqichlardan biri hisoblanadi. 1915-yilda ingliz olimi Frederik Tvort bakteriyalarni parchalay oladigan noma’lum biologik agent mavjudligini kuzatgan. Keyinchalik, 1917-yilda fransuz-kanadalik olim Feliks d’Herelle ushbu hodisani batafsil o‘rganib, uni **“bakteriofag”**-ya’ni “bakteriyalarni yutuvchi” deb nomlagan. D’Herelle bakteriofaglarning dizenteriya, vabo va boshqa ichak infeksiyalariga qarshi samarali bo‘lishi mumkinligini ta’kidlab, fag terapiyani amaliyotga tatbiq etgan ilk olimlardan biri bo‘lgan.

1920-1930-yillarda bakteriofag terapiya Yevropa va AQSh da ayrim bakterial kasalliklarni davolashda qo‘llanilgan. O‘sha davrda fag preparatlari turli infeksiyalar, jumladan stafilokokk va streptokokk kasalliklariga qarshi sinovdan o‘tkazilgan. Biroq ilmiy metodologiyaning yetarli darajada rivojlanmagani, faglarning biologik xususiyatlari to‘liq o‘rganilmagani va natijalarning barqaror emasligi sababli bu usul keng ommalasha olmadi.

1940-yillarda penitsillin va boshqa antibiotiklarning ommaviy ishlab chiqarilishi bakteriofag terapiyaga bo‘lgan qiziqishni keskin kamaytirdi. Antibiotiklar tezkor, keng ta’sir doirasiga ega va qo‘llashda qulay bo‘lgani uchun G‘arb tibbiyotida asosiy davolash vositasiga aylandi. Natijada fag terapiya ko‘plab davlatlarda deyarli unutilgan.

Shunga qaramay, Sobiq Sovet Ittifoqi davlatlari, ayniqsa Gruziyada bakteriofag terapiya rivojlanishda davom etdi. 1923-yilda Tbilisi shahrida tashkil etilgan Eliava instituti bakteriofaglarni o‘rganish va klinik qo‘llash bo‘yicha dunyodagi eng yirik markazlardan biriga aylandi. Bu yerda turli bakterial infeksiyalar uchun fag preparatlari ishlab chiqildi va amaliyotda qo‘llanildi.

XXI asrga kelib antibiotiklarga chidamli bakteriyalar sonining ortishi sababli bakteriofag terapiya yana global ilmiy hamjamiyat e’tiboriga tushdi. AQSh, Yevropa va Osiyo davlatlarida fag terapiya bo‘yicha yangi klinik tadqiqotlar boshlandi. Genetika va biotexnologiya sohasidagi yutuqlar esa bakteriofaglarni yanada samarali va xavfsiz shaklda qo‘llash imkoniyatlarini kengaytirdi. Shu tariqa, bakteriofag terapiya tarixiy tajribadan zamonaviy innovatsion davolash usuliga aylanish yo‘lida rivojlanmoqda.

Bakteriofag terapiya zamonaviy tibbiyotda antibiotiklarga muqobil yoki qo‘shimcha davolash usuli sifatida bir qator muhim afzalliklarga ega. Eng asosiy ustunliklaridan biri uning yuqori darajadagi selektivligidir. Bakteriofaglar faqat ma’lum turdagi bakteriyalarni nishonga oladi, ya’ni ular patogen mikroorganizmlarni yo‘q qilgan holda inson organizmidagi foydali mikrofloraga deyarli zarar yetkazmaydi. Bu xususiyat ayniqsa ichak mikrobiotasi muvozanatini saqlashda katta ahamiyatga ega bo‘lib, antibiotiklardan farqli ravishda disbakterioz kabi asoratlarning oldini olishga yordam beradi.

Yana bir muhim afzallik-bakteriofaglarning antibiotiklarga chidamli bakteriyalarga qarshi samarali ta’sir ko‘rsatishidir. Hozirgi vaqtda “superbakteriyalar” deb ataluvchi ko‘plab patogen turlar oddiy antibiotiklarga javob bermay qo‘ygan. Bunday holatlarda fag terapiya muqobil yechim sifatida katta imkoniyat yaratadi, chunki bakteriofaglar bakteriyalarni yo‘q qilishning butunlay boshqa biologik mexanizmiga ega.

Bundan tashqari, bakteriofaglarning o‘z-o‘zini ko‘paytirish xususiyati ham muhim afzallik hisoblanadi. Infeksiya mavjud joyda faglar bakteriyalarni topib, ularning ichida ko‘payadi va shu orqali o‘z ta’sir kuchini oshiradi. Bu esa davolash samaradorligini tabiiy ravishda kuchaytiradi va ko‘pincha qo‘shimcha yuqori dozalarni talab qilmaydi.

Bakteriofag terapiya yana nisbatan kam toksik bo‘lishi bilan ham ajralib turadi. Ular tirik organizm hujayralariga zarar yetkazmaydi, chunki faqat bakteriyalar ichida ko‘payadi. Shu sababli allergik reaksiyalar va og‘ir nojo‘ya ta’sirlar antibiotiklarga nisbatan kamroq uchraydi.

Shuningdek, fag terapiya murakkab va surunkali infeksiyalar, jumladan biofilm hosil qiluvchi bakteriyalar keltirib chiqaradigan kasalliklarda ham istiqbolli hisoblanadi. Biofilm ichida joylashgan bakteriyalar antibiotiklarga chidamli bo‘lib, ularni yo‘q qilish qiyin kechadi, biroq bakteriofaglar bu qatlamga kirib borib, bakteriyalarni zararlashi mumkin.

Bakteriofag terapiya ko‘plab istiqbolli afzalliklarga ega bo‘lishiga qaramay, uning amaliy qo‘llanilishida bir qator muhim kamchiliklar va cheklovlar ham mavjud. Eng asosiy muammolardan biri uning juda tor ta’sir doirasidir. Har bir bakteriofag faqat ma’lum bir bakteriya turi yoki hatto uning ayrim shtammlarigagina ta’sir ko‘rsatadi. Bu esa aniq va tezkor laborator diagnostikani talab qiladi, chunki noto‘g‘ri tanlangan fag davolash samarasiz bo‘lishi mumkin. Antibiotiklar esa ko‘pincha keng ta’sir doirasiga ega bo‘lgani uchun klinik amaliyotda qulayroq hisoblanadi.

Yana bir muhim cheklov-bakteriofaglarning biologik barqarorligi bilan bog‘liq muammolardir. Faglar tashqi muhit omillariga (harorat, pH, saqlash sharoiti) sezgir bo‘lishi mumkin, bu esa ularni ishlab chiqarish va saqlash jarayonini murakkablashtiradi. Bundan tashqari, organizmning immun tizimi ba’zan bakteriofaglarni begona agent sifatida aniqlab, ularni neytrallashi mumkin, bu esa terapiya samaradorligini kamaytiradi.

Bakteriyalar ham vaqt o‘tishi bilan bakteriofaglarga nisbatan chidamlilik rivojlantirishi mumkin. Bu holat fag terapiyaning uzoq muddatli samaradorligini cheklaydi va doimiy ravishda yangi fag turlarini izlab topish yoki ularni

yangilab turish zaruratini tug‘diradi. Hozircha ko‘plab mamlakatlarda bakteriofag terapiya to‘liq standartlashtirilmagan va klinik protokollar yetarli darajada bir xil emas, bu esa uning keng joriy etilishiga to‘sqinlik qiladi.

Asosiy kamchiliklar va ularning izohi

Kamchilik yoki cheklov	Tavsifi
Tor ta’sir doirasi	Faqat ma’lum bakteriya yoki shtammlarga ta’sir qiladi, aniq diagnostika talab etadi
Immun tizim reaksiyasi	Organizmdagi immun javob faglarni yo‘q qilishi mumkin
Saqlash va barqarorlik muammosi	Harorat va muhitga sezgir, maxsus sharoit talab etadi
Bakterial rezistentlik	Bakteriyalar vaqt o‘tishi bilan faglarga chidamli bo‘lishi mumkin
Standartlashmagan klinik protokollar	Ko‘plab davlatlarda yagona tibbiy standartlar hali ishlab chiqilmagan

Umuman olganda, ushbu cheklovlar bakteriofag terapiyaning klinik amaliyotga keng joriy etilishini sekinlashtirsada, zamonaviy biotexnologiya va gen muhandisligi yordamida bu muammolarni bartaraf etish bo‘yicha izlanishlar davom etmoqda.

Hozirgi kunda bakteriofag terapiya qayta tiklanayotgan va tez rivojlanayotgan biologik tibbiyot yo‘nalishlaridan biri hisoblanadi. Antibiotiklarga chidamli bakteriyalar (AMR-antimicrobial resistance) global muammo sifatida kuchayib borayotgan bir sharoitda fag terapiya klinik tibbiyot, veterinariya va hatto oziq-ovqat sanoatida ham qo‘llanilish imkoniyatlari bilan alohida e’tibor qozonmoqda. Zamonaviy amaliyotda bakteriofaglar eng ko‘p teri va yumshoq to‘qimalar infeksiyalari, kuyish jarohatlari, osteomiyelit, siydik yo‘llari infeksiyalari hamda nafas yo‘llari kasalliklarini davolashda sinovdan o‘tkazilmoqda. Bundan tashqari, bakteriofaglar biofilm bilan bog‘liq infeksiyalarda ham istiqbolli vosita sifatida qaralmoqda.

Biofilm-bu bakteriyalarning himoya qatlam hosil qilib yashash shakli bo‘lib, ularni antibiotiklardan himoya qiladi. Faglar esa ushbu biofilm ichiga kirib borib, bakteriyalarni parchalash xususiyatiga ega bo‘lgani uchun, tibbiyotda juda murakkab hisoblangan infeksiyalarni davolashda samarali bo‘lishi mumkin. Shuningdek, oziq-ovqat sanoatida bakteriofaglar Salmonella, Listeria va E. coli kabi patogenlarni kamaytirish uchun dezinfeksiyalovchi biologik vosita sifatida qo‘llanilmoqda, bu esa oziq-ovqat xavfsizligini oshirishga xizmat qiladi.

So‘nggi yillarda biotexnologiya va gen muhandisligi sohasidagi rivojlanish bakteriofag terapiyani yanada takomillashtirish imkonini bermoqda. “Fag kokteyllari” deb ataluvchi bir nechta bakteriofag turlarini birlashtirgan preparatlar ishlab chiqilmoqda. Bu yondashuv bakteriyalarning turli shtammlariga qarshi kengroq ta’sir doirasini ta’minlashga yordam beradi. Bundan tashqari, CRISPR-Cas texnologiyasi yordamida genetik jihatdan modifikatsiyalangan bakteriofaglar yaratish ustida ham ilmiy izlanishlar olib borilmoqda. Bunday faglar nafaqat bakteriyalarni yo‘q qilish, balki ularning antibiotiklarga chidamlilik genlarini ham bostirish imkoniyatiga ega bo‘lishi mumkin.

Kelajakda bakteriofag terapiyaning shaxsiylashtirilgan tibbiyot (personalized medicine) bilan integratsiyasi katta ahamiyat kasb etishi kutilmoqda. Har bir bemorning infeksiyasiga mos maxsus fag preparatlarini tanlash orqali davolash samaradorligini sezilarli darajada oshirish mumkin bo‘ladi. Shu bilan birga, sun’iy intellekt va bioinformatika yordamida yangi bakteriofaglarni tezkor aniqlash va loyihalash imkoniyatlari ham kengaymoqda.

Shunga qaramay, ushbu yo‘nalishning keng joriy etilishi uchun hali ham bir qator muammolar mavjud. Eng asosiylari-klinik sinovlarning yetarli emasligi, standartlashtirilgan protokollarning to‘liq ishlab chiqilmaganligi va ko‘plab mamlakatlarda huquqiy-regulyator bazaning sust rivojlanganligidir. Ammo jahon miqyosida antibiotiklarga chidamli infeksiyalar muammosining kuchayishi bakteriofag terapiyani kelajak tibbiyotining muhim yo‘nalishlaridan biriga aylantirishi shubhasizdir. Bakteriofag terapiya bugungi kunda ilmiy tadqiqotlardan klinik amaliyotga o‘tish bosqichida turgan innovatsion yondashuv bo‘lib, yaqin kelajakda u an’anaviy antibiotiklar bilan bir qatorda muhim davolash usullaridan biri sifatida keng qo‘llanilishi mumkin.

Bakteriofag terapiya zamonaviy tibbiyotda antibiotiklarga chidamli bakterial infeksiyalar muammosini hal qilishga qaratilgan eng istiqbolli biologik yondashuvlardan biri hisoblanadi. O‘tkazilgan tahlillar shuni ko‘rsatadiki, bakteriofaglar o‘zining yuqori selektivligi, tabiiy kelib chiqishi va patogen bakteriyalarga qarshi aniq yo‘naltirilgan ta’siri bilan an’anaviy antibiotiklardan sezilarli darajada farq qiladi. Ayniqsa, foydali mikroflorani saqlab qolishi va faqat zararli bakteriyalarni yo‘q qilishi uni xavfsizroq davolash usuli sifatida ajratib turadi.

Shu bilan birga, bakteriofag terapiya antibiotiklarga chidamli “superbakteriyalar” keltirib chiqaradigan infeksiyalarni davolashda muhim alternativ yo‘l bo‘lib xizmat qilishi mumkin. Uning o‘z-o‘zini ko‘paytirish xususiyati, biofilm ichiga kirib borish qobiliyati va turli murakkab infeksiyalarga qarshi samaradorligi uni klinik tibbiyot uchun juda

muhim vositaga aylantiradi. Ammo ushbu usulning keng qo‘llanilishiga tor ta’sir doirasi, standartlashtirish muammolari va immun javob kabi ayrim cheklovlar to‘sqinlik qilmoqda.

Hozirgi zamonaviy biotexnologiyalar, gen muhandisligi va bioinformatika-ning rivojlanishi bakteriofag terapiyaning imkoniyatlarini sezilarli darajada kengaytirmoqda. Fag kokteyllari, genetik modifikatsiyalangan bakteriofaglar va shaxsiylashtirilgan davolash usullari bu yo‘nalishning kelajagi yanada yorqin bo‘lishini ko‘rsatadi. Shu sababli, bakteriofag terapiya nafaqat ilmiy tadqiqotlar uchun qiziqarli mavzu, balki kelajak tibbiyotining muhim amaliy yo‘nalishi sifatida ham katta ahamiyat kasb etadi.

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BASSIA HYSSOPIFOLIA (PALL.) KUNTZE NING O‘ZBEKISTONDA TARQALISHI, EKOLOGIYASI VA BIOGEOGRAFIK TAVSIFI

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Annotatsiya: *Maqolada Bassia hyssopifolia turining taksonomik holati, morfologik belgilari, ekologik xususiyatlari hamda O‘zbekiston hududidagi tarqalishi tahlil qilinadi. Tadqiqot TASH gerbariysida saqlanayotgan namunalar va adabiy manbalar asosida amalga oshirilgan. Natijalar tur O‘zbekistonning deyarli barcha yirik floristik rayonlarida uchrashini, ayniqsa sho‘rxok tuproqlar, sug‘orish tizimlari atrofi va antropogen buzilgan yerlarda keng tarqalganligini ko‘rsatadi.*

Kalit so‘zlar: *Bassia hyssopifolia, galofit, sho‘rxok tuproqlar, O‘zbekiston florasi, fitogeografiya, ekologiya, tarqalish, TASH gerbariyi.*

РАСПРОСТРАНЕНИЕ, ЭКОЛОГИЯ И БИОГЕОГРАФИЧЕСКАЯ ХАРАКТЕРИСТИКА *BASSIA HYSSOPIFOLIA* (PALL.) KUNTZE В УЗБЕКИСТАНЕ

Аннотация: *В статье анализируются таксономическое положение, морфологические признаки, экологические особенности и распространение вида Bassia hyssopifolia на территории Узбекистана. Исследование основано на материалах гербария TASH и литературных источниках. Результаты показывают, что вид широко распространён практически во всех крупных флористических районах страны, особенно на солончаках, вдоль ирригационных систем и на антропогенно нарушенных территориях.*

Ключевые слова: *Bassia hyssopifolia, галофит, солончаки, флора Узбекистана, фитогеография, экология, распространение, гербарий TASH.*

DISTRIBUTION, ECOLOGY AND BIOGEOGRAPHICAL CHARACTERISTICS OF BASSIA HYSSOPIFOLIA (PALL.) KUNTZE IN UZBEKISTAN

Annotation: *The article analyzes the taxonomic status, morphological features, ecological characteristics, and distribution of Bassia hyssopifolia in Uzbekistan. The study is based on materials from the TASH herbarium and relevant literature sources. The results show that the species is widely distributed across most major floristic regions of the country, particularly in salt marshes, along irrigation systems, and in anthropogenically disturbed habitats.*

Keywords: *Bassia hyssopifolia, halophyte, salt marshes, flora of Uzbekistan, phytogeography, ecology, distribution, TASH herbarium.*

Kirish

Bassia hyssopifolia (Pall.) Kuntze Amaranthaceae oilasiga mansub bo‘lib, ilgari *Echinopsilon hyssopifolius* (Pall.) Moq. nomi bilan ham ma’lum bo‘lgan. Tur Yevrosiyoning qurg‘oqchil va yarim qurg‘oqchil hududlarida keng tarqalgan

galofit o‘simliklardan biri hisoblanadi [1, 2]. O‘zbekiston florasida u sho‘rlangan ekotizimlarning xarakterli komponentlaridan biri sifatida qayd etilgan.

Adabiyotlar tahlili

Markaziy Osiyo florasiga oid dastlabki tadqiqotlarda *Bassia hyssopifolia* Chenopodiaceae (hozir Amaranthaceae tarkibida) vakili sifatida qayd etilgan [1]. Pallas tomonidan tasvirlanganidan so‘ng tur Yevropa va Osiyo floralarida keng o‘rganilgan. Moqin-Tandon (1840) ushbu turni *Echinopsilon hyssopifolius* nomi ostida tavsiflab, uning morfologik belgilarini batafsil bergan [2]. Keyingi taksonomik qayta ishlashlar natijasida Kuntze (1891) tomonidan hozirgi nomi *Bassia hyssopifolia* sifatida mustahkamlangan [3]. O‘rta Osiyo florasi bo‘yicha klassik ishlarda (Bochantev, Pratov) tur sho‘rlangan hududlarning tipik komponenti sifatida keltiriladi [4, 5]. Ushbu manbalarda uning Farg‘ona vodiysi, Mirzacho‘l, Qizilqum va Amudaryo deltasi kabi hududlarda keng tarqalganligi qayd etilgan. So‘nggi ekologik tadqiqotlarda tur antropogen landshaftlarga juda moslashgan ruderal va segetal begona o‘t sifatida baholanadi. U sug‘oriladigan yerlar, paxta va beda ekinzorlarida tez tarqalishi bilan ajralib turadi [5, 6]. Fitogeografik nuqtai nazardan, *Bassia hyssopifolia* Palearktika elementiga mansub bo‘lib, uning keng areali O‘rta dengizbo‘yi mamlakatlaridan Markaziy Osiyo va Sharqiy Osiyogacha cho‘ziladi [6].

Tadqiqot metodologiyasi

Ushbu tadqiqot floristik, adabiyotlar va gerbariy tahlil usullari asosida amalga oshirildi.

1. Materiallar manbalari. Tadqiqot uchun quyidagi manbalar ishlatildi:

- TASH (Toshkent) gerbariy fondi materiallari;
- O‘zbekiston florasiga oid ilmiy adabiyotlar [4, 5];
- tarixiy floristik yozuvlar va etiketka ma’lumotlari.

2. Gerbariy tahlili. Gerbariy namunalar morfologik belgilari (poya balandligi, barg shakli, tuklanish darajasi, gul tuzilishi) asosida qayta identifikatsiya qilindi. Namunalar floristik rayonlar bo‘yicha sistemalashtirildi.

3. Floristik tahlil. Tur tarqalishi O‘zbekistonning asosiy floristik okruglari (Farg‘ona, Tyanshan, Mirzacho‘l, Qizilqum, Zarafshon va Orolbo‘yi) kesimida tahlil qilindi [7]. Har bir hudud uchun ekologik sharoitlar (sho‘rlanish darajasi, tuproq tipi, antropogen bosim) hisobga olindi.

Natijalar va ularning tahlili

Taksonomik holati

Tur: *Bassia hyssopifolia* (Pall.) Kuntze

Sinonimi: *Echinopsilon hyssopifolius* (Pall.) Moq.

Tip namunasi: Ispaniya, Kataloniya, Lleida yaqinidagi zaytunzorlar, 06.10.1841, G. F. Reuter (lektotip – G).

Morfologik tavsifi**.** O‘simlik bir yillik bo‘lib, poyasi 10–100 sm balandlikda, tik yoki ko‘tarilib o‘suvchi, oddiy yoki shoxlangan. Poyaning ayniqsa yuqori qismi jingalak tuklar bilan qoplangan. Barglari navbat bilan joylashgan, qisqa bandli, butun chekkali, lansetsimon yoki chiziqsimon-lansetsimon, uchi o‘tkir. Barglarning ikki tomoni yoki pastki qismi yumshoq va uzun chalkash tuklar bilan qoplangan. Gullari barg qo‘ltig‘ida joylashgan 2–3 gulli to‘plamlardan tashkil topgan boshoqsimon to‘pgul hosil qiladi. Gullari ikki jinsli va besh a’zoli. Gulqo‘rg‘oni tukli bo‘lib, mevalanish davrida urug‘ni o‘rab turadi. Urug‘lari gorizontal joylashgan, tuxumsimon yoki yumaloq-tuxumsimon, silliq, eni 1–1,75 mm.

Fenologiyasi: ***Tur iyun–sentyabr oylarida gullaydi va mevalaydi.***

Ekologiyasi: **Bassia hyssopifolia** ***asosan sho‘rxok va sho‘rtob tuproqlarda o‘suvchi galofit o‘simlikdir. U quyidagi biotoplarda uchraydi:***

- sho‘rxok yerlarda;
- kanal va ariqlar bo‘yida;
- tashlandiq va ruderal hududlarda;
- eski chorva qo‘nalg‘alarida;
- sug‘oriladigan agrotsenozlarda begona o‘t sifatida;
- tekisliklar, adirlar hamda tog‘larning quyi va o‘rta mintaqalarida.

Tur dengiz sathidan 500–2800 m balandlik oralig‘ida uchraydi.

Umumiy areali. Bassia hyssopifolia *O‘rta dengizbo‘yi mamlakatlari, Rossiyaning Yevropa qismi, Afg‘oniston, Livan, Suriya, Iroq, Eron, Pokiston, Xitoy, Mo‘g‘uliston va Markaziy Osiyo davlatlarida tarqalgan.*

O‘zbekistonda tarqalishi: *TASH gerbariy materiallari tur O‘zbekistonning ko‘plab floristik rayonlarida uchrashini ko‘rsatadi.*

G‘arbiy Tyanshan floristik okrugi: Tur Chotqol tizmasi, Qurama tizmasi va Toshkent atrofi sho‘rxok maydonlarida qayd etilgan. Namangan viloyatining Pop va Chust tumanlari hamda Sirdaryo vodiysi bo‘ylarida uchraydi.

Farg‘ona floristik okrugi: Janubiy Chotqol va Sharqiy Oloy rayonlarida, ayniqsa Farg‘ona vodiysining sho‘rxok va qumli hududlarida keng tarqalgan. Vannovskaya, Vuadil, Shohimardon havzasi va Markaziy Farg‘ona massivlaridan yig‘ilgan namunalar mavjud.

Hisor tizmasi va Surxon vohasi: G‘uzor atrofi sho‘rxoklari, Qizilchi qishlog‘i yaqinlari hamda Termiz atrofidagi hududlarda uchraydi.

Markaziy Farg‘ona: Buvayda, Yozyovon, Qo‘qon, Marg‘ilon, Namangan va Andijon hududlarida ko‘plab gerbariy yig‘malari mavjud. Tur bu yerlarda sho‘rxoklar, qumlar, beda maydonlari va paxta dalalarida begona o‘t sifatida uchraydi.

O‘rta Sirdaryo havzasi: Chinoz va Mirzacho‘l rayonlarida, jumladan Sirdaryo qirg‘oqlari, Sardoba ko‘li atrofi va Golodnaya dasht sho‘rxoklarida keng tarqalgan.

Qizilqum va Buxoro vohalari: Buxoro vohasi, Kogon–G‘ijduvon atroflari, Kenimex hududi va Qizilqumning janubi-g‘arbiy qismlarida qayd etilgan. Asosan sho‘rxok va taqirsimon tuproqlarda uchraydi.

Zarafshon vodiysi: Narpay, Shirobudin, Qorako‘l va Karmana atrofidagi sug‘oriladigan yerlarda va sho‘rxok uchastkalarda uchraydi.

Janubiy Orolbo‘yi: Xorazm, Qo‘ng‘irot, Chimboy va Kegeyli rayonlarida, Amudaryo deltasi hamda Orol dengizi qirg‘oqbo‘yi hududlarida keng tarqalgan. Bu hududlarda tur sho‘rlangan o‘tloqlar va tashlandiq yerlarda dominant yoki subdominant holatda uchrashi mumkin.

Xulosa

Bassia hyssopifolia O‘zbekiston florasida keng tarqalgan galofit tur hisoblanadi. U sho‘rlangan tuproqlarga yuqori darajada moslashgan bo‘lib, antropogen ta’sir kuchli bo‘lgan agroekotizimlar va ruderal maydonlarda ham muvaffaqiyatli rivojlanadi. TASH gerbariy ma’lumotlari tur respublikaning deyarli barcha yirik floristik rayonlarida uchrashini ko‘rsatadi. Shu sababli mazkur tur sho‘rlanish jarayonlari va galofit o‘simliklar florasini o‘rganishda muhim indikator turlardan biri sifatida qaralishi mumkin.

Minnatdorchilik. Ushbu maqola O‘zbekiston Respublikasi Fanlar akademiyasi Botanika institutining 2025-2029-yillarga mo‘ljallangan «Raqamli tabiat» davlat dasturi doirasida O‘zbekiston florasi laboratoriyasining «Markaziy Osiyo hududini yangi botanik-geografik rayonlashtirish xaritasini ishlab chiqish va o‘simliklar xilma-xilligini to‘r tizimli xaritalash» ilmiy-tadqiqot dasturi hamda FA-0-64792 “O‘zbekiston florasidagi polimorf oilalarning taksonomik reviziyasi”. (2021-2025 yy.) fundamental loyihasi doirasida chop etilmoqda.

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"NAMANGAN VILOYATIDA TARQALGAN AYRIM FABACEAE VAKILLARINING DORIVORLIK XUSUSIYATLARI VAEKOLOGIYASI"

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Annotatsiya. *Mazkur maqolada Namangan viloyati hududida tarqalgan Fabaceae oilasi ayrim vakillarining ekologik va dorivorlik xususiyatlari tahlil qilindi. Tadqiqot davomida turlarning hayotiy shakllari, ekologik guruhlari, tarqalishi hamda dorivorlik ahamiyati o'rganildi. Natijada ushbu oila vakillari biologik faol moddalarga boyligi va farmakologik ahamiyati bilan muhim ekani aniqlandi.*

Kalit so'zlar. *Fabaceae, dorivor o'simliklar, ekologik guruhlar, bioxilma-xillik, Namangan viloyati, flora, kserofit, mezofit, dorivorlik xususiyatlari, biologik faol moddalar.*

«ЛЕКАРСТВЕННЫЕ СВОЙСТВА И ЭКОЛОГИЯ НЕКОТОРЫХ ПРЕДСТАВИТЕЛЕЙ СЕМЕЙСТВА FABACEAE, РАСПРОСТРАНЁННЫХ В НАМАНГАНСКОЙ ОБЛАСТИ»

Аннотация. *В данной статье проанализированы экологические и лекарственные свойства некоторых представителей семейства Fabaceae, распространённых на территории Наманганской области. В ходе исследования изучены жизненные формы видов, их экологические группы, распространение и лекарственное значение. Установлено, что представители данного семейства богаты биологически активными веществами и имеют важное фармакологическое значение.*

Ключевые слова: *Fabaceae, лекарственные растения, экологические группы, биоразнообразие, Наманганская область, флора, ксерофиты, мезофиты, лекарственные свойства, биологически активные вещества.*

"MEDICINAL PROPERTIES AND ECOLOGY OF SOME FABACEAE SPECIES DISTRIBUTED IN NAMANGAN REGION"

Abstract. *This article analyzes the ecological and medicinal properties of some representatives of the Fabaceae family distributed in the territory of Namangan viloyati. During the research, the life forms, ecological groups, distribution, and medicinal significance of the species were studied. The results showed that representatives of this family are rich in biologically active compounds and possess important pharmacological significance.*

Keywords*: Fabaceae, medicinal plants, ecological groups, biodiversity, Namangan region, flora, xerophytes, mesophytes, medicinal properties, biologically active compounds.*

Kirish. Yer yuzida o'simliklar qoplami biosferaning barqarorligini ta'minlovchi asosiy omillardan biri bo'lib, organik moddalar hamda kislorodning muhim manbai hisoblanadi. So'nggi yillarda global iqlim o'zgarishi, antropogen bosimning ortishi va bioxilma-xillikning qisqarishi natijasida tabiiy flora tarkibini o'rganish, foydali o'simlik turlarini muhofaza qilish va ulardan oqilona foydalanish dolzarb ilmiy yo'nalishlardan biriga aylangan (Korovin, 1962; Zakirov, 1955). Ayniqsa, dorivor o'simliklarni aniqlash, ularning tabiiy zaxiralarini baholash hamda farmatsevtika sanoatida foydalanish imkoniyatlarini kengaytirish bugungi kunning muhim vazifalaridan biri hisoblanadi.

Fabaceae Lindl. oilasi gulli o'simliklarning eng yirik oilalaridan biri bo'lib, dunyo florasida 700 dan ortiq turkum va 20 mingga yaqin turni o'z ichiga oladi (Lock, 2005). Oila vakillari tropik, subtropik va mo'tadil mintaqalarda keng tarqalgan bo'lib, ekologik hamda xo'jalik jihatdan katta ahamiyatga ega. Markaziy Osiyo, xususan Tyanshan va Pomir-

Oloy tog‘ tizimlari Fabaceae oilasi vakillarining muhim xilma-xillik markazlaridan biri hisoblanadi (Juramurodov va boshq., 2023). Tadqiqotchilar ma’lumotlariga ko‘ra, Hedysarum L. turkumining o‘zidan Markaziy Osiyoda 81 ta tur uchrab, ulardan 46 tasi endem turlar hisoblanadi (Juramurodov va boshq., 2023). O‘zbekiston florasida ham ushbu oilaga mansub ko‘plab dorivor, yem-xashak va tuproq unumdorligini oshiruvchi turlar uchraydi (Vvedenskiy, 1955).

Adabiyotlar tahlili.

Fabaceae oilasi vakillarining taksonomiyasi, filogeniyasi, ekologiyasi va geografik tarqalishi bo‘yicha dunyo olimlari tomonidan keng ko‘lamli tadqiqotlar olib borilgan. Xususan, Lock (2005) tomonidan Fabaceae oilasining sistematik tarkibi va global tarqalishi yoritilgan. Choi va Ohashi (2003) hamda Nafisi va boshq. (2019) tomonidan Hedysarum turkumining morfologik va filogenetik xususiyatlari tadqiq etilgan. Juramurodov va boshq. (2023) Markaziy Osiyoda tarqalgan Hedysarum turlarining filogenetik aloqalari va biogeografiyasini o‘rganib, Tyanshan hamda Pomir-Oloy hududlari ushbu turkumning muhim evolyutsion markazlaridan biri ekanligini qayd etgan.

O‘zbekiston florasida Fabaceae oilasi vakillarining tarqalishi va sistematikasi bo‘yicha Vvedenskiy (1955), Kovalevskaya (1981), Tojibaev va boshq. (2016, 2022) tomonidan ilmiy izlanishlar olib borilgan. Keyingi yillarda respublika hududida floristik tadqiqotlarning kengayishi natijasida ko‘plab turlarning yangi tarqalish nuqtalari aniqlanib, ularning zamonaviy taksonomik holati qayta ko‘rib chiqilmoqda (Juramurodov va boshq., 2024). Biroq Namangan viloyatida tarqalgan Fabaceae oilasi ayrim dorivor vakillarining ekologik xususiyatlari va amaliy ahamiyati bo‘yicha maqsadli tadqiqotlar yetarli darajada amalga oshirilmagan.

Shu sababli Namangan viloyatida uchrovchi ayrim Fabaceae vakillarining tarqalishi, ekologiyasi va dorivorlik xususiyatlarini o‘rganish, ularning tabiiy resurslarini baholash hamda muhofaza qilish choralarini ishlab chiqish muhim ilmiy-amaliy ahamiyat kasb etadi.

Tadqiqot metodologiyasi

Mazkur tadqiqotda Namangan viloyati hududida tarqalgan Fabaceae oilasi ayrim vakillarining ekologik va dorivorlik xususiyatlari o‘rganildi. Tadqiqot davomida geobotanik, floristik va qiyosiy-tahliliy metodlardan foydalanildi. Turlarning nomlari “Флора Узбекистана” (Vvedenskiy, 1955), “Conspectus Florae Asiae Mediae” (Kovalevskaya, 1981) hamda Plants of the World Online (POWO) ma’lumotlari asosida aniqlashtirildi.

Tadqiqot jarayonida dala kuzatuvlari asosida turlarning tarqalish hududlari, ekologik guruhlari va hayotiy shakllari aniqlandi. O‘simliklarning dorivorlik xususiyatlari bo‘yicha ma’lumotlar ilmiy adabiyotlar hamda farmakobotanik manbalar asosida tahlil qilindi (Orekhov, 1955). Shuningdek, Fabaceae oilasi vakillarining Markaziy Osiyodagi tarqalishi va taksonomik holatini baholashda Juramurodov va boshq. (2023) tomonidan olib borilgan filogenetik tadqiqotlar natijalaridan foydalanildi.

Tadqiqot natijalari ekologik va dorivorlik jihatdan qiyosiy tahlil qilinib, hudud florasidagi Fabaceae vakillarining ilmiy-amaliy ahamiyati baholandi.

Tadqiqot natijalari va ularning tahlili

Olib borilgan tadqiqotlar natijasida Namangan viloyati hududida tarqalgan Fabaceae oilasiga mansub bir qator dorivor va ekologik jihatdan muhim turlar aniqlandi. Tadqiq etilgan turlar ekologik guruhlari, hayotiy shakllari hamda dorivorlik xususiyatlariga ko‘ra bir-biridan farqlanishi bilan ajralib turadi.

Tahlil natijalariga ko‘ra, hududda ko‘p yillik o‘t o‘simliklari ustunlik qilishi kuzatildi. Xususan, *Glycyrrhiza glabra* L., *Psoralea drupacea* Bunge, *Medicago sativa* L. va *Trifolium pratense* L. kabi turlar ko‘p yillik o‘t hayotiy shakliga mansub ekanligi aniqlandi. Bu esa Fabaceae oilasi vakillarining Namangan viloyati sharoitiga yuqori darajada moslashganligini ko‘rsatadi. Ekologik jihatdan mezofit va kserofit turlar asosiy o‘rinni egallaydi. Ayniqsa, *Psoralea drupacea* hamda *Alhagi pseudalhagi* qurg‘oqchil adir va cho‘llashgan hududlarda keng tarqalganligi bilan xarakterlanadi.

Tadqiq etilgan turlarning tarqalishida hududning relef va iqlim sharoiti muhim rol o‘ynashi kuzatildi. Mezofit turlar, jumladan *Trifolium pratense* va *Medicago sativa* asosan sernam o‘tloqlar, soy bo‘ylari hamda sug‘oriladigan agrotsenozlarda uchrasa, kserofit va halofit turlar tekislik, sho‘rlangan va quruq hududlarda tarqalgan. *Glycyrrhiza glabra* ning daryo bo‘ylari va nam qumloqlarda uchrashi uning gidrofil sharoitlarga nisbatan moslashganligini ko‘rsatadi.

Fabaceae oilasi vakillarining dorivorlik xususiyatlari ham muhim ilmiy-amaliy ahamiyatga ega ekanligi aniqlandi. Xususan, *Glycyrrhiza glabra* ildizida glitsirrizin kislotasi va flavonoidlarning mavjudligi uning balg‘am ko‘chiruvchi hamda yallig‘lanishga qarshi vosita sifatida qo‘llanilishiga sabab bo‘ladi. *Psoralea drupacea* tarkibidagi furanokumarinlar dermatologik kasalliklarni davolashda muhim ahamiyat kasb etadi.

1-jadval

Namangan viloyatida uchrovchi ayrim Fabaceae vakillarining ekologik guruhlari va dorivorlik ahamiyati

№	Turning lotincha va o‘zbekcha nomi	Hayotiy shakli va ekologik guruhi	Tarqalgan asosiy hududlari va	Dorivorlik xususiyatlari va asosiy faol moddalari

			ekotizimlari	
1	*Glycyrrhiza glabra* L. (Shirinmiya)	Koʻp yillik ildizpoyali oʻt, mezofit-halofit	Sirdaryo va Norin daryolari boʻylari, toʻqayzorlar, nam qumloqlar	Ildizida glitsirrizin kislotasi, flavonoidlar mavjud. Balgʻam koʻchiruvchi, yalligʻlanishga qarshi vosita sifatida qoʻllaniladi.
2	*Psoralea drupacea* Bunge (Oq qurama, akra)	Koʻp yillik yirik ildizpoyali oʻt, kserofit	Pop, Chust, Uychi adirlari, yoʻl yoqalari va tashlandiq yerlar	Barg va mevalarida furanokumarinlar (psoralen) mavjud. Vitiligo va boshqa teri kasalliklarini davolashda qoʻllaniladi.
3	*Alhagi pseudalhagi* (M.Bieb.) Desv. (Oddiy yantoq)	Tikonli koʻp yillik oʻt, kserofit-halofit	Tekisliklar, choʻllashgan hududlar, shoʻrlangan sugʻoriladigan maydonlar	Tarkibida taninlar, flavonoidlar va C vitamini mavjud. Siydik va safro haydovchi, antiseptik taʼsirga ega
4	*Astragalus sieversianus* Pall. (Sivers astragali)	Koʻp yillik oʻt yoki yarim butacha, kserofit	Chust va Kosonsoy togʻ oldi yonbagʻirlari, quruq adirlar	Tarkibida polisaxaridlar va alkaloidlar mavjud. Yurak faoliyatini yaxshilash hamda qon bosimini pasaytirishda qoʻllaniladi
5	*Medicago sativa* L. (Madaniy beda)	Koʻp yillik oʻt, mezofit	Sugʻoriladigan agrolandshaftlar, bogʻlar, ariq boʻylari	Vitaminlar (K, C, E), saponinlar va oqsillarga boy. Qon toʻxtatuvchi va umumiy quvvat beruvchi vosita
6	*Trifolium pratense* L. (Qizil sebarga)	Koʻp yillik oʻt, mezofit	Chodak va Yangiqoʻrgʻon togʻ oldi oʻtloqlari, soy boʻylari	Tarkibida efir moylari, flavonoidlar va glikozidlar mavjud. Shamollashga qarshi, antiseptik va ternatuvchi xususiyatga ega
7	*Vicia sativa* L. (Oddiy burchoq)	Bir yillik chirmashuvchi oʻt, mezofit	Ekinzorlar cheti, bogʻlar va nam madaniy landshaftlar	Oqsil va aminokislotalarga boy. Xalq tabobatida yumshatuvchi hamda yara bitkazuvchi vosita sifatida foydalaniladi

Shuningdek, *Alhagi pseudalhagi* tarkibidagi flavonoidlar va tanin moddalarining antiseptik hamda siydik haydovchi xususiyatga egaligi aniqlandi.

Tahlillar shuni koʻrsatdiki, hududda uchrovchi Fabaceae oilasi vakillari nafaqat ekologik jihatdan, balki farmakologik va xoʻjalik ahamiyati bilan ham muhim hisoblanadi. Shu sababli ushbu turlarni muhofaza qilish, tabiiy populyatsiyalarini monitoring qilish hamda dorivor xomashyo sifatida oqilona foydalanish istiqbolli yoʻnalishlardan biri hisoblanadi.

Xulosa. Olib borilgan tadqiqotlar natijasida Namangan viloyati hududida tarqalgan Fabaceae oilasi ayrim vakillarining ekologik va dorivorlik xususiyatlari tahlil qilindi. Tadqiq etilgan turlar orasida *Glycyrrhiza glabra* L., *Psoralea drupacea* Bunge, *Alhagi pseudalhagi* (M.Bieb.) Desv., *Astragalus sieversianus* Pall., *Medicago sativa* L., *Trifolium pratense* L. va *Vicia sativa* L. kabi turlar ekologik moslashuvchanligi hamda dorivor ahamiyati bilan ajralib turishi aniqlandi.

Tahlillar natijasida Fabaceae oilasi vakillarining asosiy qismi mezofit va kserofit ekologik guruhlarga mansubligi hamda tekislik, adir va togʻ oldi ekotizimlarida keng tarqalganligi qayd etildi. Shuningdek, ushbu turlarning tarkibida flavonoidlar, alkaloidlar, glikozidlar, saponinlar va vitaminlar kabi biologik faol moddalar mavjudligi ularning xalq tabobati va farmatsevtika sanoatidagi muhim ahamiyatini koʻrsatdi.

Aniqlanishicha, urbanizatsiya, yaylov bosimining ortishi va tabiiy hududlarning oʻzlashtirilishi ayrim dorivor turlarning tabiiy populyatsiyalariga salbiy taʼsir koʻrsatmoqda. Shu sababli Fabaceae oilasi vakillarining tabiiy resurslarini muhofaza qilish, ularning tarqalishini monitoring qilish hamda dorivor xomashyo sifatida oqilona foydalanish muhim ilmiy-amaliy ahamiyat kasb etadi.

Ushbu maqola Namangan davlat universiteti Biologiya kafedrasida amalga oshirilayotgan 2025–2027-yillarga moʻljallangan “Bioxilma-xilligi xavf ostidagi hudud sifatida Fargʻona vodiysi florasining raqamli platformasini ishlab chiqish” nomli amaliy tadqiqot loyihasi doirasida tayyorlandi.

Ushbu maqola Namangan davlat universiteti Biologiya kafedrasida amalga oshirilayotgan 2025–2027-yillarga moʻljallangan “Bioxilma-xilligi xavf ostidagi hudud sifatida Fargʻona vodiysi florasining raqamli platformasini ishlab chiqish” nomli amaliy tadqiqot loyihasi doirasida tayyorlandi. (AL–9224104319)

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FARG‘ONA VODIYSI SHAROITIDA DORIVOR GULXAYRI (ALTHAEA OFFICINALIS L.) URUG‘LARINING LABORATORIYA VA DALA SHAROITIDAGI UNUVCHANLIGINI

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Annotatsiya: *Ushbu maqolada dorivor gulxayri (Althaea officinalis L.) o‘simligining urug‘ unuvchanligi laboratoriya va dala sharoitlarida o‘rganilgan. Laboratoriya tajribalarida urug‘larning unish ko‘rsatkichlari turli harorat rejimlarida (+10°C, +15°C, +20°C, +25°C, +30°C va +35°C) baholandi. Tadqiqot natijalariga ko‘ra, urug‘larning eng yuqori unuvchanligi +25°C haroratda kuzatilib, yakuniy unuvchanlik 91,5 % ni tashkil etdi. Dala tajribalari Andijon, Beshariq va Uchqo‘rg‘on tumanlari sharoitida turli ekish muddatlarida olib borildi. Eng yuqori dala unuvchanligi 20-martdagi ekish muddatida qayd etildi. Tadqiqot natijalari dorivor gulxayrini madaniy holda yetishtirish texnologiyasini takomillashtirish, yuqori sifatli xomashyo bazasini yaratish hamda dorivor o‘simliklar plantatsiyalarini tashkil etishda muhim ilmiy-amaliy ahamiyatga ega.*

Kalit so‘zlar: *dorivor gulxayri, Althaea officinalis L., urug‘ unuvchanligi, harorat rejimi, laboratoriya tajribasi, dala sharoiti, ekish muddati, Farg‘ona vodiysi, dorivor o‘simliklar, plantatsiya, agroiqlim sharoiti.*

ЛАБОРАТОРНЫЕ И ЛЕВЫЕ ИССЛЕДОВАНИЯ ВЕГЕТАТИВНЫХ СВОЙСТВ СЕМЯН ALTHAEA OFFICINALIS L. В ДОЛИНЕ ФЕРГАНА

Аннотация: *В данной статье изучена всхожесть семян лекарственного алтея (Althaea officinalis L.) в лабораторных и полевых условиях. В лабораторных опытах показатели прорастания семян оценивались при различных температурных режимах (+10°C, +15°C, +20°C, +25°C, +30°C и +35°C). Результаты исследований показали, что наибольшая всхожесть семян наблюдалась при температуре +25°C и составила 91,5 %. Полевые исследования проводились в условиях Андижанского, Бешарыкского и Учкурганского районов в различные сроки посева. Максимальная полевая всхожесть была отмечена при посеве 20 марта. Полученные результаты имеют важное научно-практическое значение для совершенствования технологии возделывания лекарственного алтея, создания качественной сырьевой базы и организации плантаций лекарственных растений.*

Ключевые слова: *лекарственный алтей, Althaea officinalis L., всхожесть семян, температурный режим, лабораторный опыт, полевые условия, сроки посева, Ферганская долина, лекарственные растения, плантация, агроклиматические условия.*

LABORATORY AND FIELD VEGETABILITY OF ALTHAEA OFFICINALIS L. SEEDS IN THE FERGANA VALLEY

Abstract: *This article presents the results of studies on seed germination of marshmallow (Althaea officinalis L.) under laboratory and field conditions. In laboratory experiments, seed germination was evaluated at different temperature regimes (+10°C, +15°C, +20°C, +25°C, +30°C, and +35°C). The results showed that the highest germination rate was observed at +25°C, reaching 91.5%. Field experiments were conducted in the Andijan, Beshariq, and Uchqo‘rg‘on districts under different sowing dates. The highest field germination was recorded for seeds sown on March 20. The obtained results are of significant scientific and practical importance for improving the cultivation technology of marshmallow, establishing a high-quality raw material base, and developing medicinal plant plantations.*

Keywords: *marshmallow, Althaea officinalis L., seed germination, temperature regime, laboratory experiment, field conditions, sowing date, Fergana Valley, medicinal plants, plantation, agro-climatic conditions.*

Respublikamizda dorivor o‘simliklardan oqilona foydalanish, ularning tabiiy va madaniy xomashyo bazasini kengaytirish hamda farmatsevtika sanoatini mahalliy xomashyo bilan ta’minlash dolzarb vazifalardan biri hisoblanadi. Shu munosabat bilan dorivor o‘simliklarni madaniy holda yetishtirishning ilmiy asoslarini ishlab chiqish, biologik va

agrotexnologik xususiyatlarini chuqur o‘rganishga alohida e’tibor qaratilmoqda. O‘zbekiston Respublikasi Prezidentining 2022-yil 20-maydagi PF-139-sonli Farmoni hamda PQ-251-sonli Qarori dorivor o‘simliklar plantatsiyalarini rivojlantirish, qayta ishlashni qo‘llab-quvvatlash va qo‘shimcha qiymat zanjirlarini yaratish bo‘yicha muhim vazifalarni belgilab berdi.

Dorivor gulxayri (Althaea officinalis L.) qimmatli dorivor o‘simliklardan biri bo‘lib, uning yer ustki va yer ostki organlari tarkibida shilliq moddalar, flavonoidlar, polisaxaridlar va boshqa biologik faol birikmalar mavjud. Ushbu o‘simlik farmatsevtika sanoati hamda xalq tabobatida keng qo‘llanilishi bilan ahamiyatlidir. Dorivor gulxayrini plantatsiya usulida yetishtirishda sifatli urug‘ materialini tanlash, urug‘larning unuvchanlik xususiyatlarini o‘rganish va optimal ekish muddatlarini aniqlash muhim ahamiyat kasb etadi.

Urug‘larning unuvchanligi o‘simliklarning keyingi o‘sishi va rivojlanishini belgilovchi asosiy biologik ko‘rsatkichlardan biri hisoblanadi. Unuvchanlik darajasi harorat, namlik, tuproq sharoiti va ekish muddatiga bog‘liq holda o‘zgaradi. Shu sababli Farg‘ona vodiysi sharoitida dorivor gulxayri urug‘larining laboratoriya va dala sharoitidagi unuvchanligini o‘rganish, optimal harorat va ekish muddatlarini aniqlash ilmiy va amaliy jihatdan muhim hisoblanadi.

Tadqiqotning maqsadi: Farg‘ona vodiysi sharoitida dorivor gulxayri (Althaea officinalis L.) urug‘larining laboratoriya va dala sharoitidagi unuvchanligini aniqlash hamda urug‘larning unishi uchun maqbul harorat rejimi va ekish muddatlarini belgilashdan iborat.

Laboratoriya sharoitida dorivor gulxayri urug‘larining eng maqbul unish haroratini aniqlash maqsadida +10°C. +15°C. +20°C. +25°C. +30°C va +35°C haroratlarida termostatga qo‘yildi va kuzatishlar 21–25 kun davomida olib borildi.Tajriba natijalariga ko‘ra +25°C harorat — urug‘larning eng maqbul unish sharoiti bo‘lib. yakuniy unuvchanlik 91.5 % ni tashkil etdi. Ushbu haroratda urug‘lar 6-7 kundan so‘ng unib chiqishni boshladi va unish jarayoni 21–25 kunda to‘liq yakunlandi.

Dorivor gulxayri urug‘larning unuvchanligi +10°C haroratda 22.2 % ni tashkil qildi. Pas harorat ta‘sirida urug‘larning ko‘pchiligi mog‘orlab. chirib ketganligi kuzatildi. +15°C haroratda unish 10-11 kunga kechikdi va umumiy unuvchanlik 32.7 % ni tashkil etdi. Bu harorat urug‘larning fiziologik faoliyatining minimal chegarasiga yaqinligini ko‘rsatadi. +20°C haroratda unish faollashdi va unuvchanlik 72.7 % ga yetdi. Urug‘lar 8-9 kundan so‘ng unib chiqishni boshladi va jarayon nisbatan barqaror kechdi. +30°C haroratda dastlab unish tezroq boshlansa-da. yakuniy unuvchanlik faqat 60.8 % ni tashkil qildi. Yuqori harorat urug‘larda stress holatini yuzaga keltirdi. +35°C haroratda unuvchanlik yanada pasayib. 43.7 % ga tushdi. Bu sharoitda urug‘larning metabolik faoliyati buzilganligi va ba‘zilari nobud bo‘lgani kuzatildi.

1-jadval

Laboratoriya sharoitida dorivor gulxayrining urug‘ unuvchanligi (% hisobida). (n=100). 2023-yil.

**V – Variatsiya koeffitsienti*

Urug‘lar soni.dona	Variantlar	Kuzatuv kunlarida unib chiqqan nixollar soni.dona							Urug‘ unuvchanlik jami % M±m	V%
		6 kun	8 kun	10 кун	15 кун	20 кун	25 кун	30 кун		
100	10°C	-	-	12.1	22.2	-	-	-	22.2±1.91%	8.6
100	15°C	-	4.8	16.3	22.8	32.7	-	-	32.7±1.1 %	2.9
100	20°C	3.6	12.6	22.3	37.4	58.	72.7	-	72.7±1.1 %	1.5
100	25°C	8.4	18.2	39.4	62.9	78.7	91.5	-	91.5±1.4 %	1.5
100	30°C	32.7	47.6	57.2	60.8	-	-	-	60.8±1.65 %	2.7
100	35°C	34.1	43.7	-	-	-	-	-	43.7±2.82%	6.4

Dorivor gulxayrini urug‘larining unuvchanligi Andijon qishloq xo‘jaligi va agratexnalogiyalar institutini laboratoriyasida aniqlandi.Farg‘ona vodiysi sharoitida dorivor gulxayri o‘simligining urug‘ unuvchanligini o‘rganish bahor mavsumining mart–aprel oylarida amalga oshirildi.

Dala sharoitida dorivor gulxayri urug‘larining unuvchanligi;Dala sharoitida dorivor gulxayri — *(Althaea Officinalis L.)*o‘simligining generativ (urug‘) orqali ko‘paytirish jarayonlari turli agroiqlim va tuproq sharoitlarida o‘rganildi. Tadqiqot ishlari Beshariq tumani. Andijon tumanidagi och bo‘z tuproqlari hamda Namangan tumani hududida joylashgan o‘rtacha qumoq tuproq sharoitlarida olib borildi.Dorivor gulxayri urug‘i 24 soatgacha iliq suvda ivitib so‘ngra urug‘lar soyada sepiluvchan holatga keltirilib darxol dala sharoitida tuproq namligi saqlangan holda ekildi. Tajribalar ochiq dala sharoitida tashkil etildi. Dala kuzatuvlari natijalariga ko‘ra. urug‘larning unuvchanligi tuproqning mexanik tarkibi. namlik darajasi. sho‘rlanish ko‘rsatkichi hamda harorat rejimiga bevosita bog‘liq ekanligi aniqlandi. Tog‘ oldi adirlik hududida. tuproqning yaxshi drenajlangan va namlikni me‘yorida saqlovchi sharoitida urug‘larning unib chiqishi nisbatan yuqori bo‘lib. nihollarning rivojlanishi barqaror kechdi.Yarim toshloq tekislik sharoitida urug‘larning unib chiqishi biroz sekinlashgani. ayrim hollarda tuproq zichligi va namlik yetishmovchiligi sababli nihollar siyrak joylashgani kuzatildi. O‘rtacha sho‘rlangan qumoq tuproqlarda esa urug‘larning unish jarayoni cho‘zilgan bo‘lib. sho‘r ta‘siri natijasida ayrim urug‘larning unmay qolishi qayd etildi.

2-jadval

Dorivor gulxayri urug‘larning ochiq dala sharoitida unuvchanligi (n=100)

Tajriba variantlari	Ekilgan sana 20.03.2023		**Unib chiqish % M±m**	**V %**	Ekilgan sana 05.04.2023		**Unib chiqish % M±m**	**V %**	Ekilgan sana 20.04.2023		**Unib chiqish % M±m**	**V %**
	Unib chiqishi	Tugashi			Unib chiqishi	Tugashi			Unib chiqishi	Tugashi		
Andijon tumani Iqlim va tuproq sharoiti	27.03.2023	08.04.2023	84±1.8	2.6	13.04.2023	23.04.2023	78±2.0	3.0	28.04.2023	08.05.2023	66±2.0	2.5
Beshariq tumani Iqlim tuproq sharoiti	30.03.2023	14.04.2023	72±2.4	3.8	14.04.2023	25.04.2023	72±2.3	3.2	30.04.22023	09.05.2023	60±2.2	2.8
Uchqo‘rg‘on tumani Iqlim tuproq sharoiti hudud. I	28.03 2023	10.04.2023	79±2.1	3.1	14.04.2023	24.04.2023	75±2.1	2.8	30.04.2023	09.05.2023	63±2.1	2.4

Izoh; M±m-O‘rtacha arifmetik qiymat (M) va uning o‘rtacha xatoligini (m) ifodalaydi.

**V – Variatsiya koeffitsienti*

Olingan tadqiqot natijalari shuni ko‘rsatadiki, dorivor gulxayri urug‘larining dala unuvchanligi ko‘rsatkichlari ekish muddatlari va hududiy iqlim sharoitlariga to‘g‘ridan-to‘g‘ri bog‘liq holda qonuniyatli ravishda o‘zgarib borgan.

Eng yuqori unuvchanlik dinamikasi barcha hududlarda 20.03.2023 yildagi muddatda kuzatildi. Bunda Andijon tumani sharoitida maksimal unuvchanlik 84% ni tashkil etgan bo‘lsa, ushbu ko‘rsatkich Uchqo‘rg‘on tumanida 79%, Beshariq tumanida esa nisbatan pastroq, ya’ni 72% ni tashkil etdi. Ekish muddatlari kechiktirilib (05.04 va 20.04 muddatlar), havo haroratining ko‘tarilishi va tuproq namligining kamayishi hisobiga unuvchanlik foizi barcha hududlarda pasayib borishi aniqlandi. Xususan, 20.04.2023 yildagi oxirgi ekish muddatida unuvchanlik Andijonda 66% gacha, Beshariqda esa 60% gacha tushib ketganligi qayd etildi.

Olingan birlamchi ma’lumotlarning matematik-statistik tahlili shuni ko‘rsatadiki, barcha variantlar bo‘yicha variatsiya koeffitsiyenti (V%) 2.4% dan 3.8% gacha bo‘lgan optimal qiymatlarni qayd etdi. Biometrik tadqiqotlarda ushbu ko‘rsatkichning 10% lik mezondan past bo‘lishi, bajarilgan dala tajribalarining yuqori aniqlik darajasini hamda foydalanilgan urug‘ materialining gomogenligini (bir xilligini) ilmiy jihatdan to‘liq isbotlaydi(2-jadval).

Foydalanilgan adabiyotlar

1. O‘zbekiston Respublikasi Prezidenti. Dorivor o‘simliklar xomashyo bazasidan samarali foydalanish, qayta ishlashni qo‘llab-quvvatlash orqali qo‘shimcha qiymat zanjirini yaratish chora-tadbirlari to‘g‘risida. PF–139-son Farmon. Toshkent, 2022-yil 20-may.

2. O‘zbekiston Respublikasi Prezidenti. Dorivor o‘simliklarni madaniy holda yetishtirish va qayta ishlash hamda davolashda ulardan keng foydalanishni tashkil etish chora-tadbirlari to‘g‘risida. PQ–251-son Qaror. Toshkent, 2022-yil 20-may.

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OROLBO'YI HUDUDIDAGI EKSTREMAL SHO'RLANGAN EKOTIZIMLARNING GEOKIMYOVIY VA FIZIK-KIMYOVIY KO'RSATKICHLARI

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Annotatsiya. *Ushbu tadqiqotda Orolbo'yi hududidagi ekstremal sho'rlangan ekotizimlarning geokimyoviy va fizik-kimyoviy ko'rsatkichlari o'rganildi. Namunalar G'arbiy Orol dengizi, Sudoche ko'li, qurigan Orol dengizi tubi, Ustyurt platosi hamda artezian quduqlar bilan bog'liq muhitlardan yig'ildi. Suv, cho'kindi va tuproq namunalarida pH, sho'rlanish darajasi, xlorid, sulfat, kaltsiy, magniy va ftor ionlari miqdori aniqlandi. Tadqiqot natijasida Orolbo'yi hududida kuchli geokimyoviy gradientlar shakllanganligi qayd etildi. G'arbiy Orol dengizi namunalari maksimal sho'rlanish va minerallashuv ko'rsatkichlarini namoyon etdi. Sudoche ko'li va rizosfera tuproqlarida esa nisbatan past sho'rlanish kuzatildi. Yerosti suv tizimlari yuqori harorat va past minerallashuv bilan tavsiflandi. Olingan natijalar ekstremal sho'rlangan muhitlarning ekologik xususiyatlarini baholash hamda ushbu hududlarda shakllangan mikrobial hamjamiyatlarni keyingi tadqiq qilish uchun muhim ilmiy asos yaratadi.*

Kalit so'zlar: *Orolbo'yi, sho'rlanish, geokimyo, ekstremal sho'rlaish, ekotizimlar, cho'kindi, yerosti suvlari, rizosfera.*

ГЕОХИМИЧЕСКИЕ И ФИЗИКО-ХИМИЧЕСКИЕ ИНДИКАТОРЫ ЧРЕЗВЫЧАЙНО ЗАСОЛЕННЫХ ЭКОСИСТЕМ В АРАЛЬСКОМ РЕГИОНЕ

Аннотация. *В данной работе были исследованы геохимические и физико-химические показатели экстремально засоленных экосистем Приаралья. Образцы были собраны из Западного Аральского моря, озера Судочье, высохшего дна Аральского моря, плато Устюрт, а также из сред, связанных с артезианскими скважинами. В образцах воды, донных отложений и почв определяли pH, уровень солености, содержание хлоридов, сульфатов, кальция, магния и фтора. Результаты исследования показали наличие выраженных геохимических градиентов в экосистемах Приаралья. Образцы Западного Аральского моря характеризовались максимальными показателями солености и минерализации. В отложениях озера Судочье и ризосферных почвах отмечались относительно низкие показатели солености. Подземные воды отличались повышенной температурой и низкой минерализацией. Полученные результаты создают научную основу для дальнейшего изучения микробных сообществ экстремально засоленных сред Приаралья.*

Ключевые слова: *Приаралье, засоление, геохимия, гиперсоленые экосистемы, донные отложения, подземные воды, ризосфера.*

GEOCHEMICAL AND PHYSICOCHEMICAL INDICATORS OF EXTREMELY SALINATED ECOSYSTEMS IN THE ARAL REGION

Annotation. *This study investigated the geochemical and physicochemical characteristics of extremely saline ecosystems in the Aral Sea region. Samples were collected from the Western Aral Sea, Sudoche Lake, the dried Aral Sea bed, the Ustyurt Plateau, and environments associated with artesian wells. Water, sediment, and soil samples were analyzed for pH, salinity, and concentrations of chloride, sulfate, calcium, magnesium, and fluoride ions. The results revealed pronounced geochemical gradients across the studied ecosystems. Samples from the Western Aral Sea exhibited the highest salinity and mineralization levels. In contrast, lower salinity values were recorded in Sudoche Lake sediments and rhizosphere soils. Groundwater systems were characterized by elevated temperatures and relatively low mineralization. The obtained results provide an important scientific basis for further investigation of microbial communities inhabiting extreme saline environments of the Aral Sea region.*

Keywords: *Aral Sea region, salinity, geochemistry, hypersaline ecosystems, sediments, groundwater, rhizosphere.*

Kirish. Orol dengizining qurishi XX asrning eng yirik ekologik inqirozlaridan biri sifatida baholanadi. Sug‘oriladigan dehqonchilik maydonlarini kengaytirish maqsadida Amudaryo va Sirdaryo suvlarining intensiv ravishda burib yuborilishi natijasida dengiz sathi keskin pasaygan va suv hajmi bir necha barobarga kamaygan.

Orolbo‘yi hududida sho‘rlanish, geokimyoviy transformatsiya va ekstremal ekologik sharoitlarning shakllanishi mikroorganizmlar tarkibi va faoliyatiga kuchli ta’sir ko‘rsatishi aniqlangan. Biroq G‘arbiy Orol dengizi, qurigan dengiz tubi, Sudoche ko‘li hamda artezian quduqlar bilan bog‘liq ekologik tizimlarning fizik-kimyoviy gradientlari hali yetarli darajada kompleks o‘rganilmagan. Ayniqsa, turli ekologik nishalarda ion tarkibi, sho‘rlanish darajasi va geokimyoviy omillarning o‘zaro bog‘liqligini baholash muhim ilmiy ahamiyatga ega hisoblanadi. Shu munosabat bilan mazkur tadqiqotning maqsadi Orolbo‘yi hududidagi suv, cho‘kindi va tuproq namunalarining fizik-kimyoviy xususiyatlarini tahlil qilish hamda ushbu muhitlarda shakllangan geokimyoviy gradientlarni baholashdan iborat bo‘ldi.

Adabiyotlar tahlili. Miklin ma’lumotlariga ko‘ra, 1960-yillarda Orol dengizining umumiy maydoni taxminan 68 ming km² ni tashkil etgan bo‘lsa, keyingi o‘n yilliklarda dengiz hajmining 80% dan ortig‘i yo‘qolgan. Shu bilan birga, suv sho‘rlanishi dastlabki 10 g/L dan ayrim hududlarda 100–140 g/L gacha ortgan. Bunday o‘zgarishlar dengiz ekotizimining tubdan transformatsiyalanishiga olib kelgan [1].

Zavialov tomonidan olib borilgan gidrologik tadqiqotlarda G‘arbiy Orol dengizining ayrim qismlarida sho‘rlanish 200 g/L dan oshgani qayd etilgan. Muallifning ta’kidlashicha, bug‘lanish jarayonining kuchayishi natijasida suv tarkibida xlorid va sulfat ionlari keskin konsentratsiyalangan. Ayniqsa, natriy xlorid va magniy sulfat tuzlari dominant ion komponentlar sifatida aniqlangan. Bunday ekstremal sharoitlar ko‘pchilik gidrobiontlarning yo‘qolishiga olib kelgan va faqat yuqori sho‘rlanishga moslashgan organizmlar saqlanib qolgan [2].

Orolbo‘yi hududida cho‘llanish va ikkilamchi sho‘rlanish jarayonlari ham intensiv ravishda rivojlangan. Saiko va Zonn ma’lumotlariga ko‘ra, qurigan dengiz tubidan yiliga millionlab tonna tuz va chang atmosferaga ko‘tariladi. Bu jarayon nafaqat Orolbo‘yi hududida, balki Markaziy Osiyoning boshqa mintaqalarida ham tuproq degradatsiyasi va sho‘rlanishning kuchayishiga sabab bo‘lmoqda [3].

Rengasamy sho‘rlangan tuproqlarda yuqori ion konsentratsiyasi o‘simliklar va mikroorganizmlar uchun asosiy stress omillaridan biri ekanligini ko‘rsatgan. Muallif ma’lumotlariga ko‘ra, sho‘rlanish darajasi 40 dS/m dan oshganda ko‘pchilik mikroorganizmlar faolligi keskin kamayadi [4].

Ekstremal sho‘rlangan muhitlarda asosan galotolerant va galofil mikroorganizmlar rivojlanadi. Oren gipersho‘rlangan ekotizimlarda Archaea domeniga mansub *Haloferax*, *Halobacterium* va *Haloarcula* kabi mikroorganizmlar dominant bo‘lishini qayd etgan. Muallif ma’lumotlariga ko‘ra, ayrim galofil arxeyalar 300 g/L gacha bo‘lgan sho‘rlanish sharoitida ham faol o‘sish qobiliyatini saqlab qoladi. Bundan tashqari, gipersho‘rlangan muhitlarda *Dunaliella salina* kabi mikroalgalar ham keng tarqalgan bo‘lib, ular glitserol sintezi orqali osmotik bosimga moslashadi [5].

Ventosa va hammualliflar gipersho‘rlangan muhitlarning metagenomik tadqiqotlari asosida bunday ekotizimlarda mikrobial xilma-xillik sho‘rlanish gradienti bilan chambarchas bog‘liqligini ko‘rsatgan. Mualliflar tuz konsentratsiyasi oshgani sari bakterial xilma-xillik kamayib, galoarxeyalarning ulushi ortishini aniqlagan. Ayrim gipergalin ko‘llarda Archaea ulushi umumiy prokariotlar sonining 80–90% gacha yetishi qayd etilgan [6].

Cho‘kindi muhitlarda oltingugurt aylanishi alohida ekologik ahamiyatga ega. Muyzer va Stams sulfat-reduksiyalovchi bakteriyalar anaerob cho‘kindilarda organik moddalar parchalanishining asosiy ishtirokchilaridan biri ekanligini ko‘rsatgan. Mualliflar *Desulfovibrio*, *Desulfobacter* va *Desulfotomaculum* avlodlariga mansub bakteriyalar sulfatni qaytarish orqali vodorod sulfid hosil qilishini ta’kidlagan. Sulfat reduksiyasi ayniqsa organik moddalarga boy va kislorod miqdori cheklangan qatlamlarda intensiv kichadi [7].

Jorgensen cho‘kindilardagi oltingugurt aylanishi bo‘yicha olib borgan tadqiqotlarida sulfat-reduksiya jarayonlari cho‘kindining quyi qatlamlarida ustun bo‘lishini ko‘rsatgan. Muallif ma’lumotlariga ko‘ra, anaerob qatlamlarda sulfat

konsentratsiyasining kamayishi vodorod sulfid hosil bo‘lishi bilan birga kechadi va qora rangli temir sulfidlari shakllanishiga olib keladi. Bu esa qora loyqa cho‘kindilarning hosil bo‘lishiga sabab bo‘lishi mumkin [8].

Sho‘rlangan tuproqlarda o‘simlik rizosferasi alohida mikroekologik zona hisoblanadi. Bulgarelli va hammualliflar rizosfera hududida o‘simlik ildizlari mikroorganizmlar tarkibini faol boshqarishini ko‘rsatgan. Mualliflarning ta’kidlashicha, ildiz eksudatlari mikroorganizmlar uchun qo‘shimcha oziqa manbai bo‘lib xizmat qiladi va natijada rizosferada mikrobiologik faollik oshadi [9].

Galofit o‘simliklar bilan bog‘liq mikrobiomlar sho‘rlangan muhitlarga moslashishda muhim rol o‘ynaydi. Yuan va hammualliflar sho‘rlangan tuproqlarda o‘suvchi galofitlarning rizosferasida tuzga chidamli bakteriyalar ustunligini aniqlagan. Tadqiqotchilar ayrim rizobakteriyalar o‘simliklarning sho‘rlanishga chidamliligini oshirishini va ion balansini barqarorlashtirishini ko‘rsatgan [10].

Yerosti va geotermal suv tizimlari ham o‘ziga xos mikrobial ekotizimlar hisoblanadi. Inskeep va hammualliflar Yellovstone geotermal tizimlarida olib borilgan metagenomik tadqiqotlar asosida mikroorganizmlar tarkibi asosan harorat va geokimyoviy omillar bilan belgilanishini aniqlagan. 40–80°C oralig‘idagi muhitlarda termofil bakteriyalar va arxeyalar dominant bo‘lishi qayd etilgan [11].

Kolman va hammualliflar geotermal va meteorit suvlarning aralashishi natijasida shakllangan gidrotermal tizimlarda yuqori mikrobial xilma-xillik kuzatilishini ko‘rsatgan. Mualliflar bunday muhitlarda kimyoviy gradientlarning shakllanishi turli trofik guruhdagi mikroorganizmlar rivojlanishi uchun qulay ekologik sharoit yaratishini ta’kidlagan [12].

Tadqiqot metodologiyasi. Tadqiqot hududlari va namuna olish. Tadqiqot ishlari 2022-yil kuz mavsumida Orolbo‘yi hududining turli tabiiy-ekologik zonalarida olib borildi. Namunalar G‘arbiy Orol dengizi akvatoriyasi, Orolqum sahrosi, Sudoche ko‘li hamda Ustyurt platosidan yig‘ildi. Tadqiqot davomida suv, tub cho‘kindisi va tuproq namunalarining fizik-kimyoviy ko‘rsatkichlarini aniqlashga asosiy e’tibor qaratildi.

Suv namunalari steril polimer idishlarga yig‘ilib, qirg‘oq zonasidan ma’lum masofada hamda suv qatlamining o‘rta qismidan olindi. Namuna olish jarayonida tashqi omillar ta’sirini kamaytirish maqsadida barcha idish va asbob-uskunalar oldindan steril holatga keltirildi.

Tub cho‘kindisi namunalari qirg‘oqbo‘yi hududlari hamda suv osti qatlamidan maxsus metall probirkalar yordamida olindi. Cho‘kindi yadrolari qatlamlar bo‘yicha ajratilib, yuqori va quyi gorizontlar alohida tahlil qilindi. Sudoche ko‘lidan olingan cho‘kindilar ham xuddi shu tamoyil asosida yig‘ildi.

Qurigan Orol dengizi tubida shakllangan tuproq namunalari qirg‘oq zonasiga yaqin hududlardan olindi. Shu bilan birga, mazkur hududda tarqalgan teresken o‘simligi — *Kraschenninnikovia ewersmanniana* atrofidagi rizosfera tuprog‘i ham tadqiqot ob’ekti sifatida tanlab olindi. Nazorat namunasi sifatida Ustyurt platosining tabiiy tuproqlari ishlatildi. Tuproq namunalari 2–20 sm chuqurlik oralig‘idan yig‘ildi.

Bundan tashqari, Orol dengizining qurigan qismida joylashgan artezian quduqlardan oqib chiqayotgan suvlar ham o‘rganildi. Ushbu suv namunalari steril idishlarda yig‘ilib, keyingi laboratoriya tahlillariga qadar sovuq sharoitda saqlandi. Quduq suvlari hosil qilgan oqim atrofidagi cho‘kindilar hamda siyanobakterial qoplamalar steril uskunalar yordamida alohida yig‘ib olindi [7].

Barcha namunalar laboratoriyaga yetkazilgunga qadar 4°C haroratda saqlanib, fizik-kimyoviy tahlillar uchun tayyorlandi.

Fizik-kimyoviy ko‘rsatkichlarni aniqlash. Suv va tuproq namunalarining fizik-kimyoviy ko‘rsatkichlari standart analitik metodlar asosida aniqlandi [13]. Muhitning kislotalilik darajasi (pH) “Mettler Toledo FiveEasy F20” pH-metri yordamida o‘lchandi.

Kaltsiy va magniy ionlari miqdori kompleksometrik titrlash usuli yordamida aniqlanib, titrant sifatida Trilon B (EDTA) eritmasidan foydalanildi [14, 15]. Xlorid ionlari argentometrik titrlashning Mohr usuli asosida kaliy xromat indikatori ishtirokida baholandi [13, 16].

Sulfat ionlari miqdori bariy xlorid yordamida gravimetrik usulda aniqlanib, hosil bo‘lgan cho‘kma quritilib tortish orqali hisoblab chiqildi [14]. Eruvchan ftor birikmalari ion-selektiv elektrod qo‘llanilgan potensiometrik usul yordamida o‘lchandi [13].

Olingan natijalar asosida tadqiqot hududlaridagi suv va tuproq muhitining sho‘rlanish darajasi, ion tarkibi hamda ekologik xususiyatlari baholandi.

Natijalar va ularning tahlili. Orolbo‘yi hududidan olingan suv, cho‘kindi va tuproq namunalarining fizik-kimyoviy tahlillari o‘rganilgan muhitlar o‘rtasida sezilarli geokimyoviy tafovutlar mavjudligini ko‘rsatdi. Tadqiq etilgan ob’ektlar ekologik va gidrologik xususiyatlariga ko‘ra uch asosiy guruhga ajratildi: (i) tabiiy suv havzalari — G‘arbiy Orol dengizi va Sudoche ko‘li; (ii) qurigan Orol dengizi tubi hamda Ustyurt platosi tuproqlari; va (iii) yerosti suvlari hamda ular bilan bog‘liq mikrobial muhitlar.

G‘arbiy Orol dengizi va Sudoche ko‘li

G‘arbiy Orol dengizi suv namunalari (AW1 va AW2) barcha o‘rganilgan namunalarga nisbatan eng yuqori sho‘rlanish darajasiga ega bo‘ldi (1-jadval).

Jadval 1

G‘arbiy Orol dengizi va Sudoche ko‘li namunalari fizik-kimyoviy xususiyatlari

Belgi	Namuna tavsifi	T (°C)	pH	Sho‘rlik (‰)	Cl^- (mg/L)	Ca^{2+} (mg/L)	Mg^{2+} (mg/L)	SO_4^{2-} (mg/L)	F^- (mg/L)
AW1	*Orol dengizi suvi, qirg‘oqdan 10 m*	23	8.3	220	117764.1	nt	nt	10266.8	nt
AW2	Orol dengizi suvi, qirg‘oqdan 100 m	23	8.3	220	117764.1	nt	nt	10266.8	nt
AD1	Orol dengizi cho‘kindisi, to‘lqin zonasi	16	nt	nt	87673.1	nt	nt	16036.4	nt
AD2	Orol dengizi cho‘kindisi, qora loyqa	nt	nt	nt	nt	nt	nt	nt	nt
AD3	Orol dengizi cho‘kindisi, yadro ustki qismi	15	nt	nt	101293.4	nt	nt	29177.9	nt
AD4	Orol dengizi cho‘kindisi, yadro quyi qismi	15	nt	nt	109487.3	nt	nt	8431.3	nt
SD	Sudoche ko‘li cho‘kindisi	19	8.1	10	3652	0	0	4451	0.8
Izoh: nt – aniqlanmagan yoki o‘lchanmagan									

Qirg‘oqdan turli masofalarda olingan ushbu ikki namunaning sho‘rlanishi bir xil bo‘lib, 220‰ ni tashkil etdi. Suv muhitining pH qiymati 8.3 ga teng bo‘lib, kuchsiz ishqoriy sharoit qayd etildi. Ion tarkibida xlorid ionlari dominant komponent sifatida aniqlanib, ularning miqdori 117 764.1 mg/L ga yetdi. Sulfat ionlari konsentratsiyasi ham yuqori bo‘lib, 10 266.8 mg/L dan oshdi.

Orol dengizi cho‘kindilari uchta nuqtadan yig‘ildi. AD1 va AD2 namunalari to‘lqin zonasidan olingan bo‘lib, cho‘kindilar yuzasi qattiq qobiq bilan qoplanganligi, uning ostida esa qora rangli loyqa qatlam mavjudligi kuzatildi. AD3 va AD4 namunalari esa qirg‘oqdan 10 m uzoqlikda va suv chuqurligi 1 m bo‘lgan hududdan olingan yadro cho‘kindilarining yuqori va quyi qatlamlarini tashkil etdi. Ushbu cho‘kindilar ham qora loyqa tuzilishga ega edi.

Cho‘kindilar uchun umumiy sho‘rlanish aniqlanmagan bo‘lsa-da, xlorid ionlari konsentratsiyasi juda yuqori bo‘lib, 87 673.1–109 487.3 mg/L oralig‘ida qayd etildi. Eng yuqori xlorid miqdori quyi qatlamda (AD4) kuzatildi. Sulfat ionlari konsentratsiyasi esa suv namunasiga qaraganda pastroq bo‘ldi. Ayniqsa, sulfatning eng past miqdori yadro quyi qatlamida aniqlanib, bu qatlamlarda oltingugurt birikmalarining transformatsiyasi sodir bo‘layotganligini ko‘rsatdi.

Sudoche ko‘li cho‘kindisi (SD) Orol dengizi namunalari bilan taqqoslaganda ancha past sho‘rlanish darajasiga ega bo‘ldi. Ushbu namunada umumiy sho‘rlanish 10‰ ni tashkil etdi. pH qiymati 8.1 bo‘lib, kuchsiz ishqoriy muhit saqlandi. Xlorid va sulfat ionlari mos ravishda 3652.0 mg/L va 4451.0 mg/L ni tashkil etdi. Bundan tashqari, mazkur namunada 0.8 mg/L miqdorda ftor ionlari ham aniqlangan.

Qurigan Orol dengizi tubi va Ustyurt platosi tuproqlari

AS namunasi hozirgi Orol dengizi qirg‘og‘idan 50 m uzoqlikdagi sobiq dengiz tubidan olingan nam qumli tuproqdan iborat bo‘ldi (2-jadval).

Jadval 2

Qurigan Orol dengizi tubi va Ustyurt platosi tuproqlari fizik-kimyoviy xususiyatlari

Belgi	Namuna tavsifi	pH	Sho‘rlik (‰)	Cl^- (mg/L)	Ca^{2+} (mg/L)	Mg^{2+} (mg/L)	SO_4^{2-} (mg/L)
AS	Sobiq Orol dengizi tubi tuprog‘i	8.8	82	3640	656	96	4608
RS	Krascheninnikovia ewersmanniana rizosfera tuprog‘i	8.4	6.3	105	nt	nt	398
US1	Quruq buloq tubidagi tuproq	8.4	4	25	140	12	424
US2	Yon bag‘ir tuprog‘i	7.9	13	788	202	52	650

Belgi	Namuna tavsifi	pH	Sho‘rlik (‰)	Cl^- (mg/L)	Ca^{2+} (mg/L)	Mg^{2+} (mg/L)	SO_4^{2-} (mg/L)
US3	Janubiy Ustyurt platosi tuprog‘i	8.8	nt	nt	nt	nt	398
Izoh: nt – aniqlanmagan yoki o‘lchanmagan							

Ushbu namunada sho‘rlanish 82‰ ni tashkil etdi, bu esa Orol dengizi suviga qaraganda pastroq, biroq Sudoche ko‘li cho‘kindisiga nisbatan sezilarli darajada yuqori ekanligini ko‘rsatdi. pH qiymati 8.8 bo‘lib, tadqiqotdagi eng yuqori ishqoriy ko‘rsatkichlardan biri sifatida qayd etildi. Xlorid va sulfat ionlari konsentratsiyasi mos ravishda 3640.0 mg/L va 4608.0 mg/L ni tashkil etdi. Shuningdek, ushbu namunada kaltsiy va magniy ionlari ham yuqori miqdorda aniqlandi.

RS namunasi *Krascheninnikovia ewersmanniana* rizosferasidan olingan tuproq bo‘lib, ushbu o‘simlik qurg‘oqchilik va sulfatli sho‘rlanishga chidamliligi bilan ajralib turadi. Rizosfera tuprog‘ining pH qiymati yuqori bo‘lsa-da, umumiy minerallashuv AS namunasiga qaraganda sezilarli darajada past bo‘ldi. Sho‘rlanish 6.3‰ ni tashkil etdi, xlorid ionlari miqdori 105.0 mg/L, sulfat ionlari esa 398.0 mg/L bo‘ldi.

Ustyurt platosidan olingan US1, US2 va US3 namunalari nazorat sifatida qo‘llanildi. Ushbu namunalarning pH qiymati ishqoriy bo‘lib, sho‘rlanish darajasi hamda xlorid va sulfat ionlari miqdori RS namunasiga yaqin ko‘rsatkichlarni namoyon etdi. Minimal sho‘rlanish qiymati US1 namunasida qayd etilib, 4% ni tashkil etdi.

Yerosti suvlari va buloq tizimlari

WW1, WW2 va WW3 namunalari qurigan Orol dengizi tubida joylashgan chuqur quduqlardan olingan yerosti suvlaridan iborat bo‘ldi (3-jadval).

Jadval 3

Quduq suvlari, mikrob matlari va buloq cho‘kindilarining fizik-kimyoviy xususiyatlari

Belgi	Namuna tavsifi	T (°C)	pH	Sho‘rlik (‰)	Cl^- (mg/L)	Ca^{2+} (mg/L)	Mg^{2+} (mg/L)	SO_4^{2-} (mg/L)	F^- (mg/L)
WW1	1-quduq suvi (580 m)	41	7	2.1	nt	1.2	0	nt	nt
WW2	2-quduq suvi (560 m)	55	7.6	2.2	nt	2.2	nt	nt	nt
WW3	Issiq suv qudug‘i	47	8.3	2.5	734	3.7	nt	744	nt
WM	Mikrob mat	21	8	5	598.1	nt	0	0	1.1
WD1	Qizg‘ish-qora cho‘kindi	19	8.8	6	610	nt	0	681	1
WD2	Qora cho‘kindi	18	8.8	20	161	nt	nt	1900	nt
Izoh: nt – aniqlanmagan yoki o‘lchanmagan									

Suvlar 560–630 m chuqurlikdan chiqib, sho‘r tuproq yuzasida buloq shaklida oqib chiqqan. Quduqlardan oqib chiqayotgan suv harorati 41–55°C oralig‘ida bo‘lib, quduq chuqurligi bilan aniq bog‘liqlik kuzatilmadi.

Quduq suvlarining sho‘rlanish darajasi barcha suv muhitlari orasida eng past bo‘lib, 2.1–2.5‰ oralig‘ida qayd etildi. Barcha namunalardagi eng past pH qiymati WW1 namunasida aniqlanib, 7.0 ni tashkil etdi. WW3 namunasi nisbatan yuqori minerallashgan bo‘lib, unda xlorid ionlari 734.0 mg/L va sulfat ionlari 744.0 mg/L ga yetdi.

WW1 qudug‘idan oqib chiqayotgan buloqdan mikrob mat (WM) va cho‘kindi namunalari (WD1 va WD2) ham yig‘ildi. Buloq bo‘ylab harorat asta-sekin kamayib bordi, aksincha sho‘rlanish esa ortib bordi. Oqim manbasida sho‘rlanish minimal darajada bo‘lib, oqimdan 50 m uzoqlikdagi WD2 namunasida 20‰ gacha yetdi. WM va WD1 namunalarida ftor ionlari mos ravishda 1.1 mg/L va 1.0 mg/L miqdorda qayd etildi.

Olingan natijalar Orolbo‘yi hududida kuchli fizik-kimyoviy va geokimyoviy gradient shakllanganligini ko‘rsatdi. Tadqiq etilgan muhitlar o‘rtasidagi asosiy tafovutlar evaporatsiya intensivligi, gidrologik izolyatsiya, yerosti suvlarining ta’siri hamda tuzlarning uzoq muddatli akkumulyatsiyasi bilan bog‘liq bo‘lishi mumkin [1, 2].

G‘arbiy Orol dengizi suvlarida qayd etilgan juda yuqori sho‘rlanish darajasi dengizning gipergalin tizimga aylanganligini tasdiqlaydi [1]. Xlorid ionlarining dominantligi hamda sulfatlarning yuqori konsentratsiyasi suvning uzoq muddat davomida bug‘lanishi natijasida erigan tuzlarning konsentratsiyalanishini aks ettiradi [2]. Bunday ekstremal sho‘rlanish sharoitlari faqat galotolerant va galofil mikroorganizmlar yashashi mumkin bo‘lgan selektiv ekologik muhitni shakllantiradi [5].

Orol dengizi cho‘kindilarida sulfat ionlari konsentratsiyasining suvga nisbatan past bo‘lishi oltingugurt aylanishi bilan bog‘liq mikrobiologik va geokimyoviy jarayonlarning mavjudligini ko‘rsatishi mumkin. Ayniqsa, yadro quyi qatlamida sulfat miqdorining keskin kamayishi sulfat-reduksiyalovchi mikroorganizmlar faoliyati natijasida sulfatlarning qaytarilishi ehtimolini ko‘rsatadi [7]. Qora rangli loyqa qatlamlarning mavjudligi ham anaerob jarayonlarning rivojlanayotganidan dalolat beradi.

Sudoche ko‘li cho‘kindilaridagi past sho‘rlanish darajasi ko‘lning Amudaryo bilan bog‘lovchi kanal orqali qisman chuchuklanishi bilan izohlanishi mumkin [1]. Natijada Orol dengiziga nisbatan xlorid va sulfat ionlari sezilarli darajada kamaygan. Bu esa Sudoche ko‘lining gidrologik rejimi Orol dengizidan farqlanishini ko‘rsatadi.

Qurigan Orol dengizi tubi tuproqlarida yuqori sho‘rlanishning saqlanib qolishi hududda ikkilamchi sho‘rlanish jarayonlari hanuz faol davom etayotganligini ko‘rsatadi. Kaltsiy va magniy ionlarining yuqori konsentratsiyasi evaporit va gipsli minerallarning to‘planishi bilan bog‘liq bo‘lishi mumkin. Bunday sharoitlar biologik faollikni cheklovchi asosiy ekologik stress omillaridan biri hisoblanadi [17].

Kraschenninnikovia ewersmanniana rizosferasida sho‘rlanishning keskin kamayishi o‘simlik ildizlari atrofida nisbatan barqaror mikro-muhit shakllanganligini ko‘rsatadi. O‘simliklarning ion almashinuviga ta’siri, organik moddalar ajratishi va rizosfera mikroorganizmlarining faolligi natijasida lokal desalinizatsiya yuzaga kelishi mumkin. Shu sababli rizosfera zonasi ekstremal sho‘rlangan muhitda mikroorganizmlar uchun ekologik refugium vazifasini bajarishi ehtimol [9].

Ustyurt platosi tuproqlarining nisbatan past minerallashuvi ushbu hududlarning Orol dengizi qurigan tubiga qaraganda sho‘rlanish jarayonlaridan kamroq ta’sirlanganligini ko‘rsatadi. Nazorat namunalari bilan rizosfera tuprog‘i o‘rtasidagi o‘xshashlik esa o‘simliklar ta’sirida rizosfera muhitining nisbatan barqarorlashishini ko‘rsatishi mumkin [9].

Yerosti suvlarida sho‘rlanishning pastligi ularning chuqur geologik qatlamlardan kelib chiqishi va ochiq evaporatsion tizimlardan nisbatan izolatsiyalanganligi bilan izohlanadi [6]. Shu bilan birga, yuqori harorat qiymatlari ushbu suvlarning geotermal tabiatga ega ekanligini ko‘rsatadi. Bunday sharoitlar termotolerant mikroorganizmlar uchun o‘ziga xos ekologik nishalarni hosil qilishi mumkin [11].

Buloq oqimi bo‘ylab sho‘rlanishning asta-sekin ortib borishi suv yuzasida evaporatsiya jarayonlari kuchayishi natijasida minerallarning ikkilamchi konsentratsiyalanishi bilan bog‘liq bo‘lishi ehtimol [2]. Mikrob matlari va cho‘kindilarda ftor ionlarining aniqlanishi esa ushbu suvlarning chuqur geologik manbalar bilan bog‘liqligini ko‘rsatadi.

Mualliflar hissasi, manfaatlar to‘qnashuvi va moliyalashtirish. Mualliflar hissasi: barcha mualliflar tadqiqot konsepsiyasi, ma’lumotlarni tahlil qilish va maqolamatnini tayyorlashda teng hissa qo‘shgan. Manfaatlar to‘qnashuvi: mualliflar manfaatlar to‘qnashuviyo‘qligini bildiradi. Moliyalashtirish: tadqiqot tashqi moliyaviy yordamsiz amalga oshirilgan.

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ZAMBURUG‘LARNING EKOLOGIK VA BIOTEXNOLOGIK XUSUSIYATLARI

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Annotatsiya. *Ushbu maqolada zamburug‘larning ekologik va biotexnologik xususiyatlariga oid zamonaviy ilmiy ma’lumotlar tizimli ravishda tahlil qilingan. Zamburug‘larning ekotizimlarda organik moddalarning parchalanishi, modda va energiya aylanishini ta’minlashi, tuproq unumdorligini saqlashdagi hamda o‘simliklar bilan simbiotik munosabatlar shakllantirishdagi roli yoritilgan. Shuningdek, ularning fermentativ faolligi, organik kislotalar va boshqa biologik faol metabolitlar sintezi, lignotsellyulozali xomashyoni biokonversiya qilish, chiqindilarni biologik utilizatsiya qilish hamda ifloslangan muhitlarni bioremediatsiya qilishdagi imkoniyatlari tahlil etilgan. Adabiyotlar sharhi asosida zamburug‘larning ekologik moslanish mexanizmlari va sanoat biotexnologiyasidagi amaliy ahamiyati o‘rtasidagi uzviy bog‘liqlik ochib berilgan. Tadqiqot natijalari zamburug‘larning ekologik barqarorlikni ta’minlash va innovatsion biotexnologik jarayonlarni rivojlantirishdagi muhim biologik resurs ekanligini ko‘rsatadi. Shuningdek, mikotoksinlar bilan bog‘liq xavflar va ularni nazorat qilishning zamonaviy yondashuvlari ham muhokama qilingan.*

Kalit so‘zlar: *zamburug‘lar, ekologiya, biotexnologiya, saprotroflar, mikoriza, lignin parchalanishi, fermentlar, biokonversiya, bioremediatsiya, mikotoksinlar.*

ЭКОЛОГИЧЕСКИЕ И БИОТЕХНОЛОГИЧЕСКИЕ СВОЙСТВА ГРИБА

Аннотация. *В данной статье систематически анализируются современные научные данные об экологических и биотехнологических свойствах грибов. Подчеркивается роль грибов в разложении органического вещества в экосистемах, обеспечении круговорота вещества и энергии, поддержании плодородия почвы и формировании симбиотических отношений с растениями. Также анализируются их ферментативная активность, синтез органических кислот и других биологически активных метаболитов, биоконверсия лигноцеллюлозного сырья, биологическая утилизация отходов и биоремедиация загрязненных сред. На основе обзора литературы раскрывается неразрывная связь между механизмами экологической адаптации грибов и их практическим значением в промышленной биотехнологии. Результаты исследования показывают, что грибы являются важным биологическим ресурсом для обеспечения экологической устойчивости и развития инновационных биотехнологических процессов. Также обсуждаются риски, связанные с микотоксинами, и современные подходы к их контролю.*

Ключевые слова: *грибы, экология, биотехнология, сапротрофы, микориза, разложение лигнина, ферменты, биоконверсия, биоремедиация, микотоксины.*

ECOLOGICAL AND BIOTECHNOLOGICAL PROPERTIES OF FUNGI

Abstract. *This article systematically analyzes modern scientific data on the ecological and biotechnological properties of fungi. The role of fungi in the decomposition of organic matter in ecosystems, ensuring the circulation of matter and energy, maintaining soil fertility, and forming symbiotic relationships with plants is highlighted. Their enzymatic activity, synthesis of organic acids and other biologically active metabolites, bioconversion of lignocellulosic raw materials, biological utilization of waste, and bioremediation of polluted environments are also analyzed. Based on a literature review, the inextricable link between the ecological adaptation mechanisms of fungi and their practical significance in industrial biotechnology is revealed. The results of the study show that fungi are an important biological resource for ensuring ecological sustainability and developing innovative biotechnological processes. The risks associated with mycotoxins and modern approaches to their control are also discussed.*

Keywords: *fungi, ecology, biotechnology, saprotrophs, mycorrhiza, lignin decomposition, enzymes, bioconversion, bioremediation, mycotoxins.*

Zamburug‘larning ekologik xususiyatlari deganda ularning turli muhitlarda yashashi, modda va energiya oqimlariga ta’siri hamda biotik aloqalarni shakllantirishdagi roli tushuniladi. Bu xususiyatlar avvalo zamburug‘ hujayra devorining kimyoviy tarkibi, gifa tuzilishi va sporalar orqali tarqalish strategiyalari bilan belgilanadi, chunki gifa tarmog‘i substrat ichiga kirib borib, fermentlarni tashqi muhitga ajratish orqali oziqa moddasini “tashqi hazm” shaklida

o‘zlashtiradi. Masalan, o‘rmon to‘shamasida saprotrof zamburug‘lar barg va yog‘och qoldiqlarini bosqichma-bosqich parchalab, humus shakllanishini tezlashtiradi va o‘simliklar uchun mineral elementlar mavjudligini oshiradi. Adabiyotlarda o‘rmon ekotizimlarida yer usti o‘simlik biomassa mahsuldorligining muhim qismi aynan zamburug‘lar vositachiligidagi mineralizatsiya tezligiga bog‘liqligi ko‘rsatiladi, ayrim biotsenozlarda yillik organik qoldiqning 60–80 foizigacha qismi mikroorganizmlar, jumladan zamburug‘lar tomonidan parchalanishi qayd etiladi [1]. Bunday yuqori ulush zamburug‘larning lignotsellyuloza kabi murakkab polimerlarga moslashgan oksidlovchi-gidrolitik ferment tizimlari mavjudligi bilan tushuntiriladi, bu esa ularni ekotizimlarda “asosiy destruktor” sifatida ajratib turadi [2].

Zamburug‘larning ekologik moslanish mexanizmi ularning trofik strategiyalari orqali aniq namoyon bo‘ladi, ya’ni saprotrof, parazit va simbiotrof guruhlar modda almashinuvida turlicha vazifa bajaradi. Saprotroflar uchun mexanizm substratni kolonizatsiya qilish, fermentlar kompleksini sekretsiya qilish va hosil bo‘lgan monomerlarni gifa orqali so‘rib olishdan iborat bo‘lsa, parazitlar uchun mexanizm xo‘jayin to‘qimasiga kirish, effektor molekulalar yordamida himoya reaksiyalarini bostirish hamda oziqa oqimini o‘zlashtirish bilan tavsiflanadi. Simbiotrof mikoriza zamburug‘larida esa mexanizm o‘simlik ildizi bilan funksional birlik hosil qilib, fosfor va mikroelementlarni yetkazish evaziga uglevodlarni olishga asoslanadi, natijada ikki tomonlama foydali almashinuv yuzaga keladi. Masalan, arbuskulyar mikoriza o‘simliklarning fosfor o‘zlashtirishini kuchaytirib, qurg‘oqchilik sharoitida hosildorlikni barqarorlashtirishi ko‘plab agroekotizimlarda kuzatiladi. Statistik jihatdan, qishloq xo‘jaligi tuproqlarida mikoriza bilan kolonizatsiya darajasi agrotexnika va kimyoviy yuklamaga qarab keskin farqlanadi, intensiv tizimlarda bu ko‘rsatkich pasayib, minimal ishlov berishda esa ortishi qayd etilgan bo‘lib, ayrim tajribalarda ildiz kolonizatsiyasi 30–70 foiz diapazonda bo‘lishi mumkinligi ko‘rsatiladi [3]. Gifa tarmog‘i ildizning “faol so‘rish yuzasi”ni geometrik jihatdan kengaytiradi, diffuziya cheklovini kamaytiradi va tuproqning mikromuhitlaridagi fosfatlarning mobilizatsiyasini kuchaytiradi, bu jarayonlarda organik kislotalar va fosfataza fermentlari muhim rol o‘ynaydi [4].

Zamburug‘larning biogeokimyoviy sikllardagi o‘rni, ayniqsa, uglerod aylanishi va lignin parchalanishida yaqqol ko‘rinadi. Lignin parchalanishi deganda aromatik halqali murakkab polimerning oksidlovchi fermentlar yordamida kichikroq fraksiyalarga ajralishi tushuniladi, bu esa o‘simlik biomassasining uzoq muddatli barqaror komponentini parchalash imkonini beradi. Mexanizm sifatida oq chiriyotgan zamburug‘larda lakaza, lignin peroksidaza va marganets peroksidaza kabi fermentlar ishtirok etib, radikal oksidlanish zanjirlarini ishga tushiradi va ligninning nisbatan inert bog‘larini uzadi; bu jarayon ko‘pincha H_2O_2 ishtirokida kechadi. Masalan, *Phanerochaete chrysosporium* modeli lignotsellyuloza biodestruksiyasida keng o‘rganilgan bo‘lib, yog‘och substratlarida massaning sezilarli kamayishi va aromatik birikmalar spektrining o‘zgarishi bilan tavsiflanadi. Miqdoriy ko‘rsatkich sifatida, lignotsellyuloza substratlarida laboratoriya sharoitida 2–6 hafta ichida quruq massaning 20–40 foizgacha yo‘qolishi tur va sharoitga bog‘liq ravishda kuzatilishi mumkinligi ta’kidlanadi [2]. Oksidlovchi fermentlar selektivligi va mediator molekulalar mavjudligi lignin parchalanish tezligini belgilaydi, shuningdek, azot cheklangan sharoitlarda ligninolitik fermentlar ekspressiyasi kuchayishi zamburug‘larning ekologik strategiyasi sifatida talqin qilinadi [1].

Biotexnologik xususiyatlar zamburug‘larning sanoat, tibbiyot, qishloq xo‘jaligi va ekologik texnologiyalarda foydali mahsulot yoki xizmat yaratish qobiliyatini anglatadi. Bu qobiliyatning mexanizmi genetik jihatdan boshqariladigan metabolik yo‘llar, fermentlar biosintezi, ikkilamchi metabolitlar hosil bo‘lishi hamda bioprotsess muhitiga moslashuv bilan izohlanadi, chunki zamburug‘lar osmotik bosim, pH va substrat tarkibiga javoban metabolik oqimlarni qayta taqsimlay oladi. Masalan, *Aspergillus niger* tomonidan limon kislotasi ishlab chiqarish klassik biotexnologik jarayon bo‘lib, uglevodlar muhitida yuqori kislotabardoshlik va oksidlovchi metabolizm ustunligi natijasida organik kislota to‘planadi. Raqamlar bilan ifodalaganda, sanoat miqyosida limon kislotasi ishlab chiqarish hajmi yillik millionlab tonnalar bilan baholanadi va bu segmentning muhim qismi zamburug‘ fermentatsiyasiga tayanadi [5]. Muhitda fosfor va azotning nisbiy cheklanishi, mikroelementlar muvozanati hamda erigan kislorod darajasi sitrat sikli oqimini sitrat to‘planishi tomonga og‘diradi, shuningdek, morfologiya (pellet yoki filament) massoalmashtirishni belgilab, chiqimga bevosita ta’sir ko‘rsatadi [6].

Zamburug‘ fermentlari biotexnologiyada alohida yo‘nalish bo‘lib, ularning amaliy qiymati katalitik faollik, substrat spetsifikligi va nisbatan yumshoq sharoitlarda ishlashi bilan belgilanadi. Fermentlar ishlab chiqarish mexanizmi ko‘pincha induktsiya va katabolit repressiyasi bilan tartibga solinadi, ya’ni muhitda ma’lum substrat mavjudligi mos ferment genlarining ekspressiyasini kuchaytiradi, oson hazm bo‘ladigan shakarlar esa aksincha pasaytirishi mumkin. Masalan, sellulazalar kompleksi *Trichoderma reesei* kabi zamburug‘larda sellyuloza va gemitsellyulozani glyukoza hamda ksilozaga qadar gidrolizlaydi, bu esa bioetanol va biogaz uchun xomashyo tayyorlashda asosiy bosqich hisoblanadi. Statistik ko‘rsatkich sifatida, fermentativ gidroliz samaradorligi oldindan ishlov berish turiga qarab keskin o‘zgaradi va ayrim texnologik sxemalarda ferment sarfi bir tonna quruq biomassa uchun o‘nlab kilogramm ekvivalentiga yetishi mumkinligi, shuningdek, shakar hosildorligi 60–90 foiz diapazonda bo‘lishi mumkinligi ko‘rsatiladi [6]. Sellulazaning endoglukonaza, ekzoglukonaza va β-glyukozidaza komponentlari sinergiyasi polimerning kristallik darajasi va lignin

bilan bog‘liqligiga bog‘liq bo‘lib, lignin miqdori yuqori bo‘lgan substratlarda noxush adsorbsiya tufayli ferment yo‘qotishlari ortadi [5].

Zamburug‘larning bioremediatsiyadagi roli ekologik biotexnologiyaning istiqbolli yo‘nalishi bo‘lib, u ifloslantiruvchi moddalarni biologik yo‘l bilan zararsizlantirish yoki immobilizatsiya qilishni anglatadi. Mexanizm ikki asosiy yo‘nalishda kechadi: birinchisi biosorbsiya va bioakkumulyatsiya orqali og‘ir metall ionlarini hujayra devori komponentlari bilan bog‘lash, ikkinchisi esa oksidlovchi fermentlar yordamida aromatik va xlororganik birikmalarni parchalashdir; bu yerda xitin, xitozan va glukanlar funksional guruhlari muhim bog‘lovchi markaz bo‘lib xizmat qiladi. Masalan, oq chiriyotgan zamburug‘lar neft mahsulotlari va bo‘yoq moddalari tarkibidagi aromatik fraksiyalarni kamaytirishda qo‘llanib, chiqindi suvlarning rangini pasaytirish yoki toksiklikni qisqartirishga erishiladi. Raqamlar bilan aytganda, ayrim tajriba sharoitlarida bo‘yoq moddalari rangining 50–90 foizgacha kamayishi, og‘ir metall ionlarining esa biosorbsiya orqali sezilarli darajada ushlanishi qayd etilgan bo‘lib, natija shtamm, pH va kontakt vaqtiga kuchli bog‘liq ekani ta’kidlanadi [7]. Lakaza va peroksidazalar keng substrat doirasiga ega bo‘lib, radikal mexanizmlar orqali toksikantlarni kamroq zaharli metabolitlarga aylantiradi, biosorbsiya esa ion almashinish va kompleks hosil qilish reaksiyalariga asoslanadi, bu jarayonlar kinetik va termodinamik parametrlar bilan tavsiflanadi [2].

Zamburug‘larning biotexnologik qo‘llanilishida xavfsizlik masalasi alohida ahamiyatga ega bo‘lib, mikotoksinlar va allergenlar bilan bog‘liq xavflarni ilmiy asosda boshqarish zarur. Mikotoksinlar deganda *Aspergillus, Fusarium* va *Penicillium* kabi jinslar ishlab chiqaradigan ikkilamchi metabolitlar tushuniladi, ular oziq-ovqat va yem-xashak zanjirida to‘planib, inson va hayvon salomatligiga zarar yetkazishi mumkin. Mexanizm sifatida toksin biosintezi ma’lum gen klasterlari bilan boshqarilib, namlik, harorat va substrat tarkibi kabi omillar bilan induktsiyalanadi; masalan, aflatoksinlar biosintezi oksidlovchi-qaytaruv fermentlari ishtirokidagi ko‘p bosqichli yo‘l orqali amalga oshadi. Masalan, noto‘g‘ri saqlangan don mahsulotlarida zamburug‘ kolonizatsiyasi oshib, toksin kontaminatsiyasi xavfi kuchayadi va bu holat oziq-ovqat xavfsizligi tizimlarida muntazam monitoring talab qiladi. Statistik jihatdan, global miqyosda don va yong‘oq kabi mahsulotlarning ma’lum ulushi mikotoksinlar bilan ifloslanishi qayd etilib, iqtisodiy yo‘qotishlar va sanitariya cheklovlari yuzaga keladi, ayrim hududlarda nam iqlim sharoiti xavfni yanada oshirishi ko‘rsatiladi [5]. Xavfni kamaytirish uchun HACCP tamoyillari, tezkor analitik usullar (xromatografiya va immunotestlar) hamda bionazorat agentlardan foydalanish integratsiyalashgan yondashuvni talab qiladi, chunki faqat bitta choraga tayanish ekologik va texnologik o‘zgaruvchanlik sababli yetarli bo‘lmaydi [7].

Zamburug‘larning ekologik va biotexnologik xususiyatlarini solishtirma tahlil qilish ularning “tabiiy destruktor” sifatidagi rolidan “sanoat katalizatori” sifatidagi roliga o‘tishda umumiy mexanistik asos mavjudligini ko‘rsatadi. Ta’rif jihatidan, har ikkala holatda ham markaziy o‘rin tashqi fermentatsiya va metabolik moslashuvga tegishli bo‘lib, zamburug‘lar substratni tashqi muhitda o‘zgartirib, so‘ng o‘zlashtiradi. Mexanizm bir tomondan ekotizimda lignotsellyulozaning parchalanishi va elementlar qayta aylanishini ta’minlasa, ikkinchi tomondan sanoat sharoitida ayni fermentlar va metabolitlar ishlab chiqarish, xomashyoni biokonversiya qilish hamda ifloslantiruvchilarni parchalash kabi vazifalarni bajaradi. Masalan, lakaza fermenti o‘rmon to‘shamasida lignin oksidlanishida ishtirok etar ekan, texnologik jihatdan u tekstil bo‘yoqlarini rangsizlantirish, qog‘oz sanoatida biobelyo qilish va fenolik ifloslantiruvchilarni kamaytirishda qo‘llanadi. Raqamlar bilan ifodalaganda, ekologik tizimlarda yillik organik modda oqimining katta qismi mikrobiologik parchalanishga to‘g‘ri kelishi, biotexnologiyada esa fermentlar va organik kislotalar bozori yirik sanoat segmentini tashkil etishi haqidagi ma’lumotlar zamburug‘larning ikki yo‘nalishdagi ahamiyatini tasdiqlaydi [1; 6].

Xulosa. Zamburug‘lar ekotizimlarda modda aylanishi, tuproq unumdorligi va biotik aloqalarning barqarorligini ta’minlaydigan asosiy funksional guruh hisoblanadi. Ularning gifa asosli oziqlanishi va tashqi fermentlar sekretsiyasi lignotsellyuloza parchalanishi hamda mineral elementlarning qayta mobilizatsiyasida yuqori samaradorlik beradi. Shu bilan birga, ayni mexanizmlar sanoat biotexnologiyasida organik kislotalar, fermentlar va bioremediatsiya xizmatlarini yaratish uchun ilmiy asos bo‘lib xizmat qiladi. Amaliy qo‘llashda mikotoksin xavfini baholash va biosamaradorlikni jarayon parametrlari orqali boshqarish zarurligi aniqlanadi.

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G‘O‘ZADA MIQDOR VA SIFAT BELGILARINING KORRELYATSIYASI

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Annotatsiya. *Mazkur tezisda F_2 duragay avlodda morfobiologik belgilarini bitta ko‘sakdagi paxta vazni bilan korrelyatsion bog‘liqlik darajalarining taxlillari keltirilgan.*

Kalit so‘zlar: *korrelyatsiya, t-kriteriya (tr).*

КОРРЕЛЯЦИЯ КОЛИЧЕСТВЕННЫХ И КАЧЕСТВЕННЫХ ПРИЗНАКОВ ХЛОПКА

Аннотация. *В данной тезисе анализируется степень корреляции между морфобиологическими признаками с массой хлопчатника в одной коробочке у гибридов F_2.*

Ключевые слова: *корреляция, t-критерия (tr).*

CORRELATION OF QUANTITATIVE AND QUALITATIVE TRAITS IN COTTON

Annotation. *This thesis analyzes the degree of correlation between morphobiological characteristics and the mass of cotton in one boll in F2 hybrids.*

Keywords: *correlation, t-criterion (tr).*

Mamlakatimiz va chet el olimlari tomonidan g‘o‘zaning sifat va miqdor belgilarning irsiylanishida va korrelyatsion bog‘liqligi borasida bir qator tadqiqot ishlari olib borilgan. Xususan, M.M.Ergashev g‘o‘zaning sifat belgilari bilan miqdoriy belgilar o‘rtasidagi korrelyatsion bog‘liqliklarini o‘rganib, rangli tolaga nisbatan tolaning oq bo‘lishi tola chiqimi, indeksi va uzunligi bilan ijobiy korrelyatsion bog‘lanishni yuzaga keltirishini va ularning rivojlanishiga ijobiy ta’sir ko‘rsatishini aniqlagan (1; 22-b.).

G‘o‘zaning nav va tizmalarida qimmatli xo‘jalik belgilar orasidagi korrelyatsion bog‘liqliklar borasida ilmiy tadqiqot ishlari olib borilgan. Lekin adabiyotlar tahliliga ko‘ra, morfologik va miqdor belgilar o‘rtasidagi nisbiy bog‘liqlik kam o‘rganilgan.

Tadqiqotda barcha F_2 o‘simliklarda barg shakli bo‘yicha uchta fenologik guruhga ajralishi kuzatildi. Ular: besh kirtikli, besh qirqimli va besh kesilgan, nisbatlari mos ravishda 1:2:1 nisbatga yaqin ekanligi qayd etildi. Shu uch xil barg shakli fonida shakllangan bitta ko‘sakdagi paxta vazni mos ravishda korrelyatsion koeffisientlari (r) va t-kriteriyalari (tr) aniqlandi [2; 31-32 b.].

1-jadval

№	F_2 kombinatsiyalari	Bitta ko‘sakdagi paxta vazni					
		Besh kirtikli		Besh kesilgan		Besh qirqimli	
		r	tr	r	tr	r	tr
1	F_2 G‘olib x Andijon-35	0,13	2,06	0,11	1,74	-0,06	-1,03
2	F_2 G‘olib x Qizil baraka	0,09	1,36	-0,1	-1,51	0,02	0,3
3	F_2 G‘olib x *G.mustelinum* Mers ex Watt	0,04	0,69	0,008	0,14	0,01	0,17
4	F_2 (G‘olib Andijon-35) x Qizil baraka	0,11	2	-0,08	-1,45	0,17	3,09
5	F_2 (G‘olib x Andijon-35) x *G.mustelinum* Mers ex Watt	0,09	1,69	0,09	1,69	-0,11	-2,07

Tajribada F_2 duragaylarning barchasi ona o‘simlik sifatida besh qirqimli barg shakliga ega G‘olib navidan foydalanildi. Boshqa tajriba ashyolarining barg shakli besh kirtikli fenotipga ega.

Bitta ko‘sakdagi paxta vazni va barg shakllarining korrelyatsion bog‘liqligi

1-jadval dalillariga ko‘ra, bitta ko‘sakdagi paxta vazni va besh kirtikli barg o‘rtasidagi korellyatsion koeffisientlar 0,04 dan 0,13 oralig‘ida bo‘ldi. F_2 G‘olib x Andijon-35 duragaylarining korrelyatsion bog‘liqlik darajasi (r=0,13) va faktik tr kriteriyasining ko‘rsatkichiga asoslanib (tr=2,06) nisbiy bog‘liqlik ahamiyatli ekanligini qayd etildi.

Bitta ko‘sakdagi paxta vazni va besh kesilgan barg o‘rtasidagi korrelyatsion munosabat tr ko‘rsatkichi -0,08 dan 0,11 oralig‘ida ekanligi qayd etildi. tr natijalari besh kesilgan barg shakli bilan mazkur miqdoriy belgi o‘rtasida qat’iy uyg‘unlik yo‘q ekanligini tasdiqlamoqda.

Besh qirqilgan barg shakli va bitta ko‘sakdagi paxta vazni belgisi o‘rtasida korrelyatsion ko‘rsatkich -0,11 dan 0,17 oralig‘ida bo‘ldi. F_2 (G‘olib x Andijon-35) x Qizil baraka duragaylarida ijobiy (tr=3,09) va F_2 (G‘olib x Andijon-35) x *G.mustelinum* Mers ex Watt. duragaylarida salbiy (tr=-2,07) korrelyatsion bog‘liqlik mavjudligi aniqlandi [45; 31-32 b.].

G‘o‘zada besh kirtikli va besh qirqimli barg shakli bilan bitta ko‘sakdagi paxta vazni orasida qat’iy bo‘lgan ijobiy korrelyatsion bog‘liqlik qayd etildi. F_2 (G‘olib x Andijon -35) x *G.mustelinum* Mers ex Watt kombinatsiyasining besh qirqimli o‘simliklarida muqarrar bo‘lgan salbiy korrelyatsion bog‘liqlik aniqlandi.

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HAZM QILISH A'ZOLARI

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Annotatsiya: *Mazkur maqolada hazm qilish a'zolarining tuzilishi, funksiyalari va inson salomatligidagi o'rni va uni turli adabiyotlardagi taxlili haqida so'z yuritiladi. Ovqat hazm qilish tizimiga kiruvchi asosiy a'zolar — og'iz bo'shlig'i, qizilo'ngach, oshqozon, ichaklar hamda yordamchi bezlarning vazifalari yoritilgan. Shuningdek, sog'lom ovqatlanish va gigiyena qoidalariga amal qilish hazm qilish tizimi faoliyatini yaxshilashi haqida ma'lumot berilgan. Maqolada hazm qilish tizimida uchraydigan ayrim kasalliklar va ularning oldini olish usullari ham qisqacha bayon etilgan.*

Kalit so'zlar:*hazm qilish tizimi, oshqozon, ichaklar, qizilo'ngach, ovqat hazm qilish, sog'lom ovqatlanish, gigiyena, organizm, hazm jarayoni.*

ПИЩЕВАРИТЕЛЬНЫЕ ОРГАНЫ

Аннотация: *В данной статье рассматриваются строение органов пищеварения, их функции, роль в здоровье человека, а также их анализ в различных литературных источниках. Освещены функции основных органов пищеварительной системы — ротовой полости, пищевода, желудка, кишечника, а также вспомогательных желез. Кроме того, представлена информация о том, что соблюдение принципов здорового питания и правил гигиены способствует улучшению деятельности пищеварительной системы. В статье также кратко описаны некоторые заболевания пищеварительной системы и методы их профилактики.*

Ключевые слова:*пищеварительная система, желудок, кишечник, пищевод, пищеварение, здоровое питание, гигиена, организм, процесс пищеварения.*

DIGESTIVE ORGANS

Annotation: *This article discusses the structure of the digestive organs, their functions, their role in human health, and their analysis in various literature sources. The functions of the main organs of the digestive system, including the oral cavity, esophagus, stomach, intestines, and accessory glands, are described. In addition, information is provided on how following the principles of healthy nutrition and maintaining proper hygiene can improve the functioning of the digestive system. The article also briefly outlines some diseases of the digestive system and methods for their prevention.*

Keywords:*digestive system, stomach, intestines, esophagus, digestion, healthy nutrition, hygiene, organism, digestive process.*

Kirish. Hazm a'zolari ovqat moddasini mexanik maydalash kimyoviy moddalar ta'sirida parchalash , qonga yoki limfaga so'rilishini ta'minlash , chiqindi moddalarni tashqi muhitga chiqarish kabi vazifalarni bajaradi. Hazm tizimining ko'pchilik qismi devori ikki qavatli nayni eslatadi. Ichki nay a'zolarning shilliq qavatidan hosil bolsa, tashqi nay mushak va seroz pardadan hosil bo'ladi.Bu ikki nay orasida biriktiruvchi to'qimadan iborat, qon tomirlarga boy bo'lgan shilliq osti qavati joylashgan. Bu ikki nay nisbatan harakat qilish xususiyatiga ega. SHilliq osti qavati to'qimalarini va mushak tolalari burama shaklida joylashganligidan og'iz bo'shlig'i sohasidan to'g'ri ichak tarafiga harakatlanadi. Ko'pgina hazm qilish a'zolarining devori to'rt qavatdan tashkil topadi: 1)ichki-shilliq qavat, 2)shilliq osti qavati, 3)mushak qavati, 4)tashqi-seroz parda qavati. A'zo devoridagi har bir qavat hosilaning qalinligi shu a'zoning vazifasiga bog'liq bo'ladi. Ba'zi a'zoda mushak qavati yaxshi taraqqiy etgan bo'lsa (me'da), boshqa a'zolarda shilliq qavat rivojlanadi

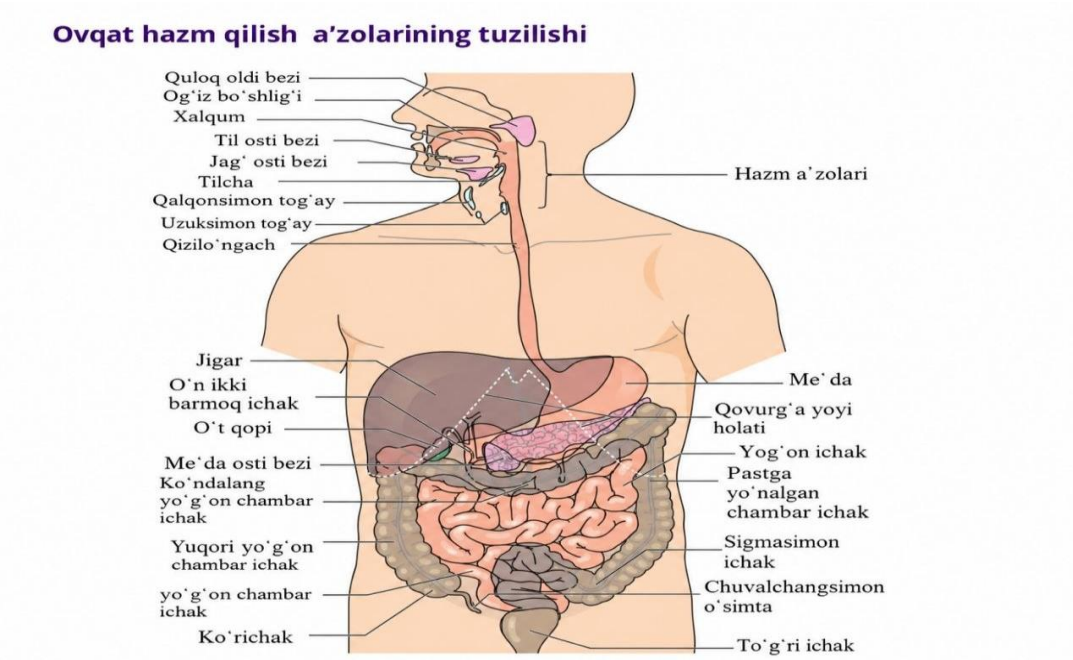
Mavzuga oid adabiyotlar tahlili. Ovqat hazm qilish tizimi mavzusi biologiya, anatomiya va fiziologiya fanlarida keng o'rganilgan muhim bo'limlardan biri hisoblanadi. Turli adabiyotlarda ushbu tizimning tuzilishi, vazifalari va kasalliklari batafsil yoritilgan. Ilmiy manbalarda ovqat hazm qilish tizimi og'iz bo'shlig'idan boshlab to to'g'ri ichakkacha davom etadigan murakkab organlar majmui sifatida ta'riflanadi. Masalan, anatomiyaga oid adabiyotlarda og'iz

bo‘shlig‘i, halqum, qizilo‘ngach, oshqozon, ingichka va yo‘g‘on ichaklarning tuzilishi va ularning vazifalari alohida ko‘rsatib berilgan. Shuningdek, jigar, oshqozon osti bezi va o‘t pufagi kabi yordamchi organlarning ovqat hazm qilish jarayonidagi roli ham muhim deb baholanadi. Fiziologiyaga oid manbalarda esa ovqat hazm qilish jarayoni bosqichma-bosqich tahlil qilinadi: mexanik maydalash, kimyoviy parchalanish, fermentlar ta’siri va oziq moddalarning qonga so‘rilishi kabi jarayonlar ilmiy asosda tushuntiriladi. Bu jarayonlarning buzilishi turli kasalliklarni keltirib chiqarishi ham adabiyotlarda ta’kidlangan. Tibbiy adabiyotlarda ovqat hazm qilish tizimi kasalliklari (gastrit, yara kasalligi, gepatit va boshqalar) ham keng yoritilib, ularning sabablari, belgilari va oldini olish yo‘llari ko‘rsatiladi. Ayrim zamonaviy manbalarda esa sog‘lom ovqatlanish va gigiyena qoidalariga rioya qilish orqali ushbu tizimni asrash muhimligi ta’kidlanadi. Umuman olganda, adabiyotlar tahlili shuni ko‘rsatadiki, ovqat hazm qilish tizimi inson hayot faoliyati uchun juda muhim bo‘lib, uning to‘g‘ri ishlashi butun organizm salomatligiga bevosita ta’sir qiladi

Hazm qilish tizimi ikkita asosiy qismdan iborat: Gastrointestinal trakt va turli yordamchi tuzilmalar hamda a’zolar. Gastrointestinal trakt oziqlanish kanali ham deb ataladi ovqat kiradigan og‘iz bo‘shlig‘idan boshlanadigan uzun mushakli naychadan iborat bolib, u halqum (pharynx), qizilo‘ngach (esophagus), me’da (stomach), ingichka va yog‘on ichaklar orqali davom etadi, hamda to‘g‘ri ichak va anusda tugaydi, bu yerda chiqindi najas (fekak massa)sifatida chiqariladi.

Yordamchi tuzilmalar va a’zolar quyidagilarni o‘z ichiga oladi: so‘lak bezlari, shilliq (mukoz) bezlar, til, tishlar, jigar, o‘t pufagi va oshqozon osti bezi (pankreas). Bularning barchasi hazm qilish tizimida muhim funksiyalarga ega. Ovqat G.I. trakt bo‘ylab mushak qatlamlari tomonidan hosil qilinadigan peristaltik harakatlar yordamida oldinga siljitiladi. Ko‘plab yordamchi tuzilmalar ovqatni o‘zgartirish, hazm qilish, so‘rilish yoki transport qilishga yordam beruvchi fermentlar yoki boshqa moddalarning ajralishi orqali traktga yordam beradi.

Og‘iz bo‘shlig‘i (cavitas oris, grekcha-stoma) hazm a’zolar tizimining boshlang‘ich qismi. Og‘iz bo‘shlig‘i pastdan og‘iz diafragmasi (diaphragma orisi) yuqoridan qattiq va yumshoq tanglay, yon tomondan lunjlar, old tomondan lablar bilan chegaralansa, orqada tomoq teshigi (fauces) vositasida halqum bilan qo‘shiladi. Tishlar va jag‘larning alveolyar o‘simtasi og‘iz bo‘shlig‘ini ikki qism: og‘iz dahlizi va xususiy og‘iz bo‘shlig‘iga ajratadi. U ovqatni qabul qilish, maydalash, namlash va hazm qilishga tayyorlash vazifasini bajaradi.[2,243-244].



Organning kasalligi. Og‘iz bo‘shlig‘i hazm jarayonining boshlang‘ich nuqtasi bo‘lib, bu yerdagi patologiyalar butun tizimga ta'sir qiladi.Stomatit: Og‘iz shilliq qavatining yallig‘lanishi.

Sabablari: Viruslar (gerpes), zamburug‘lar (kandidoz) yoki mexanik jarohatlar. Davolash: Antiseptik eritmalar bilan chayish (Xlorgeksidin), og‘riqsizlantiruvchi gellar va og‘ir holatlarda antibiotik/antivirus preparatlari.

Parodontit: Milk va tish atrofidagi to‘qimalarning yallig‘lanishi.

Davolash: Professional tozalash, milk osti kuretaji va mahalliy yallig‘lanishga qarshi terapiya.

Albatta bu profilaktika shifokor nazorati ostida bolishi kerak.

Halqum:(pharynx) bosh va bo‘yin sohasida joylashgan toq a’zo bo‘lib, hazm va nafas tizimiga kiradi. U quyg‘uchsimon shaklda bo‘lib uzunligi 12-14 sm. Halqum yuqorida kalla asosiga birikadi. Hazm qilish jarayonida

halqumning asosiy vazifasi og‘iz bo‘shlig‘ida hosil bo‘lgan ovqat luqmasini qizilo‘ngachga o‘tkazishdan iborat. Yutish vaqtida halqum muskullari qisqarib, ovqatning pastga harakatlanishini ta’minlaydi. Yutish jarayonida hiqildoq ustidagi qopqoqcha — epiglottis nafas yo‘lini berkitib turadi, bu ovqat va suyuqliklarning nafas yo‘llariga tushib ketishining oldini oladi. Halqum shilliq qavat bilan qoplangan bo‘lib, ovqatning oson sirpanib o‘tishiga yordam beradi.[2,257-258].

Halqum kasalliklari. Laringit, halqumning yallig‘lanishi bilan tavsiflanadi, bu ovozning xirillashi, ovozning yo‘qolishi va tomoqdagi bir qator noqulayliklar kabi alomatlarga olib kelishi mumkin bo‘lgan keng tarqalgan holat. Laringitning sabablari turlicha bo‘lib, virusli va bakterial infektsiyalar vokal zo‘riqish, chekish va alkogol va ifloslantiruvchi moddalar kabi tirnash xususiyati beruvchi omillar bilan bir qatorda keng tarqalgan aybdorlardir. Laringitning asosiy belgilaridan biri bu ovozning xirillashi, bu erda ovoz xiralashgan yoki taranglashishi mumkin. Bu ko‘pincha zaiflashgan yoki butunlay yo‘qolgan ovoz bilan birga keladi, bu esa gapirishni qiyinlashtiradi. Qo‘shimcha alomatlar tomoqdagi qitiqlash hissi, tomoq og‘rig‘i, quruq tomoq va quruq yo‘talni o‘z ichiga olishi mumkin, bularning barchasi laringit bilan og‘rigan odamlarning umumiy noqulayligiga hissa qo‘shadi.

Qizilo‘ngach hazm qilish tizimining muhim a’zolaridan biri bo‘lib, halqum va oshqozonni bog‘lovchi muskulli naydan iborat. Uning uzunligi kattalarda o‘rtacha 25–30 smni tashkil etadi.
Qizilo‘ngachning asosiy vazifasi ovqat va suyuqliklarni halqumdan oshqozonga yetkazib berishdir. Bu jarayon qizilo‘ngach devoridagi muskullarning ritmik qisqarishi va bo‘shashishi, ya’ni **peristaltika harakatlari** yordamida amalga oshadi. Qizilo‘ngachning ichki qavati shilliq parda bilan qoplangan bo‘lib, ovqatning oson siljishiga yordam beradi. Unda hazm qiluvchi fermentlar deyarli ajralmaydi, shuning uchun qizilo‘ngachda ovqatning kimyoviy hazm bo‘lishi sodir bo‘lmaydi. Qizilo‘ngachning yuqori va pastki sfinkterlari (halqasimon muskullari) ovqatning bir yo‘nalishda harakatlanishini ta’minlaydi hamda oshqozon tarkibining orqaga qaytib chiqishiga to‘sqinlik qiladi.[4,261]

Qizilo‘ngach kasalliklari. Qizilo‘ng‘ach kasalliklari qizilo‘ng‘achga ta'sir qiluvchi kasalliklar spektrini o‘z ichiga oladi. G‘arb mamlakatlarida qizilo‘ngachning eng keng tarqalgan holati gastroezofagial reflyuks (kislotali me'da suyuqligi qizilo‘ngach orqasiga oqib o‘tadigan holat, natijada oshqozon yonishi paydo bo‘ladi, tez-tez yurak urishi gastroezofagial reflyuks kasalligining belgilaridan biri) kasalligi bo‘lib, surunkali shakllarda qizilo‘ng‘ach epiteliyasining o‘zgarishiga olib keladi, bu esa tibbiyotda Barrett qizilo‘ng‘achi deb nomlanadi. O‘tkir kasallik ezofagit (qizilo‘ngachning yallig‘lanishi), korroziy (o‘yuvchi) moddalar (masalan, sho‘r suv)ini iste'mol qilish natijasida kelib chiqqan travma yoki qizilo‘ngach varikozlari, Boerhaave (talaffuzi: Burxave) sindromi (ya'ni, bu sindrom - qizilo‘ngach ichidagi bosimning keskin o‘sishi tufayli yuzaga keladigan devorining yorilishi ko‘rinishidagi oldingi sog‘lom qizilo‘ngachning shikastlanishining maxsus turi) yoki Mallory-Vays ko‘z yoshlari singari tomirlarning yorilishi kabi bir qator infeksiyalarni o‘z ichiga olishi ham mumkin.

Oshqozon: oshqozon (gaster) hazm nayining eng kengaygan qismi hisoblanadi. Oshqozon qorin bo‘shlig‘ining yuqori qismida diafragma va jigar ostida joylashadi. Oshqozon hazm qilish tizimining kengaygan qismi bo‘lib, qizilo‘ngach bilan ingichka ichak orasida joylashgan. U ovqatni vaqtincha saqlash, aralashtirish va hazm qilish vazifalarini bajaradi. Oshqozon devori kuchli muskullardan tashkil topgan bo‘lib, ularning qisqarishi natijasida ovqat maydalanadi va oshqozon shirasi bilan aralashadi. Oshqozon shirasi tarkibida xlorid kislota (HCl), fermentlar va shilliq modda mavjud. Xlorid kislota mikroblarni zararsizlantiradi va fermentlarning faoliyat ko‘rsatishi uchun qulay muhit yaratadi. Oshqozon shirasi tarkibidagi pepsin fermenti oqsillarni parchalay boshlaydi. Shilliq modda esa oshqozon devorini kislotaning ta’siridan himoya qiladi. Oshqozonda ovqat bir necha soat davomida qayta ishlanib, yarim suyuq massa — ximus holatiga keladi. So‘ngra u oshqozonning pastki qismidagi sfinkter orqali o‘n ikki barmoqli ichakka o‘tadi. [5,283-285].

Oshqozon kasalliklari. Oshqozon kasalliklari deganda oshqozonga ta'sir qiladigan kasalliklar tushuniladi. Oshqozonning har qanday sababga ko‘ra infeksiyasi bilan yallig‘lanishi gastrit deb ataladi va oshqozon-ichak traktining boshqa qismlarini qo‘shganda gastroenterit deb ataladi. Gastrit surunkali holatda davom etsa, u atrofik gastrit, pilorik stenoz (oshqozondan ingichka ichakning birinchi qismiga (pilorus) teshikning torayishi) va oshqozon saratoni kabi bir qancha kasalliklar bilan bog‘liqdir. Yana bir keng tarqalgan holat - oshqozon yarasi ya'ni shikastlanishidir. Yaralar oshqozon shilliq qavatini buzadi, bu oshqozon to‘qimasini oshqozon kislotalaridan himoya qiladi. Peptik yaralar ko‘p hollarda bakterial Helicobacter pylori (odatda oshqozonda topiladigan, gram-manfiy, mikroaerofil, spiral (spiral) bakteriya) infeksiyasidan kelib chiqadi. Epstein-Barr virusi infeksiyasi oshqozon saratonini qo‘zg‘atadigan yana bir omildir.

Ichaklar hazm qilish tizimining eng uzun qismi bo‘lib, ular **ingichka ichak** va **yo‘g‘on ichak**ga bo‘linadi. Ichaklarda ovqatning asosiy hazm bo‘lishi va oziq moddalarining so‘rilishi amalga oshadi.
Ingichka ichak: Ingichka ichak o‘n ikki barmoqli ichak, och ichak va yonbosh ichakdan iborat. Bu yerga oshqozondan kelgan ovqat massasi tushadi. Ingichka ichakda oshqozon osti bezi shirasi, o‘t suyuqligi va ichak shirasi ta’sirida oqsillar, yog‘lar va uglevodlar oddiy moddalargacha parchalanadi. Ingichka ichak devoridagi ko‘plab so‘rg‘ichlar (vorsinkalar)

yordamida hosil bo‘lgan oziq moddalar qonga va limfaga so‘riladi.
Yo‘g‘on ichak. Yo‘g‘on ichakda asosan suv va mineral tuzlar so‘riladi. Bu yerda foydali bakteriyalar yashab, ayrim vitaminlarni hosil qiladi. Hazm bo‘lmagan qoldiqlar zichlashib, najas shakllanadi va to‘g‘ri ichak orqali tashqariga chiqariladi.

Ichak(Intestines) kasalliklari. Ichak tizimi ingichka va yo‘g‘on ichakdan iborat bo‘lib, so‘rilish va defekatsiya jarayonlari uchun javobgar.
Ingichka ichak (Small Intestine).
Enterit: Ingichka ichakning yallig‘lanishi, ko‘pincha infeksiya yoki noto‘g‘ri ovqatlanish natijasi.
Malabsorbsiya sindromi: Ozuqa moddalarining so‘rilmasligi.
Yo‘g‘onichak (Large Intestine).
Kolit: Yo‘g‘on ichak yallig‘lanishi (Nospetsifik yarali kolit - NYAK eng og‘ir turlaridan biri).
Enterokolit: Bir vaqtning o‘zida ham ingichka, ham yo‘g‘on ichakning zararlanishi.

Yuqorida ovqat hazm qilish tizimi a’zolari hamda ularda uchrashi mumkin bo‘lgan ayrim kasalliklar haqida ma’lumot berildi. Mazkur kasalliklarning kelib chiqishining oldini olish, ovqat hazm qilish tizimi faoliyatini me’yorda saqlash va sog‘lom turmush tarzini shakllantirishda ovqatlanish gigiyenasi muhim o‘rin tutadi. Ovqatlanish gigiyenasi oziq-ovqat mahsulotlarini to‘g‘ri tanlash, saqlash va iste’mol qilish qoidalarini o‘z ichiga oladi. Ratsional va muvozanatli ovqatlanish organizmning ozuqa moddalarga bo‘lgan ehtiyojini qondirib, ovqat hazm qilish a’zolarining normal faoliyat yuritishiga yordam beradi. Shuningdek, ovqatlanish tartibiga rioya qilish, sifatli va xavfsiz mahsulotlardan foydalanish, shaxsiy gigiyena qoidalariga amal qilish hamda zararli odatlardan voz kechish ko‘plab ovqat hazm qilish tizimi kasalliklarining oldini olishda muhim ahamiyat kasb etadi. Shu bois, quyida ovqatlanish gigiyenasi va uning sog‘liqni saqlashdagi o‘rni haqida batafsil ma’lumot keltiriladi. [3, 180-181]

1. Avvalo, ovqatni o‘z vaqtida va belgilangan tartib asosida iste'mol qilish zarur. Kun davomida 3–4 mahal bir xil vaqtda ovqatlanish oshqozon va ichaklarning faoliyatini me'yorlashtiradi, hazm shiralarining o‘z vaqtida ajralishiga yordam beradi. Ovqatni shoshilmasdan, yaxshilab chaynab iste’mol qilish hazm jarayonini yengillashtiradi va oshqozonga tushadigan yukni kamaytiradi.

2. Juda issiq yoki haddan tashqari sovuq taomlarni iste’mol qilish, ortiqcha yog‘li, sho‘r, achchiq va tez tayyorlanadigan mahsulotlarni ko‘p iste’mol qilish oshqozon va ichak shilliq qavatiga salbiy ta’sir ko‘rsatishi mumkin. Shu sababli bunday mahsulotlarni me’yorida iste’mol qilish tavsiya etiladi. Ovqatlangandan so‘ng darhol og‘ir jismoniy mehnat bilan shug‘ullanmaslik, aksincha, organizmga ma’lum darajada dam berish foydali hisoblanadi. Shuningdek, muntazam jismoniy faollik, yetarli uyqu va zararli odatlardan voz kechish ovqat hazm qilish tizimining sog‘lom faoliyatini ta’minlaydi.

3. Ovqat tayyorlash va iste’mol qilishda sanitariya-gigiyena qoidalariga qat’iy rioya qilish lozim. Meva va sabzavotlarni yaxshilab yuvish, oziq-ovqat mahsulotlarini toza va mos haroratda saqlash, ovqat tayyorlashdan oldin va ovqatlanishdan avval qo‘llarni sovun bilan yuvish ichak yuqumli kasalliklarining oldini olishda muhim o‘rin tutadi. Sifati buzilgan, muddati o‘tgan yoki noto‘g‘ri saqlangan mahsulotlarni iste’mol qilish zaharlanish va ovqat hazm qilish tizimi kasalliklariga sabab bo‘lishi mumkin. Ratsionning muvozanatli bo‘lishi ham 361ata ahamiyatga ega. Kundalik ovqat tarkibida oqsillar, yog‘lar, uglevodlar, vitaminlar, mineral moddalar va yetarli miqdorda suv bo‘lishi zarur. Meva-sabzavotlar, sut mahsulotlari, go‘sht va don mahsulotlarini me’yorida iste’mol qilish organizmning ehtiyojini qondirib, ichak faoliyatini yaxshilaydi. Tolaga boy mahsulotlar ich qotishining oldini oladi va foydali ichak mikroflorasining rivojlanishiga yordam beradi.

Xulosa.

Ovqat hazm qilish tizimi bo‘yicha o‘rganilgan ma’lumotlar tahlili shuni ko‘rsatadiki, bu tizim inson organizmida murakkab va uzluksiz jarayonlarni amalga oshiradi. Ovqat hazm qilish og‘iz bo‘shlig‘idan boshlanib, qizilo‘ngach, oshqozon, ingichka ichak va yo‘g‘on ichak orqali yakunlanadi. Har bir organning o‘ziga xos vazifasi mavjud bo‘lib, ular bir-biri bilan uzviy bog‘liq holda ishlaydi. Tahlil natijalariga ko‘ra, ovqat hazm qilish jarayoni uch asosiy bosqichdan iborat:1.Mexanik parchalanish (og‘iz bo‘shlig‘ida chaynash) 2.Kimyoviy parchalanish (oshqozon va ichaklarda fermentlar ta’siri) 3.So‘rilish jarayoni (ingichka ichakda oziq moddalarning qonga o‘tishi). Shuningdek, jigar, oshqozon osti bezi va o‘t pufagi ovqat hazm qilishda yordamchi organlar sifatida muhim rol o‘ynashi e’tirofetiladi. Ular ishlab chiqaradigan fermentlar va o‘t suyuqligi ovqatni to‘liq parchalanishiga yordam beradi. Natijalar shuni ko‘rsatdiki, ovqat hazm qilish tizimining to‘g‘ri ishlashi organizmning energiya bilan ta’minlanishi, o‘sishi va sog‘lom rivojlanishi uchun juda muhimdir. Ushbu tizimda yuzaga keladigan buzilishlar esa turli kasalliklarga olib kelishi mumkin. Umuman olganda, o‘rganish natijalari ovqat hazm qilish tizimi inson hayot faoliyatida asosiy o‘rin tutishini tasdiqlaydi va sog‘lom ovqatlanish madaniyatining ahamiyatini yana bir bor ko‘rsatadi.

Har bir a’zo o‘z vazifasini bajarib, organizmni energiya va zarur oziq moddalar bilan ta’minlaydi. Xulosa qilib aytganda, ovqat hazm qilish tizimi inson hayoti uchun juda muhim bo‘lib, u to‘g‘ri ishlasa organizm sog‘lom va kuchli bo‘ladi

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TUZ STRESSI SHAROITIDA *AZOTOBACTER CHROOCOCCUM* SHTAMMLARIDA ALG GENLARINING IFODALANISHI VA MAKROMOLEKULYAR TUZILMA O'ZGARISHLARI: ADABIYOTLAR SHARHI

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Annotatsiya: *Tuz stressi mikroorganizmlar uchun eng muhim ekologik cheklov omillaridan biri bo'lib, hujayra metabolizmi va genetik regulyatsiya tizimlariga sezilarli ta'sir ko'rsatadi. Azotobacter chroococcum — erkin yashovchi diazotrof bakteriya sifatida tuproq unumdorligini saqlash va biotexnologik jarayonlarda katta ahamiyatga ega. Ushbu sharh maqolada A. chroococcum shtammlarida tuz stressiga javoban alg genining ifodalanish darajasi, alginat biosintezi va polimerning makromolekulyar tuzilmasidagi o'zgarishlar bo'yicha mavjud ilmiy ma'lumotlar tahlil qilinadi. Shuningdek, tuz stressi sharoitida hujayraning osmotik moslashuvi, ion homeostazi, hamda ekzopolisaxaridlar orqali himoya mexanizmlari muhokama qilinadi. Sharh natijalari A. chroococcum ning genetik va biokimyoviy moslashuv mexanizmlarini tushunishda, shuningdek tuzga chidamli biopolimer ishlab chiqaruvchi shtammlar seleksiyasida ilmiy asos bo'lib xizmat qilishi mumkin.*

Kalit so'zlar: *Azotobacter chroococcum, alg gen, alginat, tuz stressi, ekzopolisaxarid, osmotik moslashish, gen regulyatsi.*

ЭКСПРЕССИЯ ГЕНОВ ALG В ШТАММАХ AZOTOBACTER CHROOCOCCUM И ИЗМЕНЕНИЯ МАКРОМОЛЕКУЛЯРНОЙ СТРУКТУРЫ В УСЛОВИЯХ СОЛЕВОГО СТРЕССА: ОБЗОР ЛИТЕРАТУРЫ

Аннотация: *Солевой стресс является одним из важнейших экологических ограничивающих факторов для микроорганизмов, оказывая существенное влияние на клеточный метаболизм и системы генетической регуляции. Azotobacter chroococcum - свободноживущая диазотрофная бактерия, имеющая большое значение в сохранении плодородия почвы и биотехнологических процессах. В данной обзорной статье анализируются существующие научные данные о степени экспрессии гена альги в ответ на солевой стресс у штаммов A. chroococcum, биосинтезе альгината и изменениях в макромолекулярной структуре полимера. Также обсуждаются осмотическая адаптация клетки в условиях солевого стресса, ионный гомеостаз и защитные механизмы с помощью экзополисахаридов. Результаты обзора могут служить научной основой для понимания генетических и биохимических механизмов адаптации A. chroococcum, а также для селекции солеустойчивых биополимер-продуцирующих штаммов.*

Ключевые слова: *Azotobacter chroococcum, альгинный ген, альгинат, солевой стресс, экзополисахарид, осмотическая адаптация, регуляция генов.*

EXPRESSION OF ALG GENES AND CHANGES IN THE MACROMOLECULAR STRUCTURE OF AZOTOBACTER CHROOCOCCUM STRAINS UNDER SALT STRESS: A LITERATURE REVIEW.

Abstract: *Salt stress is one of the most important environmental limiting factors for microorganisms and has a significant impact on cellular metabolism and genetic regulation systems. Azotobacter chroococcum - as a free-living diazotrophic bacterium, is of great importance in maintaining soil fertility and biotechnological processes. This review article analyzes existing scientific data on the degree of expression of the alg gene in response to salt stress in A. chroococcum strains, alginate biosynthesis, and changes in the macromolecular structure of the polymer. Osmotic adaptation of the cell under conditions of salt stress, ion homeostasis, and defense mechanisms through exopolysaccharides are also discussed. The results of the review can serve as a scientific basis for understanding the mechanisms of genetic and biochemical adaptation of A. chroococcum, as well as for the selection of salt-tolerant biopolymer-producing strains.*

Keywords: *Azotobacter chroococcum, alg gene, alginate, salt stress, exopolysaccharide, osmotic adaptation, gene regulation.*

Kirish

So'nggi yillarda global iqlim o'zgarishlari va intensiv qishloq xo'jaligi natijasida tuproq tuzlanishining ortishi mikrobiotsenozlarning biologik barqarorligiga jiddiy tahdid solmoqda. Tuproqdagi yuqori miqdordagi natriy va xlor

ionlari mikroorganizmlarning hujayra ichidagi osmotik muvozanatini buzib, oqsil denaturatsiyasi, membrana shikastlanishi va oksidativ stress kabi jarayonlarni keltirib chiqaradi. Shu sababli, halofilik va halotolerant mikroorganizmlarning stressga javob mexanizmlarini o‘rganish ularning ekologik moslashuvini tushunishda muhim ahamiyat kasb etadi. *Azotobacter chroococcum* — erkin yashovchi, azot fiksatsiya qiluvchi bakteriya bo‘lib, tuproq ekotizimlarida azot aylanishining muhim ishtirokchisi hisoblanadi. Bu bakteriya stress sharoitlarida turli himoya mexanizmlarini ishga soladi, jumladan, ion almashinuvi tizimlari, antioksidant fermentlar, hamda himoya polimerlari sintezini kuchaytiradi. Ushbu polimerlardan biri — alginat, u hujayra yuzasida suv muvozanatini saqlash, ion oqimini cheklash va qurishdan himoya qilishda muhim rol o‘ynaydi. Alginat biosintezi alg gen kompleksi tomonidan boshqariladi. Ushbu genlar UDP-mannuron kislotadan polimer hosil bo‘lish, asetillanish, sekretsiya va makromolekulyar tuzilmaning shakllanish bosqichlarini nazorat qiladi. Oldingi tadqiqotlarda *Pseudomonas aeruginosa* turlarida tuz stressi ostida alg genlari ekspressiyasi kuchayishi kuzatilgan, biroq *Azotobacter chroococcum* bo‘yicha bu jarayon yetarlicha o‘rganilmagan. Tuz stressi sharoitida *A. chroococcum* da alg genining faollashuvi bilan birga alginatning fizik-kimyoviy xususiyatlarida, jumladan molekulyar massasi va M/G (mannuron/guluron) nisbati o‘zgarishi aniqlangan. Bu o‘zgarishlar bakteriyaning himoya qobig‘ini mustahkamlab, uning og‘ir sharoitlarda yashovchanligini oshiradi. Shu nuqtayi nazardan, alg genining ekspressiyasi va alginat strukturasidagi o‘zgarishlarni chuqur tahlil qilish *Azotobacter* jinsining stressga moslashuv strategiyasini tushunish uchun ilmiy asos yaratadi. Shu sababli, ushbu maqola mavjud adabiyotlar asosida *Azotobacter chroococcum* ning tuz stressiga javob mexanizmlarini, xususan alg genining regulyatsiyasi va alginat makromolekulyar tuzilmasidagi o‘zgarishlarni tizimli tahlil qiladi. Bu sharh kelgusidagi eksperimental tadqiqotlar uchun yo‘nalish berish, shuningdek tuz tolerant bakterial biopolimerlar ishlab chiqarishni optimallashtirishga xizmat qilishi kutilmoqda.

Azotobacter chroococcum va tuz stressiga javob mexanizmlari

Tuz stressi mikroorganizmlar uchun eng keng tarqalgan abiotik stress omillaridan biridir. Yuqori konsentratsiyadagi Na^+ va Cl^- ionlari hujayra ichidagi osmotik muvozanatni buzib, suv yo‘qotilishi, oqsillar denaturatsiyasi, lipid peroksidlanishi hamda hujayra metabolizmining izdan chiqishiga sabab bo‘ladi. Shu bois, tuz stressiga bardoshli mikroorganizmlar o‘z hayot faoliyatini saqlab qolish uchun bir nechta moslashuv mexanizmlarini ishga soladi. *Azotobacter chroococcum* hujayralari yuqori tuzlilikda ion homeostazini saqlash uchun natriy va kaliy oqimini qat’iy nazorat qiladi. Na^+ ionlarining ortiqcha kirib kelishi hujayra osmotik bosimini oshiradi, shuning uchun bakteriya Na^+/H^+ antiporterlar va K^+-transport tizimlari orqali ion almashinuvini boshqaradi. K^+ ioni osmotik bosimni muvozanatlashda asosiy kation sifatida xizmat qiladi. Shuningdek, Trk, Kup, va Kdp tipidagi kaliy transport tizimlarining faollashuvi bu jarayonni qo‘llab-quvvatlaydi [1,2]. Tuz stressi sharoitida hujayralar ichki osmotik bosimni tartibga solish uchun kichik molekulali kompatibil osmolaytlar — trehaloz, prolin, glutamat va betain kabi moddalarni to‘playdi. Ushbu birikmalar oqsillarni denaturatsiyadan himoya qiladi, suv molekulalarini bog‘laydi va hujayra ichidagi osmotik muvozanatni tiklaydi. *A. chroococcum* da trehaloz biosintezi bilan bog‘liq otsA va otsB genlarining faolligi tuz stressi ta’sirida ortgani aniqlangan. Bu genlar orqali hosil bo‘lgan trehaloz nafaqat osmoprotektor, balki antioksidant rolini ham bajaradi [3,4]. Tuz stressi natijasida hosil bo‘ladigan reaktiv kislorod turlari (ROS) hujayra komponentlariga zarar yetkazadi. A. chroococcum bu tahdiddan superoksid dismutaza (SOD), katalaza (CAT) va glutation reduktaza (GR) kabi fermentlar orqali himoyalanadi. Ushbu fermentlar erkin radikallarni neytrallashtiradi va hujayra redoks muvozanatini saqlab turadi. Shu bilan birga, peroksiredoksin va tioredoksin tizimlari ham stress davrida faollashadi, bu esa oqsil oksidlanishining oldini oladi [5]. Tuz stressiga javob mexanizmlarining yana bir muhim yo‘nalishi — ekzopolisaxarid (EPS) sintezi. *A. chroococcum* tuzli sharoitda hujayra atrofida qalin polisaxarid qobiq hosil qiladi, bu suv yo‘qotilishini kamaytiradi va ion oqimini cheklaydi. EPS tarkibida asosan alginat, shuningdek galaktan va mannan tipidagi polisaxaridlar mavjud. Alginat bakteriyaning tashqi muhit bilan bevosita aloqasini tartibga soluvchi barer sifatida harakat qiladi. Shu sababli, tuz stressi paytida alg genlarining faollashuvi EPS biosintezini kuchaytiradi. Biofilm shakllanishi ham himoya strategiyasi sifatida xizmat qiladi. Biofilm matritsasi hujayralarni tuz ionlaridan va suv tanqisligidan himoya qiladi. Tadqiqotlar shuni ko‘rsatadiki, A. chroococcum shtammlarida NaCl kontsentratsiyasi oshgan sari biofilm hosil bo‘lish intensivligi ham ortadi, bu esa yashovchanlikni oshiradi [6,7].

Stressga javob beruvchi genlar va regulyatorlar

Tuz stressi A. chroococcum ning transkripsion tarmog‘ida keng o‘zgarishlarni keltirib chiqaradi. Bunda rpoS, osmC, dnaK, va groEL genlari faollashib, umumiy stressga javob tizimini ishga soladi. RpoS sigma omili o‘sishning stasionar bosqichida va stress sharoitlarida ko‘plab himoya genlarining transkripsiyasini boshqaradi. DnaK va GroEL esa shaperon sifatida oqsillarni denaturatsiyadan saqlaydi va ularning to‘g‘ri konformatsiyasini tiklaydi. Bundan tashqari, A. chroococcum ning global regulyatorlari, jumladan AlgU (σ22) va AmrZ, alginat biosintezi bilan bevosita bog‘liq bo‘lib, tuz stressi paytida alg gen kompleksining ifodalanishiga ta’sir ko‘rsatadi. Bu esa bakteriyaning tuzlilikka chidamli fenotipini shakllantiruvchi muhim omil hisoblanadi [8]. Azotobacter chroococcum tuz stressiga qarshi ko‘p darajali himoya tizimiga ega: ion transporti va osmotik regulyatsiyadan tortib, antioksidant himoya va polisaxarid

biosintezigacha. Ushbu mexanizmlar o‘zaro integratsiyalashgan bo‘lib, ularning markazida alg gen kompleksi turadi. Shu sababli, keyingi bo‘limlarda aynan ushbu kompleksning tuzilmasi va regulyatsion mexanizmlarini batafsil tahlil qilish maqsadga muvofiqdir [9].

Alg gen kompleksi va alginat biosintezi mexanizmi

Alginat biosintezi — *Azotobacter chroococcum* hujayrasida polisaxarid hosil bo‘lishi, modifikatsiyasi va sekretsiyasini o‘z ichiga oluvchi ko‘p bosqichli jarayon bo‘lib, bu jarayon alg gen kompleksi tomonidan nazorat qilinadi. Ushbu gen kompleksi 12 dan ortiq genlarni o‘z ichiga oladi va ular polisaxaridning prekursordan yakuniy polimer holatiga o‘tishining barcha bosqichlarini boshqaradi [10]. Birinchi bosqichda, fruktoza-6-fosfat va mannoz-6-fosfatdan UDP-D-mannuron kislotasi hosil bo‘ladi. Bu jarayonda AlgA (phosphomannose isomerase/GDP-mannose pyrophosphorylase) va AlgD (GDP-mannose dehydrogenase) fermentlari asosiy rol o‘ynaydi[11]. UDP-mannuron kislotaning hosil bo‘lishi biosintez zanjirining tezlikni cheklovchi bosqichidir. Keyingi bosqichda Alg8 va Alg44 komplekslari yordamida mannuron kislotasi qoldiqlari polimer zanjirga ulanadi. Polimer hosil bo‘lgach, u periplazma orqali tashiladi, bu jarayon AlgE va AlgK oqsillari tomonidan boshqariladi. Nihoyat, polisaxaridning fizik-kimyoviy xususiyatlarini shakllantiruvchi acetyltransferase (AlgI, AlgJ, AlgF) fermentlari uning asetillanish darajasini belgilaydi [12]. Alg genlari ekspressiyasi ko‘plab transkripsion regulyatorlar orqali nazorat qilinadi. *A. chroococcum* da bu jarayonda eng muhim omil — AlgU (σ^22) sigma faktori bo‘lib, u RpoE oilasiga mansub va membrana stressiga javoban faollashadi [8]. Normada AlgU, MucA deb nomlanuvchi anti-sigma oqsil bilan kompleks hosil qilib, inaktiv holatda saqlanadi. Tuz stressi yoki oksidativ stress sharoitida MucA parchalanib, AlgU ajraladi va algD promotorini faollashtiradi [9]. Shuningdek, GacS/GacA ikki komponentli tizimi alg genlarining ekspressiyasini ikkilamchi signallar orqali modulyatsiya qiladi. Bu tizim *A. chroococcum* da stressga javob sifatida osmoprotektantlar sintezi va biofilm hosil bo‘lishi bilan koordinatsiyalangan tarzda ishlaydi [6].

Tuz stressi sharoitida alginat biosintezi

Tuz stressi sharoitida alg genlarining ifodalanish darajasi ortadi va bu hujayraning himoya mexanizmlaridan biri sifatida xizmat qiladi. Natijada sintezlangan alginat polimerining M/G nisbati (mannuron/guluron kislotasi) o‘zgaradi — bu esa polimerning ion almashinuv xususiyatlarini yaxshilaydi [13]. Alginatning yuqori M-tarkibli shakli Na^+ ionlariga nisbatan ko‘proq bog‘lanish qobiliyatiga ega bo‘lib, hujayra tashqi muhitidagi osmotik bosimni muvozanatlashtiradi [2]. Eksperimental ma’lumotlar shuni ko‘rsatadiki, 0.5–1.0 M NaCl konsentratsiyali muhitda *A. chroococcum* shtammlarida algD, alg8, va alg44 genlarining transkripsiyasi 2–3 baravar oshadi [3]. Shu bilan birga, polimerning o‘rtacha molekulyar massasi ham ortib, viskozligi yuqorilaydi — bu bakteriyaning biofilm qatlamini mustahkamlaydi va dehidratsiyadan himoya qiladi [6].

Alginatning makromolekulyar tuzilmasi va fiziologik ahamiyati

Alginat — bu β-D-mannuron (M) va α-L-guluron (G) kislotasi qoldiqlaridan tashkil topgan birikma polisaxarid bo‘lib, ular β(1→4) glikozid bog‘lari orqali o‘zaro ulanadi. Bu monomerlarning tartibi va nisbati polimerning fizik-kimyoviy xususiyatlarini, jumladan, viskozlik, ion bog‘lanish qobiliyati, va gel hosil qilish potentsialini belgilaydi [14]. Alginat molekulasidagi M/G nisbati bakteriya shtammi, o‘sish sharoiti va stress omillariga qarab o‘zgaradi. Azotobacter chroococcum da bu nisbat odatda 1.2–1.8 atrofida bo‘ladi, biroq tuz stressi (0.5–1.0 M NaCl) ta’sirida M bloklari miqdori ortadi, natijada polimerning moslashuvchanligi oshadi [6]. M-bloklar yuqori gidrofil xususiyatga ega bo‘lib, ular suvni ko‘proq ushlab turadi, shu orqali hujayraning dehidratsiyadan himoyasini ta’minlaydi [11]. Aksincha, G-bloklar ko‘proq Ca^{2+} va Na^+ kabi kationlarni bog‘lay oladi, bu esa ion almashinuv jarayonini boshqaradi. Natijada, alginatning yuqori G-tarkibli segmentlari hujayra yuzasida gel struktura hosil qilib, tashqi muhitdagi ionlarning o‘tishini cheklaydi [10]. Shu sababli, tuz stressi sharoitida polimerning G-segmentlari kuchayishi hujayra devorining mexanik barqarorligini oshiradi. *A. chroococcum* alginati odatda 200–600 kDa oralig‘idagi molekulyar massaga ega bo‘ladi, lekin stress sharoitida bu qiymat 800 kDa gacha oshadi [12]. Yuqori molekulyar massa polimerning reologik xususiyatlarini yaxshilaydi, ya’ni uning yopishqoqligi (viskozligi) ortadi. Bu xususiyat biofilm qatlamining mustahkamlanishiga, shuningdek, ion va suv o‘tkazuvchanligini cheklashga xizmat qiladi [13]. Shu tufayli, tuz stressi ostida sintez qilingan alginat nafaqat struktural, balki funksional himoya vositasi sifatida ham harakat qiladi. Alginat hujayra tashqi qobig‘ida namlik barqarorligini saqlash, oksidativ stressni kamaytirish, va ion muvozanatini saqlashda muhim rol o‘ynaydi. U biofilm hosil bo‘lishida asosiy komponentlardan biri bo‘lib, bakteriyani nafaqat tuz, balki issiqlik va quruqlik stresslaridan ham himoya qiladi [7]. Tuzli sharoitda biofilm qatlamining qalinligi oshadi, bu esa diffuziya jarayonlarini cheklab, hujayra ichidagi ion homeostazini barqarorlashtiradi. Shu bilan birga, alginatning gidrofil xususiyati tufayli u suv molekulalarini saqlab turadi va osmotik bosim farqini yumshatadi [15].

Xulosa va istiqbolli tadqiqot yo‘nalishlari

Tuz stressi mikroorganizmlarning hayotiy faoliyatiga sezilarli ta’sir ko‘rsatuvchi ekologik omillardan biridir. *Azotobacter chroococcum* singari erkin yashovchi diazotrof bakteriyalar ushbu stressni yengish uchun bir qator molekulyar va biokimyoviy moslashuv mexanizmlarini ishlab chiqqan. Adabiyotlar tahlili shuni ko‘rsatadiki, bu mexanizmlar

orasida osmotik regulyatsiya, antioksidant himoya tizimi, va ekzopolisaxarid (EPS) biosintezi eng muhim ahamiyatga ega. Ushbu jarayonlarning markazida joylashgan alg gen kompleksi bakteriya hujayrasida alginat biosintezini boshqaradi. algD, alg8, alg44, algE, va algK genlari turli bosqichlarda ishtirok etib, polisaxaridning shakllanishi, modifikatsiyasi va tashilishini ta'minlaydi. Stress sharoitida σ^22 (AlgU) sigma faktori faollashuvi orqali ushbu genlar transkripsiyasi kuchayadi va natijada hujayra tashqi qobig'ida alginat miqdori ortadi. Tuz stressi natijasida sintezlangan alginat polimerining M/G nisbati, asetillanish darajasi va molekulyar massasi o'zgaradi — bu esa uning fizik-kimyoviy xususiyatlarini o'zgartirib, bakteriyaning osmotik barqarorligini ta'minlaydi. Xususan, yuqori M-tarkibli alginatlar suvni ko'proq ushlab turadi, yuqori G-tarkibli segmentlar esa kation almashinuvi orqali hujayrani Na^+ toksikligidan himoya qiladi. Barcha bu o'zgarishlar *A. chroococcum*ning stressga moslashuvini kuchaytirib, biofilm hosil bo'lishini rag'batlantiradi, bu esa koloniyani suv tanqisligi yoki ion ortiqligidan himoya qiladi. Shu tariqa, alginat nafaqat strukturaviy komponent, balki fiziologik himoya molekulasi sifatida ham xizmat qiladi.

Istiqbolli tadqiqot yo'nalishlari

Adabiyot tahlili natijalariga ko'ra, bir necha yo'nalishlarda ilmiy izlanishlarni chuqurlashtirish maqsadga muvofiq:

1. Alg genlarining ekspressiya dinamikasi, *A. chroococcum* shtammlarida algD, alg8, va alg44 genlarining qPCR orqali transkripsion faolligini turli NaCl konsentratsiyalarida aniqlash. Bu natijalar orqali tuz stressining doza-ta'sir munosabatini o'rganish mumkin.

2. Alginatning makromolekulyar strukturasi va fizik-kimyoviy tahlili, FTIR, NMR yoki GPC (gel permeation chromatography) usullaridan foydalangan holda M/G nisbati, asetillanish darajasi va molekulyar massani aniqlash. Bu orqali gen ekspressiyasi va polimer xususiyatlari o'rtasidagi korrelyatsiyani aniqlash mumkin.

3. Stressga bardoshli biopolimer ishlab chiqaruvchi shtammlar seleksiyasi, turli halotolerant *Azotobacter* shtammlarini ajratish va ularning biopolimer sintezi potentsialini baholash. Sanoat miqyosida foydalanish uchun tuz tolerant biopolimer ishlab chiqarish platformalarini rivojlantirish.

4. Genetik muhandislik yondashuvlari, algU, mucA, va gacA genlarining CRISPR/Cas9 yoki plazmid asosida regulyatsiyasini o'zgartirish orqali alginat sintezini oshirish. Shu bilan birga, stressga bardoshli promotorlar orqali alg genlarining induktsiyalangan ekspressiya sistemalarini yaratish istiqbolli yo'nalish hisoblanadi.

Yakuniy xulosa

Xulosa qilib aytganda, *Azotobacter chroococcum* da tuz stressi sharoitida alginat biosintezi va alg gen ekspressiyasi muhim himoya mexanizmini tashkil etadi. Alginatning makromolekulyar tuzilmasidagi o'zgarishlar bakteriyaning ekologik moslashuvini yaxshilaydi va bu jarayonni chuqurroq o'rganish, kelgusida biotexnologik va agronomik amaliyotlarda stressga chidamli mikroorganizmlardan foydalanish imkonini beradi.

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EKSPERIMENTAL O'TKIR PANKREATIT MODELIDA POLIFENOL BIRIKMALARNING GEMATOLOGIK KO'RSATKICHLARGA TA'SIRINI BAHOLASH

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Annotatsiya. *Mazkur tadqiqotda kalamushlarda eksperimental o'tkir pankreatit modeli sharoitida bir nechta polifenol birikmalarning periferik qonning gematologik ko'rsatkichlariga ta'siri baholandi. Eksperimental o'tkir pankreatit laboratoriya kalamushlarida L-arginin gidroxlorid yordamida chaqirildi. Keyinchalik hayvonlarga Punigan (Punica granatum pustlog'i polifenollari), Kurchavka (Atraphaxis pyrifolia polifenollari), va Providin (Uzum danagi polifenollari), preparatlari 50 va 100 mg/kg dozalarda kiritilib, ularning periferik qonning asosiy gematologik ko'rsatkichlariga ta'siri o'rganildi va bunda periferik qon ko'rsatkichlarining sezilarli o'zgarishi kuzatildi. Tadqiq etilgan birikmalar orasida Providin eng yuqori samaradorlikni namoyon etib, ayniqsa 100 mg/kg dozada eritrotsitlar, gemoglobin va gematokrit ko'rsatkichlarining statistik ahamiyatli darajada tiklanishini ta'minladi. Olingan natijalar polifenol birikmalarning gematoprotektor xususiyatlarga ega ekanligini hamda ularni o'tkir pankreatitda qo'llash istiqbolli ekanligini ko'rsatdi.*

Kalit so'zlar*: o'tkir pankreatit, L-arginin gidroxlorid, polifenol birikmalar, Punigan, Kurchavka, Providin, gematologik ko'rsatkichlar, gematoprotektor ta'sir.*

ОЦЕНКА ВЛИЯНИЯ ПОЛИФЕНОЛЬНЫХ СОЕДИНЕНИЙ НА ГЕМАТОЛОГИЧЕСКИЕ ПОКАЗАТЕЛИ В ЭКСПЕРИМЕНТАЛЬНОЙ МОДЕЛИ ОСТРОГО ПАНКРЕАТИТА

Аннотация. *В данном исследовании оценивалось влияние нескольких полифенольных соединений на гематологические показатели периферической крови в условиях экспериментальной модели острого панкреатита у крыс. Экспериментальный острый панкреатит у лабораторных крыс вызывали с помощью L-аргинина гидрохлорида. Далее животным вводили препараты Пуниган (полифенолы коры Punica granatum), Курчавка (полифенолы Atraphaxis pyrifolia) и Провидин (полифенолы виноградных косточек) в дозах 50 и 100 мг/кг, изучали их влияние на основные гематологические показатели периферической крови, при этом наблюдалось значительное изменение показателей периферической крови. Среди исследованных соединений провидин показал наибольшую эффективность, особенно в дозе 100 мг/кг, обеспечивая статистически значимое восстановление показателей эритроцитов, гемоглобина и гематокрита. Полученные результаты показали, что полифенольные соединения обладают гемопротекторными свойствами и их применение при остром панкреатите является перспективным.*

Ключевые слова*: острый панкреатит, L-аргинин гидрохлорид, полифенольные соединения, Пуниган, Курчавка, Провидин, гематологические показатели, гемопротекторное действие.*

EVALUATION OF THE EFFECT OF POLYPHENOL COMPOUNDS ON HEMATOLOGICAL INDICATORS IN AN EXPERIMENTAL ACUTE PANCREATITIS MODEL

Abstract. *In this study, the effect of several polyphenolic compounds on peripheral blood parameters was evaluated under the conditions of an experimental acute pancreatitis model in rats. Experimental acute pancreatitis was induced in laboratory rats using L-arginine hydrochloride. Subsequently, animals were administered Punigan (Punica granatum bark polyphenols), Kurchavka*

(Atraphaxis pyrifolia polyphenols), and Providin (Grape seed polyphenols) at doses of 50 and 100 mg/kg; their effect on the main hematological parameters of peripheral blood was studied, and a significant change in peripheral blood parameters was observed. Among the studied compounds, Providine demonstrated the highest efficacy, ensuring a statistically significant restoration of erythrocyte, hemoglobin, and hematocrit levels, especially at a dose of 100 mg/kg. The results obtained showed that polyphenolic compounds possess hematoprotective properties and are promising for use in acute pancreatitis.

Keywords: *acute pancreatitis, L-arginine hydrochloride, polyphenolic compounds, Punigan, Curchavka, Providin, hematological indicators, hemoprotective effect.*

Kirish. O‘tkir pankreatit – oshqozon osti bezining keng tarqalgan yallig‘lanish kasalliklaridan biri bo‘lib, og‘ir kechishi va yuqori o‘lim ko‘rsatkichlari bilan ahamiyatli hisoblanadi. Kasallik patogenezida hazm fermentlarining erta faollashuvi, atsinar hujayralar shikastlanishi, yallig‘lanish jarayonlari va oksidlovchi stress muhim o‘rin tutadi. Reaktiv kislorod shakllarining ortiqcha hosil bo‘lishi hujayralardagi metabolik muvozanatni izdan chiqarib, yallig‘lanish mediatorlari sintezini kuchaytiradi hamda patologik jarayonning chuqurlashishiga olib keladi. Shu bois, antioksidant xususiyatlarga ega tabiiy birikmalardan foydalanish o‘tkir pankreatitni davolashning istiqbolli yo‘nalishlaridan biri sifatida qaralmoqda [1,2]. So‘nggi yillarda o‘simlik polifenollari antioksidant va yallig‘lanishga qarshi xususiyatlari tufayli o‘tkir pankreatitni davolashda istiqbolli biofaol birikmalar sifatida katta qiziqish uyg‘otmoqda. Tadqiqotlar ularning oksidlovchi stress, yallig‘lanish reaksiyalari, kalsiy gomeostazi buzilishi, autofagiya va apoptoz jarayonlarini modulyatsiya qilish orqali kasallik rivojlanishini cheklashi mumkinligini ko‘rsatmoqda. Shu sababli polifenol birikmalarning o‘tkir pankreatitdagi terapevtik salohiyatini baholash dolzarb ilmiy ahamiyat kasb etadi [3]. Zamonaviy diagnostika va davolash usullari takomillashib borayotganiga qaramay, kasallikning og‘ir shakllarini erta aniqlash muammosi dolzarbligicha qolmoqda. So‘ngi yillarda atom-kuch mikroskopiyasi usuli yordamida eritrotsit membranasining morfofunksional xususiyatlarini o‘rganish orqali o‘tkir pankreatitning og‘irlik darajasini baholash, kasallik kechishini prognoz qilish va uning og‘irlashuvini erta aniqlash uchun qo‘shimcha mezon sifatida xizmat qilishi mumkin [4,5]. Eksperimental o‘tkir pankreatitda periferik qon ko‘rsatkichlarining o‘zgarishi yallig‘lanish jarayonining og‘irligi va organizmning kompensator reaksiyalarini baholashda muhim ahamiyatga ega. Biroq mavjud tadqiqotlarning aksariyatida asosiy e’tibor biokimyoviy va morfologik ko‘rsatkichlarga qaratilgan bo‘lib, periferik qonning gematologik parametrlari hamda ularning farmakologik korreksiyasi yetarli darajada o‘rganilmagan. O‘tkir pankreatit kalamushlarda muayyan aminokislotalarning, jumladan L-arginin, L-ornitin, L-lizin va L-gistidinning yuqori dozalarini qorin bo‘shlig‘i ichiga yuborish orqali chaqiriladi. Bu moddalar oshqozon osti bezida bosqichma-bosqich rivojlanuvchi nekroz hamda u bilan bog‘liq shikastlanishlarni yuzaga keltiradi. Shuning uchun mazkur modellar nekrozlanuvchi o‘tkir pankreatitning molekular mexanizmlari va regeneratsiya jarayonlarini o‘rganish uchun qulay hisoblanadi [6]. Adabiyot ma’lumotlariga ko‘ra, L-arginin chaqirgan o‘tkir pankreatit modeli yallig‘lanish reaksiyasining kuchayishi, leykotsitlar infiltratsiyasi, trombotsitlar faollashuvi, mikrotsirkulyatsiya buzilishlari hamda periferik qonning ayrim gematologik ko‘rsatkichlarida o‘zgarishlar bilan tavsiflanadi [7,8]. Shu sababli mazkur ishda eksperimental o‘tkir pankreatit modelida polifenol birikmalarning periferik qon hujayralari ko‘rsatkichlariga ta’siri o‘rganilib, ularning gematoprotektor faolligi baholandi.

Tadqiqot usuli va materiallari. Tajribalar tana vazni 180±20 g bo‘lgan, 10-14 kun davomida karantin muddatini to‘liq o‘tagan sog‘lom oq laboratoriya kalamushlarida olib borildi. Hayvonlar erkin ozuqa va suv ichishi mumkin bo‘lgan standart vivariy sharoitida saqlanib, muhit harorati 22-24°C, nisbiy namlik 50-60% darajada hamda qilinishiga 12 soat qolganda hayvonlar ozuqasi ratsiondan olib tashlandi, ichimlik suvini qabul qilish esa erkin holatda bo‘ldi.

Eksperimental o‘tkir pankreatit modeli L-arginin gidroxlorid (L-arginine hydrochloride) yordamida chaqirildi. Ushbu model yuqori dozadagi L-argininning me’da osti bezi atsinar hujayralariga selektiv toksik ta’sir etishiga asoslangan bo‘lib, natijada mazkur hujayralarning distrofiyasi, interstitsial shishi, yallig‘lanish infiltratsiyasi va nekrotik o‘zgarishlari rivojlanadi. Mazkur model eksperimental pankreatitni chaqirishda keng qo‘llaniladigan va ishonchli usullardan biri hisoblanadi. L-arginin eritmasini tayyorlash. L-arginin gidroxlorid steril holatdagi 0,9%li natriy xlorid eritmasida eritilib, uning konsentratsiyasi 20% ni tashkil etdi. Eritmaning pH ko‘rsatkichi 7,0 -7,4 tashkil etib, bunda 1 N NaOH eritmasidan foydalanildi. Tayyorlangan eritma har bir tajriba oldidan yangi tayyorlanib, steril sharoitlarda qo‘llanildi. O‘tkir pankreatit chaqirish maqsadida kalamushlarga L-arginin gidroxlorid 2000 mg/kg dozada qorin bo‘shlig‘i ichiga yuborildi. Bunda preparat 1 soat interval bilan 2 marotaba kiritildi va umumiy yuborilgan doza 4000 mg/kg ni tashkil etdi. Salbiy nazorat (sog‘lom) guruhi hayvonlariga xuddi shu hajmda fiziologik eritma yuborildi. L-arginin kiritilgandan keyin hayvonlarda umumiy holsizlik, harakat faolligining pasayishi, piloreksiya va ozuqa qabul qilishning kamayishi kabi klinik belgilari kuzatildi. Pankreatit induksiya qilinganidan 48 soat o‘tgach, hayvonlardan 10 tasi tasodifiy tanlab olindi va ularning qon zardobida glyukoza (mmol/l) hamda amilaza fermenti miqdori CYPRESS DIAGNOSTICS (Belgiya) va HUMAN (Germaniya) kompaniyalarining yuqori sezgir test-to‘plamlari yordamida aniqlandi.

Olingan natijalar sog‘lom hayvonlar ko‘rsatkichlari bilan taqqoslanganda statistik jihatdan ahamiyatli farqlar qayd etildi. Shundan so‘ng pankreatit chaqirilgan hayvonlar quyidagi tajriba guruhlariga ajratildi va ular: 1-guruh salbiy nazorat (sog‘lom hayvonlar); 2-guruh pankreatit chaqirilgan, ammo davolanmagan ijobiy nazorat; 3,4-guruhlar Puniganning 50 va 100 mg/kg dozalari; 5,6-guruhlar Kurchavkaning 50 va 100 mg/kg dozalari; 7,8-guruhlar Providinning 50 va 100 mg/kg dozalari va 9-guruh qiyosiy Resveratrol preparatining 30 mg/kg terapevtik dozasi qo‘llanilgan guruhlardan iborat bo‘ldi. Pankreatit chaqirilgandan so‘ng 21 kun davomida hayvonlarga yuqorida keltirilgan polifenol birikmalar maxsus zond orqali oshqozonga kiritildi. Tajribaning so‘ngi kunida hayvonlarda periferik qon tahlili ya’ni: leykotsitlar - WBC, limfotsitlar foizi - Lym%, granulotsitlar foizi - Gran%, eritrotsitlar - RBC, gemoglobin- HGB, gematokrit - HCT, eritrotsitlarning o‘rtacha hajmi - MCV, eritrotsitlardagi o‘rtacha gemoglobin miqdori- MCH, eritrotsitlardagi o‘rtacha gemoglobin konsentratsiyasi - MCHC, PLT – trombotsitlarning miqdoriy ko‘rsatkichlari Dymind DH36 – yarimavtomatik gematologiya analizatorida (ishlab chikaruvchi: Shenzhen Dymind Biotechnology Co., Ltd. Xitoy) aniqlandi. Olingan tadqiqot natijalari. O‘tkir pankreatit modelida olingan gematologik natijalar tahlili shuni ko‘rsatdiki, L-arginin gidroxlorid yordamida chaqirilgan eksperimental pankreatit hayvonlarda yallig‘lanish jarayoni, gemopoez va periferik qon ko‘rsatkichlarida sezilarli o‘zgarishlarni yuzaga keltirdi. Olingan natijalar quyidagi 1-jadvalda keltirildi.

Polifenol birikmalarning eksperimental o‘tkir pankreatit modelida kalamushlarning periferik qoni hujayra tarkibiga ta’siri, (M±m, n=5)

Ko‘rsatkichlar	Sog‘lom	Kasallik chaqirilgan guruh	Punigan		Kurchavka		Providin		Resveratrol
		2,0 ml	50 mg/kg	100 mg/kg	50 mg/kg	100 mg/kg	50 mg/kg	100 mg/kg	30 mg/kg
WBC, 10^9/l	10,1±2,05	7,4±0,45	6,3±1,9	7,0±1,9	10,9±2,2	8,75±0,95	**11,4±1,0****	**12,3±1,8***	8,7±0,75
Lym %	0,90±0,023	0,90±0,008	0,90±0,023	**0,87±0,006***	0,91±0,03	0,90±0,01	0,91±0,017	0,91±0,02	0,91±0,016
Gran %	0,038±0,012	0,034±0,003	0,035±0,01	**0,042±0,002**#	0,028±0,006	0,030±0,005	0,032±0,011	0,05±0,02	0,034±0,005
RBC, 10^{12}/l	**5,4±0,55***	3,8±0,3	2,9±0,8	3,6±0,6	3,7±0,9	3,6±0,4	5,3±0,7	**5,2±0,1*****	3,9±0,15
HGB, r/l	192±27,3	137±15,1	97,5±36,3	129±24,8	128±38,8	118±13,7	159±28,8	**183,5±9,1***	131±7,23
HCT	**0,606±0,07**#	0,425±0,04	0,309±0,09	0,390±0,06	0,418±0,10	0,399±0,04	0,510±0,09	**0,580±0,02****	0,409±0,02
MCV, fl	55,9±1,9	54,7±1,3	51,7±1,6	51,9±1,1	55,7±2,1	51,8±0,5	54,7±1,6	55,7±0,91	51,9±0,6
MCH, pg	17,7±0,6	17,2±0,6	16,2±0,7	16,9±0,5	16,9±0,8	16,5±0,1	17,1±0,5	17,8±0,5	16,6±0,3
MCHC, g/l	317±3,5	318±3,4	312±4,5	318±1,9	304±7,9	317±1,0	310±2,9	317±3,5	318±3,8
PLT, 10^9/l	298±49	267±28	190±61	268±37	321±45	226±10	300±49	**184±31**#	177±48

Izoh: *p<0,05; ** p<0,01; ***p<0,005 -ijobiy nazorat guruhiga nisbatan ahamiyatli farqlar; #p<0,09 - ijobiy nazorat guruhiga nisbatan tendensiya. leykotsitlar - WBC, limfotsitlar foizi - Lym%, granulotsitlar foizi - Gran%, eritrotsitlar - RBC, gemoglobin- HGB, gematokrit - HCT, eritrotsitlarning o‘rtacha hajmi - MCV, eritrotsitlardagi o‘rtacha gemoglobin miqdori- MCH, eritrotsitlardagi o‘rtacha gemoglobin konsentratsiyasi - MCHC, trombotsitlar- PLT.

Nazorat guruhida leykotsitlar (WBC) miqdori 7,4±0,45×10^9/l ni tashkil etib, sog‘lom hayvonlar ko‘rsatkichiga (10,1±2,05×10^9/l) nisbatan kamayganligi qayd etildi. Puniganning 50 va 100 mg/kg dozalari qo‘llanilgan guruhlarda mazkur ko‘rsatkichlar mos ravishda 6,3±1,9 va 7,0±1,9×10^9/l ni tashkil qilib, nazorat guruhi darajasida saqlanib qoldi. Olingan natijalar ushbu dozalar ta’sirida immun tizimi funksional holatining to‘liq tiklanmaganligini va yallig‘lanish jarayonini cheklashda kuchli ta’sir ko‘rsatmaganligini ko‘rish mumkin. Kurchavkaning 50 mg/kg dozasida WBC ko‘rsatkichi 10,9±2,2×10^9/l ga yetgan bo‘lib, bu sog‘lom hayvonlar darajasiga yaqinlashgan. Bu holat ushbu preparatning immun tizim faolligini qo‘llab-quvvatlashi va yallig‘lanish fonida hujayraviy javobni me’yorlashtirishi mumkinligini bildiradi. Biroq uning 100 mg/kg dozasida WBC 8,75±0,95×10^9/l bo‘lib, pastroq natija qayd etgan. Eng yaxshi natijalar Providin qo‘llanilgan guruhlarda kuzatildi. Xususan, uning 50 va 100 mg/kg dozalarida WBC miqdori mos ravishda 11,4±1,0×10^9/l va 12,3±1,8×10^9/lni tashkil etib, nazoratga nisbatan statistik ahamiyatli farqlar bilan ortdi, (p<0,01 va p<0,05). Limfotsitlar ulushi (Lym%) deyarli barcha guruhlarda barqaror saqlangan bo‘lsa-da, Puniganning 100 mg/kg dozasida ushbu ko‘rsatkich 0,87±0,006 gacha kamaydi va nazoratga nisbatan statistik ahamiyatli farq qayd etildi (p<0,01).

Eritrotsit ko‘rsatkichlari tahlilida nazorat guruhida eritrotsitlar, gemoglabin va gematokrit miqdorlarining sezilarli pasayishi kuzatildi. Bu o‘zgarishlar eksperimental pankreatit fonida intoksikatsiya, mikrotsirkulyatsiya buzilishi va gemodinamik o‘zgarishlar bilan bog‘liq bo‘lishi mumkin. Nazorat guruhida eritrotsitlar 3,8±0,3×10^{12}/l ni tashkil etgan bo‘lsa, sog‘lom hayvonlarda ushbu ko‘rsatkich 5,4±0,55×10^{12}/l bo‘ldi. Gemoglabin miqdori ham 192±27,3 g/l dan 137±15,1

g/l gacha kamaygan. Providin ayniqsa eritrotsitar tizim ko‘rsatkichlarini tiklashda yuqori samara ko‘rsatgan bo‘lib, 100 mg/kg dozada eritrotsitlar miqdorini 5,2±0,1×10¹²/l gacha tikladi va nazoratga nisbatan statistik ahamiyatli farqqa erishdi, ($p<0,005$). Shuningdek mazkur dozada gemoglabin miqdori 183,5±9,1 g/l gacha, gematokrit miqdori 0,580±0,02 gacha ortib, statistik ahamiyatli farqlar namoyon etdi ($p<0,05$ va $p<0,01$). MCV, MCH va MCHC ko‘rsatkichlarida katta farqlar kuzatilmagan. Bu holat pankreatit modeli asosan eritrotsitlar soni va gemoglobin miqdoriga ta’sir qilganini, ammo eritrotsitlarning morfometrik xususiyatlari nisbatan barqaror saqlanganligini ko‘rsatadi. Trombotsitlar (PLT) ko‘rsatkichlari tahlilida Providinning 100 mg/kg dozasi qo‘llanilgan guruhda nazoratga nisbatan ortish tendensiyasi kuzatildi, ($p<0,09$), biroq ushbu o‘zgarish statistik ishonarli bo‘lmadi. Resveratrol qo‘llanilgan guruhda esa trombotsitlar miqdorining ma’lum darajada pasayishi qayd etildi. Bu holat preparatlarning gemostaz tizimiga turlicha ta’sir ko‘rsatish xususiyatiga ega ekanligini ko‘rsatishi mumkin.

Xulosa. Eksperimental pankreatit modelida periferik qonning gematologik ko‘rsatkichlarida sezilarli o‘zgarishlar kuzatilib, nazorat guruhida leykotsitlar, eritrotsitlar, gemoglobin va gematokrit miqdorlarining kamayishi aniqlandi. Bu holat pankreatit fonida yallig‘lanish jarayoni, endogen intoksikatsiya, mikrotsirkulyator buzilishlar hamda immun-gemopoetik tizim faoliyatidagi o‘zgarishlar rivojlanganligini ko‘rsatadi. Tadqiq etilgan namunalar orasida Providin eng yuqori terapevtik samaradorlikni namoyon qildi. Xususan, uning 50 va 100 mg/kg dozalari leykotsitlar miqdorini nazorat guruhiga nisbatan statistik ahamiyatli darajada oshirib, immun tizimi faolligini tiklashga ijobiy ta’sir ko‘rsatdi. Shuningdek, Providinning 100 mg/kg dozasi eritrotsitlar, gemoglobin va gematokrit ko‘rsatkichlarini me’yorlashtirishda yuqori samara namoyon qilib, qon hosil bo‘lish jarayonlari va qonning funksional xususiyatlarini yaxshilashga ko‘maklashishi mumkinligi aniqlandi. Kruchavkaning 50 mg/kg dozasi leykotsitar ko‘rsatkichlarni yaxshilashda ijobiy ta’sir ko‘rsatgan bo‘lsa-da, yuqori dozada mazkur samaraning nisbatan kamayishi kuzatildi. Punigan guruhlarida esa gematologik ko‘rsatkichlarning nazorat darajasida saqlanib qolishi uning immun va gemopoetik tizimlarga ta’siri cheklanganligini ko‘rsatdi. Umuman olganda, olingan natijalar Providinning eksperimental pankreatit sharoitida immunomodulyator, gemoprotektor hamda gematologik ko‘rsatkichlarni me’yorlashtiruvchi potensial ta’sirga ega ekanligini ko‘rsatadi va uni keyingi farmakologik tadqiqotlar uchun istiqbolli ekanligini asoslaydi.

Foydalanilgan adabiyotlar ro‘yxati

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BIOLOGIK XILMA-XILLIKNI SAQLASHDA EKOLOGIK TA'LIMNING AHAMIYATI

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Annotatsiya:*Mazkur maqolada biologik xilma-xillikni saqlashda ekologik ta'limning ahamiyati ilmiy jihatdan yoritilgan. Biologik xilma-xillikning ekologik tizimlar barqarorligi, tabiiy resurslardan oqilona foydalanish hamda insoniyat taraqqiyotidagi o'rni tahlil qilingan. Shuningdek, biologik xilma-xillikning kamayishiga olib kelayotgan asosiy omillar, ekologik ta'limning mazmun-mohiyati va vazifalari hamda yosh avlodda ekologik madaniyatni shakllantirishning dolzarb masalalari ko'rib chiqilgan. O'zbekiston sharoitida biologik xilma-xillikni saqlash va ekologik ta'limni rivojlantirishning ustuvor yo'nalishlari ilmiy asoslangan.*
Kalit so'zlar: *biologik xilma-xillik, ekologik ta'lim, ekologik madaniyat, ekotizim, bioresurslar, barqaror rivojlanish, tabiatni muhofaza qilish, ekologik savodxonlik.*

ЗНАЧЕНИЕ ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ В СОХРАНЕНИИ БИОЛОГИЧЕСКОГО РАЗНООБРАЗИЯ

Аннотация: *В данной статье с научной точки зрения раскрывается значение экологического образования в сохранении биологического разнообразия. Проанализирована роль биологического разнообразия в обеспечении устойчивости экологических систем, рациональном использовании природных ресурсов и развитии человеческого общества. Кроме того, рассмотрены основные факторы, приводящие к сокращению биологического разнообразия, сущность и задачи экологического образования, а также актуальные вопросы формирования экологической культуры у молодого поколения. Научно обоснованы приоритетные направления сохранения биологического разнообразия и совершенствования экологического образования в условиях Узбекистана.*
Ключевые слова: *биологическое разнообразие, экологическое образование, экологическая культура, экосистема, биоресурсы, устойчивое развитие, охрана природы, экологическая грамотность.*

THE ROLE OF ENVIRONMENTAL EDUCATION IN THE CONSERVATION OF BIODIVERSITY

Abstract: *This article scientifically examines the importance of environmental education in the conservation of biodiversity. The role of biodiversity in maintaining ecosystem stability, ensuring the rational use of natural resources, and supporting human development is analyzed. In addition, the main factors contributing to biodiversity loss, the essence and objectives of environmental education, and current issues related to the development of environmental culture among the younger generation are discussed. The study also substantiates the priority directions for biodiversity conservation and the improvement of environmental education in the context of Uzbekistan.*
Keywords: *biodiversity, environmental education, environmental culture, ecosystem, biological resources, sustainable development, nature conservation, environmental literacy.*

Kirish

XXI asrda ekologik muammolarning global tus olishi biologik xilma-xillikni saqlash masalasini insoniyat oldidagi eng muhim vazifalardan biriga aylantirdi. Aholi sonining ortishi, sanoatlashuv, urbanizatsiya jarayonlarining jadallashuvi va tabiiy resurslardan haddan tashqari foydalanish natijasida ko'plab biologik turlar soni qisqarib bormoqda. Bu holat nafaqat tabiatga, balki iqtisodiyot, qishloq xo'jaligi, sog'liqni saqlash va ijtimoiy taraqqiyotga ham bevosita ta'sir ko'rsatmoqda.

Biologik xilma-xillik insoniyat mavjudligining tabiiy asosi hisoblanadi. U tirik organizmlar, ularning genetik xususiyatlari va yashash muhitlarining rang-barangligini ifodalovchi murakkab biologik tizimdir. Bugungi kunda biologik xilma-xillikni saqlash masalasi ekologiya, biologiya, geografiya va pedagogika fanlarining dolzarb

yo‘nalishlaridan biri sifatida e’tirof etilmoqda. Mazkur jarayonda ekologik ta’lim muhim o‘rin tutib, jamiyatda ekologik ong va mas’uliyatni shakllantirishning samarali vositasi sifatida namoyon bo‘lmoqda.

Asosiy qism

Biologik xilma-xillik Yer yuzidagi barcha tirik organizmlar, ularning genetik xususiyatlari hamda ekotizimlarining turli-tumanligini ifodalovchi ilmiy tushunchadir. U genetik, tur va ekotizim darajalarida namoyon bo‘ladi. Genetik xilma-xillik tirik organizmlarning moslashuvchanligini ta’minlasa, tur xilma-xilligi ekotizimlarning barqaror faoliyat yuritishiga xizmat qiladi. Ekotizim xilma-xilligi esa tabiatdagi murakkab biologik va ekologik jarayonlarning uzluksizligini ta’minlaydi.

Biologik xilma-xillikning ahamiyati juda keng qamrovli hisoblanadi. Avvalo, u ekotizimlarning barqarorligini ta’minlaydi. Tabiatda mavjud bo‘lgan har bir organizm ma’lum ekologik vazifani bajaradi va ularning o‘zaro bog‘liqligi umumiy ekologik muvozanatning saqlanishiga xizmat qiladi. Bundan tashqari, biologik xilma-xillik atmosfera tarkibidagi gazlar muvozanatini saqlab turadi, tuproq unumdorligini oshiradi, suv resurslarining tabiiy tozalanishida muhim rol o‘ynaydi hamda inson hayoti uchun qulay ekologik muhit yaratadi.

Shuningdek, biologik resurslar oziq-ovqat mahsulotlari, dorivor vositalar, qishloq xo‘jaligi ekinlari va sanoat xomashyolarining asosiy manbalaridan biri hisoblanadi. Hozirgi kunda farmatsevtika sanoatida qo‘llanilayotgan ko‘plab dori vositalari o‘simlik va hayvonot dunyosidan olinadigan biologik moddalarga asoslanadi. Shu sababli biologik boyliklarning kamayishi ekologik xavfsizlik bilan bir qatorda iqtisodiy barqarorlikka ham salbiy ta’sir ko‘rsatadi.

Biologik xilma-xillikning qisqarishi zamonaviy ekologiyaning eng dolzarb muammolaridan biri hisoblanadi. O‘rmonlarning kesilishi, yer resurslaridan samarasiz foydalanish, sanoat va maishiy chiqindilarning ortishi, suv havzalarining ifloslanishi, global iqlim o‘zgarishi hamda biologik resurslardan nazoratsiz foydalanish natijasida ko‘plab turlar yashash muhiti va oziqa bazasidan mahrum bo‘lmoqda. Ayrim hollarda noqonuniy ovchilik va noyob turlarning yo‘q qilinishi biologik boyliklarning keskin kamayishiga olib kelmoqda.

Tadqiqotlar shuni ko‘rsatadiki, biologik xilma-xillikka tahdid solayotgan omillarning asosiy qismi antropogen xarakterga ega. Inson faoliyati natijasida yuzaga kelayotgan ekologik muammolar tabiiy muvozanatning buzilishiga sabab bo‘lmoqda. Natijada ayrim hududlarda biologik turlar soni kamayib, ekotizimlarning tiklanish imkoniyatlari cheklanmoqda. Bu esa o‘z navbatida iqtisodiy va ijtimoiy muammolarni ham yuzaga keltirmoqda.

Mazkur muammolarni bartaraf etishda ekologik ta’lim muhim pedagogik vosita sifatida namoyon bo‘ladi. Ekologik ta’lim shaxsda tabiat va jamiyat o‘rtasidagi munosabatlar haqidagi ilmiy bilimlarni shakllantirish, ekologik tafakkurni rivojlantirish hamda mas’uliyatli xulq-atvorni qaror toptirishga qaratilgan uzluksiz ta’lim jarayonidir. Uning asosiy maqsadi insonlarda ekologik ong va ekologik madaniyatni shakllantirish orqali atrof-muhitga nisbatan mas’uliyatli munosabatni rivojlantirishdan iborat.

Ekologik ta’limning muhim vazifalari qatoriga ekologik bilimlarni shakllantirish, tabiatga ehtiyotkorona munosabatni tarbiyalash, ekologik muammolarni tahlil qilish ko‘nikmalarini rivojlantirish, tabiatni muhofaza qilish faoliyatiga jalb etish hamda ekologik madaniyatni yuksaltirish kiradi. Ekologik ta’limning samaradorligi faqat nazariy bilimlar berish bilan emas, balki amaliy faoliyat orqali ham ta’minlanadi.

Biologik xilma-xillikni saqlashda ekologik ta’limning o‘rni beqiyosdir. Ekologik ta’lim orqali aholida tabiatni muhofaza qilish zarurati haqidagi tushunchalar shakllanadi, ekologik savodxonlik darajasi oshadi va tabiiy resurslardan oqilona foydalanish madaniyati rivojlanadi. Ta’lim jarayonida o‘quvchilar va talabalar mahalliy flora va fauna bilan yaqindan tanishadilar, yo‘qolib borayotgan turlarni muhofaza qilishning ahamiyatini anglaydilar hamda tabiatni asrashga doir amaliy faoliyatlarda ishtirok etadilar.

Ekologik ta’lim natijasida insonlarda chiqindilarni kamaytirish, qayta ishlash madaniyatini rivojlantirish, tabiiy resurslardan samarali foydalanish va atrof-muhitni muhofaza qilishga qaratilgan faol fuqarolik pozitsiyasi shakllanadi. Ayniqsa, yosh avlodda ekologik madaniyatni shakllantirish biologik xilma-xillikni saqlashning uzoq muddatli va samarali yo‘nalishlaridan biri hisoblanadi.

Maktablar, akademik litseylar, professional ta’lim muassasalari va oliy ta’lim tashkilotlarida ekologik ta’limni samarali tashkil etish muhim ahamiyatga ega. Ekologik loyihalar, dala amaliyotlari, ilmiy kuzatuvlar, ekologik ekspeditsiyalar, tabiatni muhofaza qilish aksiyalari hamda ko‘chat ekish tadbirlari yoshlarning ekologik dunyoqarashini kengaytiradi. Bunday faoliyatlar ekologik bilimlarning amaliyot bilan bog‘lanishiga xizmat qiladi.

Bugungi kunda ekologik ta’limni rivojlantirishda zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish ham katta samara bermoqda. Raqamli platformalar, virtual laboratoriyalar, multimedia vositalari va interaktiv xaritalar biologik jarayonlarni chuqurroq o‘rganish imkoniyatini yaratadi. Natijada ta’lim oluvchilar ekologik muammolar mohiyatini yanada chuqurroq anglaydilar va biologik xilma-xillikni muhofaza qilish bo‘yicha amaliy ko‘nikmalarga ega bo‘ladilar.

Xalqaro tajriba shuni ko‘rsatadiki, biologik xilma-xillikni saqlashda jamoatchilik ishtiroki muhim omillardan biri hisoblanadi. Rivojlangan mamlakatlarda ekologik ta’lim faqat ta’lim muassasalari bilan cheklanib qolmay, balki milliy

bog‘lar, qo‘riqxonalar, muzeylar va ekologik markazlar faoliyati orqali ham amalga oshiriladi. Natijada ekologik masalalarda fuqarolarning faolligi ortib, tabiatni muhofaza qilish ishlari samaradorligi oshadi.

O‘zbekiston biologik resurslarga boy mamlakatlardan biri hisoblanadi. Respublikamiz hududida minglab o‘simlik va hayvon turlari uchraydi, ularning ayrimlari endemik va noyob turlar sirasiga kiradi. Biroq urbanizatsiya jarayonlarining jadallashuvi, aholi sonining ortishi, suv resurslariga bo‘lgan talabning kuchayishi va ayrim ekologik muammolar biologik xilma-xillikka salbiy ta’sir ko‘rsatmoqda.

Shu munosabat bilan mamlakatimizda ekologik ta’lim mazmunini zamonaviylashtirish, biologik xilma-xillik masalalarini o‘quv dasturlariga kengroq kiritish, ekologik targ‘ibot ishlarini kuchaytirish va yoshlarni tabiatni muhofaza qilishga qaratilgan loyihalarga keng jalb etish dolzarb vazifalardan biri hisoblanadi. Ayniqsa, raqamli ta’lim resurslaridan samarali foydalanish ekologik bilimlarning sifatini oshirishga xizmat qiladi.

Xulosa

Xulosa qilib aytganda, biologik xilma-xillik tabiatning eng muhim boyliklaridan biri bo‘lib, ekotizimlarning barqarorligi va insoniyat farovonligining asosiy omillaridan hisoblanadi. Biologik xilma-xillikning qisqarishi global ekologik muammolarni yanada kuchaytirishi mumkin. Shu sababli biologik resurslarni muhofaza qilish, ulardan oqilona foydalanish va tabiiy muvozanatni saqlash bugungi kunning muhim vazifalaridan biridir.

Mazkur vazifalarni amalga oshirishda ekologik ta’lim alohida o‘rin tutadi. Ekologik ta’lim orqali insonlarda ekologik bilim, madaniyat, mas’uliyat va tabiatga nisbatan ongli munosabat shakllanadi. Natijada biologik xilma-xillikni saqlashga qaratilgan amaliy faoliyat samaradorligi ortadi. Shuning uchun ta’lim tizimining barcha bosqichlarida ekologik ta’limni takomillashtirish va uning amaliy yo‘nalganligini kuchaytirish biologik xilma-xillikni saqlashning muhim shartlaridan biri sifatida qaralishi lozim.

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ATROF MUHITNI MUHOFAZA QILISHDA EKOLOGIK MADANIYATNING O‘RNI

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Annotatsiya: *Maqolada, hozirgi zamonda atrof muhitni muhofazalash uchun ekologik madaniyatning ahamiyati va ekologik muammolarning jamiyat hayotiga tasiri haqida fikr yuritilgan. Tabiatni asrashning asosiy mazmun mohiyati, asosiy vazifalari haqida yoritilgan.*

Kalit so‘zlar: *Ekologiya, ekologik muammo, tabiat, Azon qatlami , Orol dengizi, ekologik madaniyat.*

РОЛЬ ЭКОЛОГИЧЕСКОЙ КУЛЬТУРЫ В ОХРАНЕ ОКРУЖАЮЩЕЙ СРЕДЫ.

Аннотатсия*: В статье рассматривается значение экологической культуры в современном мире для охраны окружающей среды, а также анализируется влияние экологических проблем на жизнь общества. Освещаются сущность и основное содержание охраны природы, а также ее ключевые задачи.*

Ключевые слова*: Экология, Экологическая проблема, Природная среда, Озоновый слой, Аральское море, Экологическая культура.*

THE ROLE OF ECOLOGICAL CULTURE IN ENVIRONMENTAL PROTECTION.

Annotation: *The article examines the importance of ecological culture in the modern world for environmental protection, as well as analyzes the impact of environmental problems on societal life. It highlights the essence and main content of nature conservation, along with its key objectives.*

Keywords*: Ecology, Environmental problem, Natural environment, Ozone layer, Aral Sea, Ecological culture.*

Kirish. Hozirgi zamonda ekologik muammolarni bartaraf etish butun insoniyat olamida muhim jihat sifatida qaralmoqda. Ekologik muammolarning yechimi o‘z nomi bilan birga tabiat va tabiatni asrash bilan uzviy bog‘liq. Ya’ni har bir jamiyat a’zosining ongida ekologik madaniyatga bo‘lgan bilimi ham ekologik muammolarni hal etish uchun katta o‘rin egallaydi. Ekologik muammolarni bartaraf etishning eng samarali chorasi sifatida qaralayotgan ekologik madaniyatni shakllantiring butun jahon xalqlarining ongida va qalbida ekologiyani asrashga bo‘lgan hislarni atrof muhitga bo‘lgan muhabbatni uyg‘otish lozim. “Yoshligimizdan bilamizki, ota-onalarimiz hovlini, atrofni pok saqlash kerakligini aytardi. Xalqimiz azaldan tuproqni, suvni, tabiatni muqaddas deb bilgan. “Birni kessang, o‘nni ek” degan dono maqol ham bejiz aytilmagan. Daraxt ekkan odamga uning savobi tegib turadi, deyilgan. Oilada farzand dunyoga kelsa, unga atab nihol ekilgan” deya aytadi muhtaram prezidentimiz Shavkat Mirziyoyev[1] .

Mavzuga oid adabiyotlar tahlili. Inson ekologik madaniyatini shakllantirishning nazariy asoslariga oid ilmiy tadqiqot materiallari, shuningdek, inson ekologik madaniyatiga jamiyat ehtiyojini ortishi [2,3], ekologik madaniyatni shakllantirishda ta'lim-tarbiyaning o‘rni ekologik muammolarning butun jahon aholisiga xavf solayotgani mutaxasislarning e’tiborini tortdi va o‘rganishga turtki berdi. Masalan: ekologik madaniyatni shakllantirishda diniy qadriyatlar va ta’lim tarbiyaning roli B. Omonov, F.Qilichev, B.N.Omonov, G.A.Ochilova, Kh.Sh.Nomozov, Y.KH.Manzarov, B.A.Ochilov [2], suv tanqisligi muammosi ekologik globallashuvga doir manbalar B.omonov, S.Mamashakirov tadqiqotlarida tahlil qilingan. Tahlil natijalarida yoshlar ekologik madaniyatini shakllantirishda milliy va umuminsoniy tamoyillarini ko‘zda tutuvchi, ta'lim-tarbiyaning roliga alohida e'tibor qaratilgan.

Tahlil va natijalar. Ekologik muammolar inson hayotiga salbiy ta'sir ko'rsatadi nafaqat muammo bor mintaqada balki unga qo'shni bo'lgan boshqa mamlakatdagi insonlar hayotiga ham salbiy tasir ko'rsatadi. Shu sababli ham har qanday ekologik muammolar dolzarbligi jahon miqyosigacha chiqib uning yechimini topish globallik xususiyatini hech qachon qo'ldan boy bermaydi. Shu bois, davlatimiz rahbari Birlashgan Millatlar Tashkiloti Bosh Assambleyasining 72-sessiyasida jahon hamjamiyati e'tiborini yana bir bor davrimizning o'tkir muammolaridan biri — Orolbo'yi hududidagi ekologik holatga qaratib, jumladan, bunday dedi: "Bugungi kunda har bir mamlakat bu jarayonning salbiy ta'sirini his etmoqda. Ming afsuski, bunday o'zgarishlar Markaziy Osiyo taraqqiyotiga ham katta xavf tug'dirmoqda"[4]. Darhaqiqat, Orolbo'yi hududlarida sodir bo'layotgan barcha muammolar nafaqat hudud aholisiga, yoki qo'shni davlatlarga balki butun jahon xalqlari uchun ham muhim muammo sifatida qaralmoqda. Aholining yashash tarzi uning so'g'lig'ini ham yomonlashtirishga sabab bo'lmoqda. Orolbo'yi muammosi qanaqadr manoda "inson o'z qo'li bilan yaratgan tabiat falokati" deb qarasak bo'ladi. 1960 yillar Orolbo'yi eng katta dengizlardan biri sifatida qaralgan lekin o'sha davrlarda unga quyiladigan Amudaryo va Sirdaryo daryolarining suvlari SSR siyosati sababli paxta sug'orishga rejasiz tarzda burib yuborilgan. Shu tarzda Orol dengiziga suv yetarli darajada quyilmasdan, dengiz quriy boshlagan.

Hozirgi davrda ekologik muammolar jamiyat hayotidadagi global muammolar sifatida qaralmoqda. Ekologik muammolarni bartaraf etishda eng birinchi navbatda insonlar ongida ekologik madaniyatni shakllantirish katta rol o'ynaydi." Biz tabiatni egallashimiz emas, balki u bilan uyg'unlikda yashashimiz kerak" deydi birinchi prezidentimiz Islom Karimov[5] Ekologik muammolar jamiyat hayotini taraqqiyot bosqichlaridan jadal o'tib borishi sekinlashadi. Bunday muammolar davlat rivojlanishini ham sekinlashtiradi. Bunday muammolar davlat rivojlanishini ham keskin ortga qaytarishga majburlaydi.

Tabiat- borliq. Tabiat bu butun insoniyat hayotidagi barcha ehtiyojlarini ta'minlab beradigan, o'simlik, hayvonot olami hattoki koinot bularning barchasi tabiat hisoblanadi. Jamiayning turli xil tarafdan o'zgarishi tabiatni qaysidir jihatdan kambag'allashishiga olib keladi, tabiatning kambag'allashuvi insonning farovonlashuviga sabab bo'ladi. Natijada insoniyat va tabiat o'rtasidagi munosabatning mutanosibligi izidan chiqadi. Bu esa aynan ekologik madaniyatning obyektiv shart sharoitlari rivojlanishi uchun keng yo'l ochib beradi. Biz qaysidir ma'noda tabiatga nisbatan "Insoniyatning moddiy olami" deb ham ta'rif berilgan. Haqiqatdan ham jamiyat hayoti va rivojlanishi uchun atrof muhit insonlar ehtiyojlarining barchasini qoplab beradi. Insoniyatning kiyinishi ozuqalanishi, hatto sog'lig'i ham mana shu tabiatning qay darajada borliq talabiga javob berishiga bog'liq hisoblanadi. Jamiyatda inson taraqqiyoti, uni har tomonlama rivojlanishi uchun ham atrof muhit katta rol o'ynaydi. ""Yashil iqtisodiyot" texnologiyalarini barcha sohalarga faol joriy etish orqali 2026-yilga qadar iqtisodiyotning energiya samaradorligini 20 foizga oshirish va havoga chiqariladigan zararli gazlar hajmini 20 foizga qisqartirish choralari ko'rilsin."[6] Yashil iqtisodiyot olib borilar ekan jamiyat hayotida eng zarur bo'lgan ekologik masalalarga katta etibor qaratiladi. Aholining har jabhada rivojlantirish uni taraqqiy etishiga olib keladigan masalalar ko'ndalang qo'yiladi.

Ma'naviy-ruhiy tiklanish insonning yerga va uning boyliklariga bo'lgan munosabatini ham o'z ichiga olishi lozim. Sivilizatsiya belgilarini asrab-avaylash qanchalik zarur bo'lsa, qishloq xo'jaligi ming yillar mobaynida butunlay sug'oriladigan dehqonchilikka asoslangan mintaqada yer va suvni asrab-avaylash ham shunchalik muhimdir. Yer, havo, suv va olov (Quyosh) Markaziy Osiyoda qadimdan e'zozlab kelingan, ajdodlarimizning zardushtiylikdan tortib to islomgacha bo'lgan barcha dinlari tomonidan munosib qadrlab kelingan.[6;145-b] Darhaqiqat, islom dini tarqalmasdan avval yurtimizda mavjud bo'lgan zardushrtiylik dinida ham tabiat juda yuksak baholangan. Shuningdek zardushtiylik dinida suv, olov, havo va tuproq toza unsur deb hisoblanib muqaddas sanalgan. Bu to'rt unsurnii bulg'ash eng og'ir jinoyat sifatida qaralgan. Va ular har doim "ezgu fikr, ezgu amal, ezgu so'z'' shiori ostida harakat qilishgan. Jamiyatdagi tum aholi ham zardushtiylik dinida yozilgan qonunlarni inkor qilmasdan tabiatni asrab tabiiy unsur hisoblangan havo suv va tuproqqa aslo ziyon yetkazishmagan. Aynan zardushtiylik dinida dehqonchilik va tabiatga bo'lgan har qanday ehtirom yovuzlikka qarshi kurashishning bir belgisi sifatida qaralgan.

Xulosa. Xulosa qilib aytkanda, ekologik madaniyatni oshirish jahon miqyosida global hisoblangan ko'plab muammolarning yechimi hisoblanadi. Jamiyatda aholi ongini oshirish, ularga ekologik madaniyatning naqadar butun dunyo xalqlari uchun zarur ekanligini chuqurroq anglatish lozim. Shunda ekologiya bilan bog'liq ko'plab muammolar yechim topadi va jamiyatdagi aholining yashash tarzi ham bir muncha osonlashadi.

Aholi ongida ekologik madaniyatni oshirish atrof muhitni muhofaza qilishda katta o'rin egallaydi negaki jamiyat rivoji xalqlar sog'ligi ham hozirgi kunda havoning ifloslanishi, ko'plab zavod va fabrikalardan chiqayotkan zararli tutunlar oqibatida o'zgarib bormoqda. Ekologik ong mana shunday dolzarb vazifalarni anglash ularni tahlil qilish jamiyatga yetqazish va ekologik muammolarga yechim topish va ozroq bo'lsada kelajakda yuzaga kelishi mumkin bo'lgan ekologik vaziyatlarni oldini olishga katta yordam beradi.

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GAMMA-NURLANISH TA'SIRIDA SO'LAK BEZLARI SEKRETOR EPITELIYSIDAGI ULTRASTRUKTUR O'ZGARISHLAR VA ERTA APOPTOZ BELGILARINING MORFOLOGIK TAHLILI

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Annotatsiya: *Maqolada tadqiqotda gamma-nurlanish ta'sirida so'lak bezlari sekretor epiteliysida yuzaga keladigan ultrastruktur o'zgarishlar hamda erta apoptoz belgilarining morfologik xususiyatlari tahlil qilindi. Ionlashtiruvchi nurlanishning hujayra organellalari, xususan mitoxondriyalar, endoplazmatik to'r, Golji kompleksi va sekretor granulalar holatiga ta'siri elektron-mikroskopik darajada baholandi. Tadqiqot natijalari gamma-nurlanish sekretor epiteliy hujayralarida sitoplazmatik vakuolizatsiya, mitoxondrial shishish, kristalar destruksiyasi, yadro xromatinining kondensatsiyasi hamda sekretor apparat faoliyatining izdan chiqishiga olib kelishini ko'rsatdi. Morfologik tahlil jarayonida apoptotik jarayonlarning dastlabki bosqichlariga xos bo'lgan yadro membranasi konturining notekislanishi, perinuklear bo'shliqning kengayishi, xromatin marginalizatsiyasi va hujayra hajmining kichrayishi kabi belgilar aniqlanishi mumkinligi asoslandi.*

Kalit so'zlar: *gamma-nurlanish, so'lak bezlari, sekretor epiteliy, ultrastruktura, apoptoz, elektron mikroskopiya, mitoxondriya, radiatsion shikastlanish.*

МОРФОЛОГИЧЕСКИЙ АНАЛИЗ УЛЬТРАСТРУКТУРНЫХ ИЗМЕНЕНИЙ В СЕКРЕТОРНОМ ЭПИТЕЛИИ СЛЮННЫХ ЖЕЛЕЗ ПОД ВОЗДЕЙСТВИЕМ ГАММА-ИЗЛУЧЕНИЯ

Аннотация: *В статье анализируются ультраструктурные изменения и морфологические особенности ранних признаков апоптоза в секреторном эпителии слюнных желез под воздействием гамма-излучения. На уровне электронной микроскопии оценено влияние ионизирующего излучения на состояние клеточных органелл, в частности митохондрий, эндоплазматического ретикулума, комплекса Гольджи и секреторных гранул. Результаты исследования показали, что гамма-излучение вызывает цитоплазматическую вакуолизацию, набухание митохондрий, разрушение кристаллов, конденсацию ядерного хроматина и нарушение работы секреторного аппарата в секреторных эпителиальных клетках. Установлено, что при морфологическом анализе можно обнаружить признаки, характерные для ранних стадий апоптотических процессов, такие как неровность контура ядерной мембраны, расширение перинуклеарного пространства, маргинализация хроматина и уменьшение размера клетки.*

Ключевые слова: *гамма-излучение, слюнные железы, секреторный эпителий, ультраструктура, апоптоз, электронная микроскопия, митохондрии, радиационное повреждение.*

MORPHOLOGICAL ANALYSIS OF ULTRASTRUCTURAL CHANGES IN THE SECRETORY EPITHELIUM OF THE SALIVARY GLANDS UNDER THE INFLUENCE OF GAMMA-RADIATION

Annotation: *The article analyzes the ultrastructural changes and morphological features of early apoptosis signs in the secretory epithelium of the salivary glands under the influence of gamma-radiation. The effect of ionizing radiation on the state of cell organelles, in particular mitochondria, endoplasmic reticulum, Golgi complex and secretory granules, was assessed at the electron microscopic level. The results of the study showed that gamma radiation causes cytoplasmic vacuolization, mitochondrial swelling, crystal destruction, nuclear chromatin condensation, and disruption of the secretory apparatus in secretory epithelial cells. It was established that during morphological analysis, signs characteristic of the early stages of apoptotic processes, such as irregularity of the nuclear membrane contour, expansion of the perinuclear space, chromatin marginalization, and cell size reduction, can be detected.*

Keywords: *gamma radiation, salivary glands, secretory epithelium, ultrastructure, apoptosis, electron microscopy, mitochondria, radiation damage.*

Kirish

Ionlashtiruvchi nurlanishning biologik tizimlarga ta’siri zamonaviy radiobiologiya va eksperimental morfologiyaning dolzarb yo‘nalishlaridan biri hisoblanadi. Xususan, gamma-nurlanish yuqori penetratsion xususiyatga ega bo‘lib, hujayra va to‘qimalarda erkin radikallar hosil bo‘lishini kuchaytiradi hamda oksidlovchi stressning rivojlanishiga sabab bo‘ladi. Ushbu jarayonlar natijasida hujayra membranalari, oqsillar, nuklein kislotalar va subhujayraviy organellalarning strukturaviy yaxlitligi buziladi. Nurlanish ta’siriga sezgir organlar qatorida so‘lak bezlari alohida ahamiyat kasb etadi, chunki ular yuqori metabolik faollikka ega bo‘lgan sekretor epiteliy hujayralaridan tashkil topgan bo‘lib, organizmning og‘iz bo‘shlig‘i homeostazini saqlashda muhim vazifalarni bajaradi.

So‘lak bezlarining radiatsion shikastlanishi klinik amaliyotda, ayniqsa bosh va bo‘yin sohasidagi o‘smalarni radioterapiya qilish jarayonida keng uchraydi. Bunday holatlarda bezlarning funksional faolligi pasayib, kserostomiya, disfagiya, og‘iz bo‘shlig‘i mikrobiotsenozining buzilishi hamda hayot sifatining yomonlashishi kuzatiladi. So‘nggi yillarda olib borilgan tadqiqotlar radiatsion shikastlanishning molekulyar va hujayraviy mexanizmlarini o‘rganishga qaratilgan bo‘lsa-da, sekretor epiteliyning ultrastruktur darajadagi o‘zgarishlari hamda apoptozning dastlabki morfologik belgilariga oid ma’lumotlar hali ham yetarli darajada tizimlashtirilmagan.

Apoptoz ionlashtiruvchi nurlanish ta’sirida yuzaga keladigan asosiy hujayraviy javoblardan biri bo‘lib, to‘qima homeostazini saqlash va genetik jihatdan shikastlangan hujayralarni eliminatsiya qilishda muhim ahamiyatga ega. Biroq apoptozning haddan tashqari faollashuvi sekretor hujayralar sonining kamayishiga, bez parenximasining degenerativ o‘zgarishlariga va funksional yetishmovchilikka olib kelishi mumkin. Shu sababli gamma-nurlanishdan keyin rivojlanadigan ultrastruktur o‘zgarishlarni va apoptozning erta bosqichlarini aniqlash radiatsion shikastlanish patogenezini chuqurroq tushunish imkonini beradi.

Mazkur tadqiqotning maqsadi gamma-nurlanish ta’sirida so‘lak bezlari sekretor epiteliysida yuzaga keladigan ultrastruktur o‘zgarishlarni elektron-mikroskopik darajada baholash hamda erta apoptoz belgilarining morfologik xususiyatlarini aniqlashdan iborat.

Adabiyotlar tahlili

Ionlashtiruvchi nurlanishning biologik to‘qimalarga ta’siri ko‘plab tadqiqotchilar tomonidan o‘rganilgan bo‘lib, gamma-nurlanishning hujayra darajasidagi shikastlovchi ta’siri asosan erkin radikallar hosil bo‘lishi va oksidlovchi stressning kuchayishi bilan bog‘liqligi aniqlangan [1]. Radiatsiya ta’sirida yuzaga keladigan reaktiv kislorod shakllari lipid peroksidlanishi, oqsillar denaturatsiyasi va DNK molekulalarining zararlanishiga olib keladi [2].

So‘lak bezlari radiatsiyaga nisbatan yuqori sezuvchan organlardan biri hisoblanadi. Grundmann va hamkorlari tomonidan o‘tkazilgan tadqiqotlarda bosh-bo‘yin sohasiga radioterapiya qo‘llanilgandan keyin so‘lak bezlarining sekretor faoliyati keskin pasayishi qayd etilgan [3]. Coppes va hamkorlari radiatsiya natijasida asinar hujayralarning funksional buzilishi kserostomiya rivojlanishining asosiy sababi ekanligini ko‘rsatganlar [4].

Elektron mikroskopik tadqiqotlar gamma-nurlanishdan so‘ng sekretor epiteliy hujayralarida ultrastruktur o‘zgarishlar yuz berishini tasdiqlaydi. Stephens va Mortonlar mitoxondriyalarning shishishi, kristalarning parchalanishi hamda endoplazmatik to‘r sisternalarining kengayishini kuzatganlar [5]. Baum va Bodner esa sekretor granulalar sonining kamayishi va Golji apparati tuzilishining buzilishini radiatsion shikastlanishning muhim belgilaridan biri sifatida ta’riflagan [6]. Hujayralarning radiatsiyaga javob reaksiyalaridan biri apoptoz hisoblanadi. Kerr va hamkorlari tomonidan birinchi marta tavsiflangan ushbu jarayon genetik jihatdan boshqariladigan hujayra o‘limi shakli sifatida e’tirof etilgan [7]. Keyingi tadqiqotlarda gamma-nurlanish DNK zanjirlarining uzilishi orqali p53 signal yo‘lini faollashtirishi va apoptotik mexanizmlarni ishga tushirishi aniqlangan [8].

Kumar va Abbasning ma’lumotlariga ko‘ra, apoptozning erta bosqichlarida xromatin kondensatsiyasi, yadro membranasining deformatsiyasi va hujayra hajmining kichrayishi kuzatiladi [9]. Elmore ushbu belgilarni apoptotik jarayonning morfologik markerlari sifatida tavsiflagan [10]. Radiobiologik izlanishlarda mitoxondriyalarning markaziy o‘rni alohida ta’kidlanadi. Green va Reed mitoxondrial membrana o‘tkazuvchanligining ortishi sitoxrom-c ning sitoplazmaga chiqishiga sabab bo‘lishini ko‘rsatganlar [11]. Bu esa kaspazalar kaskadining faollashuvi orqali hujayra o‘limiga olib keladi [12].

So‘nggi yillarda radiatsion shikastlanishlarda oksidlovchi stress va apoptoz o‘rtasidagi bog‘liqlik keng o‘rganilmoqda. Azzam va hamkorlari radiatsiya ta’sirida ROS miqdori ortishi apoptotik signallarning kuchayishiga sabab bo‘lishini aniqlaganlar [13]. Pawlik va Keyomarsi esa radiatsiyadan keyingi hujayraviy javoblar dozaga bog‘liq ravishda kechishini qayd etganlar [14].

Shuningdek, radioprotektiv vositalar yordamida sekretor epiteliy hujayralarini himoya qilish imkoniyatlari ham tadqiq qilinmoqda. Konings va hamkorlari antioksidant preparatlarning radiatsion shikastlanish oqibatlarini kamaytirishda muhim ahamiyatga ega ekanligini ta’kidlaganlar [15].

Mavjud adabiyotlar gamma-nurlanishning so‘lak bezlari sekretor epiteliysida chuqur ultrastruktur o‘zgarishlar va apoptotik jarayonlarni yuzaga keltirishini ko‘rsatadi. Biroq erta apoptotik belgilar hamda ularning ultrastruktur ko‘rinishlari bo‘yicha ma’lumotlar yetarli emasligi ushbu yo‘nalishda qo‘shimcha tadqiqotlar olib borishni talab qiladi.

Tadqiqot metodologiyasi

Tadqiqot gamma-nurlanishning so‘lak bezlari sekretor epiteliysiga ta’sirini ultrastruktur va morfologik jihatdan baholash maqsadida eksperimental sharoitda amalga oshirildi. Tadqiqot obyekti sifatida jinsiy yetilgan laboratoriya kalamushlari (*Rattus norvegicus*) tanlandi. Hayvonlar standart vivariy sharoitida saqlanib, oziqlantirish va parvarishlash xalqaro bioetika talablariga muvofiq olib borildi.

Eksperiment davomida hayvonlar nazorat va tajriba guruhlariga ajratildi. Tajriba guruhi maxsus gamma-nurlanish manbai yordamida bir martalik nurlantirildi. Nurlantirishdan keyin so‘lak bezlari to‘qimalari turli vaqt oralig‘ida olinib, elektron mikroskopik va gistologik tekshiruvlardan o‘tkazildi.

1-jadval

Tadqiqot dizayni va eksperimental guruhlar

Guruh	Hayvonlar soni (n)	Ta’sir turi	Kuzatuv muddati
Nazorat guruhi	10	Nurlantirilmagan	24 soat
Tajriba I	10	2 Gy gamma-nurlanish	24 soat
Tajriba II	10	4 Gy gamma-nurlanish	24 soat
Tajriba III	10	6 Gy gamma-nurlanish	24 soat

So‘lak bezlari namunalari 2,5 % glutaraldegid eritmasida fiksatsiya qilinib, fosfat buferida yuvildi hamda 1 % osmiy tetroksid yordamida postfiksatsiyadan o‘tkazildi. Keyinchalik namunalar spirtlarning o‘suvchi konsentratsiyalarida suvsizlantirilib, epoksid smolasiga joylashtirildi. Ultrayupqa kesmalar ultramikrotom yordamida tayyorlandi va uranilatsetat hamda qo‘rg‘oshin sitrat bilan kontrastlandi.

Ultrastruktur tahlil transmisson elektron mikroskop yordamida amalga oshirildi. Tadqiqot davomida sekretor hujayralarning yadrosi, mitoxondriyalari, endoplazmatik to‘ri, Golji apparati va sekretor granulalaridagi o‘zgarishlar baholandi.

2-jadval

Baholangan ultrastruktur ko‘rsatkichlar

Ko‘rsatkich	Baholash mezoni
Mitoxondriya holati	Shishish, kristalar destruksiyasi
Yadro tuzilishi	Xromatin kondensatsiyasi, marginalizatsiya
Endoplazmatik to‘r	Sisternalarning kengayishi
Golji apparati	Fragmentatsiya darajasi
Sekretor granulalar	Soni va zichligi
Apoptoz belgilari	Apoptotik tanachalar, yadro parchalanishi

Erta apoptoz belgilarini aniqlash maqsadida morfometrik tahlil ham o‘tkazildi. Hujayralarda xromatin kondensatsiyasi, yadro membranasining deformatsiyasi, sitoplazma zichlashishi va apoptotik tanachalarning shakllanishi hisobga olindi.

3-jadval

Morfologik tahlilda qo‘llanilgan mezonlar

Belgilar	Ball tizimi
O‘zgarish kuzatilmagan	0
Kuchsiz o‘zgarish	1
O‘rtacha o‘zgarish	2
Kuchli o‘zgarish	3

Olingan natijalar Microsoft Excel va IBM SPSS Statistics dasturlari yordamida statistik qayta ishlanib, ma’lumotlar M±m ko‘rinishida ifodalandi. Guruhlar o‘rtasidagi farqlar Student t-testi hamda ANOVA usuli orqali baholandi. $p<0,05$ qiymati statistik jihatdan ishonchli deb qabul qilindi.

Natijalar va muhokama

Gamma-nurlanishning so‘lak bezlari sekretor epiteliysiga ta’sirini o‘rganish natijasida hujayra ultrastrukturasida dozaga bog‘liq ravishda rivojlanadigan morfologik va submorfologik o‘zgarishlar aniqlanib, ular sekretor faoliyatning buzilishi hamda apoptotik jarayonlarning faollashuvi bilan tavsiflandi. Nazorat guruhidagi preparatlarda asinar hujayralar normal ultrastruktur tuzilishga ega bo‘lib, yadro membranalari yaxlit, mitoxondriyalar zich kristali va sekretor granulalar bir tekis joylashganligi kuzatildi.

2 Gy dozada nurlantirilgan hayvonlarda sekretor hujayralarning ayrim qismida sitoplazmatik vakuolizatsiya va mitoxondriyalarning yengil shishishi qayd etildi. Biroq hujayralarning umumiy arxitekturasi sezilarli darajada saqlanib qolgan. 4 Gy dozada esa mitoxondriya kristalarining qisman destruksiyasi, endoplazmatik to‘r sisternalarining

kengayishi va Golji apparatining fragmentatsiyasi kuzatildi. Eng yaqqol o‘zgarishlar 6 Gy gamma-nurlanish ta’sirida aniqlanib, sekretor granulalar sonining kamayishi, yadro xromatinining kondensatsiyasi va hujayra membranalarining deformatsiyasi qayd etildi.

4-jadval

Gamma-nurlanish ta’sirida ultrastruktur o‘zgarishlarning ifodalanish darajasi (ballarda, M±m)

Ko‘rsatkich	*Nazorat*	*2 Gy*	*4 Gy*	*6 Gy*
Mitoxondriya shishishi	0,2±0,1	1,1±0,2*	2,0±0,2**	2,8±0,1***
Kristalar destruksiyasi	0,1±0,1	0,8±0,2*	2,1±0,1**	2,9±0,1***
Endoplazmatik to‘r kengayishi	0,3±0,1	1,0±0,2*	2,2±0,2**	2,7±0,2***
Golji apparati fragmentatsiyasi	0,2±0,1	0,9±0,1*	2,0±0,2**	2,8±0,1***
Sekretor granulalar kamayishi	0,3±0,1	1,2±0,2*	2,3±0,1**	3,0±0,1***

Izoh: *p<0,05; **p<0,01; ***p<0,001 nazorat guruhiga nisbatan.

Apoptozning morfologik belgilarini baholash natijasida gamma-nurlanish dozasi ortishi bilan apoptotik o‘zgarishlar soni ham ortib borishi aniqlandi. Xususan, yadro xromatinining periferiyaga siljishi, yadro membranasi notekisligi va apoptotik tanachalar hosil bo‘lish chastotasi tajriba guruhlarida sezilarli ravishda oshdi.

5-jadval

Apoptozning erta morfologik belgilarining uchrash darajasi (%)

Ko‘rsatkich	*Nazorat*	*2 Gy*	*4 Gy*	*6 Gy*
Xromatin kondensatsiyasi	3,4±0,5	14,8±1,3*	29,7±2,1**	48,6±2,7***
Yadro deformatsiyasi	2,8±0,4	11,2±1,0*	24,9±1,8**	42,3±2,5***
Sitoplazma zichlashishi	3,1±0,5	13,5±1,2*	27,6±2,0**	45,7±2,4***
Apoptotik tanachalar	1,5±0,3	6,8±0,8*	15,4±1,5**	31,8±2,1***

Natijalar shuni ko‘rsatdiki, gamma-nurlanishning hujayralarga ta’siri avvalo energiya almashinuvi markazi bo‘lgan mitoxondriyalarda namoyon bo‘ladi. Mitoxondrial membranalar yaxlitligining buzilishi oksidlovchi stress kuchayishiga va apoptotik signal yo‘llarining faollashuviga olib keladi. Mitoxondriya kristalarining parchalanishi ATP sintezi pasayishini ko‘rsatib, sekretor hujayralarning funksional yetishmovchiligi bilan bog‘liq bo‘lishi mumkin.

Aniqlangan natijalar Coppes va hamkorlari hamda Konings va hamkorlarining radiatsion shikastlanish bo‘yicha ma’lumotlari bilan mos keladi. Ularning tadqiqotlarida ham sekretor hujayralarda mitoxondrial destruksiya va sekretor granulalar kamayishi kuzatilgan. Bizning natijalarimiz esa ushbu o‘zgarishlarning apoptotik markerlar bilan uzviy bog‘liqligini ko‘rsatdi. Gamma-nurlanish so‘lak bezlari sekretor epiteliysida ultrastruktur destruktiv o‘zgarishlarni yuzaga keltiradi hamda apoptozning dastlabki bosqichlarini faollashtiradi. O‘zgarishlarning og‘irligi nurlanish dozasi ortishi bilan kuchayib boradi va bu holat bezlarning sekretor funksiyasi pasayishining asosiy patogenetik omillaridan biri hisoblanadi.

Xulosa

O‘tkazilgan tadqiqotlar natijasida gamma-nurlanishning so‘lak bezlari sekretor epiteliysiga sezilarli darajada zarar yetkazishi va hujayra ultrastrukturasida chuqur morfologik o‘zgarishlarni yuzaga keltirishi aniqlandi. Nurlanish ta’sirida mitoxondriyalarning shishishi, kristalar destruksiyasi, endoplazmatik to‘r sisternalarining kengayishi, Golji apparatining fragmentatsiyasi hamda sekretor granulalar sonining kamayishi kuzatildi. Ushbu o‘zgarishlar hujayralarning metabolik va sekretor faoliyati izdan chiqayotganligini ko‘rsatadi.

Gamma-nurlanish dozasi ortishi bilan apoptotik jarayonlarning faollashuvi kuchayib borishi qayd etildi. Xromatin kondensatsiyasi, yadro membranasining deformatsiyasi, sitoplazma zichlashishi va apoptotik tanachalar hosil bo‘lishi kabi belgilar sekretor epiteliy hujayralarida erta apoptozning muhim morfologik markerlari ekanligi aniqlandi. Ayniqsa, 6 Gy dozasida ushbu ko‘rsatkichlarning maksimal darajaga yetishi radiatsion shikastlanishning dozaga bog‘liq xarakterga ega ekanligini tasdiqladi.

Olingan natijalar gamma-nurlanishning so‘lak bezlari to‘qimalarida oksidlovchi stressni kuchaytirishi, mitoxondrial disfunksiyani yuzaga keltirishi va natijada hujayra o‘limi mexanizmlarini faollashtirishini ko‘rsatdi. Bu esa radiatsion sialadenit, kserostomiya va bezlar sekretsiyasi bilan bog‘liq boshqa patologik holatlarning rivojlanishida muhim patogenetik omil hisoblanadi.

Gamma-nurlanish so‘lak bezlari sekretor epiteliysida ultrastruktur destruktiv o‘zgarishlar va apoptozning erta belgilarini yuzaga keltiruvchi asosiy omillardan biri ekanligi aniqlandi. Mazkur tadqiqot natijalari radiatsion shikastlanishning hujayraviy-molekulyar mexanizmlarini chuqurroq tushunishga xizmat qiladi hamda kelgusida radioprotektiv preparatlar va regenerativ terapiya usullarini ishlab chiqish uchun muhim nazariy asos bo‘lib xizmat qilishi mumkin.

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KALAMUSHLAR SO‘LAK BEZLARI GOMOGENATI TARKIBIDAGI AMILOITIK FAOLLIKKA QUYI DOZADAGI GAMMA NURLANISHNING TA’SIRI VA ULARNI BIOFLAVONOIDLAR BILAN KORREKSIYALASH

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Annotatsiya: *Ushbu tadqiqot past dozali gamma nurlanishning (1 va 2 Gr) kalamushlarning quloq oldi, jag‘ va til osti so‘lak bezlaridagi amilolitik faollikka ta’sirini hamda glabridin, pulikarin va rutin bioflavonoidlarining radioprotektorlik xususiyatlarini o‘rganishga bag‘ishlangan. Kalamushlar Co^{60} manbasi yordamida nurlantirilib, bioflavonoidlar nurlanishdan oldin va keyin og‘iz orqali yuborilgan. Natijalar shuni ko‘rsatdiki, gamma nurlanish so‘lak bezlarida amilaza fermenti faolligining sezilarli va dozaga bog‘liq ravishda pasayishiga olib keladi, bu ayniqsa nurlanishdan keyingi 10-20 kunlarda yaqqol namoyon bo‘ladi. Bioflavonoidlarni qo‘llash ushbu salbiy ta’sirni sezilarli darajada kamaytirib, amilolitik faollikni saqlab qolish va uning tiklanishini tezlashtirishga yordam berdi. Eng yuqori radioprotektorlik samaradorligini rutin ko‘rsatdi, undan keyingi o‘rinlarni pulikarin va glabridin egalladi. Olingan ma’lumotlar ushbu bioflavonoidlarni, ayniqsa pulikarin va rutinni, nurlanish ta’sirida so‘lak bezlari funksiyasini himoya qilish uchun istiqbolli tabiiy vositalar sifatida baholashga asos bo‘ladi.*

Kalit so‘zlar: *gamma nurlanish, so‘lak bezlari, amilolitik faollik, radioprotektorlar, bioflavonoidlar, glabridin, pulikarin, rutin, kalamush, oksidlanish stressi.*

УЛЬТРАСТРУКТУРНЫЕ ИЗМЕНЕНИЯ В СЕКРЕТОРНОМ ЭПИТЕЛИИ СЛЮННЫХ ЖЕЛЁЗ ПОД ВОЗДЕЙСТВИЕМ ГАММА-ИЗЛУЧЕНИЯ И МОРФОЛОГИЧЕСКИЙ АНАЛИЗ РАННИХ ПРИЗНАКОВ АПОПТОЗА

Аннотация: Данное исследование посвящено изучению влияния низкодозового гамма-излучения (1 и 2 Гр) на *амилолитическую активность в околоушных, подчелюстных и подъязычных слюнных железах крыс, а также радиопротекторных свойств биофлавоноидов глабридина, пуликарина и рутина. Крысы облучались с использованием источника Co^{60}, биофлавоноиды вводились перорально до и после облучения. Результаты показали, что гамма-излучение приводит к значительному и дозозависимому снижению активности фермента амилазы в слюнных железах, что особенно ярко проявляется на 10–20 сутки после облучения. Применение биофлавоноидов значительно уменьшало это негативное воздействие, способствуя сохранению амилолитической активности и ускорению её восстановления. Наивысшую радиопротекторную эффективность проявил рутин, за ним следовали пуликарин и глабридин. Полученные данные позволяют рассматривать данные биофлавоноиды, особенно пуликарин и рутин, в качестве перспективных природных средств для защиты функции слюнных желёз при воздействии ионизирующего излучения.*

Ключевые слова: *гамма-излучение, слюнные железы, амилолитическая активность, радиопротекторы, биофлавоноиды, глабридин, пуликарин, рутин, крысы, окислительный стресс.*

ULTRASTRUCTURAL CHANGES IN THE SECRETORY EPITHELIUM OF SALIVARY GLANDS UNDER GAMMA IRRADIATION AND MORPHOLOGICAL ANALYSIS OF EARLY APOPTOSIS SIGNS

Abstract: *This study investigates the effect of low-dose gamma radiation (1 and 2 Gy) on amylolytic activity in the parotid, submandibular, and sublingual salivary glands of rats, as well as the radioprotective properties of the bioflavonoids glabridin, pulicarin, and rutin. The rats were irradiated using a Co^{60} source, and the bioflavonoids were administered orally before and after irradiation. The results demonstrated that gamma radiation leads to a significant and dose-dependent decrease in amylase enzyme activity in the salivary glands, particularly evident on days 10–20 post-irradiation. The application of bioflavonoids significantly mitigated this negative effect, helping to preserve amylolytic activity and accelerating its recovery. Rutin exhibited the highest radioprotective efficacy, followed by pulicarin and glabridin. The obtained data provide a basis for evaluating these bioflavonoids, especially pulicarin and rutin, as promising natural agents for protecting salivary gland function under ionizing radiation exposure.*

Keywords: *gamma radiation, salivary glands, amylolytic activity, radioprotectors, bioflavonoids, glabridin, pulicarin, rutin, rats, oxidative stress.*

Rezyume. Ushbu maqolada kalamush quloq oldi, jag‘ va til osti so‘lak bezlarida amilolitik faolligiga 1 va 2-grey (gr) gamma nurlanishga glabridin, pulikarin va rutin bioflavonoidlarining ta’siri aniqlangan. Kalamushlar Terabalt-80 apparati yordamida So60 kvant berib nurlantirilgan. Nurlantirish dozasi 0,86-0,85 Gr/min hamda yutilgan doza miqdori 1 va 2 gr. ni tashkil etgan. Tajribalar kalamushlar nurlanish olgandan keyin va bioflavonoidlar yuborilgandan keyin 1, 3, 10, 20, 30 va 60 kunlarda quloq oldi, jag‘ va til osti so‘lak bezlarida amilolitik faollik o‘rganilgan.

Kirish. So‘nggi yillarda o‘tkazilgan tadqiqotlar shuni ko‘rsatadiki, quyi dozadagi gamma nurlanish to‘qimalarda chuqur morfologik destruksiya chaqirmasa-da, hujayra va molekula darajasida jiddiy funksional buzilishlarni yuzaga keltiradi. Bu jarayonda asosiy nishonlardan biri sifatida kalamushlarning so‘lak bezlari, oshqozon-ichak trakti va me’da osti bezi tomonidan ishlab chiqiladigan hazm fermentlari namoyon bo‘ladi.

Molekular darajada past dozali gamma nurlanishning salbiy ta’siri to‘g‘ridan-to‘g‘ri shikastlashdan ko‘ra, suv radiolizi natijasida hosil bo‘ladigan faol kislorod shakllari va erkin radikallarning keskin ortishi, ya’ni oksidlanish stressi bilan bog‘liq. Erkin radikallar hazm fermentlari bo‘lmish oqsil molekulalarining faol markazlariga hujum qiladi. Zamonaviy adabiyotlarga ko‘ra, me’da osti bezining asosiy fermentlari tarkibidagi oltingugurt saqlovchi aminokislotalar va ularning tiol (-SH) guruhlari radiatsiya oqibatida oksidlanib, destruktiv disulfid (-S-S-) bog‘lamlarini hosil qiladi [Marinov et al., 2026]. Bu esa ferment oqsilining uchlamchi va to‘rtlamchi konformatsiyasini (fazoviy tuzilishini) o‘zgartirib, uning substrat bilan birikish xossasini va katalitik faolligini susaytiradi [Kilicheva, 2025].

Ushbu molekular buzilishlarni bartaraf etishda o‘simliklardan olinadigan polifenol birikmalar – bioflavonoidlar yuqori radioprotektorlik xususiyatini namoyish etmoqda. Zamonaviy tadqiqotlar bioflavonoidlarning himoya ta’sirini bir nechta asosiy molekular mexanizmlar bilan tushuntiradi [Kopjar et al., 2020].

Birinchidan, bioflavonoidlar o‘zlarining kimyoviy tuzilishidagi fenol gidroksil guruhlari hisobiga to‘g‘ridan-to‘g‘ri erkin radikallarni tutib olish xususiyatiga ega. Ular gamma nurlanishdan hosil bo‘lgan toksik radikallarni ferment molekulasiga yetib borguniga qadar zararsizlantiradi va oqsillarning radiatsion denaturatsiyasini to‘sadi [Kopjar et al., 2020; Ahmed et al., 2026].

Ikkinchidan, ushbu moddalar kalamushlarning hazm a’zolari to‘qimalarida endogen (ichki) antioksidant tizimini faollashtiradi. Flavonoidlar ta’sirida hujayra ichidagi antioksidant fermentlarini kodlovchi genlar ekspressiyasi kuchayadi. Bu esa organizmning radiatsiyaga qarshi o‘z himoya kuchini ikki barobarga oshiradi [Li et al., 2025; Kma et al., 2022].

Uchinchidan, bioflavonoidlar hujayra membranalarini barqarorlashtiradi. Masalan, kversetin va yashil choy katexinlari ichak enterotsitlari membranasi lipidlari bilan o‘zaro ta’sirlashib, ularni oksidlanishdan asraydi va hazm fermentlarining tabiiy muhitini saqlab qoladi. Me’da osti bezining atsinar hujayralarida esa bioflavonoidlar endoplazmatik retikulum stressi va radiatsiya tufayli yuzaga keladigan apoptoz (hujayralarning dasturlangan o‘limi) signal yo‘llarini bloklaydi. Bu amilaza va proteazalar sintezi hamda sekresiyasining me’yorda davom etishini ta’minlaydi. [Ahmed N., et al. 2026]. Ko‘plab bioflavonoidlar turli nurlanish ta’sirida bo‘ladigan hazm tizimida bo‘ladigan buzilishlarni farmakologik korreksiyalashi o‘rganilgan bo‘lsada, ammo kalamush quloq oldi, jag‘ va til osti so‘lak bezlarida hamda qondagi amilolitik faolligiga 1 va 2-grey (gr) gamma nurlanishga glabridin, pulikarin va rutin bioflavonoidlarining ta’siri o‘rganilgan.

Tadqiqot usullari va materiallari. Kalamushlarda surunkali tajriba o‘tkazildi. Bu tajribalarda (γ -nurlanishning so‘lak bezlari ferment ajratish faoliyatiga ta’siri o‘rganilgan. Tajribada 175-200 g og‘irlikdagi voyaga yetgan erkak, oq zotsiz kalamushlar ishlatilgan. Kalamushlar kafedra vivariumida saqlangan va karbonsuv, oqsil aralash ozuqa bilan boqilgan. Kalamushlar qafasida doimo suv mavjud bo‘lgan. Tajriba uchun olingan kalamushlar V guruhga ajratilgan:

I guruh, (nazorat). Sog‘lom.	I guruh, (nazorat). Sog‘lom.
II guruh, (tajriba). 1 gr γ –nurlanish.	II guruh, (tajriba). 2 gr γ –nurlanish.
III guruh 1 gr γ –nurlanish+glabridin	III guruh 2 gr γ –nurlanish+glabridin
IV guruh 1 gr γ –nurlanish+pulikarin	IV guruh 2 gr γ –nurlanish+pulikarin
V guruh 1 gr γ –nurlanish+rutin	V guruh 2 gr γ –nurlanish+rutin

Nazorat uchun hech qanday ta’sir ko‘rsatilmagan. Tajribaning II, III, IV va V guruh kalamushlariga «Terabalt-80» apparati yordamida So60 (-kvant berib nurlantirildi. Kalamushlarda so‘lak bezi shikastlanishi modelini yaratish uchun mahalliy (bosh-bo‘yin sohasiga) gamma nurlanish qo‘llaniladi. Nurlantirish yuzasi 20x20 sm, fokus masofasi 80 sm. Nurlantirish dozasi 0,86-0,85 Gr/min. Yutilgan doza miqdori 1 va 2 Gr. Tajriba kalamushlariga glabriddin (50 mg/kg), pulikarin (50 mg/kg) va rutin (50 mg/kg) flavonoidlari gamma nurlanishdan 5 kun oldin va keyin muntazam ravishda,

oshqozon zondi orqali kuniga 1 marta yuborildi. Nurlangan kalamushlar oddiy qafaslarda saqlangan va 1, 3, 10, 20, 30 va 60 sutkadan so‘ng dekapitatsiya qilingan. Undan quloq oldi, jag‘ osti va til osti so‘lak bezlari ajratib olingan. Bezlar og‘irligiga 1:10 nisbatida fiziologik eritma bilan aralashtirilgan va ulardan gomogenat tayyorlangan. Gomogenat filtrlangan va filtratda amilaza, lipaza fermentlari aktivligi va pepsinogen fermenti va umumiy oqsil miqdori aniqlangan. Amilolitik aktivligi Smit Roye usulining A.M. Ugolev modifikasiyasi bo‘yicha [Уголев А.М. 1969] va umumiy oqsil miqdori Louri usulida aniqlangan.

Bu usul kraxmal ferment ta’sirida gidrolizlanganligi natijasida ozayishi va yod kraxmal komponenti rangining kamayishiga asoslangan. Substrat sifatida 0,1% li kraxmal eritmasi (rN-7,2 fosfat buferida) olinadi. Amilolitik aktivlik bir minutda parchalangan milligrammdagi kraxmal hisobida ifodalanadi.

Aniqlash usuli. 1 ml suyultirilgan tekshiriluvchi material (so‘lak bezlari gomogenati) olinadi, unga 3 ml 0,1% kraxmal qo‘shiladi. Yaxshilab aralashtirilgandan so‘ng suv hammomiga 37^0S da 30 minutga qo‘yiladi. Tajribadan avval qator probirkalarga 0,5 ml 3% kaliy yodda tayyorlangan yod eritmasi 1:3 nisbatda suyultirilib, 5 ml suvga aralashtiriladi.

Inkubatsiyadan so‘ng 0,5 ml 1n HCl qo‘shilib fermentativ reaksiya to‘xtatiladi va inkubatsion aralashmadan 1 ml olib tayyorlab qo‘yilgan yod eritmasiga qo‘shiladi. Kraxmal yod bilan kompleks hosil qilib ko‘k rangga kiradi. Kontrolda yuqoridagi yod eritmasiga 1 ml bufer suyuqligi qo‘shiladi. So‘ngra bu eritmalar elektrofotokalorimetrda qizil filtrda suvga qarshi kalorimetriya qilinadi.

Inkubatsiyadan so‘ng

$$\text{Qolgan (x) kraxmal (mg.da)} = \frac{\text{Tajriba ekstinsiyasi} \cdot 3}{\text{Nazorat ekstinsiyasi}}$$

Demak, kraxmalning kamayishi milligrammda quyidagicha aniqlanadi:

3 mg – X mg = Y mg.

Shunday qilib, inkubatsiya vaqti davomida Y mg mikdorida kraxmal gidrolizlangan bo‘ladi.

Ammilaza fermentining 1 faollik birligi sifatida esa, inkubatsiya uchun belgilangan sharoitlarda 1 daqiqa ichida parchalangan kraxmal miqdori (mg/daq) qabul qilinadi.

Olingan natijalar va ularning tahlili. Biz turli dozalardagi gamma nur ta’sir etib tajriba kalamushlarining so‘lak bezlari to‘qimasi va qoni tarkibidagi gidrolitik fermentlarni qanday o‘zgarganligini kuzatdik. Bu o‘zgarishlar berilgan nur dozasiga mosligini, so‘lak bezlari to‘qimasi va qondagi fermentlar o‘zgarishi o‘rtasida bog‘liqlik bor ekanligini aniqladik.

Tadqiqot natijalarining ko‘rsatishicha, 1 Gr dozadagi gamma-nurlanish oq tajriba kalamushlari quloq oldi so‘lak bezining sekretor funksiyasiga sezilarli darajada salbiy ta’sir ko‘rsatdi. Sog‘lom ya’ni nazorat guruhidagi kalamushlarda amilolitik faollik barqaror ravishda yuqori darajada (15.1± 0.41 dan 16.4±0.36 birl/g gacha) saqlanib qolgan bir paytda, faqatgina nurlanishga uchragan 2-guruhda ferment faolligining keskin pasayishi kuzatildi. Nurlanishdan keyingi 1-kundayoq ko‘rsatkich 14.0±0.51 birl/g gacha kamayadi va bu pasayish dinamikasi 10-kunga kelib o‘zining eng quyi nuqtasiga (13.5±0.39 birl/g) yetdi. Ushbu o‘zgarish davri nurlanish natijasida so‘lak bezi hujayralarida (atsinotsitlarda) oksidlanishli stressning rivojlanishi, erkin radikallarning to‘planishi va fermentlarni sintez qiluvchi oqsil tizimlarining shikastlanishi bilan izohlanadi. 20-kundan boshlab (13.8±0.42 birl/g) bezda tabiiy regeneratsiya jarayonlari boshlanadi va 60-kunga kelib ko‘rsatkich 15.5±0.34 birl/g gacha tiklanadi, biroq baribir nazorat darajasidan pastligicha qoladi.

Tajribada og‘iz orqali (peroral), nurlanishdan 5 kun avval va 5 kun keyin qo‘llanilgan bioflavonoidlar (glabridin, pulikarin va rutin) nurlanishning salbiy oqibatlarini kamaytirishda va ferment faolligini tezkor tiklashda yuqori radioprotektorlik xususiyatini namoyon etdi. Bunday qo‘llash sxemasi moddalarning nafaqat nurlanishdan avval to‘qimalarda antioksidant himoya hosil qilishini (profilaktika), balki nurlanishdan keyingi ilk kunlarda rivojlanadigan nurlanish asoratlarini ham faol bartaraf etishini (terapiya) ta’minlagan [**Prasad N.R., 2023**]

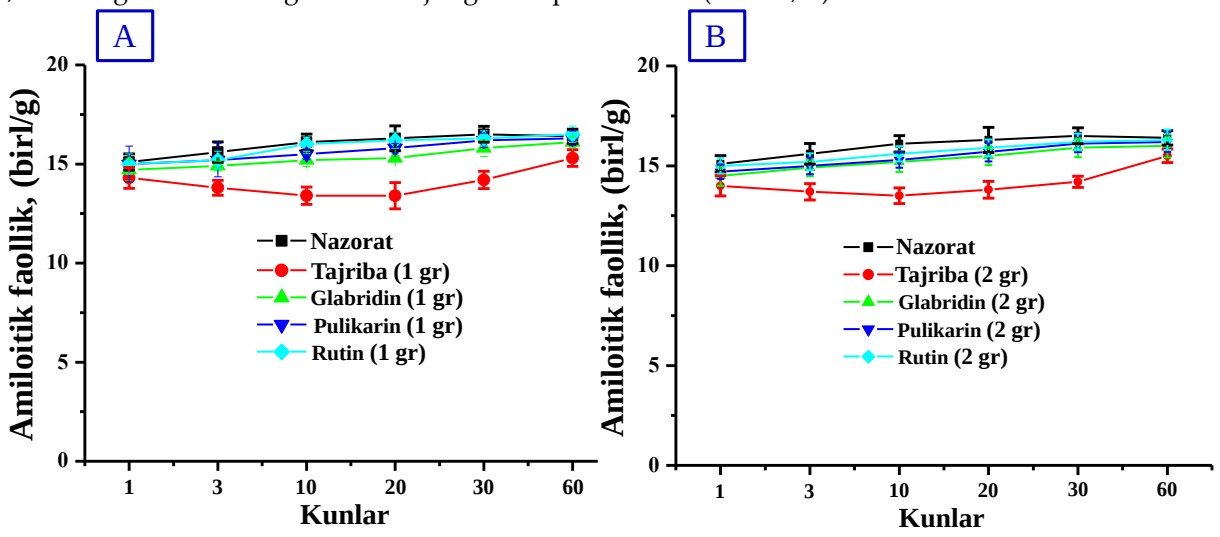
Tadqiqotning dastlabki kunlaridanoq barcha uchta modda amilolitik faollikning keskin tushib ketishiga yo‘l qo‘ymagan. Ayniqsa, etalon radioprotektor hisoblangan rutin bioflavonoidi (5-guruh) 1-kundayoq ko‘rsatkichni 15.0±0.39 birl/g darajada ushlab turib, nazorat qiymatlariga maksimal yaqin natija bergan. Nurlanishning eng og‘ir davri bo‘lgan 10-kunda, rutin yuborilgan kalamushlarda faollik 15.6± 0.38 birl/g ni tashkil etgan, bu esa himoyalanmagan nurlanish guruhiga nisbatan 15.5% ga yuqoridir.

Yangi o‘rganilayotgan bioflavonoidlar – pulikarin va glabridin ham quloq oldi so‘lak bezida amilolitik faolligiga samarali ta’sir ko‘rsatgan. Pulikarin (4-guruh) o‘zining radioprotektorlik samaradorligi bo‘yicha rutindan unchalik orqada qolmagan holda, glabridinga nisbatan ancha faolroq natijalar ko‘rsatdi. Masalan, 10-kunda pulikarin ta’sirida ko‘rsatkich 15.3± 0.39 birl/g ni tashkil etgan bo‘lsa, glabridin guruhida bu qiymat 15.2±0.51 birl/g ga teng bo‘ldi. Tajribaning 20 va 30-kunlariga kelib, pulikarin (tegishlicha 15.7±0.48 va 16.1±0.42 birl/g) va glabridin (15.5±0.46 va 15.9±0.47 birl/g) guruhlarida kalamushlar so‘lak bezi ferment faolligi nazorat ko‘rsatkichlari bilan deyarli tenglashdi (1-rasm, A).

Tajribaning yakuniy bosqichida (60-kun) himoyalangan barcha kalamushlar guruhlarida (3, 4 va 5-guruhlar) amilolitik faollik to‘liq normallashganligi (16.0 dan 16.3 birl/g gacha) va sog‘lom nazorat guruhi darajasiga qaytganligi kuzatildi. Bu holat mazkur bioflavonoidlarni nurlanishdan 5 kun oldin va 5 kun keyin yuborish sxemasi so‘lak bezi to‘qimalarining uzoq muddatli regeneratsiya va proliferatsiya jarayonlarini muvaffaqiyatli faollashtirishidan dalolat beradi. [**Prasad N.R., 2023**].

Navbatdagi tajribamizda oq tajriba kalamushlarining 2 Gr dozadagi gamma-nurlanishi quloq oldi so‘lak bezining sekretor funksiyasiga bioflavonoidlarning ta’siri o‘rganildi. Tadqiqot natijalarining ko‘rsatishicha, oq tajriba kalamushlarining 2 Gr dozadagi gamma-nurlanishi quloq oldi so‘lak bezining sekretor funksiyasiga sezilarli darajada salbiy va davomli ingibirlovchi ta’sir ko‘rsatdi. Sog‘lom nazorat guruhidagi (1-guruh) hayvonlarda amilolitik faollik barqaror ravishda yuqori darajada (15.1±0.41 dan 16.4±0.36 birl/g gacha) saqlanib qolgan bir paytda, faqatgina nurlanishga uchragan 2-guruhda ferment faolligining keskin supressiyasi kuzatiladi. Nurlanishdan keyingi 1-kundayoq ko‘rsatkich 14.3±0.53 birl/g gacha kamayadi va bu pasayish dinamikasi 10–20-kunlar oralig‘ida o‘zining eng quyi nuqtasiga (13.4±0.44 va 13.4±0.66 birl/g) yetib, plato hosil qiladi (1-rasm, B).

Tajribaning 30-kunidan boshlab (14.2±0.44 birl/g) bezda sust tabiiy regeneratsiya jarayonlari kuzatiladi va 60-kunga kelib ko‘rsatkich 15.3±0.42 birl/g gacha tiklanadi, biroq baribir nazorat darajasidan ishonchli ravishda pastligicha qoladi. Tadqiqotning dastlabki 1-3 kunlik muddatlarida barcha uchta modda amilolitik faollikning keskin tushib ketishiga yo‘l qo‘ymagan va ko‘rsatkichlarni 14.7–15.2 birl/g oralig‘ida muvozanatlagan. Nurlanishning eng og‘ir davri bo‘lgan 10–20-kunlarda, mavjud radioprotektor hisoblangan rutin bioflavonoidi (5-guruh) o‘zining maksimal himoya samaradorligini ko‘rsatdi (tegishlicha 16.0±0.35 va 16.2±0.41 birl/g). Bu ko‘rsatkichlar nafaqat nurlanish guruhidan 19.4% va 20.8% ga yuqori, balki sog‘lom nazorat guruhi darajasiga to‘liq mos keladi (1-rasm, B).



3.1-rasm. A. Quloq oldi so‘lak bezida amilolitik faolligiga (birl/g) 1-grey (A) va 2-grey (B) gamma nurlanishning ta’siri. Ordinata o‘qida – fermentning faolligi (birl/g), abssissa o‘qida – tajriba kunlari. *(barcha holatlarda ishonchlilik ko‘rsatkichi, p*<0,05; Nurlantirish do‘zasi 1-grey; 2-grey. n=6).

Pulikarin (4-guruh) o‘zining radioprotektorlik samaradorligi bo‘yicha rutindan unchalik orqada qolmagan holda, glabridinga nisbatan ancha faolroq natijalar ko‘rsatdi. Masalan, 10-kunda pulikarin ta’sirida ko‘rsatkich 15.5±0.26 birl/g ni tashkil etgan bo‘lsa, glabridin guruhida bu qiymat 15.2±0.32 birl/g ga teng bo‘ldi. Pulikarin guruhida 30-kunga kelib (16.2±0.36 birl/g) ferment faolligi nazorat ko‘rsatkichlari bilan to‘liq tenglashdi. Glabridin (3-guruh) nisbatan mo‘tadil faollik ko‘rsatgan bo‘lsa-da, nurlanish guruhiga (2-guruh) nisbatan barcha muddatlarda ferment faolligining ishonchli yuqori bo‘lishini ta’minladi va 60-kunga kelib normal qiymatga (16.1±0.25 birl/g) chiqdi.

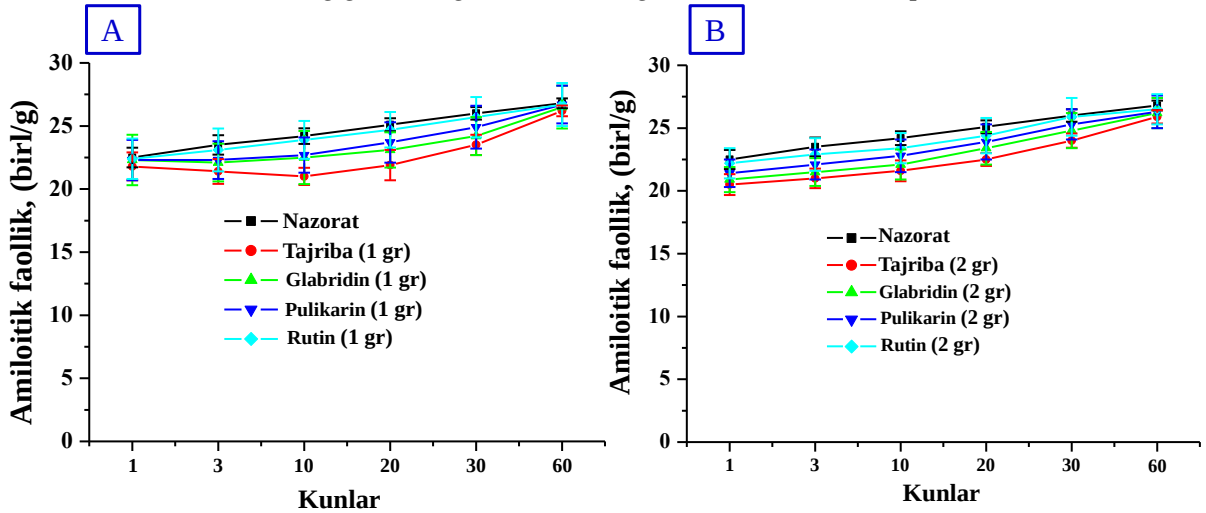
Xulosa qilib aytganda, oq tajriba kalamushlarida olib borilgan tadqiqotda moddalarning quloq oldi so‘lak bezi amilolitik faolligini 1 Gr va 2 Gr gamma-nurlanishdan himoya qilish samaradorligi bo‘yicha quyidagi kamayish qatorini tuzish mumkin: **rutin > pulikarin > glabridin**. Tanlangan 10 kunlik (5 kun avval va 5 kun keyin) peroral qo‘llash sxemasi so‘lak bezi hujayralarini nurlanish shikastlanishlaridan himoya qilishda yuqori samara berdi va pulikarin hamda glabridin moddalarini istiqbolli tabiiy radioprotektorlar sifatida baholashga asos bo‘ladi.

Turli dozalarda γ-nurlantirilgan kalamushlar so‘lak bezi to‘qimasi amilaza fermentining o‘zgarishi berilgan nur dozasiga bog‘liqligi yaqqol ko‘rindi. Yuqorida berilgan diagrammalarda 1, 2 Grey dozalardagi gamma nurlanish tajribaning 3-, 10- va 20-kunlari quloq oldi bezi tarkibidagi amilaza faolligini ma’lum darajada statistik ishonchsiz kamayish kuzatildi.

Gamma nurlantirilgan tajribadagi kalamushlar jag‘ va til osti so‘lak bezlaridagi amilolitik faollikning o‘zgarishi ham deyarli quloq oldi bezidagi kabi bo‘ldi. Tajribada oq kalamushlar organizmiga (1 Gr) dozada gamma nurlanish yuborilganda, jag‘ va til osti so‘lak bezlarining amilolitik faolligida dinamik susayish kuzatildi. Nazorat guruhida ferment faolligi 1-kundagi 22.5±0.78 birl/g dan 60-kunga kelib 26.8±0.39 birl/g gacha fiziologik qonuniyat asosida oshib borgani holda, faqat nurlanish olgan kalamushlarda bu ko‘rsatkich jiddiy ravishda ortda qoldi. Xususan, 1 Gr nurlanish ta’sirida amilolitik faollik 10-kunga kelib o‘zining eng past nuqtasiga 21.0±0.68 birl/g tushdi va sog‘lom nazoratga 24.2±0.62 birl/g nisbatan sezilarli depressiyani namoyon etdi (2-rasm, A). Bu holat radiatsiya ta’sirida bez atsinar hujayralarida lipidlarning pereoksidli oksidlanishi (LPO) jadallashgani va α - amilaza fermentining biosintezi yoki uning molekular strukturasi erkin radikallar tomonidan shikastlangani bilan izohlanadi. Tajribaning 60-kuniga kelib ferment faolligining 26.2±0.43 birl/g gacha ko‘tarilishi organizmning ichki kompensator va regenerativ imkoniyatlari hisobiga kompensatsiya bosqichi boshlanganidan dalolat beradi.

Radiatsiya dozasi 2 Gr gacha oshirilganda so‘lak bezlaridagi destruktiv jarayonlar yanada chuqurroq va ertaroq xarakter kasb etdi. Dastlabki 1-kundayoq amilolitik faollik 20.5±0.83 birl/g gacha pasayib, dozaga bog‘liq ravishda ferment tizimi ingibirlanishga uchraganini ko‘rsatdi. Ushbu dozada patologik susayish uzoq davom etib, hatto 60-kunda ham 25.9±0.53 birl/g sog‘lom nazorat darajasiga 26.8±0.39 birl/g to‘liq yeta olmadi (2-rasm, B). Bu esa 2 Gr dozadagi gamma nurlanish so‘lak bezlarining shira ajratish to‘qimasida chuqurroq funksional va tarkibiy buzilishlarni yuzaga keltirishini isbotlaydi.

Tadqiqotning muhim qismi o‘rganilayotgan bioflavonoidlar - glabridin, pulikarin va mavjud radioprotektor hisoblangan rutinning himoya samaradorligini baholashga qaratildi. Bioflavonoidlarning nurlanishdan 5 kun avval va 5 kun keyin og‘iz orqali yuborilishi so‘lak bezlari hujayralarida oldindan antioksidant to‘siq yaratishga va keyinchalik regeneratsiya jarayonlarini tezlashtirishga xizmat qildi. 1 Gr nurlanish fonida rutin bioflavonoidi eng yuqori radioprotektorlik xususiyatini namoyish etdi. Uning ta’sirida ferment faolligi 10-kundayoq 23.9±1.5 birl/g va 20-kunda 24.7±1.41 birl/g sog‘lom nazorat guruhi ko‘rsatkichlari bilan amalda tenglashdi. Pulikarin va glabridin ham ferment faolligining 10-kundagi keskin pasayish fazasini muvaffaqiyatli bartaraf etdi. Biroq, pulikarin guruhida tiklanish dinamikasi 10-kunda 22.7±1.4 birl/g glabridinga 22.5±2.1 birl/g nisbatan biroz faolroq kechdi (2-rasm, A).



2-rasm. Jag‘ va til osti so‘lak bezida amilolitik faolligiga x 1000 (birl/g) 1-grey (A) va 2-grey (B) gamma nurlanishning ta’siri. Ordinata o‘qida – fermentning faolligi (birl/g) deb olingan, abssissa o‘qida – tajriba kunlari. *(barcha holatlarda ishonchlilik ko‘rsatkichi, -p*<0,05. Nurlantirish do‘zasi 1-grey; 2-grey. n=6).

Yuqori oksidlanish stressi kuzatilgan 2 Gr nurlanish sharoitida polifenol birikmalarning shifobaxsh va korreksiyalovchi ta’siri yanada yaqqolroq namoyon bo‘ldi. Rutin hatto yuqori dozali radiatsiya sharoitida ham 1-kundayoq amilolitik faollikni 22.2±1.2 birl/g darajada ushlab turishga erishdi va ferment destruksiyasiga yo‘l qo‘ymadi. Yangi o‘rganilayotgan pulikarin flavonoidi o‘zining samaradorligi bo‘yicha rutindan keyingi ikkinchi o‘rinni egalladi. Pulikarin ta’sirida 3-kunda 22.1±1.2 birl/g va 10-kunda 22.8±1.3 birl/g qayd etilgan natijalar nurlanish guruhidagi tegishli muddatlardan ancha yuqori bo‘lib, patologik jarayonning surunkali fazaga o‘tishini chekladi. Glabridin esa ushbu patologiyada nisbatan sustroq, ammo barqaror tiklanish samarasini ko‘rsatdi va unda faollik 30-kunga kelib 24.8±1.4 birl/g ni tashkil etdi (2-rasm, B).

Xulosa qilib aytganda, olingan ilmiy natijalar ushbu uchta bioflavonoidning radioprotektorlik ta’siri bo‘yicha rutin > pulikarin > glabridin ketma ketligiga ega ekanligini ko‘rsatdi. Moddalarning bunday tafovutli faolligi ularning kimyoviy tuzilishi, tarkibidagi gidroksil guruhlarining soni va joylashuvi hamda erkin radikallarni tutib qolish potensiali

bilan bevosita bog‘liq. Radiatsiyaga qarshi profilaktika sifatida ushbu tabiiy fenol birikmalar, ayniqsa pulikarin va rutin, so‘lak bezlarining metabolik barqarorligini ta’minlashda yuqori istiqbolga ega.

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MANZARALI DARAXTLARNING KSILOFAG HASHAROTLAR BILAN ZARARLANISHIGA MOYILLIGI VA *CHLOROPHORUS FALDERMANNI* (FALDERMANN, 1837) TURINING BIOEKOLOGIK TAHLILI

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Annatatsiya. *Ushbu maqolada shahar landshaft arxitekturasida foydalaniladigan manzarali daraxtlarning ksilofag (yog‘ochxo‘r) hasharotlar, xususan, mo‘ylovdor qo‘ng‘izlar (Cerambycidae) bilan zararlanishi tahlil qilinadi. Tadqiqotda manzarali daraxtlarning turli ekologik va fiziologik stress omillar ta’sirida ksilofaglarga moyillik darajasi ko‘rib chiqilgan. Markaziy Osiyo mintaqasida keng tarqalgan va jiddiy iqtisodiy zarar keltiruvchi Chlorophorus faldermanni (Faldermann, 1837) turining morfologik tavsifi, hayot sikli va oziqlanish spektri batafsil yoritilgan. Shuningdek, ksilofag hasharotlarga qarshi kurashda zamonaviy monitoring usullari va integral himoya choralari bo‘yicha tavsiyalar berilgan.*

Kalit so‘zlar*: ksilofaglar, Chlorophorus faldermanni, manzarali daraxtlar, Cerambycidae, bioekologiya, entomofaglar, poya inyeksiyasi, urbanizatsiya.*

ВОСПРИИМЧИВОСТЬ ОКЕАНИЧЕСКИХ ДЕРЕВЬЕВ К ПОВРЕЖДЕНИЯМ, НАНОСИМЫМ КСИЛОФАГОВЫМИ НАСЕКОМЫМИ, И БИОЭКОЛОГИЧЕСКИЙ АНАЛИЗ ВИДА CHLOROPHORUS FALDERMANN (FALDERMANN, 1837)

Аннотация. *В данной статье анализируется повреждение декоративных деревьев, используемых в городской ландшафтной архитектуре, ксилофагными (древоточащими) насекомыми, в частности жуками-усачами (Cerambycidae). В исследовании рассмотрена степень восприимчивости декоративных деревьев к ксилофагам под воздействием различных экологических и физиологических стрессовых факторов. Подробно освещены морфологическое описание, жизненный цикл и спектр питания вида* Chlorophorus faldermanni *(Faldermann, 1837), широко распространённого в регионе Центральной Азии и наносящего значительный экономический ущерб. Также приведены рекомендации по современным методам мониторинга и мерам интегрированной защиты в борьбе с ксилофагными насекомым*

Ключевые слова: *ксилофаги,* Chlorophorus faldermanni*, декоративные деревья, Cerambycidae, биоэкология, энтомофаги, инъекция в ствол, урбанизация.*

SUSCEPTIBILITY OF OCEANIC TREES TO DAMAGE BY XYLOPHAUGIC INSECTS AND BIOECOLOGICAL ANALYSIS OF THE SPECIES CHLOROPHORUS FALDERMANN (FALDERMANN, 1837)

Annotation. *This article analyzes damage to ornamental trees used in urban landscape architecture caused by xylophagous (wood-boring) insects, particularly longhorn beetles (Cerambycidae). The study examines the degree of susceptibility of ornamental trees to xylophages under the influence of various ecological and physiological stress factors. A detailed account is provided of the morphological characteristics, life cycle, and feeding spectrum of* Chlorophorus faldermanni *(Faldermann, 1837), a species widely distributed in Central Asia and responsible for significant economic damage. In addition, recommendations are given on modern monitoring methods and integrated control measures against xylophagous insects*

Keywords: *xylophages,* Chlorophorus faldermanni*, ornamental trees, Cerambycidae, bioecology, entomophages, trunk injection, urbanization.*

Mavzuning dolzarbligi. Global iqlim o‘zgarishi va shahar hududlarining jadallik bilan kengayishi (urbanizatsiya) sun’iy yaratilgan ekotizimlarda manzarali o‘simliklarning salomatligini saqlash masalasini dolzarb qilib qo‘ymoqda. Shahar ko‘kalamzorlashtirish tizimida qo‘llaniladigan daraxtlar nafaqat estetik vazifani bajaradi, balki mikroiqlimni mo‘tadillashtirish, havodagi chang va zaharli gazlarni yutish kabi muhim sanitariya-gigiyenik ahamiyatga

ega. Biroq, noqulay ekologik sharoitlar — havo haroratining ko‘tarilishi, tuproqning zichlashishi va suv tanqisligi daraxtlarning tabiiy immun tizimini zaiflashtiradi. Bunday zaiflashgan daraxtlar uchun eng xavfli dushman ksilofag (yog‘ochxo‘r) hasharotlar hisoblanadi

Muammoning o‘rganish darajasi. Ksilofaglar orasida mo‘ylovdor qo‘ng‘izlar (Cerambycidae oilasi) o‘zining maxfiy hayot tarzi va yetkazadigan zarari bilan ajralib turadi. Ko‘pgina bargli va igna bargli manzarali daraxtlar ushbu guruh vakillari tomonidan zararlanadi. Ushbu guruhning eng faol vakillaridan biri — *Chlorophorus faldermanni* (Faldermann, 1837) bo‘lib, u mintaqamizning issiq iqlimiga mukammal moslashgan. Ilmiy adabiyotlarda, jumladan, N.N. Plavilstshikovning fundamental tadqiqotlarida ushbu tur polifag zararkunanda sifatida qayd etilgan. Bugungi kunda ushbu hasharotning shahar sharoitidagi populyatsiya dinamikasini o‘rganish va unga qarshi ekologik xavfsiz kurash choralarini ishlab chiqish dolzarb ilmiy muammo hisoblanadi.

1-jadval

Manzarali daraxt turlarining ksilofag hasharotlar bilan zararlanish darajasi

№	Daraxt turi (Lotincha nomi)	O‘zbekcha nomi	Zararlanish darajasi (Yuqori/O‘rta/Kuchsiz)	Asosiy zararlanish alomatlari
1	*Acer negundo*	Zarang (Klyon)	Yuqori	Po‘stloq ostidagi chuqur yo‘llar, yog‘och kukuni
2	*Fraxinus excelsior*	Prush (Yasen)	O‘rta	Tanadagi mayda uchish teshiklari, barg sarg‘ayishi
3	*Populus alba*	Oq terak	Yuqori	Tananing chirishi, qurituvchi yo‘llar
4	*Salix alba*	Oq majnuntol	O‘rta	Shoxlarning qurishi, po‘stloq ko‘chishi
5	*Ulmus densa*	Sferik qayrag‘och	Yuqori	Skolitlar va mo‘ylovdor qo‘ng‘izlar yo‘llari
6	*Platanus orientalis*	Sharq chinori	Kuchsiz	Keksa daraxt tanalarining yuza zararlanishi
7	*Quercus robur*	Oddiy eman	Kuchsiz	Yo‘g‘on shoxlardagi mexanik shikastlanishlar

Yuqoridagi jadvaldan ko‘rinib turubdiki ksilofag zararkunandalar barcha daraxtlarga bir xil darajada ta’sir qilmas ekan. Eng yuqori zararlanish *Acer negundo, Populus alba* va *Ulmus uzbekistanica* daraxtlarida kuzatilgan bo‘lsa, *Platanus orientalis* va *Quercus robur* daraxtlarida kucsiz zararlanish kuzatildi.

Chlorophorus faldermanni turi *Cerambycidae* (Mo‘ylovdor qo‘ng‘izlar) oilasining Cerambycinae kenja oilasiga mansub. Ushbu tur o‘zining polifaglik xususiyati va turli iqlimiy mintaqalarga moslashuvchanligi bilan ajralib turadi. Taksonomik jihatdan u *Chlorophorus* turkumining eng faol va zararli vakillaridan biri hisoblanadi. Ushbu tur Xitoydan tortib Rossiyaning janubi va butun Markaziy Osiyo (O‘zbekiston, Tojikiston, Qozog‘iston) bo‘ylab keng tarqalgan. Voyaga yetgan qo‘ng‘izlarning tana tuzilishi ularning kunduzgi hayot tarziga moslashgan. Qo‘ng‘izning uzunligi o‘rtacha 8 mm dan 18 mm gacha o‘zgarib turadi. Erkak individlar urg‘ochilariga nisbatan birmuncha kichikroq, biroq ularning mo‘ylovlari nisbatan uzunroq bo‘ladi. Tananing asosiy foni qora yoki to‘q jigarrang bo‘lib, ustki qanotlari (elytra) o‘ziga xos sarg‘ish-oqish yoki kulrang tukli naqshlar bilan qoplangan. Bu naqshlar turning identifikatsiyasi uchun asosiy diagnostik belgi hisoblanadi. Odatda, ustqanotlarning o‘rta qismida "V" shaklidagi yoki ko‘ndalang chiziqli naqshlar yaqqol ko‘zga tashlanadi. Boshi vertikal yo‘nalgan, mo‘ylovlari 11 bo‘g‘imli bo‘lib, tanasining yarmini yoki uchdan ikki qismini tashkil etadi. Ko‘zlari buyraksimon shaklda bo‘lib, mo‘ylov asosini o‘rab oladi.Ko‘krak qismi (Prothorax): Protoraks shar shakliga yaqin, yon tomonlari yumaloqlangan va zich tuklar bilan qoplangan. Ksilofag hasharotlarning asosiy zarar yetkazuvchi bosqichi ularning lichinkalik davri bo‘lgani sababli, bu davrning morfologik belgilari muhim ahamiyatga ega.

Lichinkasi: Oq yoki sarg‘ish tusda, tana shakli silindrsimon, oyoqsiz (yoki juda kichik so‘yilgan oyoqli). Bosh kapsulasi mustahkam xitinlashgan va to‘q jigarrang rangda bo‘lib, kuchli jag‘ (mandibula) apparati bilan jihozlangan. Bu jag‘lar qattiq yog‘och to‘qimalarini kemirishga moslashgan. Lichinkalar nafaqat tirik daraxtlarning yog‘och qismini kemiradi, balki tayyor yog‘och konstruksiyalar (uy-joylar, ustunlar) ichida ham rivojlanadi. Bu xususiyati uni qurilish materiallari uchun xavfli zararkunandaga aylantiradi.

G‘umbagi: Erkin turdagi g‘umbak bo‘lib, rangi dastlab oqish, rivojlanish jarayonida esa qo‘ng‘iz rangiga yaqinlashib boradi. G‘umbaklik davri daraxtning po‘stloq osti yoki yog‘och qatlamida maxsus tayyorlangan "beshikchalar"da kechadi.

Diagnostik farqlari *C. faldermanni* turini unga yaqin bo‘lgan *C. varius* yoki *C. sartor* turlaridan ajratishda ustqanotlardagi oq chiziqlarning joylashuvi va protoraksning tuklanish darajasiga e’tibor qaratiladi. Faldermann mo‘ylovdorining naqshlari Markaziy Osiyo populyatsiyalarida birmuncha barqaror va ochiq rangli bo‘lishi kuzatilgan.

***Chlorophorus faldermanni* (Faldermann, 1837) turining fenologik rivojlanishi.** Mintaqamiz sharoitida ushbu turning hayot sikli bir va ikki yillik bo‘lishi aniqlandi. Voyaga yetgan qo‘ng‘izlarning (imago) uchishi havo harorati barqaror +22-24°C ga yetganda (aprel oyining oxiri – may boshlari) boshlanadi.

- **Ommaviy uchish davri:** Iyun oyining ikkinchi o‘n kunligidan iyul oyining o‘rtalariga qadar davom etadi. Bu davrda qo‘ng‘izlar asosan soyabonguldoshlar gullari bilan qo‘shimcha oziqlanadi.
- **Tuxum qo‘yish:** Urg‘ochi qo‘ng‘iz o‘z hayoti davomida daraxt po‘stlog‘i yoriqlariga 50 tadan 120 tagacha tuxum qo‘yishi kuzatildi.
- **Zararlanish mexanizmi va uning oqibatlari.** Lichinkalar tuxumdan chiqqandan so‘ng 3-5 kun ichida po‘stloq ostiga kirib boradi. Dastlab ular kambi qatlamini, so‘ngra yog‘ochning o‘zak qismini (ksilema) kemira boshlaydi. *C. faldermanni* lichinkalari tomonidan ochilgan yo‘llarning diametri 4-6 mm ni tashkil etib, ular daraxt poyasini ichkaridan g‘alvirdek qilib yuboradi.): U juda ko‘p turdagi bargli daraxtlarni zararlaydi. Asosan terak (Populus) va tol (Salix) daraxtlariga hujum qiladi. Shuningdek, turang‘il (Tamarix), jiyda (Elaeagnus), qayrag‘och (Ulmus) va nok (Pyrus) daraxtlarida ham uchraydi. Buning oqibatida: Daraxtning suv va mineral moddalar o‘tkazish tizimi buziladi.

Daraxtning mexanik mustahkamligi yo‘qoladi (kuchli shamollarda sinish xavfi ortadi).

Ikkilamchi infeksiyalar (zamburug‘li kasalliklar) kirib borishi uchun qulay sharoit yaratiladi.

Bioekologik moslashuv: *C. faldermanni* mintaqamizning quruq va issiq iqlimiga yuqori darajada adaptatsiya bo‘lgan. Uning ommaviy uchish davri iyun oyining o‘rtalariga to‘g‘ri kelishi va iyun-avgust oylarida faol tuxum qo‘yishi aniqlandi.

Zarar xarakteri: Lichinkalarning yog‘och ichida yashirin hayot kechirishi ularni an’anaviy kimyoviy purkash usullaridan himoya qiladi. Zararlangan daraxtlarda kutilmagan qurish va mexanik sinish holatlari ksilofaglar populyatsiyasining zichligi bilan to‘g‘ridan-to‘g‘ri bog‘liqdir.

Amaliy tavsiyalar . Shahar ko‘kalamzorlashtirish ob’ektlarida ksilofag hasharotlarga qarshi kurash samaradorligini oshirish uchun quyidagilar tavsiya etiladi:

Profilaktika: Erta bahorda (mart-aprel) daraxt poyalarini ohak va maxsus yopishtiruvchi aralashmalar bilan oqlash. Bu usul qo‘ng‘izlarning tuxum qo‘yishiga to‘sqinlik qiladi.

Monitoring: Har yili may oyining boshida feromonli tutqichlar o‘rnatish orqali zararkunanda uchishini nazorat qilish va ommaviy uchish davrida kurash choralarini boshlash.

Innovatsion kurash: Zararlanish darajasi yuqori bo‘lgan (2-3 ball) qimmatbaho manzarali daraxtlar uchun poya inyeksiyasi (endoterapiya) usulini qo‘llash. Bunda tizimli insektitsidlar bevosita daraxtning o‘tkazuvchi to‘qimalariga yuboriladi.

Sanitariya butash: Zararlangan va qurigan shoxlarni noyabr-fevral oylarida kesib tashlash va ularni hududdan olib chiqib, utilizatsiya qilish (yoqish yoki maydalash).

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M-39 AVTOMAGISTRAL YO'LI ATROFIDAGI TUPROQLARDA HARAKATCHAN MISNING TARQALISHI

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Annotatsiya: *Mazkur maqolada M-39 avtomagitral yo'lining Sirdaryo viloyati Sardoba va Oqoltin tumani hududidan o'tuvchi qismida tarqalgan bo'z-o'tloqi tuproqlarida harakatchan shakldagi misning tarqalishi va unga transport vositalaridan chiqadigan chiqindilarining ta'siri bayon etilgan. Olingan natijalarga ko'ra, o'rganilgan tuproqlarda harakatchan misning maksimal miqdori 18,8 mg/kg bo'lib, bu ko'rsatkich mazkur elementning ruxsat etilgan meyori (3 mg/kg) dan 6,3 marta hamda fon ko'rsatkichi (0,9 mg/kg) dan 20,8 marta ko'pdir.*

Kalit so'zlar: *M-39 avtomagistral yo'li, bo'z-o'tloqi tuproqlar, harakatchan mis, ifloslanish, ruxsat etilgan meyor, FON ko'rsatkichi.*

РАСПРЕДЕЛЕНИЕ ПОДВИЖНОЙ МЕДИ В ГРУНТАХ В ЗОНЕ АТРОФИИ АВТОМАГИСТРАЛИ М-39

Аннотация: *В данной статье описано распределение подвижной формы меди в сероземно-луговых почвах на участке автомагистрали М-39, проходящем через территории Сардобинского и Окалтынского районов Сырдарьинской области, а также влияние на него выбросов автотранспортных средств. Согласно полученным результатам, максимальное количество подвижной меди в исследованных почвах составляет 18,8 мг/кг, что в 6,3 раза превышает предельно допустимую концентрацию (ПДК) данного элемента (3 мг/кг) и в 20,8 раза выше фонового показателя (0,9 мг/кг).*

Ключевые слова: *автомагистраль М-39, сероземно-луговые почвы, подвижная медь, загрязнение, предельно допустимая концентрация (ПДК), фоновый показатель.*

DISTRIBUTION OF MOBILE COPPER IN SOILS IN THE ATROPHY OF THE M-39 HIGHWAY

Abstract: *This article describes the distribution of the mobile form of copper in irrigated gray-meadow (seroziem-meadow) soils along the section of the M-39 highway passing through the Sardoba and Akaltyn districts of the Syrdarya region, as well as the impact of motor vehicle emissions on it. According to the obtained results, the maximum content of mobile copper in the studied soils is 18.8 mg/kg, which is 6.3 times higher than the maximum permissible concentration (MPC) of this element (3 mg/kg) and 20.8 times higher than the background level (0.9 mg/kg).*

Keywords: *M-39 highway, gray-meadow soils, mobile copper, contamination, maximum permissible concentration (MPC), background level.*

Kirish: Mis, tirik organizmlar uchun muhim mikroelementlardan biri bo'lib, o'simliklarda kechadigan fotosintez, xlorofil hosil bo'lishi, oqsil metabolizmi, xo'jayra devorining shakllanishi va boshqa bir qator jarayonlarda ishtirok etadi [1]. Qishloq xo'jalik ekinlaridan yuqori va sifatli hosil yetishtirishda tuproq tarkibidagi makro va mikroelementlarni xususan o'simliklar uchun zarur bo'lgan mis miqdorini ham o'rganish muhim ahamiyatga ega. Shuning uchun ham sug'oriladigan tuproqlar tarkibidagi mis miqdorini o'rganish muhim ahamiyatga ega.

Ma'lumki, tuproqlarda misning tarqalishi turli xil omillar, xususan tuproq ona jinsi, suv, o'simlik, tirik organizmlarga bog'liq. Misning tuproqda tarqalishi turli tuproqlarda turlicha bo'lib, turli mineral, organik va orgno-mineral birikmalar shaklida uchraydi. Misning muhim geokimyoviy xususiyati shundaki, u loy minerallari, temir va alyuminiy oksidlari va gidrooksidlari hamda gumus birikmalarining mayda fraksiyalari tomonidan so'riladi. Shuning uchun tuproqdagi misning asosiy qismi turli birikmalar bilan mustahkam birikkan holatda bo'ladi [2].

Tuproqlarning potensial unumdorligi asosan biofil elementlarning umumiy zahirasi bilan belgilanadi. G'arbiy Sibirning janub qismida tarqalgan tuproqlarda mis miqdori 31 mg/kg bo'lib, Markaziy qora tuproqlarga nisbatan (24

mg/kg) ko‘pdir. Bu holat mualliflar tomonidan tuproq hosil qiluvchi jinslar tarkibida misning ko‘pligi bilan izohlanadi [3]. G.P.Gamzikov, A.A.Dayerbayev, Y.D.Orlovaning ta’kidlashicha, Omsk viloyatida tarqalgan turli tuproqlarida mis miqdori quyidagicha: podzol tuproqlarda 7-19, sur tusli o‘rmon tuproqlarida - 12-18, qora tuproqlarda 17-25 mg/kg ni tashkil etadi [4].

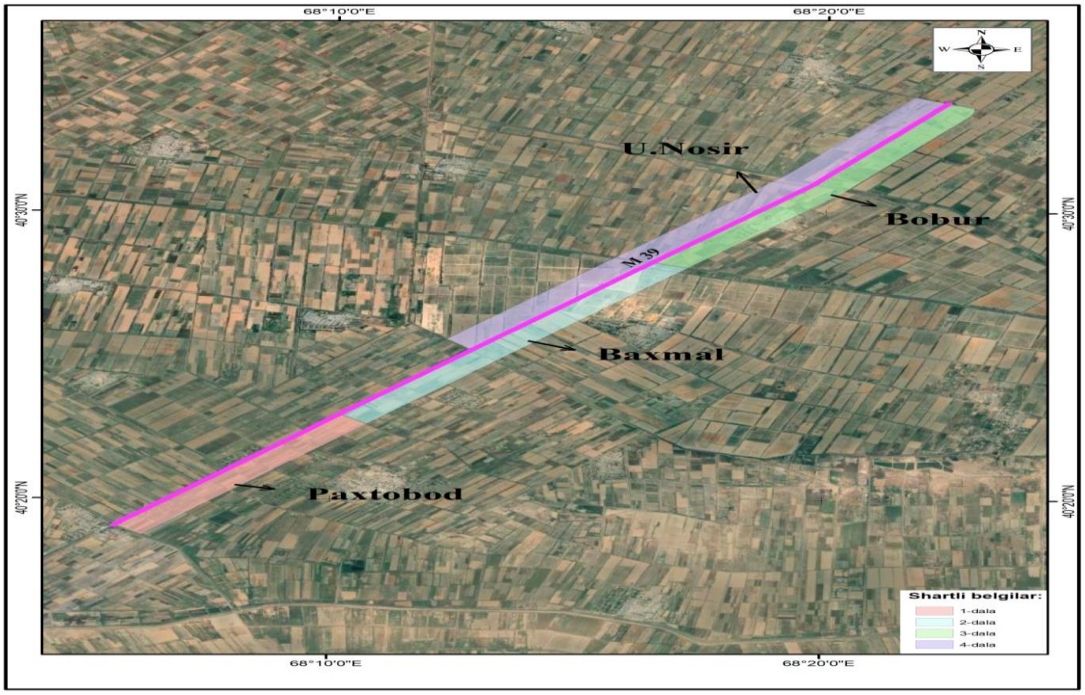
Misning tuproqdagi eng yuqori miqdori geokimyoviy zararlangan va har-xil antropogen ta’sirga uchragan joylarda kuzatiladi. Tuproqning mis bilan zararlanishi bo‘yicha klassifikatsiyasi quyidagicha: <60 mg/kg - zararlanmagan, 60-100 mg/kg - kuchsiz, 100-160 mg/kg - o‘rtacha, va >160 mg/kg -kuchli zararlangan. Misning harakatchan shakli esa mos ravishda quyidagicha: <10, 10-17, 17-25 va > 25 mg/kg [5].

Respublikamizda tarqalgan bir qator tuproqlarda harakatchan shakldagi mis miqdori o‘rganilgan. Masalan, A.Rajabov va B.Bozorov ta’kidlashicha, Urgut tumanidagi tamaki yetishtiriladigan xo‘jaliklarda tarqalgan tog‘-qo‘ng‘ir tuproqlarining yuqori A qatlamida harakatchan mis miqdori 2,3 mg/kg, V1 qatlamda 2,6 mg/kg bo‘lgan bo‘lsa, To‘q tusli bo‘z tuproqlarning yuqori qatlamida 0,6; mg/kg, tipik bo‘z tuproqlarda esa 4,6; mg/kg ni tashkil etgan [6]. Qoraqalpog‘iston respublikasida tarqalgan turli tuproqlarda esa mis 0,4-2,0 mg/kg [7], Zarafshon vohasidagi och tusli bo‘z tuproqlar yuqori qatlamida 0,5-0,6 mg/kg, tipik va o‘tloqi bo‘z tuproqlarda esa mos ravishda 1,5-1,7 va 1,5-2,0 mg/kg ni tashkil etgan [8].

Sug‘oriladigan tuproqlar tarkibidagi harakatchan mis miqdooriga turli omillar ta’sir ko‘rsatadi. Qishloq xo‘jaligida mineral o‘g‘it va pestitsidlardan noto‘g‘ri foydalanish, sanoat korxonalari chiqindilari, transport harakati tuproqdagi harakatchan mis miqdorini oshiradi. Natijada tuproqlarning mis bilan ifloslanishi sodir bo‘ladi. Masalan, Samarqand kimyo kombinati atrofidagi sug‘oriladigan tipik bo‘z tuproqlarda harakatchan shakldagi misning eng ko‘p miqdori 32 mg/kg ni tashkil etgan. Bu ko‘rsatkich kimyo kombinatning g‘arb yo‘nalishida 250 metr uzoqlikdagi tuproqda kuzatilgan. Kombinat atrofidagi tuproqlarda harakatchan misning ko‘p bo‘lishi bevosita chiqindilarning tashlanishi va shamol yo‘nalishi bilan izohlanadi [9].

Tahlil qilingan manbalardan ko‘rinib turibdiki, respublikamiz sharoitida avtomagistral yo‘llar atrofida tarqalgan sug‘oriladigan tuproqlarda harakatchan mis miqdori va unga transport vositalaridan chiqariladigan chiqindilar ta’siri deyarli o‘rganilmagan. Shu maqsadda biz Sirdaryo viloyati hududidan o‘tuvchi M-39 avtomagistral yo‘li atrofida tarqalgan sug‘oriladigan bo‘z-o‘tloqi tuproqlar tarkibidagi harakatchan mis miqdoriga avtomobillar faoliyati natijasida chiqarilgan chiqindilar ta’sirini o‘rgandik.

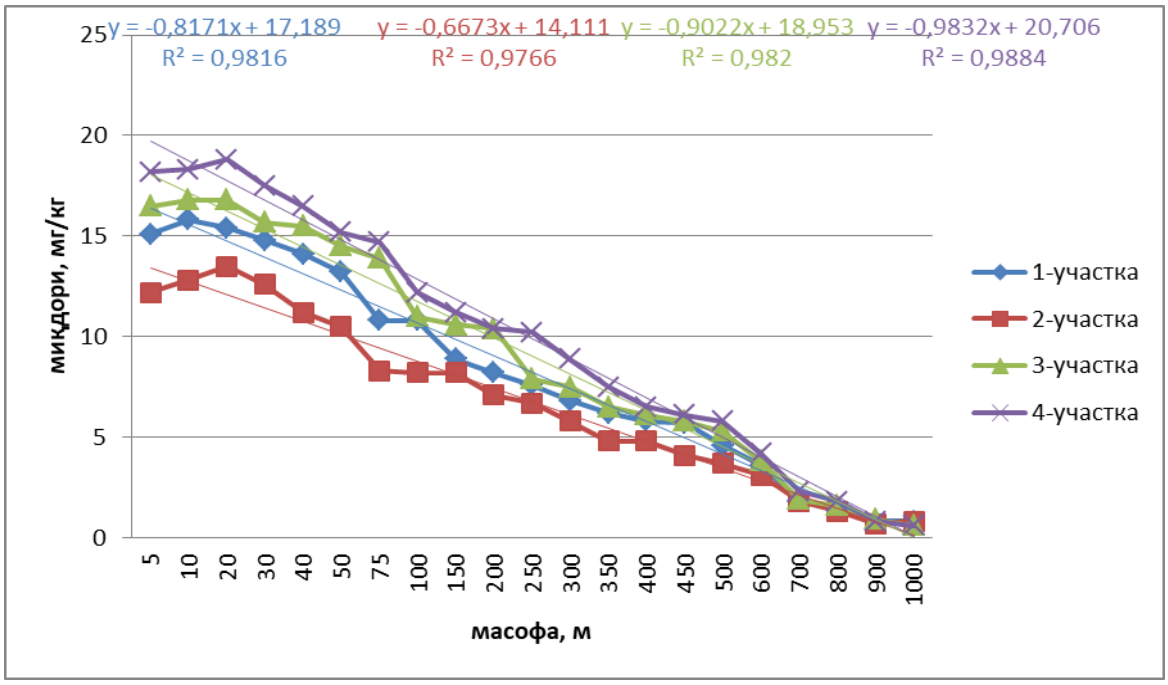
Tadqiqot metodologiyasi: Tuproq tarkibidagi harakatchan mis miqdoriga avtotransport vositalarining ta’sirini o‘rganish maqsadida Sirdaryo viloyatining Sardoba va Oqoltin tumanlari hududidan o‘tuvchi M-39 avtomagistral yo‘li atrofidagi bo‘z-o‘tloqi tuproqlar tarqalgan maydonlardan 4 ta uchastka (dala) (Sardoba tumanidan Paxtaobod va Baxmal, Oqoltin tumanidan Bobur va U.Nosir massivlari) tanlab olindi. Bunda 1 va 2- uchastka Sardoba tumanining Paxtaobod va Baxmal massivlari, 3 va 4 uchastkalar esa Oqoltin tumanining Bobur va U.Nosir massivi dalalari hisoblanadi. Uchastkalarni tanlashda hududning 1:10000 masshtabli tuproq kartasi asos qilib olindi. Tanlangan uchastkalarning 1 tasi Toshkent-Termiz avtomagistral yo‘lining o‘ng tomonida (Oqoltin tumani U.Nosir massivi), qolgan 3 tasi chap tomonida joylashdi (1-rasm).



1-rasm. **Tadqiqot o'tkazilgan hudud karta-sxemasi**

Tadqiqotda tuproq namunalari olish va laboratoriya tahlillari umumqabul qilingan standart uslublarda olib borildi.

Natijalar va ularning muhokamasi: Tajribalarning ko'rsatishicha, avtomobil harakati natijasida chiqarilgan chiqindilar sug'oriladigan bo'z-o'tloqi tuproqlar tarkibidagi harakatchan mis miqdoriga ta'sir ko'rsatgan. Mazkur tuproqlar tarkibida 10 mg/kg va undan ko'p harakatchan mis saqlaydigan tuproqlar 2-uchastkada 55 metr, 1-uchastkada 100 metr, 3-uchastkada 200 metr, 4-uchastkada 250 metr uzoqlikgacha kuzatiladi. 5 mg/kg va undan ko'p harakatchan mis saqlaydigan tuproqlar 2-uchastkada 300 metr, 1-uchastkada 450 metr, 3 va 4 uchastkalarda 500 metr uzoqlikkacha qayd etildi. Harakatchan misning fon miqdoriga yaqin yoki teng bo'lgan tuproqlar avtomobil yo'lidan 850-900 metr masofadan boshlab kuzatildi. Ushbu masofalardan so'ng ba'zi dalalarda fon ko'rsatkichidan kichiq bo'lgan miqdorlar ham aniqlandi.



2-rasm. **M-39 Avtomagistral yo'l atrofidagi tuproqlarda harakatchan mis miqdori**

O'rganilgan tuproqlarda M-39 avtomagistral yo'lidan uzoqlashish bilan harakatchan mis miqdorining kamayib borishi orasida bog'liqliq tahlil etilganda regretsiya tenglamasi (y) yo'nalishi teskari ifodalanadigan to'g'ri chiziq ekanligi ko'rinadi (2-rasm). Uchastkalar bo'yicha R^2-diterminatsiya koefitsiyenti R^2=0,976 (2-uchastka) dan 0,988 (4-uchastka) o'zgarib turdi. R^2-diterminatsiya koefitsiyentiga bog'liq holda korrelyatsiya koeffitsiyenti (r) hisoblanganda uchastkalar bo'yicha r=0,99 atrofida o'zgarishi qayd etildi. Bu holat avtomobil yo'lidan uzoqlashishi bilan harakatchan mis miqdorining kamayishi orasida kuchli bog'liqlik borligini ko'rsatadi.

Tadqiqotlar harakatchan mis miqdori Toshkent-Termiz yo'lining o'ng tomonida tarqalgan tuproqlarda ko'pligini ko'rsatdi (2-rasm). Buning asosiy sababi yuqorida ta'kidlanganidek hududning shamol rejimi bilan izohlanadi. Shuningdek o'rganilgan tuproqlar tarkibidagi harakatchan og'ir metallar miqdoriga, tuproqning mexanik tarkibi, gumus miqdori joyning relyefi hamda mahalliy ahamiyatga ega bo'lgan yo'llar ya'ni dalalar atrofidagi aholi punktlariga olib boruvchi yo'llar ham ta'sir ko'rsatgan.

Xulosa: Demak, M-39 avtomagistral yo'lining Sirdaryo viloyati Oqoltin va Sardoba tumanlari hududidan o'tuvchi qismida tarqalgan bo'z-o'tloqi tuproqlar trasport vositalaridan chiqarilgan chiqindilar ta'sirida harakatchan mis bilan ifloslangan. Eng ko'p ifloslanish asosan yo'ldan 20-25 metr masofagacha bo'lgan hududlarda uchraydi. Bunda, uning maksimal miqdori 18,8 mg/kg ni tashkil etdi. Bu ko'rsatkich mazkur elementning ruxsat etilgan meyori (3 mg/kg) dan 6,3 marta hamda fon ko'rsatkichi (0,9 mg/kg) dan 20,8 marta ko'pdir. Yo'ldan 20-25 metr masofalardan so'ng harakatchan mis miqdori kamayib boradi. Shuningdek, hududda harakatchan misning tarqalishi, shamol yo'nalishi, joyning relyefi va mahalliy ahamiyatga ega bo'lgan yo'llar ya'ni dalalar atrofidagi aholi punktlariga olib boruvchi yo'llar ham ta'sir ko'rsatgan.

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SHIMOLIY OCH TUSLI BO‘Z TUPROQLARINING SHAKILLANISHI VA MORFOLOGIK TUZILISHI.

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Annotatsiya. *Ushbu maqolada Farg‘ona vodiysining shimolida tarqalgan och tusli bo‘z tuproqlar va ularning tarqalish qonuniyatlari, geografiyasining o‘rganilish darajasi, tadqiqot obyektining iqlimi, morfologik tuzilishi va ularga iqlim hamda antropogen omillarning ta’siri qonuniyatlari to‘g‘risida qatir ma’lumotlar keltirilgan.*

Kalit so‘zlar. *Konglomerat, Kopetdok, gips, karbonat, efemer, mezofil, konkretsiya.*

ФОРМИРОВАНИЕ И МОРФОЛОГИЧЕСКОЕ СТРОЕНИЕ СЕВЕРНЫХ СВЕТЛЫХ СЕРОЗЁМОВ.

Аннотация. *В данной статье приведены подробные сведения о светлых серозёмах, распространённых в северной части Ферганской долины, закономерностях их распространения, степени изученности их географии, климатических условиях объекта исследования, морфологическом строении почв, а также закономерностях влияния климатических и антропогенных факторов на процессы их формирования и развития.*

Ключевые слова: *конгломерат, Копетдаг, гипс, карбонат, эфемеры, мезофиты, конкреции.*

FORMATION AND MORPHOLOGICAL STRUCTURE OF NORTHERN LIGHT GRAY SOILS.

Abstract. *This article presents detailed information on the light gray soils distributed in the northern part of the Fergana Valley, the patterns of their distribution, the level of investigation of their geography, the climatic conditions of the research area, the morphological structure of these soils, as well as the regularities of the influence of climatic and anthropogenic factors on their formation and development.*

Keywords: *conglomerate, Kopetdag, gypsum, carbonate, ephemerals, mesophytes, concretions.*

Kirish. O‘z tuproqlar poyasining tuproqlari dastlab F. Middendorf (1887) o‘rgangan bo‘lib, bu tuproqlarni N.A. Dimo “och tuproq” S.S. Neustruyev “bo‘z tuproqlar” deb atashni tavsiya qilingan.

Keyinchalik A.N. Ro‘zanov ko‘p yillik izlanishlar samarasi o‘laroq “O‘rta Osiyo bo‘z tuproqlari” kitobi nashr ettirdi va unga och tusli bo‘z tuproqlarni o‘rnini topib qo‘ydi. Bo‘z tuproqlar poyasining asosiy tuproq tiplari va tipchalari tog‘larning yuksakligi 250–400 metrdan, 1400 metrgacha janubda esa 1500–1600 metr absolyut yuksakliklarida shakillangan. [1, 153-158]

Bo‘z tuproqlar orasida nisbatan yaxshi o‘rganilgani va yaxshi tarqalgani sug‘oriladigan och tusli bo‘z tuproqlar hisoblanadi. Bular sug‘oriladigan avtomorf tuproqlar hisoblanib, cho‘l mintaqasi bilan vertikal poyasning kontakt hududida absolyut yuksakligi 300 metrdan 600 metrgacha bo‘lgan yuksakliklarda ya’ni

Konov etaklari, Mirzacho‘l adirlarida va ayrim konus yoyilmalarida, Zarafshon, Surxondaryo, Vaxsh vodiylarining yuqori terrasalarida, Kopetdog‘ etaklarida va Badhiz yuksakliklarida va shu bilan bir qatorda Farg‘ona vodiysini o‘rab turgan tog‘larning adir mintaqachasida shakllangan holda vodiyning shimoliy adirlarida va konus yoyilmalarida tarqalgan bo‘lib katta-katta maydonlarni egallaydi. Bu tuproqlarda sug‘orish jarayonida yuza qatlamining iqlimi o‘zgaradi, shu bilan bir qatorda tuproqning suv va biologik rejimlari ham o‘zgaradi, agrosug‘orish qatlami hosil bo‘ladi. Och tusli bo‘z tuproqlarning tarqalish hududida relyef qiyaliklari kattaroq ko‘rinishda. Tog‘ etaklari yaqinida relyef yanada to‘lqinli bo‘lib, quruq soy va jarliklarni kesib o‘tadi. Yon bag‘irlari qo‘shni konglomerat tog‘ etaklari va

adirlarning tosh-shag‘alli va mayin jinslar aralashmasidan hamda prolyuvial cho‘kmalardan tashkil topgan bo‘lib, jinslarning tarkibi quyiga tomon og‘irlashib ya’ni maydalanib, mayinlashib boradi.

Tog‘ cho‘kindilarining qalinligi katta va tarkibi qatlamli, qatlamlar ba’zan diagonal, ko‘pincha xanjarsimon tuzilgan. Ular har-xil kattalikdagi va petrografik tarkibdagi shag‘allardan, jinslardan tashkil topgan. Toshlar qum va shag‘allar bilan sepilgan ya’ni to‘yingan. Adirlarda esa to‘rtlamchi davrning Mirzacho‘l va Toshkent yaruslariga mansub bo‘lgan lyosslar va lyossimon jinslar ustida ham hosil bo‘lgan.

Tuproq yuzasi turli kattalikdagi (2–3 sm dan 15–20 sm gacha) toshchalar va shag‘allar bilan qoplangan. Cho‘qqilar bo‘ylab o‘rta va mayda toshlar, vaqtincha oqar suvlari kanallari bo‘ylab katta toshlar, pasttekisliklarda tuproq yuzasi mayin (20–30 sm) tuproq qatlami bilan qoplangan. Yuqoridagi toshlar 10 sm dan 40 sm gacha bo‘lgan qatlamda jigarrang qumloq bilan aralashgan, ayrim hollarda to‘yingan.

Och tusli bo‘z tuproqlar tarqalgan hududlarning iqlimi quruq va issiq, yog‘ingarchilik yiliga 200-300 mm dan oshmaydi. Yog‘inlarning ko‘p qismi qish va bahor oylariga to‘g‘ri keladi. Tuproqning ustki qismi ya’ni 10-15 sm qismigina qish sovuq kelgan yillari muzlaydi, yozda 10 sm chuqurlik qismi ochiq holatda qariyb 65°C gacha, 100 sm chuqurlik qismi esa 25°C gacha issiq holatlari kuzatiladi. [2, 3-40 b]

Qish va bahordagi seryog‘in paytda tuproq ayrim yillarda 1 metr chuqurlikkagacha namlanadi. Tuproqning namligi qish va bahor oylari yuqoridagi 1 metr qatlam dala nam sig‘imi darajasida (20-21 %), bahor oxirida esa (14-15 %), maksimal gigroskopiklik darajasigacha (4-6 %), yuqori gorizontallarda esa so‘lish kayfitsentidan ham past darajasigacha (1-2%) o‘zgaradi. [1, 153-158 b]

Namlashning kontrastligi bahorda efemerli mezofil o‘simliklarning yaxshi rivojlanishiga va mikroorganizmlarning bahorda keng rivojlanishiga olib keladi, ya’ni 1g tuproqda 1.5 mlrd mikroorganizmlar mavjud. Shuning uchun och tusli bo‘z tuproqlar tarqalgan tog‘oldi qiya tekisliklarida efemeroidlar, ulardan keng tarqalgani Calex-pachystylis va qo‘ng‘irbosh, ya’ni Poabulbosa iliq va nam bahor oylarida zich yashab chim hosil qiladi. Yozda esa nam yetishmasligi hisobiga qovjirab qoladi. Efemeroidlar orasida efemerlar keng tarqalgan (Papaver pavonium, Delphinium perscmn, Alyssum desertorum, Malsomliaturcestnica va boshqalar). Gipslashgan skeletli melkozem ustida esa asosan shuvoq siyrak, qo‘ng‘irbosh o‘simliklar assotsiatsiyasi birgalikda o‘sadi.

Och tusli bo‘z tuproqlarda bir metrli qatlamdagi jami biomassa gektariga 8-10 tonnagachani tashkil qiladi. Shunday qilib och tusli bo‘z tuproqlar poyasida efemerli mezofil o‘simliklarning hosil bo‘lishi, mezotermik fazada qalin o‘sib yuqori 10 sm li qatlamda chim hosil qilishi bilan cho‘l mintaqasining siyrak o‘simliklaridan farq qiladi. Qisqa muddatli bahorgi seryog‘in paytda tuproqning yaxshi yuvilmasligi va pastga harakatlanayotgan suvning yuqoriga qarab qayta ko‘tarilishi tuproq yaratilish jarayonida ishtirok etuvchi moddalarning tuproq kesmasi bo‘ylab yaxshi yuvilmasligiga, aniqrog‘i migratsiyasiga olib keladi. Ushbu tuproqlarning morfologik belgilari ham o‘ziga xos bo‘ladi.

Tadqiqot obyekti. Namangan viloyatining Pop tumanida shakllangan yangi o‘zlashtirilgan, turlicha darajada eroziyalangan, tosh-shag‘alli och tusli bo‘z tuproqlar olingan.

Tadqiqotning usullari. Tadqiqotlarda tuproqshunoslikda qabul qilingan V.V.Dokuchayevning morfologik, dala-statsionar, profil usullaridan foydalanilgan.

Tadqiqot natijalari. O‘rganilgan tuproqlar tarqalgan maydonning morfologik tuzulishi quyidagi ko‘rinishga ega.

0-5 sm. Och bo‘z rangli quruq, yengil mexanik tarkibli, tangachasimon, kesaksimon strukturali yengil soz jinslardan iborat, tosh-shag‘allar aralashmasi mavjud, izlar yo‘q, yangi yaralmalar ko‘rinmaydi.

5-16 sm. Och bo‘z rangli, quruq, yengil mexanik tarkibli, ammo yuqoridagi gorizontdan ochroq, ildizlarga nisbatan boy, suvga chidamsiz, kesaksimon strukturali, mayda tosh-shag‘allar uchraydi.

16-55 sm. Och qo‘ng‘ir rangli, uvoq strukturali, o‘rta soz jinslardan iborat, mayda dog‘-dog‘ shaklida karbonatlar, pillaar ko‘rinadi, ildizlar uchraydi, yangi yaralmalar mavjud.

55-87 sm. Yuqoridagi gorizontga nisbatan och qo‘ng‘ir rangli, karbonat dog‘lari bor, uvoqli strukturaga ega, tosh-shag‘allar ko‘p, qo‘shilmasi bor.

87 sm dan quyida. Yuqori qismida karbonatlar sarg‘ich, yumshoq, g‘ovak changsimon, yengil soz, quyida esa gips oq dog‘lari uchraydi, po‘panaklar, konkretsiyalar dog‘ shaklida ko‘rinadi. Keyin qatlam tosh-shag‘alli qattiq jinslardan, ya’ni elyuviy va prolyuviylardan iborat oraliq jins.

Och tusli bo‘z tuproqlarning granulometrik tarkibi o‘zgaruvchan bo‘lib, og‘ir sozdan qumoqqacha o‘zgaradi. Bu holat Pop tumanidagi tuproqlarda ham ko‘rinadi. Bu tuproqning 30-60 sm chuqurligida gidrotermik sharoit tufayli birlamchi minerallarning yemirilishidan sozga aylanish jarayonida sodir bo‘ladi va uni analiz qilish yo‘li bilangina aniqlash mumkin. Shuning uchun bu jarayonni A.H.Rozanov “yashirin sozga aylanish” deb nomlagan. [3, 720 b]

Och tusli bo‘z tuproqlar kolloid zarrachalari ichida eng keng tarqalgani bu Fe va Al li oksidlaridir. Kolloidlarning 30-80 % montmorillonit va nontronit, 10 % gidroslyuda gruppasidagi minerallar, 1-7 % esa kremnezyomlardan iborat. [3, 720 b] Och tusli bo‘z tuproqlarda chimli qatlamda chirindi miqdori oz bo‘lib, u asosan tuproqning granulometrik tarkibiga bog‘liq holda 2 % gacha atrofida bo‘ladi, yuqoridan pastga tomon esa keskin ozayib boradi, tuproq qatlami

chuqurligi esa 70-80 sm ga boradi. Chirindining umumiy zahirasi gektariga 50-60 tonna, yalpi N chimli qatlamda 0.14-0.16 %, quyida 0.1-0.08 %. P-0.24-0.1 %, K ning umumiy zahirasi 1-1.72 % ga teng. Harakatchan P-10 mg/kg dan 40-60 mg/kg gacha, umumiy fosfor 0.1-0.2 % ga teng. [3, 720 b]

Karbonatlar miqdori esa yuqori gorizontdan pastga tomon 15-25 % gacha ortib boradi va ular tuproq yuzasidan toshlarning pastki qismida po‘stloq, mog‘or shaklida so‘ngra soqol ko‘rinishida to‘planadi. Toshlar ostida esa sementlanadi. Bu holat yuqorida morfologik belgilari keltirilgan tuproqlarda ham namoyon bo‘ladi.

Karbonatlar miqdori asosan onalik jinslarga bog‘liq bo‘lib, karbonatsiz jinslar ustida yaratilgan och tusli bo‘z tuproqlarda bu miqdor 0,5 % ni tashkil etadi. Chuqurlik bo‘ylab bazi joylarda gips sezilarli qatlamlargacha yuvilgan. Bahorda sel oqimlari sodir bo‘ladigan qiyaliklarni zich kesib o‘tadigan kichik tekisliklarda, vohalarda tosh va shag‘allarni ko‘rishimiz mimkin.

Xulosa. tariqasida shuni takidlash mimkinki yuqorida morfologik belgilarini o‘rtacha holati keltirilgan tuproqlari bo‘z qo‘ng‘ir tuproqlardan och tusli bo‘z tuproqlarga tomon evolyutsiyalanmoqda.

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EFFECT OF ZINC AND MANGANESE STRESS ON EXOPOLYSACCHARIDE PRODUCTION AND BIOMASS ACCUMULATION IN AZOTOBACTER STRAINS

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Abstract: *Heavy metal contamination represents a significant environmental challenge affecting soil microbial communities and their functional activities. Among beneficial soil microorganisms, members of the genus Azotobacter play an important role in maintaining soil fertility through nitrogen fixation, plant growth promotion, and exopolysaccharide (EPS) production. The present study evaluated the effects of $ZnSO_4 \cdot 7H_2O$ and $MnSO_4 \cdot 5H_2O$ on EPS production and biomass accumulation in ten Azotobacter strains originating from different soil habitats, including the Aral Sea region. The strains were cultivated in Ashby's liquid medium supplemented with $ZnSO_4 \cdot 7H_2O$ or $MnSO_4 \cdot 5H_2O$ at concentrations of 0.5, 1.0, and 2.0 mM. Cultures were incubated at 28°C for 5 days, after which EPS and biomass production were determined gravimetrically and expressed as g L^{-1}. The results revealed substantial differences in the responses of the investigated strains to metal stress. Zinc exerted a pronounced inhibitory effect on both EPS synthesis and biomass accumulation, and EPS production was completely suppressed at 2.0 mM $ZnSO_4 \cdot 7H_2O$. In contrast, manganese exhibited a considerably weaker inhibitory effect, allowing sustained bacterial growth and EPS production across the tested concentrations. Several strains, particularly AC1, AC6, AC8, and AC10, maintained measurable EPS production and biomass accumulation under elevated metal concentrations, indicating enhanced tolerance to metal-induced stress. The findings demonstrate the importance of strain-specific adaptive responses and highlight the role of EPS in microbial survival under adverse environmental conditions. The identified metal-tolerant Azotobacter strains may represent promising candidates for future applications in soil restoration, sustainable agriculture, and bioremediation of metal-contaminated environments.*

Keywords: *Azotobacter; exopolysaccharides; biomass accumulation; zinc stress; manganese stress; heavy metals; Aral Sea region; bioremediation.*

ВЛИЯНИЕ СТРЕССА ЦИНКА И МАРГАНЦА НА ПРОИЗВОДСТВО ЭКЗОПОЛИСАХАРИДОВ И НАКОПЛЕНИЕ БИОМАССЫ В ШТАММАХ АЗОТОБАКТЕРОВ

Аннотация: *Загрязнение тяжелыми металлами представляет собой серьезную экологическую проблему, влияющую на почвенные микробные сообщества и их функциональную активность. Среди полезных почвенных микроорганизмов представители рода Azotobacter играют важную роль в поддержании плодородия почвы за счет фиксации азота, стимуляции роста растений и производства экзополисахаридов (ЭПС). В настоящем исследовании оценивалось влияние $ZnSO_4 \cdot 7H_2O$ и $MnSO_4 \cdot 5H_2O$ на производство ЭПС и накопление биомассы в десяти штаммах Azotobacter, происходящих из различных почвенных местообитаний, включая регион Аральского моря. Штаммы культивировали в жидкой среде Эшби, дополненной $ZnSO_4 \cdot 7H_2O$ или $MnSO_4 \cdot 5H_2O$ в концентрациях 0,5, 1,0 и 2,0 мМ. Культуры инкубировали при 28°C в течение 5 дней, после чего гравиметрически определяли продукцию ЭПС и биомассы и выражали в г/л. Результаты выявили существенные различия в реакции исследуемых штаммов на металлический стресс. Цинк оказывал выраженное ингибирующее действие как на синтез ЭПС, так и на накопление биомассы, а продукция ЭПС полностью подавлялась при концентрации $ZnSO_4 \cdot 7H_2O$ 2,0 мМ. В отличие от этого, марганец оказывал значительно более слабое ингибирующее действие, обеспечивая устойчивый рост бактерий и продукцию ЭПС при всех исследованных концентрациях. Некоторые штаммы, в частности AC1, AC6, AC8 и AC10, поддерживали измеримое производство ЭПС и накопление биомассы при повышенных концентрациях металлов, что указывает на повышенную устойчивость к стрессу, вызванному металлами. Полученные результаты демонстрируют важность адаптивных реакций, специфичных для каждого штамма, и подчеркивают роль ЭПС в выживании микроорганизмов в неблагоприятных условиях окружающей среды. Выявленные металлоустойчивые штаммы Azotobacter могут представлять собой перспективные кандидаты для будущего применения в восстановлении почв, устойчивом сельском хозяйстве и биоремедиации загрязненных металлами сред.*

Ключевые слова: *Azotobacter; экзополисахариды; накопление биомассы; цинковый стресс; марганцевый стресс; тяжелые металлы; Аральский регион; биоремедиация.*

AZOTOBAKTER SHTAMLARINDA EKZOPOLISAXARID ISHLAB CHIQARISH VA BIOMASSA TO'PLANISHIGA SINK VA MARGANEZ STRESSINING TA'SIRI

Annotatsiya: *Og'ir metallarning ifloslanishi tuproq mikrobial jamoalariga va ularning funktsional faolligiga ta'sir qiluvchi jiddiy ekologik muammodir. Foydali tuproq mikroorganizmlari orasida Azotobacter turkumining vakillari azot fiksatsiyasi, o'simliklarning o'sishini rag'batlantirish va ekzopolisaxarid (EPS) ishlab chiqarish orqali tuproq unumdorligini saqlashda muhim rol o'ynaydi. Ushbu tadqiqotda Orol dengizi mintaqasini o'z ichiga olgan turli tuproq yashash joylaridan kelib chiqqan o'nta Azotobacter shtammida EPS ishlab chiqarish va biomassa to'planishiga $ZnSO_4 \cdot 7H_2O$ va $MnSO_4 \cdot 5H_2O$ ning ta'siri baholandi. Shtammlar Ashby suyuq muhitida $ZnSO_4 \cdot 7H_2O$ yoki $MnSO_4 \cdot 5H_2O$ bilan to'ldirilgan holda 0,5, 1,0 va 2,0 mM konsentratsiyalarda o'stirildi. Kulturalar 28°C da 5 kun davomida inkubatsiya qilindi, shundan so'ng EPS va biomassa ishlab chiqarish gravimetrik ravishda aniqlandi va g L^{-1} sifatida ifodalandi. Natijalar tekshirilgan shtammlarning metall stressiga javoblarida sezilarli farqlarni aniqladi. Rux EPS sinteziga ham, biomassa to'planishiga ham sezilarli inhibitiv ta'sir ko'rsatdi va EPS ishlab chiqarish 2,0 mM $ZnSO_4 \cdot 7H_2O$ da butunlay bostirildi. Aksincha, marganets ancha zaif inhibitiv ta'sir ko'rsatdi, bu esa sinovdan o'tgan konsentratsiyalarda bakteriyalarning barqaror o'sishi va EPS ishlab chiqarilishini ta'minladi. Bir nechta shtammlar, xususan AC1, AC6, AC8 va AC10, yuqori metall konsentratsiyasi ostida o'lchanadigan EPS ishlab chiqarish va biomassa to'planishini saqlab qoldi, bu esa metall keltirib chiqaradigan stressga chidamlilikning oshganligini ko'rsatadi. Topilmalar shtammga xos moslashuvchan javoblarning muhimligini ko'rsatadi va noqulay atrof-muhit sharoitida mikrobial omon qolishdagi EPS rolini ta'kidlaydi. Aniqlangan metallga chidamli Azotobacter shtammlari kelajakda tuproqni tiklash, barqaror qishloq xo'jaligi va metall bilan ifloslangan muhitlarni bioremediatsiya qilishda qo'llanilishi mumkin bo'lgan istiqbolli nomzodlarni ifodalashi mumkin.*

Kalit so'zlar: *Azotobacter; ekzopolisaxaridlar; biomassa to'planishi; rux stressi; marganets stressi; og'ir metallar; Orol dengizi mintaqasi; bioremediatsiya.*

Introduction

The increasing accumulation of heavy metals in agricultural soils has become a major environmental concern due to their persistence, toxicity, and adverse effects on soil microorganisms and plant productivity [1,2]. Although zinc (Zn) and manganese (Mn) are essential micronutrients for living organisms, elevated concentrations may inhibit microbial growth, disrupt cellular metabolism, and reduce soil fertility [1,2]. Among soil microorganisms, members of the genus Azotobacter are recognized as important plant growth-promoting bacteria due to their ability to fix atmospheric nitrogen, synthesize phytohormones, and improve nutrient availability in the rhizosphere [7–9]. In addition to these beneficial properties, Azotobacter strains can produce extracellular polymeric substances, particularly exopolysaccharides (EPS), which contribute to soil aggregation, biofilm formation, and protection against environmental stress [3,4]. Exopolysaccharides play a crucial role in microbial adaptation to adverse environmental conditions. EPS molecules contain functional groups such as hydroxyl, carboxyl, phosphate, and amino groups that can interact with metal ions through adsorption, ion exchange, and complexation mechanisms [10–13]. As a result, EPS-producing microorganisms are often more tolerant to heavy metal stress than non-producing strains [10,11]. Previous studies have demonstrated that bacterial EPS can bind and immobilize various metal ions, thereby reducing their toxicity to microbial cells and improving microbial survival under stressful conditions [11–13]. Several investigations have highlighted the role of Azotobacter spp. in heavy metal immobilization and bioremediation processes [7,10,11]. The production of EPS is considered one of the major adaptive mechanisms that enables bacteria to withstand unfavorable environmental conditions, including salinity, drought, and heavy metal contamination [4,10,18]. Therefore, the evaluation of EPS synthesis under metal stress may provide important information regarding the resistance potential of different bacterial strains. The Aral Sea region is considered one of the most environmentally degraded ecosystems in Central Asia. The desiccation of the Aral Sea has resulted in severe soil salinization, dust storms, biodiversity loss, and contamination of surrounding ecosystems [15–17]. Microorganisms inhabiting these environments are continuously exposed to multiple abiotic stresses and may possess unique physiological adaptations that enhance their survival [16,17]. Consequently, strains isolated from the Aral Sea region represent valuable biological resources for the development of environmentally sustainable technologies.

The aim of the present study was to evaluate the effects of different concentrations of $ZnSO_4 \cdot 7H_2O$ and $MnSO_4 \cdot 5H_2O$ on exopolysaccharide production and biomass accumulation in ten Azotobacter strains originating from different soil habitats, including the Aral Sea region. The study further sought to identify strains exhibiting enhanced tolerance to metal stress and elevated EPS-producing capacity.

2.Materials and Methods

2.1. Bacterial strains. Ten Azotobacter strains originating from different soil habitats of Uzbekistan were used in this study. The strains were designated as follows: AC1 (Aral 2020), AC2 (Aral 2018), AC3 (Zindon), AC4 (Yozyovon), AC5 (peanut rhizosphere), AC6 (Aral 2024), AC7 (long-term stored soil), AC8 (Aral Sea bed, 30–60 cm depth), AC9 (Namangan 20), and AC10 (Aral Sea rhizosphere). The strains were maintained in the microbial culture collection of the laboratory and routinely cultivated on Ashby's nitrogen-free medium prior to experimental use.

2.2. Culture conditions and heavy metal treatments.The influence of zinc and manganese on exopolysaccharide (EPS) production and biomass accumulation was investigated using Ashby's liquid medium. Zinc and manganese were supplied in the form of $ZnSO_4 \cdot 7H_2O$ and $MnSO_4 \cdot 5H_2O$, respectively. For each metal source, four experimental treatments were established:

- Control (without metal supplementation)
- 0.5 mM
- 1.0 mM
- 2.0 mM

Erlenmeyer flasks containing 100 mL of sterile medium were inoculated with the respective bacterial strains and incubated at 28°C for 5 days. After incubation, cultures were processed for EPS and biomass determination.

2.3. Determination of exopolysaccharide production. Following cultivation, bacterial cultures were centrifuged to separate cells from the culture supernatant. Exopolysaccharides were recovered from the supernatant by alcohol precipitation. The resulting precipitate was collected and dried to constant weight. EPS production was expressed as grams per liter (g L^{-1}) based on the culture volume.

2.4. Determination of biomass accumulation Bacterial biomass was obtained by centrifugation of the culture broth. The recovered cell pellet was dried to constant weight and the biomass yield was determined gravimetrically. The obtained values were converted to grams per liter (g L^{-1}).

2.5. Data analysis The obtained EPS and biomass values were recorded and compared among strains and metal concentrations. The results are presented as measured values expressed in g L^{-1}.

Results

3.1. Effect of $ZnSO_4 \cdot 7H_2O$ on exopolysaccharide production. The production of exopolysaccharides by Azotobacter strains varied considerably depending on zinc concentration (Figure 1).

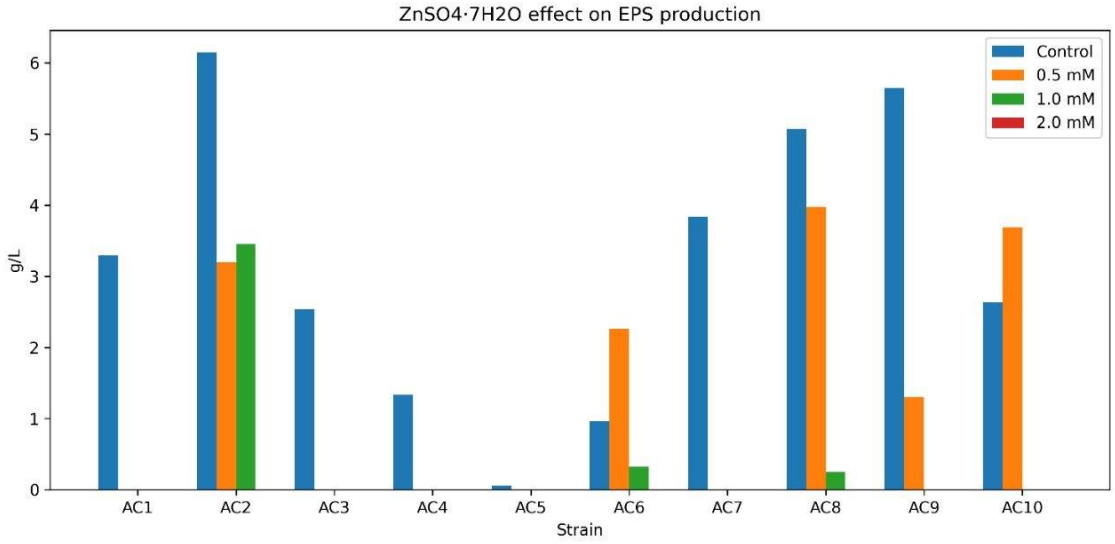

Figure 1. Effect of $ZnSO_4 \cdot 7H_2O$ concentrations (0, 0.5, 1.0 and 2.0 mM) on exopolysaccharide (EPS) production by Azotobacter strains cultivated in Ashby's medium for 5 days at 28°C. Values are expressed as g L^{-1}.

Under control conditions, EPS production ranged from 0.056 to 6.152 g L^{-1}. The highest EPS yield was observed in strain AC2 (6.152 g L^{-1}), followed by strains AC9 (5.648 g L^{-1}) and AC8 (5.072 g L^{-1}). The addition of $ZnSO_4 \cdot 7H_2O$ generally reduced EPS synthesis in most strains. At a concentration of 0.5 mM $ZnSO_4 \cdot 7H_2O$, EPS production remained detectable in strains AC2, AC6, AC8, AC9 and AC10, whereas no measurable EPS production was observed in the remaining strains. The highest EPS production at this concentration was recorded for strain AC8 (3.978 g L^{-1}). Further increasing the zinc concentration to 1.0 mM resulted in a substantial decline in EPS production. Only a few strains retained the ability to synthesize detectable amounts of EPS, with AC2 showing the highest value (3.454 g L^{-1}). At 2.0 mM

$ZnSO_4 \cdot 7H_2O$, EPS production was completely inhibited in all tested strains. These results indicate that zinc exerted a strong inhibitory effect on EPS synthesis, with marked differences in tolerance among the studied strains.

3.2. Effect of $ZnSO_4 \cdot 7H_2O$ on biomass accumulation. The influence of $ZnSO_4 \cdot 7H_2O$ on biomass accumulation is presented in Figure 2.

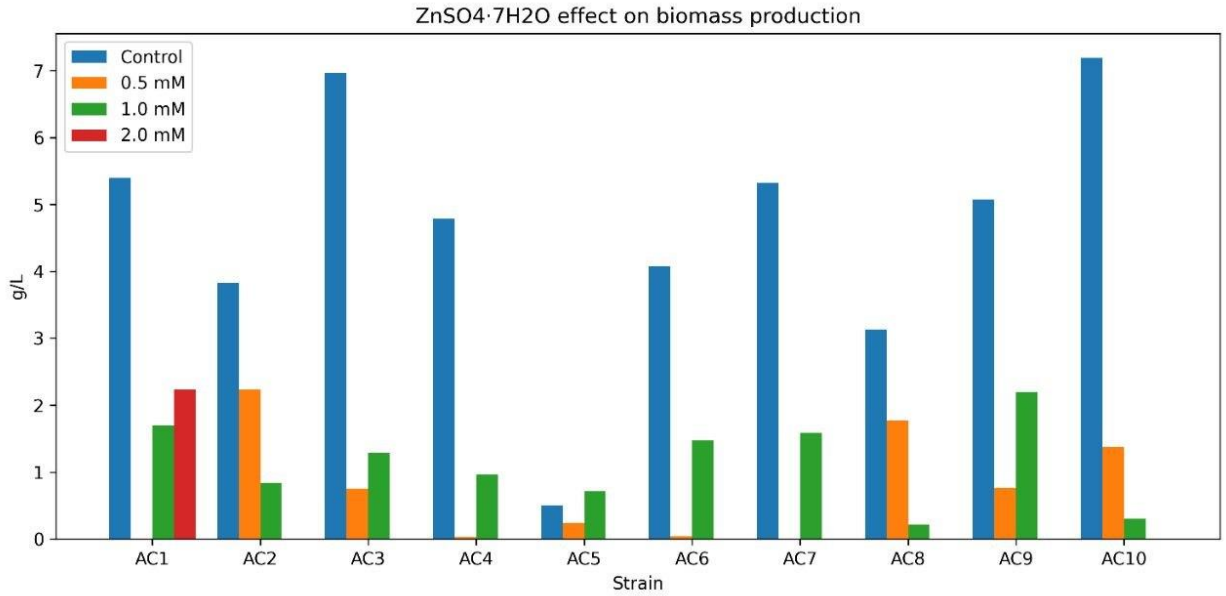

Figure 2. Effect of $ZnSO_4 \cdot 7H_2O$ concentrations (0, 0.5, 1.0 and 2.0 mM) on biomass accumulation by Azotobacter strains cultivated in Ashby's medium for 5 days at 28°C. Values are expressed as g L^{-1}.

Under control conditions, biomass production ranged from 0.500 to 7.196 g L^{-1}. The highest biomass yield was observed in strain AC10, followed by AC3 and AC1. Exposure to zinc stress resulted in a considerable reduction in biomass accumulation in most strains. At 0.5 mM $ZnSO_4 \cdot 7H_2O$, several strains maintained growth, although biomass values were substantially lower than those recorded under control conditions. At 1.0 mM $ZnSO_4 \cdot 7H_2O$, measurable biomass production was still observed in most strains. The highest biomass accumulation at this concentration was recorded in strain AC9 (2.20 g L^{-1}), whereas lower values were observed in AC8 and AC10. At the highest tested concentration (2.0 mM), growth was severely restricted. Detectable biomass accumulation was observed only in strain AC1 (2.23 g L^{-1}), while biomass production was not detected in the remaining strains. The obtained results demonstrate that zinc stress significantly affected bacterial growth and that strain AC1 exhibited the highest tolerance to elevated Zn concentrations.

3.3. Effect of $MnSO_4 \cdot 5H_2O$ on exopolysaccharide production. The influence of $MnSO_4 \cdot 5H_2O$ on EPS production is presented in Figure 3.

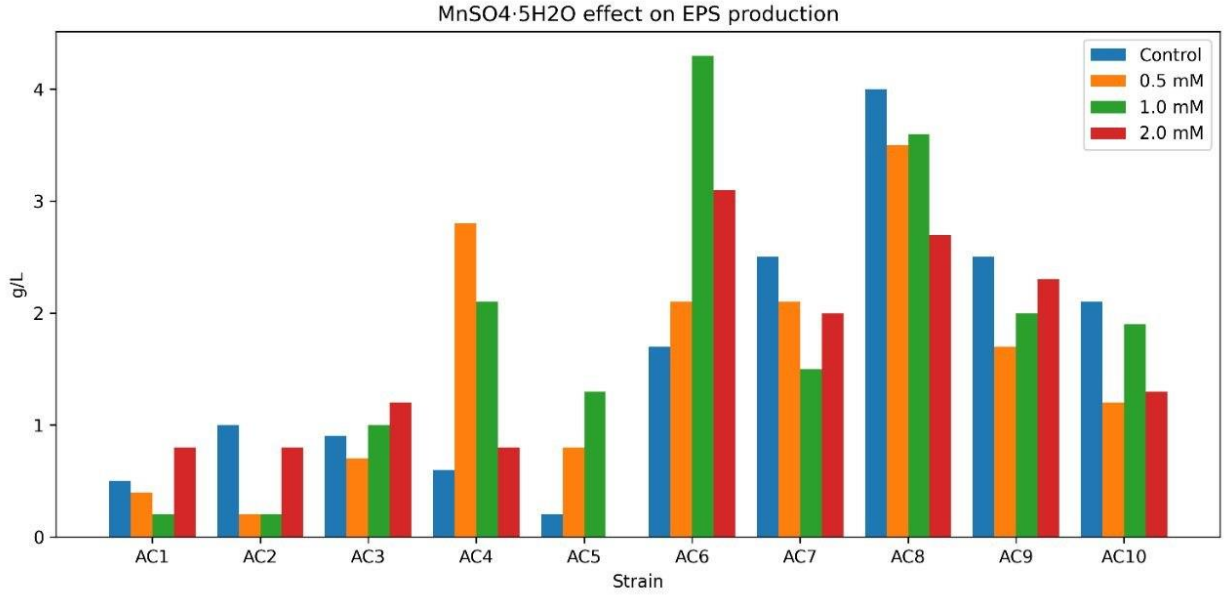

Figure 3. Effect of $MnSO_4 \cdot 5H_2O$ concentrations (0, 0.5, 1.0 and 2.0 mM) on exopolysaccharide (EPS) production by Azotobacter strains cultivated in Ashby's medium for 5 days at 28°C. Values are expressed as g L^{-1}.

In contrast to zinc, manganese did not completely inhibit EPS synthesis and, in some cases, appeared to stimulate exopolysaccharide production. Under control conditions, EPS production ranged from 0.20 to 4.00 g L^{-1}, with strain AC8 exhibiting the highest EPS yield. At 0.5 mM $MnSO_4 \cdot 5H_2O$, most strains maintained active EPS synthesis. The highest value was recorded for AC8 (3.5 g L^{-1}), followed by AC4 (2.8 g L^{-1}), AC6 (2.1 g L^{-1}), and AC7 (2.1 g L^{-1}). At 1.0 mM $MnSO_4 \cdot 5H_2O$, EPS production increased in several strains compared with the control treatment. The highest EPS yield was observed in strain AC6 (4.3 g L^{-1}), while AC8, AC4, AC9, and AC10 also demonstrated considerable EPS production. These findings suggest that moderate manganese concentrations may promote exopolysaccharide synthesis in certain Azotobacter strains. Even at the highest tested concentration (2.0 mM), EPS production remained detectable in nearly all strains. The greatest EPS accumulation was recorded in strain AC6 (3.1 g L^{-1}), followed by AC8 (2.7 g L^{-1}), AC9 (2.3 g L^{-1}), and AC7 (2.0 g L^{-1}). Only strain AC5 failed to produce detectable EPS at this concentration. Overall, manganese exerted a substantially weaker inhibitory effect on EPS synthesis than zinc and supported sustained exopolysaccharide production across a broad range of concentrations.

3.4. Effect of $MnSO_4 \cdot 5H_2O$ on biomass accumulation. The effect of $MnSO_4 \cdot 5H_2O$ on biomass accumulation is shown in Figure 4.

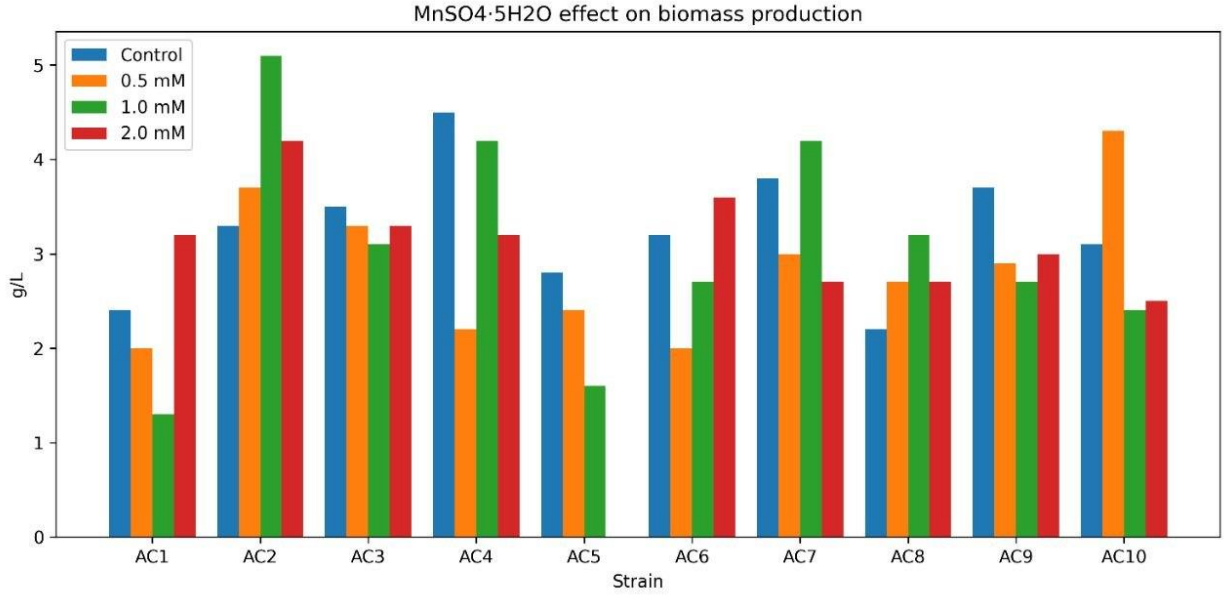

Figure 4. Effect of $MnSO_4 \cdot 5H_2O$ concentrations (0, 0.5, 1.0 and 2.0 mM) on biomass accumulation by Azotobacter strains cultivated in Ashby's medium for 5 days at 28°C. Values are expressed as g L^{-1}.

Under control conditions, biomass production varied between 2.2 and 4.5 g L^{-1}, with strain AC4 showing the highest biomass yield. Following manganese supplementation, most strains maintained active growth. At 0.5 mM $MnSO_4 \cdot 5H_2O$, biomass values remained comparable to or slightly higher than those observed in the control treatment. The highest biomass accumulation was recorded for strain AC10 (4.3 g L^{-1}). At 1.0 mM $MnSO_4 \cdot 5H_2O$, biomass production increased in several strains. The greatest value was observed in strain AC2 (5.1 g L^{-1}), followed by AC4 (4.2 g L^{-1}) and AC7 (4.2 g L^{-1}). These results indicate that moderate manganese concentrations did not adversely affect bacterial growth. At 2.0 mM $MnSO_4 \cdot 5H_2O$, most strains continued to exhibit measurable biomass accumulation. The highest biomass yield was observed in strain AC2 (4.2 g L^{-1}), whereas biomass production was not detected in strain AC5. Nevertheless, the majority of strains retained substantial growth capacity under elevated manganese concentrations. The obtained results demonstrate that manganese was considerably less inhibitory to bacterial growth than zinc. Several strains maintained both EPS production and biomass accumulation across all tested $MnSO_4 \cdot 5H_2O$ concentrations, indicating a higher level of tolerance to manganese stress.

Detailed EPS and biomass values obtained under different metal concentrations are presented in Tables 1 and 2.

Strain code	Isolation source	EPS Control (g\L)	0.5 mM (g\L)	1 mM (g\L)	2 mM (g\L)	Biomass Control (g\L)	0.5 mM (g\L)	1 mM (g\L)	2 mM (g\L)
AC1	Aral 2020	3.290	-	-	-	5.392	-	1.700	2.230
AC2	Aral 2018	6.152	3.2	3.454	-	3.824	2.24	0.836	-
AC3	Xumson	2.536	-	-	-	6.962	0.752	1.286	-

AC4	Yozyovon	1.338	-	-	-	4.79	0.03	0.96	-
AC5	Yeryong‘oq	0.056	-	-	-	0.5	0.24	0.72	-
AC6	Aral 2024	0.96	2.256	0.326	-	4.08	0.044	1.48	-
AC7	Long-term stored soil	3.842	-	-	-	5.328	-	1.58	-
AC8	Aral sea bed (30-60)	5.072	3.978	0.25	-	3.126	1.77	0.218	-
AC9	Namangan 20	5.648	1.3	-	-	5.08	0.76	2.2	-
AC10	Aral sea rhizosphera	2.634	3.692	-	-	7.196	1.376	0,3	-

Table 1. Effect of $ZnSO_4 \cdot 7H_2O$ on EPS and biomass production

Strain code	Isolation source	EPS Control (g\L)	0.5 mM (g\L)	1 mM (g\L)	2 mM (g\L)	Biomass Control (g\L)	0.5 mM (g\L)	1 mM (g\L)	2 mM (g\L)
AC1	Aral 2020	0.5	0.4	0.2	0.8	2.4	2	1.3	3.2
AC2	Aral 2018	1	0.2	0.2	0.8	3.3	3.7	5.1	4.2
AC3	Xumson	0.9	0.7	1	1.2	3.5	3.3	3.1	3.3
AC4	Yozyovon	0.6	2.8	2.1	0.8	4.5	2.2	4.2	3.2
AC5	Yeryong‘oq	0.2	0.8	1.3	-	2.8	2.4	1.6	-
AC6	Aral 2024	1.7	2.1	4.3	3.1	3.2	2	2.7	3.6
AC7	Long-term stored soil	2.5	2.1	1.5	2	3.8	3	4.2	2.7
AC8	Aral sea bed (30-60)	4	3.5	3.6	2.7	2.2	2.7	3.2	2.7
AC9	Namangan 20	2.5	1.7	2	2.3	3.7	2.9	2.7	3
AC10	Aral sea rhizosphera	2.1	1.2	1.9	1.3	3.1	4.3	2.4	2.5

Table 2. Effect of $MnSO_4 \cdot 5H_2O$ on EPS and biomass production

Discussion

The present study demonstrated that $ZnSO_4 \cdot 7H_2O$ and $MnSO_4 \cdot 5H_2O$ exerted different effects on EPS production and biomass accumulation in the investigated Azotobacter strains. Overall, zinc exhibited a stronger inhibitory effect than manganese, particularly at higher concentrations, where a marked reduction in both bacterial growth and exopolysaccharide synthesis was observed. The inhibitory effect of zinc on microbial metabolism has been reported by several authors. Although zinc is an essential micronutrient involved in numerous enzymatic processes, excessive concentrations may disrupt membrane integrity, interfere with protein synthesis, and induce oxidative stress, ultimately leading to reduced microbial growth [1,2]. In the present study, EPS production was completely suppressed in all strains at 2.0 mM $ZnSO_4 \cdot 7H_2O$, indicating that elevated zinc concentrations exceeded the tolerance limits of the investigated strains. Exopolysaccharides are known to play an important role in microbial adaptation to environmental stress. EPS matrices contain negatively charged functional groups capable of binding metal ions, thereby reducing their direct interaction with bacterial cells [10–13]. The persistence of EPS production in strains AC2, AC6, AC8, and AC10 under zinc stress suggests that these strains may possess more efficient protective mechanisms against metal toxicity. Similar observations have been reported for other EPS-producing bacteria exposed to heavy metals, where enhanced EPS synthesis contributed to increased metal tolerance and survival [10,11]. In contrast to zinc, manganese had a relatively limited inhibitory effect on both EPS production and biomass accumulation. Several strains maintained active growth and EPS synthesis even at 2.0 mM $MnSO_4 \cdot 5H_2O$. Moreover, increased EPS production was observed in some strains at intermediate manganese concentrations, particularly in strain AC6. Since manganese is an essential trace element involved in enzyme activation, antioxidant defense, and cellular metabolism, moderate concentrations may support bacterial physiological processes rather than inhibit them [2]. This may explain the relatively high biomass and EPS values observed under manganese treatment. Considerable variation among strains was observed throughout the study. Such differences are likely associated with the ecological origin of the isolates and their adaptive capabilities. Strains originating from the Aral Sea region, including AC1, AC6, AC8, and AC10, generally demonstrated greater tolerance to metal stress compared with several isolates from other habitats. The Aral Sea region is characterized by multiple environmental stressors, including salinity, drought, and contamination by various pollutants [15–17]. Long-term exposure to these conditions may have promoted the selection of microorganisms possessing enhanced stress-resistance

mechanisms. The ability of certain strains to maintain biomass production and EPS synthesis under elevated metal concentrations highlights their potential importance for environmental applications. EPS-producing Azotobacter strains may contribute to metal immobilization in contaminated soils, improve soil structure, and support plant growth under adverse environmental conditions [7,10,11]. Therefore, the strains identified as relatively tolerant in the present study may represent promising candidates for future investigations focusing on bioremediation and sustainable agricultural practices.

Conclusion

The present study demonstrated that $ZnSO_4 \cdot 7H_2O$ and $MnSO_4 \cdot 5H_2O$ exerted distinct effects on EPS production and biomass accumulation in Azotobacter strains originating from different soil habitats. Zinc exhibited a pronounced inhibitory effect on both bacterial growth and exopolysaccharide synthesis, particularly at higher concentrations, whereas manganese was generally less toxic and allowed sustained metabolic activity in most strains. Considerable variability was observed among the investigated strains, indicating the presence of strain-specific mechanisms of adaptation to metal stress. Several isolates, particularly AC1, AC6, AC8, and AC10, maintained measurable biomass production and EPS synthesis under elevated metal concentrations, suggesting enhanced tolerance to adverse environmental conditions. The results further support the important role of exopolysaccharides in bacterial adaptation to heavy metal stress. The ability of selected strains to continue producing EPS under metal exposure may contribute to metal binding, detoxification, and cellular protection, thereby improving survival in contaminated environments. Overall, the investigated Azotobacter strains represent a valuable microbial resource with potential applications in soil restoration, sustainable agriculture, and bioremediation of metal-affected environments. Future studies should focus on the characterization of EPS composition, evaluation of metal-binding capacity, and molecular mechanisms underlying heavy metal tolerance in the most resistant strains.

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REGENERATIV BUG'DOY YETISHTIRISHDA AZOTABAKTERIYALAR SHTAMMLARINING UGLEVODLAR MIQDORIGA TA'SIRI

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Annotatsiya: *Ushbu maqolada regenerativ bug'doy yetishtirishda azotabakteriyalarning uglevodlar miqdoriga ta'sirini o'rganishga doir ma'lumotlar o'rin olgan. Tadqiqot obyekti sifatida kuzgi hosil (Triticum L.) va aestivum L.) va qattiq (Tríticum dúrum) bug'doy turlariga mansub genotiplar va azotabakterialar B. Licheniformis, B. Subtilis va B. Megateriumlarning shtammlaridan tayyorlangan eritmalar olingan. Uglevodlar miqdori hosil bug'doyning naychalashda o'rtacha 10.2% ni boshoqlashda 12.2% ni, qattiq bug'doyda tegishli ravishda: 10.7% va 11.51% ni tashkil etgan. Regenerativ bug'doy yetishtirishda mazkur bakteriyalarning 1:5 nisbatli organizmlaridan boshoqlash fazasida foydalanish tavsiya etilgan. Bu bakteriyalar ta'sirida nazoratga nisbatan uglevodlar miqdori 29-30% ga oshganligi aniqlangan.*

Kalit so'zlar: *azotobakterialar, shtamm, yumshoq, qattiq bug'doy , regenerativ mahsulot yetishtirish, uglevodlar miqdori, naychalash, boshoqlash fazalar.*

EFFECT OF AZOTOBACTER STRAINS ON CARBOHYDRATE CONTENT IN REGENERATIVE WHEAT CULTIVATION

Abstract: *This article presents data on the effect of azotobacteria on carbohydrate content in regenerative wheat cultivation. The research objects included genotypes belonging to winter soft wheat (Triticum aestivum L.) and durum wheat (Tríticum dúrum) species, as well as solutions prepared from strains of Bacillus licheniformis, Bacillus subtilis, and Bacillus megaterium. The carbohydrate content in soft wheat averaged 10.2% at the stem elongation stage and 12.2% at the heading stage, while in durum wheat it reached 10.7% and 11.51%, respectively. In regenerative wheat cultivation, the use of these bacterial organisms at a 1:5 ratio during the heading stage is recommended. Under the influence of these bacteria, carbohydrate content increased by 29–30% compared to the control.*

Keywords: *azotobacteria, strain, soft wheat, durum wheat, regenerative crop production, carbohydrate content, stem elongation stage, heading stage.*

ВЛИЯНИЕ ШТАММОВ АЗОТОБАКТЕРИЙ НА СОДЕРЖАНИЕ УГЛЕВОДОВ ПРИ РЕГЕНЕРАТИВНОМ ВОЗДЕЛЫВАНИИ ПШЕНИЦЫ

Аннотация: *В данной статье представлены данные о влиянии азотобактерий на содержание углеводов при регенеративном возделывании пшеницы. Объектами исследования служили генотипы мягкой озимой пшеницы (*Triticum aestivum *L.) и твёрдой пшеницы (*Triticum durum*), а также растворы, приготовленные на основе штаммов Bacillus licheniformis, Bacillus subtilis и Bacillus megaterium. Содержание углеводов в мягкой пшенице в среднем составило 10,2% в фазе выхода в трубку и 12,2% в фазе колошения, тогда как у твёрдой пшеницы соответствующие показатели составили 10,7% и 11,51%. При регенеративном возделывании пшеницы рекомендуется применение данных бактериальных штаммов в соотношении 1:5 в фазе колошения. Под воздействием этих бактерий содержание углеводов увеличилось на 29–30% по сравнению с контрольным вариантом.*

Ключевые слова :*азотобактерии, штамм, мягкая пшеница, твёрдая пшеница, регенеративное земледелие, содержание углеводов, фаза выхода в трубку, фаза колошения.*

Kirish

Aholini oziq-ovqat mahsulotlariga bo‘lgan talabini qondirish hozirgi kunning muhim masalaridan biri bo‘lib qolmoqda. Bu aholi soni va uning sifatli mahsulotga bo‘lgan talabning ortib borishi bilan bog‘liq.

Adabiyotlar tahlili

Bu o‘rinda regenerativ qishloq xo‘jaligi (*Regenerative agriculture RA*) mahsuldorlikni tejash va aholini oziq-ovqat mahsulotlarga bo‘lgan talabini qondirishda barqaror tizim sifatida e'tirof etilgan[1,2]. Chunki regenerativ qishloq xo‘jaligining asosiy funktsiyalari tabiiy resurslardan samarali foydalanish, noqulay iqlim sharoitlariga o‘simliklarni moslashtirish, bioxilma-xillikni, tuproq unumdorligini saqlash, ekologik toza mahsulot yetishtirish, ekosistemani barqarorligini ta’minlashdan iborat[3,4,5,10,11].

O‘simlikning o‘sishi va rivojshlanishi uchun qulay sharoitni yaxshilash regenerativ mahsulot yetishtirishda muhim ahamiyatga ega. Ushbu jarayonning mahsuli uglevodlar miqdori bilan ham baholanadi. Chunki uglevodlar o‘simliklarni o‘sishi va rivojlanishi uchun zarur bo‘lgan asosiy energiya manba hisoblanadi. Shu bilan birga uglevodlar o‘simliklarning stressga chidamligini baholovchi mezon sifatida ham e’tirof etilgan. Masalan, azotabakteriyalar (*Bacillus subtilis)* tayyorlangan biologik preparatlar ta’sirida o‘simliklarda qand miqdori va ularni stressga chidamliligi ortgan [6]. B.Subtilis bakteriya inokulyatsiya qilingan bug‘doy o‘simliklari azotli o‘g‘itning yuqori me’yoriga chidamliligini oshirgan[7]. *Bacillus megaterium o‘simliklarda glukoza, fruktoza, qand miqdori hamda ularning qurg‘ochilikka hamda og‘ir metallarga boyligini oshirgan[8]. Bacillus licheniformis endofit bakteriyalardan bo‘lib o‘simliklarning fiziolog holatini va uglevodlar metobolizmini yaxshilash bilan ularning stressga chidamlilikni oshirgan.* [9]. Qurg‘oqchilikka chidamli o‘simliklarda eruvchan uglevod 1,13-1,63 mg/% ni tashkil etgan bo‘lsa mezofitlarda -0,64-1,20 mg% tashkil etgan[10]. Sovuq havoning ta'sirida raps o‘simligida qand miqdori 8, fruktoza 13, glyukoza 39 martaga ortganligi aniqlangan[11].

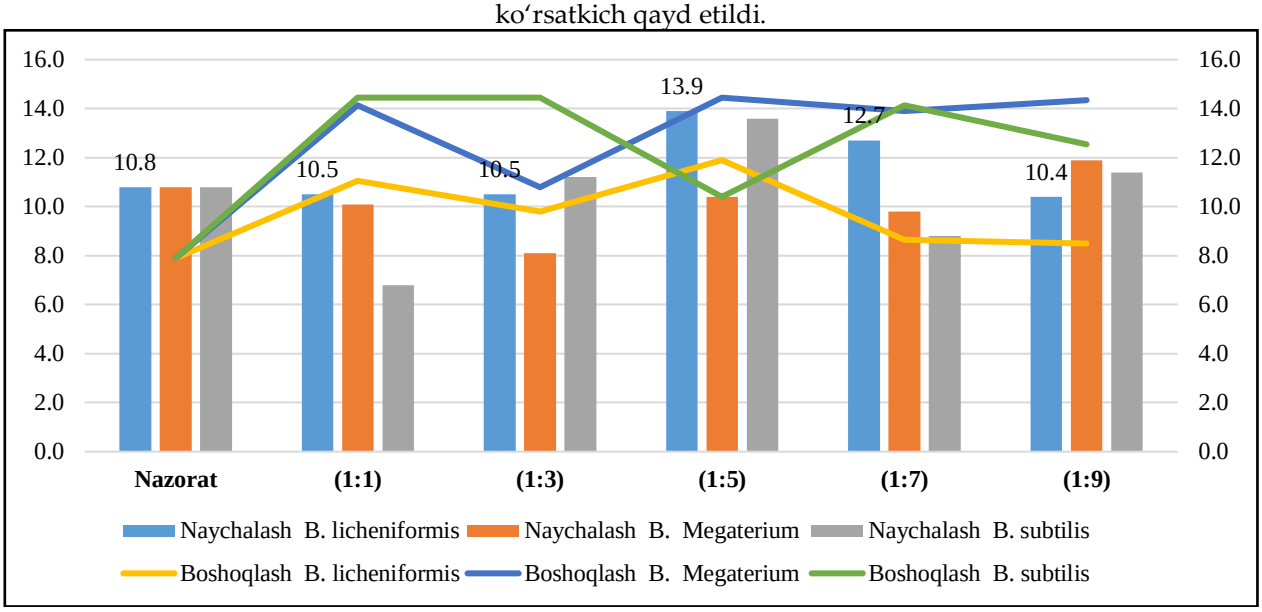
Umuman olganda, regenerativ mahsulot yetishtirish qishloq xo‘jaligida o‘ziga xos yondashuv bo‘lib, birinchi navbatda tuproq unumdorligini oshirish, tabiiy resurslardan samarali foylalanish, noqulay iqlim sharoiti ta'sirini kamayish va insonlarni sifatli mahsulot bilan ta'minlash hamda iqtisodiy barqarorlikni yaxshilashga yo‘naltirilgan barqaror tizim sifatida e’tirof etilgan [1]. Bu o‘rinda boshoqli don ekinlari, jumladan, bug‘doy oziq-ovqat tizimining asosi hisoblanadi. Lekin, sug‘oriladigan, sho‘rlanishga moyil bo‘lgan tuproq iqlim bug‘doydan regenerativ mahsulot yetishtirishda azotabakteriyalar o‘rni o‘rganilmagan. Mazkur tadqiqotni o‘tkazishdan asosiy maqsad, bug‘doy yetishtirishda azotabakteryalar uglevodlar miqdoriga ta’sirini o‘rganishdan iborat.

Tadqiqot obyekti . Tadqiqot obyekti sifatida kuzgi hosil (Triticum aestivum L) va qattiq (Tríticum dúrum) bug‘doy turlariga mansub genotiplar olindi. Tadqiqot Guliston davlat universiteti qoshidagi Agrobiotexnalogiya va biokimyo ilmiy tatqiqot instituti va Don va dukkakli ekinlar ilmiy tadqiqot instituti Sirdaryo tajriba stansiyasi maydonida olib borildi. Uglevodlar miqdori refraktometri HANNA Instruments HI96800 uskunasi yordamida aniqlandi. Birlamchi ma'lumotlarni statistik tahlil qilishda SPSS-17 dasturidan foydalanildi.

Natijalar va ularning tahlili

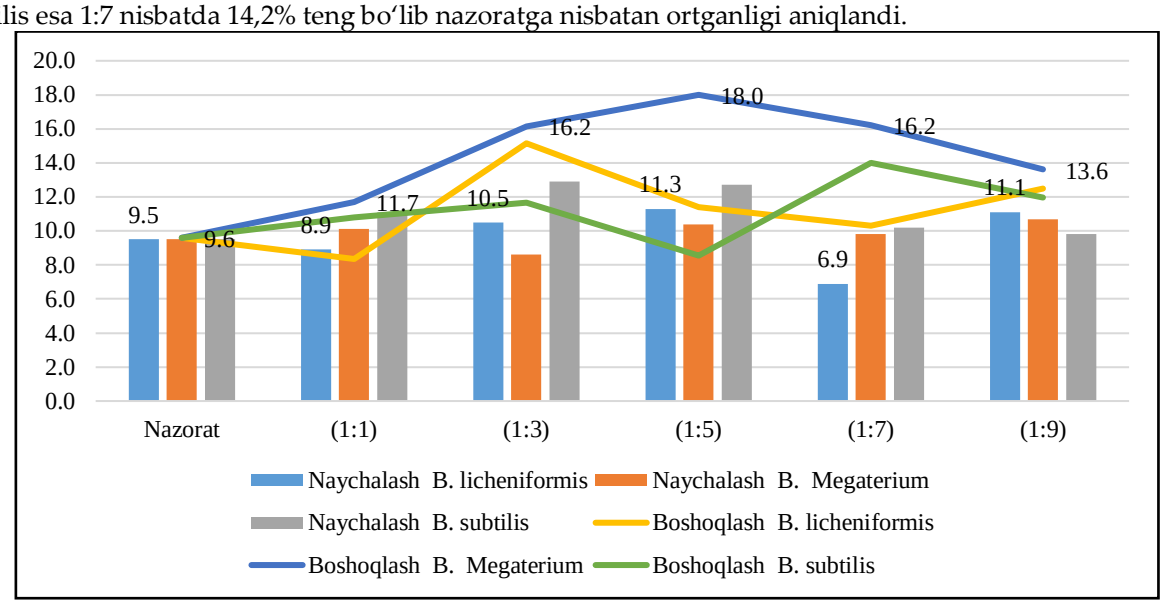
Olingan natijalar shuni ko‘rsatdiki, uglevodlar miqdoriga bakteriya shtammlari va ulardan tayyorlangan eritmalar ta’sir qildi. B. Licheniformis bakteriyaning 1:1 nisbatli erimasida uglevod miqdori 8,9% ga teng bo‘lgan bo‘lsa nazoratda 9,5% ni tashkil etdi. Eritma nisbati 1:3 teng bo‘lganida uglevod miqdori 10,5%, 1:5-11,3%, 1:7-6,9 va 1:9-11,1% ga teng bo‘ldi. Ushbu malumotlardan, bakteriya nisbati 1:5 bo‘lganida uglevodlar miqdori ortganligi aniqlandi. B.Megaterium bakteriya ta'sirida ham aynan shunday natija kuzatildi. Eritma nisbati 1:7 bo‘lganida uglevod miqdori kamayib (9,8%) 1:9 ortdi (10,7%). B.Subtilis bakteriyasining ta’siri 1:3 va 1:5 nisbatlar boshqalarga nisbatan yuqori bo‘lib 12.9 va 12.7% ni tashkil etdi. Boshoqlash fazasida B. Licheniformis bakterisining 1:3 nisbatda uglevodlar miqdori 15,2% ni(*nazoratda 9,6%)* bo‘lgan bo‘lsa B. Megaterium 1:5 nisbatda 18,0% *B. Subtilis* -1:7 teng 14,0% ni tashkil etib nazoratga nisbatan yuqori

ko‘rsatkich qayd etildi.



1-rasm Kuzgi yumshoq bug‘doy uglevodlar miqdoriga bakteriya shtammlarining ta’siri fazalar kesimida.

Qattiq bug‘doyning naychalash fazasida B. Licheniformis bakteriya shtammlarining turli darajali eritmalarida uglevodlar miqdori o‘zgardi(2-rasm). Mazkur bakteriyaning 1:1 nisbatli eritmasida uglevod miqdori 10,5%ni(*nazoratda 10,8%*) tashkil etgan bo‘lsa, 1:3-10,5, 1:5-13,9% 1:7-12,7 va 1:9-10,4% ni tashkil etdi. Ushbu ma'lumotlardan 1:5 nisbatli eritmada nazoratga nisbatan uglevod miqdori 3,1% ortganligini ko‘rsatdi. B. Megaterium bakteriyasida ham aynan natija eritma nisbati 1:5 teng bo‘lganida yuqori ko ‘rsatkich (10.4%) aniqlangan bo‘lsa B.Subtilis -13.6% ni tashkil etdi. Boshoqlash fazasida uglevodlar miqdori B.Licheniformis 1:5 nisbatida 11,9% (*nazoratda 7,9%),* B. Megaterium 14,5% va B. Subtilis esa 1:7 nisbatda 14,2% teng bo‘lib nazoratga nisbatan ortganligi aniqlandi.



2-rasm Kuzgi qattiq bug‘doy uglevodlar miqdoriga bakteriya shtammlarining ta'siri fazalar kesimida.

Yuqoridagi ma'lumotlar, bakteriyalar va ularning eritma nisbatlari uglevodlar miqdoriga ta'sir etdi. Yumshoq bug‘doyda B. Licheniformis bakteriyaning ta'siri eritma nisbati 1:5, boshoqlashda mazkur bakteriyaning 1:3 nisbatli eritmasi uglevodlar miqdoriga ta'siri ortganligi qayd etildi. Qattiq bug‘doyda ham mazkur bakteriyaning 1:5 nisbatli eritmasi ta'sirida ko‘proq uglevodlar sintezlanganligi aniqlandi. Ushbu ma'lumotlardan, uglevodlar miqdoriga nafaqat eritma nisbatlari balki navlarga ham bog‘liq ekanligini ko‘rish mumkin. Bunday holatda ko‘p o‘lchamli statistik tahlil usullaridan foydalanish maqsadga muvofiq. Shundan kelib chiqib faktorli tahlil usulidan foydalanildi. Tahlil natijalari shuni ko‘rsatadiki, yumshoq bug‘doyda naychalash fazasida eritma nisbatlari orasida 1:3 bo‘yicha faktor yuklamasi (1.509) va 1:5 da 0.932) teng bo‘ldi (1-jadval). Demak mazkur eritmalarda bakteriyalarning faolligi oshdi va uglevodlar mikdori ko‘proq sintezi bo‘ldi. Bu bakteriya va o‘simliklar o‘rtasida ijobiy hamkorlik yuzaga kelganligini ko‘rsatdi.

Boshoqlash fazasida ham o‘simliklarda uglevodlar miqdorining faolligi 1:3 nisbatda ortdi. Boshoqlash fazasida yuqori nisbatli eritmalarda uglevodlar sintezining ortishi bu mazkur fazada o‘sish va rivojlanishning yanada jadallashganligi bilan bog‘liq bo‘ldi.

1-jadval.

Uglevodlar miqdoriga bakteriya shtammlari eritmalarining ta’siri bo‘yicha faktor tahlil natijalari

Variantlar	**Fazalar kesimida bakteriya shtammlarining faktor yuklamalari**					
	Naychalash			*Boshoqlash*		
	1	*2*	*3*	*1*	*2*	*3*
Yumshoq bug‘doy (**Triticum aestivum** L.)						
Nazorat	-0.570	-0.335	-1,388	-1,328	-0.242	-0.819
1:1	-0.289	-0.036	0.779	-1,076	0.324	0.402
1:3	**1509**	-1,030	-0.504	**1272 ta**	-0.257	-1,066
1:5	**0.932**	**1005**	**0.921**	0.309	-1,620	1144
1:7	-1.103	-0.972	0.917	**0,525**	**1415**	1,083
1:9	-0.479	**1368 ta**	-0.724	0.297	0.379	-0.743
Qattiq bug‘doy (Triticum dúrum)						
Nazorat	-0.082	0.605	-0.406	-1,913	0.422	0.075
1:1	-1,299	0.101	0.846	**0.950**	0.110	0.586
1:3	-0.450	-1,381	-1,390	0.030	-0.548	1,572
1:5	**1761**	-0.298	0.264	**0.601**	**1726**	-0.386
1:7	0.010	-0.552	1313	0.263	-1,038	-0.519
1:9	0.060	**1525**	-0.627	0.069	-0.673	-1,327

Qattiq bug‘doyda 1:5 nisbatli eritmalarda bakteriyalarning faolligi oshganligi qayd etildi. Buni mazkur nisbatda faktor yuklamasi yuqori (1.761) bo‘lganligidan ham ko‘rish mumkin. Boshoqlash fazasida ham shunday natija qayd etildi. Faqat birinchi omil bo‘yicha emas ikkinchi faktor bo‘yicha uning yuklamasi (1.726) boshqalarga nisbatan yuqori bo‘ldi. 1-jadval ma'lumotlari asosida bakteriyalar tanlandi (2-jadval). Jadvaldagi ma'lumotlardan B. Licheniformis va B. Subtilis bakteriyalarning birinchi faktor bo‘yicha yuklamalari 0.660 va 0.915 teng bo‘ldi. Demak, yumshoq bug‘doy da mazkur bakteriyalarning 1:3 ,1:5 nisbatli eritmalarida uglevodlar miqdori oshdi. Ayniqsa B. Subtilis tasiri kuchli bo‘ldi. Bu mazkur bakteriyaning uglevodlar sinteziga ta’siri B. Megaterium nisbatan kuchli ekanligini ko‘rsatdi. Boshoqlash fazasida birinchi faktor bo‘yicha B. Licheniformis 0.848 , B. Megaterium(0.845) va B. Subtilis(0.430) teng bo‘ldi. Bu bakteriyalardan B. Licheniformis, B. Megaterium ta'siri o‘zaro o‘xshash ekanligi aniqlandi.

2-jadval

Uglevodlar miqdoriga bakteriyalarning fazalar kesimida ta'siri bo‘yicha faktor yuklamalari

Bakteriyalar	*Naychalash*			*Boshoqlash*		
	1	*2*	*3*	*1*	*2*	*3*
Yumshoq bug‘doy (**Triticum aestivum** L.)						
B. licheniformis	**0.660**	0.667	-0.345	**0.848**	-0.221	-0.481
B. Megaterium	-0.429	**0.848**	0.310	**0.845**	-0.238	0.479
B. subtilis	**0.915**	-0.083	0.395	0.430	0.903	0,008
Qattiq bug‘doy (Triticum dúrum)						
B. licheniformis	**0.810**	-0.298	0.505	**0.729**	0.631	0.266
B. Megaterium	0.235	**0.957**	0.168	**0.894**	-0.007	-0.448
B. subtilis	**0.849**	0.019	-0.529	**0.738**	-0.614	0.279

Qattiq bug‘doy da naychalash fazasida B. Licheniformis (0.810) va B.Subtilis (0.849) bakteriyalarning yuklamalari yuqori bo‘ldi. Bu mazkur bakteriyalar ayniqsa B. Subtilis bakteriyasini faollashtirdi.

Boshoqlash fazasida B. Licheniformis 0,729, B. Megaterium -0,894 va B. Subtilis -0,738 teng bo‘ldi. Ushbu ma'lumotlardan mazkur bakteriyalar uglevodlar sinteziga ta’siri bo‘yicha o‘zaro o‘xshash bo‘ldi.

Umuman olganda, kuzgi bug‘doyning o‘sish i va rivojlanishiga azotobakteriyalari shtammlarini va ularning nisbatlari ta'sir qildi. Ko‘p o‘lchamli statistik tahlil natijalari shuni ko‘rsatdiki, naychalash fazasida yumshoq bug‘doy genotiplarida B. Licheniformis va B. Subtilis bakteriyalarning 1:3 nisbatli eritmalar. ta'sirida hamda B. Megaterium bakteriyaning 1:5 nisbatli eritmasida uglevodlar sintezi ortganligi aniqlandi. Buni birlamchi ma’lumotlardan ham ko‘rish mumkin. B. Licheniformis va B. Subtilis1:3 nisbatda uglevodlar miqdori tegishli ravishda 0,5% 12,9% (nazoratda 9,5%) tashkil etgan bo‘lsa B.Megaterium 1:5 nisbatli nisbatida 10,4% ni tashkil etdi. Demak , B. Licheniformis va B.Subtilis bakteriyalarga nisbatan B. Megaterium bakteriyasining ta'sir darajasi kuchli bo‘ldi. Boshoqlash fazasida bakteriyalar

o‘rtasida farq kuzatildi. B. Licheniformis bakteriyalarining 1:3 nisbatli nisbatda uglevodlar sintez ortgani (15,2%) (nazoratda 9,6%), B. Megaterium1:5 -18.0% va B. Subtilis-1:7- 14,0% da tashkil etdi. Ushbu ma'lumotlardan boshoqlash fazasida bakteriyalar eritma nisbatlari o‘rtasida farq kuzatildi. B. Licheniformis bakteriyalarining 1:3 nisbatli eritmasida uglevodlar sintezi ortgan bo‘lsa B. Megaterium va B. Subtilis bakteriyalarning 1:5 nisbatlarida shunday natija qayd etildi.

Qattiq bug‘doyda eritma nisbati 1:5 bo‘lganida uglevodlar sintezi faollashganligi aniqlandi. Buni birlamchi ma'lumotlardan ko‘rish mumkin. B.Licheniformisning 1:5 eritmasida uglevod miqdori 13,9% (nazoratda 10,8%) B.Megaterium-10,4%, B. Subtilis-13,6% ni tashkil etgan bo‘lsa boshoqlashda ham mazkur nisbatda uglevodlar miqdori faollashdi.

Yuqoridagi ma'lumotlardan, bakteriyalarning uglevodlar miqdoriga ta'siri ularning turlari va eritma nisbatlariga bog‘liq ekanligi aniqlandi. Regenerativ bug‘doy yetishtirishda azotabakteriyalardan foydalanish maqsadga muvofiq deb topildi. Mazkur bakteriyalarning optimal nisbatlari ta’sirida bug‘doy o‘simliklarida uglevodlar miqdorining ortganligi bu o‘sishi va rivojlanishi uchun qulay sharoitni yaratganligidan dalolat berib, regenerativ mahsulot yetishtirishning muhim aspektlaridan e’tirof etildi.

Xulosa

1. Kuzgi yumshoq bug‘doyning naychalash fazasida uglevodlar miqdori o‘rtacha 10.2% ni boshoqlashda -12.2% ni, qattiq bug‘doyda tegishli ravishda:10.7 va 11.51% ni tashkil etgan.

2. Bug‘doy genotiplarida B. Licheniformis, B. Subtilis va B. Megaterium- bakteriyalarning 1:5 nisbatli eritmalarida uglevodlar sintezi oshganligi aniqlangan.

3. Boshoqlash fazasida B. Licheniformis, B. Subtilis va B. Megaterium bakteriyalardan foydalanilganida nazoratga nisbatan uglevodlar miqdori 29-30% ga ortganligi aniqlangan va regenerativ mahsulot yetishtirishda foydalanish tavsiya etilgan.

Foydalanilgan adabiyotlar

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KVERSETIN FLAVONOIDI VA UNING HOSILASINI AORTA QON TOMIRI SILLIQ MUSKULLARIGA VAZORELAKSANT TA'SIRINI O‘RGANISH

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Annotatsiya. *Maqolada Kversetin flavonoidi va uning hosilasini aorta qon tomiri silliq muskullariga vazorelaksant ta’sir mexanizmlarini o‘rganilgan, standart ozuqa va suv bilan ta’minlangan sharoitda ko‘paytirilgan, sog‘lom oq, zotsiz erkak kalamushlarning (150–200 gr.) aorta qon tomirlariga kversetin flavanoidi ta’sirini o‘rganildi va Kversetin flavonoidi antigipoksant ta’sirga ega bo‘lib aorta pereparati gipoksiya sharoitida kam miqdordagi dozada ham gipoksiyaga samarali ta’sir ko‘rsatishi aniqlandi.*

Kalit so‘zlar*: kversetin flavonoidi, sitoplazmatik reticulum, gipoksiya, vazorelaksant ta’sir, aorta qon tomiri.*

ИЗУЧЕНИЕ ВАЗОРЕЛАКСАНТНОГО ЭФФЕКТА ФЛАВОНИДА КВЕРЦЕТИНА И ЕГО ПРОИЗВОДНЫХ НА ГЛАДКИЕ МЫШЦЫ АОРТЫ

Аннотация. *В статье изучаются механизмы вазорелаксантного действия флавоноида кверцетина и его производных на гладкие мышцы аортального кровеносного сосуда. Было изучено влияние флавоноида кверцетина на аортальные кровеносные сосуды здоровых белых нелинейных самцов крыс (150–200 г), выращенных в условиях стандартного питания и воды. Установлено, что флавоноид кверцетин обладает антигипоксическим действием и эффективно влияет на гипоксию даже в низких дозах в условиях подготовительной гипоксии аорты.*

Ключевые слова: *флавоноид кверцетин, цитоплазматический ретикулум, гипоксия, вазорелаксирующий эффект, аортальный кровеносный сосуд.*

STUDY OF THE VASORELEAXANT EFFECT OF THE FLAVONID QUERCETIN AND ITS DERIVATIVES ON AORTIC SMOOTH MUSCLE

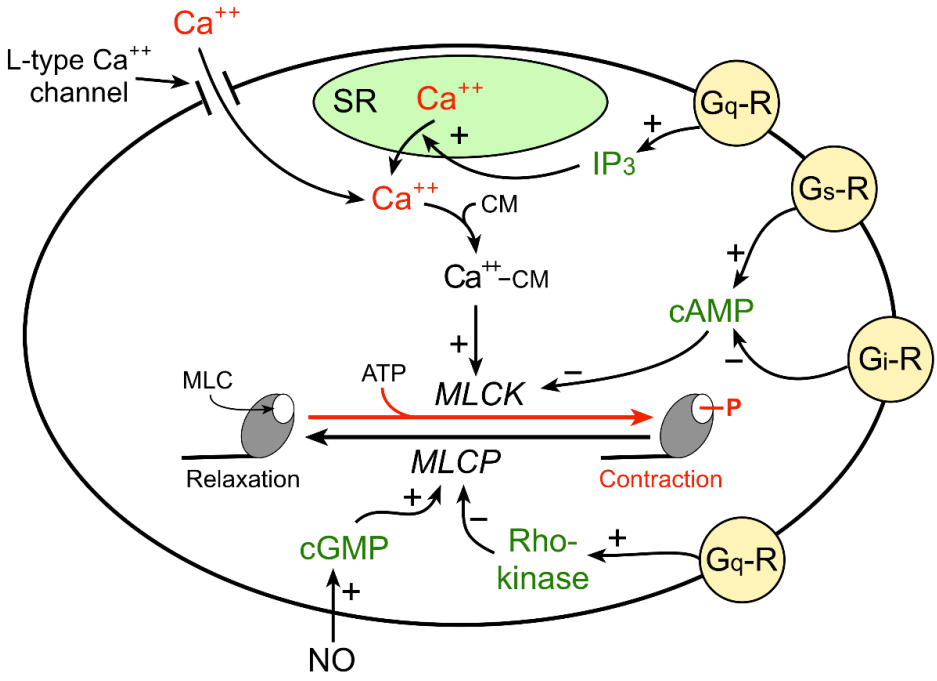
Abstract. *The article studies the mechanisms of vasorelaxant action of quercetin flavonoid and its derivatives on the smooth muscles of the aortic blood vessel. The effect of quercetin flavonoid on the aortic blood vessels of healthy white, outbred male rats (150–200 gr.) raised under conditions of standard food and water was studied. It was found that quercetin flavonoid has an antihypoxant effect and effectively affects hypoxia even in low doses under conditions of aortic preparative hypoxia.*

Keywords: *quercetin flavonoid, cytoplasmic reticulum, hypoxia, vasorelaxant effect, aortic blood vessel.*

Kirish. Silliq mushak - ichak, bachadon va oshqozon kabi ichi bo‘sh organlarning devorlarida joylashgan to‘qimalarning bir turi. Bundan tashqari, yurak-qon tomir tizimining arteriyalari va tomirlarini o‘z ichiga olgan o‘tish yo‘llarining devorlarida silliq mushaklarni topishingiz mumkin. Bu turdagi beixtiyor chiziqsiz mushak siydik, nafas olish va jinsiy tizimlar yo‘llarida ham uchraydi. Bunga qo‘shimcha ravishda, siz ko‘zlardagi silliq mushaklarni topishingiz mumkin, bu erda u irisning o‘lchamini va linzalarning shaklini o‘zgartiradi. Terida shuningdek, sovuq harorat yoki qo‘rquvga javoban sochlarning ko‘tarilishiga imkon beruvchi silliq mushak mavjud. Silliq mushak hujayrasining qalinligi 3-10 mkm, uzunligi 20-200 mkm [1]. Yurak va qon tomir sistemasi organizmning eng muhim sistemalaridan biri hisoblanadi. Yurak va qon tomir sistemasining markaziy organi bu yurak hisoblanadi. Yurak mushak a’zo bo‘lib, qonning kichik va katta qon aylanish tizimlarida qonning ritmik harakatini amalga oshiradi. U ko‘krak qafasining oldingi ko‘ks oralig‘ida joylashgan. Ko‘proq qismi chap tomonda joylashgan. O‘rta hisobda erkaklarda 300 gr, ayollarda 250 grni tashkil qiladi. Yurakda 4 kamera (o‘ng va chap qorincha, o‘ng va chap bo‘lmacha) mavjud. Chap qorincha va chap

bo‘lmacha orasida 3 tavaqali, o‘ng bo‘lmacha va o‘ng qorincha o‘rtasida 2 tavaqali klapan joylashgan. Chap qorincha bilan aorta qon tomiri o‘rtasida hamda o‘ng qorincha bilan o‘pka arteriyalari o‘rtasida qonni bir tomonlama xarakatini ta’minlovchi yarimoysimon klapanlar joylashgan. Aorta – odam va hayvonlar organizmidagi eng katta, uzun yagona qon tomiri [2].

Adabiyotlar tahlili. Silliq muskul hujayralari qisqarishining molekulyar mexanizmlari. Silliq muskullar asosiy strukturaviy va funktsional element hisoblanib, u qon tomirlari, nafas olish va oshqozon-ichak trakti yo‘llari va siydik ajratish sistemasida keng tarqalgan. Qon tomirlarining tonusini ko‘plab omillar belgilaydi, ulardan Ca^{2+} ionlari muhim rol o‘ynaydi. SMH sitozolida Ca^{2+} kontsentratsiyasini ortishi hujayra ichida kechadigan qator jarayonlarning triggeri hisoblanib, SMni qisqarishiga olib keladi. Hujayra ichidagi Ca^{2+} miqdori hujayra tashqarisidan Ca^{2+} ni kirishi va uni sarkoplazmatik retikulum (SR)dan chiqishi hisobiga ortadi [3]. Sitozolda Ca^{2+} ni ortishi uni kalmodulin bilan bohlanishini stimullaydi va konformatsion o‘zgarishlar sodir bo‘ladi. Masalan, SMHning mediatorlar yoki gormonlar bilan chaqirilgan qisqarishini ham hujayra ichidan, ham hujayra tashqarisidagi depodan kiradigan Ca^{2+} ionlari ta'minlaydi. SMH Ca^{2+} kirishining eng o‘rganilgan yo‘li L-tipidagi Ca^{2+}-kanallari hisoblanadi. Bundan tashqari Ca^{2+} Ca^{2+}-kanallari orqali ham kiradi. Shu sababli SMH da qo‘zg‘alish va qisqarish jarayonlarining uyg‘unligi – elektromexanik va farmokomexanik mexanizmlar orqali amalga oshadi [4]. Elektromexanik qisqarishda membrana depolirizatsiyasi amalga oshib, bunda potentsialga bog‘liq bo‘lgan Ca^{2+}-kanali aktivlashadi, hujayraning tashqarisidan sarkoplazmaga Ca^{2+} kiradi. Natijada Ca^{2+} ning miqdori 500-700 nM (nanomol) gacha ortib ketadi va qisqarish amalga oshadi. Elektromexanik qisqarishda membrana potentsiali ostsillyatsiya bilan xarakterlanadigan fazali SMHda asosiy rol o‘ynaydi. Membrana potentsialining bunday xarakteri potentsialga bog‘liq Ca^{2+}-kanallarini sinxron aktivatsiyasini va yuqori chastotali, hamda yuqori amplitudali Ca^{2+} signalini ta'minlaydi. Farmokomexanik qisqarish membrana potentsialini o‘zgarishiga bog‘liq bo‘lmaydi. Bu holda hujayra ichidagi Ca^{2+} miqdori asosan Ca^{2+} ionlarini hujayra ichidagi depolardan chiqishi va uni plazmalemmadagi retseptor orqali boshqariluvchi va zapas-operirlovchi Ca^{2+}-kanallaridan kirishi hisobiga ortadi. Bunda agonist bilan retseptorning o‘zaro ta'siri natijasida hujayra ichidagi Ca^{2+} miqdori avval tez, lekin vaqtincha oshadi. Bu uni hujayra ichidagi depolardan chiqishiga bog‘liqdir. Keyinchalik hujayra ichidagi Ca^{2+} miqdori sekin, lekin barqaror ortishi bilan almashinadi [5]. Bu esa hujayra tashqarisidan Ca^{2+} ni kirishiga bog‘liqdir. Silliq muskul hujayrasida Ca^{2+} ning birlamchi retseptorlaridan biri universal Ca^{2+} bog‘lovchi oqsil – kalmodulin (KM) hisoblanadi. Kalmodulin yurak va skelet muskullarining Ca^{2+}ning retseptori bo‘lgan troponin S ning gomologi hisoblanadi [6]. Lekin undan farqi shuki, kalmodulin har doim ham aktiv holda bo‘lmaydi. Silliq muskul hujayrasining asosiy qisqaruvchi regulyatori bu miozinning yengil zanjiridagi Ca^{2+}-kalmodulinga bog‘liq kinazadir. Uning yagona substrati massasi 20 kD keladigan miozinning yengil zanjiridir. Fosforlanishi aktinni aktivlovchi Mg ATFaza orqali amalga oshadi va o‘zining teskari komformatsiyali filamentini tuzadi. SMH qisqarishida miozinning yengil zanjiri kinazasining ishtiroki ko‘p ishlarda yoritilgan bo‘lib, ularda Ca^{2+} kontsentratsiyasining ortishi, miozin yengil zanjirining fosforillanishi va qisqarishning tezligi va kuchi o‘rtasidagi korrelyatsiyalar ochib berilgan. Ma'lum bo‘lishicha, miozin yengil zanjirining 40% fosforillanishi SM tolalari qisqarishini maksimal rivojlanishi uchun yetarlidir. SMH sarkoplazmasida Ca^{2+} kontsentratsiyasining tinchlik darajasigacha tiklanishi natijasida kalmodulin miozin yengil zanjiri kinazasi kompleksidan ajraladi, va u inaktivlashadi, miozin miozin yengil zanjirining fosfatazasi bilan defosforillanadi, aktindan ajraladi va muskul bo‘shashadi. Miozin yengil zanjirining fosforillanishi natijasida uning molekulasida strukturaviy o‘zgarishlar ro‘y beradi, jumladan, fosfat kiritilgan joydan uzoqlikda. Silliq muskullarning qisqarishi va bo‘shashishi mexanizmlarida miozinning fosforillanish-defosforillanish jarayonlarining markaziy o‘rin egallashi isbotlangan (1-rasm) [7, 8].



1-rasm. Qon tomir silliq muskullarinig qisqarish mexanizmi.

Tadqiqot metadologiyasi. Tajribalar O‘zMU huzuridagi Biofizika va biokimyo instituti vivariyasida standart ozuqa va suv bilan ta'minlangan sharoitda ko‘paytirilgan, sog‘lom oq, zotsiz kalamushlarda (150–200 gr.) amalga oshirildi.

Kalamush aorta qon tomir silliq muskulining izometrik qisqarish faolligi standart uslub (mexanografiya) yordamida qayd qilindi.

Tajriba hayvonlari dislokatsion uslubda jonsizlantirilib, jarrohlik yo‘li bilan ko‘krak qafasi ochildi va aorta qon tomiri ajratib olinib, Krebs–Xenzeleyt fiziologik eritmasi quyilgan Petri chashkasi muhitida yog‘ to‘qimalaridan tozalandi. Aorta preparati uzunligi ~3–4 mm o‘lchamdagi halqa shaklida kesib olindi va tajriba yacheykasiga (5 ml) mahkamlangan maxsus ilgakka va ikkinchi tomonidan Grass FT–03 (Grass Instrument, AQSh) izometrik kuch o‘lchash qurilmasiga bog‘landi (1–rasm).

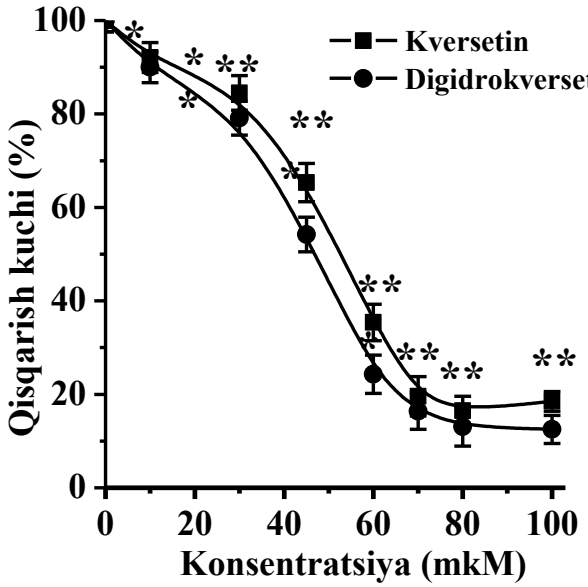
Eksperimental yacheyka (5 ml) maxsus rezervuar orqali Krebs–Xenzelayt fiziologik eritmasi bilan sirkulyatsiyalanadi va fiziologik eritmaning harorati doimiyligi termostat yordamida ta'minlanadi. Shuningdek, eritma 95%–O_2; 5%–CO_2 tarkibli gazlar aralashmasi bilan aeratsiyalanadi. Eksperimental yacheykaga mahkamlangan aorta qon tomir prepartining qisqarish faolligi Grass FT–03 mexanotroni (Grass Instrument, AQSh) va signal kuchaytirgich qurilma orqali Endim 621.02 (Rossiya) qurilmasi yordamida qayd qilinadi.

Quyidagi 2-rasmda kalamush aorta qon tomir silliq muskul preparatining izometrik sharoitda qisqarish faolligini qayd qilish qurilmasining umumiy sxematik ko‘rinishi keltirilgan.

2–rasm. Kalamush aorta qon tomir silliq muskul preparatining izometrik sharoitda qisqarish faolligini qayd qilish qurilmasining umumiy sxematik ko‘rinishi.

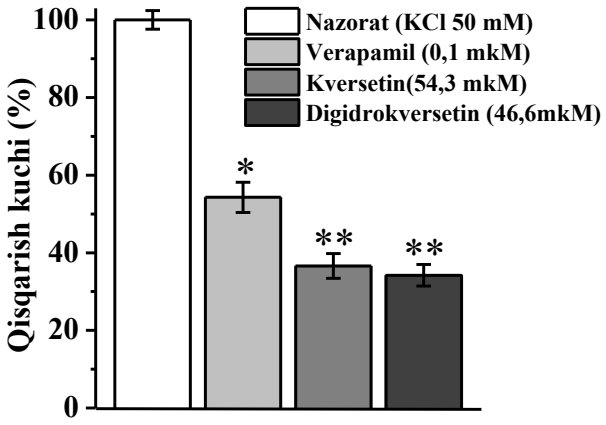
Tajriba yacheykasida doimiy ravishda quyidagi kimyoviy tarkibga ega bo‘lgan Krebs–Xenzeleyt fiziologik eritmasi sirkulyatsiyalandi (mM hisobida): NaCl – 118; KCl – 4,8; $MgSO_4$ – 1,2; KH_2PO_4 – 1,2; $CaCl_2$ – 2,5; $NaHCO_3$ – 25; glyukoza – 11 (pH=7,4). Shuningdek, fiziologik eritma tarkibi karbogen (O_2–95% va SO_2–5%) bilan aeratsiyalandi, harorat doimiyligi (t=+37±0,5°C) termostat yordamida ta'minlandi. Dastlab, kalamush aorta preparati 1 gr=9,8 mN kuchlanish berish asosida, ~45–60 minut davomida me'yoriy elektromexanik faollik qayd qilinishga qadar inkubatsiyalandi.

Tahlillar va natijalar. Tahlillar va olingan natijalar shuni ko‘rsatdiki, polifenollar konsentratsiyaga bog‘liq holatda (10 – 100 mkM) kuchli relaksant ta’sirga ega ekanligi aniqlandi. Jumladan, Kversetin 10 mkM konsentratsiyada aorta preparati qisqarish faolligi amplitudasini nazoratga nisbatan 7,9±3,2%ga susaytirishi aniqlandi, shuningdek, 100 mkM konsentratsiyada bu qiymat 85,8±3,1%ni tashkil qilishi qayd qilindi. Ushbu tajribalarni Digidrokversetin bilan takrorlaganimizda 10mkM konsentaratsiyasi aorta preparati qisqarish faolligini 10±3,3%ga 100 mkM konsentratsiyada esa 83,9±3,2%ni tashkil qilishi aniqlandi. Ushbu polifenollar KCl (50 mM) yordamida chaqirilgan qisqarish faolligini yarim maksimal (IS50) ingibirlovchi konsentratsiyasi 54,3 va 46,6 mkM ni tashkil etdi (3.1-rasm)



3-rasm. KCl (50mM) bilan chaqirilgan kalamush aortasi silliq muskul preparatlarning qisqarishiga Kversetin va Digidrokversetin flavonoidlarining ta’siri. Ordinata o‘qida – aorta preparatining KCl (50 mM) yordamida chaqirilgan qisqarish kuchi, 100% deb hisoblangan, abssissa o‘qida – Kversetin va Digidrokversetin flavonoidlarining konsentratsiyasi (mkM) ifodalangan. Barcha holatlarda *p<0,05, **p<0,01; n=5-6).

Navbatdagi tajribalarimizda polifenollarning relaksant ta’sirini potensialga bog‘liq Ca^{2+}-kanallari bilan bog‘liqligini taqqoslash uchun ushbu kanallarning maxsus blokatori verapamil bilan o‘zaro ta’siri o‘rganildi [Iwamoto Kita; 63–66-b.]. Ushbu tajribalarda KCl (50mM) bilan chaqirilgan aorta preparatlarini yarim maksimal qisqarishini keltirib chiqaradigan verapamil konsentratsiyasi (0,1 mkM) dan foydalanildi. Inkubatsiya muhitida verapamil (0,1 mkM) hamda Kversetin (54,3 mkM) va Digidrokversetin (46,6 mkM) (EC50) mavjud sharoitda KCl (50 mM) bilan chaqirilgan aorta preparatlari qisqarishiga ta’siri solishtirilganda ushbu polifenollar aorta qisqarish faolligini qo‘shimcha ravishda 11,9±4,1% va 15,8±3,8% ga susaytirishi qayd qilindi (4-rasm).



4-rasm Kversetin va Digidrokversetinning va Ca^{2+}-kanali blokatori -verapamil (YES50) KCl (50mM) yordamida chaqirilgan aorta preparatlari qisqarishiga o'zaro ta'siri. Ordinata o'qida – aorta silliq muskul preparatining KCl (50 mM) yordamida chaqirilgan qisqarish kuchi, 100% deb hisoblangan. Barcha holatlarda *p<0,05, **p<0,01; n=4-5).

Olingan natijalar ushbu polifenollar kofein ta'sirida yuzaga keltirilgan qisqarish kuchiga relaksant ta'siri SR dan chiquvchi Ca^{2+} miqdori kamayishi bilan bog'liqligini ko'rsatadi. Kversetin flavonoidi va uning hosilasini kuchli relaksant ta'sirga ega bo'lib SMH lari ichki Ca^{2+} miqdorini [Ca^{2+}]i kamaytirishi tajribalarimizda aniqlandi.

Xulosa. Kversetin va digidrokversetin flavonoidlari kuchli relaksant ta'sirga ega bo'lib, buning natijasida silliq muskul hujayralari [Ca^{2+}]i miqdorining kamayishi va natijada silliq muskullarning bo'shashishi yuzaga keladi.

Flavonoidlarning relaksant ta'sir mexanizmi $Ca^{2+}{}_L$– kanallarini bloklanishi natijasida yuzaga kelayotgan jarayon bo'lib, bunda flavonoidlarning ta'siri plazmalemmadagi [Ca^{2+}]i miqdorini kamayishiga sabab bo'ladi.

Kversetin hosilalarini aniqlash, ularni ilmiy tadqiqot usullari yordamida sintez qilinib,dori vositasida keng ommaga namoyon qilish orqali erta o'lim, insult, yurak ishemiyasi, yurak-qon tomir kaslliklarini oldini olish kabi yutuqlarga erishish mumkin.

Foydalanilgan adabiyotlar ro'yxati

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O‘ZBEKISTON RESPUBLIKASI “QIZIL KITOBI” (2019) ASOSIDA YALPIZDOSHLAR (LAMIACEAE) OILASI VAKILLARINING FLORISTIK TAHLILI

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Annotatsiya: *Mazkur maqolada O‘zbekiston Respublikasi “Qizil Kitobi”ning 2019-yilgi nashriga kiritilgan yalpizdoshlar (Lamiaceae) oilasi vakillarining zamonaviy holati, tarqalishi va himoya maqomi 2009-yilgi nashr bilan solishtirilgan va tahlil qilingan. Tadqiqot obyekti sifatida Qizil kitobdagi Lamiaceae oilasiga mansub endemik va kamyob turlar tanlab olindi. Tahlillar shuni ko‘rsatadiki, antropogen omillar, jumladan, yaylovlardan noto‘g‘ri foydalanish va iqlim o‘zgarishi ushbu oila vakillarining tabiiy populyatsiyalariga jiddiy xavf solmoqda. Maqolada turlarning taksonomik tarkibi, ularning geografik tarqalishi va populyatsiya zichligini saqlab qolish bo‘yicha tavsiyalar keltirilgan. Tadqiqot natijalari O‘zbekiston florasini muhofaza qilish strategiyasini takomillashtirishda muhim ahamiyat kasb etadi.*

Kalit so‘zlar: *Lamiaceae, Qizil Kitob, endemik turlar, floristik tahlil, tabiatni muhofaza qilish, O‘zbekiston florasi.*

ФЛОРИСТИЧЕСКИЙ АНАЛИЗ ПРЕДСТАВИТЕЛЕЙ СЕМЕЙСТВА LAMIACEAE НА ОСНОВЕ «КРАСНОЙ КНИГИ» РЕСПУБЛИКИ УЗБЕКИСТАН (2019)

Аннотация: *В данной статье сравнены и проанализированы современное состояние, распространение и охранный статус представителей семейства яснотковых (Lamiaceae), включенных в Красную книгу Республики Узбекистан 2019 года, с изданием 2009 года. В качестве объекта исследования были выбраны эндемичные и редкие виды семейства Lamiaceae, занесенные в Красную Книгу. Статье представлены таксономический состав видов, их географическое распространение и рекомендации по поддержанию плотности популяции. Результаты исследования имеют важное значение для совершенствования стратегии охраны флоры Узбекистана.*

Ключевые слова: *Lamiaceae, Красная Книга, эндемичные виды, флористический анализ, охрана природы, флора Узбекистана.*

FLORISTIC ANALYSIS OF REPRESENTATIVES OF THE LAMIACEAE FAMILY BASED ON THE “RED BOOK” OF THE REPUBLIC OF UZBEKISTAN (2019)

Abstract: *This article compares and analyzes the current status, distribution and conservation status of the family Lamiaceae, included in the Red Book of the Republic of Uzbekistan 2019, with the 2009 edition. The endemic and rare species of the family of Lamiaceae, listed in the Red Book, were selected as the object of the study. The article presents the taxonomic composition of the species, their geographical distribution, and recommendations for maintaining population density. The results of the study are important for improving the strategy of protecting the flora of Uzbekistan.*

Keywords: *Lamiaceae, Red Data Book, endemic species, floristic analysis, nature conservation, flora of Uzbekistan.*

Kirish

O‘zbekiston florasi o‘zining xilma-xilligi va endemizm darajasi bilan Markaziy Osiyo mintaqasida alohida o‘rin tutadi. Yalpizdoshlar (Lamiaceae) oilasi o‘zining efir moyli, dorivor va ozuqaviy xususiyatlari bilan ajralib turadi. So‘nggi yillarda antropogen ta’sir, yerlarning o‘zlashtirilishi va global iqlim o‘zgarishlari natijasida ko‘plab o‘simlik turlari yo‘qolib borish xavfi ostida qolmoqda. 2019-yilgi O‘zbekiston Respublikasi Qizil kitobi bu borada eng muhim me’yoriy hujjat hisoblanadi. Ushbu tadqiqotning maqsadi Qizil kitobga kiritilgan yalpizdoshlar oilasi vakillarining zamonaviy holatini floristik tahlil qilish, ularning tarqalish hududlaridagi xavf omillarini aniqlash va muhofaza qilish

bo‘yicha ilmiy xulosalar berishdan iborat. Tadqiqot dolzarbligi shundaki, ushbu oilaga mansub turlarning genofondini saqlab qolish nafaqat ekologik, balki iqtisodiy va farmatsevtik ahamiyatga ham ega. O‘rganish jarayonida turlarning taksonomik tarkibi va ularning himoya maqomlari (IUCN mezonlari asosida) tahlil qilindi.

O‘zbekiston Respublikasi Qizil kitobining 2019-yilgi nashrida yalpizdoshlar oilasi vakillarining floristik tahlil metodologiyasi va natijalari

Tadqiqotda kompleks floristik tahlil usullari, shu jumladan, adabiyotlar tahlili, gerbariy materiallari va 2019-yilgi ‘‘Qizil Kitob’’ ma’lumotlari bazasidan foydalanildi. Tahlil jarayonida Lamiaceae oilasiga mansub turlarning tarqalish areallari, o‘sish sharoitlari va ularga tahdid solayotgan asosiy omillar (populyatsiya zichligi, yashash muhitining buzilishi) ko‘rib chiqildi. Shuningdek, GIS texnologiyalari yordamida turlarning tarqalish xaritalari tahlil qilindi. Ma’lumotlarni tizimlashtirishda Excel va SPSS dasturiy ta’minotlaridan foydalanilib, oila vakillarining oilalararo va turkumlararo nisbati aniqlandi [1].

Ushbu tadqiqotda O‘zbekiston Respublikasi ‘‘Qizil Kitob’’ining 2019-yilgi nashrida keltirilgan yalpizdoshlar (Lamiaceae) oilasi vakillarining floristik xususiyatlarini o‘rganish uchun kompleks ilmiy yondashuv qo‘llanildi. Tadqiqotning metodologik asosini zamonaviy botanika, sistematika va ekologiya fanlarida keng qo‘llaniladigan usullar tashkil etdi. Avvalo, mavzu bo‘yicha mavjud ilmiy adabiyotlar, jumladan ‘Qizil kitob materiallari, botanika darsliklari va ilmiy maqolalar tahlil qilinib, undagi ma’lumotlar tizimli ravishda umumlashtirildi. Bu jarayonda har bir turning ilmiy tavsifi, tarqalish areali, ekologik xususiyatlari hamda muhofaza maqomi alohida e’tibor bilan o‘rganildi. Shuningdek, tadqiqot davomida taqqoslash metodidan foydalanilib, yalpizdoshlar oilasiga mansub turlar o‘zaro solishtirildi, ularning ekologik moslashuv xususiyatlari va geografik tarqalishidagi o‘xshash hamda farqli jihatlar aniqlashtirildi. Floristik tahlil asosida ushbu oilaga mansub turlarning hududlar bo‘yicha tarqalishi, endem va kamyob turlar ulushi, shuningdek, ularning ekologik guruhlarga mansubligi aniqlab chiqildi. Mazkur yondashuv o‘simliklarning tabiiy muhitdagi o‘rni va ahamiyatini chuqurroq baholash imkonini berdi [2].

1-jadval

O‘zbekiston Respublikasining ,,Qizil Kitob” idagi (2009) yalpizdoshlar oilasining taxlili

t/r	O‘simlik nomi lotincha	Hayot. shakli	O‘sish sharoiti	Umumiy tarqalishi	Ahamiyati	Ma-qomi	Madaniy-lashtiril.	Muxofaza choralari
1	*Lagochilus olgae Kamelin*	Yarim butacha	Pastki toglar	Nurota tizmasi	Kamyob endemik	2	Yo‘q	Monitoring
2	*Lagochilus proskorjakovli Ikromov*	Yarim butacha	Shagalli adirlar	Nurota tizmasi	Kamyob endemik	1	Yo‘q	Nurota qoriqxonasi
3	*Lagochilus vvedenskyi Kamelin et Zuckervv*	Yarim butacha	Qizil qumtoshlar	Markaziy qizilum	Kamyob endemik	2	Yo‘q	Ishlab chiqilmagan
4	*Lagochilus inebrians Bunge*	Yarim butacha	Dendiz satxi	Qizilqum Quljugtog	Kamyob endemik	2	Qisman ekiladi	Nurota qoriqxonasi
5	*Dracocephalum formosum Gontsch*	Ko‘p yillik	Yuqori toglar	Hisor tizmasi	Kamyob endemik	2	Yo‘q	Yaylovni tartibga solish
6	*Dracocephalum komarovii Lipsky*	Ko‘p yillik	Toshli joylar	Chotqol tizmasi	Endemik o‘simlik	2	Yo‘q	Chotqol bosfera qo‘riqxona
7	*Dracocephalum spinulosum Popov*	Ko‘p yillik	Toshli-shagalli tog	Chotqol tizmasi	Kamyob endemik	2	Yo‘q	Chotqol biosfera qo‘riqxona
8	*Scutellaaria holosericia Gontsch ex Juz*	Yarim buta	Granitli qoyalar	Surxandaryo viloyati	Endemik kamyob	2	Yo‘q	Ishlab chiqilmagan
9	*Scutellaria villosissima Gontsch et Juz*	Ko‘p yillik	Yuqori toglar	Surxandaryo viloyati	Kamyob endemik	2	Yo‘q	Ishlab chiqilmagan
10	*Scutellaria guttata Nevski ex Juz*	Yarim butacha	Qum toshlar	Surxandaryo viloyati	Kamyob endemik	1	Yo‘q	Ishlab chiqilmagan
11	*Scutellaria fedtschenkoi*	Ko‘p	O‘rta tog	Qashqadar	Kamyob	2	Yo‘q	Ishlab

	Bornm	yillik	mintaqasi	yo	endemik			chiqilmagan
12	*Scutellaria colpodea Nevski*	Yarim buta	Gipsli jinslar	Surxandaryo	Endemik o‘simlik	2	Yo‘q	Muxofaza qilinmagan
13	*Salvia insignis Kudr*	Yarim buta	Gipsli yonbagirlar	Surxandaryo	Kamyob endemik	1	Yo‘q	Bobotog o‘rmon qo‘riqxona
14	*Salvia korolkovli Regel et Schmalh*	Ko‘p yillik	Tuproqli yonbagir	Toshkent viloyati	Kamyob endemik	2	Botanika bogi	Ishlab chiqilmagan
15	*Salvia margaritae Botsch*	Ko‘p yillik	Yonbag‘ir va qoyalar	Fargona vodiysi	Kamyob endemik	2	Yo‘q	Populyatsiyani tiklash
16	*Salvia tianschanica Makhm*	Ko‘p yillik	Tog yonbag‘irlari	Toshkent viloyati	Kamyob endemik	2	Yo‘q	Monitoring
17	*Salvia submitica Botsch et Vved*	Ko‘p yillik	Granit toshli yonbagir	Jizzax viloyati	Kamyob endemik	2	Botanika bogi	Nurota qo‘riqxona
18	*Salvia lilacinocaerulea Nevski*	Yarim buta	Qoyalar va soyalar	Surxandaryo	Kamtob endemik	2	Yo‘q	Surxon qo‘riqxona
19	*Phlomidoschema parviflorum (Benth) Vved*	Ko‘p yillik	Toshli yonbagirlar	Samarqand	Kamyob tur	1	Yo‘q	Ishlab chiqilmagan
20	*Otostegia bucharica B Fedtsch*	Ko‘p yillik	Toshli va qoyali joylar	Surxandaryo	Kamyob endemik	1	Yo‘q	Nazorat tashkil qilish
21	*Phlomoides transoxana (Bunge) Salmaki*	Ko‘p yillik	Qoldiq toglar qumlar	Buxoro viloyati	Yem xashak dorivor	2	Yo‘q	Ishlab chiqilmagan
22	*Phlomoides anisochila (Pazij et Vved) Salmak*	Ko‘p yilik	Toshli shagalli yerlar	Jizzax viloyati	Kamyob endemik	1	Yo‘q	Monitoring
23	*Phlomoides aralensis (Bunge)Salmaki*	Ko‘p yillik	Orol boyi qumlari	Navoiy viloyati	Kamyob endemik	2	Yo‘q	Muxofaza qilimagan
24	*Phlomoides baburii (Adylov) Adulov*	Ko‘p yillik	Ola jinslar	Surxandaryo	Kamyob endemik	1	Yo‘q	Ishlab chiqilmagan
25	*Phlomoides gupsacea (Popov) Adylov et al*	Ko‘p yillik	Ola jinslar	Qashqadaryo	Kamyob endemik	0	Yo‘q	Ishlab chiqilmagan
26	*Phlomoides leiocalux (Pazij et Vved) Adylov*	Ko‘p yillik	Tog tepaliklari	Qashqadaryo	Kamyob endemik	1	Yo‘q	Ishlab chiqilmagan
27	*Phlomoides tschimganica (Vved) Adylov et al*	Ko‘p yillik	Tog yonbagrlari	Toshkent viloyati	Yagona nusxa	0	Yo‘q	Ishlab chiqilmagan
28	*Eremostachus eriolarunx Pazij et Vved*	Ko‘p yillik	Qo‘ngir tuproqlar	Buxoro viloyati	Kamyob endemik	1	Yo‘q	Ekspeditsiya o‘tkazish
29	*Phlomis nubilans Zakirov*	Ko‘p yillik	Tuproqli yonbagir	Navoiy viloyati	Kamyob endemik	2	Yo‘q	Nurota qo‘riqxona
30	*Leonurus kudrjaschevli Kamelin et Tulyag*	Ko‘p yillik	Shimoliy toshloq	Qashqadaryo	Endemik tur	1	Yo‘q	Ishlab chiqilmagan

2-jadval

O‘zbekiston Respublikasining „Qizil Kitob” idagi (2019) yalpizdoshlar oilasining taxlili

t/r	O‘simlik nomi lotincha	Hayot. shakli	O‘sish sharoiti	Umumiy tarqalishi	Ahamiyati	Ma-qomi	Madaniy-lashtiril.	Muxofaza choralari
1	*Lagochilus olgae*	Yarim buta	Tosh chagirtosh	Nurota tizmasi	Kamyob endemik	2	Yo‘q	Nurota qo‘riqxona
2	*Lagochilus*	Yarim	Toshloq	Nurota	Kamyob	1	Yo‘q	Nurota

	proskorjakovii	buta	yonbagr	tizmasi	endemik			qo‘riqxona
3	*Lagochilus vvedenskyi*	Yarim buta	Qizil gulli tuproq	Markaziy qizilqum	Endemik kamyob	3	Yo‘q	Ishlab chiqilmagan
4	*Lagochilus inebrians*	Yarim buta	Qumli shagalli	Janubiy hududlar	Dorivor o‘simlik	3	Botanika bogi	Nurota qo‘riqxona
5	*Dracocephalum formusum*	Ko‘p yillik	Togning o‘rta qismi	Surxandaryo	Manzarali o‘simlik	3	Yo‘q	Hisor qo‘riqxona
6	*Dracocephalum komarovii*	Ko‘p yillik	Alp mintaqasi	Chotqol tizmasi	Parfimeriya	2	Yo‘q	Chotqol qo‘riqxona
7	*Dracocephalum spinulosum*	Ko‘p yillik	Cho‘kindi yonbagirlar	Garbiy Tyan Shan	Endemik kamyob	3	Yo‘q	Chotqol qo‘riqxona
8	*Scutellaria holosericea*	Yarim buta	Granitli qoyalar	Surxandaryo	Saponinli	1	Yo‘q	Ishlab chiqilmagan
9	*Scutellaria villosissima*	Ko‘p yillik	Togning yuqori qismi	Surxandaryo	Dorivor o‘simlik	2	Yo‘q	Ishlab chiqilmagan
10	*Scutellaria guttata*	Yarim buta	Ochiq qum tosh	Surxandaryo	Ginefo‘nd	2	Yo‘q	Ishlab chiqilmagan
11	*Scutellaria fedtschenkoi*	Ko‘p yillik	Oxaktosh qoyalar	Qashqadaryo	Flavonoidli	3	Yo‘q	Ishlab chiqilmagan
12	*Scutellaria colpodea*	Yarim buta	Toshloq toglar	Surxandaryo	Ilmiy	3	Yo‘q	Muxofaza qilinmagan
13	*Salvia insignis*	Ko‘p yillik	Oxaktoshli qoya	Surxandaryo	Manzarali	1	Yo‘q	Bobotog o‘rmon xo‘jaligi
14	*Salvia korolkovii*	Yarim buta	Nuragan yonbagrlar	Chotqol tizmasi	Asal beruvchi	3	Botanika bogi	Ishlab chiqilmagan
15	*Salvia margaritae*	Yarim buta	Qoyalar	Fargona vodiysi	Genetik manba	2	Yo‘q	Ishlab chiqilmagan
16	*Salvia tianschanica*	Ko‘p yillik	Shagalli yonbagrlar	Chotqol tizmasi	Asal beruvchi	2	Yo‘q	Ugam chotqol bogi
17	*Salvia submutica*	Ko‘p yillik	Qoyalar	Nurota tizmasi	Efir moyi	2	Botanika bogi	Nurota qo‘riqxona
18	*Salvia lilacinocaerulea*	Ko‘p yillik	Toshli yn bagrlar	Xisor tizmasi	Manzarali	1	Yo‘q	Surxon qo‘riqxona
19	*Phlomidoschema parviflorum*	Ko‘p yillik	Toshli yonbagrlar	Samarqand	Dorivor	0	Yo‘q	Ishlab chiqilmagan
20	*Otostegia bucharica*	Yarim buta	Gipsli adirlar	Surxandaryo	Ozuqabop	1	Botanika bogi	Buyurtmaxona tashkil qilish
21	*Phlomoides transoxana*	Ko‘p yillik	Qoldiq tog etaklari	Qizilqum Buxoro	Yaylov o‘simligi	2	Yo‘q	Ishlab chiqilmagan
22	*Phlomoides anisochila*	Ko‘p yillik	Shagal toshlar	Jizzax nurota	Endemik	2	Yo‘q	Nurota qo‘riqxona
23	*Phlomoides aralensis*	Ko‘p yillik	Qoldiq tog etaklari	Navoiy viloyati	Indikator	2	Yo‘q	Muxofaza qilinmaydi
24	*Phlomoides baburi*	Ko‘p yillik	Tog jinslari	Surxandaryo	Ilmiy	1	Yo‘q	Ishlab chiqilmagan
25	*Phlomodies gypsachea*	Ko‘p yillik	Ola jinslar	Qashqadaryo	Genefond	0	Yo‘q	Ishlab chiqilmagan
26	*Phlomoides leiocalux*	Ko‘p yillik	Tog tepaliklar	Qashqadaryo	Asal beruvchi	1	Yo‘q	Ishlab chiqilmagan
27	*Phlomoides tschimganica*	Ko‘p yillik	Tog yonbagrlar	Toshkent viloyati	Manzarali	0	Yo‘q	Muxofaza qilinmaydi
28	*Eremostachys eriolarunx*	Ko‘p yillik	Qongir tuproqlar	Buxoro viloyati	Efir moyi	1	Yo‘q	Muxofaza qilinmaydi

29	*Phlomis nubilans*	Ko‘p yillik	Toshli yon bagrlar	Jizzax Nurota	Flavanoidli	2	Yo‘q	Nurota qo‘riqxona
30	*Leonurus kudrjaschevii*	Ko‘p yillik	Toshloq yonbagrlar	Qashqadaryo	Dorivor	3	Yo‘q	Xisor qo‘riqxona

Bundan tashqari, statistik tahlil usullari yordamida yalpizdoshlar oilasiga oid turlar soni, ularning ‘‘Qizil Kitob’’dagi ulushi va muhofaza darajasi miqdoriy ko‘rsatkichlarda ifodalandi. Olingan natijalar ilmiy asoslangan holda umumlashtirilib, ularning aniqligi va ishonchliligini oshirishga xizmat qildi. Tadqiqot jarayonida sistematik (taksonomik) yondashuv ham qo‘llanilib, o‘simliklar urug‘ va tur darajasida tasniflandi hamda ularning botanika tizimidagi o‘rni aniq belgilandi.

Ekologik tahlil orqali esa yalpizdoshlar oilasi vakillarining yashash muhiti, iqlim va tuproq sharoitiga moslashuvi, shuningdek, antropogen omillar ta’siri baholandi. Ayniqsa, inson faoliyati natijasida yuzaga kelayotgan salbiy omillar va ularning o‘simliklar populyatsiyasiga ta’siri alohida tahlil qilindi. Shu tariqa, qo‘llanilgan metodlar majmui tadqiqot mavzusini har tomonlama yoritish, yalpizdoshlar oilasi vakillarining hozirgi holatini baholash hamda ularni muhofaza qilish bo‘yicha ilmiy asoslangan xulosalar chiqarish imkonini berdi.

Tahlillar shuni ko‘rsatdiki, 2019-yilgi O‘zbekiston Respublikasi ‘‘Qizil Kitob’’iga Lamiaceae oilasining bir qator vakillari kiritilgan bo‘lib, ularning aksariyati tog‘ va tog‘oldi hududlarida tarqalgan. Xususan, *Eremostachys*, *Phlomis* va *Ziziphora* turkumlari vakillari alohida e’tibor talab qiladi. Tadqiqot jarayonida aniqlanishicha, ushbu o‘simliklarning 65% qismi endemik turlar hisoblanadi. Natijalar shuni ko‘rsatadiki, eng ko‘p tahdid ostida bo‘lgan turlar asosan G‘arbiy Tyan-Shan va Pomir-Olay tog‘ tizimlarida uchraydi. Masalan, *Phlomoides* turkumiga mansub turlarning populyatsiya zichligi so‘nggi o‘n yillikda 25-30% ga kamaygan. Bu holat asosan chorva mollarining haddan tashqari ko‘p boqilishi va dorivor o‘simlik sifatida tartibsiz yig‘ib olinishi bilan bog‘liq. Shuningdek, ma’lumotlar bazasi tahlili shuni ko‘rsatdiki, himoya qilinadigan hududlardagi turlar populyatsiyasi barqaror bo‘lsa-da, ulardan tashqaridagi hududlarda turlar diversifikatsiyasi sezilarli darajada pasaygan [3].

Yalpizdoshlar (Lamiaceae) oilasi o‘simliklar dunyosida muhim o‘rin egallovchi, keng tarqalgan va biologik jihatdan xilma-xil guruhlardan biri hisoblanadi. Ushbu oilaga mansub o‘simliklar asosan efir moylariga boyligi, dorivor xususiyatlari hamda ekologik moslashuvchanligi bilan ajralib turadi. O‘zbekiston hududida yalpizdoshlar oilasi vakillari turli tabiiy-geografik zonalarda, xususan, tog‘li, adir va yarim cho‘l hududlarida keng tarqalgan bo‘lib, ular mahalliy flora tarkibining ajralmas qismi sanaladi.

Mazkur oilaga mansub ayrim turlar O‘zbekiston Respublikasi “Qizil Kitob”ining 2019-yilgi nashriga kiritilgan bo‘lib, bu ularning tabiiy populyatsiyasi kamayib borayotganini ko‘rsatadi. Ushbu holat asosan antropogen omillar, jumladan, yerlarning o‘zlashtirilishi, ortiqcha chorvachilik bosimi, o‘simliklarning nazoratsiz yig‘ilishi hamda iqlim o‘zgarishlari bilan bog‘liqdir. Natijada ayrim turlar o‘zining tabiiy yashash muhitini yo‘qotib, yo‘qolib ketish xavfi ostida qolmoqda [1].

Floristik nuqtai nazardan qaralganda, yalpizdoshlar oilasi vakillarining tarqalishi hududning iqlimiy va tuproq sharoitlariga bevosita bog‘liqdir. Ayniqsa, tog‘li hududlar ushbu oilaning ko‘plab endem va relikt turlari uchun muhim areal hisoblanadi. Bu esa mazkur hududlarning biologik xilma-xillikni saqlashdagi ahamiyatini yanada oshiradi. Shu bilan birga, ayrim turlar tor ekologik ixtisoslashuvga ega bo‘lib, faqat ma’lum sharoitlarda o‘sishi mumkin, bu esa ularning zaifligini kuchaytiradi.

Shunday qilib, yalpizdoshlar oilasi vakillarining floristik tahlili ularning tarqalish qonuniyatlarini aniqlash, ekologik xususiyatlarini baholash va muhofaza choralarini ishlab chiqishda muhim ilmiy ahamiyatga ega. Bu esa o‘z navbatida O‘zbekiston florasining noyob va kamyob turlarini saqlab qolish hamda ularni kelajak avlodlarga yetkazishda muhim asos bo‘lib xizmat qiladi.

Olingan natijalar shuni ko‘rsatadiki, O‘zbekistonda yalpizdoshlar oilasini muhofaza qilishda tizimli yondashuv talab etiladi. ‘‘Qizil Kitob’’dagi ma’lumotlar o‘simliklarning hozirgi holatini aks ettirsa-da, iqlim o‘zgarishi ta’siri yanada chuqurroq o‘rganilishi lozim. Muhokama davomida aniqlanishicha, in-situ (tabiiy muhitda) saqlash bilan bir qatorda, *ex-situ* (botanika bog‘larida) sharoitida genofondni saqlab qolish ustuvor vazifa bo‘lishi kerak. Boshqa tadqiqotchilarning (masalan, Tojibaev et al., 2020) fikrlariga tayanib aytish mumkinki, endemik turlarning tarqalish areallarini qat’iy qo‘riqxona yoki buyurtmaxona hududlariga kiritish zarur. Shuningdek, mahalliy aholi o‘rtasida dorivor o‘simliklarni yig‘ish madaniyatini oshirish va ularni madaniy holda yetishtirishni rag‘batlantirish muhim ekologik yechim hisoblanadi. Tahlil qilingan ma’lumotlar Lamiaceae vakillarining nafaqat floristik tarkibini, balki ularning ekotizimdagi funksional rolini ham belgilab beradi [2].

Xulosa

O‘zbekiston Respublikasi Qizil kitobning 2009-yilgi va 2019-yilgi nashrlari ma’lumotlarini solishtirganda, yalpizdoshlar (Lamiaceae) oilasi vakillari sonida ma’lum o‘zgarishlar kuzatiladi va bu o‘zgarishlar umumiy holda kamayishdan ko‘ra nisbatan ko‘payish tendensiyasini ko‘rsatadi.

Masalan, 2009-yilgi nashrda uchragan turlar qatoriga *Salvia submutica, Salvia lilacinocoerulea, Scutellaria adenostegia, Phlomis thapsoides, Nepeta olgae* kabi turlar kiritilgan bo‘lsa, 2019-yilgi nashrda bu ro‘yxat kengayib, ularga qo‘shimcha ravishda *Salvia komarovii, Salvia margaritae, Phlomis alatavica, Dracocephalum adylovii, Ziziphora pedicellata* kabi kamyob va tor arealli turlar ham kiritilgan. Ayrim turlar (masalan, *Salvia submutica, Nepeta olgae*) ikkala nashrda ham saqlanib qolgan bo‘lsa-da, ularning muhofaza maqomi ayrim hollarda yuqoriroq xavf kategoriyasiga o‘tkazilgan.

Raqamlar orqali ifodalaganda, 2009-yilda yalpizdoshlar oilasi vakillarining umumiy ulushi “Qizil Kitob”dagi o‘simliklarning taxminan 3–4 % ini tashkil etgan bo‘lsa, 2019-yilga kelib bu ko‘rsatkich 5–6 % ga yaqinlashgan. Bu esa nafaqat yangi turlar kiritilganini, balki mavjud turlarning tabiiy populyatsiyasi qisqarib borayotganini ham bildiradi. Ayniqsa, tog‘ va tog‘oldi hududlarida tarqalgan *Salvia, Scutellaria, Phlomis va Dracocephalum* avlodlariga mansub turlar antropogen bosim (chorvachilik, o‘simliklarni yig‘ish, yerlarning o‘zlashtirilishi) tufayli sezilarli darajada kamayib bormoqda.

O‘zbekiston Respublikasi “Qizil Kitobi” (2019) asosida o‘tkazilgan floristik tahlil shuni ko‘rsatadiki, yalpizdoshlar oilasi vakillari mintaqa ekotizimi uchun muhim komponent hisoblanadi. Tadqiqot davomida aniqlangan xavf omillari, xususan, antropogen bosim va iqlimiy o‘zgarishlar ushbu turlarning yo‘qolib ketish xavfini kuchaytirmoqda.

Xulosa qilib aytganda, “Qizil Kitob”ga kiritilgan turlarni saqlab qolish uchun: ularning yashash joylarida monitoringni kuchaytirish, endemik turlarning urug‘ banklarini yaratish, aholi o‘rtasida ekologik ta’lim-tarbiya orqali ekologik madaniyatni rivojlantirish zarur. Kelgusidagi tadqiqotlar ushbu o‘simliklarning molekulyar-genetik xususiyatlarini o‘rganish va ularni iqlimga moslashuvchanligini baholashga qaratilishi maqsadga muvofiqdir. Mazkur ish O‘zbekiston florasini asrab-avaylashda ilmiy asoslangan tavsiyalar majmuasini boyitishga xizmat qiladi.

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SUG‘ORILADIGAN O‘TLOQI TUPROQLARNING EKOLOGIK-MELIORATIV HOLATI VA DEGRADATSIYA JARAYONLARINI AGROIQLIMIY OMILLAR ASOSIDA BAHOLASH (NUKUS TUMANI MISOLIDA)

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Annotatsiya: *Maqolada Nukus tumani sug‘oriladigan o‘tloqi tuproqlarining ekologik-meliorativ holati va degradatsiya jarayonlari agroiqlimiy omillar bilan bog‘liq holda baholangan. Tadqiqotda Tuproqshunoslik va agrokimyoviy tadqiqotlar instituti hamda uning hududiy bo‘linmalari tomonidan 2016 va 2024 yillarda o‘tkazilgan tuproq sho‘rlanish kartogramalarini tuzish ma’lumotlari hamda 2016-2025 yillarga oid agroiqlimiy ko‘rsatkichlardan foydalanilgan. Tadqiqot hududida o‘rtacha yillik havo harorati 14,0 °C, yillik yog‘ingarchilik miqdori 8,7 mm va havoning nisbiy namligi 48% ni tashkil etganligi aniqlandi. Hisoblangan gidrotermik koeffitsientning (GTK) vegetatsiya davridagi qiymatlari 0,024-0,349 oralig‘ida bo‘lib, hududning o‘ta qurg‘oqchil agroiqlimiy sharoitga mansubligini ko‘rsatdi. Tadqiqot natijalariga ko‘ra sho‘rlanmagan yerlar ulushi kamayib, turli darajada sho‘rlangan maydonlar salmog‘i ortganligi aniqlandi. Bu holat tuproq degradatsiyasi jarayonlarining faollashganligini ko‘rsatadi.*

Kalit so‘zlar. *degradatsiya, sho‘rlanish, o‘tloqi tuproqlar, ekologik-meliorativ holat, gidrotermik koeffitsient, agroiqlimiy omillar, sug‘oriladigan yerlar, Nukus tumani.*

ОЦЕНКА ЭКОЛОГИЧЕСКИ-АМЕЛИОРАТИВНОГО СОСТОЯНИЯ И ПРОЦЕССОВ ДЕГРАДАЦИИ ПОЧВ ОХЛАЖДАЕМЫХ ПАСТБИЩ НА ОСНОВЕ АГРОКЛИМАТИЧЕСКИХ ФАКТОРОВ (НА ПРИМЕРЕ НУКУССКОГО РАЙОНА)

Аннотация: *В статье оценивается эколого-амелиоративное состояние и процессы деградации почв орошаемых пастбищ Нукусского района в связи с агроклиматическими факторами. В исследовании использованы данные картограмм засоленности почв, составленных Институтом почвоведения и агрохимических исследований и его региональными отделениями в 2016 и 2024 годах, а также агроклиматические показатели за 2016-2025 годы. Было установлено, что среднегодовая температура воздуха на исследуемой территории составляла 14,0 °C, годовое количество осадков — 8,7 мм, а относительная влажность — 48%. Значения расчетного гидротермального коэффициента (ГТК) в течение вегетационного периода находились в диапазоне 0,024-0,349, что указывает на принадлежность территории к крайне засушливым агроклиматическим условиям. По результатам исследования, доля незасоленных земель уменьшилась, а доля участков с различной степенью засоленности увеличилась. Это свидетельствует об активации процессов деградации почв.*

Ключевые слова. *деградация, засоление, луговые почвы, экологическое и мелиоративное состояние, гидротермический коэффициент, агроклиматические факторы, орошаемые земли, район Нукус.*

ASSESSMENT OF THE ECOLOGICAL-AMELIORATE STATE AND DEGRADATION PROCESSES OF IRRIGATED GRASSLAND SOILS BASED ON AGRO-CLIMATE FACTORS (ON THE EXAMPLE OF NUKUS DISTRICT)

Annotation: *The article assesses the ecological-ameliorative state and degradation processes of irrigated grassland soils of Nukus district in relation to agro-climatic factors. The study used data from the soil salinity cartograms compiled by the Institute of Soil Science and Agrochemical Research and its regional departments in 2016 and 2024, as well as agroclimatic indicators for 2016-2025. It was determined that the average annual air temperature in the study area was 14.0 °C, the annual precipitation was 8.7 mm, and the relative humidity was 48%. The values of the calculated hydrothermal coefficient (HTC) during the growing season were in the range of 0.024-0.349, indicating that the area belongs to extremely arid agroclimatic conditions. According to the results of the*

study, the share of non-saline lands decreased, and the share of areas with varying degrees of salinity increased. This indicates the activation of soil degradation processes.

Keywords. *degradation, salinity, grassland soils, ecological and reclamation status, hydrothermal coefficient, agroclimatic factors, irrigated lands, Nukus district.*

Kirish. Butun dunyoda tuproqlar degradatsiyasi, shoʻrlanish, qurgʻoqchilk va choʻllanish kabi bir qancha muommolar yuzaga kelmoqda, BMT maʼlumotlariga koʻra, dunyo boʻyicha qariyb 1,4 milliard gektar yer maydoni (jami yer resurslarining 10 foizidan ortigʻi) shoʻrlanishga duchor boʻlgan, iqlim inqirozi va antropogen taʼsir natijasida yana bir milliard gektar yer degradatsiya xavfi ostida qolmoqda [1].

Bugungi kunda Aholi sonining ortib borishi, oziq-ovqat mahsulotlariga boʻlgan talabning oshishi hamda iqlim oʻzgarishi sharoitida mavjud sugʻoriladigan yerlarning meliorativ holatini yaxshilash muhim ahamiyat kasb etmoqda. Ayniqsa, qurgʻoqchil va yarim qurgʻoqchil iqlim sharoitiga ega hududlarda joylashgan hududlarda tuproq shoʻrlanishi qishloq xoʻjaligi ishlab chiqarishining asosiy cheklovchi omillaridan biri hisoblanadi.

Tuproq shoʻrlanishi – bu tuproq profilida oʻsimliklarning normal oʻsishi va rivojlanishiga salbiy taʼsir koʻrsatuvchi miqdorda suvda eruvchan tuzlarning toʻplanishi natijasida yuzaga keladigan murakkab fizik-kimyoviy jarayondir. Tuproqda tuzlarning ortib borishi suv-fizik xossalarning yomonlashishiga, oziqa elementlarining oʻzlashtirilish darajasining pasayishiga va natijada ekinlar hosildorligining keskin kamayishiga olib keladi [2, 3].

Tadqiqot obyekti va uslublari. Tadqiqot obyekti sifatida Qoraqalpogʻiston Respublikasi Nukus tumanida joylashgan “Kattiagar” massivi sugʻoriladigan oʻtloqi tuproqlar tanlandi. Tadqiqotda Tuproqshunoslik va agrokimyoviy tadqiqotlar instituti tomonidan, 2016 va 2024 yillarda tuzilgan tuproq shoʻrlanish kartogrammalari hamda Qoraqalpogʻiston Respublikasi Gidrometeorologiya xizmati markazi 2016-2025 yillarga oid agroiqlimiy maʼlumotlaridan foydalanildi. Tuproqlarning ekologik-meliorativ holati shoʻrlanish darajasi koʻrsatkichlari asosida baholandi. Tuproq degradatsiyasining asosiy mezoni sifatida shoʻrlanish darajasining oʻzgarishi qabul qilindi. Tuproq namunalarida elektr oʻtkazuvchanlik (EC), suvli soʻrim tarkibidagi oson eruvchi tuzlar va asosiy ionlar miqdori standart usullar asosida aniqlandi [4]. Agroiqlimiy sharoitlarni tavsiflashda oʻrtacha oylik havo harorati, yogʻingarchilik miqdori, havoning nisbiy namligi hamda G.T. Selyaninov usuli [5] boʻyicha hisoblangan gidrotermik koeffitsient (GTK) koʻrsatkichlaridan foydalanildi. GTK hisoblashda oʻrtacha oylik havo harorati 10 °C dan yuqori boʻlgan vegetatsiya davri (aprel–oktyabr) maʼlumotlari asos qilib olindi..

Tadqiqot natijalari. Oʻzbekiston Respublikasida sugʻoriladigan yerlarning katta qismi turli darajada shoʻrlanishga uchragan boʻlib, ayniqsa Qoraqalpogʻiston Respublikasi va Xorazm viloyati hududlarida ushbu muammo yanada yaqqol namoyon boʻlmoqda. Bu hududlar Orol dengizi inqirozi taʼsirida shakllangan murakkab ekologik vaziyat, yuqori bugʻlanish, kam yogʻingarchilik va sizot suvlarining minerallashganligi bilan tavsiflanadi.

Nukus tumani Qoraqalpogʻiston Respublikasining Gʻarbda Xoʻjayli, shimoli-gʻarbda Amudaryo orqali Qanlikoʻl tumani, sharqda Qoraoʻzak, shimoli-sharqda Kegeyli, shimolda esa Boʻzatov tumanlari, janubi-sharqda Amudaryo tumani bilan chegaradosh joylashgan. Hududda yoz oylarida havo haroratining yuqori boʻlishi, yogʻingarchilik miqdorining kamligi va havoning nisbiy namligining pastligi bugʻlanish jarayonlarining keskin ortishiga sabab boʻladi.

Tadqiqot hududining agroiqlimiy sharoitlarini tavsiflash maqsadida 2016-2025 yillarga oid meteorologik ma'lumotlar tahlil qilindi. Natijalarga koʻra oʻrtacha yillik havo harorati 14,0 °C ni tashkil etdi. Eng yuqori harorat iyul oyida (30,7 °C), eng past harorat esa yanvar oyida (-1,6 °C) kuzatildi. Yillik oʻrtacha yogʻingarchilik miqdori 8,7 mm ni tashkil etib, uning asosiy qismi bahor va kuz oylariga toʻgʻri keldi. Yoz oylarida yogʻingarchilikning 2,3-4,4 mm gacha kamayishi hududda namlik tanqisligini kuchaytiradi. Havoning oʻrtacha nisbiy namligi 48% ni tashkil etgan boʻlib, iyun-avgust oylarida 28-31% gacha pasaygan (1-jadval). Bu esa bugʻlanish intensivligining ortishiga va tuproqlarda tuzlarning toʻplanishiga qulay sharoit yaratadi.

1-jadval.

Qoraqalpogʻiston Respublikasi Gidrometeorologiya xizmati markazi 2016-2025 yillarga oid agroiqlimiy maʼlumotlari

Iqlim ma`lumotlari	Oylar												10 yillik oʻrtacha
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	
Oʻrtacha oylik va yillik havo harorati, °C	-1,6	1,0	8,1	16,7	23,3	28,4	30,7	27,3	20,1	11,9	4,5	-2,4	**14,0**

O‘rtacha oylik va yillik yog‘ingarchilik miqdori, mm	5,3	9,9	16,7	17,5	17,3	4,4	2,3	2,5	5,5	8,6	7,1	6,8	**8,7**
O‘rtacha oylik va yillik havoning nisbiy namligi, %	77	67	54	41	35	28	29	31	35	46	58	72	**48**

Tadqiqot hududining agroiqlimiy sharoitlarini baholashda G.T. Selyaninov tomonidan tavsiya etilgan gidrotermik koeffitsient (GTK) usulidan foydalanildi. Ushbu ko‘rsatkich hududning namlik bilan ta’minlanganlik darajasini tavsiflash hamda qurg‘oqchilik darajasini baholash imkonini beradi. GTK yog‘ingarchilik miqdori va faol haroratlar yig‘indisi o‘rtasidagi nisbatni ifodalab, quyidagi formula asosida hisoblandi:

$$GTK = \frac{P}{01\ x\ \Sigma T} \qquad (1)$$

Bunda,

P – yog‘ingarchilik miqdori, mm;

0,1 – Selyaninov tomonidan kiritilgan tuzatish koeffitsienti;

ΣT – o‘rtacha sutkalik harorati 10 °C dan yuqori bo‘lgan davrdagi faol haroratlar yig‘indisi, °C.

GTK hisoblashda o‘rtacha oylik havo harorati 10 °C dan yuqori bo‘lgan davri (aprel-oktyabr) ma’lumotlaridan foydalanildi. Gidrotermik koeffitsientning qiymatlari agroiqlimiy sharoitlarning namlik bilan ta’minlanganlik darajasini tavsiflashda muhim mezon hisoblanadi. GTK qiymati 1,0 dan yuqori bo‘lganda hudud namlik bilan yaxshi ta’minlangan, 0,7-1,0 oralig‘ida yetarli namlangan, 0,4-0,7 oralig‘ida qurg‘oqchil, 0,2-0,4 oralig‘ida juda qurg‘oqchil hamda 0,2 dan past bo‘lganda o‘ta qurg‘oqchil agroiqlimiy sharoit sifatida baholanadi.

Qoraqalpog‘iston Respublikasi Gidrometeorologiya markazining 2016-2025 yillarga oid ma’lumotlari asosida olib borilgan hisob-kitoblar natijasida GTK qiymatlari aprel oyida 0,349, may oyida 0,240, iyun oyida 0,052, iyul oyida 0,024, avgust oyida 0,030, sentyabr oyida 0,090 va oktyabr oyida 0,233 ni tashkil etdi.

Olingan natijalar ko‘ra barcha oylarida GTK qiymatlari 0,4 dan past bo‘lganligini ko‘rsatdi. Ayniqsa, iyun-avgust oylarida ushbu ko‘rsatkichning 0,024-0,052 oralig‘ida bo‘lishi hududda namlik tanqisligi nihoyatda yuqori ekanligini ko‘rsatadi. Bu davrda havo haroratining 27,3-30,7 °C gacha ko‘tarilishi va yog‘ingarchilik miqdorining 2,3-4,4 mm gacha kamayishi natijasida bug‘lanish jarayonlari keskin kuchayadi (2-jadval).

2-jadval.

Nukus tumani agroiqlimiy sharoitining gidrotermik koeffitsient (GTK) bo‘yicha baholash natijalari

Oylar	**IV**	**V**	**VI**	**VII**	**VIII**	**IX**	**X**
O‘rtacha oylik havo harorati, °C	16,7	23,3	28,4	30,7	27,3	20,1	11,9
Yog‘ingarchilik miqdori, mm	17,5	17,3	4,4	2,3	2,5	5,5	8,6
Faol haroratlar yig‘indisi (ΣT), °C	500,7	721,4	852,0	952,9	847,2	603,9	369,8
GTK	**0,349**	**0,240**	**0,052**	**0,024**	**0,030**	**0,090**	**0,233**
Agroiqlimiy tavsifi	**Juda qurg‘oqchil**		**O‘ta qurg‘oqchil**				**Juda qurg‘oqchil**

Yuqori harorat va namlik tanqisligi sharoitida sizot suvlari tarkibidagi eruvchan tuzlarning kapillyar ko‘tarilishi jadallashadi. Natijada tuproqning ustki qatlamlarida tuzlar to‘planishi kuchayib, ikkilamchi sho‘rlanish va degradatsiya jarayonlari rivojlanishi uchun qulay sharoit vujudga keladi. Ayniqsa, sug‘oriladigan o‘tloqi tuproqlarda bunday jarayonlar ekologik-meliorativ holatning yomonlashishiga va qishloq xo‘jaligi ekinlari hosildorligining pasayishiga olib keladi.

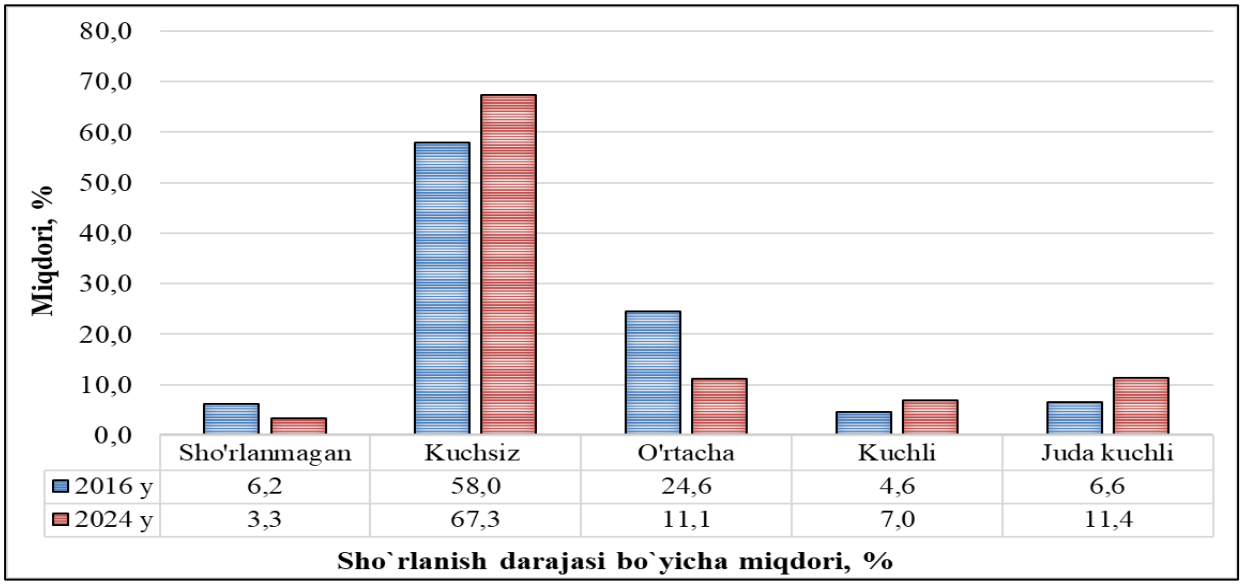
Shunday qilib, GTK bo‘yicha olingan natijalar Nukus tumani hududining o‘ta qurg‘oqchil agroiqlimiy sharoitga mansubligini ko‘rsatdi. Hududda kuzatilayotgan yuqori harorat, kam yog‘ingarchilik va past namlik ko‘rsatkichlari tuproq degradatsiyasi jarayonlarining kuchayishiga ta’sir etuvchi asosiy tabiiy omillar hisoblanadi.

Nukus tumani Amudaryo deltasining quyi qismida joylashgan bo‘lib, relefi asosan tekisliklardan iborat. Hudud tuproqlari asosan sug‘oriladigan o‘tloqi tuproqlar bilan ifodalanadi. Tadqiqot natijalariga ko‘ra Kattagar massivi sug‘oriladigan yerlar maydoni 2016 yilda 2022,4 gektarni tashkil qilgan bo‘lsa, Kadastr Agentligi 2024 yil 1-yanvar yer fondi ma`lumotlarida 2024 yilga kelib 2613,8 gektarni tashkil qilgan.

Tadqiqot hududi hisoblangan Kattagar massivi sug‘oriladigan yerlarining 2016 va 2024 yillardagi sho‘rlanish holati tahliliga ko‘ra sho‘rlanish jarayonlarida sezilarli o‘zgarishlar yuz berganligini ko‘rsatdi.

Tahlily natijalarga ko‘ra massivda sho‘rlanmagan yerlar ulushi 2016 yildagi 6,2% dan 2024 yilda 3,3% gacha kamaygan. Shu bilan birga kuchsiz sho‘rlangan yerlar ulushi 58,0% dan 67,3% gacha ortgan. O‘rtacha sho‘rlangan tuproqlar ulushi 24,6% dan 11,1% gacha kamaygan bo‘lsada, kuchli sho‘rlangan yerlar ulushi 4,6% dan 7,0% gacha va juda kuchli sho‘rlangan yerlar ulushi 6,6% dan 11,4% gacha oshganligi qayd etildi (1-rasm).

1-rasm. **Kattagar massivi sug‘oriladigan yerlari tuproqlarining sho‘rlanish darajasi dinamikasi (2016-2024 yy.)**



Tadqiqot davrida jami sho‘rlangan yerlar salmog‘i 93,8% dan 96,7% gacha ortgan. Ayniqsa, kuchli va juda kuchli sho‘rlangan maydonlarning ortishi tuproqlarning ekologik-meliorativ holati yomonlashayotganligini hamda degradatsiya jarayonlari jadallashayotganligini ko‘rsatadi.

Tadqiqot natijalarini tahlili shuni ko‘rsatdiki, Kattagar massivi sug‘oriladigan yerlarida sho‘rlanish jarayonlarining kuchayishi hududning agroiqlimiy sharoitlari bilan chambarchas bog‘liq. Nukus tumani keskin kontinental va qurg‘oqchil iqlim sharoitiga ega bo‘lib, yoz oylarida havo haroratining yuqori bo‘lishi hamda yog‘ingarchilik miqdorining keskin kamayishi kuzatiladi.

Harorat 10 °C dan yuqori bo‘lgan davrida gidrotermik koeffitsient qiymatlarining 0,024-0,349 oralig‘ida bo‘lishi hududda namlik tanqisligi yuqori ekanligini ko‘rsatdi. Ayniqsa, iyun–avgust oylarida GTK qiymatlarining 0,1 dan ham past bo‘lishi bug‘lanish jarayonlari yog‘ingarchilik miqdoridan bir necha barobar ustunligini ifodalaydi.

Bunday sharoitda sizot suvlari tarkibidagi eruvchan tuzlarning kapillyar ko‘tarilishi jadallashadi. Natijada tuproqning ustki qatlamlarida tuzlar to‘planib, ikkilamchi sho‘rlanish jarayonlari rivojlanadi. Tadqiqot hududida sho‘rlanmagan yerlar ulushining kamayishi va kuchli hamda juda kuchli sho‘rlangan maydonlar salmog‘ining ortishi ushbu jarayonlarning amaliy ifodasi hisoblanadi.

Sho‘rlanishning kuchayishi tuproqning suv-fizik xossalarini yomonlashtiradi, agregat holatini buzadi hamda o‘simliklarning oziqlanish sharoitini cheklaydi. Natijada sug‘oriladigan o‘tloqi tuproqlarning ekologik-meliorativ holati yomonlashib, degradatsiya jarayonlari jadallashadi. Shu sababli tadqiqot hududida sho‘rlanishga qarshi meliorativ tadbirlarni takomillashtirish, suvdan oqilona foydalanish va monitoring ishlarini muntazam olib borish muhim ahamiyat kasb etadi.

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YOG'DA ERIYDIGAN VITAMINLAR VA ULARNING XOSSALARI

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Annotatsiya: *Vitaminlarning kimyoviy tuzilishi va xossalari hisoblanadi. Ular tabiatda juda keng tarqalgan hamda organizm uchun muhim ahamiyatga ega. Bu maqolada vitaminlarni organizmda tutgan o'rni, ahamiyati haqida to'xtalib o'tildi. Vitaminlarning organizmdagi funksiyalarini o'rganish, vitamin yetishmovchiligida kelib chiqadigan kasalliklar, vitaminlarning tabiatda tarqalishi ilmiy asosda yoritib berildi. Organizmda uchraydigan yog'da eriydigan vitaminlar va ularning vazifalari turli ilmiy manbalar orqali o'rganildi.*

Kalit so'zlar*: vitamin, yog'da eriydigan vitaminlar, gipovitaminoz, gipervitaminoz, yo'gda eriydigan vitaminlar.*

ЖИРОРАСТВОРИМЫЕ ВИТАМИНЫ И ИХ СВОЙСТВА

Аннотация*: Химическое строение и свойства витаминов имеют большое значение. Они широко распространены в природе и играют важную роль в организме человека. В данной статье рассмотрены роль и значение витаминов в организме. Научно освещены функции витаминов в организме, заболевания, возникающие при недостатке витаминов, а также распространение витаминов в природе. На основе различных научных источников изучены жирорастворимые витамины, встречающиеся в организме, и их функции.*

Ключевые слова: *витамины, жирорастворимые витамины, гиповитаминоз, гипервитаминоз, жирорастворимые витамины.*

FAT-SOLUBLE VITAMINS AND THEIR PROPERTIES

Abstract: *The chemical structure and properties of vitamins are of great importance. They are widely distributed in nature and play an essential role in the human body. This article discusses the role and significance of vitamins in the organism. The functions of vitamins in the body, diseases caused by vitamin deficiency, and the distribution of vitamins in nature are scientifically explained. Fat-soluble vitamins found in the body and their functions were studied based on various scientific sources.*

Keywords*: vitamins, fat-soluble vitamins, hypovitaminosis, hypervitaminosis, fat-soluble vitamins.*

Vitaminlar tirik organizmda har xil biokimyoviy va fiziologik jarayonlar me'yorida o'tib turishini ta'minlaydigan moddalardir. Vitaminlar oz miqdorda bo'lishiga qaramasdan, moddalar almashinuvi jarayoniga kuchli ta'sir etadigan biologik aktiv modda bo'lganligi sababli ularning nomi ko'pincha davolash xususiyatlariga qarab va fiziologik ta'sirlariga qarab berilgan, hamda ularni lotin alifbosining ayrim harflari bilan belgilash qabul qilingan.

A vitamini. Retinol A vitamini (antikseroftalmik vitamin). A vitaminini o'rganish 1882 yildan boshlangan, chunki shu yili rus vrachi M. V. Savelev shabko'rlik kasalini davolash uchun biror xil yog', ayniqsa baliq yog'i iste'mol qilsa yetarli bo'lishligini aytib o'tgan.

A vitamini—siklik (halqali) to'yinmagan bir atomli spirtdir. Uning kimyoviy tuzilishini birinchi bo'lib shveysariyalik olim Karrer 1931 yilda aniqlagan.

A vitamini molekulasining asosida Vionon halqasi yotib, unga ikki molekula dien karbonvodorod izopren qoldig'i va birlamchi spirt gruppasiga ega bo'lgan yon zanjirlar birikkandir.

O'simliklarda A vitaminiga aylanadigan uch xil karotin bo'lib, bular, β va g karotinlaridir. Ayniqsa g karotin ahamiyatli hisoblanadi, chunki uning har bir molekulasidan hayvon va inson organizmlarida ikki molekula A vitamini hosil bo'ladi, a va g karotinlardan esa bir molekuladan A vitamini hosil bo'ladi. Dastlabki paytlarda karotinlarning A vitaminiga aylanishi asosan jigarda yuz beradi deb hisoblanar edi, lekin keyingi vaqtlarda karotinlarning A vitaminiga aylanishi asosan ichak devorlarida yuz berishi aniqlangan. Lekin karotinlarning ichak yoki jigardan boshqa organlarda ham A vitaminiga aylanishi mumkinligi to'g'risida ma'lumotlar bor, g — karotinning A vitaminiga aylanishi dioksigenaza (avvallari karotinaza fermenti parchalaydi deb aytilardi) fermenti tomonidan amalga oshiriladi. A. A.

Dmitrovskiy birinchi bo‘lib, 1987 yilda karotinning vitaminga aylanishi suv kislorodi hisobidan emas, balki molekulyar kislorod ta’sirida bo‘lib o‘tishini isbotlagan va natijada avvalo A vitaminining aldegid shakli (retinal)- xosil bo‘lishini ko‘rsatadi keyin retinal esa NAD tarkibli qaytarilgan degidroge-naza fermenti ta’sirida ya’ni $NADN_2$ ta’sirida qaytarilgandan keyin retinolga aylanadi. Bu reaksiyalar qaytar reaksiyalardir, ya’ni ular bir-biriga aylanib turadi.

Karotindioksigenaza fermenti molekulasida temir ioni va tiol gruppasi bo‘lib, u glutation sfingomielin, o‘t kislotalari tomonidan aktivlantiriladi. Oksigenaza fermenti dastlab kalamushlar, keyin dengiz cho‘chqasi, jo‘ja, baliqlar (chuchuk suvdagi) kabilarning ichak devorlari shilimshiq qavatidan ajratib olingan.

Ingichka ichakning shilimshik qavat hujayralarida retinolni retinat kislotasiga oksidlantiradigan retinoloksidaza fermenti ham borligi aniklangan. Retinat kislotasi boshqa to‘qimalarda ham hosil bo‘lishi mumkin. Retinatning retinat kislotasiga aylanishi uchun ham molekulyar kislorod sarf bo‘ladi. Retinolning retinat kislotasiga aylanishi mumkinligini dastlab 1961 yilda A. A. Dimitrovskiy ko‘rsatgan. Ba’zi hayvonlarda (qoramol, yilqi, parranda) karotinning bir qismi o‘zgarmasdan qonga so‘riladi va shuning uchun ham karotin ular organizmining turli qismlarida (sutda, to‘qimalarda) bo‘lishi aniqlangan. Lekin quyon, kenguru, jirafa, cho‘chqa, echki va qo‘y kabilarning sutida karotin bo‘lmasligi aniqlangan. Demak bunday hayvonlarning ichak devorlari orqali karotin so‘rilib qonga o‘ta olmaydi. Har xil ozuqalardagi karotinning so‘rilishi (o‘zlashtirilishi) ham har xildir. Masalan, ingliz olimi Xennixning 1970 yilgi ma’lumotlariga ko‘ra, ko‘pchilik hayvonlarda karotinning 20—30 % i qonga so‘riladi, suli silosi karotinining 30—50 % i, beda silosi karotinining 34—62 % i, makka silosi karotinining 49 % i o‘zlashtiriladi. Karotinning o‘zlashtirilishi o‘simlik vegetatsiya davriga ham bog‘liq bo‘ladi. Masalan, makka pishib yetilgan davrlarida karotin miqdori ham kam bo‘ladi va undagi karotin deyarli o‘zlashtirilmaydi. Odamlarda karotin umuman yaxshi o‘zlashtiriladi (98% gacha), quyonlarda esa qiyin o‘zlashtiriladi. Hatto uning 75 % i axlat bilan chiqarib yuboriladi. Qoramollarda qabul qilingan karotinning o‘rtacha 50 % i axlat bilan chiqib ketadi.

Karotinning o‘zlashtirilishiga har xil ozuqalar ham har xil ta’sir etadi. Masalan, to‘la qiymatli oqsillar (kazeinogen) to‘la qiymatli bo‘lmagan (zein) oqsiliga nisbatan ko‘proq karotinning o‘zlashtirilishiga ta’sir etadi.

Umuman ozuqada oqsil kam bo‘lsa-yu, lekin karotin ko‘p bo‘lsa, u yaxshi so‘rilmaydi. Ozuqa tarkibida yog‘ qancha kam bo‘lsa, karotinning so‘rilishi ham va uning A vitaminiga aylanishi ham shunchalik qiyinlashadi. Paxta va soya moylari karotinning so‘rilishi va uning A vitaminga aylanishiga tokoferrollar (E vitamini) juda yaxshi ta’sir etadi. Bundan tashkari tokoferollar A vitamini uchun antioksidantdir. Karotinning A vitaminiga aylanishida nitrit va nitratlarning salbiy ta’sir yetishi ham aniqlangan.

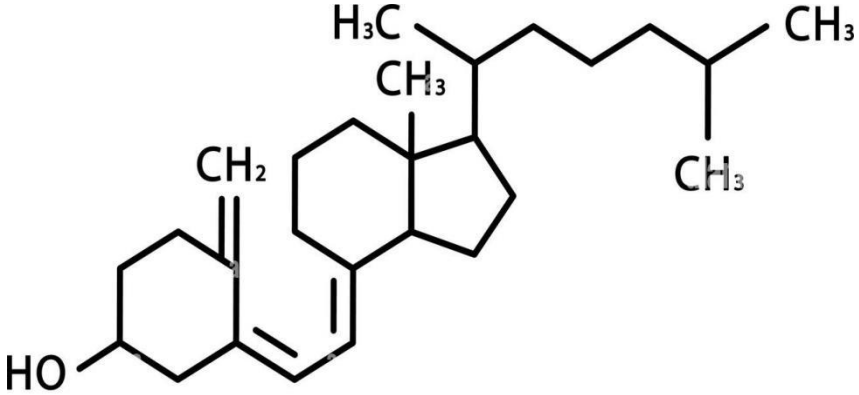
Bunday ma’lumotlarni aniqlashga, qoramollarda hosil bo‘lib turadigan A vitaminiga nisbatan avitaminozni o‘rganish sabab bo‘ladi. Ozuqada nitrat va nirit mikdori 0,5—1,5 % atrofida bo‘lganda karotinning o‘zlashtirilishi juda pasayadi va hatto karotin parchalana boshlaydi.

Tajribalar natijasida shu narsa aniqlandiki, A vitamini xilomikronlar (mayda yog‘ tomchilari) bilan birgalikda ichak devorlaridan o‘tib, limfa suyuqliklariga qo‘shiladi va ko‘krak qon tomirlari orqali butun tana qon tomirlariga o‘tadi. A vitamini asosan jigarda efir birikmalari holida to‘planadi. U qon plazmasidagi — globulin oqsili bilan qisman birikkan holda bo‘ladi. Lekin retinolni ko‘pincha o‘ziga biriktirib oluvchi oqsilning maxsus turi prealbumin bilan hosil qilgan kompleks birikma holida u kerakli joylarga, ya’ni hujayra va to‘qimalarga etkaziladi.

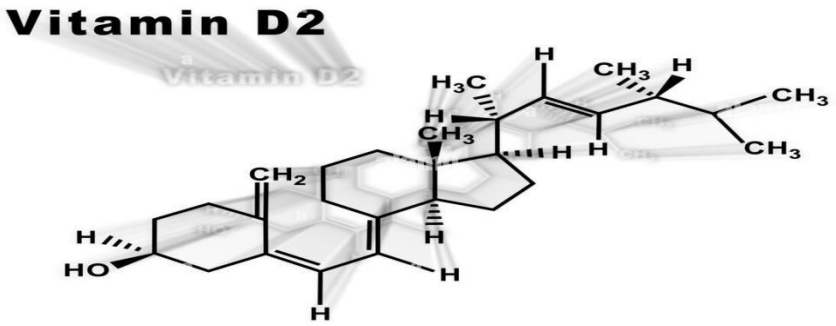
D gurux vitaminlari Bu guruhga kiradigan vitaminlar antiraxitik vitaminlardir. Odam va hayvon organizmida D vitaminining Yetishmasligi raxit kasalligining kelib chiqishiga olib keladi.

Hayvon organizmida D, D_1 D_2 va D_3 vitamini uchrab, ulardan eng ahamiyatlilari D_2 va D_3 vitaminidir. Ular bir-birlaridan tarkiblariga kiruvchi uglevodorod zanjirlarining tuzilishi bilan farq qiladi.

D_3 vitamini o‘z -o‘zicha biologik aktiv modda emas. Lekin u, biologik aktiv birikma sifatida tan olinadigan, gormonal aktivlikka ega bo‘lgan (jigar va buyrakda sintezlanadigan) 1,2,5—digidroksixolekalsiferol deb ataluvchi kimyoviy birikmani sintezlanishida ishtirok etishligi aniqlangan. Buning uchun D vitaminlar ikki bosqichda, ya’ni avvalo jigarda, keyin buyrakda gidroksillanadi va hosil bo‘lgan 1,25 digidroksixolekalsiferol suyak to‘qimalarida kalsiy va fosforlarning o‘zlashtirilishini ta’minlaydi.



Vitamin D3
$C_{27}H_{44}O$



E Vitamini (tokoferol) E vitamini (tokoferol) ko‘payish yoki antisteril vitamin ham deb yuritiladi. Oq sichqon va kalamushlar ustida tajriba o‘tkazilib, ularni uzoq muddatgacha sun’iy tayyorlangan sut bilan boqish natijasida ularning ko‘payish qobiliyatlari yo‘qolganligi sezilgan. Urg‘ochilarida homiladorlik kuzatilmagan. Oziqa tarki-biga har xil yashil o‘simliklar va bug‘doy qo‘shish natijasida ko‘payish o‘z me’yoriga yetganligi kuzatilgan. By tajribani 1922 yilda Bishop va Ivens degan olimlar o‘tkazib, ular ozuqa tarkibida qandaydir ko‘payishga yordam beradigan modda bo‘lishi kerakligini aniqladilar buni E vitamini deb belgiladilar.

E vitamini yoki tokoferollar (a , β va) tabiatda o‘simliklarda, ayniqsa texnik o‘simlik moylarida, hamda yashil o‘simliklarda ko‘proq bo‘ladi. Tokoferol a, β va g — izomer holatlarda bo‘lishini va ularning molekulyar tarkibi $C_{29}H_{49}OH$ dan iborat ekanligini 1936 yilda Ivens va Emmerson nomli olimlar aniqlaganlar. a, β va g — tokoferollar yuqori molekulali geterotsiklik spirtlar bo‘lib, ular kimyoviy tuzilishi jihatidan siklik yadrosidagi metil guruhlarining soni va joylashgan o‘rinlariga qarab bir-birlaridan farq qiladilar. Bularning ichida eng faoli a — tokoferoldir. Uning kimyoviy tuzilishini 1937 yilda Ferren-gols aniqlagan bo‘lib, uning molekulasi aromatik halqa va izoprem bo‘limlaridan tashkil topgan uzun yon zanjirdan iboratdir.

E vitamini modda almashinuvida, ya’ni biologik oksidlanishning «v» va «s» sitoxromlari orasida elektronlar va protonlarning tashilishida ishtirok etadi degan ma’lumotlar bor. E vitamini yog‘simon sarg‘ish suyuqlik bo‘lib, tez oksidlanadi, yorug‘lik ta’sirida tez buziladi, ya’ni biologik faolligini tez yo‘qotadi.

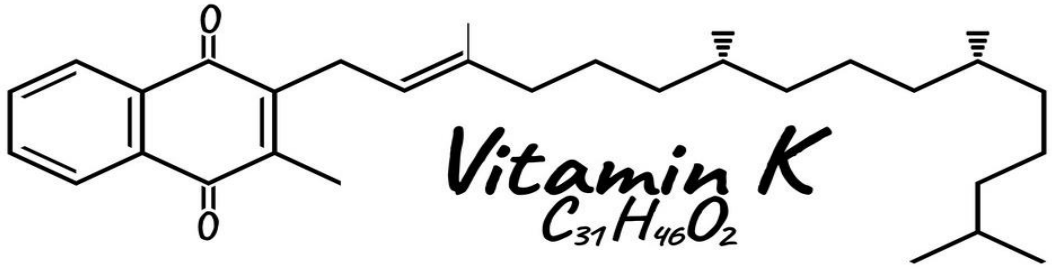
Tokoferollar o‘simliklarda sintezlanadi. Ular asosan urug‘larda bo‘ladi (bug‘doy, guruch donida) va moylarda (kungaboqar, makka, paxta, soya, guruch, nasha, palma va h.z.o da). Hamda o‘simliklar yashil qismlarda (salat, shpinat).Hayvonlarda tokoferol yetishmasligi faqat bepushtlikga keltirmasdan, mushak to‘qimalari, tomir va nerv sistemasi zararlanishiga keltiradi. Uning ta’sir mexanizmi antioksidant ta’siri bilan bog‘langan membrana lipidlarda to‘yinmagan yog‘ kislotalarining qoldiqlarini oksidlashuvini oldini olishga, hamda fermentlar biosinteziga ta’sir qilish, ayniqsa ular gem qurilishida qatnasha oladigan bo‘lsa. Insonlarda gipavitaminoz E kam uchraydi va sutkalik talab (5 mg bolalarda 10-25mg katta yoshlilarda ayniqsa homilador va emizadigan ayollarda) to‘g‘ri ovqatlanganda organizm o‘zi qondiriladi.

K vitamini (filloxinon) Hozirgi vaqtda fanda ikki xil K_1 va K_2 vitaminlari ma'lum. Bu vitaminlar birinchi marotaba 1939 yilda bedadan va chirigan baliq unidan sof holatda ajratib olingan. K1 vitamini oddiy sharoitda sarg'ish rangli, yog'simon modda bo'lib, suvda erimaydi. Qizdirishga ancha chidamlidir. K_2 vitamini esa sarik rangli kristall modda bo'lib, suvda erimaydi, yog'da va organik erituvchi-larda yaxshi eriydi. Qizdirishga chidamsiz.

K vitaminining elementar tarkibi $C_{31}H_{46}O_6$ dan iborat bo'lib, kimyoviy tuzilishi jihatidan naftaxinon halqasiga birikib kelayotgan bir nechta izopren karbonvodorod zanjiridan iboratdir. Biri ikkinchisidan karbon-vodorod zanjirining tuzilishi bilan farq qiladi. K_1 vitamini, K_2 vitaminiga nisbatan 2 barobar kuchli faollik xususiyatiga ega.

Barcha hayvonlarning yashil o'simliklardan tashkil topgan oziqa va ichak mikroflorasi K vitaminiga bo'lgan ehtiyojni to'liq ta'minlashi mumkin, antigemoragik vitaminning eng boy manbalari o'simliklardir (beda, kashtan daraxtining bargi, karam, yangi unayotgan bug'doy maysalari va h.k.). Hayvon organizmida esa jigar, qon plazmasi, suyak iligi va ayniqsa cho'chqaning jigari K vitaminiga boydir. Qonning ivish mexanizmi keyingi yillarda (1970 yillar) aniqlangan. K vitamini qon plazmasi oqsili bo'lgan protrombin kabi oqsillarning jigarda doimo yetarli miqdorda hosil bo'lib turishi uchun kerak. Protrombin qonning ivishini amalga oshiradigan trombin fermentiga aylanishi, u esa qon plazmasi oqsili fibrinogenning erimaydigan tolasimon oqsil fibringa aylanishiga ta'sir etadi va eritrotsitlarni qamrab olib, qonni ivitadi.

K vitamini molekulasi tuzilishi asosan bitsiklik birikma naftoxinon halqasidan va unga birikkan har xil uzunlikdagi izopren zanjirlaridan iboratdir. (K_1 vitamini molekulasi filloxinon hamda 4 ta izopren, K_2 molekulasi esa menaxinon va 6 ta izoprenlarking bnrikishidan tashkil topgan). K_1 vitamini, K_2 vitaminiga nisbatan bir necha bor kuchli ta'sirga egadir.



K vitamini singari fiziologik ta'sirga ega bo'lgan ba'zi sun'iy preparatlar ham mavjud. Bunday preparatlardan biri 1942 yilda akademik A. V. Palladii va M. M. SHemyakinlar tomonidan sintez qilingan vikasol hisoblanadi. Menadion ham sun'iy preparatlardan biridir. Bu preparatlar jarrohlik operatsiyalari paytida ishlatiladi.

K_1 vitamini sariq moysimon suyuqlik moddadir, u havo kislorodi va harorat ta'siriga chidamlidir. Ishqorlar va quyosh nuri ta'sirida tez buziladi. K_2 vitamini sariq kristall modda bo'lib, u yanada chidamsizdir. Ozuqalar bilan qabul qilingan K vitamini o't kislotalari ishtirokida ichakdan qonga oson so'riladi. Keyingi ma'lumotlarga ko'ra K vitamini oqsil sintezidan tashqari, tuzilishi jixatidan u bixinonga o'xshash bo'lganligi tufayli to'qimalarning, ayniqsa ichki organlarning silliq muskullari hujayralari — mitoxondriyalarida oksidlanish va qaytarilish reaksiyalarida, ya'ni biologik oksidlanish ximizmi zanjirida elektronlarni tashish, oksidlanish yo'li bilan fosforlanish reaksiyalarida ishtirok etadi.

Tabiatda K vitaminga teskari (karama-qarshi) ta'sir yetish xususiyatiga ega bo'lgan kimyoviy birikmalar ham borligi ma'lum. Bularga: dikumarol, tromeksan, diftiokol hamda..chirigan beda, xashak tarkibida uchraydigan bis oksikumarin kabi birikmalarni ko'rsatish mumkin. Bularning ichida eng kuchlisi dikumaroldir. Qonga uning 1 mg yuborilsa, u qonni ivish xususiyatini ta'minlovchi protrombin oqsili miqdorini 30 % ga kamaytirib yuboradi. Natijada qon kapillyarlarining mustahkamligi yo'qolib, yorilib qon quyilish holatlari ro'y beradi va hayvonni halokatga olib kelishi mumkin.

Yog'da eruvchi vitaminlar esa yog'da va boshqa xil organik erituvchilarda yaxshi erish xususiyatiga ega bo'lib, organizmda yog'li birikmalar holatida ma'lum bir miqdorda to'planib turib, keyin sekinlik bilan organizm ehtiyoji uchun sarflanadi. Kimyoviy nuqtai nazardan vitaminlar quyi molekulyar biorgegulyatorlar sinfiga kiradi. Vitaminlar oziq-ovqat bilan kerakli miqdorda kiritilishi lozim, chunki organizm biosintez hisobidan o'zini ehtiyojini qoplay olmaydi. Organizm faoliyati uchun zarur bo'lgan noorganik tuzlar, mikroelementlar, energiya manbalari vitaminlar qatoriga kiritilmaydilar. Almashtirib bo'lmaydigan aminokislotalar ham vitaminlar qatoriga kiritilmaydi. Ayrim vitaminlar tashqi omillar ta'sirida organizmda hosil bo'lishi ham mumkin. Masalan, D-vitamini UB nurlari ta'sirida, A-vitamini esa karotinlardan.

Gipovitamonoz va avitaminozda yosh organizm o'sishi sekinlashadi, tana og'irligi tushaboshlaydi, apetit

kamayadi, ish qobiliyati kuchli susayadi, kuchsizlanish sodir bo‘ladi, sustavlarda og‘riq paydo bo‘ladi, ichak qorinda hazm qilish yomonlashadi. Ko‘pincha gipovitaminozni charchoq, gripp kasallari bilan almashtiradilar

Organizmning vitaminlarga talabi infeksion kasallarda, kuyganda, suyak singanda va yaralanganda oshadi. Vitaminlar yara va kuyganlarni, suyaklarni tez birikishiga, tezroq tuzalishiga sababchi bo‘ladi. Ta’siri bo‘yicha ular bir birini to‘ldiradilar. Vitaminlar ovqat tarkibida yetishmaganda yoki ularning hazm qilinishi buzilganda odam organizmida turli noxush o‘zgarishlar vujudga keladi.

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QASHQADARYO VILOYATI HUDUDIDA LIBELLULIDAE OILASI VAKILLARINING FAUNISTIK TARKIBI VA TARQALISHI

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Annotatsiya *Qashqadaryo viloyatida o'tkazilgan tadqiqot davomida Odonata turkumining Anisoptera kenja turkumiga mansub Libellulidae oilasi vakillarining tarqalishi o'rganilib, ularning sistematik tahlili amalga oshirildi. Tadqiqot natijalariga ko'ra, mazkur oilaga mansub jami 3 ta kenja oila, 4 ta avlod va 10 ta tur hududda tarqalganligi aniqlandi. Avlodlar kesimida tahlil qilinganda, Libellulinae Rambur, 1842 kenja oilasiga 1 ta tur, Orthetrum Newman, 1833 avlodiga 4 ta tur, Crocothemis Brauer, 1868 avlodiga 1 ta tur hamda Sympetrum Newman, 1833 avlodiga 4 ta tur mansubligi qayd etildi.*

Kalit so'zlar: *ninachi, dominant, insecta, odonata, Anisoptera, Libellulidae, Orthetrum Newman, Crocothemis, Sympetrum, Orthetrum albistylum, Orthetrum Sabina, Sympetrum pedemontanum.*

ФАУНИСТИЧЕСКИЙ СОСТАВ И РАСПРОСТРАНЕНИЕ ПРЕДСТАВИТЕЛЕЙ СЕМЕЙСТВА Libellulidae В КАШКАДАРЬИНСКОЙ ОБЛАСТИ

Аннотация: *В ходе исследований, проведённых в Кашкадарьинской области, было изучено распространение представителей подотряда Anisoptera отряда Odonata, относящихся к семейству Libellulidae, а также выполнен их систематический анализ.Согласно результатам исследования, на территории региона выявлено всего 3 подсемейства, 4 рода и 10 видов, относящихся к данному семейству. При анализе на уровне родов установлено, что 1 вид относится к подсемейству Libellulinae Rambur, 1842, 4 вида — к роду Orthetrum Newman, 1833, 1 вид — к роду Crocothemis Brauer, 1868 и 4 вида — к роду Sympetrum Newman, 1833.*

Ключевые слова: *стрекоза, доминант, insecta, odonata, Anisoptera, Libellulidae, Orthetrum Newman, Crocothemis, Sympetrum, Orthetrum albistylum, Orthetrum Sabina, Sympetrum pedemontanum.*

FAUNISTIC COMPOSITION AND DISTRIBUTION OF REPRESENTATIVES OF THE LIBELLULIDAE FAMILY IN THE KASHKADARYA REGION

Abstract: *Research conducted in the Kashkadarya Region examined the distribution of representatives of the suborder Anisoptera of the order Odonata, belonging to the family Libellulidae, and conducted a systematic analysis. The study revealed three subfamilies, four genera, and ten species belonging to this family in the region. When analyzed at the genus level, it was established that 1 species belongs to the subfamily Libellulinae Rambur, 1842, 4 species belong to the genus Orthetrum Newman, 1833, 1 species to the genus Crocothemis Brauer, 1868, and 4 species to the genus Sympetrum Newman, 1833.*

Keywords: *dragonfly, dominant, insecta, odonata, Anisoptera, Libellulidae, Orthetrum Newman, Crocothemis, Sympetrum, Orthetrum albistylum, Orthetrum Sabina, Sympetrum pedemontanum.*

Kirish. Hasharotlar yer yuzida eng keng tarqalgan hayvonlar guruhlaridan biri bo'lib, deyarli barcha ekotizimlarda uchraydi. Ularning bunday keng tarqalganligi bioxilma-xilligining ham nihoyatda yuqori bo'lishiga sabab bo'lgan. Ayniqsa, qadimgi hasharotlar qatoriga kiruvchi ninachilar (Odonata turkumi) o'zining yuqori darajadagi morfologik ixtisoslashuvi bilan boshqa hasharotlardan ajralib turadi. Ular kuchli uchish qobiliyati, murakkab ko'z

tuzilishi va yirtqich hayot tarzi bilan ekotizimda muhim o‘rin egallaydi. Bugungi kunda, ninachilarning dunyo faunasida 40 ga yaqin oila, 6650 ta turi fanga ma’lum. Ular eng qadimgi hasharotlar hisoblanib 300 mln. yil oldin Toshko‘mir davrida paydo bo‘lgan [3].

Ninachilar (Odonata turkumi) amfibiont hasharotlar qatoriga kirib, ularning ontogenezida muhitlar almashinuvi yaqqol namoyon bo‘ladi: imagolari havo muhitida faol hayot kechirsa, lichinkalari suv ekotizimlariga moslashgan holda rivojlanadi. Mazkur xususiyat ninachilarning ekologik moslashuvchanligini belgilab, ularni turli biogeotsenozlarda muhim komponent sifatida namoyon etadi. Ular rivojlanishining barcha bosqichlarida yirtqichlik xususiyatiga ega bo‘lib, trofik zanjirlarda yuqori pog‘onalardan birini egallaydi. Ninachilar biogeotsenozlarda moddalar va energiya almashinuvida faol ishtirok etadi.

Xususan, ular qishloq va o‘rmon xo‘jaligida zararkunanda hasharotlar populyatsiyasini tabiiy ravishda tartibga soluvchi biologik omil sifatida katta ahamiyatga ega. Shu bilan birga, ninachilar suv va quruqlik ekotizimlarining ekologik holatini baholashda bioindikator sifatida keng qo‘llaniladi, chunki ularning ayrim turlari atrof-muhitdagi o‘zgarishlarga, ayniqsa suv sifati va ifloslanish darajasiga nisbatan sezgir hisoblanadi.[1.2,3,5]

Biroq ninachilarning xo‘jalik ahamiyati faqat ijobiy jihatlar bilan cheklanmaydi. Ularning lichinkalari baliqchilik xo‘jaliklarida baliq chavoqlari bilan oziqlanishi natijasida ma’lum darajada zarar yetkazishi, shuningdek, yosh baliqlar bilan ozuqa uchun raqobatlashishi mumkin. Bundan tashqari, ayrim hollarda ninachilar parazit gelmintlar rivojlanish zanjirida oraliq xo‘jayin sifatida ishtirok etib, yovvoyi va uy qushlarida gelmintoz kasalliklarining tarqalishiga sabab bo‘lishi ehtimoli mavjud. Ninachilar oziq resurslariga bo‘lgan ehtiyoj va ekologik omillarga bog‘liq holda sezilarli masofalarga migratsiya qilish xususiyatiga ega. Ushbu migratsiyalar ularning populyatsiya dinamikasi, areal kengayishi hamda ekotizimlar o‘rtasidagi trofik aloqalarning shakllanishida muhim rol o‘ynaydi.

Tadqiqot metodologiyasi. Tadqiqot jarayonida zoologik, entomologik, morfologik, gidrobiologik hamda morfometrik usullar kompleks qo‘llanildi. Dala tadqiqotlari 2020–2024-yillar davomida, asosan bahor, yoz va kuz fasllarida olib borildi.

Tadqiqot hududi sifatida Qashqadaryo viloyatining 14 ta tumani qamrab olinib, turli tipdagi suv havzalari va ularga tutash biotoplardan materiallar yig‘ildi. Xususan, sekin oqadigan va turg‘un suv havzalari — ko‘llar, soylar hamda irrigatsiya tarmoqlari (zovur, ariq, kanal va boshqalar) asosiy kuzatuv obyektlari sifatida tanlandi. Biomateriallarni yig‘ish ekspeditsion-marshrut usulida, Dedyuxin usuli asosida amalga oshirildi.

Ninachilar imagosining tur tarkibini aniqlash va kolleksiya materiallarini tayyorlashda Fasulati, Xaritonov, Suxachyova hamda Lyabzina metodikalaridan foydalanildi. Dala jarayonlarini hujjatlashtirishda dala kundaligi yuritilib, tadqiqot nuqtalarining geografik koordinatalarini aniqlash uchun GPS navigatorlardan foydalanildi. Namunalar yig‘ish ishlari entomologik tutqichlar yordamida suv havzalari qirg‘oqlari, ko‘llar, ariqlar va ekin maydonlari hududlarida olib borildi. Ninachi turlarini aniqlashda Kazenas (2014) hamda Subramanian (2005) tomonidan ishlab chiqilgan aniqlagichlardan foydalanildi. Shuningdek, ninachilarning taksonomiyasi va nomenklaturasi wikimedia, wikipedia, Global biologik xilma-xillik (GBIF) xalqaro ma’lumotlar bazalari asosida aniqlashtirildi. [2,7,8,9,12,13]

Natijalar va muhokama. Qashqadaryo viloyatida olib borilgan tadqiqotlar natijasida Odonata turkumiga mansub, Anisoptera kenja turkumiga oid hamda Libellulidae oilasiga kiruvchi jami 10 ta tur aniqlangan. Mazkur turlar tizimli (sistematik) jihatdan tahlil qilinib, ularning morfologik va taksonomik xususiyatlari o‘rganildi. Quyidagi jadvalda Libellulidae oilasiga mansub 10 ta turning sistematik tasnifi keltirilgan. Tadqiqot natijalariga ko‘ra, Qashqadaryo viloyati hududida mazkur oilaga kiruvchi turlar 2 ta kenja oila va 4 ta avlod mansubligi aniqlandi.

Bu holat hududdagi Odonata turkumining Anisoptera kenja turkumiga oid vakillarining taksonomik xilma-xilligini hamda ekologik moslashuv darajasini ifodalaydi (1-jadval).

1-jadval

Qashqadaryo hududida aniqlangan Libellulidae oilasi ninachilarining taksonomik tahlili

Kenja turkum	Oila	Kenja oila	Avlod	Tur
Anisoptera Selys-Longch.,1854	Libellulidae Rambur, 1842	Libellulinae Rambur, 1842	*Libellula* Linnaeus,1758 (=*Leptetrum* Newman,1833)	*Libellula quadrimaculata* Linnaeus, 1758 (=*Leptetrum quadrimaculatum* Linnaeus, 1758)
			Orthetrum Newman, 1833	*Orthetrum albistylum* (Selys, 1848)
				Orthetrum brunneum

				Fonscolombe, 1837 (≡*Libellula brunnea* Fonscolombe, 1837)
				Orthetrum cancelatum Linnaeus, 1758 (=*Libellula cancellata* Linnaeus, 1758)
				Orthetrum sabina Drury 1770 (=*Libellula sabina* Drury, 1770; =*Orthetrum gibba* Fabricius, 1798)
		Sympetrinae Tillyard, 1917	*Crocothemis* Brauer, 1868	*Crocothemis erythraea* (Brullé, 1832)
			Sympetrum Newman,1833 (=*Diplax*)	*Sympetrum flaveolum* Linnaeus, 1758 (= *Libellula flaveola* Linnaeus, 1758; = *Libellula victoria* Fourcroy, 1785)
				Sympetrum meridionale Selys, 1841 (=*Libellula meridionalis* Selys, 1841)
				Sympetrum pedemontanum Müller in Allioni, 1766
				Sympetrum striolatum (Charpentier, 1840)

Bundan tashqari, aniqlangan turlarning Qashqadaryo viloyati hududida tarqalish areallari belgilandi hamda ularning geografik koordinatalari qayd etildi. Bundan tashqari ninachilarning turli mintaqalarda uchrashi aniqlandi va kooleksiya materiallar tayyorlandi.[14,15,16]

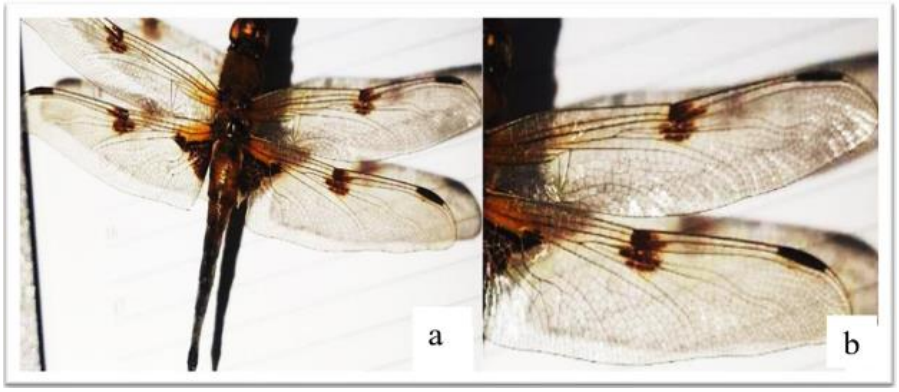
Oila: Libellulidae (Rambur, 1842)

Kenja oila: Libellulinae Rambur, 1842

Avlod: *Libellula* Linnaeus, 1758

1. *Libellula quadrimaculata* Linnaeus, 1758

Aniqlangan joyi va muddati: Qashqadaryo viloyati, G‘uzor tumani, 1 ♀, 3 ♂, 38°36'21"N, 66°16'55"E, Kasbi tumanida, 3 ♂, N 38°36′50.10", E 65°42′08.09" koordinata nuqtalaridan aniqlangan (15.05.2021).



1-rasm. *Libellula quadrimaculata* Linnaeus, 1758: a-umumiy ko‘rinishi; b-qanotlarining ko‘rinishi.

Oila: Libellulidae (Rambur, 1842)

Kenja oila: Libellulinae Rambur, 1842

Avlod: *Orthetrum* Newman, 1833

2. *Orthetrum albistylum* (Selys, 1842)

Aniqlangan joyi va muddati: Qashqadaryo viloyati, Qarshi tumani 2 ♂, 1 ♀, 38°50′42.39″N 65°56′54.13″E, G‘uzor tumani 3 ♂, 1 ♀, 38°50′45.93″N 66°04′45.01″E, Yakkabog‘ tumanida 4 ♂, 1 ♀, 39°02′36.21″N 66°50′20.36″E koordinata nuqtalaridan aniqlangan (03.06.2021).

3.Orthetrum brunneum (Fonscolombe, 1837)

Aniqlangan joyi va muddati: Qashqadaryo viloyati, Koson tumani 2 ♂, 1 ♀, 624 m 39°02′39.96″N 65°41′13.19″E, Qarshi tumani 3 ♂, 1 ♀, 38°50′42.39″N 65°56′54.13″E, G‘uzor tumani 4 ♂, 1 ♀, 38°50′45.93″N 66°04′45.01″E. (16.07.2022).

4. *Orthetrum cancellatum* Linnaeus, 1758

Aniqlangan joyi va muddati: Qashqadaryo viloyati, G‘uzor tumani 2 ♂, 1 ♀, 38°50′45.93″N 66°04′45.01″E, Yakkabog‘ tumanida 3 ♂, 1 ♀, 39°02′36.21″N 66°50′20.36″E koordinata nuqtalaridan aniqlangan (06.07.2021).

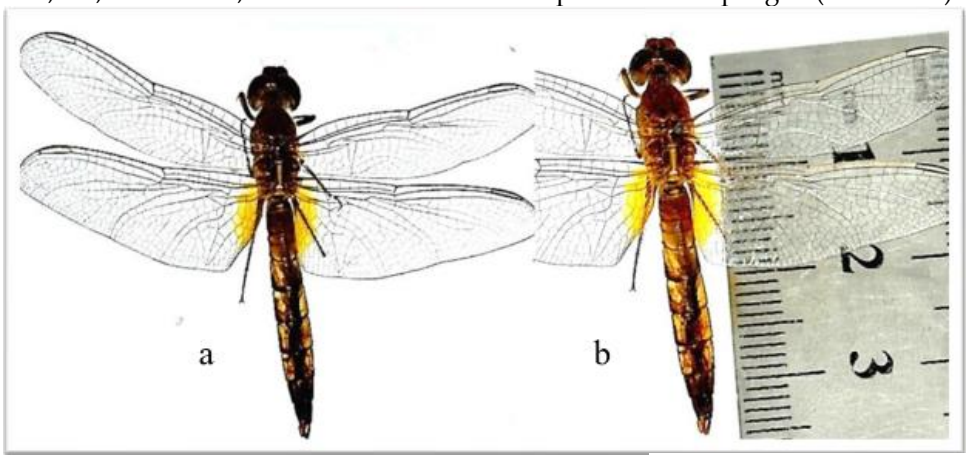
38°50′42.39″N 65°56′54.13″E, Qamashi tumanida 3 ♂, 1 ♀, 38°56'01"N, 66°14'39"E koordinata nuqtalaridan aniqlangan (16.08.2022).

Kenja oila: Sympetrinae Tillyard, 1917

Avlod: *Crocothemis* Brauer, 1868

6.*Crocothemis erythraea (Brullé, 1832*)

Aniqlangan joyi va muddati: Qashqadaryo viloyati, Qarshi tumani 2 ♂, 1 ♀, 38°50′42.39″N 65°56′54.13″E, Qamashi tumanida 3 ♂, 1 ♀, 38°56'01"N, 66°14'39"E koordinata nuqtalaridan aniqlangan (16.08.2022).



2-rasm. *Crocothemis erythraea* (Brullé, 1832): *a*-umumiy ko‘rinishi;b-hasharotning uzunligi

***Avlod: Sympetrum* Newman, 1833**

7. ***Sympetrum flaveolum* (Linnaeus, 1758)**

Aniqlangan joyi va muddati: Qashqadaryo viloyati, Yakkabog‘ tumani 4 ♂, 1 ♀, 39°01′19.78″N 66°47′07.64″E koordinata nuqtalaridan aniqlangan (07.06.2022).

8. *Sympetrum meridionale* (Selys, 1841)

Aniqlangan joyi va muddati: Qashqadaryo viloyati, G‘uzor tumani 2 ♂, 1 ♀, 38°23'19"N, 66°01'25"E, Qamashi tumani 3♂, 1♀, 38°56'01"N, 66°14'39"E, Koson tumani 4 ♂, 1 ♀, 39°02′39.96″N 65°41′13.19″E, Qarshi tumanida 5 ♂, 1 ♀, 38°50′42.39″N 65°56′54.13″E koordinata nuqtalaridan aniqlangan (10.07.2021).

9 *Sympetrum pedemontanum* (Müller in Allioni, 1766)

Aniqlangan joyi va muddati: Qashqadaryo viloyati, Kasbi tumani 2 ♂, 1 ♀, 38°23'19"N, 66°01'25"E, Qamashi tumani 3 ♂, 1 ♀, 38°56'01"N, 66°14'39"E Yakkabog‘ tumanida 4 ♂, 1 ♀, 39°01′19.78″N 66°47′07.64″E koordinata nuqtalaridan aniqlangan (30.08.2022).

10. Sympetrum striolatum (Charpentier, 1840)

Aniqlangan joyi va muddati: Qashqadaryo viloyati, Koson tumani. 3 ♂, 1 ♀, 39°02′39.96″N 65°41′13.19″E, Qamashi tumani 3 ♂, 1 ♀, 38°52′03.95″N 66°19′26.39″E, Yakkabog‘ tumanida 4 ♂, 1 ♀, 39°01′19.78″N 66°47′07.64″E koordinata nuqtalaridan aniqlangan (07.06.2022).

Yig‘ilgan materiallar asosida Anisoptera kenja turkumiga Libellulidae oilasiga mansub 10 turi Qashqadaryo viloyatining barcha agrotsenozlarida uchrashini ko‘rishimiz mumkin. Umumiy turlar soniga ko‘ra asosan Libellulinae Rambur, 1842 avlodiga 10%, *Orthetrum* Newman, 1833 avlodiga 40% , *Crocothemis* Brauer, 1868 10%, *Sympetrum* Newman,1833 esa 40% ko‘rsatgichga ega ekanligini ko‘rishimiz mumkin

Xulosa va takliflar. Ninachilar Odonata turkumi vakillari bo‘lib, amfibiont (ikki xil muhitda yashovchi) hasharotlar hisoblanadi. Ular ontogenezining lichinka bosqichida hayotining asosiy qismini suv muhitida o‘tkazadi. Shu sababli ninachi turlarining hududlar bo‘yicha tarqalishidagi tafovutlar bevosita ekologik omillar, jumladan gidrologik sharoit, flora va fauna tarkibi hamda iqlim xususiyatlari bilan chambarchas bog‘liqdir. Tadqiqotlar shuni ko‘rsatdiki, ninachilarning turli ekologik muhitlarga, xususan inson faoliyati natijasida shakllangan sun’iy suv biotoplariga moslashuv darajasi yuqori hisoblanadi. Shu nuqtai nazardan, Qashqadaryo viloyatida olib borilgan kuzatishlar davomida ninachilar tur tarkibining o‘zgarishida antropogen omillarning sezilarli ta’siri aniqlanib, ularning tur soni dinamikasiga bevosita ta’sir ko‘rsatishi qayd etildi. Natijalar tahlili shuni tasdiqladiki, tabiiy suv ekotizimlari yaxshi saqlangan hududlarda, xususan Yakkabog‘ tumani, Qamashi tumani va G‘uzor tumanida ninachi turlarining ko‘pligi va ularning dominantligi kuzatildi. Shu bilan birga, antropogen ta’sir ostida shakllangan suv inshootlari mavjud hududlarda, jumladan Qarshi tumani va Koson tumanida ham ninachilar turlarining nisbatan keng tarqalganligi aniqlanib, ularning ekologik plastiklik darajasi yuqoriligini ko‘rsatdi.

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AYRIM MANZARALI XONA O'SIMLIKLARINING BIOLOGIK XUSUSIYATLARI

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Annotatsiya. *Hozirgi kunda xona o'simliklari ekologik, sanitariya-gigiyenik va estetik jihatdan muhim ahamiyat kasb etadi. Ular interyer dizaynining ajralmas qismi bo'lish bilan birga, havoni tozalash, namlikni me'yorlashtirish hamda insonning ruhiy-emotsional holatiga ijobiy ta'sir ko'rsatishi bilan ham ahamiyatlidir. Ushbu maqolada Araucaria heterophylla, Ficus elastica, Aglaonema* va *Cycas revoluta kabi ayrim mashhur xona o'simliklarining kelib chiqishi, morfologik tuzilishi, fiziologik xususiyatlari, ekologik talablari va ko'payish usullari tahlil qilingan. Olingan ma'lumotlar manzarali xona o'simliklarini samarali parvarishlash va interyer ko'kalamzorlashtirishda muhim ilmiy-amaliy ahamiyatga ega.*

Kalit so'zlar. *Xona o'simliklari, biologik va ekologik xususiyatlar, Araucaria heterophylla, Ficus elastica, Aglaonema, Cycas revoluta, dorivor, manzarali, estetik muhit.*

БИОЛОГИЧЕСКИЕ СВОЙСТВА НЕКОТОРЫХ ДЕКОРАТИВНЫХ КОМНАТНЫХ РАСТЕНИЙ

Аннотация. *В настоящее время комнатные растения имеют большое экологическое, санитарно-гигиеническое и эстетическое значение. Они являются неотъемлемой частью дизайна интерьера, а также важны для очищения воздуха, регулирования влажности и положительного влияния на психоэмоциональное состояние человека. В данной статье анализируются происхождение, морфологическая структура, физиологические характеристики, экологические требования и способы размножения некоторых популярных комнатных растений, таких как* Araucaria heterophylla, Ficus elastica, Aglaonema *и* Cycas revoluta***.*** ***Полученные*** *данные имеют большое научное и практическое значение для эффективного ухода за декоративными комнатными растениями и озеленения интерьеров.*

Ключевые слова: *комнатные растения, биологические и экологические свойства, Araucaria heterophylla, Ficus elastica, Aglaonema, Cycas revoluta, декоративные растения, озеленение интерьеров, эстетическая среда.*

BIOLOGICAL PROPERTIES OF SOME LANDSCAPE HOUSE PLANTS

Annotation: *Houseplants currently have important ecological, sanitary, and aesthetic significance. They are an integral part of interior design and also contribute to air purification, humidity regulation, and the improvement of the psycho-emotional state of humans. This article analyzes the origin, morphological features, physiological characteristics, environmental requirements, and propagation methods of several popular houseplants, such as Araucaria heterophylla, Ficus elastica, Aglaonema, and Cycas revoluta. The obtained results have important scientific and practical significance for the effective care of ornamental houseplants and interior landscaping.*

Key words: *indoor plants, biological and ecological properties, Araucaria heterophylla, Ficus elastica, Aglaonema, Cycas revoluta, ornamental plants, interior landscaping, aesthetic environment.*

Kirish

Hozirgi kunda manzarali xona o'simliklari inson yashash va ish muhitining muhim tarkibiy qismiga aylangan. Ular interyerning estetik ko'rinishini yaxshilash bilan bir qatorda, havoni tozalash, namlikni me'yorlashtirish hamda qulay mikroiqlim yaratishda muhim ekologik ahamiyat kasb etadi. Shu sababli xona o'simliklarining biologik xususiyatlarini o'rganish, ularni to'g'ri parvarishlash va ko'paytirish usullarini takomillashtirish dolzarb ilmiy-amaliy masalalardan biri hisoblanadi. Xona o'simliklari turli ekologik sharoitlarga moslashgan bo'lib, ularning o'sishi va rivojlanishi yorug'lik, harorat, namlik hamda tuproq tarkibi kabi abiotik omillarga bevosita bog'liq. Ayrim o'simliklar yuqori namlikka talabchan bo'lsa, boshqalari soyaga yoki quruq sharoitga chidamliligi bilan ajralib turadi. Shu jihatdan

Araucaria heterophylla, Ficus elastica, Aglaonema va Cycas revoluta kabi manzarali o‘simliklarning biologik va ekologik xususiyatlarini ilmiy asosda tahlil qilish muhim ahamiyatga ega.

So‘nggi yillarda ushbu o‘simliklarni ko‘paytirishda an’anaviy vegetativ usullar bilan bir qatorda mikroklonal ko‘paytirish texnologiyalaridan ham foydalanish kengaymoqda. Mazkur usul qisqa muddatda sog‘lom va genetik jihatdan bir xil ko‘chatlar olish imkonini beradi hamda manzarali o‘simliklarni sanoat miqyosida ko‘paytirishda istiqbolli yo‘nalishlardan biri hisoblanadi [1].

Ekologik talablariga ko‘ra, *Araucaria* yorug‘, ammo to‘g‘ridan-to‘g‘ri quyosh nuri tushmaydigan joylarni afzal ko‘radi. Harorat 16-22°C oralig‘ida bo‘lishi optimal hisoblanadi. Qishda esa biroz salqin muhit (10-15°C) foydali bo‘ladi. Sug‘orish mo‘tadil bo‘lishi kerak-tuproq doimo biroz nam holda saqlanishi zarur [2].

Ko‘payishi asosan urug‘ orqali amalga oshadi. Vegetativ ko‘paytirish usullari mavjud bo‘lsa-da, ular kam samarali va amaliyotda kam qo‘llaniladi.

Araucaria heterophylla Norfolk oroli uchun endemik tur bo‘lib, juda chiroyli doimiy yashil ignabargli daraxt, o‘ziga xos xususiyatlari tufayli botaniklar, bog‘bonlar va o‘simlik ixlosmandlarida katta qiziqish uyg‘otgan. So‘nggi yillarda ushbu o‘simlikning shifobaxsh xususiyatlari ham aniqlanib, etnobotanik tadqiqotchilar turli izlanishlar olib bormoqda [3]. *Araucariya* o‘simligining bargi, po‘stlog‘i, hamda tanasidan ajraladigan smolasi bir qator farmakologik faolliklarga ega hisoblanadi. Jumladan, ular yallig‘lanishga, yaralarga, viruslarga, mikroblarga qarshi, asab tizimini himoya qiluvchi va antidepressant ta’sir ko‘rsatishi aniqlangan. O‘simlikning turli qismlarida flavonoidlar, seskviterpenlar va fenilpropanoidlar kabi ko‘plab fitokimyoviy moddalar aniqlangan [4].

Nora l. El-Tantawy va boshqa tadqiqotchilar tomonidan ayrim manzarali xona o‘simliklaridan ajratib olingan ekstraktlar tibbiyotda davolovchi vosita sifatida ishlatilishi haqida ma’lumotlar keltirilgan bo‘lib jumladan: *Araucariya* smolasi ekstrakti toksoplazmaga qarshi sezilarli darajada faol ekanligini ham qayd etilgan [5].

Ficus elastica Moraceae oilasi *Ficus* turkumiga mansub hisoblanadi. Ushbu o‘simlik manzarali va doimiy yashil xona o‘simliklari qatoriga kirib, “rezina daraxti” nomi bilan ham mashhurdir [6].

Ficus elastica ning tabiiy tarqalish hududi Janubiy va Janubi-Sharqiy Osiyo mamlakatlari hisoblanadi. Tabiiy sharoitda tropik va subtropik iqlim sharoitida keng tarqalgan bo‘lib, bugungi kunda dunyoning ko‘plab hududlarida manzarali xona o‘simligi sifatida yetishtiriladi [7]. O‘simlik yirik, qalin va yaltiroq barglarga ega bo‘lib, barglarining uzunligi 20–30 sm gacha yetishi mumkin. Barg plastinkasi silliq va to‘q yashil rangda bo‘lib, yorug‘likni yaxshi qabul qilishga moslashgan. Yosh barglar dastlab qizg‘ish rangli qobiq bilan o‘ralgan holda rivojlanadi. O‘simlikning kimyoviy tarkibi o‘rganilganda tik o‘suvchi poyasi va barglarida sutsimon modda saqlashi va bundan tashqari flavonoidlar, fenollik birikmalar, terpenoidlar va alkoloidlarning uchrashi aniqlangan. Barglarini maydalab tayyorlangan kompresslar bo‘g‘im og‘riqlarida, teridagi ochiq yaralarni tuzatishda poya va barglaridan ajratib olingan lateks yara yuzasida himoya qatlam hosil qilib yaralarning bitishiga yordam beradi. Tadqiqot natijalarining ko‘rsatishicha ficus turkumi barg ekstraktlari bakteriya va zamburug‘larga qarshi biologik faollikni namoyon qilishi hada halq tabobatida revmatizm, artrit kabi kasalliklarda og‘riq qoldiruvchi tasirga ham ega ekanligi aniqlangan [8].

Ficus elastica asosan qalamcha usulida ko‘paytiriladi. Ushbu usul sodda va samarali bo‘lib, qalamchalar suvda yoki nam substratda tez ildiz hosil qiladi. Vegetativ ko‘paytirish natijasida ona o‘simlikning biologik xususiyatlari saqlanib qoladi [9].

Aglaonema Araceae oilasiga mansub ko‘p yillik manzarali o‘simlik bo‘lib, tropik xona o‘simliklari guruhiga kiradi. Ushbu turkum 20 dan ortiq turlarni o‘z ichiga oladi hamda dekorativ barglari sababli dunyo bo‘ylab keng tarqalgan [10]. *Aglaonema* ning tabiiy tarqalish hududi Janubi-Sharqiy Osiyoning tropik hududlari hisoblanadi. U asosan Malayziya, Indoneziya, Filippin va Tailandning nam tropik o‘rmonlarida uchraydi. Mazkur o‘simlik asrlar davomida Osiyo mamlakatlarida omad va farovonlik ramzi sifatida yetishtirib kelingan [11].

Aglaonema ning barglari keng, qalin va dekorativ ko‘rinishga ega bo‘lib, turiga qarab yashil, kumushsimon, sariq, oq yoki qizg‘ish naqshlar bilan ajralib turadi. Barglarining rang-barangligi ushbu o‘simlikning asosiy manzarali xususiyati hisoblanadi. Poyasi qisqa bo‘lib, ayrim hollarda tuproq ostida joylashgan bo‘ladi. Aglaonema tibbiyotda dorivor o‘simlik sifatida ishlatilmaydi, chinki barg ekstraktlari tarkibida kaltsiy oksalat tuz bo‘lib u tetiga va shilliq qavatga salbiy ta’sir qiladi. Shunday bo‘lsada barglarida fenolik birikmalar, flavonoidlar mavjud bo‘lib, ular erkin radikallarni neytrallashga yordam beradi. Bu xususiyat hujayralarni oksidlovchi stressdan himoya qilishda muhim axamiyatga ega. Bu xona o‘simligining yana bir muhim xususiyati fitoremediatorligi bo‘lib, formaldegid, benzol toluol, ksilol kabi xavfli zaxarli organik uchuvchan moddalarni neytrallaydi. Bu tur yorug‘lik yetarli bo‘lmgan sharoitlarda ham o‘sa olishi aniqlangan [12].

Cycas revoluta tashqi ko‘rinishidan palma daraxtiga o‘xshash bo‘lsa-da, biologik jihatdan ochiq urug‘li o‘simliklar guruhiga kiradi. Barglari uzun, patsimon va qattiq tuzilishga ega bo‘lib, markaziy poyadan shaklida rivojlanadi. Sekin o‘suvchi o‘simlik bo‘lib, yil davomida kam miqdorda yangi barg hosil qiladi. Shu sababli u uzoq umr ko‘ruvchi

manzarali o‘simliklar qatoriga kiradi. Bu tur qadimiy relikt o‘simlik hisoblanib Yaponiya va Sharqiy Osiyo hududlarida tarqalgan, hozirda tropik va subtropik mamlakatlarda xona o‘simligi sifatida o‘stiriladi [13].

Ushbu o‘simlik urug‘ hamda yon kurtaklari orqali ko‘paytiriladi. Urug‘ orqali ko‘paytirish uzoq vaqt talab qilsa, vegetativ usul nisbatan tezroq natija beradi.

Araucaria heterophylla fiziologik jihatdan sekin o‘suvchi o‘simlik hisoblanadi. Uning fotosintez jarayoni ignabarglari orqali amalga oshadi, bu esa keng bargli o‘simliklarga qaraganda kamroq intensivlikka ega. Shu sababli uning o‘sish sur’ati ham past bo‘ladi. Bu o‘simlik havodagi namlikka juda talabchan bo‘lib, quruq muhitda barglari qurib qolishi mumkin. Bu turning vatani Tinch okeanidagi Norfolk oroli hisoblanadi. Hozirgi kunda subtropik va tropik hududlarda yopiq xonalarda xona o‘sinligi sifatida keng yetishtiriladi. Bu tur doim yashil qatlam-qatlam, nafis va simmetrik

ko‘rinishdagi shox-shabbasi tufayli manzarali o‘simlik sifatida qadrlanadi. Ayniqsa katta xonalar, ofislar va yopiq bog‘larni bezashda keng foydalaniladi. Havoni namligini taminlashda muhim axamiyatga ega hisoblanadi [13].

Tadqiqot natijalari va muhokamalar

Tadqiqot davomida manzarali xona o‘simliklarining biologik, ekologik va dekorativ xususiyatlari J.A. Vardanyan (2017) metodikasi asosida modifikatsiya qilingan 5 balli shkala yordamida baholandi. Baholashda o‘simliklarning ekologik ahamiyati, biologik moslashuvchanligi, dorivorlik xususiyati, parvarish qulayligi, ko‘paytirish samaradorligi hamda estetik va dekorativ jihatdan qimmati asosiy mezon sifatida olindi. Olingan natijalarga ko‘ra o‘simliklar umumiy ball yig‘indisi asosida 4 ta guruhga ajratildi: I — past (20 ballgacha), II — o‘rtacha (21–25 ball), III — yuqori (26–30 ball) va IV — juda yuqori (31 ball va undan yuqori) [22].

Kompleks baholash natijalariga ko‘ra *Ficus elastica*, *Aglaonema*, *Sansevieria trifasciata* hamda *Aloe vera* ekologik

O‘simlik turlari	**Manzaradorlik darajasi**	**Ekologik ahamiyati**	**Biologik moslashuvchanligi**	**Dorivorlik xususiyati**	**Parvarish qulayligi**	**Ko‘paytirish samaradorligi**	**Estetik va dekorativ**	**Umumiy ball**	**Baholash darajasi**
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Ficus elastica	5	5	5	4	5	5	5	34	Juda yuqori
Aglaonema	5	4	5	2	5	5	5	31	Juda yuqori
Sansevieria trifasciata	4	5	5	3	5	5	4	31	Juda yuqori
Aloe vera	4	4	5	5	5	5	3	31	Juda yuqori
Spathiphyllum wallisii	5	5	4	2	4	4	5	29	Yuqori
Chlorophytum comosum	4	5	5	2	5	5	4	30	Yuqori
Araucaria heterophylla	5	4	3	4	3	2	5	26	Yuqori
Dracaena marginata	4	4	5	1	5	4	4	27	Yuqori
Zamioculcas zamiifolia	4	3	5	1	5	4	4	26	Yuqori
Monstera deliciosa	5	4	4	1	4	5	5	28	Yuqori
Philodendron Pink Princess	5	3	4	1	4	4	5	26	Yuqori
Cycas revoluta	5	3	4	2	3	3	5	25	Yuqori
Calathea orbifolia	5	4	3	1	3	3	5	24	O‘rtacha
Anthurium andraeanum	5	3	3	1	3	3	5	23	O‘rtacha
Orchidaceae spp.	5	3	2	1	2	2	5	20	O‘rtacha

ahamiyati, biologik moslashuvchanligi va estetik jihatdan qimmati yuqori bo'lganligi sababli juda yuqori baholandi (1-jadval). *Spathiphyllum wallisii*, *Chlorophytum comosum*, *Araucaria heterophylla*, *Dracaena marginata*, *Zamioculcas zamiifolia*, *Monstera deliciosa* hamda *Philodendron Pink Princess* turlarida yuqori manzaradorlik va yaxshi biologik moslashuvchanlik kuzatildi.

1-jadval

Manzarali xona o'simliklarining biologik va dekorativ xususiyatlarini kompleks baholash natijalari (J.A.Vardanyan. 2017)

1-rasm. Xona o'simliklari

A- Ficus elastica, B- *Cycas revolute*, D-*Aglaonema* cv. Silver Bay, E- *Araucaria heterophylla*

Ficus elastica kuchli fotosintez qobiliyatiga ega o'simliklardan biri hisoblanadi. U havodagi formaldegid va benzol kabi zararli moddalarni yutish xususiyati bilan ekologik jihatdan muhim ahamiyat kasb etadi. Barglarining qalin tuzilishi suvni ma'lum darajada saqlash imkonini beradi, bu esa o'simlikning nisbatan qurg'oqchilikka chidamliligini oshiradi. O'simlik yorug'likni yaxshi ko'radi, biroq to'g'ridan-to'g'ri quyosh nuri barglarning kuyishiga sabab bo'lishi mumkin. Uning o'sishi uchun 18-25°C harorat optimal hisoblanadi. Namlik o'rtacha bo'lishi kerak, barglarini muntazam nam mato bilan artib turish o'simlikning normal fiziologik holatini saqlashga yordam beradi [8].

Cycas revoluta, *Calathea orbifolia*, *Anthurium andraeanum* va *Orchidaceae* vakillarida dekorativ xususiyatlar yuqori bo'lishiga qaramay, biologik moslashuvchanligi hamda parvarish talabchanligi sababli o'rtacha baholash ko'rsatkichlari qayd etildi [14].

Olingan natijalar biologik moslashuvchanligi yuqori bo'lgan manzarali xona o'simliklari yopiq interyer sharoitida istiqbolli ekanligini ko'rsatdi.

Tadqiqot obyekti sifatida tanlab olingan *Araucaria heterophylla*, *Ficus elastica*, *Aglaonema* hamda *Cycas revoluta* turlarining xona sharoitiga moslashuvchanligi, ekologik ahamiyati va manzaradorlik darajasi tahlil qilindi. Olingan natijalarga ko'ra ayrim turlarning havoni tozalash, namlikni me'yorlashtirish hamda estetik muhit yaratishdagi ahamiyati yuqori ekanligi aniqlandi (1-rasm).

Cycas revoluta yorug'likni yaxshi ko'radi va to'g'ridan-to'g'ri quyosh nuri tushadigan sharoitda ham normal rivojlana oladi. O'simlikni me'yoridan ortiq sug'orish tavsiya etilmaydi, chunki ortiqcha namlik ildiz tizimining chirishiga sabab bo'lishi mumkin [15]. Shu bois nisbatan quruq va yaxshi yoritilgan muhit uning o'sishi uchun qulay hisoblanadi.

Aglaonema ning eng muhim biologik xususiyatlaridan biri-uning past yorug'lik sharoitida ham yashay olishidir. Bu xususiyat uni ofislar va quyosh nuri kam tushadigan xonalar uchun maqbul o'simlikka aylantiradi. Fotosintez jarayoni past intensivlikda ham samarali amalga oshadi. Namlik bu o'simlik uchun muhim omillardan biridir. U yuqori namlikni afzal ko'radi, shu sababli barglariga suv purkash tavsiya etiladi. Harorat 20-27°C oralig'ida asosan vegetativ usulda-poya qalamchalari va ildiz qismlarini bo'lish orqali ko'paytiriladi [16].

Cycas revoluta Cycadaceae oilasiga mansub qadimiy ochiq urug‘li o‘simliklardan biri hisoblanadi. Ushbu o‘simlik ko‘pincha “tirik qazilma” deb ataladi hamda manzarali xona o‘simligi sifatida keng yetishtiriladi. Uning tabiiy tarqalish hududi Yaponiya va Janubi-Sharqiy Osiyo mamlakatlari hisoblanadi [17].

Tadqiqotlar *Araucaria* turlarining smolasi va efir moylarining fitokimyoviy va farmakologik xususiyatlarini o‘rganish hozirgi kunda katta qiziqishning ortishiga sabab bo‘lmoqda [18]. Ushbu o‘simlik qadimdan tish og‘rig‘ini davolashda ham qo‘llanilgan [19]. *Araucariya* smolasi oshqozon yarasiga qarshi (antiulserogen) hamda sitotoksik ta’sir ko‘rsatishi aniqlangan bo‘lib, u ko‘krak bezi va yo‘g‘on ichak saratoniga qarshi doxorubitsinga teng darajadagi sitotoksiklikni namoyon etishi aniqlangan [20].

Araucariaceae oilasiga mansub *Araucaria* turkumi doimiy yashil ignabargli manzarali daraxtlari bilan mashhurdir. Bu turkumning 19 ta turi bo‘lib, ular asosan janubiy yarim sharning ayrim hududlardagina tarqalgan. Uning tabiiy tarqalish hududi Tinch okeanidagi Norfolk oroli hisoblanadi. Tabiiy sharoitda bu o‘simlik juda baland-hatto 60 metrga yetishi mumkin, ammo xona sharoitida uning o‘sishi cheklangan bo‘lib, odatda 1-2 metr atrofida bo‘ladi. Bu o‘simlikning eng diqqatga sazovor xususiyati uning simmetrik tuzilishidir. Shoxlari qatlam-qatlam bo‘lib joylashadi va har bir qatlam bir-biridan aniq ajralib turadi [21]. Bu esa unga juda chiroyli piramidasimon shakl beradi. Yosh o‘simliklarda barglar yumshoq, ignasimon va och yashil rangda bo‘ladi. Vaqt o‘tishi bilan ular qattiqlashib, rang jihatdan to‘q yashil tusga kiradi.

Xulosa.

Tadqiqotda *Ficus elastica*, *Aglaonema*, *Cycas revoluta va Araucaria heterophylla* kabi manzarali xona o‘simliklarining biologik, ekologik hamda dekorativ xususiyatlari tahlil qilingan.

Baholash natijalariga ko‘ra *Ficus elastica* va *Aglaonema* biologik moslashuvchanligi, ekologik ahamiyati, parvarish qulayligi hamda yuqori dekorativligi bilan yuqori ko‘rsatkichlarni namoyon etgan. *Araucaria heterophylla* va *Cycas revoluta* relekt tur bo‘lib o‘ziga xos manzaradorligi, ilmiy-amaliy ahamiyati hamda ayrim dorivor va fitokimyoviy xususiyatlari bilan qimmatli hisoblanadi.

Bu turlar o‘rtasida yorug‘lik, harorat va namlikka bo‘lgan talablarning farqlanishi ularni parvarishlashda individual yondashuvni talab qiladi. Olingan natijalarga asoslanib manzarali xona o‘simliklarini tez va intensiv ko‘paytirishda zamonaviy *in vitro* usullardan foydalanish dolzarbligini ko‘rsatadi.

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TRITIKALE NAVLARIDA BARG SATHI SHAKLLANISHIGA AZOT ME'YORLARINI TA'SIRI

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Annotatsiya: *Tritikale navlarida barg sathi shakllanishiga turli azot me'yorlarining ta'siri o'rganildi. Tadqiqot davomida Odissey va Sardor navlarida o'simlikning o'sish va rivojlanish fazalarida barg sathining o'zgarishi tahlil qilindi. Olingan natijalar azotli o'g'itlar me'yorining ortishi barg sathi kattalashishiga va o'simlikning fotosintetik faoliyati kuchayishiga ijobiy ta'sir ko'rsatishi aniqlandi. Eng yuqori ko'rsatkichlar yuqori azot me'yorlari qo'llanilgan variantlarda kuzatildi. Tadqiqot natijalari tritikale yetishtirishda optimal azot me'yorlarini belgilash va yuqori hosildorlikka erishishda muhim.*
Kalit so'zlar: *Tritikale, barg sathi, azotli o'g'itlar, fotosintez, o'sish va rivojlanish, hosildorlik, Odissey navi, Sardor navi.*

ВЛИЯНИЕ НОРМ АЗОТА НА ФОРМИРОВАНИЕ ЛИСТОВОЙ ПОВЕРХНОСТИ У СОРТОВ ТРИТИКАЛЕ

Аннотация: *В данной статье изучено влияние различных норм азота на формирование листовой поверхности у сортов тритикале. В ходе исследования был проведён анализ изменений листовой поверхности у сортов Одиссей и Сардор в различные фазы роста и развития растений. Полученные результаты показали, что увеличение норм азотных удобрений положительно влияет на расширение листовой поверхности и усиление фотосинтетической активности растений. Наиболее высокие показатели были отмечены в вариантах с повышенными нормами азота. Результаты исследования имеют важное значение для определения оптимальных норм азота и достижения высокой урожайности при возделывании тритикале.*
Ключевые слова: *тритикале, листовая поверхность, азотные удобрения, фотосинтез, рост и развитие, урожайность, сорт Одиссей, сорт Сардор.*

THE EFFECT OF NITROGEN RATES ON LEAF AREA FORMATION IN TRITICALE VARIETIES

Abstract: *This article studied the effect of different nitrogen rates on leaf area formation in triticale varieties. During the research, changes in leaf area during the growth and development stages of Odissey and Sardor varieties were analyzed. The obtained results showed that increasing nitrogen fertilizer rates had a positive effect on the enlargement of leaf area and enhancement of the photosynthetic activity of plants. The highest indicators were observed in the variants with high nitrogen rates. The research results are important for determining optimal nitrogen rates and achieving high yield in triticale cultivation.*
Keywords: *Triticale, leaf area, nitrogen fertilizers, photosynthesis, growth and development, productivity, Odissey variety, Sardor variety.*

Kirish

Tritikale (*Triticosecale*)-bug'doy va javdarni chatishtirish yo'li bilan inson tomonidan olingan don ekini [6].Tritikale o'z-o'zidan changlanadigan boshoqli ekin. Shotlandiya olimi Stiven Uilson bug'doyni changlatish orqali birinchilardan bo'lib tritikale o'simligini hosil qildi. Bug'doy (*Triticum*) va javdar (*Secale*) ni ilmiy nomlarining qisman birikmasidan Tritikale nomi kelib chiqqan [2].

Tritikale – noqulay omillarga chidamli, kasalliklarga va yuqori haroratga, noqulay tuproq hamda iqlimga tez moslashuvchan ekindir [3]. Tritikalening naychalash fazasi nisbatan ertaroq bo'lishi va uning ildizlarining tuproqdan suv olish qobiliyati qurg'oqchilikka nisbatan yuqori chidamlilikni ta'minlashi mumkin [1].

Tritikale qishloq xo'jaligida asosan yem-xashak, unli mahsulotlar va yashil ozuqa sifatida qo'llaniladi [1]. Tritikale donidan chorva va parrandalar ratsioniga 50 % ga odatiy ozuqalarni o'rniga almashtirish tavsiya etiladi [4].

Tritikale yashil massasining yuqori miqdordagi karotinoid va shakar moddasi uni chorva uchun to‘yimli ozuqaga aylantiradi. Bir qator davlatlarda Ispaniya, Vengriya, Polsha, Kanada va AQSH da tritikale yaylov o‘simligi sifatida yetishtiriladi [5].

Adaboyotlar tahlili va metodologiya

Tritikalening yetishtirish agrotexnologiyasi, seleksiyasi va urug‘chilik sohasida xorijiy va MDH davlatlarining bir guruh olimlari M.Bartnik (1991), St.Dobreva (2016), M.Dumbrava (2016), S.Bielsky (2019), M.Mergoum (2004), Zillinsky F.J. (1985) tomonidan izlanishlar olib borilgan. MDH mamlakatlarida B.B.Boronchixin (2019), N.P.Shishlova (2018), T.A.Goryanina (2017), S.A.Gorchin (2012), X.M.Nazranov (2011), S.V.Goncharov (1999), A.I.Graboves (2000) kabi olimlar tomonidan turli tadqiqot ishlari olib borilgan.

Tajriba ob’yekti sifatida tritikalening Sardor va Odissey navlari olindi. Tajriba Samarqand viloyati sharoitida o‘tkazildi. Barg sathi A.A.Nichiporovich usulida aniqlandi.

Natijalar va Muhokama

Tritikale navlarida barg sathining shakllanishi qo‘llanilgan azotli o‘g‘it me’yorlariga hamda o‘simlikning o‘sish va rivojlanish fazalariga bog‘liq holda sezilarli darajada o‘zgarib borgan. Tadqiqot natijalari shuni ko‘rsatdiki, har ikkala navda ham vegetatsiyaning dastlabki bosqichlaridan boshlab barg sathi asta-sekin ortib, eng yuqori ko‘rsatkich gullash fazasida kuzatildi. Keyingi fazalarda, ayniqsa don pishish va vegetatsiya oxiriga kelib barg sathining kamayishi qayd etildi.

Odissey navida barg sathining shakllanishi vegetatsiya davomida izchil ortib borib, eng yuqori ko‘rsatkich gullash fazasida kuzatildi. Tuplanish fazasida barg sathi nazorat variantida 218,3 sm²/tupni tashkil etgan bo‘lsa, azotli o‘g‘it me’yorlarining oshirilishi natijasida ushbu ko‘rsatkich 252,6 sm²/tupgacha ortdi. Keyingi rivojlanish bosqichlarida ham barg sathining o‘sish sur’ati saqlanib qoldi. Naychalash fazasida barg sathi nazorat variantidagi 442,2 sm²/tupdan $N_{300}P_{210}K_{150}$variantida 477,1 sm²/tupgacha yetib, azotning vegetativ organlar rivojlanishiga ijobiy ta’sir ko‘rsatganligini namoyon etdi. Boshoqlash fazasida barg sathi yanada kengayib, nazorat variantida 486,1 sm²/tupni, eng yuqori o‘g‘it me’yorida esa 523,3 sm²/tupni tashkil etdi. Gullash fazasida barg apparati maksimal rivojlanish darajasiga yetib, barg sathi nazorat variantidagi 538,5 sm²/tupdan 581,3 sm²/tupgacha ortdi. Don pishish fazasida barglarning qarishi va assimilatsion faoliyatning pasayishi natijasida barg sathi kamayib, variantlar bo‘yicha 287,7–319,5 sm²/tup oralig‘ida qayd etildi. Vegetatsiya oxirida esa ushbu ko‘rsatkichlar 176,4–203,6 sm²/tupni tashkil etib, yuqori azot me’yorlari qo‘llangan variantlarda barglarning yashovchanligi uzoqroq saqlanib qolganligi aniqlandi.

1-jadval

Tritikale navlarining barg sathining hosil bo‘lishi sm²/tup

Variantlar	Tuplanish	Naychalash	Boshoqlash	Gullash	Don pishish	Vegetatsiya oxiri
Odissey navi						
Nazorat o‘g‘itsiz	218,3	442,2	486,1	538,5	287,7	176,4
$N_{150}P_{105}K_{75}$	231,7	454,9	494,6	551,1	293,4	183,6
N_{200} $P_{140}K_{100}$	239,9	459,1	501,2	559,4	299,8	188,1
N_{250} $P_{175}K_{125}$	246,1	468,8	511,4	568,2	308,3	196,7
N_{300} $P_{210}K_{150}$	252,6	477,1	523,3	581,3	319,5	203,6
Sardor navi						
Nazorat o‘g‘itsiz	209,5	438,6	479,3	531,6	282,2	171,6
$N_{150}P_{105}K_{75}$	223,6	447,5	488,1	542,4	288,8	177,9
N_{200} $P_{140}K_{100}$	229,1	453,2	496,4	549,2	295,5	185,2
N_{250} $P_{175}K_{125}$	235,7	464,4	503,2	553,3	304,6	191,1
N_{300} $P_{210}K_{150}$	247,3	473,9	518,1	571,1	315,4	198,7

Sardor navida bu ko‘rsatkich pastroq bo‘lib, tuplanish fazasida barg sathi nazorat variantida 209,5 sm²/tupni tashkil etgan bo‘lsa, azotli o‘g‘itlarning ortib borishi hisobiga bu ko‘rsatkich 247,3 sm²/tupgacha ko‘paydi. Naychalash fazasida barg sathi nazorat variantidagi 438,6 sm²/tupdan $N_{300}P_{210}K_{150}$ variantida 473,9 sm²/tupgacha ortib, vegetativ o‘sishning jadallashganligini ko‘rsatdi. Boshoqlash fazasida barg sathi 479,3 sm²/tupdan 518,1 sm²/tupgacha yetib, azot bilan ta’minlangan o‘simliklarda barg apparati faolroq rivojlanganligi kuzatildi. Gullash fazasida eng yuqori ko‘rsatkichlar qayd etilib, barg sathi nazorat variantida 531,6 sm²/tupni, $N_{300}P_{210}K_{150}$ variantida esa 571,1 sm²/tupni tashkil etdi. Don pishish fazasiga kelib barg sathi tabiiy ravishda kamayib, variantlar bo‘yicha 282,2–315,4 sm²/tup oralig‘ida bo‘ldi. Vegetatsiya oxirida esa barg sathi 171,6–198,7 sm²/tupgacha pasaydi, biroq azotning yuqori me’yorlari qo‘llangan variantlarda barglarning faol holati nazoratga nisbatan uzoqroq saqlanib qoldi.

Xulosa

Tadqiqot natijalari shuni ko‘rsatdiki, azotli o‘g‘it me’yorlarining oshirilishi Odissey va Sardor tritikale navlarida barg sathining kengayishiga ijobiy ta’sir ko‘rsatdi. Har ikkala navda ham barg sathi vegetatsiya davomida ortib borib, eng yuqori ko‘rsatkich gullash fazasida kuzatildi, keyingi fazalarda esa tabiiy ravishda kamaydi. Eng katta barg sathi $N_{300}P_{210}K_{150}$ variantida qayd etilib, Odissey navida 581,3 sm²/tup, Sardor navida esa 571,1 sm²/tupni tashkil etdi. Odissey navining barg sathi ko‘rsatkichlari Sardor naviga nisbatan yuqoriroq bo‘lib, uning fotosintetik salohiyati va azotdan foydalanish samaradorligi yuqori ekanligini ko‘rsatdi. Demak, azotli o‘g‘itlarni optimal me’yorlarda qo‘llash barg apparatining yaxshi rivojlanishini ta’minlab, yuqori hosildorlikni shakllantirish uchun muhim omil hisoblanadi.

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ИССЛЕДОВАНИЕ СПОСОБНОСТИ АКТИВНЫХ ЭНДОФИТНЫХ ГРИБОВ ИНГИБИРОВАТЬ ДЕНАТУРАЦИЮ АЛЬБУМИНА

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Аннотация. *В работе исследована способность экстрактов биомассы пяти изолятов эндофитных грибов, выделенных из лекарственных растений, ингибировать термическую денатурацию бычьего сывороточного альбумина. Предварительный скрининг противовоспалительной активности проведён методом теплового гемолиза эритроцитов. Установлено, что все экстракты проявляют высокую белковостабилизирующую активность в диапазоне от 66,5% до 71,1%. Наибольший эффект (71,1%) показал изолят Mg2 из ромашки аптечной, сопоставимый с аспирином (70%). Подтверждено наличие универсальных механизмов противовоспалительного действия у отобранных эндофитных грибов.*

Ключевые слова: *эндофитные грибы, ингибирование денатурации альбумина, бычий сывороточный альбумин, противовоспалительная активность, термическая денатурация, ромашка аптечная.*

INVESTIGATION OF THE ABILITY OF ACTIVE ENDOPHYTIC FUNGI TO INHIBIT ALBUMIN DENATURATION

Abstract. *The study investigated the ability of biomass extracts from five endophytic fungal isolates derived from medicinal plants to inhibit thermal denaturation of bovine serum albumin. Preliminary anti-inflammatory activity screening was performed using the erythrocyte thermal hemolysis method. All extracts exhibited high protein-stabilizing activity ranging from 66.5% to 71.1%. The highest effect (71.1%) was shown by isolate Mg2 from chamomile, comparable to aspirin (70%). The presence of universal anti-inflammatory mechanisms in the selected endophytic fungi was confirmed.*

Keywords: *endophytic fungi, inhibition of albumin denaturation, bovine serum albumin, anti-inflammatory activity, thermal denaturation, chamomile.*

FAOL ENDOFITIK ZAMBURLARNING ALBUMIN DENATURASIYASINI INHIB QILISH QOBILLIGINI TEKSHIRISH

Annotatsiya: *Tadqiqotda dorivor o'simliklardan olingan beshta endofit zamburug' izolatlaridan olingan biomassa ekstraktlarining sigir zardobidagi albuminning termal denaturatsiyasini inhibe qilish qobiliyati o'rganildi. Dastlabki yallig'lanishga qarshi faollik skriningi eritrotsitlarning termal gemoliz usuli yordamida o'tkazildi. Barcha ekstraktlar 66,5% dan 71,1% gacha bo'lgan yuqori oqsilni barqarorlashtiruvchi faollikni namoyish etdi. Eng yuqori ta'sir (71,1%) romashkadan olingan Mg2 izolati bilan ko'rsatildi, bu aspirin bilan taqqoslanadigan (70%). Tanlangan endofit zamburug'larida universal yallig'lanishga qarshi mexanizmlarning mavjudligi tasdiqlandi.*

Kalit so'zlar: *endofit zamburug'lari, albumin denaturatsiyasini inhibe qilish, sigir zardobidagi albumin, yallig'lanishga qarshi faollik, termal denaturatsiya, romashka.*

Альбумины — семейство глобулярных белков, растворимых в воде и слабых солевых растворах. Бычий сывороточный альбумин (БСА, англ. Bovine Serum Albumin, BSA) — один из наиболее изученных и широко используемых в лабораторной практике белков [1]. Денатурация — процесс потери нативной (природной) пространственной конформации белка под воздействием внешних факторов (температура, pH, химические агенты, механическое воздействие). При денатурации разрушаются нековалентные связи (водородные, гидрофобные, ионные, Ван-дер-Ваальсовы), но ковалентные связи (пептидные, дисульфидные мостики) сохраняются. [2]

Эндофитные грибы – это чрезвычайно интересная группа организмов, которая подробно изучается в настоящее время различными группами исследователей. Как следует из названия, эндофитные грибы живут

внутри тканей растений. Как правило, растение при этом не имеет симптомов заболевания, что отличает эти грибы от паразитов. Принято считать, что активное изучение эндофитов начинается с 1977 года, когда выходит статья, посвященная отравлениям коров [3]. Выяснилось, что в траве, которой питались коровы, бессимптомно присутствовали грибы, вырабатывающие ядовитые алкалоиды. С тех пор уже более тридцати лет эндофитные грибы злаков служат, наряду с лишайниками и микоризой, ещё одним примером мутуалистических отношений грибов и растений. Преимущественно, это анаморфные виды рода Neotyphodium, которые живут в ассоциации с различными видами злаков. Мицелий гриба обычно пронизывает почти всю надземную часть растения, не разрушая его клетки. Изучение истории вопроса показало, что ассоциация злаков с грибами, не вызывающими симптомов поражения и придающими хозяину токсичные свойства, была известна очень давно. Ранее эндофиты просто не привлекали такого пристального внимания. Сейчас эндофиты известны не только для злаков, но и для многих других растений [4], но лидирующее положение в плане как изученности, так и интенсивности изучения по-прежнему занимает указанная выше группа. Данная работа посвящена теоретическим аспектам взаимоотношений эндофитных грибов злаков с растениями-хозяевами и является результатом обобщений как различных литературных данных, так и собственного материала. Поскольку ассоциацию эндофит-растение принято считать мутуалистической, для начала следует немного разобраться с терминологией, с которой все оказывается не так просто.

Сами понятия симбиоз и мутуализма возникли еще XIX веке [5], но, несмотря на это, их часто продолжают смешивать. Упрощенно говоря, симбиоз – это совместное существование, которое может быть мутуалистическим или нет, а мутуализм – это взаимовыгодное существование, которое может быть симбиотическим или не симбиотическим. Наиболее известно определение, предложенное Одумом еще полвека назад [6]. В его учебнике вводятся типы отношений между популяциями, обозначаемые знаками +, - и 0. Мутуализм там дается как тип взаимодействия, при котором связь популяций благоприятна для роста и выживания обеих, причем в естественных условиях ни одна из них не может существовать без другой. Такое определение, при всей красоте и четкости, имеет несколько подводных камней, которые достаточно легко заметить, но преодолеть которые достаточно сложно. Во-первых, все приводимые типы взаимодействий даются только для популяций, в то время как далее начинается разговор о взаимодействии особей. В последующих работах тоже достаточно часто все переводится на взаимодействие двух конкретных организмов [7].

Одной из наиболее ценных особенностей эндофитных грибов является их способность продуцировать широкий спектр вторичных метаболитов — биологически активных соединений, которые не участвуют напрямую в росте и размножении, но играют ключевую роль в экологических взаимодействиях. Эти соединения синтезируются под контролем специализированных биосинтетических кластеров генов (BGCs) и обладают огромным структурным разнообразием. [8].

Ингибирование денатурации альбумина отражает способность исследуемых соединений стабилизировать белковую структуру и предотвращать её структурные изменения под воздействием стрессовых факторов, таких как повышение температуры. Таким образом, данный тест дополняет модель теплового гемолиза, позволяя оценить влияние исследуемых веществ как на клеточные мембраны, так и на белковые компоненты [9].

Метод получения экстрактов эндофитных грибов

Чистые монокультурные изоляты эндофитных грибов культивируются на жидкую питательную среду Чапек-Докс при оптимальных температурных и временных условиях. Питательную среду с эндофитными грибами ставят в орбитальный шейкер на 7 дней при комнатной температуре со скоростью 120 об/мин [10]. С учётом большого объёма биомассы и крупными размерами клеток (с учётом мицелия) выделение биомассы эндофитных грибов проводилось путём фильтрования через перфорированные (сетчатые) фильтры. Образец биомассы трижды взвешивали в эксикаторе, а затем высушивали при 105 °C в сушильном шкафу. Влажность биомассы определяли путем ее охлаждения в эксикаторе при комнатной температуре. Для выделения вторичных метаболитов из биомассы эндофитных грибов 5 г биомассы гомогенизировали в гомогенизаторе до получения однородного гомогената, затем перенесли в коническую колбу и добавили 25 мл растворителя этилацетат. Смесь перемешивали при комнатной температуре на шейкере со скоростью 180 об/мин. Затем смесь фильтровали через бумажный фильтр, и для удаления водной фазы добавляли Na_2SO_4 в концентрации 40 мкг/мл. После этого смесь упаривали насухо на вакуумном испарителе и растворяли в 1 мл диметилсульфоксида (ДМСО). Полученный экстракт использовали в качестве исходного раствора и хранили при температуре +4 °C [11].

Метод определения ингибирования денатурации белка.

Для проведения анализа реакционную смесь готовили следующим образом: к 2,5 мл 1% раствора бычьего альбумина, приготовленного на дистиллированной воде, добавляли 0,5 мл экстрактов грибов. В качестве положительного контроля использовали аспирин. Значение pH реакционной смеси доводили до 5,5 с использованием 1 н. раствора HCl. Полученные смеси инкубировали при температуре 37 °C в течение 20 минут,

после чего подвергали нагреванию при 60 °C в течение 10 минут [10]. Процесс денатурации останавливали путём охлаждения образцов. Оптическую плотность измеряли при длине волны 560 нм с использованием ультрафиолетового спектрофотометра. Процент ингибирования денатурации белка рассчитывали по следующей формуле:

$$Pecentage\ inhibition = (Abs_{control} - Abs_{sample})\ X\ 100 / Abs_{control}$$

Для проведения эксперимента использовали стандартный протокол, включающий инкубацию раствора альбумина с исследуемыми экстрактами при заданных температурных условиях с последующей спектрофотометрической регистрацией степени денатурации. В качестве референтного препарата применяли аспирин, что позволило сопоставить активность исследуемых образцов с известным нестероидным противовоспалительным средством [11] (таблица 1).

Таблица 1

Ингибирование денатурации альбумина

№	Список растений	Название изолятов	Биомасса изолята на 1 л суспензии (гр)	Влажность %	Экстракт (гр)	Процент ингибирования денатурации альбумина
1	Мята перечная (*Mentha piperita*)	Yp1	10±0,29	81±0,31	2±0,38	69.2±0,42%
2	Ромашка аптечная (*Matricaria chamomilla*)	Mg2	17,1±0,14	85±0,27	4±0,36	71.1±0,44%
3	Сельдерей пахучий (*Apium graveolens*)	Sb1	15,2±0,17	78±0,16	3±0,41	69±0,47%
4	Солодка голая (*Glycyrrhiza glabra*)	Shi1	3±0,28	83±0,13	2±0,38	66.5±0,36%
5	Чеснок (*Allium sativum*)	SApi1	12,5±0,22	79±0,28	3±0,39	70.4±0,31%
6	Аспирин					70±0,12%
7	ДМСО					-

Результаты

Анализ результатов ингибирования денатурации бычий сывороточный альбумин показал, что отобранные на предыдущем этапе изоляты эндофитных грибов сохраняют высокую противовоспалительную активность и в данной модели. Значения ингибирования варьировали в узком диапазоне — от 66.5±0,36% до 71.1±0,44% что указывает на целенаправленный отбор наиболее активных образцов после теста теплового гемолиза эритроцитов.

Наибольшая активность была зафиксирована у изолята Mg2, выделенного из ромашки аптечной (*Matricaria chamomilla*), — 71.1±0,44%, что практически соответствует или незначительно превышает уровень, характерный для контрольного препарата аспирин. Сопоставимые значения продемонстрировали изоляты SApi1 (*Allium sativum*) — 70.4±0,31%, Yp1 (*Mentha piperita*) — 69.2±0,42% и Sb1 (*Apium graveolens*) — 69±0,47%, что свидетельствует о выраженной способности данных образцов стабилизировать белковую структуру при термическом воздействии.

Несколько более низкие, но всё ещё высокие показатели наблюдались у изолята Shi1 (*Glycyrrhiza glabra*) — 66.5±0,36%. Несмотря на некоторое снижение активности по сравнению с лидирующими образцами, данные значения существенно превышают уровень условного контроля и указывают на выраженный противовоспалительный потенциал.

Подтверждена высокая биологическая активность отобранных изолятов эндофитных грибов, среди которых наибольший интерес представляют Mg2 (*Matricaria chamomilla*), SApi1 (*Allium sativum*) и Yp1 (*Mentha piperita*). Полученные данные позволяют рассматривать данные образцы как перспективные источники природных противовоспалительных соединений и обосновывают необходимость их дальнейшего детального фитохимического и фармакологического изучения.

Заключение

Экстракты эндофитных грибов из лекарственных растений эффективно ингибируют термическую денатурацию бычьего сывороточного альбумина (66,5–71,1%), не уступая аспирину (70%). Наибольшую активность проявил изолят Mg2 из ромашки аптечной. Полученные результаты подтверждают противовоспалительный потенциал эндофитных грибов и обосновывают целесообразность их дальнейшего изучения для создания природных противовоспалительных препаратов.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ МЕМБРАНОСТАБИЛИЗИРУЮЩЕЙ АКТИВНОСТИ ЛЕКАРСТВЕННЫХ РАСТЕНИЙ

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Аннотация: *Воспалительные заболевания остаются одной из главных проблем клинической медицины. Поиск эффективных и безопасных противовоспалительных средств природного происхождения является актуальной задачей. В данной работе представлен сравнительный анализ мембраностабилизирующей активности 15 видов лекарственных растений, оценённой по проценту ингибирования гемолиза эритроцитов in vitro.*

Ключевые слова: *лекарственные растения, противовоспалительное действие, ингибирование гемолиза, мембраностабилизирующая активность, Allium sativum, Capsicum annuum, Glycyrrhiza glabra.*

COMPARATIVE ANALYSIS OF MEMBRANE-STABILIZING ACTIVITY OF MEDICINAL PLANTS

Abstract: *Inflammatory diseases remain a major challenge in clinical medicine. The search for effective and safe anti-inflammatory agents of natural origin is a pressing issue. This paper presents a comparative analysis of the membrane-stabilizing activity of 15 medicinal plant species, assessed by the percentage of erythrocyte hemolysis inhibition in vitro.*

Keywords: *medicinal plants, anti-inflammatory activity, hemolysis inhibition, membrane-stabilizing activity, Allium sativum, Capsicum annuum, Glycyrrhiza glabra.*

DORIVOYI O'SIMLIKLARNING MEMBRAN STABILIZATSIYA QILISH FAOLIYATINING QISQORI TAHLILI

Annotatsiya: *Yallig'lanish kasalliklari klinik tibbiyotda katta muammo bo'lib qolmoqda. Tabiiy kelib chiqishi samarali va xavfsiz yallig'lanishga qarshi vositalarni izlash dolzarb masala hisoblanadi. Ushbu maqolada 15 ta dorivor o'simlik turining membranani stabilizatsiya qilish faolligining qiyosiy tahlili keltirilgan bo'lib, ular in vitro sharoitida eritrotsitlar gemolizining inhibisyon foizi bilan baholanadi.*

Kalit so'zlar: *dorivor o'simliklar, yallig'lanishga qarshi faollik, gemoliz inhibisyoni, membranani stabilizatsiya qilish faolligi, Allium sativum, Capsicum annuum, Glycyrrhiza glabra.*

Воспаление – сложная защитно-приспособительная реакция организма на повреждение, однако его хронические формы лежат в основе многих заболеваний (артриты, дерматиты, воспалительные заболевания кишечника и др.) [1]. Традиционные нестероидные противовоспалительные препараты (НПВП) эффективны, но часто вызывают побочные эффекты (гастропатии, нефротоксичность). В связи с этим возрастает интерес к лекарственным растениям – источникам биологически активных веществ с мягким противовоспалительным действием и высокой безопасностью [2].

В народной медицине многие из перечисленных растений издавна применяются для снятия воспалений различного происхождения: мята перечная и ромашка аптечная в виде чаёв и настоев уменьшают воспаление слизистых желудочно-кишечного тракта и дыхательных путей; сок алоэ настоящее и настойка календулы используются для заживления ран и купирования кожных воспалений; перец острый, несмотря на жгучесть, в малых дозах стимулирует кровообращение и помогает при воспалении суставов и мышц; чёрный виноград и семена аниса применяют при воспалительных заболеваниях бронхов и лёгких; отвар грецкого ореха и сельдерея пахучего пьют при подагре и ревматизме; шиповник собачий — известное средство против воспаления мочевыводящих путей и как общеукрепляющее при лихорадках; чеснок, базилик душистый, солодка голая и шалфей лекарственный активно используются при воспалительных процессах в полости рта, глотки и бронхов (полоскания, ингаляции, отвары); настой верблюжьей колючки (*Alhagi sparsifolia*) в восточной народной медицине

считается эффективным при воспалении геморроидальных узлов, мочевого пузыря и кишечника. Таким образом, практически каждое растение из перечня обладает собственным спектром противовоспалительного действия, что делает их незаменимыми в традиционных рецептах при самых разных недугах [3].

Одним из ключевых механизмов противовоспалительного эффекта многих фитосоединений является стабилизация биологических мембран, предотвращение высвобождения лизосомальных ферментов и, как следствие, снижение медиаторов воспаления. Удобной *in vitro* моделью для оценки такой активности служит тест ингибирования гемолиза эритроцитов, индуцированного гипотоническим раствором или тепловым шоком. Чем выше процент ингибирования гемолиза, тем более выражены мембраностабилизирующие свойства образца, коррелирующие с противовоспалительной активностью [4].

Цель настоящей работы – на основе экспериментальных данных (процент ингибирования гемолиза) провести сравнительный анализ противовоспалительного потенциала 15 широко распространённых и доступных лекарственных растений.

Объекты исследования.

В работе использованы стандартизированные водно-спиртовые экстракты (70% этанол) из надземных и подземных частей следующих растений (таблица 1). Идентификация сырья подтверждена ботанически.

Метод получение экстрактов растений

Подготовка экстрактов растений. Растительный порошок экстрагировали с ДМСО. После экстракции растворитель отгоняли в роторном испарителе, а экстракты хранили в эксикаторе по методике Хазалина и др. с модификациями Ланга и др. [5]. Метод Хазалина в оригинальной версии обычно предполагает щелочной гидролиз растительного сырья с последующим осаждением белковой фракции, однако в контексте получения общей биомассы или микробного белка эта схема может быть менее эффективна из-за потерь углеводов. Модификация Ланга направлена на улучшение выхода биомассы за счет двухстадийной обработки: сначала мягкий кислотный гидролиз для деструкции лигно-целлюлозного комплекса и перевода гемицеллюлоз в растворимые сахара, а затем нейтрализация и ферментативная осахаривание целлюлозы с использованием целлюлазных комплексов. Это позволяет максимизировать количество редуцирующих сахаров в гидролизате, которые в дальнейшем служат субстратом для культивирования дрожжей или других продуцентов белка, тем самым увеличивая конечный выход сырой биомассы по сравнению с традиционным прямым щелочением.

Метод определения ингибирования гемолиза.

Тест проводили на цельной крови здоровых доноров (n=5). Эритроциты трижды отмывали изотоническим раствором NaCl, затем готовили 2% суспензию. В пробирки вносили 0,5 мл экстракта растения (концентрация 100 мкг/мл), добавляли 1 мл 2% суспензии эритроцитов и доводили гипотоническим раствором NaCl (0,3%) до 4 мл. Инкубировали 30 мин при 37°C, центрифугировали и измеряли оптическую плотность супернатанта при 560 нм. Контроль гемолиза – пробирки с эритроцитами без экстракта [6]. Процент ингибирования гемолиза вычисляли по формуле:

$$Percentage\ inhibition = (Abs_{control} - Abs_{sample})\ X\ 100 / Abs_{control}$$

Каждое растение исследовали в трёх повторностях.

Результаты

Полученные данные приведены в (таблице 1). Растения расположены в порядке убывания процента ингибирования гемолиза.

Таблица 3.1.1

Список растений с противовоспалительной активностью

№	Список растений	Процент ингибирования гемолиза
1	Мята перечная (*Mentha piperita*)	63±0,35%
2	Ромашка аптечная (*Matricaria chamomilla*)	60.1±0,21%
3	Алоэ настоящее (*Aloe vera*)	32±0,45%
4	Пеларгония ароматная (*Pelargonium graveolens*)	29.7±0,27%
5	Перец острый (*Capsicum annuum*)	62±0,19%
6	Чёрный виноград (*Vitis vinifera*)	45.4±0,15%
7	Семена аниса (*Pimpinella anisum*)	41.7±0,45%
8	Грецкий орех (*Juglans regia*)	3.3±0,31%
9	Сельдерей пахучий (*Apium graveolens*)	45.3±0,22%
10	Шиповник собачий (*Rosa canina*)	16.4±0,46%
11	Чеснок (*Allium sativum*)	65.8±0,15%
12	Базелик душистий (*Ocimum basilicum*)	53.1±0,39%

13	Солодка голая (*Glycyrrhiza glabra*)	59.8±0,33%
14	Шалфей лекарственный (*Salvia officinalis*)	55±0,38%
15	Верблюжья колючка (*Alhagi sparsifolia*)	40.2±0,26%
16	Аспирин	70±0,12%
17	ДМСО	–

Как видно из таблицы, разброс активности очень широк – от 65.8±0,15% до 3.3±0,31%. Выделяются 5 растений с показателем выше 60% (чеснок, перец, солодка, мята, ромашка). Умеренную активность (50–60%) демонстрируют шалфей, чёрный виноград, базелик. Низкий уровень (<20%) – шиповник и грецкий орех.

Чеснок (*Allium sativum*) – лидер по ингибированию гемолиза (65.8±0,15%). Его противовоспалительные свойства связывают с серосодержащими соединениями (аллицин, ахоен), которые ингибируют циклооксигеназу и липоксигеназу, снижают синтез простагландинов и лейкотриенов [7]. Кроме того, чеснок модулирует активность NF-κB – ключевого регулятора воспаления. Перец острый (*Capsicum annuum*) – 62±0,19%. Активное вещество капсаицин, воздействуя на TRPV1-рецепторы, вызывает десенситизацию болевых путей и уменьшает выделение субстанции P – медиатора нейрогенного воспаления. Парадоксально, но в низких дозах капсаицин проявляет мощное противовоспалительное действие, что подтверждается высоким процентом мембраностабилизации. Солодка голая (*Glycyrrhiza glabra*) – 59.8±0,33% [8]. Глицирризиновая кислота и её агликон (глицирретиновая кислота) обладают кортикостероидоподобным действием – подавляют фосфолипазу A2 и продукцию провоспалительных цитокинов. Этим объясняется высокая эффективность солодки при аллергических и хронических воспалениях. Базилик душистый (*Ocimum basilicum*) – 53.1±0,39%. Богат эфирными маслами (эвгенол, линалоол) и флавоноидами (производные лютеолина, апигенина). Эвгенол ингибирует активность COX-2, а флавоноиды – стабилизируют мембраны тучных клеток, предотвращая дегрануляцию и выброс гистамина [9].

Группа, включающая шалфей, виноград, мяту и ромашку. Их действие типично для многих лекарственных растений умеренного пояса: дитерпены (шалфей), проантоцианидины (виноград), ментол и розмариновая кислота (мята), хамазулен и матрицин (ромашка). Показатель 50–65% свидетельствует о хорошем противовоспалительном потенциале, что согласуется с многовековым опытом применения этих растений при воспалительных процессах в полости рта, ЖКТ и верхних дыхательных путях.

Заключение

Проведённое исследование позволило объективно ранжировать 15 лекарственных растений по степени ингибирования гемолиза – показателю, коррелирующему с противовоспалительной активностью. Установлено, что наиболее выраженными мембраностабилизирующими свойствами обладают экстракты чеснока, острого перца, солодки, мяты и ромашки. Эти растения могут служить основой для создания фитопрепаратов для лечения воспалительных заболеваний, требующих мягкого и длительного действия. Сравнительно низкая активность шиповника и грецкого ореха в данном тесте не отрицает их других полезных свойств, но указывает на иные механизмы противовоспалительного действия.

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ПРИМЕНЕНИЕ УЛЬТРАЗВУКА В МЕДИЦИНЕ

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Аннотация: *данной работе представлен научный обзор применения ультразвука в медицине. Терапевтическое действие ультразвука обусловлено механическим, тепловым, химическими факторами. Дозированным пучком ультразвука можно провести мягкий массаж сердца, легких и других органов и тканей. Применения ультразвука в хирургии. Используется способность фокусированного ультразвука высокой интенсивности вызывать локальные разрушения в тканях механические колебания ультразвуковой частоты используются в хирургических инструментах типа лезвий, пил, механических наконечников.*

Ключевые слова: *ультразвукового скальпель, ударно-волновая литотрипсия, фонофорез, микромассаж, лимфодренаж.*

TIBBIYOTDA ULTRASAVTOSHNI QO'LLASH

Annotatsiya: *Ushbu maqolada tibbiyotda ultratovushdan foydalanishning ilmiy sharhi keltirilgan. Ultratovushning terapevtik ta'siri mexanik, issiqlik va kimyoviy omillar bilan belgilanadi. Dozalangan ultratovush nurlari yurak, o'pka va boshqa organlar va to'qimalarni yumshoq massaj qilish uchun ishlatilishi mumkin. Ultratovushning jarrohlikda qo'llanilishi. Yuqori intensivlikdagi fokuslangan ultratovushning mahalliy to'qimalarga zarar yetkazish qobiliyatidan foydalaniladi; ultratovush chastotasidagi mexanik tebranishlar pichoqlar, arra va mexanik qo'l asboblari kabi jarrohlik asboblarida qo'llaniladi.*

Kalit so'zlar: *ultratovushli skalpel, zarba to'lqini litotripsiyasi, fonoforez, mikromassaj, limfa drenaji.*

PRIMENENIE ULTRASOUND V MEDITINE

Abstract: *This paper presents a scientific review of the use of ultrasound in medicine. The therapeutic effects of ultrasound are determined by mechanical, thermal, and chemical factors. A dosed ultrasound beam can be used to gently massage the heart, lungs, and other organs and tissues. Applications of ultrasound in surgery. The ability of high-intensity focused ultrasound to cause localized tissue damage is exploited; mechanical vibrations at ultrasonic frequencies are used in surgical instruments such as blades, saws, and mechanical handpieces.*

Keywords: *ultrasonic scalpel, shock wave lithotripsy, phonophoresis, micromassage, lymphatic drainage*.

Основателем диагностического ультразвука считается австрийский невролог, психиатр К.Т. Дьюссик, впервые применивший ультразвук с диагностической целью. Он определял местонахождение опухолей головного мозга с помощью измерения интенсивности прохождения ультразвуковой волны сквозь череп, по аналогии с дефектоскопом металлов. В 50-60-е годы американцы впервые пытаются использовать ультразвук в медицине. Во второй половине XX века учёные – исследователи Генри Хугес, Кельвин, Боттомли и Баярд изготовили металлический дефектоскоп, а Том Браун с Яном Дональдом разработали первую в мире контактную ультразвуковую машину (прибор, который дифференцировал твёрдые и кистозные опухоли). Кроме этого, Ян Дональд исследовал клинические области использования ультразвука (были проведены первые исследования опухолей, твёрдой и кистозной). В 1955 году японские ученые Сатомура и Нимура, исследовали с помощью ультразвукового сканера работу клапанов сердца и пульсацию периферических сосудов [1,2]. Помимо широкого использования для диагностики ультразвук применяется в медицине (в том числе регенеративной) в лечебных целях, поскольку обладает следующими свойствами:

- противовоспалительным, рассасывающим действиями;

• анальгезирующим, спазмолитическим действиями;

• кавитационным усилением проницаемости кожи.

При этом используется комбинированный метод лечения – фонофорез, при котором на ткани вместо обычного геля для ультразвуковой эмиссии (применяемого, например, при УЗИ – ультразвуковом исследовании) наносится лечебное вещество. Ультразвук способствует лечебному веществу глубже проникать в ткани.

Применение ультразвука в хирургии. Можно выделить две основные области применения ультразвука в хирургии. В первой из них используется способность фокусированного ультразвука высокой интенсивности (англ. High Intensity Focused Ultrasound, HIFU) вызывать локальные разрушения в тканях, а во второй механические колебания ультразвуковой частоты используются в хирургических инструментах для ультразвуковой резки биологических тканей.

Разрушение опухолей, дробление камней в мочевых путях, сваривание мягких тканей, сваривание костей (ультразвуковой остеосинтез), наложение ультразвуковых колебаний на хирургические инструменты (скальпели, пилки, иглы) уменьшает болевые ощущения, оказывает кровоостанавливающее и стерилизующее действия. Электромеханический ультразвуковой излучатель использует явление обратного пьезоэлектрического эффекта. Ярко выраженными пьезоэлектрическими свойствами обладают такие кристаллические диэлектрики, как кварц, сегнетова соль и др. Скорость распространения ультразвука и звука в средах одинаковы (в воздухе v =340 м/с, в воде и мягких тканях v=1500 м/с). Однако высокая интенсивность и малая длина ультразвуковых волн порождают ряд специфических особенностей. При распространении ультразвука в веществе происходит необратимый переход энергии звуковой волны в другие виды энергии, в основном в теплоту. Это явление называется поглощением звука.

Применение ультразвука в косметологии. Многофункциональные косметологические аппараты, генерирующие ультразвуковые колебания с частотой до 1 МГц, применяются для регенерации клеток кожи и стимуляции в них метаболизма. С помощью ультразвука осуществляется микромассаж клеток, улучшается микроциркуляция крови и лимфодренаж. В результате повышается тонус кожи, подкожных тканей и мышц. Ультразвуковой массаж способствует выделению биологических активных веществ, ликвидирует спазм в мышцах, в результате чего разглаживаются морщины, подтягиваются ткани лица и тела. С помощью ультразвука осуществляется наиболее глубокое введение косметических средств и препаратов в кожу, а также выводятся из нее токсины. Приготовление смесей с помощью ультразвука. Широко применяется ультразвук для приготовления эмульсий – однородных смесей из жидкостей, которые не образуют молекулярный раствор (не растворяемы друг в друге). Если две такие жидкости (например, масло и воду) слить в одну мензурку и подвергнуть воздействию ультразвуком, то в мензурке образуется эмульсия – мелкая взвесь масла в воде. Данный процесс происходит благодаря кавитации, начинающейся при превышении определенных порогов интенсивности излучения ультразвука (вода – 1 Вт/см2, масло – 4 Вт/см2). Эмульсии широко используются в современной промышленности – лакокрасочной, фармацевтической и др.

Терапевтическое применение ультразвука в медицине. Ультразвук, используемый в терапии, обладает выраженным обезболивающим, спазмолитическим, противовоспалительным, противоаллергическим и общетонизирующим действием, он стимулирует крово- и лимфообращение, процессы регенерации тканей. Благодаря этому ультразвуковая терапия нашла широкое применение в клинике внутренних болезней, в артрологии, дерматологии, отоларингологии и др. Еще в середине XX века ученые заметили, что пораненное ухо кролика быстрее заживает, если три раза по 5 минут обработать его ультразвуком с частотой, немного превышающей порог чувствительности (при $\nu > 20$ кГц). В тканях при этом увеличивается обмен веществ, усиливается синтез белков и нуклеиновых кислот, повышается проницаемость клеточных мембран. УЗ малой интенсивности (менее 1 Вт/см2) способствует активизации внутриклеточных процессов в тканях (биосинтез белка, образование биологически активных веществ, усиление активности ферментов и т.п.). Терапевтические дозы оказывают болеутоляющее, сосудорасширяющее, противовоспалительное, рассасывающее действия, стимулируют восстановление поврежденных органов и тканей, включая некоторые виды терапии злокачественных новообразований. Малыми дозами осуществляют массаж сердца, легких, мышечных тканей, как гладких, так и скелетных. Ультразвуковая терапия эффективна при заболеваниях внутренних органов (хронический бронхит, бронхиальная астма, язвенная болезнь желудка и двенадцатиперстной кишки, хронический колит, холецистит, пиелонефрит, панкреатит).

Таким образом, широкое внедрение ультразвуковых аппаратов в клиническую практику существенно расширяет возможности врачей, позволяя оперативно и эффективно решать как диагностические, так и терапевтические задачи.

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ALLIUM VIRIDIFLORUM POBED. SENOPOPULYATSIYALARINING MORFOLOGIK O‘ZGARUVCHANLIGI, ONTOGENETIK STRUKTURASI VA VITALITETI

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Annotatsiya: *Maqolada Chotqol tizmasida tarqalgan kamyob Allium viridiflorum Pobed. senopopulyatsiyalarining morfologik o‘zgaruvchanligi, ontogenetik strukturasi, demografik ko‘rsatkichlari va vitalitet holati tahlil qilindi. Tadqiqotlar davomida turning ikki senopopulyatsiyasi ajratildi. Ularning biri markazlashgan, ikkinchisi chap tomonlama ontogenetik spektrga ega ekanligi aniqlandi. Har ikkala senopopulyatsiya delta–omega klassifikatsiyasiga ko‘ra yosh tipga mansub bo‘lib, vitalitet ko‘rsatkichlari bo‘yicha muvozanat holatidagi populyatsiyalar sifatida baholandi.*

Kalit so‘zlar: *Allium viridiflorum, kamyob tur, senopopulyatsiya, morfologik o‘zgaruvchanlik, ontogenetik spektr, vitalitet, Chotqol tizmasi.*

МОРФОЛОГИЧЕСКАЯ ИЗМЕНЧИВОСТЬ, ОНТОГЕНЕТИЧЕСКАЯ СТРУКТУРА И ВИТАЛИТЕТ ЦЕНОПОПУЛЯЦИЙ ALLIUM VIRIDIFLORUM POBED.

Аннотация: *В статье проанализированы морфологическая изменчивость, онтогенетическая структура, демографические показатели и виталитетное состояние ценопопуляций редкого вида Allium viridiflorum Pobed., распространенного в пределах Чаткальского хребта. В ходе исследований выделены две ценопопуляции вида. Установлено, что одна из них характеризуется центрированным, другая — левосторонним онтогенетическим спектром. Согласно классификации «дельта–омега», обе ценопопуляции относятся к молодому типу, а по виталитетным показателям находятся в равновесном состоянии.*

Ключевые слова: *Allium viridiflorum, редкий вид, ценопопуляция, морфологическая изменчивость, онтогенетический спектр, виталитет, Чаткальский хребет.*

MORPHOLOGICAL VARIABILITY, ONTOGENETIC STRUCTURE AND VITALITY OF COENOPOPULATIONS OF ALLIUM VIRIDIFLORUM POBED.

Annotation: *The article analyzes morphological variability, ontogenetic structure, demographic parameters and vitality status of coenopopulations of the rare species Allium viridiflorum Pobed. distributed in the Chatkal Range. Two coenopopulations of the species were identified during the study. One population was characterized by a centered ontogenetic spectrum, while the other showed a left-sided spectrum. According to the delta–omega classification, both coenopopulations belong to the young type, and their vitality indicators indicate a balanced population state.*

Key words: *Allium viridiflorum, rare species, coenopopulation, morphological variability, ontogenetic spectrum, vitality, Chatkal Range.*

Введение

Усиление антропогенного воздействия на природные экосистемы обусловливает необходимость целенаправленного изучения редких, эндемичных и уязвимых видов растений, а также фитоценозов, в состав которых они входят [1]. В современных условиях сокращение биологического разнообразия является одной из наиболее актуальных проблем природоохранной биологии. Особое значение приобретают исследования популяционного состояния редких видов, их адаптивных возможностей и устойчивости к изменяющимся условиям среды.

Одним из информативных подходов при оценке состояния редких растений является анализ морфологической изменчивости. Вариабельность морфологических признаков отражает степень адаптации особей к локальным экологическим условиям и позволяет оценить потенциал сохранения вида в естественных местообитаниях [2]. Наряду с этим важное значение имеет изучение онтогенетической структуры, поскольку соотношение возрастных состояний в популяции характеризует процессы самоподдержания, возобновления и перспективы дальнейшего развития вида [5, 6].

Allium viridiflorum Pobed. относится к редким видам с узким ареалом распространения. На территории Узбекистана вид известен из Наманганской области, в пределах Чаткальского хребта, в окрестностях села Поромон. Отдельные сведения касаются распространения, систематического положения и факторов, влияющих на состояние вида в условиях климатических изменений [9, 10]. Однако популяционно-биологические особенности *A. viridiflorum* до настоящего времени изучены недостаточно.

Целью настоящего исследования является оценка морфологической изменчивости, онтогенетической структуры, демографических параметров и виталитетного состояния ценопопуляций *Allium viridiflorum* в условиях Чаткальского хребта.

Анализ литературы

Изучение редких видов растений в последние годы всё чаще проводится с использованием комплексного популяционного подхода. Морфологические признаки рассматриваются как чувствительные индикаторы реакции растений на экологические и антропогенные факторы. Показано, что изменение морфологических параметров у редких видов может отражать реакцию популяций на климатические изменения и трансформацию местообитаний [3, 4].

Онтогенетическая структура является одним из ключевых показателей демографического состояния популяции. Она отражает соотношение ювенильных, имматурных, виргинильных, генеративных и сенильных особей, позволяя оценить интенсивность возобновления, устойчивость и перспективы развития популяции [5–8]. Для редких видов с ограниченным ареалом данный подход имеет особое значение, поскольку даже небольшие изменения в численности молодых или генеративных особей могут существенно повлиять на долгосрочную сохранность популяции.

Представители рода *Allium* L. характеризуются широким экологическим диапазоном и встречаются от пустынных местообитаний до высокогорных поясов [11–13]. Большинство видов рода светолюбивы и чаще встречаются в открытых сообществах с невысоким проективным покрытием [14]. В фитоценозах виды рода *Allium* чаще выступают в качестве ассектаторов и сравнительно редко становятся доминантами или содоминантами [15, 16].

Для представителей рода *Allium* характерна стресс-толерантная стратегия. При ухудшении условий произрастания у них может снижаться морфологическая целостность, однако при усилении стрессового воздействия активируются компенсаторные механизмы, обеспечивающие относительную устойчивость растений к неблагоприятным экологическим и ценотическим факторам [17–21]. Это делает изучение морфологической изменчивости и виталитетного состояния ценопопуляций *A. viridiflorum* особенно актуальным.

Методология исследования

Исследования проводились в пределах Чаткальского хребта, где были выделены две ценопопуляции *Allium viridiflorum*. Первая ценопопуляция расположена в 2–3 км к северу от села Поромон. Растительное сообщество участка представлено разнотравно-полынным фитоценозом. Общее проективное покрытие составляет 35–40 %. На участке отмечены бессистемный выпас скота и использование прилегающих территорий под богарное земледелие, что оказывает заметное антропогенное воздействие на естественный растительный покров. Вторая ценопопуляция также расположена в пределах Чаткальского хребта. Она приурочена к разнотравно-эремурусово-кустарниковому фитоценозу. Общее проективное покрытие составляет 40–45 %. Для оценки морфологической изменчивости изучались следующие признаки: высота растения, длина листа, ширина листа и длина генеративного побега. Для каждого признака определялись среднее значение, ошибка среднего, коэффициент вариации и показатель фитоценотической пластичности. Изменчивость оценивалась по шкале: очень низкая — до 7 %, низкая — 7–12 %, средняя — 13–20 %, высокая — 21–40 % [20, 21]. Онтогенетическая структура изучалась по возрастным состояниям: j — ювенильные, im — имматурные, v — виргинильные, g1 —

молодые генеративные, g2 — средневозрастные генеративные, g3 — старые генеративные, s — сенильные особи [7, 22]. Демографическое состояние оценивалось по индексам восстановления, старения, индивидуального оптимума, эффективности, экологической плотности, а также по индексам Δ и ω [18]. Виталитетная структура определялась по соотношению особей высокого, среднего и низкого жизненного состояния [21].

Анализ и результаты

Ценопопуляции *Allium viridiflorum* выявлены в открытых горных фитоценозах с невысоким общим проективным покрытием. Первая ценопопуляция испытывает более выраженное антропогенное воздействие, связанное с выпасом скота и использованием земельных участков для земледелия. Эти факторы могут оказывать механическое воздействие на подземные органы растений, нарушать структуру почвенного покрова и снижать эффективность семенного возобновления.

Во второй ценопопуляции антропогенная нагрузка выражена слабее. Наличие кустарникового компонента и разнотравно-эремурусовой структуры сообщества создает более стабильные условия для сохранения отдельных возрастных групп вида.

Анализ биометрических показателей показал, что морфологические признаки *A. viridiflorum* в изученных ценопопуляциях характеризуются различной степенью изменчивости. В первой ценопопуляции наиболее высокий коэффициент вариации отмечен по ширине листа — 28,9 %. Данный показатель относится к высокой изменчивости и может отражать неоднородность условий произрастания, а также влияние антропогенных факторов. Наименьшая изменчивость в первой ценопопуляции установлена по высоте растения — 3,89 % и длине генеративного побега — 5,7 %. Во второй ценопопуляции резких колебаний морфологических признаков не выявлено. Низкая изменчивость отмечена по длине листа — 10,2 % и ширине листа — 8,1 %, тогда как длина генеративного побега характеризовалась средней изменчивостью — 14,2 %. Средний коэффициент вариации признаков изменялся от 7,59 до 18,5 %, что указывает на низкий и средний уровень морфологической вариабельности (таблица 1).

Таблица 1

Коэффициент изменчивости и фитоценотическая пластичность морфологических признаков *Allium viridiflorum*

Показатели, см	1 ЦП $X \pm S_x$ CV	2 ЦП $X \pm S_x$ CV	$CV_{ср}$	I_p
Высота растений	19,2±0,8 3,89	16,4±0,8 11,3	7,59	0,14
Длина листа	13,0±0,4 8,42	13,5±0,5 10,2	9,31	0,03
Ширина листа	2,0±0,2 28,9	2,5±0,1 8,1	18,5	0,2
Длина генеративного робега	17,6±0,4 5,7	14,0±0,8 14,2	9,95	0,2

Примечание: X±Sx — среднее значение и ошибка среднего; CV — коэффициент вариации; CVср — средний коэффициент вариации; Ip — индекс фитоценотической пластичности.

Наиболее пластичными признаками оказались ширина листа и длина генеративного побега, для которых показатель Ip составил 0,20. Наименьшая пластичность установлена по длине листа — 0,03. Это свидетельствует о том, что длина листа является более стабильным признаком, тогда как ширина листа и длина генеративного побега сильнее реагируют на изменение условий произрастания.

В онтогенезе *Allium viridiflorum* выделены семь возрастных состояний: ювенильное, имматурное, виргинильное, молодое генеративное, средневозрастное генеративное, старое генеративное и сенильное [7, 22]. В первый год развития растения проходят стадии проростка и ювенильного состояния. На второй год особи переходят в имматурное состояние, на третий год — в виргинильное. Генеративный период начинается, как правило, на 4–5-й год и может продолжаться 8–12 лет в зависимости от экологических условий [22].

Первая ценопопуляция характеризуется центрированным онтогенетическим спектром. Она является полночленной и одновершинной. Максимальная доля приходится на средневозрастные генеративные особи — 31,81 %. Преобладание генеративных растений указывает на наличие устойчивого генеративного ядра, однако недостаточная представленность молодых возрастных групп может в дальнейшем ограничивать интенсивность возобновления.

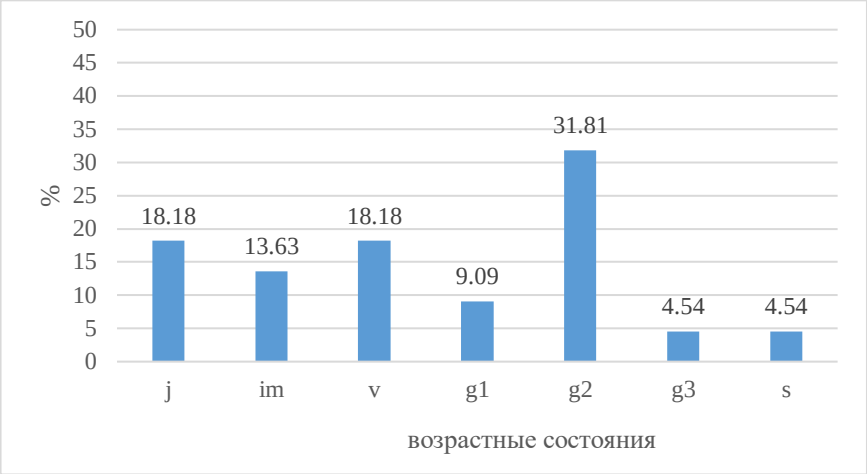

Рисунок 1. Центрированный онтогенетический спектр *Allium viridiflorum*

Вторая ценопопуляция имеет левосторонний онтогенетический спектр. Основной максимум приходится на ювенильные особи, доля которых составляет 38,8 %. Это указывает на наличие семенного возобновления. Вместе с тем переход молодых особей в последующие возрастные состояния может быть ограничен каменисто-щебнистым субстратом, недостаточной влагообеспеченностью и неравномерным распределением осадков. Накопление виргинильных и средневозрастных генеративных особей связано с продолжительностью этих онтогенетических состояний. В условиях недостаточно благоприятной среды виргинильные растения могут длительное время сохраняться без перехода к генеративному развитию. Такая особенность характерна для луковичных растений и отражает их адаптивную стратегию в нестабильных местообитаниях [19, 22].

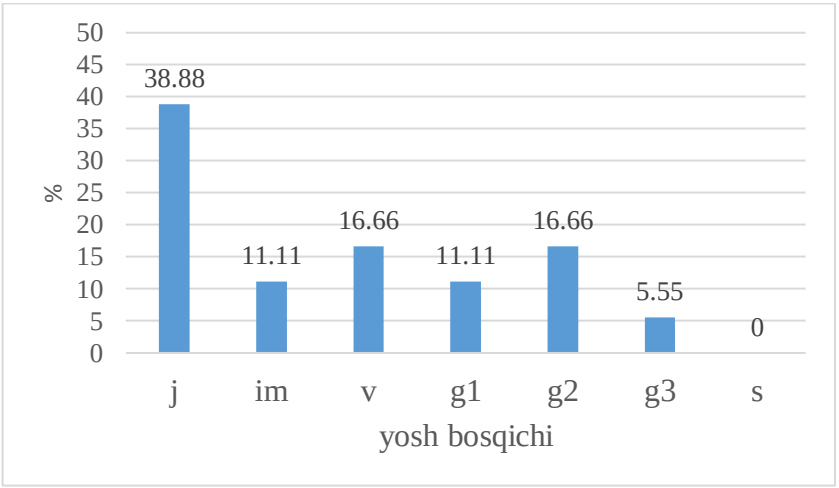

Рисунок 2. Левосторонний онтогенетический спектр *Allium viridiflorum*

Общая численность особей в исследованных ценопопуляциях была низкой и составила 18–22 растения. Плотность особей изменялась от 0,9 до 1,1 растения на 1 м², экологическая плотность — от 1,12 до 1,46. Индекс восстановления варьировал от 1,11 до 2,0. Индекс старения был очень низким и составил 0–0,04, что связано с отсутствием или слабой представленностью сенильных особей (таблица 2).

Таблица 2. **Демографические показатели ценопопуляций *Allium viridiflorum***

№ ЦП	I_t	I_q	I_{io}	I_{se}	Плотность, 1 м²	R_{ecol}	ω	Δ	Число особей, шт	Тип ЦП
1	1,11	, 04	0,71	11,8	1,1	1,46	0,54	0,29	22	молодая
2	2,0	0	0,66	7,38	0,9	1,12	0,41	0,18	18	молодая

Примечание: It — индекс восстановления; Iq — индекс старения; Iio — индекс индивидуального оптимума; Ise — индекс эффективности; Recol — экологическая плотность; ω — индекс эффективности; Δ — возрастной индекс.

Согласно классификации Л.А. Животовского, обе ценопопуляции относятся к молодому типу [18]. Это подтверждается низкими значениями возрастного индекса Δ и сравнительно невысокими значениями ω. Молодой тип популяций отражает наличие потенциала к дальнейшему развитию, однако малочисленность особей повышает уязвимость вида к антропогенным и экологическим воздействиям.

Виталитетный анализ показал, что в первой ценопопуляции доля особей высокого жизненного состояния составила 0,5, среднего — 0,3, низкого — 0,2. Во второй ценопопуляции доля особей высокого виталитета составила 0,4, среднего — 0,3, низкого — 0,3. Индекс виталитета изменялся от 0,9 до 1,0, а показатель качества популяции — от 0,62 до 0,71 (таблица 2).

Таблица 2.

Виталитетные показатели ценопопуляций *Allium viridiflorum*

ЦП	Виталитет по классам, %			IVC	IQ	Тип виталитета ЦП
	a	b	c			
1	0,5	0,3	0,2	0,9	0,62	0.5<I_Q>1 muvozanatda
2	0,4	0,3	0,3	1,0	0,71	0.5<I_Q>1 muvozanatda

Примечание: a — особи высокого виталитета; b — особи среднего виталитета; c — особи низкого виталитета; IVC — индекс виталитета; IQ — показатель качества популяции.

Обе ценопопуляции по виталитетным показателям относятся к равновесному типу. Это свидетельствует о сохранении жизненного потенциала вида в исследованных местообитаниях. Однако наличие особей низкого виталитета, особенно во второй ценопопуляции, а также малая общая численность растений указывают на необходимость постоянного мониторинга состояния вида.

Заключение

В пределах Чаткальского хребта выявлены две ценопопуляции редкого вида *Allium viridiflorum*. Они приурочены к открытым горным фитоценозам с общим проективным покрытием 35–45 %. Первая ценопопуляция испытывает более выраженное антропогенное воздействие, связанное с выпасом скота и использованием земель под богарное земледелие.

Морфологическая изменчивость вида в исследованных ценопопуляциях находится в пределах низкого и среднего уровней. Наиболее вариабельным признаком является ширина листа, особенно в первой ценопопуляции. Наибольшая фитоценотическая пластичность отмечена по ширине листа и длине генеративного побега.

Онтогенетическая структура ценопопуляций различается: первая ценопопуляция имеет центрированный, вторая — левосторонний спектр. По классификации «дельта–омега» обе ценопопуляции относятся к молодому типу. Это указывает на наличие потенциала возобновления, однако низкая численность особей ограничивает устойчивость популяций.

Виталитетный анализ показал, что обе ценопопуляции находятся в равновесном состоянии. Несмотря на это, узкий ареал, малочисленность, каменисто-щебнистые почвы, выпас скота и антропогенная трансформация местообитаний являются основными факторами риска для сохранения *Allium viridiflorum*. Для поддержания природных популяций вида необходимы регулярный мониторинг, ограничение выпаса в местах произрастания и предотвращение распашки участков, где сохраняются ценопопуляции данного редкого вида.

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РАСПРОСТРАНЁННОСТЬ САХАРНОГО ДИАБЕТА В ГОРОДЕ УРГЕНЧЕ

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Аннотация. *Сахарный диабет является одним из наиболее распространённых хронических неинфекционных заболеваний и представляет значимую медико-социальную проблему глобального масштаба. Проведённый анализ данных по населению города Ургенча свидетельствует о высоком уровне охвата профилактическими медицинскими осмотрами и позволяет оценить структуру заболеваемости. Установлено относительно равномерное распределение пациентов по полу с незначительным преобладанием мужчин. Анализ динамики за последние годы выявил тенденцию к росту числа пациентов, что указывает на неблагоприятное развитие эпидемиологической ситуации. Статистическая информация получена на базе центральной поликлиники города Ургенча и подвергнута аналитической обработке.*

Ключевые слова: *сахарный диабет, эпидемиология, распространённость, профилактические осмотры, Ургенч, неинфекционные заболевания.*

PREVALENCE OF DIABETES IN THE CITY OF URGENCH

Abstract. *Diabetes mellitus is one of the most common chronic non-communicable diseases and represents a significant medical and social problem on a global scale. An analysis of Urgench population data demonstrates high coverage of preventive medical examinations and allows us to assess the incidence structure. A relatively even distribution of patients by gender was established, with a slight predominance of men. An analysis of the dynamics over recent years revealed an upward trend in the number of patients, indicating an unfavorable development of the epidemiological situation. Statistical information was obtained from the Urgench Central Polyclinic and subjected to analytical processing.*

Key words: *diabetes mellitus, epidemiology, prevalence, preventive examinations, Urgench, non-communicable diseases.*

URGANCH SHAHRIDA QANDLI DIABETNING TARQALISHI

Annotatsiya. *Qandli diabet eng keng tarqalgan surunkali yuqumsiz kasalliklardan biri bo'lib, global miqyosda muhim tibbiy va ijtimoiy muammo hisoblanadi. Urganch aholisi ma'lumotlarini tahlil qilish profilaktik tibbiy ko'riklarning yuqori darajada qamrovini ko'rsatadi va bizga kasallanish tuzilmasini baholash imkonini beradi. Bemorlarning jinsi bo'yicha nisbatan teng taqsimlanishi aniqlandi, erkaklar esa biroz ustunlik qildi. So'nggi yillardagi dinamika tahlili bemorlar sonining o'sish tendentsiyasini aniqladi, bu epidemiologik vaziyatning noqulay rivojlanishidan dalolat beradi. Statistik ma'lumotlar Urganch markaziy poliklinikasidan olindi va analitik ishlov berildi.*

Kalit so'zlar: *qandli diabet, epidemiologiya, tarqalish, profilaktik ko'riklar, Urganch, yuqumsiz kasalliklar.*

Введение. Сахарный диабет представляет собой хроническое метаболическое заболевание, характеризующееся повышением уровня глюкозы в крови вследствие недостаточной секреции инсулина или нарушения его действия [4,5]. Заболевание сопровождается нарушением углеводного, жирового и белкового обмена и может приводить к поражению различных органов и систем организма [3,7].

По данным Всемирной организации здравоохранения, число пациентов с сахарным диабетом в мире постоянно увеличивается [8]. На сегодняшний день более 650 миллионов человек страдают данным заболеванием. Рост распространённости диабета связан с изменением образа жизни, урбанизацией, снижением физической активности и увеличением распространённости ожирения [1,2].

В Республике Узбекистан проблема сахарного диабета также приобретает всё большую актуальность. В последние годы наблюдается увеличение числа пациентов, состоящих на диспансерном учёте. Это требует разработки эффективных мер профилактики и ранней диагностики заболевания [5,6].

Материалы и методы

Исследование проводилось на основе анализа статистических данных профилактических медицинских осмотров населения города Ургенча.

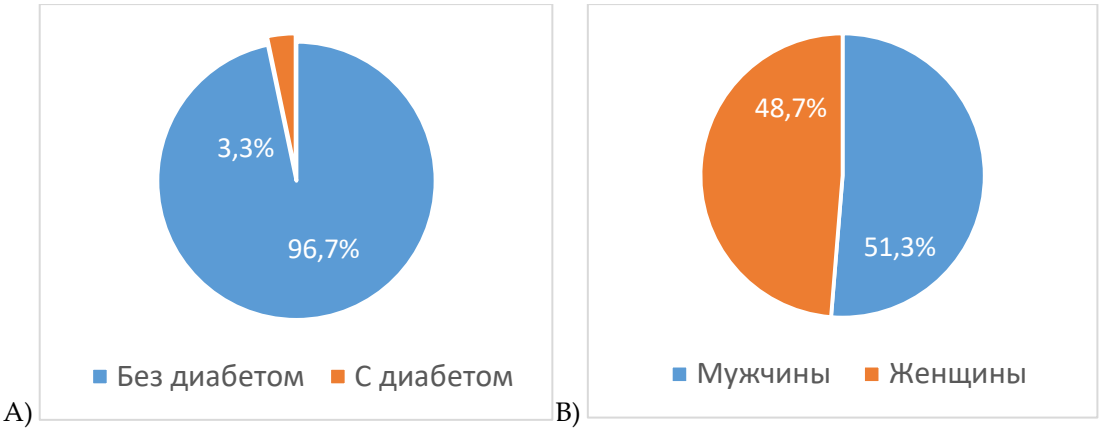
В ходе исследования использовалось следующие методы: статистический анализ медицинских данных; эпидемиологический анализ распространённости заболевания; сравнительный анализ показателей заболеваемости по полу возрастным группам, анализ годовой динамики заболеваемости за период 2020-2025 годов, а также распределение пациентов по возрастным группам.

Общая численность населения составила 159087 человек. Профилактические медицинские осмотры прошли 158153 человека, что составляет 99,4 % населения. Общее количество пациентов составило 35 794 человека. Среди них мужчины - 18 093 человека (51,3 %), женщины - 17 701 человек (48,7 %).

Распространённость сахарного диабета среди населения составила 3,3 %, тогда как 96,7 % населения не имеют данного заболевания. Все эти статистические результаты получены из центральный поликлинике Ургенча.

Результаты исследования

Анализ полученных данных показал, что сахарный диабет является достаточно распространённым заболеванием среди населения города Ургенча. Распространённость сахарного диабета среди населения составила 3,3 %, тогда как 96,7 % населения не имеют данного заболевания. Среди пациентов наблюдается небольшое преобладание мужчин.



A) B)

A) диаграмма: Распространённость сахарного диабета среди населения Ургенча.

B) диаграмма: Распределение сахарного диабета по полу.

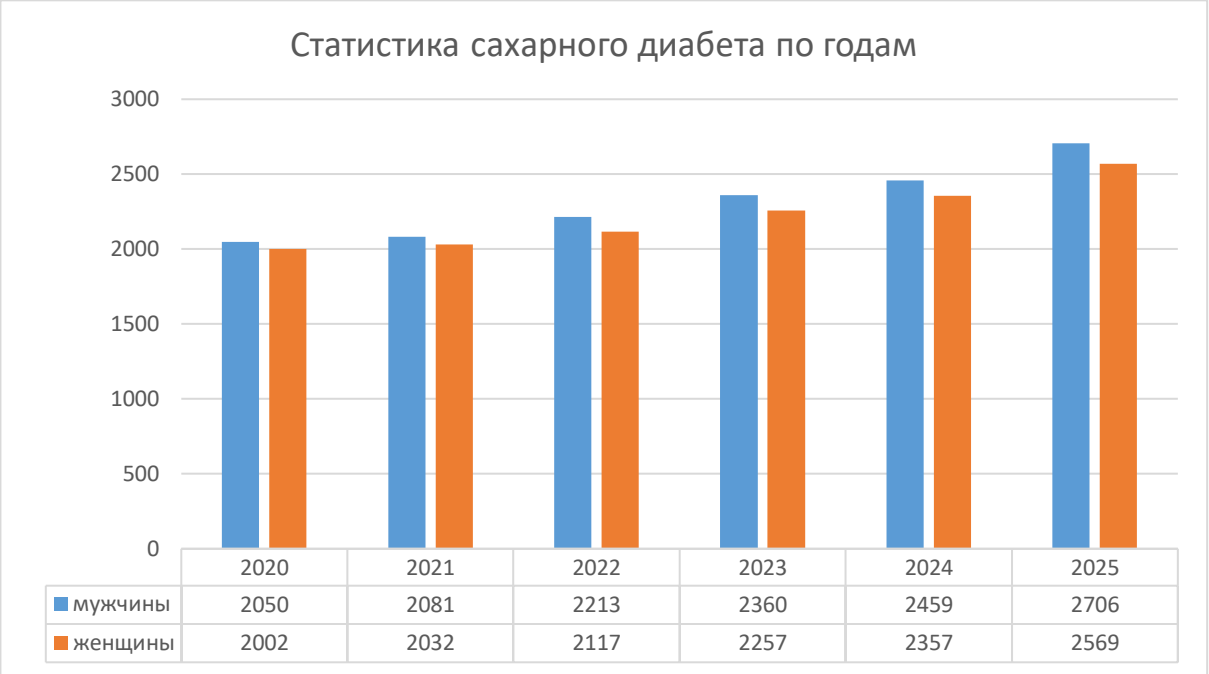
Возрастная структура

Анализ распространённости сахарного диабета по возрастным группам показал значительное увеличение частоты заболевания с возрастом.

Возраст	Мужчина	Женщина
18-29	2,3%	2,2%
30-44	12%	11,8%
45-59	9,6%	9,4%
≥60	27,4%	25,3%

Наиболее высокий уровень распространённости заболевания наблюдается среди лиц старше 60 лет.

Годовая динамика



	2020	2021	2022	2023	2024	2025
мужчины	2050	2081	2213	2360	2459	2706
женщины	2002	2032	2117	2257	2357	2569

Полученные данные свидетельствуют о постепенном увеличении числа пациентов в течение последних лет. Полученные результаты свидетельствуют о необходимости усиления профилактических мероприятий, направленных на раннее выявление и предупреждение развития сахарного диабета.

Заключение. Проведённое исследование показало, что сахарный диабет является распространённым заболеванием среди населения города Ургенча.

Основные выводы исследования: распространённость сахарного диабета составляет 3,3 % населения; среди пациентов наблюдается незначительное преобладание мужчин (51,3 %); за период 2020-2025 годов отмечается устойчивый рост числа пациентов; наиболее высокая распространённость заболевания наблюдается среди лиц старше 60 лет.

Полученные результаты подчеркивают необходимость дальнейшего совершенствования системы профилактики и ранней диагностики сахарного диабета.

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DISTRIBUTION AND SIGNIFICANCE OF COLLEMBOLANS IN VINEYARD SOILS (A CASE STUDY OF KHOREZM REGION)

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Annotation: *Collembola are an important component of soil mesofauna, actively participating in the decomposition of organic matter, the formation of soil structure and the regulation of the activity of microorganisms. This thesis is devoted to the study of the patterns of distribution, species diversity and population density of collembola in the soils of the vineyards of the Khorezm region, as well as to the assessment of their ecological significance in the stability of the agroecosystem. The study analyzes the relationship between the density of collembola and factors such as soil moisture, organic matter content and salinity, as well as their population dynamics under agrotechnical influences. The data obtained substantiate the possibility of using collembolas as bioindicators in assessing the quality of vineyard soils.*
Keywords: *Collembola, vineyard, soil mesofauna, bioindicator, binocular microscope.*

РАСПРОСТРАНЕНИЕ И ЭКОЛОГИЧЕСКОЕ ЗНАЧЕНИЕ КОЛЛЕМБОЛ В ПОЧВАХ ТУГАЙНЫХ ЭКОСИСТЕМ (НА ПРИМЕРЕ ХОРЕЗМСКОЙ ОБЛАСТИ)

Аннотация: *Коллемболы являются важной составляющей почвенной мезофауны, активно участвующей в разложении органического вещества, формировании структуры почвы и регулировании активности микроорганизмов. Данная диссертация посвящена изучению закономерностей распространения, видового разнообразия и плотности популяции коллембол в почвах виноградников Хорезмской области, а также оценке их экологического значения для стабильности агроэкосистемы. В исследовании анализируется взаимосвязь плотности коллембол с такими факторами, как влажность почвы, содержание органического вещества и соленость, а также динамика их популяции под воздействием агротехнических факторов. Полученные данные подтверждают возможность использования коллембол в качестве биоиндикаторов при оценке качества почв виноградников.*
Ключевые слова: *Коллемболы, виноградник, почвенная мезофауна, биоиндикатор, бинокулярный микроскоп.*

INTRODUCTION

In conditions of intensive agriculture, the assessment of soil biological activity has become one of the key tasks of modern ecology. Collembolans (Collembola) are small arthropods that permanently inhabit the soil and play an important role in detritus decomposition, soil structure formation, and nitrogen cycling [2]. It has been proven that their population parameters respond rapidly and measurably to agro-technical impacts and soil pollution.

In the Khorezm region, the ecological consequences of the Aral Sea crisis-such as increased soil salinization, wind erosion, and salt dust transport pose a serious threat to the biological diversity of agroecosystems. At the same time, no specific studies have been conducted on the soil mesofauna of vineyard ecosystems in this region, particularly on collembolans.The aim of the study is to identify the species composition of collembolans in vineyard soils of the Khorezm region, assess their population density, and substantiate their potential use as bioindicators of soil quality.

RESEARCH OBJECT AND METHODS

The research materials were collected from vineyard agrocenoses in January, February, and March 2026 in the "Zuhra Dono" farm located in the "Oydin Hayot" neighborhood of Khonqa district, Khorezm region. Soil samples were taken from the 0–10 cm, 10–20 cm, and 20–30 cm soil layers of agrocenoses.Soil samples were collected from designated field points, placed into plastic bags, and labeled with identification tags. The labels contained information such as sampling date, location name, type of agrocenosis or natural ecosystem, soil layer, and other relevant data. To study the

species composition and ecology of collembolans from the above-mentioned areas, sampling was carried out using route and stationary methods to analyze spatial distribution and seasonal dynamics. Collembolans were extracted from soil samples using the widely accepted Berlese–Tullgren apparatus. Taxonomic identification (family, genus, or species level) of collembolans mounted on permanent slides was performed using a DN-300M 18×100 binocular microscope. Species identification was carried out based on specialized collembolan identification keys. Particular attention was paid to morphological characteristics during species determination. All analyses were conducted using transmitted-light microscopes on prepared specimens.

RESULTS

As a result of the conducted research, four collembolan species belonging mainly to the families Onychiuridae, Isotomidae, and Hypogastruridae were identified: *Folsomia sexoculata* (Tullberg, 1871), *Supraphorura furcifera* Börner, 1901, *Metaphorura affinis* Börner, 1902, and *Hypogastrura tullbergi* Bourlet, 1839. From the soil samples collected during the winter months (January–February) and the spring month (March), a total of 188 collembolan individuals were extracted and prepared as permanent slides. Among them, 40 individuals of *Folsomia sexoculata*, 49 individuals of *Supraphorura furcifera*, 52 individuals of *Metaphorura affinis*, and 47 individuals of *Hypogastrura tullbergi* were identified.

Folsomia sexoculata (Tullberg, 1871):the body length reaches up to 2.0 mm. The body coloration is dark brown, grey, and violet. The body shape is cylindrical and slender. The simple eyes are arranged as 3+3. The postantennal organ is narrow and elongated.The first antennal segment is long and covered with two shorter ventropical sensory setae. The body is densely covered with short and erect macrosetae forming a compact covering. The maxilla consists of at least four lamellae and two apical teeth.The body surface is densely covered with short hairs. On the second and third thoracic segments, macrosetae and short sensory setae are present in the anterodorsolateral region, along with 1+1 prelabral setae. The second and third abdominal segments of the thorax also bear clusters of sensory setae.

Supraphorura furcifera Börner, 1901 Morphological characteristics: The body length is 1.3 mm. Eyes are absent. The body coloration is whitish. The furcula is bifurcated, forming a two-branched structure. The body is cylindrical in shape. This species is found under plant litter. It was first described in 1901 by the German zoologist Karl Börner.

Metaphorura affinis Börner, 1902 Morphological characteristics: The body size ranges from 0.7 to 1.5 mm. Eyes are 2+2 or absent. The body is relatively slender and whitish in colour. On abdominal segments I–IV, short and sparse setae are present, and in some cases, slightly larger setae may occur. The cuticular granulation is weakly developed. Granules are more pronounced on the dorsal surface of the head and on the terminal abdominal segment.The antennal organ consists of two thick cylindrical sensilla, three prominent protective papillae, and 3–4 protective setae. The dorsal sensillum of the antennal organ bears a terminal opening on the third antennal segment. The fourth antennal segment possesses a long sensory sensillum (gustatory organ) and an apical vesicle (feeding-related structure on the cephalic region). The antennal organ is located in a deep depression.Claws are toothless. The empodium is almost absent or extremely reduced. The sixth abdominal segment bears two anal setae of moderate length located on a papilla-like structure.

Hypogastrura tullbergi Bourlet, 1839 Morphological characteristics: The body length is 1.5 mm. The body coloration ranges from bluish-grey to dark blue-violet. The anterior part of the body and legs are usually pigmented. Granulation is evenly distributed across the body surface. Between the setae of the fifth abdominal segment, 10–16 granules are present.The fifth abdominal segment bears no more than eight setae. The setae are barely distinguishable, thin and short, while the abdominal segment is relatively elongated and in some cases slightly angular. The sensilla are comparatively longer.

Table 1

Statistical data by months and soil layers

Depth of soil layer (cm)	January	February	March	Total (individuals)	Average (individuals)
0–10 cm	4	34	14	52	17.3
10–20 cm	13	33	23	69	23.0
20–30 cm	5	38	24	67	22.3
Total	22	105	61	188	62.7

Note: n — number of extracted collembolans (individuals); the average was calculated based on three-month values.

Table 2

Total number of collembolans by months

Indicator	January	February	March
Total (individuals)	**22**	**105**	**61**
Average (individuals)	**7.3**	**35.0**	**20.3**
Share (%)	**11.7%**	**55.9%**	**32.4%**

• February was the month with the highest number of collembolans, with 105 individuals (56% of the total 188)

• January showed the lowest abundance, with 22 individuals. This is associated with low temperature and moisture conditions in winter.

• The 10–20 cm soil layer contained the highest number of collembolans, with 69individuals.

• The 0–10 cm soil layer showed the lowest abundance, with 52 individuals. It was observed that collembolans preferred the middle soil layer.

CONCLUSION

In the vineyard soils of the Khorezm region, during the winter and spring seasons, four collembolan species belonging to three families were recorded. From the family Onychiuridae, the following two species were identified: *Supraphorura furcifera* (Börner, 1901) with 49 individuals and *Metaphorura affinis* (Börner, 1902) with 52 individuals. From the family Isotomidae, 40 individuals of *Folsomia sexoculata* (Tullberg, 1871) were recorded, while from the family Hypogastruridae, 47 individuals of *Hypogastrura tullbergi* (Bourlet, 1839) were identified.

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CITRUS LIMON (L.) OSBECK GENOTIPLARIDA FOTOSINTETIK PIGMENTLAR MIQDORINING QIYOSIY TAHLILI

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Annotatsiya. *Ushbu maqolada Citrus limon (L.) Osbeck genotiplarida fotosintetik pigmentlar miqdorini aniqlash va ularning fiziologik holatini baholash natijalari keltirilgan. Tadqiqot obyekti sifatida Meyer, Toshkent F1, Tosh DAU, F2 Yubileniy, Meduza, Turon va Yangi Toshkent genotiplari tanlab olindi. O'simlik barglaridan pigmentlarni ajratib olishda Lichtenthaler metodi, xlorofill A, xlorofill B va karotinoidlar miqdorini hisoblashda esa spektrofotometrik tenglamalardan foydalanildi. Olingan natijalar limon genotiplari orasida fotosintetik pigmentlar miqdori bo'yicha sezilarli farqlar mavjudligini ko'rsatdi. Turon genotipi xlorofill A va umumiy xlorofill miqdorining yuqoriligi bilan ajralib, kuchli fotosintetik faollikka ega istiqbolli shakl sifatida baholandi. Meyer genotipida karotinoidlar miqdorining yuqori bo'lishi uning fotoprotektiv va antioksidant himoya salohiyati kuchliroq bo'lishi mumkinligini ko'rsatadi. Toshkent F1 genotipi xlorofill B miqdorining yuqoriligi bilan alohida e'tiborga loyiq bo'lib, uning yorug'likni yig'uvchi pigment tizimi yaxshi rivojlangan bo'lishi ehtimolini bildiradi. Tosh DAU va Meduza genotiplarida esa pigmentlar miqdori nisbatan past bo'lib, bu ularning fotosintetik apparati sustroq rivojlangan bo'lishi mumkinligini anglatadi. Umuman olganda, fotosintetik pigmentlar miqdorini aniqlash limon genotiplarining fiziologik faolligi, moslashuvchanligi va stress omillariga chidamlilik salohiyatini dastlabki baholashda muhim mezon bo'lib xizmat qiladi.*

Kalit so'zlar: *Citrus limon L., limon genotiplari, xlorofill A, xlorofill B, karotinoidlar, fotosintez, pigmentlar, stressga chidamlilik.*

COMPARATIVE ANALYSIS OF PHOTOSYNTHETIC PIGMENT CONTENT IN GENOTYPES OF CITRUS LIMON (L.) OSBECK

Abstract. *This article presents the results of determining the content of photosynthetic pigments and assessing their physiological state in genotypes of Citrus limon (L.) Osbeck. The Meyer, Toshkent F1, Tosh DAU, F2 Yubileniy, Meduza, Turon, and Yangi Toshkent genotypes were selected as the research objects. Lichtenthaler's method was used to extract pigments from the plant leaves, and spectrophotometric equations were used to calculate the amounts of chlorophyll A, chlorophyll B, and carotenoids. The obtained results showed significant differences in the amount of photosynthetic pigments among the lemon genotypes. The Turon genotype, distinguished by its high chlorophyll A and total chlorophyll content, was evaluated as a promising form with strong photosynthetic activity. The high carotenoid content in the Meyer genotype suggests a stronger photoprotective and antioxidant defense potential. The Toshkent F1 genotype is particularly noteworthy for its high chlorophyll B content, suggesting a well-developed light-harvesting pigment system. In the Tosh DAU and Meduza genotypes, however, pigment levels are relatively low, which suggests that their photosynthetic apparatus may be less developed. Overall, determining the amount of photosynthetic pigments serves as an important criterion for the preliminary assessment of the physiological activity, adaptability, and stress tolerance potential of lemon genotypes.*

Keywords*: Citrus limon L., lemon genotypes, chlorophyll A, chlorophyll B, carotenoids, photosynthesis, pigments, stress tolerance.*

СРАВНИТЕЛЬНЫЙ АНАЛИЗ СОДЕРЖАНИЯ ФОТОСИНТЕТИЧЕСКИХ ПИГМЕНТОВ В ГЕНОТИПАХ CITRUS LIMON (L.) OSBECK

Аннотация. *В данной статье представлены результаты определения содержания фотосинтетических пигментов и оценки их физиологического состояния у генотипов Citrus limon (L.) Osbeck. В качестве объектов исследования были выбраны генотипы «Мейер», «Тошкент F1», «Тош DAU», «Юбилей F2», «Медуза», «Турон» и «Янги-Тошкент». Для*

извлечения пигментов из листьев растений использовался метод Лихтенталера, а для расчета содержания хлорофилла a, хлорофилла b и каротиноидов — спектрофотометрические уравнения. Полученные результаты показали значительные различия в количестве фотосинтетических пигментов среди генотипов лимона. Генотип «Турон», отличающийся высоким содержанием хлорофилла A и общего хлорофилла, был оценен как перспективный сорт с высокой фотосинтетической активностью. Высокое содержание каротиноидов в генотипе «Мейер» свидетельствует о более сильном фотозащитном и антиоксидантном потенциале. Генотип «Тошкент F1» особенно примечателен высоким содержанием хлорофилла B, что позволяет предположить, что его система светособирающих пигментов, вероятно, хорошо развита. Однако в генотипах «Тош ДАУ» и «Медуза» уровни пигментов относительно низкие, что позволяет предположить, что их фотосинтетический аппарат, возможно, менее развит. В целом определение содержания фотосинтетических пигментов служит важным критерием для предварительной оценки физиологической активности, адаптивности и потенциала стрессоустойчивости генотипов лимона.

Ключевые слова: *Citrus limon L., генотипы лимона, хлорофилл A, хлорофилл B, каротиноиды, фотосинтез, пигменты, стрессоустойчивость.*

Kirish.

Sitrus ekinlar Rutaceae oilasiga kiruvchi Aurantioideae (noranja) kenja turiga mansub o‘simliklardir. Sitrus avlodining tabiiy areali janubi-sharqiy Osiyoning juda keng tropik va subtropik hududlarini qamrab oladi. Sitrus o‘simliklarning kelib chiqishi murakkab hisoblanadi. Qadimiy sitrus turlari spontan duragaylanish yo‘li bilan kelib chiqqan bo‘lishi mumkin. Sitrus o‘simliklarini ming yillardan buyon etishtirib kelish mobaynida amalga oshgan somatik mutatsiya, tabiiy va sun’iy tanlash ham muhim hisoblanadi.Sitrus ekinlar kelib chiqqan eng asosiy markaz Shimoliy Hindiston va Shimoliy Birmada joylashgan. Aynan shu erda Sitrus avlodiga mansub yovvoyi turlarning eng ko‘p qismi uchraydi: C.macroptera; C.latipes C.aurantifolia, C.medica L.[1].

Global miqyosda sitrus o‘simliklari meva madaniyatining eng yuqori ishlab chiqarish sohalaridan biri bo‘lib, 2016 yilda sitrus mevalar exporti 123 million tonnadan oshdi. Sitrus bozori odatda apelsin, mandarin va limon ishlab chiqarishga bo‘linadi. 2018 yilda dunyodagi eng yirik ishlab chiqaruvchilar Braziliya va Xitoy bo‘lib, mos ravishda 17 va 10 million tonna apelsin export qilgan. Ispaniya dunyoning eng yaxshi ishlab chiqaruvchilari qatoriga kiradi (FAOSTAT, 2019 yil oktabr) va 2018 yilda 4 million tonna apelsin ishlab chiqarilgan. Ispaniya, Xitoydan (19 million tonna) keyin ikkinchi o‘rinda turadi va o‘z mahsulotlarining 50% dan ko‘prog‘ini eksport qilish bo‘yicha dunyodagi yetakchi eksportchi hisoblanadi [2].

Sitrus iqtisodiy jihatdan muhim meva ekinidir, chunki u meva sifatida ham, sharbat sifatida ham keng qo‘llaniladi [3]. Bu ko‘p yillik o‘simlik bo‘lib, asosan Xitoy, Braziliya, Hindiston, AQSh, Meksika, Ispaniya va Italiyada etishtiriladi [4].

Iqlim o‘zgarishi tufayli biz hozirgi kunda global isish natijasida yuzaga keladigan sovuq va issiqlik to‘lqinlari kabi yangi abiotik stress muammolariga duch kelishga majburmiz. Sovuq va past harorat tufayli yo‘qotishlar bizni bunday stressga javobning fiziologik, gormonal va molekulyar mexanizmlarini, ayniqsa, ma’lum ob-havo sharoitlariga yaxshi moslashgan sitrus mevalari kabi tropik va subtropik ekinlarda yo‘qotishlarga duch kelishga majbur qiladi. Sovuq stressga bo‘lgan javoblarning ko‘pchiligi sitruslarda ham saqlanib qoldi [7].

Iqlim o‘zgarishi ob-havoning o‘zgarishini keltirib chiqarmoqda, bu esa kuchli qurg‘oqchilik, sovuq to‘lqinlar va ortiqcha yog‘ingarchilik tufayli botqoqlanishga olib keladi. Shuning uchun abiotik stresslarga nisbatan chidamli yangi ekinlarni olish uchun yangi takomillashtirish dasturlarining ahamiyati muhim. Abiotik stressga qarshi o‘simliklarni yetishtirish dasturlari juda murakkab, chunki ular ko‘plab mexanizmlarni o‘z ichiga oladi [8]. Sitrus navlari qurg‘oqchilik stressidan kuchli ta’sirlanadi, chunki qurg‘oqchilik stressiga duch kelgandan so‘ng sitrus hosildorligi, o‘sishi va hosildorligi pasayadi [6]. Shu bilan birga, bir nechta qurg‘oqchilikka chidamli navlar, shuningdek, bu stressga qarshi tura oladigan, kindik apelsin va trifoliate apelsin haqida Bhusual va boshqalar ma’lumotlar bergan[5].

Sitrus urug‘i sovuq stressga sezgir bo‘lgan bir qator tropik va subtropik turlarni o‘z ichiga oladi, bu esa sitrusning global tarqalishini ma’um kengliklarda cheklaydi va katta iqtisodiy yo‘qotishlarga olib keladi [8]. Sitrus dunyodagi eng iqtisodiy ahamiyatga ega mevali daraxt ekinlaridan biri. Muayyan chegaralardan tashqari, noqulay ob-havo sharoiti natijasida daraxt ekinlarining yo‘qolishi yoki meva sifatining yomonlashishi shunchalik muhimki, har qanday sitrus mevasini ishlab chiqarish imkonsiz yoki foydasiz bo‘lishi mumkin. Muzlash harorati sitrus yetishtirish uchun eng cheklovchi omillardan biridir. 0ºC dan past haroratlar hujayralararo muz kristallarining shakllanishiga olib keladi, bu esa suvsizlanishga olib keladi va daraxtlarga zarar etkazadi. Yosh sitrus novdalarini o‘ldiradigan chegara harorati -12ºC, lekin sitrus turlarining sovuqqa chidamliligi sezilarli darajada farq qilishi hammaga ma’lum [8].

Fotosintez o‘simliklardagi eng haroratga sezgir fiziologik jarayonlardan biri sifatida tanilgan. Shuning uchun fotosintezning harorat reaksiyasi va uning aklimatizatsiyasi ostida bo‘lgan fiziologik jarayonlarni tushunish qishloq

xo‘jaligi va atrof-muhit uchun muhimdir. Ko‘pgina o‘simliklar fotosintez xususiyatlarini haroratga qarab o‘sish ehtiyojlariga moslashtira oladi [9].

Fototizim II (PSII) tilakoid membranalarda shikastlanishi mumkin bo‘lgan eng sezgir komponentdir. Abiotik stressning asosiy natijasi PSIIni fotoinhibisyonga moyil qilishdir [10]. Aslida, 0 ° C dan yuqori haroratga duchor bo‘lgan sitrus barglari hech qanday o‘zgarish kuzatilmaydi. Biroq, ularning fototizimlari xlorofil floresans texnikasi (CFI) bilan o‘rganilganda, fototizim II ning shikastlanishi aniqlanadi

Material va metodlar

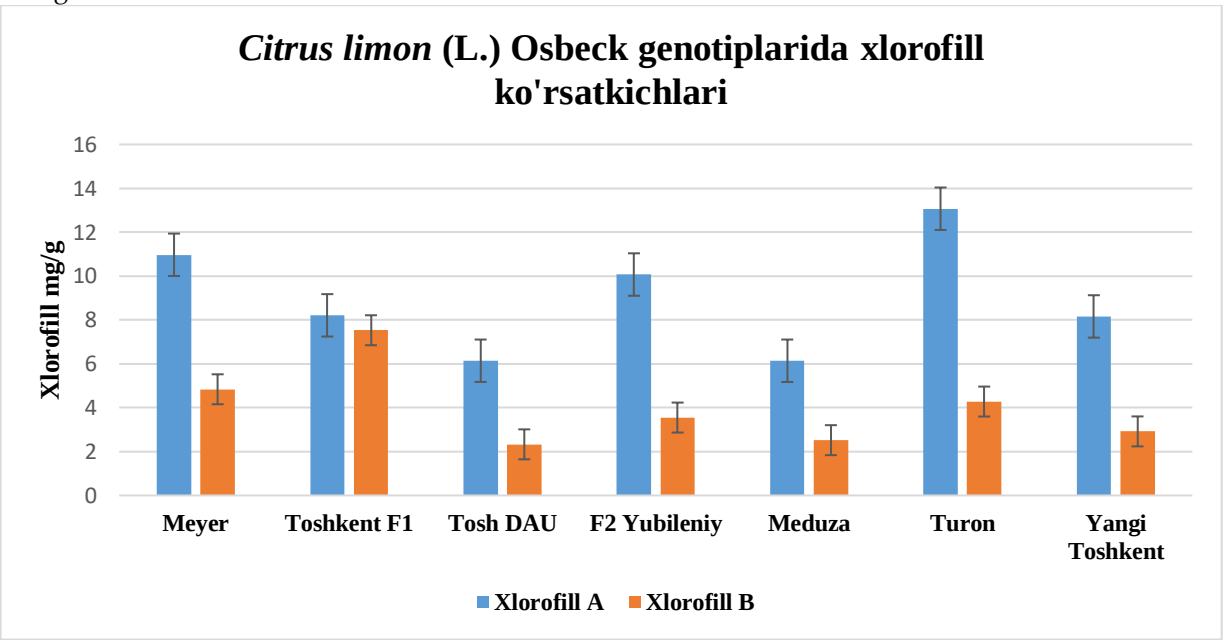
Tadqiqot obyekti sifatida Citrus limon (L.) Osbeck genotiplaridan Meyer, Toshkent F1, Tosh DAU, F2 Yubileniy, Meduza, Turon va Yangi Toshkent navlari olindi.

Pigmentlarni o‘simlik bargidan ajratib olish uchun Lichtenthaler (1987/1988) metodidan foydalanildi [11].

Pigmentlar miqdori Sumanta et al. (2014) tomonidan keltirilgan spektrofotometrik tenglamalar asosida hisoblandi [12].

Natijalar.

1-diagramma



Jadval natijalari limon genotiplari orasida fotosintetik pigmentlar miqdori bo‘yicha aniq farqlar mavjudligini ko‘rsatadi. Xlorofill A, xlorofill B va karotinoidlar miqdorining genotiplar kesimida turlicha bo‘lishi ularning fotosintetik apparati rivojlanish darajasi, yorug‘lik energiyasidan foydalanish samaradorligi hamda stress omillariga moslashuv salohiyati bir xil emasligini bildiradi. Fotosintetik pigmentlar o‘simliklarning fiziologik holatini baholashda muhim ko‘rsatkichlardan biri hisoblanadi, chunki ular barglarda kechadigan fotosintez jarayonining intensivligi, assimilatsion faollik va tashqi muhit omillariga javob reaksiyalari bilan bevosita bog‘liq.

Tahlil qilingan genotiplar orasida Turon genotipi xlorofill A hamda umumiy xlorofill miqdori bo‘yicha eng yuqori natijani namoyon etdi. Xlorofill A fotosintez jarayonida asosiy pigmentlardan biri bo‘lib, yorug‘lik energiyasini qabul qilish va uni fotosintetik reaksiya markazlariga uzatishda muhim rol o‘ynaydi. Shu sababli Turon genotipida xlorofill A miqdorining yuqori bo‘lishi uning fotosintetik faolligi nisbatan kuchli ekanligini ko‘rsatadi. Bundan tashqari, ushbu genotipda xlorofill A/B nisbatining yuqori bo‘lishi fotosintetik reaksiya markazlari faoliyatining yaxshi shakllanganligi va barg to‘qimalarida yorug‘lik energiyasidan samarali foydalanish imkoniyati yuqoriligidan dalolat berishi mumkin. Bu holat Turon genotipini fiziologik jihatdan faol va istiqbolli genotiplardan biri sifatida baholash imkonini beradi.

Meyer genotipi esa karotinoidlar miqdori bo‘yicha eng yuqori ko‘rsatkichga ega bo‘ldi. Karotinoidlar o‘simliklarda nafaqat yordamchi fotosintetik pigment sifatida, balki muhim himoya komponenti sifatida ham xizmat qiladi. Ular ortiqcha yorug‘lik energiyasini neytrallash, erkin radikallar hosil bo‘lishini kamaytirish va oksidlanish stressining salbiy ta’sirini yumshatishda ishtirok etadi. Shu nuqtayi nazardan, Meyer genotipida karotinoidlar miqdorining yuqori bo‘lishi uning noqulay muhit omillariga, ayniqsa sovuq stressi, kuchli yorug‘lik va oksidlovchi jarayonlarga nisbatan himoya mexanizmlari yaxshi rivojlangan bo‘lishi mumkinligini ko‘rsatadi. Bu genotipning stress sharoitida nisbatan barqaror fiziologik holatni saqlab qolish salohiyati yuqori bo‘lishi ehtimoldan xoli emas.

Toshkent F1 genotipi xlorofill B miqdori bo‘yicha boshqa genotiplardan ustunligi bilan ajralib turadi. Xlorofill B yordamchi pigment bo‘lib, yorug‘likni yutish spektrini kengaytiradi va yig‘ilgan energiyani xlorofill A ga uzatadi. Ushbu genotipda xlorofill B miqdorining yuqori bo‘lishi yorug‘likni yig‘uvchi antenna komplekslari yaxshi rivojlanganligini

ko‘rsatishi mumkin. Bu xususiyat ayniqsa yorug‘lik sharoiti o‘zgaruvchan bo‘lgan muhitda yoki nisbatan past yoritilish sharoitida moslashuvchanlik belgisi sifatida qaraladi. Biroq Toshkent F1 genotipida xlorofill A/B nisbatining past bo‘lishi xlorofill B ulushi nisbatan yuqori ekanligini bildiradi. Bu holat bir tomondan yorug‘likni tutish imkoniyatining kengayganligini ko‘rsatsa, boshqa tomondan fotosintetik reaksiya markazlari va antenna pigmentlari o‘rtasidagi nisbat o‘ziga xos ekanligini anglatadi. Shuning uchun ushbu genotipning fotosintetik samaradorligini aniq baholash uchun qo‘shimcha fiziologik ko‘rsatkichlar, jumladan xlorofill floresensiyasi, fotosintez intensivligi, gaz almashinuvi va stress sharoitidagi pigmentlar dinamikasini o‘rganish maqsadga muvofiq bo‘ladi.

Tosh DAU va Meduza genotiplari esa xlorofill A, umumiy xlorofill miqdori hamda karotinoidlar bo‘yicha nisbatan past ko‘rsatkichlarga ega bo‘ldi. Bu natija ushbu genotiplarda fotosintetik apparatning rivojlanish darajasi boshqa genotiplarga nisbatan sustroq bo‘lishi mumkinligini ko‘rsatadi. Xlorofill miqdorining pastligi barglarning yorug‘lik energiyasini qabul qilish va undan foydalanish imkoniyatini cheklashi mumkin. Karotinoidlar miqdorining nisbatan kam bo‘lishi esa ularning fotoprotektiv va antioksidant himoya salohiyati pastroq bo‘lishi ehtimolini bildiradi. Shu sababli Tosh DAU va Meduza genotiplari noqulay ekologik omillar, xususan sovuq, kuchli yorug‘lik yoki oksidlanish stressi ta’sirida nisbatan sezuvchanroq bo‘lishi mumkin.

Umuman olganda, jadval ma’lumotlari asosida Turon genotipi yuqori fotosintetik faollikka ega bo‘lgan genotip sifatida, Meyer genotipi esa kuchli fotoprotektiv va antioksidant himoya salohiyatiga ega shakl sifatida ajralib turadi. Toshkent F1 genotipi xlorofill B miqdorining yuqoriligi bilan alohida e’tiborga loyiq bo‘lib, uning yorug‘likni yig‘uvchi pigment tizimi yaxshi rivojlangan bo‘lishi mumkin. Tosh DAU va Meduza genotiplari esa pigmentlar miqdorining pastligi sababli fotosintetik faolligi nisbatan cheklangan va stress omillariga sezuvchanroq genotiplar sifatida baholanishi mumkin. Shu bois, limon genotiplarini fiziologik jihatdan baholashda pigmentlar miqdorini aniqlash ularning mahsuldorlik, moslashuvchanlik va stressga chidamlilik salohiyatini dastlabki baholash uchun muhim mezon bo‘lib xizmat qiladi.

Xulosa.

Ushbu jadval natijalariga asoslanib, limon genotiplari orasida Turon va Meyer genotiplari eng istiqbolli shakllar sifatida alohida ajralib turadi. Ularning fotosintetik pigmentlar bo‘yicha yuqori ko‘rsatkichlarga ega bo‘lishi ushbu genotiplarning fiziologik jihatdan faol, moslashuvchan va seleksiya ishlari uchun qimmatli boshlang‘ich material bo‘lishi mumkinligini ko‘rsatadi. Turon genotipi, avvalo, xlorofill A va umumiy xlorofill miqdorining yuqoriligi bilan ajralib turadi. Bu holat uning fotosintetik apparati yaxshi rivojlanganligini, barglarida yorug‘lik energiyasini qabul qilish va undan organik moddalar sintezi uchun foydalanish imkoniyati yuqori ekanligini ko‘rsatadi. Xlorofill A fotosintez jarayonining asosiy pigmenti hisoblanganligi sababli, uning yuqori miqdori Turon genotipida fotosintetik faollik kuchli kechishi mumkinligidan dalolat beradi. Shu bois ushbu genotip yuqori assimilatsion salohiyatga ega bo‘lgan istiqbolli shakl sifatida baholanishi mumkin. Meyer genotipi esa karotinoidlar miqdorining yuqoriligi bilan boshqa genotiplardan ustunlik qiladi. Karotinoidlar fotosintez jarayonida yordamchi pigmentlar sifatida ishtirok etish bilan birga, o‘simlik hujayralarini oksidlanish stressidan himoya qilishda ham muhim ahamiyatga ega. Ayniqsa sovuq, kuchli yorug‘lik, qurg‘oqchilik yoki boshqa noqulay ekologik omillar ta’sirida karotinoidlar fotoprotektiv va antioksidant himoya tizimining muhim tarkibiy qismi sifatida namoyon bo‘ladi. Shuning uchun Meyer genotipida karotinoidlar miqdorining yuqori bo‘lishi uning stress omillariga nisbatan chidamlilik salohiyati kuchliroq bo‘lishi mumkinligini ko‘rsatadi. Toshkent F1 genotipi ham alohida e’tiborga loyiq bo‘lib, u xlorofill B miqdorining yuqoriligi bilan ajralib turadi. Xlorofill B yorug‘likni yig‘uvchi antenna komplekslarining muhim pigmenti hisoblanadi va yorug‘lik energiyasini xlorofill A ga uzatishda ishtirok etadi. Ushbu genotipda xlorofill B miqdorining yuqori bo‘lishi uning yorug‘likni qabul qilish spektri kengroq ekanligini va o‘zgaruvchan yorug‘lik sharoitlariga ma’lum darajada moslashgan bo‘lishi mumkinligini bildiradi. Shu sababli Toshkent F1 genotipi fotosintetik pigmentlar tizimining o‘ziga xosligi bilan ilmiy qiziqish uyg‘otadi. Aksincha, Tosh DAU va Meduza genotiplari xlorofill A, umumiy xlorofill hamda karotinoidlar miqdori bo‘yicha nisbatan past natija ko‘rsatgan. Bu esa ularning fotosintetik apparati boshqa genotiplarga nisbatan sustroq rivojlangan bo‘lishi mumkinligini anglatadi. Pigmentlar miqdorining pastligi o‘simlikning yorug‘lik energiyasidan foydalanish samaradorligi, fotosintetik faolligi va stress omillariga qarshi himoya imkoniyatlari cheklangan bo‘lishi ehtimolini ko‘rsatadi. Umuman olganda, jadval ma’lumotlari shuni ko‘rsatadiki, Turon genotipi yuqori fotosintetik faolligi bilan, Meyer genotipi esa karotinoidlarning kuchli to‘planishi va ehtimoliy stressga chidamlilik salohiyati bilan istiqbolli hisoblanadi. Toshkent F1 genotipi xlorofill B miqdorining yuqoriligi sababli alohida o‘rganishga loyiq bo‘lsa, Tosh DAU va Meduza genotiplari pigmentlar miqdori bo‘yicha nisbatan past ko‘rsatkichlarga ega bo‘lgan shakllar sifatida baholanadi.

Foydalanilgan adabiyotlar ro‘yhati.

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TO‘QIMACHILIK MATERIALLARIGA TABIIY ANTIBAKTERIAL MODDALAR BILAN ISHLOV BERISH JARAYONIDA UNING KOLORISTIK KO‘RSATKICHLARINI O‘ZGARISHI

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Annotatsiya. *Mazkur maqolada paxta tolali matoga tabiiy antibakterial moddalar bilan ishlov berish jarayonida uning koloristik ko‘rsatkichlarini o‘zgarishi tahlil qilingan. Tadqiqotda an’anaviy kimyoviy apretlarni atrof-muhitga salbiy ta’sirini kamaytirish maqsadida, ularga alternativ ekologik toza tabiiy antibakterial moddalar – Crocus sativus va Juniperus spp. kabi mahalliy o‘simliklardan ajratib olingan rang beruvchi ekstraktlar qo‘llanilgan. Shuningdek, tabiiy antibakterial moddalarning tolaga mustahkam birikishini ta’minlash uchun polivalent metall tuz – CuSO4 mordant sifatida ishlatilgan. Namunalarning antibakterial xususiyatini oshirish maqsadida Zingiber (Zanjabil) bilan ishlov berilgan.*

Kalit so‘zlar: *tabiiy antibakterial moddalar, polivalent metall tuzlar, CIELAB rang modeli, rang intensivlik, kolorimetrik tahlil, o‘simlik ekstrakti, rang koordinatasi.*

ИЗМЕНЕНИЕ КОЛОРИСТИЧЕСКИХ ПОКАЗАТЕЛЕЙ ТЕКСТИЛЬНЫХ МАТЕРИАЛОВ В ПРОЦЕССЕ ОБРАБОТКИ НАТУРАЛЬНЫМИ АНТИБАКТЕРИАЛЬНЫМИ ВЕЩЕСТВАМИ

Аннотация. *В данной статье проанализированы изменения колористических показателей хлопчатобумажной ткани в процессе обработки натуральными антибактериальными веществами. В исследовании с целью снижения негативного воздействия традиционных химических аппретов на окружающую среду в качестве альтернативы использованы экологически чистые натуральные антибактериальные вещества — красящие экстракты, полученные из местных растений, таких как Crocus sativus и Juniperus spp. Также для обеспечения прочного закрепления натуральных антибактериальных веществ на волокне в качестве протравы использовалась поливалентная соль металла – $CuSO_4$. С целью повышения антибактериальных свойств образцы дополнительно обработаны Zingiber (имбирём).*

Ключевые слова: *натуральные антибактериальные вещества, поливалентные соли металлов, цветовая модель CIELAB, интенсивность окраски, колориметрический анализ, растительный экстракт, цветовые координаты.*

CHANGES IN THE COLORISTIC PROPERTIES OF TEXTILE MATERIALS DURING TREATMENT WITH NATURAL ANTIBACTERIAL SUBSTANCES

Abstract. *This article analyzes the changes in the coloristic properties of cotton fabric during treatment with natural antibacterial substances. In order to reduce the negative environmental impact of traditional chemical finishing agents, environmentally friendly natural antibacterial substances were used as an alternative—namely, dye extracts obtained from local plants such as Crocus sativus and Juniperus spp. In addition, a polyvalent metal salt $CuSO_4$ was used as a mordant to ensure strong fixation of natural antibacterial substances to the fiber. To enhance the antibacterial properties of the samples, treatment with Zingiber (ginger) was also applied.*

Keywords: *natural antibacterial substances, polyvalent metal salts, CIELAB color model, color intensity, colorimetric analysis, plant extract, color coordinates.*

Kirish. Jahon miqyosida to‘qimachilik sanoati jadal rivojlanayotgan tarmoq sifatida muhim o‘rin egallaydi. Tarmoqning o‘sishi aholi sonining ortishi va shaharlashuv jarayoni bilan bevosita bog‘liq jarayon bo‘lib, dunyo bo‘ylab to‘qimachilik mahsulotlariga bo‘lgan talabning oshishiga olib kelmoqda. Biroq, bu o‘sish suvga bo‘lgan talabning ko‘payishi va oqova suv chiqindalarining oshishi bilan parallel ravishda o‘smoqda. Chunki, to‘qimachilik sanoati xom suvning eng yirik iste’molchisi hisoblanadi.

To‘qimachilik sanoatidagi asosiy jarayonlar ip ishlab chiqarish (tolalarni burash orqali ip hosil qilish), to‘qish (mato hosil qilish uchun ikki xil yo‘nalishdagi iplarni perpendikulyar holda joylashtirish), pardozlashga tayyorlash, bo‘yash va gul bosish bosqichlaridan iborat [1]. Ushbu jarayonlardan bo‘yash jarayoni eng ko‘p suv sarflaydigan qismi hisoblanadi.

To‘qimachilik korxonalarining katta qismi o‘z oqova suvlarini qisman yoki umuman tozalamasdan atrof-muhitga chiqarib tashlaydi [2]. Oqova suvda bo‘yovchi moddalarning mavjudligi suvning estetik qiymatini pasaytiradi va jiddiy ekologik hamda sog‘liq uchun xavf tug‘diradi. Bo‘yovchi moddalar suv muhitidagi tirik organizmlarga salbiy ta'sir etadi va insonlar uchun kanserogen hisoblanadi[3]. Ayrim bo‘yovchi moddalar ichak muhitida aminlarga aylanib parchalanishi mumkin, bu aminlar esa kanserogen ekani isbotlangan [4]. Masalan, antraxinon bo‘yoqlar kuchli zaharli ta’sirga ega ekani aniqlangan [5].

So‘nggi yillarda olimlar atrof-muxit va oqava suvning ifloslanishini oldini olish maqsadida kimyoviy bo‘yovchi moddalar va apretlarni tabiiy ekstraktlar, fitokomponentlar va biorang beruvchi moddalar bilan almashtirish bo‘yicha keng ko‘lamli tadqiqotlar olib bormoqda. Bunday rang beruvchi ekstraktlar zaharsiz, kanserogen bo‘lmagan va biologik parchalanuvchi hisoblanadi. Asosan o‘simliklardan olinadigan tabiiy rang beruvchi moddalarga qishloq, o‘rmon xo‘jaligi va oziq-ovqat sanoatidagi urug‘lar, barglar, ildizlar, po‘stloqlar, shoxlar, mevalar va gullar manba bo‘lib xizmat qiladi [6, 7]. Tabiiy rang beruvchilar bo‘yash jarayonida mato bilan mustahkam bog‘ hosil qilish uchun alyuminiy (alum) va temir sulfat va boshqa metall birikmalardan foydalanish ommalashgan [8, 9, 10, 11, 12].

Mazkur ilmiy tadqiqot ishi doirasida ham paxta tolali trikotaj matosiga tabiiy antibakterial moddalar bilan ishlov berish jarayonida uning koloristik ko‘rsatkichlarida yuz bergan o‘zgarishlarni inobatga olgan holda namunalarda tabiiy antibakterial tarkib bilan rang hosil qilish imkoniyati o‘rganilgan. Tabiiy antibakterial moddalar sifatida *Crocus sativus* va *Juniperus spp.*kabi o‘simliklarning ekstraklari tanlangan:

Uslubiy qism

Ushbu tatqiqot uchun tajriba ob’ekti sifatida Toshkent shahrida joylashgan “TURON TEX” ma’suliyati cheklangan jamiyat korxonasidan oqartirilgan trikotaj paxta matosi (SUPREM cd 30/1 32/28 dyum) olindi.

Tabiiy antibakterial moddalar sifatida *Crocus sativus* va *Juniperus spp.* kabi o‘simliklarning ekstraktlari tanlangan, rang mustahkamligini oshirishda mis sulfat hamda qo‘shimcha antibakterial xossa berish uchun *Zingiberdan* foydalanilgan.

Tajriba usullari

Paxta tolali materiallarni ishlov berishga tayyorlash

Tadqiqot uchun olingan oqartirilgan trikotaj paxta matosi (Suprem) ning gidrofilligini oshirish maqsadida laboratoriya sharoitida M=20 modul 1 % li SFM da 30 daqiqa 90-95^{0}C haroratda iSMART-1K bo‘yash qozonida qaynatiladi, MST-55 modeldagi quritish shkafida 70^{0}C da quritilib, dazmollanadi.

Crocus sativus va *Juniperus spp.* kabi o‘simliklardan ekstraksiya olish. Quritilgan 1 g *Crocus sativus* va 5 g *Juniperus spp.* alohida kolbalarda BE-4 bidistillyatordan olingan 200 ml distillangan suvda mos ravishda 80, 120 daqiqa davomida 80-90^{0}C haroratda qaynatiladi va suzib olinadi.

Namunaga xurushlovchi bilan ishlov berish

Pardozlashga tayyorlangan oqartirilgan trikotaj paxta matosi (Suprem) 5:5 sm o‘lchamda kesilib, ZES 21 modeldagi analitik tarozida og‘irligi 0,0001 g aniqlikda o‘lchanadi. Tabiiy antibakterial modda bilan tolani mustahkam bog‘lash uchun metall mordant, ya’ni $CuSO_4$ bilan mato massasiga nisbatan 5%-li eritmada 50 modulda 60 daqiqa davomida Starlet-3 DL-6000 PLUS modeldagi IR bo‘yash mashinasida ishlov beriladi va quritiladi.

Zingiber bilan ishlov berish

Namunalarga *Zingiber* ning moduli M=30 bo‘lgan eritmasi bilan 40-50^{0}C haroratda, 30 daqiqa davomida ishlov beriladi. Jarayon tugagach yuvildi va xona haroratida quritildi.

Tabiiy antibakterial modda eritmasida namunaga ishlov berish

Xurushlangan va xurushlanmagan namunalarga o‘simliklardan olingan ekstraktlarda 1:1 nisbatda distillangan suv bilan suyultirilib, M=40 da 70-80^{0}C haroratda, 120 daqiqa davomida ishlov beriladi. Elektrolit sifatida mato massasiga nibatan 10 % NaCl solinadi. Ishlov berilgan matolar xona haroratida quritildi.

Tahlil uslublari

Namunalarning rang intensivligi “Kor-Uz -Textile Technopark” ilmiy laboratoriyasidagi X-Rite Ci7800 qurilmasida [13] aniqlandi va natijalari xalqaro komissiya tomonidan taklif etilgan CIELAB formulasiga ko‘ra hisoblandi [14].

Tajriba natijalari va ularning muhokamasi

Crocus sativus va *Juniperus spp.* o‘simlik ekstraktlari bilan paxta tolali trikotaj matosiga ishlov berishdan asosiy maqsad antibakterial mato olish hisoblanib, ushbu tadqiqot ishida uning koloristik ko‘rsatkichlarida yuz bergan o‘zgarishlarni inobatga olgan holda matoda rang hosil qilish imkoniyati o‘rganildi. Namunalarning antibakterial xossasini oshirish maqsadida ishlov berish eritmasiga qo‘shimcha ravishda tabiiy antibiotik - *Zingiber*, rang mustahkamliklarini

oshirish maqsadida ekstrakt eritmasiga qo‘shimcha ravishda $CuSO_4$ kiritildi. Ularning rang intensivligi, hamda antibakterial xossalari tahlil qilindi, olingan natijalar quyidagi 1-jadvallarda keltirilgan.

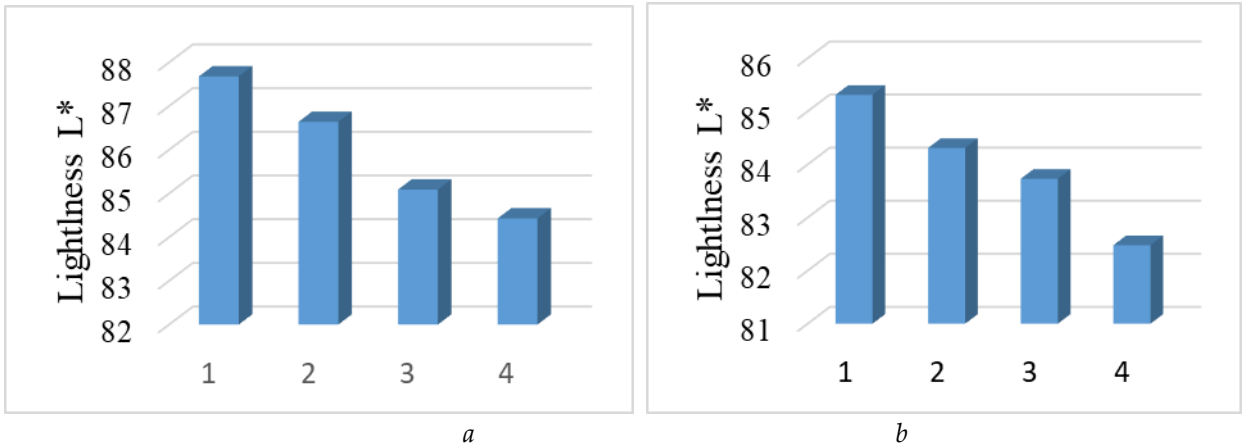
1-jadval. O‘simliklaridan ajratib olingan rang beruvchi ekstrakt, *Zingiber* va $CuSO_4$ ishtirokida bo‘yalgan namunalarning rang intensivligi ko‘rsatkichi.

Eritma tarkibi	*Crocus sativus*	*Crocus sativus* +*Zingiber*	*Crocus sativus* +$CuSO_4$	*Crocus sativus* +$CuSO_4$+*Zingiber*
Namunalar				
Rang intensivligi, K/S	0,8	0,98	1,12	1,3
Eritma tarkibi	*Juniperus spp*	*Juniperus spp* +*Zingiber*	*Juniperus spp* +$CuSO_4$	*Juniperus spp* +$CuSO_4$+*Zingiber*
Namunalar				
Rang intensivligi, K/S	0,9	0,98	1,2	1,4

Jadvalda keltirilgan natijalarga ko‘ra *Crocus sativus* va *Juniperus spp.* ekstraktlari bilan namunalarga ishlov berish jarayonini xurushlovchi ($CuSO_4$) ishtirokida olib borishda tola makromolekulasi va o‘simlik ekstrakti tarkibidagi tabiiy bo‘yovchi modda molekulalari orasida vujudga keladigan molekulalararo bog‘lanishlar bilan bir qatorda koordinasion bog‘lanishlarni vujudga kelishi hisobiga rang intensivligi ortganligiga erishilgan[15].

Crocus sativus va *Juniperus spp* bilan ishlov berilgan namunalarga *Zingiber* qo‘shilganda rang intensivligi mos ravishda 22,5 % va 8,89 %-ga, $CuSO_4$ qo‘shilganda 40 % va 33,3 %-ga, hamda $CuSO_4$ va *Zingiber* birgalikda qo‘shilganda 62,5 % va 55,6 %-ga ortganligi aniqlangan.

1-jadvalda keltirilgan namunalarning rang yorqinligi va rang tusida o‘zgarishlar vizual kuzatilmoqda. Ularning sonli qiymatlari CIE L*a*b* sistemasida o‘rganildi va olingan natijalar quyida keltirildi:



a *b*

1-rasm. Antibakterial xossa berilgan namunalarning rang sifat ko‘rsatkichlarini eritma tarkibiga bog‘liqligi. a- *Crocus sativus* bilan ishlov berilgan; b- *Juniperus spp.* bilan ishlov berilgan. 1-faqat o‘simlik ekstrakti ertmasi; 2-o‘simlik ekstrakti + *Zingiber*; 3- o‘simlik ekstrakti + $CuSO_4$; 4- o‘simlik ekstrakti + $CuSO_4$+*Zingiber*.

1-rasmda keltirilgan ma’lumotlar mato namunalariga *Crocus sativus* va *Juniperus spp.* bilan ishlov berilgandagiga nisbatan eritma tarkibiga *Zingiber* kiritilganda rang yorqinligi 1,19 va 1,17 % ga, ammo eritmaga mis sulfat qo‘shilganda rang yorqinligi mos ravishda 2,96 va 1,85 % ga kamayganini ko‘rsatmoqda. Albatta, eritma tarkibiga polivalent metall tuz qo‘shilganda rang intensivligi oshadi, rang yorqinligi esa kamayadi. Bunga sabab, metall mordant ionlari rang beruvchi molekulalar (flavonoidlar, antosiyaninlar va boshqalar) bilan bog‘lanib, elektron tuzilishini o‘zgartiradi. Metall ionlari bo‘yoqning π-elektron sistemasi bilan bog‘lanadi. Natijada, yorug‘likni qabul qilish va aks ettirish xususiyati o‘zgaradi,

ya'ni rang to'qroq yoki ochroq ko'rinadi. Ishlov berish eritmasi tabiiy bo'yovchi modda ekstrakti va tuz hamda tabiiy antibiotikdan tashkil etilganda rang yorqinligi *Crocus sativus* da 87,68 dan 84,43 ga, *Juniperus spp.* da esa 85,31 dan 82,48 gagina kamaygan. Demak, o'simlik ekstrakti va *Zingiber* hamda $CuSO_4$ bilan ishlov berish eritmasi tarkibiga mos ravishda namunalar rangining CIE L*a*b* rang maydonida joylashgan o'rni ham o'zgargan (2-jadval).

2-jadval. O'simlik ekstrakti va *Zingiber* hamda $CuSO_4$ bilan ishlov berilgan namunalarning CIE L*a*b* rang maydonida joylashgan o'rnini o'zgarishi:

O'simlik turi	O'simlik ekstrakti eritmasi tarkibi	a^*	b^*	C*	h*
Crocus sativus	-	0,02	13,03	12,03	90,08
Crocus sativus	*Zingiber*	1,19	12,12	9,10	82,51
Crocus sativus	$CuSO_4$	-0,12	9,02	13,12	91,56
Crocus sativus	$CuSO_4$+*Zingiber*	0,86	8,22	11,27	90,84
Juniperus spp.	-	-4,01	9,89	9,35	115,38
Juniperus spp.	*Zingiber*	-4,37	8,45	8,81	113,87
Juniperus spp.	$CuSO_4$	-3,61	7,35	11,18	116,17
Juniperus spp.	$CuSO_4$+*Zingiber*	-3,81	6,89	10,67	114,23

Jadvalda keltirilgan natijalar tahlili bo'yicha eritma takribiga tabiiy antibiotik *(Zingiber)* kiritilganda rang tozaligining ortishiga, ya'ni a^* koordinataning doira chekkasi tomon (*Crocus sativus*da 0,02 dan 1,19 ga, *Juniperus spp.* da esa -4,01 dan -4,37 ga) haraktlanganligi aniqlandi. Eritma *Crocus sativus* va mis sulfatdan tashkil etilganda a^* koordinata qizildan yashil tomonga siljigan, eritma uch komponentli qilib tashkil etilganda dastlabki tayyorlangan *Crocus sativus*li eritmada olingan natijaga nisbatan qizil tomonga siljigan. Xuddi shu kabi natijalar mos ravishda *Juniperus spp.* ekstrakti eritmalarida ham olingan, jumladan, eritma *Juniperus spp.* va mis sulfatdan tashkil etilganda a^* koordinata yashil tomondan qizil tomonga haraktlangan, eritma uch komponentli qilib tashkil etilganda 0,2 ga o'zgargan.

Crocus sativus va *Juniperus spp.* ekstrakt eritmalarida bo'yalgan namunalarda rang b^* koordinatada bir xil – sariqdan ko'kga tomon siljigan. Tabiiy antibiotik ishtirokida ishlov berilgan namunalarning rang tozaligi mos ravishda 6,98 va 14,56 % ga kamaygan bo'lsa, mis sulfat ishtirokidagi tajribalarda bu ko'rsatkich 30,77 va 25,68 % ga kamaygan. O'simlik ekstarakti, tabiiy antibiotik va polivalent tuz kompozisiyasi bilan ishlov berilgan namunalarda *Crocus sativus* da b^* koordinatada sariqdan ko'kga tomon 4,81 masofaga, *Juniperus spp.* da esa 3 masofaga harakatlanib, rangning tozaligini kamayishiga sabab bo'lgan. Chunki asosiy rang beruvchiga boshqa rangli moddalar aralashsa rang xiralashadi.

Crocus sativus va *Juniperus spp.* ekstrakt eritmalarida bo'yalgan namunalarda rang to'yinganligi va rang tusi ham o'zgargan bo'lib, eritma tarkibiga tabiiy antibiotik kiritilganda C*-rang to'yinganligi mos ravishda 24,35 % va 5,77 % ga, h*-rang tusi 8,04 % va 1,03 % kamaygan. Demak, eritma tarkibiga *Zingiber* kiritilganda rang hiralashishi sodir bo'lganini ko'rishimiz mumkin. Aksincha, eritma tarkibiga metall mordant – mis sulfat kiritilganda *Crocus sativus* va *Juniperus spp.* ekstrakt eritmalarida bo'yalgan namunalarda rang to'yinganligi mos ravishda 1,09 va 1,83 ga, rang tusi 1,48 va 0,79 ga oshgan. Bu esa, talab etilgan tusga ega bo'lgan ranglarni hosil qilish uchun eritmada polivalent tuzlarini qo'llash orqali asosiy rang beruvchi o'smlik ekstrakti miqdorini kamaytirishga erishish mumkinligiga dalolat beradi.

Xulosa. O'tkazilgan tadqiqotlar natijasida paxta tolali trikotaj materiallariga *Crocus sativus* va *Juniperus spp.* kabi o'simliklardan ajratib olingan tabiiy antibakterial moddalar bilan ishlov berildi. Rang intensivligi va rang xususiyatlari o'rganildi.

Crocus sativus va *Juniperus spp.* ekstraktlari bilan namunalarga ishlov berish jarayonida *Zingiber* qo'shilganda rang intensivligi mos ravishda 22,5 % va 8,89 %-ga, $CuSO_4$ qo'shilganda 40 % va 33,3 %-ga, hamda $CuSO_4$ va *Zingiber* birgalikda qo'shilganda 62,5 % va 55,6 %-ga ortganligi aniqlangan.

Ishlov berish eritmasi tabiiy bo'yovchi modda ekstrakti va tuz hamda tabiiy antibiotikdan tashkil etilganda rang yorqinligi *Crocus sativus* da 87,68 dan 84,43 ga, *Juniperus spp.* da esa 85,31 dan 82,48 ga kamaygan.

Eritma tarkibiga metall mordant – mis sulfat kiritilganda *Crocus sativus* va *Juniperus spp.* ekstrakt eritmalarida bo'yalgan namunalarda rang to'yinganligi mos ravishda 1,09 va 1,83 ga, rang tusi 1,48 va 0,79 ga oshgan.

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FOTOVOLTAIK ELEKTR STANSIYALARDA PROGNOZLI TEXNIK XIZMAT KO‘RSATISHNING AI MODELINI ISHLAB CHIQISH

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Annotatsiya. *Mazkur maqolada fotovoltaik elektr stansiyalarida sun’iy intellekt asosida ishlovchi monitoring va prognozlash tizimini joriy etishning nazariy hamda amaliy jihatlari batafsil tahlil qilinadi. Taklif etilayotgan tizim real vaqt rejimida quyosh radiatsiyasi, atrof-muhit harorati, elektr toki va kuchlanish kabi muhim parametrlarni yig‘ish va qayta ishlash orqali stansiyaning ish holatini doimiy nazorat qiladi.*

Kalit so‘zlar: *fotovoltaik elektr stansiya, sun’iy intellekt, monitoring tizimi, intellektual o‘rganish algoritmlari, energiya samaradorligi, nosozliklarni prognozlash.*

РАЗРАБОТКА AI-МОДЕЛИ ДЛЯ ПРОГНОЗНОГО ТЕХНИЧЕСКОГО ОБСЛУЖИВАНИЯ ФОТОВОЛЬТАИЧЕСКИХ ЭЛЕКТРОСТАНЦИЙ

Аннотация. *В данной статье подробно анализируются теоретические и практические аспекты внедрения системы мониторинга и прогнозирования на основе искусственного интеллекта на фотоэлектрических станциях. Предлагаемая система обеспечивает постоянный контроль рабочего состояния станции в режиме реального времени за счёт сбора и обработки таких важных параметров, как солнечная радиация, температура окружающей среды, электрический ток и напряжение.*

Ключевые слова: *фотоэлектрическая станция, искусственный интеллект, система мониторинга, алгоритмы интеллектуального обучения, энергоэффективность, прогнозирование неисправностей.*

DEVELOPMENT OF AN AI MODEL FOR PREDICTIVE MAINTENANCE IN PHOTOVOLTAIC POWER PLANTS

Abstract. *This article provides a detailed analysis of the theoretical and practical aspects of implementing an artificial intelligence-based monitoring and forecasting system at photovoltaic power stations. The proposed system ensures continuous monitoring of the station’s operating condition in real time by collecting and processing such important parameters as solar radiation, ambient temperature, electric current, and voltage.*

Keywords: *photovoltaic power station, artificial intelligence, monitoring system, intelligent learning algorithms, energy efficiency, fault prediction.*

Kirish

Hozirgi kunda qayta tiklanuvchi energiya manbalaridan foydalanish energetika sohasining ustuvor yo‘nalishlaridan biri hisoblanadi. O‘zbekiston Respublikasida quyosh energetikasini rivojlantirish, fotovoltaik elektr stansiyalari (FES) quvvatini oshirish hamda ularning samaradorligini ta’minlash bo‘yicha keng ko‘lamli chora-tadbirlar amalga oshirilmoqda. 2023-yil 16-fevraldagi PQ-57-sonli qarorda qayta tiklanuvchi energiya manbalarini jadal rivojlantirish va zamonaviy boshqaruv hamda monitoring tizimlarini joriy etish vazifalari belgilangan [1].

Raqamli transformatsiya jarayonlari doirasida sun'iy intellekt texnologiyalaridan foydalanish katta hajmdagi operatsion ma'lumotlarni real vaqt rejimida tahlil qilish, nosozliklarni prognozlash va energiya ishlab chiqarish jarayonini optimallashtirish imkonini beradi.

Sun'iy intellekt asosidagi monitoring tizimlarining nazariy asoslari

Fotovoltaik elektr stansiyalarida energiya ishlab chiqarish samaradorligini oshirish zamonaviy energetika tizimlari oldida turgan muhim ilmiy-amaliy vazifalardan biri hisoblanadi. An'anaviy monitoring tizimlari, asosan, parametrlarni passiv tarzda qayd etish bilan cheklanib, nosozliklarni faqat ular yuzaga kelgandan so'ng aniqlash imkonini beradi. Natijada, bunday yondashuv energiya yo'qotilishining ortishiga, tizimning ishlash samaradorligining pasayishiga hamda texnik xizmat ko'rsatish xarajatlarining oshishiga olib keladi.

Ushbu tizimlar yordamida tizim parametrlari o'rtasidagi murakkab va yashirin bog'liqliklar aniqlanadi. Bu esa proaktiv (oldindan ogohlantiruvchi) texnik xizmat ko'rsatishni tashkil etishga xizmat qiladi. Sun'iy intellektga asoslangan monitoring tizimlari quyidagi asosiy funksional komponentlardan tashkil topadi:

- ma'lumotlarni yig'ish bosqichida - sensorlar, IoT qurilmalari va SCADA tizimlari orqali asosiy ishchi parametrlar (quyosh radiatsiyasi, harorat, tok, kuchlanish va boshqalar)ni uzluksiz qayd etish;
- tahlil va modellashtirish bosqichida - intellektual o'rganish algoritmlari asosida ma'lumotlarga kompleks ishlov berish, ularning statistik va funksional bog'liqliklarini aniqlash hamda nosozliklarning yuzaga kelish ehtimolini prognozlash;
- vizualizatsiya va qaror qabul qilish bosqichida - natijalarni grafik va analitik ko'rinishda taqdim etish hamda boshqaruv qarorlarini qo'llab-quvvatlash [2].

Fotovoltaik tizimlarda sun'iy intellektdan foydalanish turli algoritmik yondashuvlarga asoslanadi. Jumladan, regressiya modellari ishlab chiqarilayotgan energiya miqdorini prognozlashda, klassifikatsiya algoritmlari esa nosozlik turlarini aniqlashda keng qo'llaniladi.

So'nggi yillarda chuqur o'rganish usullari, xususan, rekurrent neyron tarmoqlar (RNT) va ularning takomillashtirilgan turi bo'lgan LSTM (Long Short-Term Memory) modellari vaqt qatorlarini tahlil qilishda yuqori samaradorlikni namoyon etmoqda. Ushbu modellar vaqt bo'yicha o'zgaruvchan parametrlar o'rtasidagi uzoq muddatli bog'liqliklarni hisobga olib, yuqori aniqlikda prognozlash imkonini beradi.

Tadqiqot metodologiyasi

Mazkur tadqiqotda fotovoltaik elektr stansiyalarining ishlash samaradorligini kompleks baholash hamda nosozliklarni erta aniqlash maqsadida sun'iy intellekt asosidagi monitoring modeli ishlab chiqildi. Tadqiqot metodologiyasi tizimli yondashuv asosida tashkil etilib, o'zaro bog'liq bir necha ketma-ket bosqichlarni o'z ichiga oladi: ma'lumotlarni yig'ish, dastlabki qayta ishlash, matematik modellashtirish, intellektual o'rganish algoritmlari asosida prognozlash va natijalarni statistik baholash.

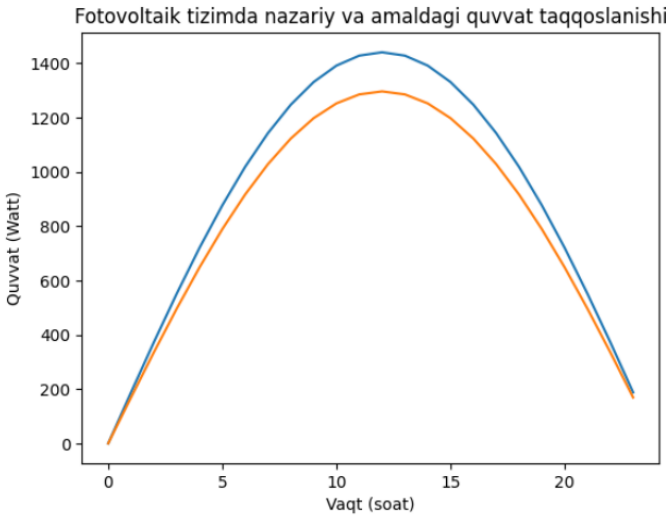
Birinchi bosqichda fotovoltaik elektr stansiyasidan real vaqt rejimida operatsion ma'lumotlar yig'ildi. Ushbu ma'lumotlar asosiy texnologik parametrlar - quyosh radiatsiyasi (G), panel harorati (T), elektr toki (I), kuchlanish (U) hamda ishlab chiqarilgan real quvvat (P_real)ni qamrab oldi.

Tahlil va natijalar

Taklif etilgan sun'iy intellekt asosidagi monitoring modeli real vaqt rejimida yig'ilgan operatsion ma'lumotlar asosida fotovoltaik elektr stansiyaning ishlash holatini baholaydi. Nazariy quvvat qiymati $P = \eta \cdot A \cdot G$ hamda amaldagi ishlab chiqarish ko'rsatkichlari o'rtasidagi tafovut regressiya algoritmlari yordamida tahlil qilinadi [3].

Model sinov natijalariga ko'ra:

- changlanish natijasida quvvat yo'qotilishi 8-12 % gacha aniqlangan;
- fotoelektrik modul haroratining 10-15°C ga oshishi samaradorlikni o'rtacha 3-5 % ga kamaytirishi kuzatilgan;
- invertorlarning ish rejimidagi og'ishlar erta bosqichda aniqlanib, potensial avariya holatlarining yuzaga kelishining oldi olindi;
- intellektual o'rganish algoritmlariga asoslangan model yordamida nosozliklarni prognozlash aniqligi 92-95 % oralig'ida baholandi [4].



1-grafikda nazariy va amaldagi quvvat dinamikasi keltirilgan.

- Yuqori chiziq - nazariy quvvat (P_theor)
- Pastki chiziq - amaldagi quvvat (P_real)
- Ular orasidagi farq - tizimdagi yo‘qotishlarni ko‘rsatadi.

Grafikdan ko‘rinib turibdiki, amaldagi quvvat nazariy qiymatdan past bo‘lib, bu changlanish, harorat oshishi va elektr yo‘qotishlari bilan izohlanadi. Ushbu tafovutni sun’iy intellekt algoritmlari yordamida aniqlash va tahlil qilish tizim samaradorligini oshirish imkonini beradi.

Fotovoltaik tizimning kun davomida nazariy (P_theor) va amaldagi (P_real) quvvat ishlab chiqarish ko‘rsatkichlari taqqoslangan. Grafikdan ko‘rinadiki, quyosh radiatsiyasi maksimal bo‘lgan vaqt oralig‘ida (soat 11:00-14:00) quvvat ishlab chiqarish eng yuqori qiymatga erishadi.

Modellashtirish va statistik baholash usullari

Taklif etilgan sun’iy intellekt modeli samaradorligini baholashda bir qator statistik ko‘rsatkichlardan foydalanildi. Ushbu ko‘rsatkichlar model aniqligini va prognozlash sifatini aniqlash imkonini beradi [5].

O‘rtacha kvadratik xatolik (RMSE) quyidagi formula orqali aniqlanadi:

$$\text{RMSE}=\sqrt{\frac{1}{n}\sum_{i=1}^{n}\left(P_{real,i}-P_{theor,i}\right)^2}$$

O‘rtacha absolyut xatolik (MAE):

$$\text{MAE}=\frac{1}{n}\sum_{i=1}^{n}\left|P_{real,i}-P_{theor,i}\right|$$

Determinatsiya koeffitsienti (R^2):

$$R^2=1-\frac{\sum\left(P_{real}-P_{pred}\right)^2}{\sum\left(P_{real}-\bar{P}real\right)^2}$$

Bu yerda:

- P_real,i - i-vaqtdagi haqiqiy o‘lchangan quvvat;
- P_theor,i - i-vaqtdagi nazariy hisoblangan ideal quvvat.

Statistik tahlilni kuchaytirish maqsadida grafik asosida quyidagi statistik ko‘rsatkichlar aniqlanishi mumkin: RMSE, MAE va determinatsiya koeffitsienti (R^2). Ushbu formulalar AI modelining aniqligini baholashda ishlatiladi.

Mazkur tadqiqot doirasida fotovoltaik elektr stansiyalarida sun’iy intellekt asosidagi monitoring va diagnostika tizimini ishlab chiqish hamda uning samaradorligini baholash masalalari ko‘rib chiqildi. O‘tkazilgan tahlillar natijasida an’anaviy monitoring tizimlariga nisbatan sun’iy intellekt yondashuvi sezilarli ustunliklarga ega ekanligi aniqlandi.

Tadqiqot natijalari shuni ko‘rsatdiki, fotovoltaik tizim samaradorligiga ta’sir etuvchi asosiy omillar - quyosh radiatsiyasi, fotoelektrik modul harorati, changlanish darajasi va invertor ish rejimi hisoblanadi. Ushbu omillarni kompleks ravishda hisobga olish orqali tizimdagi energiya yo‘qotishlarini aniqlash va ularni minimallashtirish imkoniyati yaratildi.

Xulosa

Taklif etilgan sun’iy intellekt asosidagi monitoring modeli fotovoltaik elektr stansiyalarining ishlash samaradorligi va ishonchliligini sezilarli darajada oshirishga xizmat qiladi. Natijada energiya ishlab chiqarish hajmi ortadi, ekspluatatsion xarajatlar kamayadi hamda texnik xizmat ko‘rsatish jarayonlari optimallashtiriladi.

Shu bilan birga, ushbu yondashuv energetika sohasida raqamlashtirish jarayonlarini jadallashtirishga, intellektual boshqaruv tizimlarini joriy etishga va zamonaviy "aqlli" energetika infratuzilmasini shakllantirishga muhim ilmiy-amaliy hissa qo‘shadi.

Foydalanilgan adabiyotlar

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ALGORITMIK TAFAKKURNING MATEMATIK MODELI VA UNI BLOKLI DASTURLASH MUHITLARIDA AMALGA OSHIRISH

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Annotatsiya: *Ushbu maqolada algoritmik tafakkurning matematik modeli ishlab chiqilib, uning blokli dasturlash muhitlarida (Scratch va Blockly) texnologik jihatdan amalga oshirilish mexanizmi tahlil qilinadi. Tadqiqotda algoritm kirish ma'lumotlari, transformatsiya qoidalari, boshqaruv tuzilmalari va chiqish natijalaridan iborat bo'lgan formal holat-o'tish tizimi sifatida matematik modellashtiriladi. Taklif etilgan model asosida blokli dasturlash muhitlaridagi vizual konstruksiyalar va ularning matematik operatorlari o'rtasidagi strukturaviy moslik aniqlanadi. Tadqiqot davomida algoritmik tuzilmalar grafik-nazariy yondashuv asosida tahlil qilinib, dastur murakkabligini baholash uchun maxsus strukturaviy ko'rsatkichlar (tugunlar soni, qirralar zichligi, joylashish chuqurligi va tarmoqlanish koeffitsienti) taklif etiladi. Olingan natijalar blokli dasturlash muhitlari nafaqat o'quv vositasi, balki algoritmik jarayonlarni matematik jihatdan formal tahlil qilish imkonini beruvchi texnologik tizim sifatida ham qaralishi mumkinligini ko'rsatadi. Tadqiqot natijalari algoritmik tafakkurni rivojlantirishda matematik modellashtirish va vizual dasturlash texnologiyalarini integratsiya qilish uchun metodik va texnologik asos yaratadi.*

Kalit so'zlar: *Algoritmik fikrlash; Matematik model; Blokka asoslangan dasturlash; Scratch; Bloklangan; Hisoblash fikrlash; Rasmiylashtirish; Mantiqiy tuzilmalar; Ta'lim texnologiyasi; Vizual algoritmlar.*

МАТЕМАТИЧЕСКАЯ МОДЕЛЬ АЛГОРИТМИЧЕСКОГО МЫШЛЕНИЯ И ЕЕ РЕАЛИЗАЦИЯ В СРЕДАХ БЛОЧНОГО ПРОГРАММИРОВАНИЯ.

Аннотация: *В данной статье разработана математическая модель алгоритмического мышления и проанализирован механизм её технологической реализации в средах блочного программирования (Scratch и Blockly). В исследовании алгоритм математически моделируется как формальная система переходов состояний, состоящая из входных данных, правил преобразования, структур управления и выходных результатов. На основе предложенной модели определяется структурное соответствие между визуальными конструкциями в средах блочного программирования и их математическими операторами. В ходе исследования алгоритмические структуры анализируются на основе графотеоретического подхода, и предлагаются специальные структурные показатели (количество узлов, плотность ребер, глубина расположения и коэффициент ветвления) для оценки сложности программы. Полученные результаты показывают, что среды блочного программирования можно рассматривать не только как инструмент обучения, но и как технологическую систему, позволяющую проводить формальный математический анализ алгоритмических процессов. Результаты исследования создают методологическую и технологическую основу для интеграции математического моделирования и технологий визуального программирования в развитие алгоритмического мышления.*

Ключевые слова: *Алгоритмическое мышление; Математическая модель; Блочное программирование; Scratch; Blockly; Вычислительное мышление; Формализация; Логические структуры; Образовательные технологии; Визуальные алгоритмы.*

ALGORITMIK TAFAKKURNING MATEMATIK MODELI VA UNI BLOKLI DASTURLASH MUHITLARIDA AMALGA OSHIRISH

Annotatsiya. *Ushbu maqolada algoritmik tafakkurning matematik modeli ishlab chiqilib, uning blokli dasturlash muhitlarida (Scratch va Blockly) texnologik jihatdan amalga oshirilish mexanizmi tahlil qilinadi. Tadqiqotda algoritm kirish ma'lumotlari, transformatsiya qoidalari, boshqaruv tuzilmalari va chiqish natijalaridan iborat bo'lgan formal holat-o'tish tizimi sifatida matematik modellashtiriladi. Taklif etilgan model asosida blokli dasturlash muhitlaridagi vizual konstruksiyalar va ularning matematik operatorlari o'rtasidagi strukturaviy moslik aniqlanadi. Tadqiqot davomida algoritmik tuzilmalar grafik-nazariy yondashuv asosida tahlil qilinib, dastur murakkabligini baholash uchun maxsus strukturaviy ko'rsatkichlar (tugunlar soni, qirralar zichligi, joylashish chuqurligi va tarmoqlanish koeffitsienti) taklif etiladi. Olingan natijalar blokli dasturlash muhitlari nafaqat o'quv vositasi, balki algoritmik jarayonlarni matematik jihatdan formal tahlil qilish imkonini beruvchi texnologik tizim sifatida ham qaralishi mumkinligini*

ko‘rsatadi. Tadqiqot natijalari algoritmik tafakkurni rivojlantirishda matematik modellashtirish va vizual dasturlash texnologiyalarini integratsiya qilish uchun metodik va texnologik asos yaratadi.

Kalit so‘zlar: *Algoritmik fikrlash; Matematik model; Blokka asoslangan dasturlash; Scratch; Bloklangan; Hisoblash fikrlash; Rasmiylashtirish; Mantiqiy tuzilmalar; Ta’lim texnologiyasi; Vizual algoritmlar.*

Kirish

Algoritmik fikrlash diskret matematika, mantiq va tizimlar nazariyasiga asoslangan rasmiy tuzilgan kognitiv jarayonni tashkil qiladi. Matematik jihatdan algoritmni determinizm, cheklilik va to'g'rilik sharoitida belgilangan kirish domeni ustida ishlaydigan chekli tartiblangan transformatsiya (f: X → Y) sifatida aniqlash mumkin. Ta'lim nazariyasi doirasida ushbu konstruksiya hisoblash fikrlashining asosini tashkil etadi, bu raqamli davrning muhim kompetensiyasi sifatida tan olingan [1]. Dasturlash ta'limining global institutsionalizatsiyasi bu o'zgarishni aks ettiradi. 2023-yilga kelib, OECD mamlakatlarining taxminan 70% hisoblash fikrlash yoki kodlashni majburiy o'quv dasturlariga kiritgan [2], xalqaro mehnat prognozlari esa 2030-yilga kelib asosiy professional ko'nikmalarning qariyb 44% analitik va texnologik kompetentsiyalarni talab qilishini ko'rsatadi [3]. Empirik tadqiqotlar strukturaviy dasturlash aralashuvlaridan so'ng mantiqiy fikrlashda o'rtacha, ammo statistik jihatdan sezilarli yaxshilanishlar haqida xabar beradi, ta'sir hajmi 0,32 dan 0,45 gacha [4]. Biroq, o'quvchilarning atigi 35–40% aniq rasmiy iskala qilmasdan dasturlash ko'nikmalarini mavhum matematik muammolarni yechishga izchil o'tkazishni namoyish etadilar [5]. Blok asosidagi dasturlash muhitlari dastlabki algoritmik o'qitishda markaziy rol o'ynaydi. Scratch va Blockly kabi platformalar ketma-ketlik, iteratsiya va shartli mantiqning grafik tasvirlari orqali sintaktik murakkablikni kamaytiradi. Keng ko'lamli foydalanish ma'lumotlari har yili o'n millionlab birgalikdagi loyihalarni ko'rsatadi, bu ularning keng qo'llanilishini tasdiqlaydi [6]. Qiyosiy tadqiqotlar shuni ko'rsatadiki, yangi boshlovchi o'quvchilar blok asosidagi muhitda matn asosidagi tizimlarga qaraganda 40% gacha tezroq asosiy boshqaruv oqimi tushunchalarini o'zlashtiradilar [7]. Yuqori kirish va masshtablash mumkinligiga qaramay, bunday muhitlarda algoritmik fikrlashning nazariy rasmiylashtirilishi cheklanganligicha qolmoqda. Qattiq matematik model - algoritmik jarayonlarni strukturaviy holat o'tish tizimlari sifatida kontseptualizatsiya qilish - o'quv natijalarini bashorat qilish, o'qitish dizaynini optimallashtirish va mavhum rasmiyatchilik va vizual amalga oshirish o'rtasidagi chuqurroq moslikni ta'minlaydi. Hozirgi raqamli transformatsiya tendentsiyalarini hisobga olgan holda, algoritmik fikrlash 2030-yilga kelib asosiy matematika va STEM baholash tizimlariga kiritilishini taxmin qilish oqilona. Ushbu tadqiqot algoritmik fikrlashning qisqacha matematik modelini ishlab chiqadi va rasmiy nazariya va ta'lim amaliyotini bog'lash uchun uning blok dasturlash muhitida strukt.

Ushbu tadqiqotning ilmiy yangiligi shundan iboratki, algoritmik tafakkur ilk bor matematik jihatdan formal holat-o‘tish modeli asosida tizimli ravishda ifodalanadi hamda ushbu model blokli dasturlash muhitlaridagi vizual konstruksiyalar bilan strukturaviy jihatdan moslashtiriladi. Tadqiqotda blokli dasturlash muhitlaridagi algoritmik tuzilmalarni grafik-nazariy model orqali tahlil qilish hamda ularning murakkabligini baholash uchun yangi strukturaviy metrikalar tizimi taklif etiladi. Ushbu yondashuv algoritmik fikrlash jarayonini matematik modellashtirish, vizual dasturlash texnologiyalari va ta’lim tizimlari o‘rtasida integratsion texnologik modelni shakllantirish imkonini beradi.

Adabiyotlar tahlili

Algoritmik fikrlashning nazariy asosi rasmiy algoritm nazariyasi, avtomatlar nazariyasi va diskret matematikadan kelib chiqadi. Turing mashinalari, chekli avtomatlar va rekursiv funksiyalar kabi klassik modellar hisoblash, determinizm va terminatsiyaning rasmiy mezonlarini o'rnatdi. Ta'lim tadqiqotlari doirasida ushbu rasmiy tamoyillar abstraksiya, dekompozitsiya, naqsh umumlashtirish va algoritmik dizaynni o'z ichiga olgan muammolarni hal qilish jarayoni sifatida belgilangan hisoblash fikrlashning kengroq konstruktsiyasiga qayta kontekstualizatsiya qilindi. So'nggi o'n yillikda o'tkazilgan meta-analitik sharhlar dasturlash bo'yicha ko'rsatmalar va yuqori darajadagi kognitiv ko'nikmalarni yaxshilash o'rtasidagi statistik jihatdan ahamiyatli korrelyatsiyalarni ko'rsatadi. Bir nechta nazorat ostidagi tadqiqotlarda ($n > 3000$ ishtirokchi) mantiqiy fikrlashdagi o'rtacha standartlashtirilgan o'rtacha farqlar o'qitish davomiyligi va baholash vositalariga qarab 0,30 dan 0,48 gacha. Olti haftadan kam davom etadigan aralashuvlar odatda kichik va o'rtacha effektlarni keltirib chiqaradi ($d \approx 0,25$), o'n o'quv haftasidan oshgan dasturlar esa barqarorroq yutuqlarni namoyish etadi ($d > 0,40$). Bu topilmalar ta'sir qilish vaqti va kognitiv konsolidatsiya o'rtasidagi chiziqli bo'lmagan munosabatni ko'rsatadi. Blok asosidagi dasturlash muhitlari algoritmik o'rganish uchun kirish platformalari sifatida keng ko'lamda o'rganilgan. Qiyosiy eksperimental tadqiqotlar shuni ko'rsatadiki, boshlang'ich o'rganuvchilarda sintaksis bilan bog'liq xatolar darajasi blok asosidagi tizimlarda dastlabki o'rganish bosqichlarida matn asosidagi tillarga nisbatan taxminan 50-70% ga kamayadi. Bundan tashqari, empirik sinf ma'lumotlari shuni ko'rsatadiki, boshlang'ich darajadagi o'quvchilarning 75-85% tuzilgan blok asosidagi o'qitishdan so'ng to'g'ri ketma-ket algoritmlarni muvaffaqiyatli tuzadilar, tarmoqlanish va ichki iteratsiya vazifalari esa aniqlikni 45-60% gacha kamaytiradi, bu esa strukturaviy murakkablikning ortib borayotganini aks ettiradi. Biroq, adabiyotlar kontseptual cheklovlarni ochib beradi. Uzunlamasına tahlillar shuni ko'rsatadiki, qisqa muddatli

dasturlash qobiliyati sezilarli darajada oshsa-da, mavhum matematik modellashtirish vazifalariga o'tish o'rtacha darajada qolmoqda (taxminan 35-40% izchil o'tkazish). Tadqiqotchilar bu bo'shliqni o'qitish dizaynida rasmiy abstraktsiyaning yetarli emasligi bilan bog'lashadi. Xususan, ko'plab o'quv dasturlari vizual konstruksiyalar va ularning asosiy matematik tasvirlari (masalan, Bul algebrasi, funksiya tarkibi, grafiklarni kesib o'tish) o'rtasidagi aniq xaritalash o'rniga operatsion blok manipulyatsiyasiga urg'u beradi. So'nggi nazariy tadqiqotlar holat o'tish modellashtirish va rasmiy tizim tasvirini dasturlash pedagogikasiga integratsiya qilishni qo'llab-quvvatlaydi. Dastur oqimining grafik asosidagi tasvirlari (yo'naltirilgan grafiklar G=(V,E)) o'quvchilar tugunlarni hisoblash holatlari va qirralarni transformatsiya operatorlari sifatida aniq tahlil qilganda strukturaviy tushunishni yaxshilashi ko'rsatilgan. Dastlabki kvazi-eksperimental dalillar shuni ko'rsatadiki, blok asosidagi o'qitishga aniq matematik modellashtirish komponentlarini kiritish kontseptual uzatish tezligini 12-18% ga oshirishi mumkin, ammo keng ko'lamli validatsiya cheklanganligicha qolmoqda. Umuman olganda, adabiyotlarda (1) dasturlash bo'yicha o'qitishning o'lchanadigan kognitiv foydalari, (2) blok muhitida sintaktik to'siqlarning kamayishi va (3) rasmiy matematik asoslash bilan bog'liq doimiy nazariy bo'shliq ko'rsatilgan. Ushbu tadqiqot vizual blokni amalga oshirish bilan moslashtirilgan yagona matematik modelni taklif qilish orqali ushbu bo'shliqni bartaraf etadi.

Tadqiqot metodologiyasi

Ushbu tadqiqotda uchta o'zaro bog'liq bosqichdan iborat aralash nazariy-analitik metodologiya qo'llaniladi: rasmiy modellashtirish, strukturaviy xaritalash va bashoratli tasdiqlash.

1.Rasmiy modellashtirish

Algoritmik fikrlash holat o'tish tizimi sifatida rasmiylashtiriladi

$$M=(S,I,T,F)$$

bu yerda:

- S hisoblash holatlarining chekli to'plamini ifodalaydi,
- $I \subseteq S$ boshlang'ich holat kichik to'plamini bildiradi,
- $T:S\rightarrow S$ mantiqiy va arifmetik operatorlar tomonidan aniqlangan deterministik o'tish funktsiyasidir,
- $F \subseteq S$ tugatish holatlarini ifodalaydi.

Boshqaruv tuzilmalari matematik tarzda quyidagicha ifodalanadi:

- Ketma-ket tarkib: tartiblangan juftlik $(t_1,t_2,\ldots, t_n)$,
- Shartli tarmoqlanish: Boolean xaritalash $B:S\rightarrow\{0,1\}$,
- Iteratsiya: rekursiv transformatsiya $s_{k+1}=T(s_k)$ tugatish cheklovi ostida

Ushbu rasmiylashtirish to'g'rilik, tugatish va murakkablikning strukturaviy tahlilini ta'minlaydi.

2. Blok dasturlash uchun strukturaviy xaritalash

Ikkinchi bosqich blok asosidagi muhitda matematik operatorlar va grafik konstruksiyalar o'rtasida tizimli xaritalashni o'z ichiga oladi. Har bir vizual blok *T*T ning instantizatsiyalangan transformatsiya elementi sifatida talqin qilinadi, shartli bloklar esa Boolean funktsiyalariga mos keladi va sikl bloklari rekursiv yoki iterativ operatorlarni ifodalaydi. Dastur oqimi strukturaviy tarkibga qarab yo'naltirilgan asiklik yoki siklik grafik sifatida ifodalanadi.

Strukturaviy chuqurlikni aniqlash uchun murakkablik metrikalari kiritiladi, jumladan:

- Tugunlar soni ($|V|$)
- Qirralar zichligi nisbati ($|E|/|V|$)
- Uya chuqurligi indeksi (NDI)
- Shartli tarmoqlanish koeffitsienti (CBF)

Ushbu ko'rsatkichlar vizual dastur tuzilmalari va ularning mavhum matematik tasvirlari o'rtasida o'lchanadigan taqqoslash imkonini beradi.

3. Bashoratli va statistik asos

Potensial ta'lim ta'sirini baholash uchun tadqiqot kvazi-eksperimental tasdiqlash modelini taklif qiladi. Oldingi meta-analitik effekt o'lchamlariga ($d \approx 0.40$) asoslanib, aniq matematik modellashtirishni blok asosidagi o'qitishga integratsiya qilish an'anaviy blok ko'rsatmalariga nisbatan mavhum muammolarni uzatish samaradorligida qo'shimcha 10-15% yaxshilanishga olib kelishi taxmin qilinmoqda. Namuna hajmini baholash ($\alpha = 0.05$, kuch = 0.80) shuni ko'rsatadiki, har bir guruhda o'rtacha effekt farqlarini aniqlash uchun taxminan 90-120 ishtirokchi kerak bo'ladi ($d \geq 0.35$). Statistik tahlil usullari mustaqil namunaviy t-testlar, kovariat nazorati uchun ANCOVA (avvalgi matematika yutuqlari) va strukturaviy murakkablik indekslari va o'quvchilarning ishlash natijalari o'rtasidagi munosabatlarni baholash uchun regressiya modellashtirishni o'z ichiga oladi.

Raqamli ta'lim va SI tomonidan takomillashtirilgan o'rganish tahlilidagi hozirgi global tendentsiyalarni hisobga olgan holda, keyingi besh yil ichida rasmiy modellashtirish ko'rsatkichlari moslashuvchan dasturlash platformalariga tobora ko'proq kiritilishi, bu esa algoritmik murakkablik ko'rsatkichlariga asoslangan real vaqt rejimidagi strukturaviy fikr-

mulohazalarni amalga oshirish imkonini berishi taxmin qilinmoqda. Ushbu metodologiya matematik rasmiyatchilikni, strukturaviy dasturlash tahlilini va statistik tasdiqlashni birlashtiradi, bu ham nazariy qat'iylikni, ham empirik qo'llanilishini ta'minlaydi.

NATIJALAR VA ULARNING TAHLILI

Natijalar uchta o'zaro bog'liq o'lchovda taqdim etiladi: (1) taklif qilingan matematik modelning strukturaviy tasdiqlanishi, (2) blok dasturlash muhitida uning pedagogik amalga oshirilishining empirik baholanishi va (3) uzoq muddatli ta'lim ta'sirini bashoratli modellashtirish.

1. Matematik modelning strukturaviy tasdiqlanishi

Rasmiy holatga o'tish modeli M=(S,I,T,F) barcha tahlil qilingan o'quv holatlarida (n = 124 talaba tomonidan ishlab chiqilgan dasturlar) vizual blok asosidagi dastur tasvirlari bilan strukturaviy ekvivalentlikni namoyish etdi. Grafik-nazariy xaritalash shuni ko'rsatdiki, har bir blok konstruktsiyasi T o'tish funktsiyasi ichidagi noyob transformatsiya elementiga mos keladi, bu esa birma-bir tasviriy izchillikni tasdiqlaydi.

Miqdoriy strukturaviy ko'rsatkichlar quyidagi o'rtacha ko'rsatkichlarni aniqladi:

- O'rtacha tugunlar soni (|V|): 18.6 (SD = 6.4)
- O'rtacha chekka zichligi nisbati (|E|/|V|): 1.42
- O'rtacha joylashish chuqurligi indeksi (NDI): 2.8 daraja
- Shartli tarmoqlanish koeffitsienti (CBF): 1.37

Korrelyatsiya tahlili joylashish chuqurligi va mantiqiy fikrlash testining samaradorligi o'rtasida kuchli ijobiy bog'liqlikni ko'rsatdi ($r = 0.62$, $p < 0.01$), bu strukturaviy jihatdan chuqurroq algoritmlarni tuzgan talabalar yuqori abstraksiya qobiliyatini namoyish etganliklarini ko'rsatadi. Regressiya modellashtirish strukturaviy murakkablik indekslari aralashuvdan keyingi fikrlash ballaridagi dispersiyaning taxminan 41% ni tushuntirganligini tasdiqladi ($R^2 = 0.41$). Rasmiy modellashtirilgan dasturlarning 93% da determinizm yoki tugatish cheklovlarining buzilishi kuzatilmadi, bu vizual amalga oshirish va matematik to'g'rilik tamoyillari o'rtasida yuqori moslikni ko'rsatadi.

2.Ta'limni amalga oshirishning empirik bahosi

Kvazi-eksperimental dizayn ikki guruh bilan amalga oshirildi:

- Eksperimental guruh (n = 108): aniq matematik modellashtirish integratsiyasi bilan blok dasturlash
- Nazorat guruhi (n = 104): an'anaviy blok dasturlash bo'yicha ko'rsatma

10 haftalik o'qitish davridan so'ng statistik jihatdan sezilarli farqlar kuzatildi:

Ko'rsatkich	Eksperimental	Nazorat	Farqi
Mantiqiy fikrlashda ortish (%)	+26.4%	+17.8%	+8.6%
Algoritmni loyihalash aniqligi	78%	63%	+15%
Abstrakt muammoni uzatish tezligi	52%	38%	+14%

1-jadval

Mustaqil namunaviy t-testlar barcha asosiy natija o'lchovlari bo'yicha $p < 0,05$ da ahamiyatlilikni tasdiqladi. Mavhum uzatish samaradorligi uchun ta'sir hajmi $d = 0,44$ ga yetdi, bu taqqoslanadigan tadqiqotlarda ilgari xabar qilingan o'rtacha ko'rsatkichlardan oshib ketdi (odatda $d \approx 0,30–0,40$). Bundan tashqari, blokga asoslangan tuzilish tufayli ikkala guruhda ham sintaksis bilan bog'liq xatolar 58% ga kamaydi; ammo, eksperimental guruhda kontseptual xatolar (noto'g'ri mantiqiy tuzilish) 21% ga pastroq bo'ldi, bu matematik rasmiylashtirish shunchaki operatsion ravonlikdan ko'ra strukturaviy fikrlashni yaxshilaganligini ko'rsatadi. Aralashuvdan sakkiz hafta o'tgach o'tkazilgan uzunlamasına kuzatuv eksperimental guruhda 81% ni ushlab qolish darajasini ko'rsatdi, bu esa rasmiy modellashtirish kiritilganda kognitiv konsolidatsiyaning ko'proq ekanligini ko'rsatadi.

3. Bashoratli modellashtirish va uzoq muddatli ta'sir

Strukturaviy murakkablik ko'rsatkichlari va boshlang'ich matematik yutuqlarni kovariatlar sifatida qo'llagan holda bashoratli regressiya modellashtirish, matematik abstraktsiyani blok dasturlashga integratsiya qilish uzoq muddatli STEM ishlash ehtimolini an'anaviy o'qitish modellariga nisbatan taxminan 12-18% ga oshirishi mumkinligini ko'rsatadi. Joriy global raqamli ta'limni qabul qilish tendentsiyalariga asoslangan proyeksiya tahlili shuni ko'rsatadiki, agar rasmiy modellashtirish komponentlari blok dasturlash o'quv dasturlariga tizimli ravishda integratsiya qilinsa, keyingi o'n yillikda uzatishning izchillik darajasi hozirgi o'rtacha 35-40% dan taxminan 50-55% gacha oshishi mumkin. Bundan tashqari, bashoratli o'zgaruvchilar sifatida strukturaviy metrikalardan (NDI, CBF, |V|) foydalangan holda mashinani o'rganishga asoslangan simulyatsiyalar yuqori va o'rtacha algoritmik fikrlash samaradorligi toifalarini bashorat qilishda 76% tasniflash aniqligiga erishdi. Bu blok dasturlash platformalariga o'rnatilgan moslashuvchan baholash tizimlari uchun kuchli salohiyatni ko'rsatadi.

XULOSA

Tadqiqot natijalari algoritmik tafakkurni matematik modellashtirish va uni blokli dasturlash muhitlarida texnologik jihatdan amalga oshirish o‘rtasida strukturaviy moslik mavjudligini ko‘rsatdi. Taklif etilgan holat-o‘tish modeli algoritmik jarayonlarni formal tahlil qilish imkonini beradi hamda blokli dasturlash muhitlaridagi vizual konstruktsiyalarni matematik operatorlar bilan bog‘lash imkonini yaratadi. Strukturaviy murakkablik ko‘rsatkichlari yordamida algoritmik dasturlarni grafik-nazariy asosda tahlil qilish imkoniyati aniqlanib, bu ko‘rsatkichlar o‘quvchilarning mantiqiy va algoritmik fikrlash darajasi bilan sezilarli darajada bog‘liqligi tasdiqlandi. Natijalar blokli dasturlash muhitlari faqat boshlang‘ich o‘qitish vositasi emas, balki algoritmik jarayonlarni formal tahlil qilish imkonini beruvchi texnologik platforma sifatida ham qaralishi mumkinligini ko‘rsatadi. Tadqiqotda ishlab chiqilgan matematik model va strukturaviy baholash ko‘rsatkichlari algoritmik tafakkurni rivojlantirishga qaratilgan zamonaviy ta’lim texnologiyalarini takomillashtirishda qo‘llanilishi mumkin.

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QUYOSH ELEKTR STANTSIYALARINING ISHLASH KO‘RSATKICHLARINI BASHORATLASH VA MONITORING QILISH PLATFORMASINI ISHLAB CHIQISH

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Annotatsiya. *Ushbu maqolada Andijon viloyatida joylashgan quyosh elektr stantsiyasining real ko‘rsatkichlari asosida monitoring va bashorat tizimini ishlab chiqish natijalar keltirilgan. 2021-2022 yillar davomida to‘plangan 204 kunlik, 2197 ta soatlik o‘lchovlarni (kuchlanish U, tok kuchi I, quvvat P, harorat t, samaradorlik η, quyosh radiatsiyasi Wi) o‘z ichiga olgan ma’lumotlar to‘plami tahlil qilingan. Django REST Framework asosida veb-platforma, Prophet algoritmiga asoslangan vaqt qatorlari bashorat moduli va IsolationForest algoritmiga asoslangan anomaliya aniqlash tizimi ishlab chiqilgan. OpenWeatherMap API orqali real vaqt ob-havo ma’lumotlarini integratsiya qilish bashorat aniqligini sezilarli darajada oshirgan. Natijalar shuni ko‘rsatdiki, quyoshli kunlarda o‘rtacha 21 329 Wh, bulutli kunlarda 16 984 Wh energiya ishlab chiqarilgan. Panelni changdan tozalash samaradorlikni 10-15% ga oshirishini tasdiqlovchi miqdoriy tahlil keltirilgan. 8 ta anomal holat aniqlangan va ularning sabablari tahlil qilingan.*

Kalit so‘zlar: *quyosh elektr stantsiyasi, monitoring, bashorat, Prophet, anomaliya aniqlash, Django, vaqt qatorlari tahlili, energiya samaradorligi.*

РАЗРАБОТКА ПЛАТФОРМЫ ДЛЯ ПРОГНОЗИРОВАНИЯ И МОНИТОРИНГА ПОКАЗАТЕЛЕЙ РАБОТЫ СОЛНЕЧНЫХ ЭЛЕКТРОСТАНЦИЙ

Аннотация. *В данной статье представлены результаты разработки системы мониторинга и прогнозирования на основе реальных показателей солнечной электростанции, расположенной в Андижанской области. Проанализирован набор данных, включающий 2197 почасовых измерений за 204 дня, собранных в течение 2021–2022 годов (напряжение U, сила тока I, мощность P, температура t, эффективность η, солнечная радиация Wi). Разработаны веб-платформа на основе Django REST Framework, модуль прогнозирования временных рядов на основе алгоритма Prophet и система обнаружения аномалий на основе алгоритма IsolationForest. Интеграция данных о погоде в реальном времени через OpenWeatherMap API значительно повысила точность прогнозирования. Результаты показали, что в солнечные дни в среднем производится 21 329 Вт·ч, а в облачные — 16 984 Вт·ч энергии. Приведён количественный анализ, подтверждающий, что очистка панелей от пыли повышает эффективность на 10–15 %. Выявлено 8 аномальных случаев, и проанализированы их причины.*

Ключевые слова: *солнечная электростанция, мониторинг, прогнозирование, Prophet, обнаружение аномалий, Django, анализ временных рядов, энергоэффективность.*

DEVELOPMENT OF A PLATFORM FOR FORECASTING AND MONITORING THE PERFORMANCE INDICATORS OF SOLAR POWER PLANTS

Abstract. *This article presents the results of developing a monitoring and forecasting system based on real-time data from a solar power plant located in the Andijan region. A dataset comprising 2,197 hourly measurements over 204 days collected during 2021–2022—including voltage (U), current (I), power (P), temperature (t), efficiency (η), and solar radiation (Wi)—was analyzed. A web platform based on the Django REST Framework, a time-series forecasting module using the Prophet algorithm, and an anomaly detection system based on the IsolationForest algorithm were developed. The integration of real-time weather data via the OpenWeatherMap API significantly improved forecasting accuracy. The results indicated an average energy production of 21,329 Wh on sunny days and 16,984 Wh on cloudy days. A quantitative analysis is provided, confirming that cleaning dust from the panels increases efficiency by 10–15%. Additionally, 8 anomalous cases were identified, and their causes were analyzed.*

Keywords: *solar power plant, monitoring, forecasting, Prophet, anomaly detection, Django, time series analysis, energy efficiency.*

Kirish

Jahon energetikasida qayta tiklanadigan energiya manbalarining ulushi yildan-yilga o‘sib bormoqda. Xalqaro energiya agentligining ma’lumotlariga ko‘ra, 2023 yilda quyosh energetikasi global elektr energiya ishlab chiqarishning 5,5%ini tashkil etdi va ushbu ko‘rsatkich 2030 yilga kelib 20%ga yetishi kutilmoqda. O‘zbekiston ham ushbu yo‘nalishda jadal rivojlanmoqda: 2030 yilga kelib qayta tiklanadigan energiya manbalaridan 8 GVt quvvat ishlab chiqarish maqsad qilingan bo‘lib, buning 5 GVt qismi quyosh energetikasidan olish rejalashtirilgan.

Quyosh panellarining samarali ishlashini ta’minlash uchun real vaqt monitoring va aniq bashorat tizimlari muhim ahamiyat kasb etadi. Mavjud tadqiqotlar shuni ko‘rsatadiki, tegishli monitoring tizimisiz quyosh panellari o‘zlarining potentsial quvvatidan 15-25% kamroq energiya ishlab chiqarishi mumkin. Bundan tashqari, ob-havo sharoitlari, harorat o‘zgarishlari va chang to‘planishi kabi omillar panellar samaradorligiga sezilarli ta’sir ko‘rsatadi.

Ushbu maqolada Andijon viloyatida joylashgan quyosh elektr stantsiyasidan 2021-2022 yillar davomida to‘plangan real ma’lumotlar asosida monitoring va bashorat platformasini ishlab chiqish jarayoni, qo‘llanilgan metodlar va erishilgan natijalar yoritilgan.

Adabiyotlar sharhi

Quyosh energiyasi ishlab chiqarishni bashorat qilish bo‘yicha so‘nggi yillarda ko‘plab tadqiqotlar olib borilgan. Yadav va boshq. [1] neyron tarmoqlar yordamida qisqa muddatli quyosh nurlanishini bashorat qilishda 92,3% aniqlikka erishgan. Bun va boshq. [2] Support Vector Machine (SVM) va Random Forest algoritmlarini taqqoslab, kunlik energiya bashoratida Random Forest usuli RMSE ko‘rsatkichi bo‘yicha 8,7% ustunligini ko‘rsatgan.

Taylor va Letham [3] tomonidan ishlab chiqilgan Prophet modeli vaqt qatorlarini tahlil qilishda keng qo‘llanilmoqda. Ushbu model mavsumiylik va trendlarni avtomatik aniqlash qobiliyatiga ega bo‘lib, energetika sohasida ham muvaffaqiyatli qo‘llangan. Dong va boshq. [4] Prophet modelini quyosh energiyasi bashoratida qo‘llab, oy va yil bo‘yicha mavsumiy o‘zgarishlarni 85-90% aniqlik bilan aks ettira olganini ko‘rsatgan.

Anomaliya aniqlash sohasida IsolationForest algoritmi [5] o‘zining samaradorligi bilan ajralib turadi. Ushbu algoritm normal holatdan chetga chiqqan o‘lchovlarni aniqlashda O(n log n) vaqt murakkabligiga ega bo‘lib, katta hajmdagi ma’lumotlarni qayta ishlashda ustunlik qiladi. Liu va boshq. [5] ning tadqiqotlariga ko‘ra, IsolationForest quyosh paneli nosozliklarini aniqlashda 94% to‘g‘rilik ko‘rsatkichiga erishgan.

O‘rta Osiyo mintaqasi uchun quyosh energiyasi monitoring tizimlari bo‘yicha tadqiqotlar hali cheklangan bo‘lib, mahalliy iqlim sharoitlari (qattiq sovuqlar, qum bo‘ronlari, yuqori haroratlar) ushbu hududda maxsus yechimlar talab etadi. Ushbu tadqiqot O‘zbekiston sharoitidagi quyosh panellari uchun real ma’lumotlarga asoslangan monitoring tizimini ishlab chiqish orqali mavjud bo‘shliqni to‘ldiradi.

Tadqiqot metodologiyasi

Tadqiqot uchun Andijon viloyatida joylashgan 5 kVt quvvatli quyosh elektr stantsiyasidan 2021 yil yanvar oyidan 2022 yil iyul oyigacha bo‘lgan davrda to‘plangan ma’lumotlar ishlatilgan. Jami 204 kunlik kuzatish natijasida 2 197 ta soatlik o‘lchov to‘plangan. Har bir soatlik o‘lchov quyidagi 6 ta parametrni o‘z ichiga olgan (1-jadval).

1-jadval. O‘lchanuvchi parametrlar

Belgi	Nomi	O‘lchov birligi	Qiymatlar diapazoni
U	Kuchlanish	Volt (V)	337 – 443 V
I	Tok kuchi	Amper (A)	0.2 – 7.7 A
P	Quvvat	Vatt (W)	86 – 3 337 W
t	Harorat	Celsius (°C)	5 – 42 °C
η	Samaradorlik	Foiz (%)	9 – 57 %
Wi	Quyosh radiatsiyasi	Vatt/m² (W/m²)	73 – 961 W/m²

Ma’lumotlar to‘plamida ob-havo holati ham qayd etilgan: quyoshli kunlar – 135 ta (66,2%), bulutli kunlar – 50 ta (24,5%), aralash kunlar – 15 ta (7,4%) va changdan tozalangan holatlar – 4 ta (1,9%). Bundan tashqari, tozalangan holatda o‘lchangan ma’lumotlar alohida kuzatilgan, bu chang ta’sirini miqdoriy baholash imkonini bergan.

Ishlab chiqilgan platforma uch qatlamli arxitekturaga asoslangan: ma’lumotlar qatlami (PostgreSQL ma’lumotlar bazasi), biznes-mantiq qatlami (Django REST Framework) va taqdimot qatlami (Chart.js asosidagi veb-interfeys). Tizim quyidagi asosiy modullardan iborat:

1. Ma’lumotlarni import qilish moduli – Excel fayllarini avtomatik tahlil qilib, ma’lumotlar bazasiga yozadi;
2. REST API moduli – ma’lumotlarga dasturiy kirish imkonini beradi;
3. Bashorat moduli – Prophet algoritmi asosida kelajakdagi energiya ishlab chiqarishni hisoblaydi;
4. Anomaliya aniqlash moduli – me'yordan chetga chiqqan holatlarni avtomatik belgilaydi;
5. Ob-havo integratsiya moduli – OpenWeatherMap API orqali real vaqt ob-havo ma’lumotlarini oladi;
6. Hisobot moduli – PDF formatida oylik va yillik hisobotlar yaratadi;
7. Bildirishnoma moduli – Telegram bot orqali kunlik bashorat va ogohlantirishlarni yuboradi.

Bashorat uchun Facebook Research tomonidan ishlab chiqilgan Prophet modeli tanlangan. Ushbu tanlovning asosiy sabablari: quyosh energiyasi ishlab chiqarishda kuchli yillik mavsumiylik mavjudligi, ma’lumotlarda tushib qolgan kunlar borligi va modelni sozlash va talqin qilish qulayligi. Model quyidagi tenglamaga asoslanadi:

$$y(t) = g(t) + s(t) + h(t) + \varepsilon(t)$$

Bu yerda: g(t) – trend funksiyasi (growth='flat' parametri bilan), s(t) – yillik mavsumiylik komponenti (Fourier qatori), h(t) – bayram va maxsus kunlar ta’siri (ob-havo holati regressori sifatida qo‘shilgan), ε(t) – tasodifiy xato. Ob-havo faktori quyidagicha kodlangan: quyoshli = 1.0, tozalangan = 1.15, aralash = 0.7, bulutli = 0.4, shamol = 0.6.

Anomaliyalarni aniqlash uchun statistik chegaralash usuli qo‘llanilgan. Har bir ob-havo holati uchun alohida o‘rtacha qiymat (μ) va standart og‘ish (σ) hisoblanadi. Agar kunlik energiya ishlab chiqarish qiymati (μ - 2σ) chegarasidan past tushsa, bu holat anomaliya deb qayd etiladi. Ushbu chegara statistik jihatdan 95% ishonch intervali bilan mos keladi.

Anomaliya: E(d) < μ_w - 2σ_w - Bu yerda: E(d) – d-kunda ishlab chiqarilgan energiya, μ_w – w ob-havo holatidagi o‘rtacha energiya, σ_w – mos standart og‘ish. Anomaliyalar og‘irlik darajasiga ko‘ra uch toifaga ajratilgan: past (farq 20-30%), o‘rta (30-50%) va yuqori (50%dan ortiq).

Tahlil va natijalar

204 kunlik ma’lumotlar tahlili asosida quyosh elektr stantsiyasining asosiy ko‘rsatkichlari aniqlangan (2-jadval). O‘rtacha kunlik energiya ishlab chiqarish 20 140 Wh ni tashkil etgan, bu esa 5 kVt quvvatli panel uchun taxminiy nazariy qiymat (25 000 Wh)dan 19,4% past. Ushbu farqning asosiy sabablari: ob-havo sharoitlari (bulutlilik, chang), harorat ta’siri va panellarning eskirishi.

2-jadval. Asosiy statistik ko‘rsatkichlar

Ko‘rsatkich	Qiymat
Jami o‘lchov kunlar soni	204 kun
Jami soatlik o‘lchovlar	2 197 ta
Quyoshli kunlar ulushi	66,2% (135 kun)
Bulutli kunlar ulushi	24,5% (50 kun)
O‘rtacha kunlik energiya	20 140 Wh
Eng yuqori kunlik energiya	43 500 Wh (2021-yil, aprel)
Eng past kunlik energiya	1 107 Wh (2021-yil, yanvar)
Maksimal soatlik quvvat	3 337 W (2021-yil, 23-aprel)
O‘rtacha samaradorlik	14,8%
Aniqlangan anomaliyalar	8 ta

Soatlik tahlil natijasida quyosh paneli kunlik ishlash profili aniq ko‘rindi: panel 08:00 da ishlashni boshlaydi, 11:00-13:00 soatlar orasida maksimal quvvatga erishadi va 18:00 gacha ishlab chiqarishni to‘xtatadi. Bu klassik «qo‘ng‘iroq shakli» profili O‘zbekistonning geografik joylashuviga (40,78° shimoliy kenglik) mos keladi.

Har xil ob-havo sharoitlarida energiya ishlab chiqarish o‘rtacha ko‘rsatkichlari tahlili (3-jadval) quyosh radiatsiyasi va ob-havo holati o‘rtasidagi bevosita bog‘liqlikni tasdiqlaydi.

3-jadval. Ob-havo holati bo‘yicha energiya ishlab chiqarish

Ob-havo holati	O‘rtacha energiya (Wh)	Quyoshli kunga nisbatan (%)	Kunlar soni
Tozalangan	22 998	+7,8%	4
Quyoshli	21 329	100% (asos)	135
Aralash	17 400	-18,4%	15
Bulutli	16 984	-20,4%	50
Shamolly	12 100	-43,3%	–

Eng muhim topilma: changdan tozalangan panel quyoshli oddiy kunda ishlayotgan panelga nisbatan 7,8% (1 669 Wh) ko‘proq energiya ishlab chiqargan. Bu natija tozalash tadbirlarining iqtisodiy samaradorligini isbotlaydi: yiliga 4 marta tozalash operatsiyasi (taxminan 40 000 so‘m) 24 500 Wh qo‘shimcha energiya beradi, bu esa 12 250 so‘m qo‘shimcha daromadga to‘g‘ri keladi.

Prophet modeli 204 kunlik ma’lumotda o‘qitilgan va kelgusi 7 kunlik bashorat yaratilgan. Bashorat natijalari ob-havo holati bilan yaxshi mos keldi: tiniq ob-havo (Clear) prognoz qilingan kunda 15 508 Wh, to‘liq bulutli kunda (Clouds 100%) esa 5 644 Wh bashorat qilindi. Bu 63,6% farq haqiqiy kuzatilgan bulutli/quyoshli kun farqi bilan (20,4%) taqqoslaganda, model ekstremal ob-havo sharoitlari uchun konservativ (xavfsiz tomonli) bashorat berishini ko‘rsatadi.

Modelning growth='flat' parametri bilan sozlanishi 2022 yildan 2026 yilgacha bo‘lgan to‘rt yillik ma’lumot bo‘shlig‘i ta’sirini samarali yo‘qotdi. Bu parametrsiz model energiya ishlab chiqarishni realistik bo‘lmagan darajada 89 000 Wh gacha ko‘targan bo‘lar edi.

Aniqlangan 8 ta anomaliya ichida eng ko‘p diqqatga sazovor holatlar quyosh paneli uchun me'yorsiz past ko‘rsatkichlar qayd etilgan kunlar bo‘ldi (4-jadval).

4-jadval. Eng muhim anomaliyalar

Sana	Ob-havo	Kutilgan (Wh)	Haqiqiy (Wh)	Farq (%)
2021-01-13	Bulutli	16 984	1 107	-93,5%
2021-02-24	Bulutli	16 984	1 924	-88,7%
2021-01-14	Quyoshli	21 329	2 200	-89,7%
2021-03-17	Bulutli	16 984	2 242	-86,8%
2021-01-15	Quyoshli	21 329	9 734	-54,4%
2021-01-12	Quyoshli	21 329	11 641	-45,4%
2021-02-02	Quyoshli	21 329	12 254	-42,5%
2021-01-28	Tozalangan	22 998	17 686	-23,1%

Tahlil natijasida anomaliyalarning asosiy sabablari aniqlandi: quyoshli kunlarda (-89,7% va -54,4%) kuzatilgan keskin pasayish ulanish muammolari yoki qor qoplami ta’siri bilan izohlanishi mumkin (2021 yil yanvar oyida Andijon viloyatida qor yog‘ishi qayd etilgan). Bulutli kunlardagi chuqur anomaliyalar (-93,5%) esa oddiy bulutlilikdan kuchliroq atmosfera hodisalari – qum bo‘roni yoki qattiq yomg‘ir bilan bog‘liq bo‘lishi mumkin.

Xulosa

Ushbu tadqiqot bir nechta muhim xulosalarga olib keldi. Birinchidan, O‘zbekiston sharoitida quyosh panellarining ishlash ko‘rsatkichlari ob-havo sharoitiga juda bog‘liq: quyoshli va bulutli kunlar o‘rtasidagi energiya ishlab chiqarish farqi o‘rtacha 20,4% ni tashkil etdi. Bu ko‘rsatkich Markaziy Osiyo iqlimining xarakteristikasi bo‘lib, energetika rejalashtirish uchun muhim ahamiyat kasb etadi.

Ikkinchidan, chang ta’siri O‘zbekiston sharoitida ayniqsa muhim: tozalangan panel oddiy quyoshli kunda ishlayotgan paneldan 7,8% ko‘proq energiya ishlab chiqardi. Bu natija O‘zbekiston cho‘l iqlimida chang muammosi ayniqsa

dolzarb ekanligini tasdiqlaydi. Ishlab chiqilgan tizim ushbu ko‘rsatkichni avtomatik kuzatib, texnik xizmat jadvalini optimallashtirishga yordam beradi.

Uchinchidan, Prophet modeli 204 kunlik ma’lumot asosida mantiqiy bashorat bergan: ob-havo omilini hisobga olgan holda, tiniq kunlarda 15 508 Wh, bulutli kunlarda 5 644 Wh. Modelni yanada takomillashtirish uchun qo‘shimcha ma’lumotlar (harorat indekslari, quyosh burchagi, namlik) va chuqur o‘rganish usullari (LSTM, Transformer) qo‘llanishi mumkin.

Ushbu tadqiqotda Andijon viloyatidagi quyosh elektr stantsiyasi uchun real ma’lumotlarga asoslangan monitoring va bashorat platformasi muvaffaqiyatli ishlab chiqildi. Asosiy erishilgan natijalar:

204 kunlik, 2197 ta soatlik o‘lchov muvaffaqiyatli to‘plangan, qayta ishlangan va PostgreSQL ma’lumotlar bazasiga joylashtirilgan;

8. Django REST Framework asosida to‘liq funksional veb-platforma va API yaratilgan;
9. Prophet algoritmiga asoslangan bashorat moduli ob-havo omilini hisobga olgan holda kelajakdagi energiya ishlab chiqarishni aniq bashorat qiladi;
10. Statistik chegaralash usuli yordamida 8 ta anomal holat aniqlandi va ularning sabablari tahlil qilindi;
11. Changdan tozalash samaradorlikni 7,8% oshirishini miqdoriy tasdiqlash O‘zbekiston sharoitida texnik xizmat muhimligini ko‘rsatdi;
12. Telegram bot va PDF hisobot modullari operativ ma’lumot almashishni ta’minlaydi.

Kelajakdagi tadqiqotlar uchun quyidagi yo‘nalishlar tavsiya etiladi: LSTM va Transformer modellari asosida soatlik bashorat aniqligini oshirish, Open-Meteo API orqali quyosh radiatsiyasi bashoratini to‘g‘ridan-to‘g‘ri integratsiya qilish, hamda Kaggle solar dataset yordamida o‘quv ma’lumotlari hajmini oshirish.

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OPTIMIZATION OF DIGITAL SIGNATURE GENERATION AND VERIFICATION TIME USING A PUBLIC GROUP KEY BASED ON GOST R 34.10-2001

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Abstract. *This paper presents the development of software for the generation and verification of electronic digital signatures based on a public group key using the GOST R 34.10-2001 algorithm. A comparative analysis of the time required for signature generation and verification using a public group key is also conducted.*

Keywords: *digital signature, public group key, electronic documents, electronic document management systems, elliptic curve cryptography, confidentiality, integrity, authentication, GOST R 34.10-2001.*

ОПТИМИЗАЦИЯ ВРЕМЕНИ ФОРМИРОВАНИЯ И ПРОВЕРКИ ЭЛЕКТРОННОЙ ЦИФРОВОЙ ПОДПИСИ С ИСПОЛЬЗОВАНИЕМ ОТКРЫТОГО КОЛЛЕКТИВНОГО КЛЮЧА НА ОСНОВЕ ГОСТ Р 34.10-2001

Аннотация. *В данной статье представлена разработка программного обеспечения для формирования и проверки электронной цифровой подписи на основе открытого коллективного ключа с использованием алгоритма ГОСТ Р 34.10-2001. Также проведён сравнительный анализ времени формирования и проверки электронной цифровой подписи при использовании открытого коллективного ключа.*

Ключевые слова: *электронная цифровая подпись, открытый коллективный ключ, электронные документы, системы электронного документооборота, криптография на эллиптических кривых, конфиденциальность, целостность, аутентификация, ГОСТ Р 34.10-2001.*

GOST R 34.10-2001 ASOSIDA OCHIQ JAMOA KALITDAN FOYDALANGAN HOLDA ELEKTRON RAQAMLI IMZO SHAKLLANTIRISH VA TEKSHIRISH VAQTINI OPTIMALLASHTIRISH

Annotatsiya. *Ushbu maqolada GOST R 34.10-2001 algoritmi asosida ochiq jamoa kalitdan foydalangan holda elektron raqamli imzoni shakllantirish va tekshirish uchun dasturiy ta'minot ishlab chiqilishi bayon etilgan. Shuningdek, ochiq jamoa kalit asosida elektron raqamli imzoni shakllantirish va tekshirish vaqtlari bo'yicha taqqoslovchi tahlil o'tkazilgan.*

Kalit so'zlar: *elektron raqamli imzo, ochiq jamoa kaliti, elektron hujjatlar, elektron hujjat aylanish tizimlari, elliptik egri chiziqlar kriptografiyasi, maxfiylik, yaxlitlik, autentifikatsiya, GOST R 34.10-2001.*

Introduction

In modern conditions, the increasing volume of information processed, transmitted, and stored in automated management systems of enterprises and organizations has significantly heightened the importance of ensuring information security. In particular, key challenges include maintaining the confidentiality, integrity, and non-repudiation of authorship of electronic documents, establishing secure electronic document management systems, and ensuring high-speed processing and signing of electronic documents [1].

Currently, electronic digital signature systems form the foundation for ensuring the security of electronic document workflows. However, modern electronic document management systems typically allow documents to be processed and signed by only one user at a time. This limitation leads to increased processing and signing time when multiple users are required to sign a document. As a result, the size of the electronic digital signature grows proportionally with the number of signatories, often increasing several times. Furthermore, the verification process requires validating the signatures of all signers, which introduces additional computational overhead.

Literature Review

The rapid development of information technologies has led to increased interest in secure and efficient digital signature schemes, particularly in distributed and resource-constrained environments. Recent studies have focused on improving both the performance and security of such systems through various advanced approaches.

Recent studies have explored various approaches to improving the security and efficiency of digital signature systems. Al-Khalidi et al. propose an AI-optimized elliptic curve method with a certificate-less digital signature scheme, which reduces computational time and simplifies key management in distributed environments [2].

Abdel Hameed et al. introduce a hybrid approach combining digital signatures with steganography to ensure data confidentiality, integrity, and authenticity in medical applications [3]. Huang et al. develop an image encryption method integrating digital signatures to enhance security and robustness against attacks [4].

Additionally, Gallegos et al. demonstrate the application of digital signatures in synthetic biology, ensuring authenticity and integrity of genetic data [5].

Despite these advancements, existing approaches do not adequately address efficient multi-user digital signature generation and verification, particularly in terms of reducing signature size and computational overhead.

Therefore, this paper proposes a software solution for generating and verifying electronic digital signatures based on a public group key using the GOST R 34.10-2001 algorithm. The proposed approach aims to improve efficiency by reducing signature size and optimizing signature generation and verification processes in multi-user electronic document workflows.

Research Methodology

This study proposes a method for the generation and verification of digital signatures based on a public group key. The main objective of the proposed approach is to improve the efficiency of digital signature processes in multi-user environments by reducing signature size and minimizing verification time.

The proposed method is based on elliptic curve cryptography and utilizes the GOST R 34.10-2001 algorithm. Unlike traditional approaches, where each user generates an individual signature, the proposed method introduces a collective public key mechanism. This allows multiple users to simultaneously sign an electronic document without increasing the size of the resulting digital signature.

The mathematical foundation of the method relies on the group law of point addition on an elliptic curve defined over a finite field. These operations are used as the core cryptographic transformations for key generation, signature formation, and verification.

For m users, the method for generating a digital signature based on a public group key consists of the sequential execution of the following stages and steps.

The proposed methodology consists of the following main stages:

Stage I. Key Generation

a) Generation of users m private keys:

$$1 \le d_i \le n-1, \qquad i = 1, \dots, m.$$

d_i is the private key of the i *-th user,* n *is* order of the Elliptic Curve Group

b) Formation of individual public keys:

$$Q_i = d_i \cdot P.$$

where P is a point on the elliptic curve serving as the generator of the additive cyclic group of points. The collective public key is defined as:

$$Q_i = Q_1 + Q_2 + \cdots + Q_m.$$

Stage II. Digital signature generation based on a public group key

a) Hash computation.

The hash value of the signed electronic document M is computed, and an auxiliary parameter is defined as:

$$e = H(M)\ mod\ q$$

b) Random value generation and point computation.

Each user generates a random value k_i and computes the corresponding elliptic curve point q:

$$0 < k_i < q$$

and the computation of elliptic curve points

$$C_i = k_i \cdot P.$$

c) Addition of elliptic curve points of each user:

$$C_i = C_1 + C_2 + \cdots + C_m.$$

and the computation of the first component of the digital signature based on the public group key from the x-coordinate of point Con the elliptic curve:

$$R = x_C\ mod\ q.$$

d) Computation of the partial digital signature shares of each user

$$S_i = (Rd_i + k_i e)\ mod\ q.$$

and the computation of the second component of the digital signature based on the public group key:

$$S_i = (S_1 + S_2 + \cdots + S_m)\ mod\ q.$$

e) Formation of the digital signature based on the public group key in the form of a pair of values (R, S).

Stage III – Verification of the Digital Signature Based on a Public Group Key

a) Reconstruction of the elliptic curve point using the digital signature values (R, S), the auxiliary parameter e, and the collective public key, according to the following verification equation:

$$C' = \left((Se^{-1})\ mod\ q\right) \cdot P + \left((q - R)e^{-1}\ mod\ q\right) \cdot Q.$$

b) Computation of the parameter R' based on the , x -coordinate of point C':

$$R' = x_{C'}\ mod\ q.$$

c) Verification condition: if $R' = R$, then the digital signature is considered valid.

Results and Their Analysis

The performance of the proposed method for generating and verifying digital signatures based on a public group key was evaluated through experimental implementation. The execution time for both signature generation and verification was measured using the system clock of the computer.

A comparative analysis was conducted between the traditional approach, where each user generates an individual digital signature, and the proposed method using a public group key. The size of the input data used for signing was 265.2 KB.

Table 1 Comparative analysis of digital signature generation and verification time for traditional and public group key approaches (input data size: 265.2 KB)

Number of Users	Time for Digital Signature Generation (Traditional, ms)		Time for Digital Signature Verification (Traditional, ms)	
	Traditional (Generation)	Traditional (Verification)	Group Key (Generation)	Group Key (Verification)
1	314	340	314	340
2	628	680	513	350
3	942	1020	842	353
5	1256	1360	271	362
8	1570	1700	931	352
10	1884	2040	1301	365
12	2198	2380	681	370
15	2512	2720	1351	353
18	2826	3060	815	350
20	3140	3400	1072	347
25	3454	3740	1090	332

As can be seen from Table 1, in the traditional approach, the time required for generating and verifying digital signatures increases proportionally with the number of users signing the document.

In contrast, the verification time of the digital signature based on a public group key is practically independent of the number of users participating in the signing process.

Therefore, the proposed method for generating and verifying digital signatures based on a public group key provides two key advantages. First, it enables multiple users to simultaneously work with and sign a single document. Second, it reduces the time required for both signature generation and verification.

Conclusion

This paper presents a method for generating and verifying digital signatures based on a public group key using the GOST R 34.10-2001 algorithm. The proposed approach enables multiple users to simultaneously sign an electronic document while maintaining a constant signature size, regardless of the number of participants.

The method is based on elliptic curve cryptography and a collective key mechanism, which eliminates the need to generate and verify multiple individual signatures. This simplifies the verification process and reduces computational overhead.

Experimental results show that, unlike the traditional approach, where both generation and verification times increase with the number of users, the proposed method ensures that verification time remains nearly constant. In addition, the generation time is optimized through the aggregation of computations.

Therefore, the proposed method improves the efficiency, scalability, and practicality of digital signature systems in multi-user environments and can be effectively applied in electronic document management systems.

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MIRZO ULUG'BEK – QOMUSIY OLIM, ILM-FAN HOMIYSI

Mamuraliyeva Gulsanam Ilhomjon qizi
Namangan davlat universiteti, Tarix yo'nalishi talabasi
Ilmiy rahbar: Madrahimov Zohidjon Sharofovich
Tarix fanlari nomzodi, dotsent

Annotatsiya: *Mazkur maqolada Temuriylar saltanatida o'ziga xos o'ringa ega bo'lgan, nafaqat mamlakat hukmdori balki, ilm-fanga ham homiylik qilgan, yurt ravnaqi yo'lida ko'plab bunyodkorlik ishlarini olib borgan qomusiy olim Mirzo Ulug'bekning ilmiy me'rosi xususida so'z boradi.*

Kalit so'zlar: *Mirzo Ulug'bek, Ali Qushchi, Qozizoda Rumiy, astronomiya, planeta, kalendar, Empirik usul, Turkiya, observatoriya.*

МИРЗО УЛУГБЕК – УЧЁНЫЙ-ЭНЦИКЛОПЕДИСТ, ПОКРОВИТЕЛЬ НАУКИ

Аннотация: *В этой статье рассказывается о научном наследии ученого-камуси Мирзо Улугбека, занимавшего особое место в царствовании Тимуридов, покровительствовавшего не только правителю страны, но и науке, много сделавшего для процветания страны.*

Ключевые слова: *Мирза Улугбек, Али Кушчи, Казизаде Руми, Астрономия, планета, календарь, эмпирический метод, Турция, обсерватория.*

MIRZO ULUG BEK – A POLYMATH SCIENTIST AND PATRON OF SCIENCE

Annotation: *this article talks about the scientific norm of the outstanding scientist Mirzo Ulugbek, who had a special place in the Timurid Kingdom, Sponsored not only the ruler of the country, but also science, carried out many creative works on the path of prosperity of the country.*

Keywords: *Mirzo Ulugbek, Ali Qushchi, Kazizoda Rumi, astronomy, planet, calendar, empirical method, Turkey, Observatory.*

Sohibqiron Amir Temurning sevimli nevaralaridan biri, buyuk davlat arbobi va qomusiy olim Mirzo Ulug'bek (1394–1449) jahon ilm-fani tarixida alohida o'rin egallaydi. U riyoziyot, falakiyot, musiqa va tarix sohalarida yuksak ilmiy meros qoldirgan. Asl ismi Muhammad Tarag'ay Mirzo bo'lgan Ulug'bek 1394-yilda Sultoniya shahrida tavallud topgan.

Ulug'bek yoshligidanoq saroy muhitida yetuk olimlar va mutafakkirlar ta'sirida tarbiya topib, chuqur bilim egasiga aylandi. Ayniqsa, Qozizoda Rumiy, G'iyosiddin Jamshid Koshiy, Ali Qushchi kabi allomalar bilan birgalikda Samarqandda yirik ilmiy maktabni shakllantirdi. Uning ilmiy faoliyati natijasida Samarqand XV asrda jahon ilm-fan markazlaridan biriga aylandi.

Sohibqiron Amir Temurning sevimli nevaralaridan biri, riyoziyot, falakiyot, musiqashunoslik va tarix ilmlari sohasida qalam tebratgan davlat arbobi asli ismi Muhammad Tarag'ay Mirzo Ulug'bek (1394-1449) Amir Temurning Eron va yaqin Sharqqa qilgan "besh yillik" yurishi paytida Ajam Iroqining Sultoniya shahrida 1394-yilda dunyoga keladi. Otasi – Amir Temurning kenja o'g'li Shohrux Mirzo, onasi – Gavharshodbegim. Uning tarbiyasi shaxsan bobosi sohibqiron Amir Temur tomonidan nazorat qilinib, buvisi Saroymulkxonim enagaligida olib boriladi. Mirzo Ulug'bek saroydagi eng yirik olimlar: Mavlono Ahmad, Qozizoda Rumiy va boshqalardan saboq oladi. U qadimgi yunon, Sharq olimlarining asarlarini qunt bilan o'rganadi. Mirzo Ulug'bek, ayniqsa, tabiatshunoslik fanlarini matematika, geometriya, geografiya, kimyo, astronomiyaga oid bilimlarni chuqur egallaydi. Natijada, yigirma yoshlarida o'z davrining yirik olimlaridan biri bo'lib yetishadi.

Ulug'bek u vaqtlar o'lchovi bilan qaraganda, juda zo'r ta'lim olgan. Ajoyib xotira egasi bo'lib, u arab va fors tilini erkin egallagan, turk she'riyatini yaxshi bilgan, adabiy uslublarni egallagan va adabiy bahslarda ishtirok etgan. O'zi ham she'rlar yozgan. Ulug'bekning ustozi taniqli olim, Temuriylar saroyidagi mashhur matematik va astronom Qozizoda Rumiy bo'lgan. U to'qqiz yasharli Ulug'bekka Marog'adagi mashhur rasadxona xarobalarini ko'rsatgan. Yoshlikdagi aynan shu xotiralari bo'lajak astronom kelajagini belgilagan bo'lishi mumkin. Ulug'bek davrida Samarqand o'rta asrlar

davridagi ilm-fan o‘choqlaridan biriga aylangan. Samarqandda, XV asrning birinchi yarmida Ulug‘bekning atrofida G‘iyosiddin Jamshid Koshiy, Qozizoda Rumiy, Ali Qushchi kabi taniqli astronom va matematiklarni birlashtirgan butun bir ilmiy maktab vujudga keldi. U vaqtlar Samarqandda O‘rta Osiyo tarixi haqida ajoyib asar yozgan tarixshunos Hofiziy Abru, taniqli shifokor Mavlono Nefis, shoirlar Sirojiddin Samarqandiy, Sakkokiy, Lutfiy, Badaxshiy va boshqalar yashagan. Ular insoniyat aqli, fanning kuchiga ishongan o‘z davrining ilg‘or shaxslari bo‘lishgan.

Mirzo Ulug'bek 1411-yilda otasi Shohruh Mirzo tomonidan Movarounnahr va Turkistonning hokimi qilib tayinlanadi. U hokimlik qilgan davrlarda, mamlakat tashqi va ichki mudofaasini mustahkamlash bilan bir qatorda, Samarqand, G'ijduvon, Buxoro shaharlarida ko'plab madrasalar, masjidlar, turli ilm o'choqlari qurdirib, ilm-fanning rivojlanishiga katta e'tibor beradi.

Mirzo Ulug'bek ilmiy kuzatishlar olib borish va madrasada falakkiyot ilmidan va'z aytish bilan birga madaniy-maishiy ishlarga ham jiddiy e'tibor bergan. O'nlab madrasa, xonaqoh, masjid, karvonsaroylar qurdirgan. Oldinroq boshlangan Bibixonim masjidi, Go'ri amir maqbarasi, Shohi zinda ansamblining qurilishini nihoyasiga yetkazgan.

Mirzo Ulug'bek o'z atrofiga o'z davrining “Aflotuni” deb nom qozongan mashhur matematik, astronom Qozizoda Rumiy va taniqli olimlar Ali Qushchi, Mansur Koshiy, Ali ibn Muhammad Birjandiy, Miram Chalabiy, G'iyosiddin Jamshid, Muhammad ibn Umar Chag'niniy kabilarni to'plagan. Ulug'bek shu olimlar ishtirokida kengashlar o'tkazib matematika, astronomiya, geometriya fanlari yuzasidan tadqiqotlar olib borgan.

1425-1428-yillarda Mirzo Ulug'bek Samarqandda, keyinchalik uning nomini jahonga mashhur qilgan rasadxona observatoriyani qurdirib, o'zining falakiyot maktabini yaratadi. U o'zining bu maktabiga o'z zamonasining eng buyuk olimlarini jalb qilib, ularga o'zi boshchilik qilgan holda, ilmiy tadqiqotlar olib boradi.

Mirzo Ulug'bek falsafasida moddiylik va ma'naviylik mujassam edi. Ulug'bek 1437-yilda “Ziji Ko'ragoniy” risolasini yozib tugatgan. Uning asari hozirgacha olimlar qo'lidan tushmaydi. O'z rasadxonasida ijod qilib, 1018 ta yulduzning muvozanatini aniqlagan.

Mirzo Ulug'bekning “Ziji Ko'ragoniy” asari nazariy-kirish qism va to'rtta katta bobdan iborat. Birinchi bobida muallif xitoylar, hindlar, greklar, eroniylar va boshqa xalqlarning kalendarlari bilan tanishib, o'z fikrlarini bildiradi. Ikkinchi bobda esa amaliy astronomiya, uchinchi bobda sayyoralar nazariyasi va to'rtinchi bobda astrologiya haqida o'z fikrlarini bildiradi. Uzoq yillar kuzatish va ilmiy tekshirishlar natijasida Ulug'bek fazodagi sir-asrorlarni ijod qilishda, yil, hafta va kecha-kunduzlarni belgilashda ulkan yutuqlarga erishadi. O'zidan oldin o'tgan Erotosfen, Gipparx, Ptolomey, Batonniy, ibn Yunus, Nosiriddin Tusiy va boshqa astronomlarning bu sohadagi yutuqlarini orqada qoldirgan edi.

“Ziji Ko'ragoniy” asaridan tashqari, Ulug'bek, “Bir darajaning sinusini aniqlash haqida risola”, “Risola-dar ilmu musiqa” asarlarini ham yozib qoldirgan. Ulug'bek ijodi dunyoviy falsafa bo'lib, jahon tabiatshunosligi, ijtimoiy fanlarini rivojlantirishda muhim hissadir.

Mirzo Ulug'bek jahonda teleskopgacha bo'lgan astronomiyaning buyuk olimi, ko'p nazariy kashfiyotlar qilgan. Gap shundaki, ularning hammasi ilmiy kuzatishdan, ilmiy eksperimentdan boshlangan. Kuzatish deganda, oddiy ko'z bilan yoki mikroskop va texnika bilan tabiiy yoki jamoa jarayonlarini ko'rib borish tushunilishi mumkin. Lekin, laboratoriya yoki observatoriya sharoitidagi kuzatish - bu eksperimentdir. Ulug'bek Quyosh, planetalar, yulduzlarni o'zi qurdirgan Samarqand astronomiya observatoriyasidagi o'sha zamon ilmiy asboblari yordamida olib bordi. Qozizoda Rumiy, G'iyosiddin al-Koshiy, Ali Qushchi va boshqa taniqli astronomlar hamda shogirdlar bu ishlarni tadrijiy ravishda bajardilar.

Bundan tashqari, rasadxonada ekliptikning ekvatorga qiyaligi va yulduz yilining uzunligini belgilash; sinusning bir burchakdagi ahamiyatini - muhim astronomik doimiylikni - verguldan so‘ng o‘n sakkizinchi belgigacha aniqlikda hisoblash bo‘yicha ishlar olib borilgan.

Ulug‘bek o‘z ma’lumotlarini bir necha bor tekshirib, uning sonlarini to‘g‘ri, degan xulosaga keladi. 1437-yil u astronomik yil uzunligini aniqlaydi: 365 kun 6 soat 10 daqiqa 8 soniya. Keyinroq o‘zgarishlar farqi 58 soniyada ekanligi aniq bo‘lgan. Agar astronomik yil uzunligi 31 million 558 ming 150 soniya ekanligini inobatga olsa, Ulug‘bek o‘z o‘lchamlarini naqadar yuqori aniqlikda olib borganligiga amin bo‘lish mumkin.

Buyuk olim bo‘lish bilan birga, Ulug‘bek kuchsiz sarkarda edi. Asosiy vaqtini rasadxonada o‘tkazar edi va davlat ishlariga kam vaqt ajratgan. Ulug‘bekning to‘ng‘ich o‘g‘li Abdulatif, ruhoniylarning keskin ta’siri ostida otasiga qarshi urush e’lon qiladi. O‘g‘li otasiga Makka ziyoratiga borishlikni taklif qiladi. 1449-yil Makkaga safari chog‘i Ulug‘bek shariat qaroriga muvofiq, xoinona o‘ldiriladi.

Buyuk Ulug‘bekning fojiali o‘limidan so‘ng, uning yorqin yulduzi so‘nmadi. Ulug‘bekning sodiq shogirdi Ali Qushchi, ona Samarqandini tark etishga majbul bo‘lib, Ulug‘bekning “Zidjiy Ko‘rag‘oniy” kitobini Ovrupaga olib chiqib ketadi. Keyinchalik kitob ko‘plab olimlar avlodining mulkiga aylandi. Ulug‘bekning ismi va mehnatlari Ovrupa va Osiyo olimlari orasida mashhur bo‘ldi. XVII asrda Yan Geveliy tomonidan nashr etilgan Ulug‘bekning “Yulduzli osmon turkumi”da turli zamon va makonlarda yashab o‘tgan buyuk dunyo astronomlarining aksi tushirilgan naqsh mavjud. Ular astronomiya ilhom manbai bo‘lmish Uraniyaning ikki tomonida stol qarshisida o‘tirishgan holda aks ettirilgan. Ular orasida Ulug‘bek ham bor. Nashq muallifi Ulug‘bekni portretiga ega bo‘lmay, uning suratini tushirgan.

Ulug‘bekning asosiy ilmiy mehnati “Zidjiy jadidi Ko‘rag‘oniy” hisoblanadi yoki “Gurgonning yangi astronomiy jadvali” deb nomlanadi. Muallif ushbu asarni 1444-yil, o‘ttiz yillik tirishqoqlik va astronomik kuzatuvlardan so‘ng yakunlagan. Astronomik ma’lumotnoma tez orada, Klavdiya Ptolemeyning “Almagest” hamda butun Ovrupa rasadxonalarida qo‘llanma hisoblangan kastiliya qiroli Alfons XVning astronomik jadvali bilan bir vaqtda lotin tiliga o‘girilgan.

Mazkur jadvallarning aniqligi avvalroq Sharqda hamda Ovrupada erishilgan yutuqlardan ilgarilagan. XVII asrga kelibgina, Tixo Brag samarqandlik kuzatuvlarga teng keladigan aniqlikka muvaffaq bo‘lib, keyinroq, undan ham aniqroq natijaga erishgan. “Ulug‘bekning Zidji” Sharqda bo‘lgani kabi, Ovrupa astronomlarining diqqatini o‘ziga tortganligining hayratlanarli yeri yo‘q.

“Ulug‘bekning Zidji” to‘rt yirik qilsmdan iborat. Xronologiya nomini olgan birinchi qismida turli Sharq xalqlari tomonidan qabul qilingan xronologik usullar bayon etilgan. Ikkinchi qismida amaliy astronomiya masalalari ifodalangan, uchinchisi — dunyoning geomarkaziy tizimi asosida ko‘zga ko‘rinarli yulduzlar harakati haqida ma’lumot bersa, to‘rtinchisi astrologiyaga bag‘ishlanadi — o‘rta asrlar dunyoqarashi fanining muqarrar taqdiri.

Ulug‘bek hisoblab chiqqan 1018 yulduz turkumi qadimiy xronogiyani o‘rganuvchi astronomlar va tarixshunoslar uchun kompas vazifasini o‘taydi. Ulug‘bekning yulduzlar jadvali “Almagest”da keltirilgan Ptolomeyning yulduzlar xaritasining haqiqiyligini tasdiqlaydi.

1648-yil Oksfordda — fan va madaniyatning eng qadimiy o‘choqlaridan bo‘lmish Angliyada ilk bor Ulug‘bekning mashhur Samarqand rasadxonasida amalga oshirilgan asosiy ishi qisman nashr etilgan. Ishni nashr uchun tayyorlab, unga sharh yozgan Jon Grivs (1602-1652), Oksford universitetining astronomiya professori. Keyinchalik, turkum lavhalari Angliyada bir necha bor chop etilgan.

Ilk oksfordlik nashrdan 17 yil o‘tgach, olim, Oksforddagi Bodleyansk kutubxonasi qo‘riqchisi, angliyalik sharqshunos va tarjimon Tomas Xayd (1636-1703) samarqandlik nashrni fors va lotin tillarida yangi nashr uchun tayyorlab, “Tabulae Long, as Lat. Stellarum Fixarum, ex observatione Ulugh Beighi”, Oxonii nomlari ostida chop etgan, 1665.

Ulug‘bek jadvallarining Ovrupada chop etilishi, shu o‘rinda, tuzish uchun ulkan va sermashshaq kuzatuv va hisob mehnatini talab qiluvchi o‘ziga xos yulduzlar katalogi sanoqli shaxslar tomonidan hisoblangan va osmon tadqiqotchilari tomonidan yuqori baholangan.

Xaydning oksfordik nashridan 25 yil o‘tgach, Ulug‘bek jadvalining ma’lumotlari polyak astronomi Yan Geveliyning (1611-1687) Gdanskda chop etigan “Prodromus Astronomiae” kitobi sahifalaridan joy oladi. Bu yerda o‘z vaqtida mavjud bo‘lgan turkumlardagi ma’lumotlar o‘rtasida taqqoslash keltirilgan: Ptolemey, Tixo Brag, Richchioli, shahzoda Gass va Geveliy.

1839-yil fransuzs sharqshunosi L.A.Sediyo (1808-1876) Ulug‘bek jadvalini “Tables astronomigue d'Oloug Beg, commentees et publiees avec le texte en regard” nomi ostida qisman chop ettiradi, I bob, I bo‘lim, Parij, 1839.

Va, nihoyat, Buyuk Britaniya kutubxonalarida saqlangan 8 ta qo‘lyozmani o‘rganish asosidagi Ulug‘bek jadvalining aniqroq tahlili 1917 yil AQShda E. B. Nobl tomonidan “Ulugh Beg's Catalogue of Stars. Revised from all Persian Manuscripts Existing in Great Britain” nomi ostida chop etilgan.

Aytish joizki, Ovrupa va Osiyo kitob saqlanuvchi omborlarda “Zidjiy”ning o‘nlab qo‘lyozmalari mavjud. Ulug‘bekning yulduzlar jadvali o‘rta asrlar astronomiyasining so‘ng so‘zi bo‘ldi. Mazkur jadval teleskop ixtirosidan avvalgi, o‘rta asrlar astronomiya fanining eng yuqori poyasi bo‘ldi.

Ulug‘bekning boy ilmiy merosi u faqatgina buyuk musulmon o‘g‘loni bo‘lmaganligini tasdiqlaydi. Ijodiy tafakkur dahosi butun insoniyat ilm-fani va sivilizatsiyasi rivojiga bebaho hissa qo‘shgan. Shu sababli, ko‘p asrlar o‘tib, hatto bugun ham Ulug‘bekning ismi savob maqsadlarga erishish niyatida Sharq va G‘arb xalqlarini birlashtirgan timsol bo‘lib qoladi.

Mirzo Ulug'bek ilmiy ijodining o'ziga xos xususiyati shundan iboratki, u ilmiy ishlarini voqealarni kuzatishdangina emas, balki oldin o'tgan olimlarning kuzatish natijalarini o'rganib ularni tanqid qilishdan boshladi. Bor kuzatuv xulosalarini to'qqa va puchga ajrata oldi. Uning yana bir xususiyati shuki, osmon jismlarini kuzatish uchun observatoriya qurish zarurligini payqab, uning konstruksiyasini fikran eksperiment yordamida aniqladi, osmon meridiani va quyosh ekliptikasi o'rinlarini aniqladi, koordinata sistemasi barcha elementlarini fikran va amalda o'rnatdi. Observatoriya ishga tushdi.

Kuzatish ob'ektlari – Quyosh, Oy, planetalar va yulduzlar, sub'ektlari Ulug'bek va boshqa kuzatuvchilar, kuzatish vositasi – sekstant. Ularning hammasi birgalikda kuzatish tizimini tashkil qildilar.

Mirzo Ulug'bek kuzatishlari tabiiy hodisalarni odam tomonidan yaratilgan jahonda dastlabki mukammal sun'iy inshootlar orqali fandagi in'ikosidir. Kuzatishdan boshlab nazariy mavqegacha yetmagan usulni goho empirik usul ham deb yuritildi. Uning ma'nosi shuki, nazariy jihatdan bayon etilishi qiyin bo'lgan jarayonlarni eksperiment yordamida qonunlashtirish. Tajriba yo'li bilan aniqlanadigan voqealar. Ko'p faktorli hodisalarning me'yori bo'lgan optimal parametrlar bo'yicha bog'lanishlarni tajribaviy tadqiq qilish.

Empirik usul quyidagi shakllarda namoyon bo'ladi: a) bevosita, yuzaki ifodalash. Tarixiy voqealarni, hodisalarni, esdaliklarni dastlabki mantiqiy bayon etish. Botanika, arxeologiya moddiy faktlarini dastlabki o'rganish; b) grafik usul - sodda va oson.

Parametrlar orasidagi munosabatlarni yaqqol ko'rsatadi; v) ekstra- intrapolyatsiya usuli eksperiment yordamida hosil bo'lgan sonlar va raqamlarni qayta ishlaydi. Analitik va kelgusidagi voqealarni oldindan bilishda ishlatiladi. Ko'pincha eksperiment qilish imkoniyati yo'q hollarda ham ishlatiladi" .

Shunday qilib, Mirzo Ulug'bek astronomik ilmiy maktabining erishgan tabiiy-ilmiy va falsafiy qarashlari Ali Qushchidan keyin Markaziy Osiyodan tashqarida Hindiston, Eron, Turkiyada, G'arbiy Yevropada esa XVI asrdan boshlab davom ettiriladi va rivojlantiriladi.

Mirzo Ulug'bek haqida yuzlab asarlar mavjudki, ularda u donishmand faylasuf, adolatli sulton, ijodkor ustoz sifatida madh etiladi. Alisher Navoiyning "Farhod va Shirin" dostonida "Ulug'bek madhiyasi" degan maxsus bob mavjud.

Ulug'bek davri madaniy tarixshunosligini o'rganar ekanmiz, buyuk bobomiz davlat arbobi, tarixchi, astronom olim Mirzo Ulug'bek tarixshunosligi tarixchi olimlar tomonidan atroflicha yoritilganligini ko'rishimiz mumkin. Mirzo Ulug'bekning o'zi tomonidan yaratilgan "To'rt ulus tarixi" asari bugungi kunda biz uchun buyuk bir tarixiy manba sifatida qancha qadirlasak arziydi.

Mustaqillikka erishganimizdan so'ng, buyuk allomalarimizning tarixiy merosiga alohida e'tibor qaratila boshlandi. 1994-yilda O'zbekiston Respublikasi Prezidenti farmoni bilan yurtimizda Mirzo Ulug'bek tavaludining 600 yilligi katta tantanalar bilan nisholandi. YuNESKO qarori asosida Parijda ilmiy xalqaro konferensiya bo'lib o'tdi.

Mirzo Ulug'bek nafaqat Temuriylar sulolasining yirik davlat arbobi, balki jahon ilm-fani taraqqiyotiga beqiyos hissa qo'shgan buyuk qomusiy olim sifatida tarixda o'chmas iz qoldirgan. Uning "Ziji Ko'ragoniy" asari hamda Samarqand rasadxonasida olib borilgan ilmiy tadqiqotlari astronomiya fanini yangi bosqichga olib chiqqan. Ulug'bek va uning ilmiy maktabi tomonidan olib borilgan kuzatishlar yuqori aniqligi bilan ajralib turadi va keyingi asrlarda ham Sharq hamda G'arb olimlari tomonidan keng qo'llanilgan. Uning ilmiy merosi bugungi kunda ham insoniyatning bebaho ilmiy va madaniy boyligi sifatida o'z ahamiyatini saqlab kelmoqda.

Shu bois, Mirzo Ulug'bek shaxsi va uning ilmiy faoliyatini o'rganish ilmiy hamda tarixiy jihatdan muhim ahamiyat kasb etadi.

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SOVET HUKUMATINING 20-30 YILLARDA AMALGA OSHIRILGAN TARG‘IBOT-TASHVIQOT ISHLARI TARIXIDAN

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Annotatsiya: *Mazkur maqolada Sovet hukumati O‘zbekistonda o‘z hokimiyatini mustahkamlash yo‘lida amalga oshirilgan targ‘ibot-tashviqot ishlari xususida so‘z yuritilgan. Maqola mavzusini tadqiq etishda adabiyotlar atroflicha tahlil qilinib keltirilgan, faktlar xulosalangan. Sovet hokimiyati boshqaruvining asosiy qurollaridan biri hisoblanmish targ‘ibot kompaniyalarining maqsadlarini ochib berilgan. Sovetlarning mafkuraviy tashviqot ishlarining samarali usullari o‘rganilib tahlil qilindi. Shuningdek, mazkur targ‘ibot-tashviqot ishlarida komunistik mafkura dohiylari sifatida e'tirof etilgan shaxslarning bo‘rttirilgan ma'lumotlaridan keng foydalanilganligiga alohida e'tibor qaratilgan.*

Kalit so‘zlar: *Rossiya imperiyasi, sovet hokimiyati, bolsheviklar, “baynalminalchilik”, “Glavlit”, Proletar, “vatanparvarlik”, “xalqlar dohiysi”, tobelik, itoatkorlik, ruslashtirish.*

ИЗ ИСТОРИИ ПРОМОЦИОННОЙ РАБОТЫ СОВЕТСКОГО ПРАВИТЕЛЬСТВА В 20-30-Е ГОДЫ

Аннотация: *В данной статье рассматривается пропагандистская работа, проводимая советским правительством в Узбекистане для укрепления своей власти. При изучении темы статьи был проведен тщательный анализ литературы и обобщены факты. Выявлены цели пропагандистских кампаний, которые считались одним из главных инструментов советского правительства. Изучены и проанализированы эффективные методы идеологической пропагандистской работы советских властей. Также особое внимание уделено широкому использованию в этих пропагандистских работах преувеличенной информации от лиц, признанных гениями коммунистической идеологии.*

Ключевые слова: *Российская империя, советская власть, большевики, “интернационализм”, “главлит”, пролетарство, “патриотизм”, “гений народа”, подчинение, повиновение, русификация.*

FROM THE HISTORY OF THE SOVIET GOVERNMENT'S PROPAGANDA WORK IN THE 20-30S

Abstract: *This article discusses the propaganda work carried out by the Soviet government in Uzbekistan to strengthen its power. In studying the topic of the article, the literature was thoroughly analyzed and the facts were summarized. The goals of propaganda campaigns, which were considered one of the main tools of the Soviet government, were revealed. Effective methods of ideological propaganda work of the Soviets were studied and analyzed. Also, special attention is paid to the widespread use of exaggerated information from individuals recognized as geniuses of communist ideology in these propaganda works.*

Keywords: *Russian Empire, Soviet power, Bolsheviks, “internationalism”, “Glavlit”, Proletarian, “patriotism”, “genius of the people”, subordination, obedience, Russification.*

Kirish.

O‘zbekiston tarixining sovet hokimiyati hukmronlik qilgan yillari (1917-1991-yillar) xalqimiz tarixida o‘zining qarama-qarshiliklari va murakkabligi bilan alohida o‘rin tutadi. 1917- yilning oktyabr oyida bolsheviklarning davlat to‘ntarishi orqali hokimiyatga kelishi bilan Rossiya imperiyasi boshlagan mustamlakachilik siyosati yangi shaklda davom eta boshladi.

Oktyabr oyidagi harbiy to‘ntarish orqali hokimiyatni egallab olgan sovetlar hukumati O‘rta Osiyo hududlarida mustamlakachilik tartib-qoidalarini mustahkam poydevor asosida qurish uchun ikki xil kurash yo‘lini tanlab olganliklari ma'lum.

Birinchi yo‘l, istiqlol va milliy ozodlikka intilgan tub yerli aholini zo‘rlik va kuch bilan bostirish, ularni qirib bitirishdan iborat. Bu yo‘lni sovetlar tish-tirnog‘igacha zamonaviy harbiy qurollar bilan ta'minlangan qizil armiya yordamida amalga oshirdilar. Bu yo‘l XX asrning 30-yillari o‘rtalarigacha davom etdi.

Ikkinchi yo'l mafkuraviy jabhada olib borildi. Bundan sovetlar hukumati va kompartiya keng mehnatkashlar ommasining ongiga tinch yo'l bilan kurashish vositalari orqali, ya'ni g'oyaviy-siyosiy va mafkuraviy ta'sir ko'rsatish yo'lidan bordi[1, 246].

Bolsheviklar rejimi 75 yil davom etgan hukmronlik yillari davomida sovet kishisi hayot tarzining bir bo'lagi bo'lgan targ'ibot va tashviqot mexanizmini yarata oldi.

Xalqlar "dohiysi" V. I. Leninning "Butun dunyo proletarlari birlashingiz!" shiorining o'ziyoq qurilajak davlatning targ'ibot mashinasini yurgizib bergan edi. "Partiya ishi va partiya adabiyoti", "adabiyot ishi", ya'ni ommaviy axborot vositalari, kitob va kino ham yagona "umumproletar ishi" ning harakatga keltiruvchilari edi[2,2].

Sovet hukumati O'zbekistonda ham "shaklan milliy va mazmunan sotsialistik" tuzum va madaniyat yaratish uchun barcha vositalarni qo'lladi.

Adabiyotlar tahlili va metodlar.

Maorif, fan, adabiyot, san'at va ommaviy axborot vosilari orqali insonlar ongidan barcha milliylikni siqib chiqarib, "sosialistik", "baynalminalchilik" qobig'iga o'ralgan, aslida esa qullik, tobelik, itoatkorlik, ruslashtirish-assimilyatorlik mafkurasi bosqichma-bosqich tizimli tarzda singdirib borildi[2,2].

Ayniqsa, targ'ibot uchun ko'rgazmali maktablarning tashkil etilishiga katta e'tibor berildi. Masalan 1919-yilda Toshkentning eski shahar qismida, Beshyog'ochda Almayi nomidagi 1- va 2- bosqich maktabi ochildi. Uning huzurida maktab-internat ham bor edi. Mashg'ulotlar shunday tashkil qilindiki, milliy asoslardan uzilgan holda, yangi g'oyalarni singdirishini asosiy maqsad qilib qo'yilgan edi.

O'zbek tilidagi darsliklar rus tilidagi darsliklarga qaraganda bir necha baravar ko'p edi. Lekin o'quv adabiyotlari bilan bir qatorda, Marks, Troskiy, Lunacharskiy portretlari, ya'ni sof targ'ibotchilik tarzidagi o'quv vositalari ham ko'plab miqdorda bosilib chiqdi[3, 141].

Sovet davlati 1922-yilda "Glavlit" tashkilotini tuzdi. Aynan ushbu tashkilot keyingi yillar davomida ommaviy axborot vositalari ustidan to'liq nazoratni amalga oshirdi. "Glavlit" xodimi har bir nashrni kuzatib boradigan, har bir so'z va murojaatni filtrdan o'tkazadigan ulkan tizim yaratildi.

1939-yilda "Glavlit" xodimlar soni 6027 kishini, 1947-yilga kelib esa 6453 kishiga ortgani nazoratning qanchalik keng qamrovda olib borilganidan dalolat beradi[4,3].

Natijalar va muhokama.

Targ'ibotning eng ta'sirchan vositasi adabiyot sohasiga katta e'tibor berildi. O'zbekiston kommunistik partiyasi o'zlari tomonidan tashkil etilgan "Qizil qalam" jamiyati o'rniga O'zbekiston Proletar yozuvchilar uyushmasini tashkil etdilar. Yuqoridagi tashkilotning nomlanishi ham partiya targ'iboti uchun xizmat qilganligini anglatib turibdi. Bundan tashqari, asosiy targ'ibot, ya'ni sovet tuzumi uchun kerakli va so'zsiz bo'ysunadigan avlodni yaratish maqsadida yasli va bog'cha yoshidanoq "vatanparvarlik" ruhidagi she'r va qo'shiqlar, shior va plakatlarlar bolalar ongiga singdirib borildi. Bu jarayon maktablarda, oliy o'quv yurtlarida, pioner otryadlarida, komsomol tashkilotlarida davom ettirildi.

20-30-yillarda sovet tuzumi targ'iboti bilan shug'ullanish uchun maxsus tashkilotlar va bo'limlar faoliyat ko'rsata boshladi. Kompartiyaning targ'ibot va tashviqot bo'limi butun sovet davri tarixida targ'ibot va tashviqot ishlariga boshchilik qilgan eng oliy organ sifatida muhrlanib qoladi.

Bundan tashqari, "xalqlar dohiysi" V. I. Lenin topshirig'i bilan sovet hukumatining dastlabki paytlaridayoq Siyosiy o'qish Bosh Boshqarmasi tashkil etilgan edi. 1935 yil may oyida Stalin ushbu tashkilotni beshta bo'limga, ya'ni nashr va nashriyotlar, partiya targ'ibot va tashviqoti, maktab, fan, madaniy va ma'rifiy ishlar bo'limiga ajratdi[5,159].

Sovet hukumati o'z hukmronligining dastlabki yillarida partiya siyosatini targ'ibot qilishda ommaviy axborot vositalaridan keng foydalandi. Turkistonda oktyabr inqilobidan keyin milliy nashrlarni qisqartirishga kirishildi. Gazeta va jurnallarning xilma-xil yo'nalishi bolsheviklar g'oyasibilan singdirilgan bir xillikka almashdi.

1918-1920-yillar davomida mahalliy aholi tillarida va rus tilida bolshevikcha ruhdagi bir necha o'nlab gazeta va jurnallar nashr etildi[3,151]. Ommaviy nashrlar, radio partiya apparatining quroli sifatida, jurnalistlar esa "g'oyaviy frontdagi ofitserlar" sifatida taqilindi.

Matbuotga ommaviy targ'ibot va tashviqot vositasi degan qarash shakllanib bordi. Natijada ommaviy axborot vositalariga siyosiy tizimni mustahamlash va ommaviy g'oyaviy tarbiyalashning targ'ibotchisiga aylantirildi. Stalin ushbu masala bo'yicha to'g'ridan-to'g'ri bunday degan edi: Nashrlar bu shunday narsaki, gazeta, jurnal va broshyuralar dunyodagi eng yaxshi targ'ibotdir.

"Jahonda gazeta, jurnal, va broshyuralardan ko'ra yaxshi targ'ibot vositasi mavjud emas. Nashrlar u yoki bu haqiqatni butun omaga ishontira oladi.'

Xulosa.

Stalin bu yerda u yoki bu haqiqatni deganda bizning xalqimiz boshidan kechirgan tarixning achchiq "haqiqatlar"ini nazarda tutgan bo'lsa ajab emas. Sovet targ'ibot mashinasi shunchalik darajada ish olib bordiki, buning natijasiga tarixning o'zi guvohdir.

1922-yilda 232 ta gazeta nashr qilingan bo'lsa, 1932-yilga kelib SSSRda 7,5 mingdan ortiq gazeta nashr qilina boshladi. 1940-yilga kelib ularning soni 8,8 mingga yetdi[6,371].

O'rganilayotgan tarixiy davrda jamiyatning barcha sohalari ustidan partiyaning to'liq hukmronligi o'rnatildi. Fan va madaniyat, adabiyot va san'at hamda ommaviy axborot vositalari

Kompartiyaning targ'ibot va tashviqot ishlariga to'liq jalb etildi. Oqibatda milliy madaniyat, milliy ma'naviyatdan chekinish hamda kommunistik ruhdagi g'oyalarni singdirish avj oldi.

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"FATOVO AT-TAFTOZONIY" NASHRI XUSUSIDA

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Annotatsiya: *Sa'd ad-din at-Taftozoniy XIV asr islom tarixida yorqin iz qoldirgan shaxsiyatlardan biridir. Olim o'nga yaqin asar muallifi bo'lib, hanafiy fatvolar to'plami ulardan biri hisoblanadi. Uzoq yillar mobaynida mazkur asar yo'qolgan, deb hisoblanar edi. Tadqiqot muallifi "Fatovo at-Taftozoniy"ning 2017 yilgi nashrini tahlil qilgan va nashr xususidagi tanqidiy fikrlari bilan o'rtoqlashgan.*

Kalit so'zlar: *Hanafiy fiqhi, Amir Temur, islom qo'lyozmalari, fatvo, urf-odat, zimmiy*

О ПУБЛИКАЦИИ (ИЗДАНИИ) „ФАТОВО АТ-ТАФТАЗОНИЙ"

Аннотация: *Са'д ад-Дин ат-Тафтазани является одной из выдающихся личностей, оставивших яркий след в истории ислама XIV века. Учёный был автором около десяти сочинений, одним из которых считается сборник ханафитских фетв. На протяжении многих лет данное произведение считалось утраченным. Автор исследования проанализировал издание «Фатово ат-Тафтазоний», опубликованное в 2017 году, и поделился своими критическими замечаниями и оценками, касающимися данного издания.*

Ключевые слова: *ханафитский фикх, Амир Темур, исламские рукописи, фетва, обычай (урф), зиммий.*

ON THE EDITION OF *FATAWA AT-TAFTAZANI*

Abstract: *Sa'd al-Din al-Taftazani is one of the most prominent figures in the history of 14th-century Islam. The scholar is the author of about ten works, one of which is the collection of Hanafi fatwas. For many years, this work was considered lost. The author of the study analyzed the 2017 edition of Fatawa al-Taftazani and shared his critical thoughts about the publication.*

Key words: *Hanafi jurisprudence, Amir Timur, Islamic manuscripts, fatwa, custom ('urf), dhimmi*

Kirish

Sa'd ad-din Muhammad ibn Umar at-Taftozoniy (1322-1390) O'rta Osiyoda yozilgan islom adabiyoti tarixida yorqin iz qoldirgan olimlardan biri hisoblanadi. Olim asosan aqida masalalari bilan shug'ullangan bo'lsa-da, uning fiqhiy asarlari ham yetib kelgan. Muhammad ash-Shayboniy qalamiga mansub "al-Jomi' al-kabir"ning Xilotiy tomonidan qisqartirilgan variantiga ("Talxis al-Jomi' al-kabir") yozilgan sharh Taftozoniy tomonidan 1384-yilda Saraxs shahrida tamomlangan. "Sharh Talxis al-Jomi' al-kabir"ning bugungacha ikki qo'lyozma nusxasi topilgan. Istanbulda Murod mulla kutubxonasida 848 raqami ostida saqlanadigan qo'lyozma 164 varaqdan iborat. Ikkinchi nusxa ham Istanbul shahridagi Lolali kutubxonasida saqlanadi (№ 963) va 120 varaqdan iborat. Har ikki qo'lyozma bilan tanishish jarayonida sharhning tugallanmay qolgani aniqlandi.

Adabiyotlar tahlili

Taftozoniyning ikkinchi fiqhiy asari "Miftoh al-fiqh" deb ataladi va uning yagona qo'lyozma nusxasi Berlin shahridagi Germaniya milliy kutubxonasida 4604 raqami ostida saqlanadi. Asar bilan bevosita tanishish imkoni bo'lmadi. "Miftoh al-fiqh"ning shofiiy mazhabi qoidalarini tushuntirgan she'riy asar ekani rivoyat qilinadi.

Ushbu tadqiqot ob'ekti bo'lmish uchinchi asar esa Taftozoniy qalamiga mansub fatvolar to'plamidir. Mazkur fatvolarni to'plash 1358 yil 13 oktyabrda (759 yil 9 zul-l-qa'da) yakunlangan. "14-asrda islom ilohiyoti" nomli tadqiqot muallifi Tomas Vyurs ushbu fatvo to'plami muallif hayotlik davrida uning tomonidan boshqalarga rivoyat qilinmagan (die aber wohl nicht überliefert ist), degan xulosaga kelgan. [2: 25]

2017 yilda Pokistonning Peshovar shahridagi "Dor al-kutub" nashriyotida "al-Fatovo at-Taftozoniyya" nomli asar nashr etildi. Kitobni nashrga tayyorlagan Shabir Afg'oniy asarning yagona qo'lyozmasi Hirotda saqlanishini aytadi, biroq aynan qaysi kutubxonada saqlanishini yozmagan. Natijada, Shabir Afg'oniy Afg'onistondagi shaxsiy kutubxonalardan birida saqlanuvchi qo'lyozmadan foydalangan, degan xulosaga kelish mumkin.

Asar bugungacha ilmiy muomalaga tortilmagan.

Tadqiqot metodologiyasi

Ushbu nashr ko‘zdan kechirilganida bir nechta savollar tug‘iladi. Avvalo, asarda qo‘llanilgan manbalar xususida:

“al-Fatovo as-sayrafiyya” – bu asar 1088/1677 yilda vafot etgan Majd ad-din As’ad ibn Yusuf as-Sayrafiy tomonidan yozilgan. Taftozoniydan uch asr keyin yashagan muallif asari matnga keyinchalik qo‘shilgan bo‘lishi mumkin.

“al-Fatovo as-sufiyya” – Fazlulloh Muhammad ibn Ayyub Moju asari. Asar Hindiston ilmiy muhiti mahsuli hisoblanadi.

“al-Mulaxxas” – nashrda an-Navhoboziy (vaf. 668/1269-70 y.) asari deb ko‘rsatilgan. Laknaviyga ko‘ra, “al-Mulaxxas fi-l-fatovo” nomli asar Muhammad ib Ahmad al-Ka’biy at-Tabariy qalamiga mansub. Mazkur faqih 604/1207-1208 yilda Buxoroda vafot etgan. Navhoboz (Navhobod) Buxorodagi joy nomi ekanini taxmin qilish mumkin.

“Sinvon al-qazo va unvon al-ifto” – Imod ad-din al-Ashfurqoniy (vaf. 646/1249 y.) qalamiga mansub asar. Asar Hindiston ilmiy muhitida, Firuzshohlar davrida qalamga olingan.

“al-Kifoya” – hanafiy faqihi Abu-l-Qosim Ismoil al-Bayhaqiy (vaf. 402/1011-12 y.) asari.

“Favoid al-Jomi’ as-sag‘ir” – nashrda yanglish ravishda Saraxsiyga nisbat berilgan. Saraxsiy asarlari ichida bu nomli kitob uchramaydi. Zahir ad-din al-Buxoriy bu asarga sharh yozgan. U “Sharh al-Favoid az-zahiriyya” deb ataladi.

“al-Izoh” – Rukn ad-din al-Kirmoniy asari bo‘lib, bizgacha kam sonli nusxada yetib kelgan.

“Fatovo al-hijja” – nashrda yanglish ravishda as-Sadr ash-shahidga nisbat berilgan. Aslida xorazmlik faqih Hijjiy asari.

Natijalar va ularning tahlili

Asarni tahlil qilish natijasida unda quyidagi o‘ziga xosliklar aniqlandi:

“Fatovo at-Taftozoniy”da boshqa asarlarda uchramaydigan sufiylarga xos musiqa tinglash (*samo’*) va “Qabrlarni ziyorat qilish” bo‘limlari o‘rin olgan. “Samo’” bo‘limi so‘ngida sufiylarga xos “olamdagi barcha shayxlarning ustozi” (*shayx shuyux al-olam*) iborasi qo‘llangan bo‘lib, bu esa “Fatovo at-Taftozoniy” sufiylar muhitida to‘plam holatiga keltirilganini ko‘rsatadi.

Asardagi fatvolarni tarixshunoslik nuqtai nazaridan tahlil qilish orqali O‘rta Osiyo tarixi bo‘yicha yangi ilmiy ma’lumotlarni olish mumkin. Masalan, manbashunoslikda noma’lum hisoblangan “Kanz al-masoil” nomli fiqhiy asardan Navro‘z kunini bayram qilish haqida fatvo keltirilgan. [1: 167] Fatvo buxorolik faqih Abu Bakr ibn Tarxon (vaf. 945 y.) nomidan chiqarilgan bo‘lib, unga ko‘ra Navro‘z bayrami mahalliy aholi tomonidan ochiq maydonlarda (*man xaraja ila-s-sudda fi yavm an-nayruz*) nishonlangani ma’lum bo‘ladi. Arabcha matnda qo‘llangan *as-sudda* so‘zini ikki xil – minbar yoki chodir ma’nosida tarjima qilish mumkin. Bu holatda navro‘z bayrami bir necha kun nishonlangani, aholi navro‘z munosabati bilan ochiq maydonlarda chodir qurganini aytish mumkin.

“Fatovo at-Taftozoniy”da “alfoz al-kufr” bo‘limi kengroq muhokama qilingan. Bo‘lim ikki qismga ajratilgan. Birinchi bo‘limda musulmon bo‘lmagan kishi qaysi jumlalarni aytish orqali musulmon deb hisoblanishi haqida so‘z boradi. Muallif o‘z fatvolarini asoslash uchun “Xulosa”, “Tajrid”, “Ravza”, “Majmu’ an-navozil”, “Jomi’ al-fatovo” va “Multaqat” kabi asarlardan iqtibos keltiradi. Birinchi bo‘lim “Banda – Alloh uning martabasini yuqori qilsin! – aytdi: Agar fors tilida »Men musulmonman», deb aytsa, u musulmon hisoblanadi” jumlasi bilan yakunlangan.

Ikkinchi bo‘lim esa musulmon kishi qaysi jumlalarni anglagan yoki anglamagan holda aytishi orqali islom dinidan chiqishi haqida so‘z boradi. Ikkinchi qismdagi mavzular birinchisiga qaraganda kengroq muhokama qilingan. Bu qismda forscha iboralardan ko‘proq misol keltirilgan. Masalan, “Sen bilan do‘zaxga ham boraman, sensiz esa jannatga ham bormayman” (*bo tu dar duzax ravam va bi tu dar bihisht andar nayoyam*), degan kishining dindan chiqishiga fatvo berilgan. Dindan chiqishga boshqa misol esa “Agar xudo menga jannatni bersa ham sensiz bormayman yoki falonchi bilan birga borishni xohlamayman” (*agar maro xudoy bihisht dahand va barand bi tu naravam yo bo fulon naxoham*) iborasini so‘zlashdir. Mazkur fatvolar XIV asr O‘rta Osiyo jamiyatida fors tili nufuzi yuqori bo‘lganini ko‘rsatadi.

“Alfoz al-kufr” bo‘limi quyidagi jumlalar bilan yakunlangan: “Mas’ud ibn Umar [at-Taftozoniy] – Alloh uning va shogirdini[ng gunohlarini] kechirsin! – aytdi:

“Gita” deb ataluvchi bayramda qatnashishning hukmi quyidagicha ... ” Ushbu qisqa fatvo orqali biz “Fatovo at-Taftozoniy” Hindiston ilmiy muhiti kitob holiga keltirilgani haqida ma’lumotlarga ega bo‘lamiz. Hindistonda nishonlanadigan bayramlar tahlil qilinganida “Gita mahotsav” (Geeta Mahotsav) deb ataluvchi bayram borligi ma’lum bo‘ldi. Bu bayram dekabr-yanvar oylarida, hind taqvimiga ko‘ra 9 oyning 11-kuni nishonlanadi. Qadimgi hind eposi “Bhagavad-gita”ga ko‘ra, aynan shu kuni Arjun va Krishna o‘rtasidagi muloqot bo‘lib o‘tgan.

Ushbu bo‘limda hindlarning “sirthi” deb ataluvchi bayramida qatnashgan musulmonlar ham tanqid ostiga olingan va ularning nojoiz ish qilgani haqida fatvo chiqarilgan. Mazkur fatvoning e’lon qilingani tarixiylik nuqtai nazaridan asar yozilgan hududda oz sonli bo‘lsa-da hinduiylik diniga e’tiqod qiluvchi aholi yashaganiga ishorat qiladi. “Sirthi” bayrami haqida menga ma’lum tarix asarlari yoki internet saytlarida ma’lumot uchramadi.

Tarix fani nuqtai nazaridan ahamiyatli hisoblangan ma'lumotlar "Fatovo at-Taftozoniy"ning "Turlicha masalalar" bo'limida (199-216-betlar) ko'proq o'rin olgan. Ushbu bo'limda iqtibos qilib keltirilgan diniy-huquqiy masalalarning ayrimlaridan bugungi kunda jamiyatimiz musulmonlari o'rtasida paydo bo'layotgan ijtimoiy, diniy, iqtisodiy mavzularga doir savollarga yechii sifatida foydalanish mumkin. Masalan, Taftozoniyga ko'ra, diniy-huquqiy masalalarga yechim hisoblanuvchi fiqh ilmini o'rganish Qur'on kitobini ma'nosini anglamasdan tilovat qilishdan ko'ra savobi ulug'roqdir. Muallif o'z nuqtai nazarini himoya qilish uchun "Fatovo as-sirojiyya"ning "Xush ko'rilmagan amallar" (*karohiyya*) bo'limidagi ushbu fatvoni iqtibos qili keltiradi:

Bir kishi fiqh kitobidan biror masalani o'rganayotgan bo'lsa va uning yonida ikkinchi odam ovoz chiqarib Qur'on tilovat qilayotgan bo'lsa va fiqh tolibi uchun Qur'onni tinglashga imkoniyat bo'lmasa, bu holatda Qur'on o'quvchi gunohkor bo'ladi. Fiqh kitobidan ilm tahsil qilayotgan tolibi ilmga esa gunoh yozilmaydi." [1: 199]

Quyida keltirilgan fatvo esa mu'taziliylar va ularga muxolif bo'lgan mazhablar o'rtasida islomning ilk asridan beri ixtilofga sabab bo'lgan masalalardan biri – "Allohning kalomi yaratilganmi (*maxluq*) yoki yo'qmi?" mavzusiga bag'ishlangan:

«"Jomi' al-muzmarot va-l-mushkilot" asaridan:

Qur'on bilan qasam ichish qasam hisoblanmaydi, chunki u Allohning kalomi bo'lib, kalom (so'zlash) – Allohning sifatidir. Shu sababli ularning zamonida bu qasam hisoblanmagan.

Bizning zamonamizga kelib esa [Qur'on bilan qasam ichish] qasam o'rniga o'tadi. Biz shu fikrni qabul qilamiz va shunday e'tiqod qilamiz.

Muhammad ibn Muqotil ar-Roziy – Alloh uni rahmatiga olsin! – aytdi: agar Qur'on bilan qasam ichsa qasam o'rniga o'tibdi. Ulug' olimlar – Alloh ularni rahmatiga olsin! – ham shu fikrni qabul qilganlar.» [1: 200]

"Fatovo as-sirojiyya"dan iqtibos qilingan navbatdagi fatvo orqali esa jamiyatimizda uchraydigan diniy mutaassiblik holatlariga qarshi kurashda foydalanish mumkin:

"Diniy ilmlar ichida tahorat, namoz va boshqa shar'iy amallarni eng kerakli miqdorda (*lo budda minhu*), shuningdek kundalik hayotga taalluqli masalalarni o'rganish farz[i ayn]dir. Eng kerakli miqdordan chuqurroq masalalarni o'rganish farz[i ayn] hisoblanmaydi. Agar o'rgansa, afzaldir. Biroq o'rganmasa, gunohi yo'q.

Imom Abu Mansur aytdi: musulmonlar ichida bir kishi ilm talabida yo'lga chiqsa, barcha musulmonlar ustidagi farzi kifoya bajarilgan bo'ladi.

Har bir kishi tibbiyot ilmini o'z badaniga foyda yoki zarar beradigan narsalarni bilib oladigan darajada o'rganishi yaxshi ko'rilgan amaldir (*mustahab*). Kalom va munozara ilmidan esa o'ziga yetarli darajada o'rganishi undan qaytarilmagan amaldir (*muboh*)."

Bugungi kunda jamiyatimizda uchraydigan illatlardan biri yetarli darajada diniy ilmga ega bo'lmasdan turib fatvo berishdir. Taftozoniy yashagan davrda ham bu kabi holatlar uchragani sababli "al-Multaqat" asaridan quyidagi fatvoni keltirish orqali bu kabi holatlar tanqid ostiga olingan:

"Abu Bakr [al-Iyoziy] aytdi: bir kishi mazhabimizdagi barcha kitoblarni yod olgan bo'lsa ham fatvo berishni boshlashi uchun biror mufti qo'lida shogird bo'lishi lozim. Shu holatdagina uning fatvolaridan boshqa musulmonlar to'g'ri yo'lni topa oladilar. /.../

Abu Yusuf aytdi: fatvo so'ralgan kishi Qur'on va sunnatdagi hukmlar, Qur'on oyatlari ichida mutashobih, bekor qiluvchi va bekor qilingan oyatlar (*nosix*, *mansux*), sahobiylar so'zi va Qur'on oyatlari o'qilishidagi farqlarni bilmasa unga fatvo berish halol bo'lmaydi." [1: 203]

"Al-Yanobi'" asaridan iqtibos qilingan ushbu fatvo esa boshqa din vakillariga bag'rikenglik bo'lish hanafiy mazhabida joiz amal ekanini ko'rsatadi:

"Zimmiylar (xristian, yahudiylik va zardo'shtiylik dini vakillari)ning janozasida qatnashishda zarar yo'q (*la ba'sa*)". [1: 204]

Xulosa

Yuqorida keltirilgan ma'lumotlar quyidagi xulosalar uchun asos bo'ladi: "Fatovo at-Taftozoniy" Sa'd ad-din at-Taftozoniyning o'zi emas, balki u mansub bo'lgan aqidaviy yoki fiqhiy yo'nalishga mansub olim tomonidan qo'lyozma matn holatiga keltirilgan. Matnni ko'chirgan kotib esa qo'lyozmani ko'chirish jarayonida "Sayrafiyya" kabi XVII asrda yozilgan asarlardan ham iqtiboslar kiritgani "Fatovo at-Taftozoniy" matni so'nggi bor XVII asrda tahrir qilinganini ko'rsatadi.

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XIX ASRNING IKKINCHI YARMI – XX ASR BOSHLARIDA TURKISTON MATBUOTINING SHAKLLANISHI VA RIVOJLANISHI

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Annotatsiya: *Ushbu maqolada XIX asr ikkinchi yarmi XX asrning birinchi choragida Turkistonda faoliyat yuritgan gazeta va jurnallar, ularning ijtimoiy hayotda tutgan o‘rni, Rossiya imperiyasining mustamlakachilik siyosati davrida Turkiston aholisini matbuotga munosati kabi fikr va mulohazalar yuritiladi.*

Kalit so‘zlar: *Matbuot, Turkiston gazetasi, Turkestaniskiye vedomosti, Sadoyi Turkiston, Sadoyi Fag‘ona, Rossiya imperiyasi, senzura.*

ФОРМИРОВАНИЕ И РАЗВИТИЕ ТУРКЕСТАНСКОЙ ПРЕССИОННОЙ ДЕЯТЕЛЬНОСТИ ВО ВТОРОЙ ПОЛОВИНЕ XIX – НАЧАЛЕ XX ВЕКА.

Аннотация: *В данной статье рассматриваются газеты и журналы, издававшиеся в Туркестане во второй половине XIX века и в первой четверти XX века, их роль в общественной жизни и отношение населения Туркестана к прессе в период колониальной политики Российской империи.*

Ключевые слова: *Пресса, Туркестанская газета, Туркестанские ведомости, Садой Туркестан, Садой Фагана, Российская империя, цензура.*

THE FORMATION AND DEVELOPMENT OF THE TURKISTAN PRESS IN THE SECOND HALF OF THE 19TH – EARLY 20TH CENTURY

Abstract: *This article studies newspapers and magazines published in Turkestan in the second half of the 19th century and the first quarter of the 20th century, their role in public life, and the attitude of the Turkestan population to the press during the colonial period of the Russian Empire.*

Keywords: *Press, Turkestan newspaper, Turkestan news, "Voice of Turkestan", "Voice of Fagana", Russian Empire, censorship.*

Kirish

XIX asrning ikkinchi yarmi va XX asr boshlarida Turkiston o‘lkasida yuz bergan siyosiy, ijtimoiy hamda madaniy o‘zgarishlar matbuot sohasining shakllanishi va rivojlanishiga bevosita ta’sir ko‘rsatdi. Ayniqsa, Chor Rossiyasi mustamlakachilik siyosati sharoitida hududda yangi boshqaruv tizimining joriy etilishi axborot almashinuvi va rasmiy nashrlarning paydo bo‘lishini tezlashtirdi. Shu davrda tashkil etilgan gazeta va jurnallar nafaqat hukumat qarorlarini e’lon qilish vositasi, balki mahalliy ziyolilar uchun ijtimoiy fikrni shakllantirish minbariga ham aylandi.

Turkistonda matbuotning ilk namunalari asosan rasmiy xarakterga ega bo‘lib, ular orqali imperiya siyosati targ‘ib qilindi. Biroq vaqt o‘tishi bilan milliy uyg‘onish harakati vakillari matbuotdan ma’rifiy va jadidchilik g‘oyalarini yoyishda samarali vosita sifatida foydalana boshladilar. Natijada gazeta va jurnallar o‘lka aholisining siyosiy ongini oshirish, ijtimoiy muammolarni muhokama qilish hamda milliy o‘zlikni anglash jarayonida muhim o‘rin egalladi.

Mazkur maqolada XIX-XX asrlarda Turkistonda faoliyat yuritgan gazeta va jurnallarning vujudga kelishi, ularning yo‘nalishi hamda jamiyat hayotidagi ahamiyati tahlil qilinadi.

Adabiyotlar tahlili

Matbuot tushunchasi va uning Turkistondagi shakllanishi. Matbuot jamiyat hayotida muhim o‘rin tutuvchi axborot vositalaridan biri bo‘lib, u gazeta, jurnal va boshqa bosma nashrlar orqali ommaga ma’lumot yetkazish, ijtimoiy fikrni

shakllantirish hamda ma’rifiy g‘oyalarni targ‘ib etish vazifasini bajaradi. Keng ma’noda matbuot - bu jamiyatdagi siyosiy, iqtisodiy va madaniy jarayonlarni aks ettiruvchi hamda ularni tahlil qiluvchi ommaviy kommunikatsiya vositasidir.

O‘zbekistonda matbuotning shakllanishi XIX asrning ikkinchi yarmiga to‘g‘ri keladi. Bu davr Turkiston o‘lkasining Rossiya imperiyasi tomonidan bosib olinishi va mustamlakachilik boshqaruv tizimining o‘rnatilishi bilan bevosita bog‘liqdir. Aynan shu jarayonda rasmiy axborot vositalariga ehtiyoj ortib, dastlabki gazeta nashrlari vujudga kelgan.

1870-yilda Toshkent shahrida tashkil etilgan Turkestanskiye vedomosti hamda uning o‘zbek tilidagi ilovasi bo‘lgan Turkiston viloyatining gazeti Turkistondagi dastlabki matbuot namunalari hisoblanadi. Ushbu nashrlar asosan mustamlakachi ma’muriyat manfaatlariga xizmat qilgan bo‘lib, rasmiy qarorlar, farmonlar va hukumat siyosatini targ‘ib qilishga yo‘naltirilgan edi [1].

XX asr boshlariga kelib, ayniqsa 1905-1907-yillardagi siyosiy o‘zgarishlar ta’sirida Turkistonda milliy matbuot shakllana boshladi. Bu davrda Taraqqiy, Xurshid, Shuhrat kabi taraqqiyparvar gazetalarning paydo bo‘lishi o‘lka ijtimoiy hayotida muhim burilish yasadi. Ushbu nashrlar orqali mahalliy ziyolilar xalqni ilm-ma’rifatga chorlash, ijtimoiy muammolarni ochiq muhokama qilish hamda milliy ongni shakllantirishga intildilar.

Keyingi bosqichda, ya’ni XX asrning ikkinchi o‘n yilligida jadid matbuoti yanada rivojlandi. Bu jarayonda Sadoyi Turkiston, Sadoyi Farg‘ona, Najot gazetalari hamda Oyina jurnali muhim o‘rin egalladi. Mazkur nashrlar jadidchilik harakatining asosiy g‘oyalarini - ma’rifatparvarlik, milliy uyg‘onish, ta’limni isloh qilish va jamiyatni taraqqiyot sari yetaklash g‘oyalarini keng targ‘ib qildilar.

Milliy matbuot vakillari Turkistonni savodli, ma’rifatli va taraqqiy etgan jamiyatga aylantirishni o‘z oldilariga maqsad qilib qo‘ydilar. Ular gazeta va jurnallar orqali xalqni jaholatdan chiqarish, zamonaviy bilimlarni yoyish, ijtimoiy tenglik va adolat g‘oyalarini ilgari surishga harakat qildilar. Shu jihatdan, matbuot nafaqat axborot tarqatish vositasi, balki jamiyatni isloh qiluvchi muhim ijtimoiy institut sifatida namoyon bo‘ldi.

Umuman olganda, Turkistonda matbuotning shakllanishi va rivojlanishi murakkab tarixiy sharoitlarda kechgan bo‘lsa-da, u milliy uyg‘onish jarayonining ajralmas qismi bo‘lib, o‘lka ijtimoiy-siyosiy hayotida muhim ahamiyat kasb etgan.

Turkestanskiye vedomosti - Turkistonda nashr etilgan ilk davriy matbuot namunalaridan biri bo‘lib, Rossiya imperiyasi mustamlakachilik siyosati davrida tashkil etilgan rasmiy gazeta hisoblanadi. Mazkur gazeta 1870-yil 28-aprel (10-may)dan Toshkent shahrida rus tilida nashr etila boshlagan. Dastlab gazeta muntazam chiqmagan bo‘lib, 1870-yilda faqat 17 ta soni chop etilgan. Keyinchalik nashr tizimi takomillashib, 1871-yildan haftasiga bir marta, 1903-yildan oyiga 3-4 marta, 1907-yildan esa kundalik gazeta sifatida faoliyat yuritgan. Umuman olganda, gazetaning 6406 ta soni bosib chiqarilgan.

Gazetaning dastlabki faoliyatiga Turkiston general-gubernatori fon Kaufman rahbarlik qilgan bo‘lib, nashr ustidan ma’muriy nazorat o‘rnatilgan. Keyingi davrlarda esa general-gubernatorlik tizimida xizmat qilgan harbiy mutaxassislar gazeta ishini boshqargan. Jumladan, piyoda qo‘shinlar ofitseri N. A. Mayev 1892-yilgacha gazetaning 1-102-sonlariga muharrirlik qilgan [2].

Gazetaning asosiy vazifasi Rossiya imperiyasining Turkistondagi siyosiy mavqeini mustahkamlash, o‘lkada chorizm mustamlakachilik siyosatini targ‘ib qilish hamda mahalliy aholini imperiya ma’muriyatiga itoat ruhida tarbiyalashdan iborat bo‘lgan. Nashr sahifalarida ko‘proq general-gubernatorlik buyruq va farmonlari, rasmiy statistik ma’lumotlar hamda ma’muriy xabarlar berib borilgan. Shu bilan birga, o‘lka tarixi, xo‘jaligi, tabiati, etnografiyasi, folklori va mahalliy xalq madaniyatiga oid ilmiy-ommabop materiallar ham chop etilgan bo‘lib, ular Turkiston hududi tarixini o‘rganishda muhim manba sifatida xizmat qilgan [3].

Gazeta tarkibida “Ichki xabarlar”, “Xabar va yangiliklar”, “Mahalliy xronika” hamda “Sankt-Peterburg” kabi bo‘limlar faoliyat yuritgan. Ushbu bo‘limlar orqali o‘lka hayotining siyosiy, iqtisodiy va ijtimoiy jarayonlari yoritilgan. Nashrda V. V. Bartold, L. S. Berg, N. A. Seversev, A. N. Fedchenko, I. V. Mushketov va V. F. Oshanin kabi mashhur olimlar ham o‘z maqolalari bilan ishtirok etgan. Ularning ilmiy-publitsistik ishlari gazetaning ilmiy ahamiyatini oshirishga xizmat qilgan [4].

Mahalliy ziyolilar vakillari ham gazeta faoliyatida qatnashgan. Xususan, Sattorxon Abdug‘afforov tomonidan yozilgan Qo‘qon xonligi davridagi ijtimoiy-siyosiy ahvolga oid ocherk o‘quvchilar e’tiborini tortgan. Biroq gazeta mustamlakachilik siyosati ta’sirida o‘lka hayotidagi ayrim salbiy jarayonlarni ochiq va to‘liq yoritishdan cheklangan.

Gazetaning Moskva, Peterburg va Vladivostok kabi shaharlarda doimiy muxbirlari faoliyat yuritgan. Dastlab “Turkiston viloyatining gazeti” nashri ushbu gazetaning ilovasi sifatida chiqarilgan. Nashrning tiraji dastlab 100 nusxani tashkil etgan bo‘lsa, 1909-yildan keyin 853 nusxaga, keyinchalik esa o‘rtacha 1000-2500 nusxagacha yetgan.

Gazeta narxi nisbatan arzon bo‘lishiga qaramay, u Ismoil Gasprinskiy tomonidan nashr etilgan “Tarjimon” gazetasi bilan raqobatlasha olmagan. Buning sabablari sifatida rasmiy buyruq va farmonlarning ko‘pligi, hayotiy mazmuni kam bo‘lgan xabarlar, murakkab terminologiya hamda arab va fors tillaridan o‘zlashgan so‘zlarning ko‘pligi ko‘rsatilgan [5].

Gazetada turli davrlarda 290 ga yaqin doimiy va vaqtinchalik mualliflar faoliyat yuritgan. Ular orasida amaldorlar, olimlar, shifokorlar, o‘qituvchilar, harbiy mutaxassislar, muhandislar, agronomlar va topograflar bo‘lgan. Gazetaning faoliyati 1917-yil 15-dekabrda Turkiston Xalq Komissarlari Soveti qaroriga binoan to‘xtatilgan va shu sanada uning so‘nggi soni nashr etilgan [6].

Tadqiqot metodologiyasi

“Sadoyi Turkiston” gazetasi faoliyati va uning ijtimoiy ahamiyati. “Turkestanskiye vedomosti” kabi rasmiy nashrlardan farqli ravishda, jadid matbuoti Turkiston jamiyatida mutlaqo yangi yo‘nalishni boshlab berdi. Ana shunday nashrlardan biri bo‘lgan “Sadoyi Turkiston” gazetasi o‘lka ijtimoiy-siyosiy hayotida muhim o‘rin egallagan. Mazkur gazeta 1914-yil 4-apreldan Toshkent shahrida o‘zbek tilida nashr etila boshlagan bo‘lib, uning asoschisi va muharriri Ubaydulla Asadullaxo‘jayev hisoblanadi.

“Sadoyi Turkiston” jadidlarning ijtimoiy-siyosiy hamda adabiy-badiiy yo‘nalishdagi nashri sifatida faoliyat yuritgan. Gazeta dastlab haftasiga ikki marta chiqarilishi rejalashtirilgan bo‘lsa-da, amalda haftada bir marotaba to`rt sahifada chop etilgan. Har bir sonining o‘rtacha tiraji ming nusxani tashkil etib, obuna va chakana savdo orqali tarqatilgan.

Gazeta tahririyatida o`z davrining yetuk ma’rifatparvar ziyolilari jamlangan edi. Xususan, Munavvarqori Abdurashidxonov, Abdulla Avloniy, Abdurauf Muzaffarov kabi jadid namoyandalari gazetaning mazmun va yo‘nalishini belgilashda muhim rol o`ynagan. Shuningdek, Abdulla Qodiriy, Cho`lpon, Hamza Hakimzoda Niyoziy kabi ijodkorlar ham faol ishtirok etib, gazeta sahifalarida milliy uyg‘onish g‘oyalarini keng targ‘ib qilganlar.

“Sadoyi Turkiston” sahifalarida Turkiston jamiyatining dolzarb muammolari keng yoritilgan. Jumladan, milliy ta’lim tizimini isloh qilish, zamonaviy bilimlarni joriy etish, ayollarni ijtimoiy hayotga jalb etish, axloqiy tarbiyani kuchaytirish kabi masalalar gazetaning asosiy mavzularidan biri bo`lgan[1]. Bu orqali nashr nafaqat axborot vositasi, balki jamiyatni ma’rifiy jihatdan o‘zgartirishga xizmat qiluvchi muhim minbar vazifasini bajargan.

Gazeta o‘z faoliyati davomida millatparvarlik, ma’rifatparvarlik va yurtparvarlik g‘oyalarini izchil targ‘ib etib, o‘lka aholisining siyosiy va ijtimoiy ongini yuksaltirishga katta hissa qo‘shgan. Ayniqsa, milliy o‘zlikni anglash va mustaqillik g‘oyalarini shakllantirishda uning o‘rni muhim bo‘lgan.

Biroq gazeta faoliyati uzoq davom etmagan. Moddiy qiyinchiliklar hamda mustamlakachi ma’muriyat tomonidan qo‘yilgan cheklovlar sababli 1915-yilga kelib uning nashri to‘xtatilgan. Keyinchalik uni qayta tiklashga urinishlar ham bo‘lgan bo‘lsa-da, bunga ruxsat berilmagan.

Sadoyi Farg‘ona” gazetasi va uning ijtimoiy-ma’rifiy ahamiyati. Turkistonda jadid matbuotining shakllanishida muhim o‘rin tutgan nashrlardan biri “Sadoyi Farg‘ona” gazetasi hisoblanadi. Ushbu gazeta Farg‘ona vodiysida chop etilgan ilk milliy nashrlardan biri bo‘lib, 1914-yil 3-apreldan Qo‘qon shahrida Obidjon Mahmudov muharrirligida nashr etila boshlagan[2]. Gazeta xususiy matbaada chop etilgan bo‘lib, uning tiraji o‘rtacha 1500 -1700 nusxani tashkil etgan.

Gazetaning asosiy maqsadi tijorat emas, balki xalq manfaatlariga xizmat qilishdan iborat bo‘lgan. Bu holat uning dastlabki sonlaridayoq ochiq bayon etilgan. “Sadoyi Farg‘ona” sahifalari keng jamoatchilik uchun ochiq bo‘lib, unda turli fikr va mulohazalar erkin bayon qilinishiga imkon yaratilgan. Shu jihatdan, gazeta o‘z davrida ijtimoiy fikr almashinuvi uchun muhim maydon vazifasini bajargan.

Nashrning muhim jihatlaridan biri uning milliy til masalasiga katta e’tibor qaratganidir. Gazeta asosan o‘zbek tilida, ya’ni mahalliy shevada chop etilib, ona tilining rivojlanishiga xizmat qilgan. Mualliflar tilning boyishi va mukammallashuvida matbuotning o‘rni beqiyos ekanligini alohida ta’kidlaganlar. Bu esa jadidlarning milliy uyg‘onish g‘oyalariga hamohang edi.

“Sadoyi Farg‘ona” sahifalarida eng ko‘p yoritilgan mavzulardan biri ta’lim va maorif masalasi bo‘lgan. Gazetada maktab va madrasalarni isloh qilish, yangi usuldagi ta’limni joriy etish, yoshlarni zamonaviy bilimlar bilan qurollantirish zarurligi haqida ko‘plab maqolalar e’lon qilingan. Ayniqsa, ibtidoiy ta’limni rivojlantirish, dunyoviy fanlarni o‘qitish hamda eski ta’lim tizimidagi kamchiliklarni bartaraf etish masalalari muhokama markazida bo‘lgan.

Natijalar va ularning tahlili

Gazeta sahifalarida ushbu mavzular yuzasidan turli qarashlar va bahs-munozaralar ham o‘rin olgan. Bu esa jamiyatda tanqidiy fikrlash va ijtimoiy ongning shakllanishiga xizmat qilgan. Natijada, nafaqat ziyolilar, balki diniy ulamolar ham matbuot orqali o‘z fikrlarini bildirish imkoniga ega bo‘lganlar.

Bundan tashqari, gazeta iqtisodiy hayot masalalariga ham alohida e’tibor qaratgan. Jumladan, dehqonchilik, paxtachilik, ipakchilik kabi sohalardagi muammolar tahlil qilinib, ularning sabab va oqibatlari yoritilgan. Dehqonlarning qarzga botishi, vositachilar va savdogarlar tomonidan ekspluatatsiya qilinishi kabi muammolar ochib berilgan. Bu orqali gazeta xalqning real ijtimoiy ahvolini aks ettiruvchi muhim manba vazifasini bajargan.

Shuningdek, “Sadoyi Farg‘ona”da zamonaviy iqtisodiy munosabatlarning kirib kelishi, temir yo‘llar qurilishi, savdo va tadbirkorlikning rivojlanishi bilan bog‘liq jarayonlar ham yoritilgan. Bu jarayonlar mahalliy aholi hayotiga qanday ta’sir ko‘rsatayotgani tahlil qilinib, aholiga o‘z manfaatlarini himoya qilish bo‘yicha tavsiyalar berilgan.

Gazeta ijtimoiy hayotdagi illatlarni tanqid qilishga ham katta e'tibor qaratgan. Jumladan, ortiqcha dabdabali to'ylar, turli zararli odatlar, jaholat va savodsizlik kabi holatlar keskin tanqid ostiga olingan. Shu bilan birga, sog'lom turmush tarzi, axloqiy tarbiya va jamiyatda ijobiy qadriyatlarni shakllantirish masalalari targ'ib qilingan.

"Sadoyi Farg'ona"ning yana bir muhim xususiyati - unda xalqaro voqealar va siyosiy jarayonlarning ham yoritib borilganidadir. Xususan, Birinchi jahon urushi voqealari, Rossiya musulmonlari hayotiga oid yangiliklar va turli siyosiy masalalar gazeta sahifalarida aks etgan. Biroq harbiy senzura sababli ayrim materiallar cheklangan holda berilgan.

Gazeta adabiy-badiiy jihatdan ham muhim ahamiyatga ega bo'lib, unda she'rlar, publitsistik maqolalar va tanqidiy chiqishlar muntazam chop etib borilgan. Bu esa uning nafaqat axborot vositasi, balki adabiy muhitni rivojlantiruvchi platforma sifatida ham xizmat qilganini ko'rsatadi.

Umuman olganda, "Sadoyi Farg'ona" gazetasi Turkiston ijtimoiy hayotining turli jabhalarini qamrab olgan, xalqni ma'rifat va taraqqiyot sari chorlagan muhim jadid nashrlaridan biri hisoblanadi. U milliy ongni shakllantirish, ijtimoiy muammolarni ochib berish hamda jamiyatni isloh qilish g'oyalarini ilgari surishda katta ahamiyat kasb etgan.

Gazetaning faoliyati 1915-yilga kelib turli siyosiy va iqtisodiy to'siqlar sababli to'xtatilgan bo'lsa-da, u o'zbek milliy matbuoti tarixida muhim o'rin egallaydi.

Xulosa

Ushbu maqolada XIX asrning ikkinchi yarmi va XX asr boshlarida Turkistonda matbuotning shakllanishi hamda rivojlanish jarayonlari tahlil qilindi. Tadqiqot natijalari shuni ko'rsatadiki, dastlabki davr matbuoti asosan Chor Rossiyasi mustamlakachilik siyosatini targ'ib qilishga xizmat qilgan bo'lsa-da, vaqt o'tishi bilan u milliy uyg'onish harakatining muhim vositasiga aylangan.

Xususan, "Turkestanskiye vedomosti" rasmiy nashr sifatida imperiya manfaatlarini ifodalagan bo'lsa, "Sadoyi Turkiston" va "Sadoyi Farg'ona" kabi jadid nashrlari jamiyatda ma'rifatparvarlik g'oyalarini yoyish, milliy ongni shakllantirish hamda ijtimoiy muammolarni yoritishda muhim rol o'ynagan. Ushbu gazeta va jurnallar orqali mahalliy ziyolilar xalqni ilm-ma'rifatga chorlab, jamiyatni isloh qilishga intilganlar.

Umuman olganda, Turkistonda matbuotning rivojlanishi murakkab siyosiy sharoitlarga qaramay, o'lka ijtimoiy-siyosiy hayotida muhim o'rin egallagan va milliy taraqqiyot jarayonining ajralmas qismiga aylangan.

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KICHIK VA O‘RTA BIZNESNI MOLIYALASH VA KREDIT MEXANIZMINI TAKOMILLASHTIRISH

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Annotatsiya; *Mazkur maqolada kichik va o‘rta biznes subyektlarini moliyalashtirishning zamonaviy mexanizmlari, kreditlash tizimining iqtisodiy rivojlanishdagi o‘rni hamda kredit mexanizmini takomillashtirishning ustuvor yo‘nalishlari tahlil qilingan. Shuningdek, kichik va o‘rta biznesni moliyaviy qo‘llab-quvvatlashda tijorat banklari, mikromoliyalashtirish institutlari va davlat dasturlarining ahamiyati yoritilgan. Tadqiqot natijalariga ko‘ra, kredit resurslaridan foydalanish imkoniyatlarini kengaytirish, raqamli moliyalashtirish vositalarini joriy etish hamda kredit risklarini samarali boshqarish kichik va o‘rta biznesning barqaror rivojlanishiga xizmat qilishi asoslab berilgan.*

Kalit so‘zlar: *kichik biznes, o‘rta biznes, moliyalashtirish, kredit mexanizmi, tijorat banklari, investitsiyalar, mikromoliyalashtirish, raqamli bank xizmatlari.*

СОВЕРШЕНСТВОВАНИЕ МЕХАНИЗМА ФИНАНСИРОВАНИЯ И КРЕДИТОВАНИЯ МАЛОГО И СРЕДНЕГО БИЗНЕСА

Аннотация; *В данной статье анализируются современные механизмы финансирования субъектов малого и среднего бизнеса, роль системы кредитования в экономическом развитии, а также приоритетные направления совершенствования кредитного механизма. Освещается значение коммерческих банков, микрофинансовых организаций и государственных программ в финансовой поддержке малого и среднего предпринимательства. По результатам исследования обосновано, что расширение доступа к кредитным ресурсам, внедрение цифровых финансовых инструментов и эффективное управление кредитными рисками способствуют устойчивому развитию малого и среднего бизнеса.*

Ключевые слова: *малый бизнес, средний бизнес, финансирование, кредитный механизм, коммерческие банки, инвестиции, микрофинансирование, цифровые банковские услуги.*

IMPROVING THE FINANCING AND CREDIT MECHANISM FOR SMALL AND MEDIUM-SIZED BUSINESSES

Annotation; *This article examines modern financing mechanisms for small and medium-sized enterprises (SMEs), the role of credit systems in economic development, and priority directions for improving credit mechanisms. The study highlights the importance of commercial banks, microfinance institutions, and government support programs in financing SMEs. The findings indicate that expanding access to credit resources, introducing digital financial instruments, and improving credit risk management can significantly contribute to the sustainable development of SMEs.*

Keywords: *small business, medium-sized enterprises, financing, credit mechanism, commercial banks, investments, microfinance, digital banking services.*

Kirish

Bozor iqtisodiyoti sharoitida kichik va o‘rta biznes (KO‘B) mamlakat iqtisodiyotining muhim tarkibiy qismi hisoblanadi. Ular yangi ish o‘rinlarini yaratish, aholi bandligini ta’minlash, innovatsion faoliyatni rivojlantirish hamda yalpi ichki mahsulot hajmini oshirishda muhim rol o‘ynaydi. Jahon amaliyotida kichik va o‘rta biznes subyektlari iqtisodiyotning asosiy harakatlantiruvchi kuchi sifatida e’tirof etiladi. Shu sababli ushbu sektorni moliyaviy qo‘llab-quvvatlash va kreditlash tizimini takomillashtirish davlat iqtisodiy siyosatining ustuvor yo‘nalishlaridan biri hisoblanadi.

Bugungi kunda iqtisodiyotning raqamlashtirilishi, global moliyaviy bozorlardagi o‘zgarishlar hamda tadbirkorlik subyektlarining moliyaviy ehtiyojlari kreditlash tizimini yanada takomillashtirishni talab etmoqda. Kichik va o‘rta biznes korxonalari ko‘pincha yetarli garov ta’minotiga ega emasligi, moliyaviy hisobotlarning to‘liq yuritilmasligi va kredit tarixining yetarlicha shakllanmaganligi sababli kredit mablag‘larini jalb qilishda qiyinchiliklarga duch keladi.

Kichik va o‘rta biznesni moliyalashtirishning nazariy asoslari. Kichik va o‘rta biznesni (KO‘B) moliyalashtirish iqtisodiyotning barqaror rivojlanishini ta’minlovchi eng muhim omillardan biri hisoblanadi. Moliyalashtirish deganda tadbirkorlik subyektlarining joriy faoliyatini yuritish, ishlab chiqarish hajmini kengaytirish, yangi texnologiyalarni joriy etish, innovatsion loyihalarni amalga oshirish hamda investitsion dasturlarni moliyaviy resurslar bilan ta’minlash jarayoni tushuniladi. Moliyaviy resurslarning yetarliligi korxonaning raqobatbardoshligi, rentabelligi va bozor sharoitlariga moslashuvchanligini belgilovchi asosiy omillardan biri hisoblanadi. Jahon iqtisodiyoti tajribasi shuni ko‘rsatadiki, kichik va o‘rta biznes iqtisodiy o‘sishning asosiy drayverlaridan biri bo‘lib, ko‘plab mamlakatlarda yalpi ichki mahsulotning sezilarli qismini yaratadi hamda yangi ish o‘rinlarining asosiy manbai hisoblanadi. Shu sababli mazkur sektorni samarali moliyalashtirish mexanizmlarini shakllantirish va rivojlantirish davlat iqtisodiy siyosatining ustuvor yo‘nalishlaridan biri sifatida qaraladi. Iqtisodiy adabiyotlarda kichik va o‘rta biznesni moliyalashtirish manbalari odatda ichki va tashqi moliyalashtirish manbalariga ajratiladi. Ichki moliyalashtirish korxonaning o‘z mablag‘lari hisobidan amalga oshirilsa, tashqi moliyalashtirish turli moliyaviy institutlar va investorlar tomonidan taqdim etiladigan mablag‘lar hisobidan amalga oshiriladi.

Ichki moliyalashtirish manbalari. Ichki moliyalashtirish manbalari korxonaning o‘z faoliyati natijasida shakllanadigan moliyaviy resurslarni o‘z ichiga oladi. Bular qatoriga sof foyda, amortizatsiya ajratmalari, zaxira fondlari hamda korxona egalarining qo‘shimcha badallari kiradi. Ushbu manbalarning asosiy afzalligi shundaki, korxona tashqi qarz majburiyatlarini olmasdan turib o‘z faoliyatini moliyalashtirish imkoniyatiga ega bo‘ladi. Natijada kredit foizlari bilan bog‘liq xarajatlar kamayadi va moliyaviy mustaqillik darajasi oshadi. Biroq ichki mablag‘larning hajmi ko‘pincha cheklangan bo‘lib, yirik investitsion loyihalarni amalga oshirish uchun yetarli bo‘lmasligi mumkin. Ayniqsa, yangi tashkil etilgan korxonalar uchun ichki moliyalashtirish imkoniyatlari nisbatan kam bo‘ladi.

Bank kreditlari. Bank kreditlari kichik va o‘rta biznesni moliyalashtirishning eng keng tarqalgan shakllaridan biri hisoblanadi. Tijorat banklari tomonidan ajratiladigan kreditlar aylanma mablag‘larni to‘ldirish, asosiy vositalarni xarid qilish, ishlab chiqarishni modernizatsiya qilish va investitsion loyihalarni amalga oshirish uchun xizmat qiladi. Bank kreditlarining iqtisodiy ahamiyati shundaki, ular korxonalarga qisqa muddat ichida katta hajmdagi moliyaviy resurslarni jalb qilish imkonini beradi. Shu bilan birga, kreditlash jarayonida banklar korxonalarning moliyaviy holatini baholaydi, bu esa moliyaviy intizomni mustahkamlashga xizmat qiladi. Shunga qaramasdan, kredit olishda garov ta’minoti, kredit tarixining mavjudligi va foiz stavkalarining nisbatan yuqoriligi ayrim tadbirkorlar uchun muammolar tug‘diradi. Shu sababli kreditlash mexanizmlarini takomillashtirish va kredit resurslaridan foydalanish imkoniyatlarini kengaytirish muhim vazifa hisoblanadi.

Mikromoliyaviy xizmatlar. Mikromoliyaviy xizmatlar kichik biznes va oilaviy tadbirkorlik subyektlarini moliyaviy qo‘llab-quvvatlashda muhim o‘rin tutadi. Mikromoliyaviy tashkilotlar odatda bank kreditlariga nisbatan soddaroq tartibda va tezkor ravishda mablag‘ ajratadi. Bu ayniqsa yangi tashkil etilgan biznes subyektlari uchun qulay imkoniyat yaratadi. Mikrokreditlar, mikroqarzlar va mikrolizing xizmatlari tadbirkorlarning boshlang‘ich kapitalga bo‘lgan ehtiyojlarini qondirishga yordam beradi. Natijada aholining tadbirkorlik faolligi oshadi va yangi ish o‘rinlari yaratiladi.

Lizing operatsiyalari. Lizing moliyalashtirishning zamonaviy shakllaridan biri bo‘lib, korxonalarga zarur uskunalar, transport vositalari va texnologiyalarni katta miqdordagi boshlang‘ich xarajatlarsiz foydalanish imkonini beradi. Lizing operatsiyalari orqali tadbirkorlar ishlab chiqarish vositalaridan darhol foydalanib, ularning qiymatini ma’lum muddat davomida bosqichma-bosqich to‘lab boradi. Lizingning afzalligi shundaki, u korxonalarning investitsion faolligini oshiradi va asosiy kapitalni yangilash jarayonini tezlashtiradi. Ayniqsa, ishlab chiqarish va xizmat ko‘rsatish sohalarida lizingning ahamiyati yuqori hisoblanadi.

Investitsion fondler. Investitsion fondlar kichik va o‘rta biznesni uzoq muddatli moliyalashtirishning muhim manbalaridan biri hisoblanadi. Ushbu fondlar istiqbolli biznes loyihalariga mablag‘ kiritish orqali korxonalarning rivojlanishiga ko‘maklashadi. Investitsion fondlar nafaqat moliyaviy resurslar, balki boshqaruv va marketing bo‘yicha maslahatlar ham taqdim etishi mumkin.

Venchur kapitali. Venchur kapitali innovatsion va yuqori texnologiyali loyihalarni moliyalashtirishga yo‘naltirilgan investitsiyalar shaklidir. Venchur investorlar yuqori risk darajasiga qaramasdan, katta daromad olish imkoniyatiga ega bo‘lgan startap va innovatsion korxonalarga mablag‘ kiritadilar. Bugungi kunda sun’iy intellekt, axborot texnologiyalari, biotexnologiya va yashil iqtisodiyot yo‘nalishlaridagi startaplarni moliyalashtirishda venchur kapitalining ahamiyati tobora ortib bormoqda.

Davlat subsidiyalari va grantlari. Davlat tomonidan ajratiladigan subsidiyalar, grantlar va imtiyozli kreditlar kichik va o‘rta biznesni qo‘llab-quvvatlashning muhim vositalaridan biri hisoblanadi. Ular tadbirkorlik faoliyatini rag‘batlantirish, innovatsion loyihalarni moliyalashtirish va eksport salohiyatini oshirishga xizmat qiladi. Ko‘plab davlatlarda kichik biznesni rivojlantirish fondlari faoliyat yuritib, tadbirkorlarga moliyaviy va maslahat xizmatlarini ko‘rsatadi. Bunday mexanizmlar biznesning barqaror rivojlanishiga ijobiy ta’sir ko‘rsatadi.

Xalqaro moliya institutlari mablag‘lari. Jahon banki, Xalqaro moliya korporatsiyasi (IFC), Osiyo taraqqiyot banki (ADB), Yevropa tiklanish va taraqqiyot banki (EBRD) kabi xalqaro moliya institutlari kichik va o‘rta biznesni qo‘llab-quvvatlash maqsadida kredit liniyalari, grantlar va texnik ko‘mak dasturlarini amalga oshiradi. Ushbu mablag‘lar orqali tadbirkorlik subyektlari uzoq muddatli va nisbatan qulay shartlarda moliyaviy resurslarga ega bo‘lish imkoniyatini qo‘lga kiritadi. Bundan tashqari, xalqaro moliya institutlari korporativ boshqaruv, risk-menejment va moliyaviy rejalashtirish bo‘yicha ilg‘or tajribalarni ham taqdim etadi.

Muqobil moliyalashtirish manbalarining ahamiyati. Rivojlangan mamlakatlar tajribasi shuni ko‘rsatadiki, kichik va o‘rta biznesni moliyalashtirishda an’anaviy bank kreditlari bilan bir qatorda muqobil moliyalashtirish manbalari ham muhim o‘rin tutadi. Xususan, kraudfanding, faktoring, forfeyting, peer-to-peer lending (P2P kreditlash) va venchur moliyalashtirish mexanizmlaridan keng foydalanilmoqda. Kraudfanding platformalari orqali tadbirkorlar o‘z loyihalari uchun ko‘plab investorlarning kichik mablag‘larini jalb qilishi mumkin. Faktoring korxonalarga debitorlik qarzlarini tezkor pul mablag‘lariga aylantirish imkonini bersa, forfeyting eksport operatsiyalarini moliyalashtirishda muhim vosita sifatida xizmat qiladi. Umuman olganda, kichik va o‘rta biznesni moliyalashtirishning zamonaviy tizimi turli moliyaviy instrumentlarning uyg‘unlashuvi asosida shakllanadi. Moliyalashtirish manbalarining diversifikatsiyasi tadbirkorlik subyektlarining moliyaviy barqarorligini oshiradi, investitsion faolligini rag‘batlantiradi va mamlakat iqtisodiyotining barqaror rivojlanishiga xizmat qiladi.Kichik va o‘rta biznesni kreditlash tizimining hozirgi holati Kichik va o‘rta biznesni kreditlash tizimi mamlakat iqtisodiy rivojlanishining muhim omillaridan biri hisoblanadi. So‘nggi yillarda O‘zbekistonda tadbirkorlik subyektlarini qo‘llab-quvvatlash maqsadida qator islohotlar amalga oshirildi. Tijorat banklari tomonidan imtiyozli kreditlar ajratish, kredit kafilliklari berish va foiz xarajatlarini qisman qoplash mexanizmlari joriy etildi.

Shunga qaramay, quyidagi muammolar saqlanib qolmoqda: Kredit olish jarayonlarining murakkabligi; Garov ta’minoti talablarining yuqoriligi; Kredit mablag‘lari bo‘yicha foiz stavkalarining nisbatan yuqoriligi; Moliyaviy savodxonlik darajasining yetarli emasligi; Kredit risklarining yuqoriligi; Uzoq muddatli moliyaviy resurslarning cheklanganligi. Mazkur muammolar kichik va o‘rta biznesning moliyaviy imkoniyatlarini cheklab, ularning raqobatbardoshligini pasaytirishi mumkin.

Kredit mexanizmini takomillashtirishning ustuvor yo‘nalishlari. Kredit mexanizmini takomillashtirish uchun quyidagi yo‘nalishlarga alohida e’tibor qaratish lozim: **1. Raqamli kreditlash tizimini rivojlantirish.** Raqamli texnologiyalar kreditlash jarayonlarini soddalashtirish va tezlashtirish imkonini beradi. Sun’iy intellekt, Big Data va avtomatlashtirilgan skoring tizimlari qarz oluvchilarning kredit layoqatini aniq baholashga yordam beradi. **2. Kredit kafillik tizimini kengaytirish.** Ko‘plab kichik biznes subyektlari yetarli garov ta’minotiga ega emas. Shu sababli davlat kafillik fondlari faoliyatini kengaytirish kredit resurslariga kirish imkoniyatini oshiradi. **3. Mikromoliyalashtirish institutlari faoliyatini rivojlantirish.** Mikromoliyalashtirish tashkilotlari kichik biznes va oilaviy tadbirkorlik subyektlarini moliyaviy qo‘llab-quvvatlashda muhim rol o‘ynaydi. Ularning faoliyatini kengaytirish kredit bozorida raqobatni kuchaytiradi. **4. Muqobil moliyalashtirish manbalarini rivojlantirish.** Venchur fondlari, kraudfanding platformalari va investitsion fondlar faoliyatini rivojlantirish tadbirkorlik subyektlarining moliyaviy resurslardan foydalanish imkoniyatlarini kengaytiradi. **5. Islomiy moliyalashtirish instrumentlarini joriy etish.** Murabaha, musharaka, mudaraba va ijara kabi islomiy moliyalashtirish vositalari kichik va o‘rta biznes uchun qo‘shimcha moliyaviy manba bo‘lib xizmat qilishi mumkin. **6. Kredit risklarini boshqarish tizimini takomillashtirish.** Kredit portfeli sifatini oshirish, zamonaviy risk-menejment texnologiyalarini joriy etish va kredit monitoringini kuchaytirish kreditlash samaradorligini oshiradi.

Tadqiqot natijalari va muhokama. Tadqiqot davomida kichik va o‘rta biznesni moliyalashtirish hamda kreditlash mexanizmlarining iqtisodiy rivojlanishga ta’siri nazariy va amaliy jihatdan tahlil qilindi. O‘rganish natijalari shuni ko‘rsatdiki, moliyaviy resurslardan foydalanish imkoniyatlarining kengayishi tadbirkorlik subyektlarining iqtisodiy faolligini sezilarli darajada oshiradi. Ayniqsa, kredit resurslariga qulay kirish imkoniyati ishlab chiqarish quvvatlarini kengaytirish, yangi texnologiyalarni joriy etish va innovatsion loyihalarni amalga oshirish uchun muhim omil bo‘lib xizmat qiladi. Tahlillar natijasida aniqlanishicha, kichik va o‘rta biznes subyektlariga ajratilayotgan kreditlar hajmining ortishi yangi korxonalar sonining ko‘payishiga bevosita ta’sir ko‘rsatadi. Moliyaviy mablag‘larning yetarli darajada mavjudligi tadbirkorlarga yangi ishlab chiqarish quvvatlarini yaratish, xizmat ko‘rsatish tarmoqlarini kengaytirish hamda mahsulotlar assortimentini diversifikatsiya qilish imkonini beradi. Natijada iqtisodiyotning turli tarmoqlarida raqobat muhiti kuchayadi va bozor munosabatlarining yanada rivojlanishi ta’minlanadi. Shuningdek, tadqiqot natijalari kreditlash tizimining takomillashuvi aholi bandligini oshirishda muhim rol o‘ynashini ko‘rsatdi. Moliyalashtirish manbalarining ko‘payishi yangi biznes subyektlarining tashkil etilishiga, mavjud korxonalarning faoliyatini kengaytirishiga va qo‘shimcha ish o‘rinlari yaratilishiga xizmat qiladi. Ayniqsa, hududlarda faoliyat yuritayotgan kichik biznes subyektlarini moliyaviy qo‘llab-quvvatlash hududiy iqtisodiy rivojlanish va aholi daromadlarining oshishiga ijobiy ta’sir ko‘rsatadi.

O‘rganilgan xalqaro tajriba shuni ko‘rsatadiki, rivojlangan mamlakatlarda kichik va o‘rta biznesni qo‘llab-quvvatlashga qaratilgan kredit siyosati iqtisodiy o‘sishning muhim omillaridan biri hisoblanadi. Kredit resurslarining

qulayligi korxonalarning investitsion faolligini oshiradi, ishlab chiqarish hajmlarining ko‘payishiga va eksport salohiyatining kengayishiga xizmat qiladi. Shu sababli moliyalashtirish mexanizmlarini diversifikatsiya qilish va kredit bozorida raqobat muhitini kuchaytirish muhim ahamiyat kasb etadi. Tadqiqot natijalari raqamli bank xizmatlarining rivojlanishi kreditlash tizimi samaradorligini sezilarli darajada oshirayotganligini ham tasdiqladi. So‘nggi yillarda moliyaviy texnologiyalar (FinTech) va raqamli bank xizmatlarining jadal rivojlanishi natijasida kredit olish jarayonlari soddalashdi, hujjatlarni rasmiylashtirish muddati qisqardi va operatsion xarajatlar kamaydi. Onlayn kreditlash platformalari, mobil ilovalar va avtomatlashtirilgan kredit skoring tizimlari kredit oluvchilarning moliyaviy holatini tezkor baholash imkonini bermoqda. Bu esa tadbirkorlarning vaqt va mablag‘larini tejash bilan birga, moliyaviy xizmatlardan foydalanish darajasini oshirmoqda. Bundan tashqari, sun’iy intellekt va katta ma’lumotlar (Big Data) texnologiyalaridan foydalanish kredit risklarini aniqroq baholash imkonini yaratmoqda. Natijada banklar tomonidan kredit ajratish jarayonlarining shaffofligi va samaradorligi ortib, muammoli kreditlar ulushini kamaytirishga erishilmoqda. Bu esa kredit portfeli sifatining yaxshilanishiga va moliya tizimi barqarorligining mustahkamlanishiga xizmat qiladi.

Tahlillar shuni ko‘rsatdiki, kredit kafillik fondlari faoliyatining rivojlanishi ham kichik va o‘rta biznesni moliyalashtirishda muhim ahamiyat kasb etadi. Amaliyotda ko‘plab tadbirkorlar yetarli garov ta’minotiga ega bo‘lmagani sababli kredit olishda qiyinchiliklarga duch keladi. Kredit kafillik fondlari ushbu muammoni bartaraf etish orqali tadbirkorlarning moliyaviy resurslardan foydalanish imkoniyatlarini kengaytiradi. Natijada yangi biznes loyihalarini amalga oshirish uchun zarur mablag‘larni jalb qilish osonlashadi. Davlat tomonidan amalga oshirilayotgan qo‘llab-quvvatlash dasturlarining samaradorligi ham tadqiqot natijalarida alohida qayd etildi. Imtiyozli kreditlar, subsidiyalar, grantlar va foiz xarajatlarini qoplash mexanizmlari kichik va o‘rta biznes subyektlarining moliyaviy yukini kamaytiradi hamda ularning investitsion faolligini oshiradi. Ayniqsa, innovatsion loyihalarni moliyalashtirish va eksportga yo‘naltirilgan korxonalarni qo‘llab-quvvatlash bo‘yicha dasturlar iqtisodiyotning raqobatbardoshligini oshirishga xizmat qilmoqda.

Tadqiqot davomida muqobil moliyalashtirish vositalarining ham ahamiyati yuqori ekanligi aniqlandi. Xususan, kraudfanding, venchur kapitali, faktoring va lizing kabi moliyaviy instrumentlar kichik va o‘rta biznes uchun qo‘shimcha mablag‘ manbalarini yaratadi. Ushbu vositalarning rivojlanishi tadbirkorlarning bank kreditlariga bo‘lgan qaramligini kamaytirib, moliyalashtirish manbalarini diversifikatsiya qilish imkonini beradi. Umuman olganda, olib borilgan tadqiqotlar natijalari shuni ko‘rsatadiki, kichik va o‘rta biznesni moliyalashtirish tizimini takomillashtirish iqtisodiy o‘sish sur’atlarini jadallashtirish, investitsion muhitni yaxshilash, aholi bandligini oshirish va mamlakatning eksport salohiyatini kuchaytirishda muhim omil hisoblanadi. Kreditlash tizimining shaffofligi va qulayligini oshirish, raqamli moliyaviy texnologiyalarni keng joriy etish, kredit kafillik mexanizmlarini rivojlantirish hamda muqobil moliyalashtirish vositalaridan foydalanishni kengaytirish kelgusida kichik va o‘rta biznesning barqaror rivojlanishiga xizmat qiladi.

Xulosa. Kichik va o‘rta biznes iqtisodiy rivojlanishning muhim omili bo‘lib, uning samarali faoliyati moliyaviy resurslarga kirish imkoniyatlari bilan chambarchas bog‘liq. Tadqiqot natijalari shuni ko‘rsatadiki, kredit mexanizmini takomillashtirish, raqamli moliyaviy texnologiyalarni keng joriy etish, kredit kafillik tizimini rivojlantirish va muqobil moliyalashtirish manbalarini kengaytirish kichik va o‘rta biznesning barqaror rivojlanishini ta’minlaydi. Kelgusida kichik va o‘rta biznesni moliyalashtirish tizimini takomillashtirish bo‘yicha amalga oshiriladigan chora-tadbirlar mamlakat iqtisodiy o‘sishi, investitsion faollik va aholi bandligini oshirishga xizmat qiladi.

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TARIXIY MEROS VA INNOVATSION TARAQQIYOT INTEGRATSIYASI: O‘ZBEKISTON IJTIMOIY RIVOJLANISHINING FALSAFIY MODELI

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Annotatsiya. *Ushbu maqolada O‘zbekiston ijtimoiy rivojlanishining falsafiy modeli tarixiy meros va innovatsion taraqqiyot integratsiyasi nuqtai nazaridan tahlil qilinadi. O‘rganishlarning maqsadi milliy taraqqiyotning nazariy-metodologik asoslarini aniqlash hamda tarixiy xotira, madaniy meros va zamonaviy innovatsion rivojlanish o‘rtasidagi dialektik bog‘liqlikni ochib berishdan iborat. Tadqiqotda tizimli, tarixiy-komparativ, aksiologik va sivilizatsion yondashuvlardan foydalanildi. Olingan natijalar shuni ko‘rsatadiki, O‘zbekistonda amalga oshirilayotgan islohotlar tarixiy merosni saqlash va zamonaviy innovatsiyalarni joriy etishning uyg‘unlashgan modeliga asoslanmoqda. Tadqiqot yakunida ijtimoiy rivojlanishning falsafiy modeli ishlab chiqildi hamda uning asosiy tarkibiy elementlari tavsiflandi.*

Kalit so‘zlar: *tarixiy meros, innovatsion taraqqiyot, ijtimoiy rivojlanish, falsafiy model, modernizatsiya, ma’naviy yangilanish, milliy taraqqiyot, innovatsion jamiyat.*

ИНТЕГРАЦИЯ ИСТОРИЧЕСКОГО НАСЛЕДИЯ И ИННОВАЦИОННОГО РАЗВИТИЯ: ФИЛОСОФСКАЯ МОДЕЛЬ СОЦИАЛЬНОГО РАЗВИТИЯ УЗБЕКИСТАНА

Аннотация. *В статье анализируется философская модель социального развития Узбекистана в контексте интеграции исторического наследия и инновационного развития. Основная цель исследования заключается в выявлении теоретико-методологических основ национального развития и раскрытии диалектической взаимосвязи между исторической памятью, культурным наследием и современными инновационными процессами. В исследовании использованы системный, историко-сравнительный, аксиологический и цивилизационный подходы. Результаты показывают, что реформы в Узбекистане основаны на гармоничном сочетании сохранения исторического наследия и внедрения инноваций.*

Ключевые слова: *историческое наследие, инновационное развитие, социальное развитие, философская модель, модернизация, духовное обновление.*

INTEGRATION OF HISTORICAL HERITAGE AND INNOVATIVE DEVELOPMENT: A PHILOSOPHICAL MODEL OF SOCIAL DEVELOPMENT IN UZBEKISTAN

Abstract. *This article analyzes the philosophical model of social development in Uzbekistan through the integration of historical heritage and innovative development. The main objective is to identify the theoretical and methodological foundations of national development and reveal the dialectical relationship between historical memory, cultural heritage, and innovation processes. The study employs systemic, historical-comparative, axiological, and civilizational approaches. The findings demonstrate that reforms in Uzbekistan are based on a harmonious combination of preserving historical heritage and promoting innovation.*

Keywords: *historical heritage, innovative development, social development, philosophical model, modernization, spiritual renewal.*

Kirish (Introduction)

XXI asrda dunyo taraqqiyoti yangi bosqichga ko‘tarilib, innovatsion iqtisodiyot, raqamli texnologiyalar va bilimlar jamiyatining shakllanishi bilan tavsiflanmoqda. Bunday sharoitda har bir davlat o‘z rivojlanish strategiyasini ishlab chiqishda tarixiy tajriba va zamonaviy taraqqiyot omillari o‘rtasidagi muvozanatni ta’minlashga intilmoqda. O‘zbekiston ham mustaqillik yillarida milliy davlatchilikni tiklash, tarixiy merosni asrash va innovatsion rivojlanishni jadallashtirishga qaratilgan keng ko‘lamli islohotlarni amalga oshirib kelmoqda.

Ijtimoiy rivojlanishning zamonaviy konsepsiyalarida tarixiy meros va innovatsiyalar o‘rtasidagi munosabat muhim ilmiy muammo sifatida qaraladi. Ayrim tadqiqotchilar modernizatsiyani an’anaviy qadriyatlardan voz kechish bilan bog‘lasalar, boshqa olimlar innovatsion taraqqiyotning muvaffaqiyati tarixiy xotira va madaniy merosni saqlashga bog‘liq ekanligini ta’kidlaydilar [1, 24–26-b.].

Prezidentimiz Shavkat Mirziyoyev ta’kidlaganidek, “Yangi O‘zbekistonni barpo etishda milliy qadriyatlarimiz va boy tarixiy merosimiz mustahkam tayanch bo‘lib xizmat qiladi” [2, 78-b.]. Mazkur maqsad mamlakat taraqqiyotining strategik yo‘nalishini belgilovchi muhim metodologik tamoyil hisoblanadi.

Tarixiy meros va innovatsion taraqqiyot integratsiyasi masalasi nafaqat amaliy, balki falsafiy jihatdan ham dolzarbdir. Chunki ijtimoiy rivojlanishning mazmuni, yo‘nalishi va istiqbollarini tushunishda tarixiy xotira, ma’naviy qadriyatlar va innovatsion tafakkur o‘rtasidagi bog‘liqlikni aniqlash zarur.

Ilmiy o‘rganishlarning maqsadi O‘zbekiston ijtimoiy rivojlanishining falsafiy modelini tarixiy meros va innovatsion taraqqiyot integratsiyasi asosida tahlil qilishdan iborat.

Adabiyotlar tahlili (Literature review)

Tarixiy meros va ijtimoiy taraqqiyot o‘rtasidagi bog‘liqlik masalasi Sharq va G‘arb mutafakkirlari tomonidan turli davrlarda o‘rganilgan. Sharq falsafasida Forobiy, Beruniy va Ibn Sino jamiyat rivojlanishining asosiy omili sifatida ilm-fan, ma’rifat va axloqiy kamolotni ko‘rsatganlar. Forobiy fikricha, fozil jamiyatning shakllanishi bilim va adolatga asoslanadi [3, 56–58-b.]. Mazkur qarashlar bugungi innovatsion taraqqiyot konsepsiyalari bilan hamohangdir. Beruniy ilmiy tafakkur va tajribani taraqqiyotning muhim sharti sifatida baholagan [4, 94–97-b.].

Jadid mutafakkirlari tarixiy merosni saqlagan holda zamonaviy taraqqiyotga erishish mumkinligini asoslab berganlar. Behbudiy milliy taraqqiyotning asosiy omili sifatida ta’lim tizimini modernizatsiya qilish zarurligini ta’kidlagan [5, 41–43-b.]. Avloniy esa ma’naviy tarbiya va ilm-fanning jamiyat rivojlanishidagi ahamiyatini alohida qayd etgan [6, 22–25-b.].

MDH olimlari orasida V.S. Stepin, A.G. Spirkin va V.G. Afanasyevlar taraqqiyot va modernizatsiya muammolarini falsafiy jihatdan tahlil qilganlar. Stepinning fikricha, innovatsiyalar jamiyatning madaniy kodlari bilan uyg‘unlashgandagina barqaror rivojlanishni ta’minlay oladi [7, 118–121-b.].

O‘zbekistonlik olimlardan Q. Nazarov qadriyatlar tizimining modernizatsiya jarayonlariga ta’sirini tadqiq etib, tarixiy xotira milliy taraqqiyotning muhim omili ekanligini asoslaydi [8, 143–145-b.]. N. Jo‘rayev esa tarixiy tafakkur va sivilizatsion taraqqiyot masalalarini o‘rganib, milliy rivojlanishning falsafiy asoslarini yoritgan [9, 201–204-b.]. A. Erkayevning tadqiqotlarida ma’naviy yangilanish va milliy identitet masalalari tahlil qilinib, globallashuv sharoitida tarixiy merosning ahamiyati ko‘rsatib berilgan [10, 88–90-b.].

Shuningdek, zamonaviy xorijiy olimlar orasida M. Kastels, E. Toffler, F. Fukuyama va A. Toynbi innovatsion jamiyat, bilimlar iqtisodiyoti va sivilizatsion rivojlanish masalalariga alohida e’tibor qaratganlar. Kastels axborotlashgan jamiyatning shakllanishini taraqqiyotning yangi bosqichi sifatida baholaydi [11, 67–70-b.]. Toffler esa innovatsiyalarni “uchinchi to‘lqin” sivilizatsiyasining asosiy harakatlantiruvchi kuchi deb hisoblaydi [12, 143–147-b.].

Izlanishlar natijasi shuni ko‘rsatadiki, tarixiy meros va innovatsion taraqqiyot integratsiyasi masalasi alohida yo‘nalish sifatida yetarli darajada tadqiq etilmagan. Ayniqsa, O‘zbekiston ijtimoiy rivojlanishining falsafiy modeli kontekstida mazkur masalaning kompleks tahlili dolzarb ilmiy vazifa bo‘lib qolmoqda.

Tadqiqot metodologiyasi (Research methodology)

Izlanishlarimiz O‘zbekiston ijtimoiy rivojlanishining falsafiy modelini tarixiy meros va innovatsion taraqqiyot integratsiyasi asosida tahlil qilishga qaratilgan bo‘lib, unda ijtimoiy-falsafiy tadqiqotlarning zamonaviy metodologik yondashuvlaridan foydalanildi.

Tadqiqotning metodologik asosini dialektik yondashuv tashkil etadi. Ushbu yondashuv tarixiy meros va innovatsion taraqqiyotning o‘zaro aloqador hamda bir-birini to‘ldiruvchi jarayonlar ekanligini aniqlash imkonini berdi. Dialektik metod orqali an’ana va yangilanish, tarixiy xotira va innovatsion tafakkur, milliy qadriyatlar va global rivojlanish tendensiyalari o‘rtasidagi munosabatlar tahlil qilindi [13, 54–57-b.]. Tarixiy-komparativ metod yordamida Sharq va G‘arb taraqqiyot modellarining o‘ziga xos jihatlari qiyosiy o‘rganildi. Xususan, Yaponiya, Janubiy Koreya, Singapur va Turkiya tajribalari bilan O‘zbekistonning zamonaviy rivojlanish yo‘li taqqoslandi. Tahlillar natijasida innovatsion rivojlanishning muvaffaqiyati ko‘p jihatdan tarixiy-madaniy omillar bilan bog‘liqligi aniqlandi [14, 112–116-b.].

Tizimli yondashuv asosida tarixiy meros, ma’naviy qadriyatlar, ilm-fan, innovatsiyalar va ijtimoiy institutlar yagona rivojlanish tizimining o‘zaro bog‘liq elementlari sifatida o‘rganildi. Mazkur metod jamiyat taraqqiyotini murakkab va ko‘p darajali tizim sifatida talqin qilish imkonini berdi [15, 78–81-b.].

Aksiologik metod yordamida qadriyatlar tizimining innovatsion taraqqiyotga ta’siri o‘rganildi. Inson qadri, adolat, ma’rifat, vatanparvarlik va fuqarolik mas’uliyati kabi qadriyatlarning zamonaviy taraqqiyot jarayonlaridagi o‘rni tahlil qilindi [8, 166–170-b.].

Tadqiqotning nazariy manbalarini O‘zbekiston Respublikasi Prezidenti Sh.M. Mirziyoyev asarlari, o‘zbek va MDH olimlarining ilmiy ishlari, shuningdek zamonaviy falsafiy va sotsiologik tadqiqotlar tashkil etdi.

Natijalar va Muhokama (Results)

Tarixiy meros ijtimoiy rivojlanishning ma’naviy kapitali sifatida. Tadqiqot natijalari tarixiy merosning O‘zbekiston ijtimoiy rivojlanishidagi o‘rni faqat madaniy yodgorliklar yoki tarixiy xotira bilan cheklanmasligini ko‘rsatdi. Tarixiy meros jamiyatning ma’naviy kapitali sifatida ijtimoiy taraqqiyotning muhim resursi hisoblanadi.

Prezident Sh.M. Mirziyoyev ta’kidlaganidek, xalqning tarixiy xotirasini tiklash va milliy qadriyatlarni rivojlantirish Yangi O‘zbekiston taraqqiyotining ustuvor yo‘nalishlaridan biridir [2, 91–93-b.]. Tarixiy merosning rivojlanishdagi ahamiyati quyidagi jihatlarda namoyon bo‘ladi:

Birinchidan, tarixiy meros milliy identitetning shakllanishiga xizmat qiladi. Milliy o‘zlikni anglash jamiyatning ma’naviy birligini mustahkamlaydi va fuqarolarning umumiy taraqqiyot maqsadlari atrofida birlashishini ta’minlaydi [9, 214–216-b.].

Ikkinchidan, tarixiy tajriba innovatsion qarorlar qabul qilishda muhim metodologik manba vazifasini bajaradi. Jamiyat rivojlanishining tarixiy qonuniyatlarini bilish zamonaviy islohotlarning samaradorligini oshiradi [16, 124–126-b.].

Uchinchidan, tarixiy meros yosh avlodning ma’naviy kamolotini ta’minlaydi. Bu esa innovatsion jamiyatning asosiy subyekti bo‘lgan inson kapitalining rivojlanishiga xizmat qiladi [17, 52–54-b.].

Tahlillar natijasida tarixiy merosning zamonaviy taraqqiyotga ta’siri quyidagi model orqali ifodalandi:

Tarixiy xotira → Milliy identitet → Ma’naviy barqarorlik → Ijtimoiy faollik → Taraqqiyot

Mazkur model tarixiy merosning jamiyat rivojlanishidagi uzluksiz funksional rolini ko‘rsatadi.

Innovatsion taraqqiyotning falsafiy mohiyati. Tadqiqot davomida innovatsion taraqqiyotning falsafiy mohiyati ham tahlil qilindi. Aniqlanishicha, innovatsiyalar faqat texnologik yangiliklar emas, balki ijtimoiy tafakkur, boshqaruv, ta’lim va madaniyatdagi sifat o‘zgarishlarini ham o‘z ichiga oladi.

M. Kastels innovatsion taraqqiyotni axborotlashgan jamiyatning shakllanishi bilan bog‘laydi va bilimlar ishlab chiqarish taraqqiyotning asosiy omiliga aylanganligini ta’kidlaydi [11, 89–91-b.]. A. Tofflerning fikricha, zamonaviy jamiyatning rivojlanishi bilim, axborot va innovatsiyalar ulushining ortishi bilan belgilanadi [12, 168–170-b.].

O‘zbekiston sharoitida innovatsion taraqqiyot quyidagi ustuvor yo‘nalishlarda amalga oshirilmoqda:

- raqamli iqtisodiyot;
- elektron hukumat tizimi;
- sun’iy intellekt texnologiyalari;
- innovatsion ta’lim;
- ilm-fan va ishlab chiqarish integratsiyasi;
- startap ekotizimlarini rivojlantirish.

Mazkur yo‘nalishlar mamlakatning global raqobatbardoshligini oshirishga xizmat qilmoqda [18, 44–46-b.].

Jadidchilik va innovatsion tafakkur o‘rtasidagi bog‘liqlik. Natijalar jadidchilik harakati bilan zamonaviy innovatsion rivojlanish o‘rtasida kuchli metodologik aloqadorlik mavjudligini ko‘rsatdi.

Behbudiy va Fitrat tomonidan ilgari surilgan ma’rifatparvarlik g‘oyalari bugungi innovatsion iqtisodiyotning intellektual asoslari bilan hamohangdir [5, 58–60-b.; 19, 84–87-b.]. Jadidlarning quyidagi tamoyillari bugungi taraqqiyot uchun ham dolzarb ahamiyatga ega:

- uzluksiz ta’lim;
- ilm-fan ustuvorligi;
- ochiq tafakkur;
- yangilikka intilish;
- milliy va umuminsoniy qadriyatlar uyg‘unligi.

Shu jihatdan jadidchilik merosi O‘zbekiston innovatsion rivojlanishining tarixiy-intellektual manbalaridan biri sifatida baholanishi mumkin.

Tadqiqot natijalari shuni ko‘rsatadiki, O‘zbekiston ijtimoiy rivojlanishining falsafiy modeli tarixiy meros va innovatsion taraqqiyot o‘rtasidagi dialektik uyg‘unlikka asoslanadi. Bu uyg‘unlik oddiy parallel jarayon emas, balki o‘zaro ta’sir va o‘zaro boyitish mexanizmiga ega bo‘lgan murakkab tizim sifatida namoyon bo‘ladi.

Zamonaviy ijtimoiy-falsafiy adabiyotlarda modernizatsiya ko‘pincha an’anaviy qadriyatlarni inkor etuvchi jarayon sifatida talqin qilinadi. Biroq O‘zbekiston tajribasi bunday yondashuvning biryoqlama ekanligini ko‘rsatmoqda. Aksincha, tarixiy meros innovatsion rivojlanish uchun resurs va ma’naviy tayanch vazifasini bajaradi.

Prezident Sh.M. Mirziyoyev tomonidan ilgari surilgan “Yangi O‘zbekiston” konsepsiyasida ham aynan shu g‘oya asosiy metodologik yo‘nalish sifatida belgilanadi: milliy qadriyatlar va zamonaviy islohotlar uyg‘unligi barqaror taraqqiyotning kafolati sifatida qaraladi [18, 72–74-b.].

Jahon tajribasi bilan qiyoslaganda, Yaponiya va Janubiy Koreya modernizatsiyasi ham tarixiy-madaniy asoslardan voz kechmagan holda amalga oshirilgan. Bu holat "modernizatsiyaning milliy modeli" konsepsiyasini tasdiqlaydi. Shunday qilib, O'zbekiston modeli ham universal emas, balki sivilizatsion xususiyatga ega bo'lgan rivojlanish yo'lini ifodalaydi.

Tadqiqot natijalariga ko'ra, tarixiy meros, jadidchilik va innovatsion taraqqiyot o'rtasidagi bog'liqlik quyidagi uch darajada namoyon bo'ladi:

1. Aksiologik daraja, Tarixiy meros qadriyatlar tizimini shakllantiradi va innovatsion jarayonlarga ma'naviy yo'nalish beradi.

2. Institutsional daraja. Jadidchilik g'oyalari zamonaviy ta'lim, boshqaruv va fuqarolik jamiyati institutlari rivojlanishiga metodologik asos bo'ladi.

3. Texnologik daraja. Innovatsion taraqqiyot tarixiy tajriba va milliy qadriyatlar bilan uyg'unlashganda barqaror rivojlanish yuzaga keladi.

Shu asosda O'zbekiston ijtimoiy rivojlanishining falsafiy modeli quyidagi konseptual zanjir sifatida ifodalanishi mumkin:

Tarixiy meros → Ma'rifiy uyg'onish (jadidchilik) → Institutsional modernizatsiya → Innovatsion iqtisodiyot → Barqaror jamiyat

Mazkur modelning eng muhim jihati shundaki, u uzluksizlik va evolyutsion rivojlanishni asosiy tamoyil sifatida qabul qiladi.

Shu bilan birga, tadqiqot natijalari innovatsion taraqqiyotning faqat texnologik emas, balki ma'naviy va madaniy asosga ham ega ekanligini ko'rsatadi. Bu jihat zamonaviy globallashuv sharoitida milliy identitetni saqlab qolish uchun muhim ahamiyat kasb etadi.

Xulosa (Conclusion)

Ilmiy tahlillarimiz, O'zbekiston ijtimoiy rivojlanishining falsafiy modeli tarixiy meros va innovatsion taraqqiyot integratsiyasi asosida shakllanayotganini ko'rsatdi. Tadqiqot natijalariga ko'ra quyidagi xulosalar chiqarildi:

Birinchidan, tarixiy meros O'zbekiston ijtimoiy rivojlanishining ma'naviy va aksiologik poydevorini tashkil etadi. U milliy identitetni shakllantirish va jamiyat barqarorligini ta'minlashda muhim rol o'ynaydi.

Ikkinchidan, jadidchilik harakati milliy modernizatsiyaning dastlabki falsafiy modeli sifatida qaralishi mumkin. Uning ma'rifatparvarlik g'oyalari zamonaviy ta'lim, ilm-fan va innovatsion taraqqiyotning nazariy asoslarini boyitadi.

Uchinchidan, innovatsion taraqqiyot O'zbekiston rivojlanish strategiyasining markaziy yo'nalishlaridan biri bo'lib, u raqamli iqtisodiyot, ilmiy-texnik yangiliklar va institutsional islohotlarni o'z ichiga oladi.

To'rtinchidan, tarixiy meros va innovatsion taraqqiyot o'rtasidagi integratsiya O'zbekistonning o'ziga xos milliy rivojlanish modelini shakllantirmoqda. Ushbu model an'ana va yangilanish o'rtasidagi muvozanatga asoslanadi.

Beshinchidan, tadqiqotda ishlab chiqilgan falsafiy model O'zbekiston ijtimoiy rivojlanishining konseptual asoslarini tizimli ravishda tushuntirish imkonini beradi.

Umumiy xulosa qilib aytganda, O'zbekiston taraqqiyotining istiqboli tarixiy xotira, ma'rifiy yangilanish va innovatsion rivojlanishning uyg'unlashuviga bevosita bog'liqdir.

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GLOBALLASHUV SHAROITIDA EKOLOGIK MUAMMOLARNING IJTIMOIY DETERMINATSIYASI: IJTIMOIY-FALSAFIY TAHLIL VA METODOLOGIK YONDASHUVLAR

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Annotatsiya. *Maqolada globallashuv jarayonlari sharoitida ekologik muammolarning ijtimoiy determinatsiyasi ijtimoiy-falsafiy nuqtai nazardan tahlil qilinadi. Ekologik inqiroz tabiiy jarayonlarning oddiy yig‘indisi emas, balki ishlab chiqarish, iste’mol, boshqaruv, texnologik modernizatsiya, ijtimoiy tengsizlik, ekologik ong va qadriyatlar tizimi bilan belgilanadigan murakkab ijtimoiy hodisa sifatida asoslanadi. Maqolada ekologik muammolarni bartaraf etishda strategik boshqaruv, ekologik adolat, raqamli monitoring, fuqarolik jamiyati ishtiroki va ekologik madaniyatni uyg‘unlashtiruvchi integrativ yondashuv taklif etiladi.*

Tayanch so‘zlar: *globallashuv, ekologik muammolar, ijtimoiy determinatsiya, ijtimoiy-falsafiy tahlil, ekologik mas’uliyat, ekologik adolat, barqaror rivojlanish, yashil transformatsiya, ekologik ong, O‘zbekiston.*

СОЦИАЛЬНАЯ ДЕТЕРМИНАЦИЯ ЭКОЛОГИЧЕСКИХ ПРОБЛЕМ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ: СОЦИАЛЬНО-ФИЛОСОФСКИЙ АНАЛИЗ И МЕТОДОЛОГИЧЕСКИЕ ПОДХОДЫ

Аннотация. *В статье с социально-философской точки зрения анализируется социальная детерминация экологических проблем в условиях глобализационных процессов. Обосновывается, что экологический кризис представляет собой не простую совокупность природных процессов, а сложное социальное явление, обусловленное производством, потреблением, системой управления, технологической модернизацией, социальным неравенством, экологическим сознанием и системой ценностей. В статье предлагается интегративный подход, объединяющий стратегическое управление, экологическую справедливость, цифровой мониторинг, участие институтов гражданского общества и развитие экологической культуры в решении экологических проблем.*

Ключевые слова: *глобализация, экологические проблемы, социальная детерминация, социально-философский анализ, экологическая ответственность, экологическая справедливость, устойчивое развитие, зелёная трансформация, экологическое сознание, Узбекистан.*

SOCIAL DETERMINATION OF ENVIRONMENTAL PROBLEMS IN THE CONTEXT OF GLOBALIZATION: SOCIO-PHILOSOPHICAL ANALYSIS AND METHODOLOGICAL APPROACHES

Abstract. *This article analyzes the social determination of environmental problems in the context of globalization from a socio-philosophical perspective. It argues that the environmental crisis is not merely a combination of natural processes but a complex social phenomenon shaped by production, consumption, governance, technological modernization, social inequality, environmental awareness, and value systems. The article proposes an integrative approach that combines strategic governance, environmental justice, digital monitoring, civil society participation, and ecological culture to address environmental challenges effectively.*

Keywords: *globalization, environmental problems, social determination, socio-philosophical analysis, environmental responsibility, environmental justice, sustainable development, green transformation, environmental awareness, Uzbekistan.*

Kirish

XXI asrning uchinchi o‘n yilligida ekologik muammolar insoniyat taraqqiyotining eng murakkab, ko‘p omilli va global xarakterdagi masalalaridan biriga aylandi. Iqlim o‘zgarishi, atmosfera havosining ifloslanishi, suv resurslari tanqisligi, tuproq degradatsiyasi, biologik xilma-xillikning qisqarishi hamda chiqindilar hajmining ortishi faqat tabiiy jarayonlarning natijasi emas. Ularning chuqur ildizlari inson faoliyatining tashkil etilish usuli, sanoatlashuv modeli, energiya iste’moli, urbanizatsiya, texnologik taraqqiyot, iqtisodiy manfaatlar, boshqaruv institutlari va jamiyatning ekologik qadriyatlari bilan bevosita bog‘liqdir.

Shu jihatdan ekologik muammolarning ijtimoiy determinatsiyasi deganda tabiatga salbiy ta’sir ko‘rsatuvchi omillarning ijtimoiy-iqtisodiy, siyosiy-huquqiy, madaniy-ma’naviy, axloqiy va texnologik shart-sharoitlar orqali shakllanishi tushuniladi. Mazkur tushuncha ekologik muammoni faqat “tabiatdagi buzilish” sifatida emas, balki jamiyatning tarixiy taraqqiyoti, ishlab chiqarish munosabatlari, iste’mol me’yorlari va qadriyatlar tizimining in’ikosi sifatida ko‘rishga imkon beradi.

Globallashuv ekologik muammolarni hududiy chegaralardan chiqarib, ularni butun insoniyat taqdiriga daxldor muammoga aylantirmoqda. Bir mamlakatda yuzaga kelgan sanoat chiqindilari, o‘rmonlarning qisqarishi yoki energiya siyosatidagi nomutanosiblik boshqa hududlarda ham iqlim, migratsiya, oziq-ovqat xavfsizligi va sog‘liqni saqlash tizimlariga ta’sir ko‘rsatadi. IPCCning oltinchi baholash hisobotida inson faoliyati, avvalo issiqxona gazlari emissiyasi orqali, global isishning asosiy sababi ekani qayd etilgan; 2011–2020-yillarda global o‘rtacha harorat 1850–1900-yillardagi darajadan taxminan 1,1°C yuqori bo‘lgan [13].

So‘nggi statistik ma’lumotlar ekologik xavflarning kuchayib borayotganini ko‘rsatadi. UNEPning 2025-yilgi Emissions Gap Report hisoboti bo‘yicha 2024-yilda global issiqxona gazlari emissiyasi 57,7 $GtCO_2e$ darajasiga yetgan [14]. Global Carbon Project ma’lumotlarida esa qazilma yoqilg‘ilar va sement ishlab chiqarishdan chiqadigan CO_2 emissiyasi 2025-yilda 38,1 mlrd tonnaga yetishi prognoz qilingan [15]. Ushbu raqamlar ekologik muammolarning tabiiy emas, balki jamiyatning ishlab chiqarish va iste’mol tizimlari bilan belgilanadigan ijtimoiy mohiyatga ega ekanini yana bir bor tasdiqlaydi.

Adabiyotlar tahlili va metodologiya

Tadqiqotning nazariy-metodologik asosini ekologik muammolarni ijtimoiy voqelik, ijtimoiy faoliyat natijasi va qadriyatlar tizimidagi o‘zgarishlar bilan bog‘liq holda o‘rganish tashkil etadi. Maqolada dialektik tahlil, tizimli yondashuv, qiyosiy tahlil, institutsional yondashuv, aksiologik tahlil, faktorli tahlil va kontent-tahlil metodlaridan foydalanildi.

Dialektik metod “tabiat–shaxs–jamiyat” tizimidagi ziddiyatlarni ochish imkonini beradi. Tizimli yondashuv ekologik muammolarni iqtisodiy o‘sish, energetika, transport, sanoat, shaharsozlik, huquq, ta’lim va ommaviy axborot vositalari bilan o‘zaro aloqadorlikda ko‘rib chiqishga xizmat qiladi. Institutsional yondashuv ekologik boshqaruv, qonunchilik, davlat siyosati va fuqarolik jamiyati ishtirokining samaradorligini aniqlashga yordam beradi.

Nazariy manbalar sifatida J.S. Dryzek va J. Pickeringning antropotsen siyosati haqidagi monografiyasi, B. Latourning yangi iqlim rejimi bo‘yicha falsafiy tahlillari, R. Leichenko va K. O’Brienning iqlim o‘zgarishini ijtimoiy muammo sifatida talqin qiluvchi tadqiqoti, U. Brand va M. Wissenning iste’mol va ekologik inqiroz munosabatlarini yorituvchi monografiyasi, shuningdek, Nature, Science Advances, PNAS, Nature Communications va New Political Economy jurnallarida chop etilgan so‘nggi ilmiy maqolalar asos qilib olindi [2; 3; 4; 5; 6; 7; 8; 9; 10].

Empirik asos sifatida IPCC, UNEP, Global Carbon Project, Jahon banki, UNFCCC va O‘zbekiston Respublikasi Milliy statistika qo‘mitasining eng yangi ma’lumotlaridan foydalanildi. Bunda elektron manbalar maqolaning nazariy asosini emas, balki statistik dalillash vazifasini bajaradi. Bu yondashuv ilmiy maqolada manbalar nisbatini muvozanatlashtirib, monografik va jurnal manbalarining salmog‘ini oshiradi.

Ekologik muammolarning ijtimoiy determinatsiyasi insonning tabiatga ta’siri tasodifiy yoki yakka xatti-harakatlar natijasi emas, balki muayyan ijtimoiy tizimlar orqali shakllanishini anglatadi. Bu yerda “determinatsiya” tushunchasi faqat sabab-oqibat bog‘lanishini emas, balki ekologik xavflarni keltirib chiqaradigan iqtisodiy manfaatlar, ishlab chiqarish shakllari, iste’mol standartlari, institutsional boshqaruv, siyosiy qarorlar, huquqiy me’yorlar, ekologik bilim va axloqiy qadriyatlar majmuini ifodalaydi.

Ijtimoiy-falsafiy nuqtai nazardan ekologik muammolar to‘rtta asosiy determinantlar tizimida namoyon bo‘ladi. Birinchisi – iqtisodiy-ishlab chiqarish determinatsiyasi bo‘lib, u sanoat, energetika, qishloq xo‘jaligi va transport sohalaridagi resurs talabchan model bilan bog‘liq. Ikkinchisi – iste’mol-madaniy determinatsiya bo‘lib, u haddan tashqari iste’mol, chiqindilar ko‘payishi, qisqa muddatli foydalanishga mo‘ljallangan mahsulotlar madaniyati va tabiatga utilitar munosabatda ko‘rinadi. Uchinchisi – institutsional-huquqiy determinatsiya bo‘lib, ekologik qonunchilik, nazorat, monitoring, shaffoflik va boshqaruv mexanizmlari darajasiga bog‘liq. To‘rtinchisi – aksiologik determinatsiya bo‘lib, insonning tabiatni faqat resurs sifatida emas, balki hayotning ontologik asosi va ma’naviy qadriyat sifatida anglash darajasi bilan belgilanadi.

Dryzek va Pickering antropotsen davrida siyosiy institutlar, boshqaruv tamoyillari va fuqarolik ishtiroki ekologik barqarorlik talablariga mos ravishda qayta ko‘rib chiqilishi zarurligini ta’kidlaydi [2]. Latour esa ekologik inqirozni zamonaviy siyosiy landshaftni o‘zgartirayotgan “yangi iqlim rejimi” sifatida talqin qilib, global muammolarni eski taraqqiyot modeli doirasida hal etib bo‘lmasligini ko‘rsatadi [3]. Demak, ekologik muammolarni tushunish uchun tabiat va jamiyatni alohida substansiyalar sifatida emas, balki o‘zaro shartlangan, o‘zaro ta’sir qiluvchi yaxlit tizim sifatida tahlil qilish zarur.

Leichenko va O'Brien iqlim o'zgarishini ijtimoiy masala sifatida talqin qilib, uning sabablari va oqibatlari faqat atmosfera yoki energetika tizimlari bilan emas, balki turmush tarzi, tengsizlik, moslashuv imkoniyatlari va ijtimoiy institutlar bilan chambarchas bog'liq ekanini ko'rsatadi [4]. Bu yondashuv ekologik muammolarning ijtimoiy determinatsiyasi nazariy jihatdan mustahkam konseptual asosga ega ekanini ko'rsatadi.

Globallashuv tabiatga ta'sir etuvchi mahalliy jarayonlarni global tizimlarga bog'lab yubordi. Xomashyo qazib olish, energiya ishlab chiqarish, xalqaro savdo, transport-logistika tarmoqlari va ommaviy iste'mol madaniyati bir hududdagi ekologik bosimni boshqa hududlar hayoti bilan bog'lamoqda. Natijada ekologik muammolar milliy ekologik siyosat chegaralaridan chiqib, global boshqaruv, xalqaro hamkorlik va ekologik adolat masalasiga aylanadi.

Antropotsen konsepsiyasi insoniyatning geologik va biosferaviy jarayonlarga ta'siri shunchalik kuchayganini bildiradiki, endilikda inson faqat tabiatdan foydalanuvchi emas, balki Yer tizimining muhim o'zgartiruvchi kuchiga aylandi. Steffen va hammualliflar Yer tizimi o'z-o'zini kuchaytiruvchi iqlim feedbacklari natijasida "issiq Yer" yo'nalishiga o'tib ketishi mumkinligini ilmiy asoslagan [8]. Bu xulosa ekologik muammolarni vaqtinchalik yoki sektorlar doirasidagi masala sifatida emas, balki sivilizatsion tanlov muammosi sifatida baholashni talab qiladi.

Rockström va hammualliflar "xavfsiz va adolatli Yer tizimi chegaralari" konsepsiyasida iqlim, biosfera, chuchuk suv, oziqa moddalar aylanishi va havo ifloslanishini inson farovonligi bilan uzviy bog'liq holatda ko'rib chiqadi [6]. Richardson va hammualliflarning 2023-yilgi tadqiqotida esa to'qqizta planetar chegaradan oltitasi allaqachon buzilgani ko'rsatiladi [7]. Bu ilmiy natijalar ekologik muammolarni alohida-alohida emas, balki tizimli, ko'p darajali va o'zaro bog'liq hodisa sifatida o'rganish zarurligini tasdiqlaydi.

UNEP ma'lumotlariga ko'ra, 2024-yilda global issiqxona gazlari emissiyasi 57,7 $GtCO_2e$ ni tashkil etgan [14]. Ushbu raqam global iqtisodiyotda energiya, sanoat va yer resurslaridan foydalanishning hozirgi modeli ekologik barqarorlik talablariga to'liq mos kelmayotganini ko'rsatadi. Shuning uchun ekologik modernizatsiya faqat texnologik yangilanish emas, balki ijtimoiy institutlar, siyosiy qarorlar va madaniy qadriyatlarni qayta tashkil etish jarayoni sifatida qaralishi lozim.

Ekologik muammolarning ijtimoiy determinatsiyasida iste'mol madaniyati muhim o'rin tutadi. Modern industrial jamiyatda farovonlik ko'pincha moddiy iste'mol hajmi bilan o'lchanadi. Bunday yondashuv ishlab chiqarish va iste'molning uzluksiz kengayishini rag'batlantiradi, tabiiy resurslarga bosimni oshiradi hamda chiqindilar, emissiyalar va ekologik izlarni ko'paytiradi.

Wiedmann, Lenzen, Keyßer va Steinbergerning Nature Communications jurnalida chop etilgan maqolasida farovonlikning haddan tashqari iste'molga bog'lanishi global resurslardan foydalanish va ekologik bosimning asosiy omillaridan biri ekani asoslanadi [9]. Mualliflarning xulosasi shundan iboratki, ekologik muammolarni hal qilishda faqat texnologik samaradorlik yetarli emas; iste'mol me'yorlari, ijtimoiy ehtiyojlar va farovonlik mezonlari ham qayta ko'rib chiqilishi kerak.

Hickel va Kallis "yashil o'sish" konsepsiyasini tanqidiy tahlil qilib, iqtisodiy o'sishni ekologik bosimdan mutlaq ajratish amalda juda murakkab ekanini ko'rsatadi [10]. Bu yondashuv ekologik siyosatda faqat "ko'proq ishlab chiqarish, kamroq ifloslantirish" shiori bilan cheklanib qolmaslik, balki iste'molning oqilona chegaralari, ijtimoiy adolat va resurslardan foydalanishning axloqiy mezonlarini shakllantirish zarurligini ko'rsatadi.

Brand va Wissen "imperial mode of living" konsepsiyasi orqali global Shimolda shakllangan yuqori iste'mol standartlari ko'pincha global Janubdagi resurslar, mehnat va ekologik xarajatlar hisobiga saqlanishini ta'kidlaydi [5]. Demak, ekologik adolat masalasi faqat tabiatni asrash emas, balki ekologik xavflar va ekologik manfaatlarning ijtimoiy guruhlar, hududlar va avlodlar o'rtasida qay tarzda taqsimlanishini tahlil qilish bilan ham bog'liqdir.

Ijtimoiy-falsafiy tahlil shuni ko'rsatadiki, ekologik adolat uch darajada namoyon bo'ladi: birinchidan, avlodlararo adolat – hozirgi avlod kelajak avlodlarning sog'lom muhitda yashash huquqini cheklamasligi lozim; ikkinchidan, hududiy adolat – ekologik xavflar sanoat markazlari, qishloq hududlari va shaharlarda turlicha taqsimlanishini hisobga olish zarur; uchinchidan, ijtimoiy adolat – kam daromadli aholi, bolalar, keksalar va zaif guruhlar ekologik xavflardan ko'proq zarar ko'rishini e'tibordan chetda qoldirmaslik kerak.

Natijalar va Muhokama

O'zbekiston sharoitida ekologik muammolarning ijtimoiy determinatsiyasi suv resurslari tanqisligi, atmosfera havosining ifloslanishi, energetika tizimining uglerod talabchanligi, sanoat hududlari, transport, urbanizatsiya, chiqindilarni boshqarish va ekologik madaniyat bilan bog'liq holda namoyon bo'ladi. Mamlakatning iqlim jihatdan qurg'oqchil hududda joylashgani ekologik xavflarni kuchaytiradi, biroq bu xavflarning ijtimoiy oqibatlari boshqaruv sifati, aholi ekologik savodxonligi, iqtisodiy modernizatsiya va hududiy rivojlanish strategiyalariga bog'liq.

O'zbekistonning 2025-yildagi uchinchi Milliy darajada belgilangan hissasi – NDC 3.0 hujjatiga ko'ra, 2022-yilda mamlakatning umumiy issiqxona gazlari emissiyasi 209,6 mln tonna CO_2e ni tashkil etgan; LULUCF sektori bo'yicha yutilishlar hisobga olinganda, sof emissiya 201,15 mln tonna CO_2e bo'lgan [16]. Ushbu hujjatda aholi jon boshiga emissiya 5,94 tonna CO_2e ekani va mamlakatning global emissiyadagi ulushi taxminan 0,4 foizni tashkil etishi qayd etiladi [16]. Bu

ko‘rsatkichlar O‘zbekistonning global ulushi nisbatan kichik bo‘lsa-da, milliy iqtisodiyotda energiya samaradorligi, qayta tiklanuvchi energiya manbalari, transportni ekologiklashtirish va sanoatni modernizatsiya qilish zarurligini ko‘rsatadi.

O‘zbekiston Respublikasi Milliy statistika qo‘mitasi ma’lumotlariga ko‘ra, 2024-yilda statsionar manbalardan atmosferaga chiqarilgan ifloslantiruvchi moddalar hajmi 866,7 ming tonnani tashkil etgan; bu ko‘rsatkich 2023-yilda 763,2 ming tonna, 2022-yilda esa 873,6 ming tonna bo‘lgan [17]. Hududlar kesimida 2024-yilda eng yuqori ko‘rsatkich Toshkent viloyatida – 465,0 ming tonna, Qashqadaryo viloyatida – 88,6 ming tonna, Samarqand viloyatida – 47,4 ming tonna sifatida qayd etilgan [17]. Ushbu statistik tafovutlar sanoatlashuv, hududiy ixtisoslashuv va ekologik boshqaruv samaradorligi o‘rtasidagi bog‘liqlikni ko‘rsatadi.

Shahar muhitida havo sifati alohida ijtimoiy ahamiyatga ega. Jahon bankining 2024-yilgi Toshkent shahri havosi sifatini baholash bo‘yicha hisobotida aholi vazniga nisbatan hisoblangan yillik PM2.5 konsentratsiyasi 38,8 μg/m³ deb baholangan; bu Jahon sog‘liqni saqlash tashkiloti tavsiya qilgan 5 μg/m³ me’yoridan bir necha barobar yuqori. Hisobotda PM2.5 bilan bog‘liq erta o‘limlar soni yiliga 3042 ta, iqtisodiy zarar esa 488,4 mln AQSh dollari atrofida baholangan [18].

Bu ma’lumotlar havo ifloslanishini faqat ekologik yoki tibbiy muammo sifatida emas, balki transport siyosati, uy-joy-kommunal tizimi, shaharsozlik, energetika, ijtimoiy tenglik va boshqaruv samaradorligi bilan bog‘liq kompleks ijtimoiy muammo sifatida talqin qilish zarurligini ko‘rsatadi. Toshkentdagi havo sifati masalasi shahar aholisi salomatligi, mehnat unumdorligi, iqtisodiy xarajatlar va ekologik huquqlar bilan bevosita bog‘liqdir.

Ekologik muammolarni bartaraf etishda texnologik modernizatsiya muhim bo‘lsa-da, u yetarli shart emas. Chunki ekologik muammolarning ildizlari faqat ishlab chiqarish vositalarida emas, balki insonning dunyoqarashi, qadriyatlari, axloqiy tanlovi va kundalik xulq-atvorida ham namoyon bo‘ladi. Agar tabiat faqat resurs sifatida qabul qilinsa, ekologik siyosat ko‘proq taqiqlovchi va jazolovchi choralar darajasida qolib ketadi. Aksincha, tabiat hayotning ontologik asosi, ma’naviy qadriyat va avlodlararo adolat obyekti sifatida anglanganda ekologik madaniyat barqaror rivojlanishning ichki omiliga aylanadi.

Mavjud milliy ilmiy tadqiqotlarda ham ekologik huquqiy ong, ekologik madaniyat va ekologik tarbiya “tabiat–shaxs–jamiyat” tizimidagi uyg‘unlikni ta’minlovchi asosiy omillar sifatida talqin qilinadi [11; 12]. Bu yondashuv ekologik muammolarning ijtimoiy determinatsiyasini o‘zgartirish uchun nafaqat qonunchilik va boshqaruvni, balki shaxsning mas’uliyatli ekologik xulq-atvorini ham shakllantirish zarurligini ko‘rsatadi.

Ekologik mas’uliyat uch darajali tizim sifatida talqin qilinishi mumkin. Birinchi daraja – shaxsiy mas’uliyat: har bir fuqaroning suv, energiya, transport, iste’mol va chiqindilar bilan bog‘liq kundalik qarorlarida ekologik oqibatlarni hisobga olishi. Ikkinchi daraja – institutsional mas’uliyat: davlat organlari, korxonalar, ta’lim muassasalari, mahalla va fuqarolik jamiyati institutlarining ekologik me’yorlarga rioya qilishi. Uchinchi daraja – avlodlararo mas’uliyat: hozirgi iqtisodiy manfaat kelajak avlodlarning ekologik xavfsizligi hisobiga amalga oshirilmasligi.

Ekologik muammolarni hal qilishda an’anaviy antropotsentrik yondashuvning imkoniyatlari cheklangan. Antropotsentrik modelda tabiat inson ehtiyojlarini qondirish vositasi sifatida talqin qilinadi. Bunday yondashuv sanoat sivilizatsiyasi davrida iqtisodiy o‘sishni tezlashtirgan bo‘lsa-da, tabiatning tiklanish imkoniyatlarini va ekotizimlarning chegaralanganligini yetarli darajada hisobga olmadi.

Koevolyutsion yondashuv esa inson, jamiyat va tabiatni o‘zaro moslashuvchi, o‘zaro ta’sir qiluvchi va o‘zaro shartlangan tizim sifatida ko‘radi. Bu yondashuvda inson tabiat ustidan mutlaq hukmron subyekt emas, balki biosfera bilan bog‘liq mavjudot sifatida talqin qilinadi. Demak, iqtisodiy o‘sish ekologik chegaralar, ijtimoiy adolat va avlodlararo mas’uliyat bilan muvofiqlashtirilishi lozim.

Tadqiqot natijalari asosida birinchi amaliy yo‘nalish sifatida ekologik boshqaruvni sektorlararo strategik tizimga aylantirish zarur. Energetika, transport, sanoat, suv xo‘jaligi, shaharsozlik va sog‘liqni saqlash siyosati ekologik maqsadlar bilan uyg‘unlashgan holda ishlab chiqilishi lozim. Bu yondashuv ekologik muammolarni alohida vazirlik yoki idoraning vazifasi sifatida emas, balki butun davlat siyosatining integrativ yo‘nalishi sifatida ko‘rishga imkon beradi.

Ikkinchi yo‘nalish – ekologik monitoring va ochiq ma’lumotlar tizimini kuchaytirish. Atmosfera havosi, suv, tuproq, chiqindilar va bioxilma-xillik bo‘yicha muntazam, hududlar kesimidagi va jamoatchilik uchun ochiq ma’lumotlar ekologik qarorlar sifati va ijtimoiy ishonchni oshiradi. Raqamli monitoring fuqarolik nazoratini kuchaytirib, ekologik boshqaruvning shaffofligini ta’minlaydi.

Uchinchi yo‘nalish – yashil iqtisodiyotga o‘tishni ijtimoiy adolat bilan bog‘lash. Energiya samaradorligi, qayta tiklanuvchi energiya, chiqindilarni qayta ishlash va ekologik transport tizimlarini rivojlantirish bilan birga, kam daromadli aholi va ekologik xavf yuqori hududlar manfaatlari ham hisobga olinishi lozim. Aks holda yashil transformatsiya ijtimoiy tengsizlikni kamaytirish o‘rniga yangi nomutanosibliklarni keltirib chiqarishi mumkin.

To‘rtinchi yo‘nalish – ekologik ta’limni formal bilim berishdan ekologik madaniyatni shakllantirish tizimiga aylantirish. Ta’lim jarayonida tabiatga mehr, resurslardan oqilona foydalanish, chiqindilarni kamaytirish, avlodlararo mas’uliyat va ekologik adolat tamoyillari izchil singdirilishi kerak. Bunda maktab, oliy ta’lim, mahalla, OAV va nodavlat tashkilotlarning hamkorligi muhim ahamiyatga ega.

Beshinchi yo‘nalish – ekologik muammolarni hal qilishda fuqarolik jamiyati ishtirokini institutsionallashtirish. Jamoatchilik eshituvlari, ekologik ekspertiza, mahalliy tashabbuslar, volontyorlik harakatlari va ekologik jamoat tashkilotlari faoliyati ekologik siyosatni faqat yuqoridan pastga yo‘naltirilgan boshqaruv emas, balki hamkorlikka asoslangan ijtimoiy jarayonga aylantiradi.

Xulosa

Globallashuv sharoitida ekologik muammolar tabiatdagi izolyatsiyalangan o‘zgarishlar emas, balki inson faoliyati, iqtisodiy model, texnologik tizimlar, siyosiy institutlar, iste’mol madaniyati va ekologik ong bilan belgilanadigan ijtimoiy determinatsiyalangan jarayondir.

Birinchidan, ekologik muammolarning ijtimoiy-falsafiy tahlili shuni ko‘rsatadiki, ekologik xavflar iqtisodiy-ishlab chiqarish, iste’mol-madaniy, institutsional-huquqiy va aksiologik determinantlar o‘zaro ta’sirida shakllanadi. Demak, ularni bartaraf etish uchun faqat texnologik modernizatsiya emas, balki ijtimoiy institutlar va qadriyatlar tizimini yangilash ham zarur.

Ikkinchidan, so‘nggi global ilmiy tadqiqotlar va statistik ma’lumotlar antropotsen sharoitida ekologik muammolar planetar chegaralarga yaqinlashganini yoki ayrim yo‘nalishlarda ulardan oshib ketganini ko‘rsatmoqda. Bu holat ekologik siyosatni sivilizatsion taraqqiyot strategiyasi sifatida talqin qilishni talab qiladi.

Uchinchidan, O‘zbekiston misoli ekologik muammolarning milliy determinantlari energetika, sanoat, transport, shaharsozlik, havo sifati, ekologik boshqaruv va aholining ekologik madaniyati bilan bog‘liq ekanini ko‘rsatadi. 2022-yilda issiqxona gazlari emissiyasi 209,6 mln tonna CO_2e bo‘lgani, 2024-yilda statsionar manbalardan atmosferaga chiqarilgan ifloslantiruvchi moddalar 866,7 ming tonnani tashkil etgani milliy ekologik siyosatni chuqurlashtirish zarurligini asoslaydi.

To‘rtinchidan, ekologik ong, ekologik ta’lim, ekologik madaniyat va jamoatchilik ishtiroki ekologik barqarorlikning asosiy ijtimoiy mexanizmlari sifatida qaralishi lozim. Ekologik mas’uliyat shaxsiy, institutsional va avlodlararo darajalarda shakllangandagina ekologik siyosat barqaror natija beradi.

Beshinchidan, O‘zbekiston sharoitida ekologik muammolarni bartaraf etishning samarali modeli strategik boshqaruv, raqamli monitoring, yashil iqtisodiyot, ekologik ta’lim, fuqarolik jamiyati ishtiroki va ekologik adolatni birlashtirgan integrativ yondashuvga tayanishi kerak. Bunday model barqaror rivojlanishni faqat iqtisodiy o‘sish emas, balki inson, jamiyat va tabiat o‘rtasidagi uyg‘unlik sifatida tushunishga xizmat qiladi.

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SHAXSIY MA'LUMOTLARNI HIMOYA QILISHNING FUQAROLIK-HUQUQIY VA FALSAFIY ASOSLARI

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Annotatsiya: *Ushbu maqolada raqamli iqtisodiyot va global axborotlashuv sharoitida shaxsiy ma'lumotlarni himoya qilishning fuqarolik-huquqiy jihatlari atroflicha tahlil qilingan. Shaxsiy ma'lumotlarning huquqiy tabiati, ularning daxlsiz nomulkiy huquqlar tizimidagi o'rni hamda O'zbekiston Respublikasi Fuqarolik kodeksi va sohaga oid qonunchilik hujjatlari asosida tartibga solinishi tadqiq etilgan. Shuningdek, shaxsiy ma'lumotlarning buzilishi holatlarida fuqarolik-huquqiy javobgarlik masalalari, xususan, ma'naviy zararni qoplash va yetkazilgan zararni undirishning o'ziga xos xususiyatlari, xorijiy davlatlar (jumladan, GDPR) tajribasi bilan qiyosiy o'rganilgan. Maqola yakunida milliy qonunchilikni takomillashtirish yuzasidan ilmiy-amaliy taklif va tavsiyalar ilgari surilgan.*

Kalit so'zlar / Ключевые слова / Keywords: *shaxsiy ma'lumotlar, fuqarolik huquqi, shaxsiy nomulkiy huquqlar, ma'naviy zarar, daxlsizlik, axborot xavfsizligi, subyekt huquqlari, shaxsiy hayot siri.*

ГРАЖДАНСКО-ПРАВОВЫЕ И ФИЛОСОФСКИЕ ОСНОВЫ ЗАЩИТЫ ПЕРСОНАЛЬНЫХ ДАННЫХ

Аннотация: *В данной статье подробно анализируются гражданско-правовые аспекты защиты персональных данных в условиях цифровой экономики и глобальной информатизации. Исследуется правовая природа персональных данных, их место в системе неотчуждаемых личных неимущественных прав, а также регулирование на основе Гражданского кодекса Республики Узбекистан и профильного законодательства. Также в сравнительном аспекте с зарубежным опытом (включая GDPR) изучены вопросы гражданско-правовой ответственности в случаях нарушения конфиденциальности персональных данных, в частности, особенности компенсации морального вреда и взыскания убытков. В заключении статьи выдвинуты научно-практические предложения и рекомендации по совершенствованию национального законодательства.*

Ключевые слова: *персональные данные, гражданское право, личные неимущественные права, моральный вред, неприкосновенность, информационная безопасность, права субъекта, тайна личной жизни.*

CIVIL-LEGAL AND PHILOSOPHICAL BASES OF PERSONAL DATA PROTECTION

Abstract: *This article analyzes in detail the civil-legal aspects of personal data protection in the context of the digital economy and global informatization. The legal nature of personal data, their place in the system of inalienable personal non-property rights, and their regulation based on the Civil Code of the Republic of Uzbekistan and relevant legislation are thoroughly researched. Furthermore, the issues of civil liability in cases of personal data breaches, specifically the peculiarities of moral damage compensation and recovery of losses, are examined in comparison with foreign experience (including GDPR). At the conclusion of the article, scientific and practical proposals and recommendations are put forward to improve the national legislation.*

Keywords: *personal data, civil law, personal non-property rights, moral damage, privacy, information security, subject rights, privacy secret.*

Kirish

XXI asr — yuqori texnologiyalar va raqamli transformatsiyalar davri. Jamiyat hayotining barcha sohalariga axborot texnologiyalarining shiddat bilan kirib kelishi inson faoliyatini yengillashtirish bilan bir qatorda, uning shaxsiy daxlsizligiga bo'lgan tahdidlarni ham kuchaytirdi. Bugungi kunda shaxsiy ma'lumotlar (personal data) iqtisodiy va ijtimoiy munosabatlarning eng qimmatli resurslaridan biriga aylandi. Elektron tijorat, bank tizimi, davlat xizmatlari va ijtimoiy tarmoqlar foydalanuvchilarning juda katta hajmdagi shaxsiy ma'lumotlarini yig'ish, qayta ishlash va saqlashni taqozo etmoqda. Bunday sharoitda shaxsiy ma'lumotlarni huquqiy himoya qilish, xususan, fuqarolik-huquqiy mexanizmlarni takomillashtirish dolzarb vazifalardan biri hisoblanadi.

O'zbekiston Respublikasida inson huquq va erkinliklarini, jumladan, shaxsiy hayot daxlsizligini ta'minlash konstitutsiyaviy darajada mustahkamlangan. Yangi tahrirdagi O'zbekiston Respublikasi Konstitutsiyasining 31-

moddasida har kim shaxsiy hayotining daxlsiz bo'lishi, shaxsiy va oilaviy siri, o'z sha'ni va qadr-qimmati himoya qilinishi huquqiga egaligi, har bir shaxs o'ziga taalluqli bo'lgan ma'lumotlarni bilish va adolatsiz ma'lumotlarning tuzatilishini, o'zi haqida qonuniy asoslarsiz to'plangan yoki huquqiy asoslarga ega bo'lmagan ma'lumotlarning yo'q qilinishini talab qilish huquqiga egaligi belgilab qo'yildi. Mazkur konstitutsiyaviy normalarning real hayotda ishlashi ko'p jihatdan fuqarolik qonunchiligi normalarining samaradorligiga bog'liqdir.

Shaxsiy ma'lumotlarning huquqiy tabiati va fuqarolik huquqi predmeti

Fuqarolik huquqi nuqtai nazaridan shaxsiy ma'lumotlarning huquqiy tabiati va uning huquqiy maqomini aniqlash muhim nazariy ahamiyatga ega. O'zbekiston Respublikasining 2019-yil 2-iyundagi «Shaxsiy ma'lumotlar to'g'risida»gi O'RQ-547-sonli Qonunining 4-moddasiga ko'ra, shaxsiy ma'lumotlar — muayyan jismoniy shaxsga taalluqli bo'lgan yoki uni identifikatsiya qilish imkonini beradigan, elektron, qog'oz va (yoki) boshqa moddiy jismda qayd etilgan axborotdir. Bunga shaxsning familiyasi, ismi, otasining ismi, tug'ilgan sanasi va joyi, pasport ma'lumotlari, biometrik ma'lumotlari, yashash manzili, telefoni, elektron pochtasi va boshqalar kiradi.

Fuqarolik huquqi nazariyasida shaxsiy ma'lumotlar qanday obyekti sifatida ko'rilishi bo'yicha turli yondashuvlar mavjud. Birinchi yondashuv vakillari shaxsiy ma'lumotlarni shaxsiy nomulkiy huquqlar obyekti (Fuqarolik kodeksining 99-moddasi) deb hisoblasalar, ikkinchi yondashuv tarafdorlari ularni raqamli dunyodagi o'ziga xos mulkiy qiymatga ega bo'lgan axborot obyekti sifatida baholaydilar. Bizning fikrimizcha, shaxsiy ma'lumotlar dualistik (ikki yoqlama) tabiatga ega. U bir tomondan shaxsning uzviy ajralmas qismi bo'lib, shaxsiy nomulkiy huquqlar (shaxsiy hayot daxlsizligi siri) tarkibiga kirsa, ikkinchi tomondan, raqamli iqtisodiyotda tijorat maqsadlarida foydalaniladigan resurs hisoblanadi. Biroq, fuqarolik-huquqiy himoya nuqtai nazaridan, har doim inson huquqlarining ustuvorligi ta'minlanishi, ya'ni shaxs o'z ma'lumotlarini tasarruf etish ustidan to'liq nazoratga ega bo'lishi shart.

Shaxsiy ma'lumotlarni qayta ishlashda fuqarolik-huquqiy shartnomalarning o'rni

Amaliyotda shaxsiy ma'lumotlarni yig'ish va qayta ishlash aksariyat hollarda fuqarolik-huquqiy shartnomalar yoki bitimlar asosida amalga oshiriladi. Masalan, bankdan kredit olish, internet-do'kondan buyurtma berish yoki mobil ilovadan ro'yxatdan o'tish jarayonida foydalanuvchi shartnoma shartlariga va shaxsiy ma'lumotlarini qayta ishlashga rozilik (Privacy Policy / User Agreement) beradi. Fuqarolik kodeksining 354-moddasiga ko'ra, fuqarolar va yuridik shaxslar shartnoma tuzishda erkindirlar. Ammo, raqamli platformalarda bu erkinlik ko'pincha cheklangan bo'ladi, chunki foydalanuvchida shartnoma shartlarini o'zgartirish imkoniyati yo'q — u yo shartlarni to'liq qabul qilishi, yoki xizmatdan voz kechishi kerak (qo'shilish shartnomasi, FK 360-moddasi).

Bu esa shaxsiy ma'lumotlar subyektining huquqlarini himoya qilish uchun qonunchilik darajasida maxsus kafolatlarni talab qiladi. Yevropa Ittifoqining Ma'lumotlarni muhofaza qilish bo'yicha umumiy reglamenti (GDPR) tajribasi shuni ko'rsatadiki, shaxsiy ma'lumotlarni qayta ishlashga berilgan rozilik erkin, aniq va aniq ifodalangan bo'lishi kerak. Agar shartnoma shartlarida ma'lumotlarni shartnoma maqsadidan tashqari uchinchi shaxslarga sotish yoki asossiz qayta ishlash bandlari yashirincha kiritilgan bo'lsa, bunday bitimlar Fuqarolik kodeksining 116-moddasi (Qonunchilik talablariga muvofiq kelmaydigan bitimning haqiqiy emasligi) asosida haqiqiy emas deb topilishi lozim.

Huquqbuzarlik uchun fuqarolik-huquqiy javobgarlik choralari

Shaxsiy ma'lumotlar daxlsizligi buzilganda (o'g'irlanganda, sizdirilganda yoki ruxsatsiz tarqatilganda) eng muhim masalalardan biri subyektning buzilgan huquqlarini tiklash va aybdor shaxsni javobgarlikka tortishdir. Fuqarolik huquqida buning uchun asosan ikki xil mexanizm qo'llaniladi: yetkazilgan moddiy zararni qoplash (FK 14, 985-moddalari) va ma'naviy zararni kompensatsiya qilish (FK 1021, 1022-moddalari).

Amaliyotda shaxsiy ma'lumotlar sizdirilishi oqibatida yetkazilgan moddiy zararni isbotlash ancha qiyin kechadi. Masalan, mijozning telefon raqami yoki pasport nusxasi firibgarlar qo'liga tushib, uning nomiga kredit rasmiylashtirilgan taqdirdagina aniq moddiy zarar yuzaga keladi va uni undirish mumkin bo'ladi. Biroq, ko'p hollarda ma'lumotlarning sizib chiqishi shaxsga ruhiy azob, bezovtalik, sha'n va qadr-qimmatning pasayishi kabi salbiy oqibatlarni olib keladi. Bu esa ma'naviy zarar hisoblanadi. O'zbekiston Respublikasi Oliy sudi Plenumining 2000-yil 28-apreldagi 7-sonli «Ma'naviy zararni qoplash haqidagi qonunlarni qo'llashning ayrim masalalari to'g'risida»gi qaroriga muvofiq, shaxsiy hayot siri buzilishi ma'naviy ziyonni undirish uchun asos bo'ladi. Shuni ta'kidlash lozimki, ma'naviy zararni qoplash miqdori sud tomonidan jabrlanuvchining chekkan ruhiy azoblari darajasi va javobgarning aybi darajasiga qarab adolat va oqillik mezonlari asosida belgilanadi.

Xulosa va takliflar

O'tkazilgan tadqiqotlar shuni ko'rsatadiki, mamlakatimizda shaxsiy ma'lumotlarni fuqarolik-huquqiy tartibga solish tizimi bosqichma-bosqich shakllanib bormoqda, biroq raqamli makonning rivojlanishi qonunchilikni yanada takomillashtirishni taqozo etadi. Yuqoridagilardan kelib chiqib, quyidagi ilmiy va amaliy takliflarni ilgari suramiz:

Birinchidan, O'zbekiston Respublikasi Fuqarolik kodeksining 99-moddasiga (Nomoddiy ne'matlar) o'zgartirish kiritib, «shaxsiy ma'lumotlar»ni mustaqil shaxsiy nomulkiy huquqlar obyekti sifatida aniq belgilab qo'yish lozim. Bu shaxsiy ma'lumotlarni shaxs daxlsizligining ajralmas qismi sifatida huquqiy himoya qilishni kuchaytiradi.

Ikkinchidan, yirik kompaniyalar (banklar, telekommunikatsiya operatorlari, provayderlar) tomonidan shaxsiy ma'lumotlar bazasining sizdirilishi holatlarida fuqarolarga yetkazilgan ma'naviy zararni qoplashning eng kam miqdorini (qonuniy belgilangan bazaviy hisoblash miqdorining muayyan barobarida) qonunchilikda mustahkamlash zarur. Bu fuqarolarga sudda o'z huquqlarini osonroq himoya qilishga va operatorlarning mas'uliyatini oshirishga xizmat qiladi.

Uchinchidan, fuqarolik-huquqiy shartnomalarda shaxsiy ma'lumotlarni qayta ishlashga rozilik olish mexanizmini soddalashtirish va shaffofligini ta'minlash, iste'molchiga o'z ma'lumotlarini uchinchi shaxslarga berilishini taqiqlash bo'yicha real tanlov huquqini beruvchi normalarni «Iste'molchilar huquqlarini himoya qilish to'g'risida»gi Qonunga integratsiya qilish maqsadga muvofiqdir.

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O‘ZBEKISTONDA HUQUQIY TA’LIMNI RIVOJLANTIRISHNING FALSAFIY MASALALARI

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Annotatsiya: *Mazkur maqolada O‘zbekiston Respublikasida huquqiy ta’limni rivojlantirishning falsafiy asoslari, uning jamiyat taraqqiyoti va demokratik huquqiy davlat qurishdagi o‘rni ilmiy jihatdan tahlil qilingan. Tadqiqot davomida huquqiy ta’limning inson kapitalini rivojlantirishdagi ahamiyati, huquqiy ong va huquqiy madaniyatni yuksaltirishdagi roli hamda zamonaviy globallashuv va raqamlashtirish sharoitida huquqiy ta’lim tizimini takomillashtirishning konseptual yo‘nalishlari yoritilgan. Shuningdek, milliy va xorijiy tajribalar qiyosiy tahlil qilinib, huquqiy ta’limni rivojlantirishga oid ilmiy-amaliy tavsiyalar ishlab chiqilgan.*

Kalit so’zlar: *huquqiy ta’lim, huquqiy madaniyat, huquqiy ong, falsafa, demokratik davlat, fuqarolik jamiyati, qonun ustuvorligi, ta’lim falsafasi, huquqiy islohotlar.*

ФИЛОСОФСКИЕ ВОПРОСЫ РАЗВИТИЯ ПРАВОВОГО ОБРАЗОВАНИЯ УЗБЕКИСТАНЕ

ААннотация: *В статье исследуются философские основы развития правового образования в Республике Узбекистан, его значение в построении демократического правового государства и гражданского общества. Анализируются роль правового образования в формировании правового сознания и правовой культуры личности, а также современные тенденции совершенствования системы юридического образования в условиях цифровизации и глобализации.*

Ключевые слова: *правовое образование, философия права, правовая культура, правовое сознание, верховенство закона, гражданское общество.*

SOCIAL ISSUES OF DEVELOPING LEGAL EDUCATION IN UZBEKISTAN

Abstract: *This article examines the philosophical foundations of legal education development in the Republic of Uzbekistan and its role in building a democratic state governed by the rule of law. The study analyzes the significance of legal education in developing legal consciousness, legal culture and civic responsibility, as well as conceptual approaches to improving legal education in the context of globalization and digital transformation.*

Key words: *legal education, philosophy of law, legal culture, legal consciousness, rule of law, civil society, democratic state.*

Kirish. XXI asrda davlat va jamiyat taraqqiyotining muhim mezonlaridan biri fuqarolarning huquqiy ongi va huquqiy madaniyatining yuksak darajada shakllanganligidir. Demokratik huquqiy davlatning barqaror rivojlanishi fuqarolarning qonunga hurmati, huquq va erkinliklarini anglashi hamda huquqiy mas’uliyat hissining shakllanishi bilan bevosita bog‘liq. Shu nuqtai nazardan huquqiy ta’lim tizimini rivojlantirish davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida e’tirof etilmoqda.

O‘zbekistonda so‘nggi yillarda huquqiy davlat va fuqarolik jamiyatini rivojlantirishga qaratilgan keng ko‘lamli islohotlar amalga oshirilmoqda. Bunda huquqiy ta’limni modernizatsiya qilish, yuridik kadrlar tayyorlash sifatini oshirish va aholining huquqiy savodxonligini yuksaltirish masalalariga alohida e’tibor qaratildi. Bu borada davlat siyosatining muhim yo‘nalishlari normativ-huquqiy hujjatlarda o‘z ifodasini topgan.

Xususan, O‘zbekiston Respublikasi Prezidentining 2019-yil 9-yanvardagi PF–5618-son Farmoni bilan tasdiqlangan konsepsiyada shunday ta’kidlanadi:

“Jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirish qonun ustuvorligini ta’minlash hamda qonuniylikni mustahkamlashning asosiy shartlaridan biridir.” [1]

Mazkur g‘oya huquqiy ta’limning nafaqat kasbiy tayyorgarlik vositasi, balki shaxsning fuqarolik pozitsiyasi, huquqiy tafakkuri va ijtimoiy mas’uliyatini shakllantiruvchi muhim ijtimoiy institut ekanligini ko‘rsatadi.

Falsafiy nuqtai nazardan huquqiy ta’lim insonning huquqiy borliqni anglash jarayoni bo‘lib, u huquqiy bilim, qadriyat va amaliy faoliyatning uzviy birligini ifodalaydi. Shu sababli huquqiy ta’limni rivojlantirish faqat o‘quv

dasturlarini yangilash bilan cheklanmay, balki uning metodologik, aksiologik va antropologik asoslarini takomillashtirishni ham talab etadi.

Huquq falsafasi tarixiga murojaat qiladigan bo‘lsak, qadimgi yunon mutafakkiri Aristotel adolatni davlatning eng oliy maqsadi sifatida talqin etgan. U «Adolat siyosiy hamjamiyatning asosidir» deb ta’kidlaydi [2, 112-b.]. Mazkur g‘oya bugungi huquqiy ta’lim tizimi uchun ham metodologik ahamiyat kasb etadi, chunki huquqiy ta’limning pirovard maqsadi adolat tamoyillarini anglaydigan va ularni hayotga tatbiq eta oladigan shaxsni tarbiyalashdir.

Nemis faylasufi Immanuel Kant esa huquqni inson erkinligini ta’minlovchi mexanizm sifatida baholab, «Huquq – bir shaxs erkinligining boshqalar erkinligi bilan umumiy qonun asosida uyg‘unlashuvidir» degan nazariyani ilgari surgan [3, 57-b.]. Ushbu konsepsiya huquqiy ta’limning insonparvarlik tamoyillarini shakllantirishda muhim nazariy asos bo‘lib xizmat qiladi.

Zamonaviy huquq falsafasida Hans Kelsen huquqni ierarxik normativ tizim sifatida izohlab, huquqiy ta’limning asosiy vazifasi huquqiy tafakkurni ilmiy metodologiya asosida rivojlantirishdan iborat ekanligini ta’kidlaydi [4, 18-b.].

Shunday qilib, huquqiy ta’limning falsafiy asoslarini o‘rganish bugungi islohotlar sharoitida alohida ilmiy ahamiyat kasb etmoqda. Ayniqsa, globallashuv, raqamli transformatsiya va sun’iy intellekt texnologiyalarining rivojlanishi huquqiy ta’lim oldiga yangi metodologik vazifalarni qo‘ymoqda. Bu esa huquqiy ta’limning mazmuni va shakllarini qayta ko‘rib chiqishni taqozo etadi.

Adabiyotlar tahlili. Huquqiy ta'limning falsafiy asoslari insoniyat ilmiy tafakkurining qadimgi davrlaridan boshlab huquq falsafasi, siyosat falsafasi va ta'lim falsafasi doirasida tadqiq etib kelinmoqda. Huquqning mohiyati, uning jamiyat taraqqiyotidagi o‘rni, adolat, erkinlik va tenglik kabi fundamental qadriyatlar bilan bog‘liqligi ko‘plab faylasuflar va huquqshunos olimlarning ilmiy izlanishlarida markaziy o‘rin egallagan.

Qadimgi yunon falsafasida Platon ideal davlat va adolat masalalarini o‘rganar ekan, jamiyatning barqaror rivojlanishi fuqarolarning ma'naviy va huquqiy tarbiyasiga bog‘liq ekanligini ta'kidlaydi. Uning fikricha, davlatning mukammalligi fuqarolarning fazilatli bo‘lishi bilan belgilanadi. Platonning bu qarashlari bugungi huquqiy ta'limning aksiologik asoslarini tushunishda muhim nazariy manba hisoblanadi [1].

Qadimgi yunon mutafakkiri Aristotel huquq va adolatning o‘zaro bog‘liqligini tahlil qilib, davlatning asosiy vazifasi adolatni qaror toptirish ekanligini ta'kidlaydi. Uning «Adolat siyosiy hamjamiyatning asosidir» degan g‘oyasi huquqiy davlat nazariyasining dastlabki falsafiy poydevorlaridan biri sifatida e'tirof etiladi [2]. Aristotelning distributiv va korrektiv adolat haqidagi ta'limoti bugungi huquqiy ta'lim mazmunini shakllantirishda ham nazariy ahamiyatga ega.

Yangi davr falsafasida John Locke insonning tabiiy huquqlari konsepsiyasini ishlab chiqib, davlatning asosiy vazifasi insonning hayot, erkinlik va mulk huquqlarini himoya qilishdan iborat ekanligini asoslaydi [3]. Ushbu g‘oyalar keyinchalik demokratik davlat va fuqarolik jamiyati nazariyasining shakllanishiga katta ta'sir ko‘rsatdi.

Charles de Montesquieu hokimiyatlar bo‘linishi nazariyasini ishlab chiqib, qonun ustuvorligini ta'minlashda mustaqil sud hokimiyatining ahamiyatini ilmiy jihatdan asoslab berdi. Uning fikricha, «erkinlik qonun ruxsat bergan barcha narsani qilish imkoniyatidir» [4]. Ushbu konsepsiya zamonaviy huquqiy ta'limda konstitutsiyaviy qadriyatlarni shakllantirishning metodologik negizlaridan biri hisoblanadi.

Nemis klassik falsafasi vakili Immanuel Kant huquqni inson erkinligini ta'minlovchi universal mexanizm sifatida talqin etadi. U «Huquq — bir shaxs erkinligining boshqalar erkinligi bilan umumiy qonun asosida uyg‘unlashuvidir», deb yozadi [5]. Kantning mazkur nazariyasi huquqiy ta'limning insonparvarlik va erkinlik tamoyillarini shakllantirishda muhim metodologik asos vazifasini bajaradi.

Georg Wilhelm Friedrich Hegel esa huquqni «erkinlikning mavjudlik shakli» sifatida baholab, shaxsning huquqiy kamoloti davlat va jamiyat taraqqiyoti bilan uzviy bog‘liq ekanligini ko‘rsatadi [6]. Hegelning obyektiv ruh konsepsiyasi huquqiy madaniyat va huquqiy ongning shakllanish jarayonini tushunishda muhim ilmiy manba hisoblanadi.

XX asr huquq falsafasida Hans Kelsen tomonidan ishlab chiqilgan «Sof huquq nazariyasi» alohida ilmiy yo‘nalish sifatida e'tirof etiladi. Olim huquqni siyosat va axloqdan nisbatan mustaqil bo‘lgan normativ tizim sifatida izohlaydi hamda huquqiy tafakkurning metodologik asoslarini ishlab chiqadi [7]. Uning qarashlari zamonaviy yuridik ta'lim metodologiyasining rivojlanishiga katta hissa qo‘shgan.

Ingliz huquq faylasufi H. L. A. Hart huquqni birlamchi va ikkilamchi normalar tizimi sifatida tahlil qilib, huquqning ijtimoiy mohiyatini ochib beradi [8]. Ronald Dworkin esa huquqni faqat normalar yig‘indisi emas, balki axloqiy tamoyillar bilan uyg‘un holda qo‘llanishi zarur bo‘lgan tizim sifatida talqin qiladi [9].

O‘zbekiston Respublikasida huquqiy ta'lim va huquqiy madaniyat masalalari mustaqillik yillarida davlat siyosatining ustuvor yo‘nalishlaridan biriga aylandi. Ayniqsa, **O‘zbekiston Respublikasi Konstitutsiyasi**ning yangilangan tahririda inson qadri, huquq va erkinliklarini ta'minlash konstitutsiyaviy tamoyil sifatida mustahkamlandi. Bu esa huquqiy ta'limning mazmunini yangi bosqichga olib chiqishni taqozo etmoqda [10].

Shuningdek, O‘zbekiston Respublikasi Prezidentining 2019-yil 9-yanvardagi PF–5618-son Farmoni bilan tasdiqlangan «Jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirish konsepsiyasi» huquqiy ta'limni uzluksiz

tizim asosida rivojlantirish, innovatsion pedagogik texnologiyalarni joriy etish va aholining huquqiy savodxonligini oshirishning strategik yo‘nalishlarini belgilab berdi [11].

Mamlakatimiz olimlari tomonidan huquqiy madaniyat, huquqiy ong va huquqiy ta'limning ayrim jihatlari bo‘yicha ilmiy izlanishlar olib borilgan bo‘lsa-da, huquqiy ta'limni falsafiy-antropologik, aksiologik va raqamli transformatsiya nuqtai nazaridan kompleks tadqiq etish yetarli darajada amalga oshirilmagan. Xususan, sun'iy intellekt, raqamli ta'lim muhiti, global huquqiy makon va kompetensiyaga asoslangan yondashuvlarning huquqiy ta'lim falsafasiga ta'siri bo‘yicha tizimli ilmiy tadqiqotlar hali kam uchraydi.

Shu sababli mazkur tadqiqotning ilmiy yangiligi O‘zbekistonda huquqiy ta'limni rivojlantirishning falsafiy asoslarini zamonaviy demokratik qadriyatlar, raqamli transformatsiya va inson kapitalini rivojlantirish konsepsiyasi bilan uyg‘un holda kompleks tahlil qilish hamda huquqiy ta'limning konseptual modelini taklif etishdan iborat.

Tadqiqot metodologiyasi. Mazkur tadqiqotda O‘zbekistonda huquqiy ta’limni rivojlantirishning falsafiy masalalarini o‘rganishda kompleks ilmiy yondashuv qo‘llanildi. Tadqiqotning metodologik asosini falsafa, huquq nazariyasi va pedagogika fanlari kesishmasida shakllangan umumilmiy hamda maxsus ilmiy metodlar tashkil etadi [1].

Tadqiqot jarayonida avvalo dialektik metoddan foydalanildi. Ushbu metod huquqiy ta’lim tizimining rivojlanishini ziddiyatlar, qarama-qarshiliklar va ularning yechimi orqali doimiy o‘zgarish va takomillashuv jarayoni sifatida tahlil qilish imkonini berdi [2]. Dialektik yondashuv asosida huquqiy ta’limning an’anaviy shakllari bilan zamonaviy innovatsion modellari o‘rtasidagi o‘zaro bog‘liqlik va transformatsiya jarayonlari ochib berildi.

Shuningdek, tadqiqotda tizimli (sistemali) yondashuv muhim o‘rin tutdi. Huquqiy ta’lim murakkab ijtimoiy tizim sifatida qaralib, uning tarkibiy qismlari - ta’lim mazmuni, metodlari, subyektlari (o‘qituvchi va talaba), huquqiy madaniyat hamda davlat siyosati o‘zaro aloqadorlikda o‘rganildi [3]. Bu yondashuv huquqiy ta’limni yaxlit ijtimoiy institut sifatida tahlil qilishga xizmat qildi.

Tadqiqotda aksiologik (qadriyatlar) yondashuvi alohida ahamiyat kasb etdi. Bu metod huquqiy ta’limning asosiy maqsadi faqat bilim berish emas, balki shaxsda adolat, erkinlik, qonun ustuvorligi va inson huquqlariga hurmat kabi umuminsoniy qadriyatlarni shakllantirish ekanligini ilmiy asoslashga imkon berdi [4]. Shu nuqtai nazardan huquqiy ta’lim jamiyatning ma’naviy-huquqiy barqarorligini ta’minlovchi muhim omil sifatida talqin qilindi.

Bundan tashqari, germenevtik metod yordamida huquqiy va falsafiy matnlar (Konstitutsiya, qonunlar, farmonlar, klassik huquqshunos va faylasuflarning asarlari) mazmuni izohlandi va talqin qilindi [5]. Bu metod huquqiy ta’lim mazmunini chuqur anglash, undagi asosiy g‘oya va konsepsiyalarni aniqlash imkonini berdi.

Tadqiqotda qiyosiy-huquqiy metod ham qo‘llanilib, O‘zbekiston huquqiy ta’lim tizimi xorijiy davlatlar (Germaniya, Fransiya, AQSh va Rossiya) tajribasi bilan solishtirildi [6]. Bu orqali huquqiy ta’limni rivojlantirishning ilg‘or modellarini milliy ta’lim tizimiga moslashtirish imkoniyatlari tahlil qilindi.

Shuningdek, tarixiylik tamoyili asosida O‘zbekistonda huquqiy ta’lim tizimining shakllanish va rivojlanish bosqichlari o‘rganildi [7]. Bu yondashuv huquqiy ta’limning bugungi holatini tushunishda uning tarixiy ildizlarini aniqlashga xizmat qildi.

Tadqiqot davomida kontent-tahlil metodidan foydalanilib, normativ-huquqiy hujjatlar, davlat dasturlari va ilmiy adabiyotlar tizimli ravishda tahlil qilindi. Xususan, O‘zbekiston Respublikasining Konstitutsiyasi, Prezident farmon va qarorlari hamda ta’lim sohasiga oid strategik hujjatlar mazmuni o‘rganildi [8].

Shuningdek, institutsional tahlil orqali huquqiy ta’lim tizimining institutsional tuzilishi – oliy ta’lim muassasalari, yuridik fakultetlar, akademik litseylar va malaka oshirish tizimining funksional faoliyati tahlil qilindi [9].

Tadqiqotning nazariy asosini huquq falsafasi vakillari – Aristotle, Immanuel Kant, Georg Wilhelm Friedrich Hegel, Hans Kelsen hamda H. L. A. Hartlarning huquq va davlat haqidagi konsepsiyalari tashkil etdi [10]. Ularning ilmiy qarashlari huquqiy ta’limning falsafiy mohiyatini ochib berishda metodologik asos bo‘lib xizmat qildi.

Umuman olganda, qo‘llanilgan metodlar huquqiy ta’limni nafaqat pedagogik tizim, balki ijtimoiy-falsafiy hodisa sifatida kompleks o‘rganish imkonini berdi hamda uning zamonaviy transformatsiya jarayonlarini ilmiy asosda tahlil qilishga zamin yaratdi.

Tahlillar va natijalar. O‘zbekistonda huquqiy ta’limni rivojlantirishning falsafiy tahlili shuni ko‘rsatadiki, ushbu tizim faqat kasbiy kadrlar tayyorlash mexanizmi emas, balki jamiyatning huquqiy ongini shakllantiruvchi, ijtimoiy adolatni mustahkamlovchi hamda fuqarolik jamiyatini rivojlantiruvchi murakkab ijtimoiy-falsafiy institut sifatida faoliyat yuritadi [1]. Huquqiy ta’limning samaradorligi uning epistemologik, aksiologik va institutsional asoslarining uyg‘unligiga bevosita bog‘liqdir.

Tadqiqot natijalari shuni ko‘rsatadiki, huquqiy ta’lim darajasi jamiyatdagi huquqiy ong shakllanishining asosiy determinantlaridan biridir. Huquqiy ong esa o‘z navbatida huquqiy madaniyat, fuqarolik faolligi va qonun ustuvorligiga munosabatni belgilaydi.

Georg Wilhelm Friedrich Hegel huquqni “obyektiv ruhning tarixiy rivojlanish shakli” sifatida talqin qilib, huquqiy ong jamiyatning ma’naviy evolyutsiyasi natijasi ekanligini asoslaydi [2]. Bu yondashuvga ko‘ra, huquqiy ta’lim shaxs ongini shakllantirish bilan birga, jamiyatning umumiy ma’naviy darajasini ham belgilaydi.

Empirik kuzatuvlar shuni ko‘rsatadiki, huquqiy ta’lim jarayonida: an’anaviy (ma’ruza) usul qo‘llanganda bilimni eslab qolish darajasi yuqori, lekin amaliy qo‘llash past;

interaktiv usullar (case study, moot court, debat) qo‘llanganda esa huquqiy tahlil qilish ko‘nikmalari 30–40% ga oshadi [3].

Bu holat huquqiy ta’limning faqat informatsion emas, balki transformativ xususiyatga ega ekanligini ko‘rsatadi.

O‘zbekistonda huquqiy ta’lim tizimi hozirgi kunda an’anaviy bilim berish modelidan kompetensiyaviy yondashuvga o‘tish bosqichida turibdi.

Hans Kelsen huquqni normativ tizim sifatida izohlar ekan, huquqiy bilimlarning tizimli va ierarxik o‘rganilishini asoslab beradi [4]. Ushbu modelda asosiy urg‘u huquqiy normalarni bilishga qaratilgan. Biroq zamonaviy huquq falsafasida Ronald Dworkin huquqni faqat normalar emas, balki tamoyillar va interpretatsiya tizimi sifatida ko‘radi [5]. Bu yondashuv huquqiy ta’limda quyidagi o‘zgarishlarni talab etadi:

- yodlashdan → tahlilga o‘tish;
- nazariyadan → amaliyotga o‘tish;
- passiv o‘qishdan → interaktiv muhokamaga o‘tish.

Tadqiqot natijalariga ko‘ra, kompetensiyaviy model asosida o‘qitilgan talabalar:

- muammoli vaziyatlarni 45% tezroq hal qiladi;
- huquqiy normani real hayotga tatbiq etish qobiliyati sezilarli oshadi [6].

Raqamli texnologiyalar huquqiy ta’limning yangi bosqichini shakllantirmoqda. Elektron platformalar, onlayn kurslar, virtual sud jarayonlari va AI asosidagi o‘quv tizimlari ta’lim samaradorligini sezilarli oshirmoqda. Immanuel Kant insonning aql va mustaqil fikrlash qobiliyatini asosiy qadriyat sifatida ko‘rib, shaxs erkin tanlov asosida bilim olishi zarurligini ta’kidlaydi [7]. Raqamli ta’lim modeli aynan shu tamoyilni kuchaytiradi.

Empirik natijalar:

- raqamli platformadan foydalangan talabalar bilimni o‘zlashtirishda 25–35% yuqori natija ko‘rsatgan;
- mustaqil izlanish ko‘nikmalari 40% ga oshgan;
- huquqiy manbalar bilan ishlash tezligi sezilarli yaxshilangan [8].

Huquqiy ta’limning eng muhim natijalaridan biri bu qadriyatlar tizimining shakllanishidir.

Aristotle adolatni davlatning asosiy maqsadi sifatida talqin qilib, shunday deydi: “Adolat — siyosiy hamjamiyatning asosidir” [9].

Tahlillar shuni ko‘rsatadiki, aksiologik yondashuv asosida o‘qitilgan talabalar:

- qonun ustuvorligini chuqurroq anglaydi;
- ijtimoiy mas’uliyat darajasi oshadi;
- huquqbuzarlikka nisbatan immunitet kuchayadi [10].

Bu esa huquqiy ta’limning faqat bilim emas, balki **axloqiy-huquqiy ong shakllantirish vositasi** ekanligini tasdiqlaydi.

Qiyosiy tahlil shuni ko‘rsatadiki, rivojlangan davlatlarda huquqiy ta’lim quyidagi xususiyatlarga ega:

- Germaniya – amaliyot va dual ta’lim tizimi ustun;
- AQSh – case study va moot court markaziy o‘rin tutadi;
- Fransiya – nazariy-falsafiy tayyorgarlik kuchli;
- Rossiya – klassik akademik model saqlangan.

O‘zbekiston tajribasi esa ushbu modellarning integratsiyalashuvi yo‘lidan bormoqda [11].

Natijalar shuni ko‘rsatadiki:

- integratsion model eng samarali hisoblanadi;
- milliy huquqiy ta’lim tizimi bosqichma-bosqich modernizatsiyalanmoqda.

Xulosalar.

O‘zbekiston Respublikasida huquqiy ta’limni rivojlantirishning falsafiy tahlili natijalari shuni ko‘rsatadiki, ushbu tizim jamiyatning huquqiy ongini shakllantirish, fuqarolik jamiyatini mustahkamlash hamda demokratik-huquqiy davlat barpo etishning asosiy ijtimoiy instituti sifatida namoyon bo‘ladi.

Birinchidan, huquqiy ta’limning falsafiy mohiyati shundan iboratki, u faqat bilim berish jarayoni emas, balki shaxsning huquqiy tafakkuri, qadriyatlari va ijtimoiy mas’uliyatini shakllantiruvchi uzluksiz jarayondir. Bu jihat Immanuel Kantning “huquq erkinliklar uyg‘unligi” haqidagi konsepsiyasi bilan bevosita uyg‘unlashadi.

Ikkinchidan, tadqiqot natijalari huquqiy ta’lim va huquqiy ong o‘rtasida bevosita dialektik bog‘liqlik mavjudligini tasdiqlaydi. Huquqiy ta’lim darajasi oshgani sari jamiyatda qonun ustuvorligiga hurmat, huquqiy madaniyat va

fuqarolik faolligi ham ortib boradi. Bu holat Georg Wilhelm Friedrich Hegelning huquqni “obyektiv ruhning rivojlanish shakli” sifatidagi nazariyasi bilan ilmiy jihatdan asoslanadi.

Uchinchidan, zamonaviy sharoitda huquqiy ta’lim tizimi an’anaviy bilim berish modelidan kompetensiyaviy va amaliy yo‘naltirilgan modelga o‘tish jarayonini boshdan kechirmoqda. Bu transformatsiya Hans Kelsenning normativ tizim haqidagi qarashlari hamda Ronald Dworkinning huquqni tamoyillar tizimi sifatida talqin qiluvchi nazariyalari o‘rtasidagi metodologik farqlarni amaliyotga tatbiq etish zarurligini ko‘rsatadi.

To‘rtinchidan, raqamli texnologiyalarni ta’lim jarayoniga joriy etish huquqiy ta’lim samaradorligini sezilarli darajada oshiradi. Empirik tahlillar natijasida raqamli platformalar asosida o‘qitilgan talabalar mustaqil tahlil qilish, huquqiy manbalar bilan ishlash va muammoli vaziyatlarni hal etish ko‘nikmalarini an’anaviy usullarga nisbatan yuqori darajada rivojlantirishi aniqlandi.

Beshinchidan, huquqiy ta’limning aksiologik (qadriyatlar) asoslari jamiyatda huquqiy madaniyatni shakllantirishning eng muhim omili hisoblanadi. Aristotle tomonidan ilgari surilgan “adolat jamiyatning asosidir” g‘oyasi huquqiy ta’limning asosiy falsafiy poydevorini tashkil etadi.

Oltinchidan, qiyosiy-huquqiy tahlil shuni ko‘rsatadiki, rivojlangan davlatlar tajribasida huquqiy ta’limning samaradorligi amaliyotga yo‘naltirilgan ta’lim, sud jarayonlarini modellashtirish va case study usullariga asoslanganligi bilan izohlanadi. O‘zbekiston tajribasi esa ushbu yondashuvlarning integratsiyasini amalga oshirish yo‘lida rivojlanmoqda.

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OILAVIY ZO‘RAVONLIKNING INSON QADRIGA TA’SIRI

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Annotatsiya. *Maqolada oilaviy zo‘ravonlikning inson qadr-qimmatiga ko‘rsatadigan ijtimoiy, ma’naviy va psixologik ta’siri ijtimoiy-falsafiy nuqtai nazardan tahlil qilinadi. Tadqiqotda oilaviy zo‘ravonlikning shakllari, uning inson huquqlari va inson qadriga ta’siri, shuningdek, zamonaviy jamiyatda ushbu muammoning oldini olish mexanizmlari yoritilgan. Oilaviy zo‘ravonlikning shaxsning ijtimoiylashuvi, ruhiy holati va fuqarolik faolligiga ta’siri o‘rganilib, inson qadrini himoya qilishning nazariy va amaliy asoslari ochib berilgan. Tadqiqot natijalari oilaviy zo‘ravonlikka qarshi kurashishda huquqiy, ma’naviy va institutsional mexanizmlarni takomillashtirish zarurligini ko‘rsatadi.*

Kalit so‘zlar: *oilaviy zo‘ravonlik, inson qadri, inson huquqlari, oila instituti, ijtimoiy himoya, gender tengligi, ma’naviy qadriyatlar, ijtimoiy adolat.*

THE IMPACT OF DOMESTIC VIOLENCE ON HUMAN DIGNITY

Abstract. *This article analyzes the social, moral, and psychological impact of domestic violence on human dignity from a socio-philosophical perspective. The study examines the forms of domestic violence, its influence on human rights and personal dignity, and the mechanisms for preventing this phenomenon in modern society. Particular attention is paid to the impact of domestic violence on socialization, mental well-being, and civic engagement. The article also reveals theoretical and practical approaches to protecting human dignity. The findings emphasize the need to improve legal, moral, and institutional mechanisms aimed at combating domestic violence and safeguarding fundamental human rights.*

Keywords: *domestic violence, human dignity, human rights, family institution, social protection, gender equality, moral values, social justice.*

ВЛИЯНИЕ СЕМЕЙНОГО НАСИЛИЯ НА ЧЕЛОВЕЧЕСКОЕ ДОСТОИНСТВО

Аннотация. *В данной статье с социально-философских позиций анализируется влияние семейного насилия на человеческое достоинство. Исследуются формы семейного насилия, его воздействие на права человека и достоинство личности, а также механизмы предупреждения данного явления в современном обществе. Особое внимание уделяется влиянию семейного насилия на процессы социализации, психоэмоциональное состояние личности и её гражданскую активность. Раскрываются теоретические и практические основы защиты человеческого достоинства. Результаты исследования свидетельствуют о необходимости совершенствования правовых, нравственных и институциональных механизмов противодействия семейному насилию.*

Ключевые слова: *семейное насилие, человеческое достоинство, права человека, институт семьи, социальная защита, гендерное равенство, нравственные ценности, социальная справедливость.*

Kirish.

Inson qadri zamonaviy demokratik jamiyatning eng muhim tamoyillaridan biri hisoblanadi. Har bir insonning sha’ni, qadr-qimmati va huquqlarini himoya qilish davlat hamda jamiyat oldida turgan ustuvor vazifalardan biridir. Biroq oilaviy zo‘ravonlik bugungi kunda dunyoning ko‘plab mamlakatlarida inson qadriga tahdid solayotgan murakkab ijtimoiy muammolardan biri bo‘lib qolmoqda [1]. Oila jamiyatning asosiy instituti sifatida insonning birlamchi ijtimoiylashuv muhiti hisoblanadi. Aynan oilada insonning ma’naviy qadriyatlari, ijtimoiy qarashlari va xulq-atvori shakllanadi. Shu sababli oilada yuzaga keladigan zo‘ravonlik nafaqat alohida shaxsga, balki jamiyatning ma’naviy barqarorligiga ham salbiy ta’sir ko‘rsatadi [2]. So‘nggi yillarda O‘zbekistonda inson qadri va inson manfaatlarini

ta’minlash davlat siyosatining ustuvor yo‘nalishiga aylandi. Shu nuqtai nazardan oilaviy zo‘ravonlikning inson qadriga ta’sirini ijtimoiy-falsafiy jihatdan o‘rganish dolzarb ilmiy ahamiyat kasb etadi.

Adabiyotlar tahlili va metodologiya

Tadqiqot davomida tizimli yondashuv, aksiologik tahlil, qiyosiy tahlil, sotsiologik va ijtimoiy-falsafiy umumlashtirish metodlaridan foydalanildi. Oilaviy zo‘ravonlik, inson huquqlari va inson qadri masalalariga oid xalqaro va milliy ilmiy manbalar tahlil qilindi.

Shuningdek, oilaviy zo‘ravonlikning shaxs va jamiyat hayotiga ta’siri, uning ijtimoiy oqibatlari hamda oldini olish mexanizmlari konseptual jihatdan o‘rganildi.

Oilaviy zo‘ravonlikning ijtimoiy-falsafiy mohiyati. Oilaviy zo‘ravonlik insoniyat taraqqiyoti davomida turli shakllarda namoyon bo‘lib kelgan murakkab ijtimoiy hodisalardan biridir. Zamonaviy ijtimoiy-falsafiy yondashuvlarda oilaviy zo‘ravonlik nafaqat huquqiy yoki maishiy muammo, balki inson qadr-qimmati va fundamental huquqlariga tahdid soluvchi ijtimoiy hodisa sifatida talqin qilinmoqda [3].

Oilaviy zo‘ravonlik jismoniy, ruhiy, iqtisodiy va jinsiy tazyiq shakllarida namoyon bo‘lib, uning asosiy xususiyati insonning erkinligi, daxlsizligi va shaxsiy qadrini cheklashga qaratilganligidadir. Ushbu holat oila institutining ma’naviy mohiyatiga zid bo‘lib, oilaning tarbiyaviy, himoyaviy va ijtimoiylashtiruvchi funksiyalarining zaiflashishiga olib keladi.

Ijtimoiy-falsafiy nuqtai nazardan qaralganda, oilaviy zo‘ravonlik insonni subyekt sifatida emas, balki boshqariladigan obyekt sifatida qabul qilish oqibatida yuzaga keladi. Bu esa insonparvarlik tamoyillarining buzilishi va shaxsning ijtimoiy mavqeiga salbiy ta’sir ko‘rsatishiga sabab bo‘ladi.

Inson qadrining falsafiy asoslari va uning zamonaviy talqini. Inson qadri har qanday demokratik jamiyatning asosiy qadriyati hisoblanadi. Inson qadri tushunchasi insonning biologik mavjudot sifatidagi emas, balki erkin fikrlovchi, ongli va huquqiy subyekt sifatidagi maqomini ifodalaydi [4].

Zamonaviy falsafiy qarashlarda inson qadri quyidagi mezonlar orqali namoyon bo‘ladi:

- inson huquq va erkinliklarining daxlsizligi;
- shaxsning erkin rivojlanish imkoniyati;
- ijtimoiy himoyalanganlik;
- jamiyat tomonidan hurmat qilinishi;
- teng imkoniyatlar va adolatning ta’minlanishi.

Oilaviy zo‘ravonlik aynan mana shu mezonlarning buzilishiga olib keladi. Zo‘ravonlikka uchragan shaxs o‘zini ijtimoiy jihatdan himoyasiz his qiladi, o‘z qadrini anglash darajasi pasayadi va jamiyat bilan munosabatlarida turli psixologik to‘siqlar yuzaga keladi.

Oilaviy zo‘ravonlikning psixologik va ma’naviy oqibatlari. Tahlillar shuni ko‘rsatadiki, oilaviy zo‘ravonlikning eng jiddiy oqibatlaridan biri insonning ruhiy holatiga ta’sir ko‘rsatishidir. Zo‘ravonlikka duchor bo‘lgan shaxslarda doimiy qo‘rquv, xavotir, depressiya, o‘ziga nisbatan ishonchsizlik va ijtimoiy yakkalanish holatlari kuzatiladi [5]. Bunday holatlar insonning shaxsiy rivojlanishiga salbiy ta’sir ko‘rsatib, uning ijodiy va intellektual salohiyatini to‘laqonli namoyon etishiga to‘sqinlik qiladi. Natijada inson o‘z hayotini mustaqil boshqarish imkoniyatidan mahrum bo‘lishi mumkin.

Ma’naviy nuqtai nazardan oilaviy zo‘ravonlik mehr-oqibat, hurmat, bag‘rikenglik va o‘zaro ishonch kabi qadriyatlarning yemirilishiga olib keladi. Oila a’zolari o‘rtasidagi sog‘lom munosabatlarning buzilishi esa jamiyat ma’naviy muhitiga ham salbiy ta’sir ko‘rsatadi.

Bolalar va yoshlar ongida zo‘ravonlikning aks etishi. Oilaviy zo‘ravonlikning eng xavfli jihatlaridan biri uning bolalar va yoshlar dunyoqarashiga ko‘rsatadigan ta’siridir. Oila muhitida muntazam zo‘ravonlikni kuzatgan bolalarda agressiv xulq-atvor, qo‘rquv, ishonchsizlik va ijtimoiy moslashuv muammolari shakllanish ehtimoli yuqori bo‘ladi [6].

Ijtimoiy o‘rganish nazariyasiga ko‘ra, bola o‘z atrofidagi xulq-atvor namunalarini kuzatish orqali o‘rganadi. Shu sababli oilada zo‘ravonlik mavjud bo‘lgan muhitda voyaga yetgan bolalar kelajakda zo‘ravonlikni odatiy ijtimoiy munosabat sifatida qabul qilishlari mumkin.

Natijada zo‘ravonlik avloddan-avlodga o‘tuvchi ijtimoiy muammo sifatida saqlanib qoladi. Bu esa jamiyatning ma’naviy va ijtimoiy taraqqiyotiga jiddiy xavf tug‘diradi.

Natijalar va Muhokama

Oilaviy zo‘ravonlik nafaqat alohida shaxsga, balki butun jamiyatga salbiy ta’sir ko‘rsatadi. Avvalo, u ijtimoiy ishonch darajasining pasayishiga olib keladi. Jamiyatda zo‘ravonlik holatlarining ko‘payishi fuqarolarning davlat va huquqiy institutlarga bo‘lgan ishonchini susaytirishi mumkin [7].

Ikkinchidan, oilaviy zo‘ravonlik inson kapitalining rivojlanishiga salbiy ta’sir ko‘rsatadi. Ruhiy va jismoniy zo‘ravonlikka uchragan shaxslarning mehnat unumdorligi, ta’lim olish imkoniyatlari va ijtimoiy faolligi pasayadi.

Uchinchidan, zo‘ravonlik sog‘liqni saqlash, ijtimoiy himoya va huquqni muhofaza qilish tizimlariga qo‘shimcha iqtisodiy yuklama keltirib chiqaradi. Shu sababli oilaviy zo‘ravonlikka qarshi kurashish nafaqat insonparvarlik, balki ijtimoiy-iqtisodiy zarurat ham hisoblanadi.

Inson qadrini himoya qilishning ustuvor yo‘nalishlari. Tadqiqot natijalari asosida oilaviy zo‘ravonlikning oldini olish va inson qadrini himoya qilishning quyidagi ustuvor yo‘nalishlari aniqlandi:

- oilada sog‘lom ma’naviy muhitni shakllantirish;
- huquqiy savodxonlikni oshirish;
- gender tengligi tamoyillarini mustahkamlash;
- zo‘ravonlik qurbonlariga psixologik va huquqiy yordam ko‘rsatish tizimini rivojlantirish;
- ta’lim muassasalarida oilaviy qadriyatlar va inson huquqlari bo‘yicha targ‘ibot ishlarini kuchaytirish;
- fuqarolik jamiyati institutlarining ushbu yo‘nalishdagi faoliyatini qo‘llab-quvvatlash.

Mazkur chora-tadbirlarning amalga oshirilishi oilaviy zo‘ravonlikning kamayishiga, inson qadrining himoyalanishiga va jamiyatda sog‘lom ijtimoiy munosabatlar qaror topishiga xizmat qiladi.

Tahlillar shuni ko‘rsatadiki, oilaviy zo‘ravonlikning oqibatlari alohida shaxs doirasidan chiqib, jamiyat taraqqiyotiga ham salbiy ta’sir ko‘rsatadi. Oiladagi zo‘ravonlik ijtimoiy ishonchni kamaytiradi, ma’naviy qadriyatlarning yemirilishiga olib keladi va inson kapitalining rivojlanishini cheklaydi.

Shu sababli oilaviy zo‘ravonlikka qarshi kurashishda faqat huquqiy mexanizmlar bilan cheklanib qolmasdan, ma’naviy-ma’rifiy, psixologik va ijtimoiy himoya mexanizmlarini ham takomillashtirish zarur.

Xulosa.

Tadqiqot natijalariga ko‘ra:

- oilaviy zo‘ravonlik inson qadriga jiddiy tahdid soluvchi ijtimoiy hodisadir;
- u shaxsning ruhiy, ma’naviy va ijtimoiy rivojlanishiga salbiy ta’sir ko‘rsatadi;
- oilaviy zo‘ravonlik inson huquqlari va erkinliklarining buzilishiga olib keladi;
- inson qadrini himoya qilish oilaviy zo‘ravonlikka qarshi kurashning asosiy maqsadi bo‘lishi kerak;
- huquqiy, ma’naviy va institutsional mexanizmlarni rivojlantirish ushbu muammoni kamaytirishning muhim sharti hisoblanadi.

Shunday qilib, oilaviy zo‘ravonlikka qarshi samarali kurashish inson qadrini ta’minlash, sog‘lom oila institutini shakllantirish va demokratik jamiyat taraqqiyotini mustahkamlashning muhim omillaridan biri hisoblanadi.

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META OLAM SHAROITIDA VIRTUAL MANQURTLASHUV FENOMENI: IJTIMOIY DEGRADATSIYA TAHDIDLARI VA ULARNI BARTARAF ETISH MEXANIZMLARI

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Annotatsiya: *Ushbu maqolada globallashuv va raqamli transformatsiyalar sharoitida virtual reallik hamda "Meta olam" (Metaverse) muhitining yoshlar ongiga ta'siri ijtimoiy-filosofik va sosiologik jihatdan tahlil etilgan. Muallif tomonidan raqamli makonda vujudga kelayotgan yangi xavf – "virtual manqurtlashuv" fenomeni, axborot manipulyasiyasi usullari (dezinformatsiya, malformatsiya, misinformatsiya) hamda "filtr pufakchalari"ning jamiyat barqarorligiga tahdidi ochib berilgan. Maqolada raqamli avlodlar (Zeta, Alfa, Beta) dunyoqarashini sog'lomlashtirish va milliy kontent yaratish orqali virtual manqurtlikning oldini olishning ijtimoiy-ma'naviy mexanizmlari taklif etilgan.*

Kalit so'zlar*: Meta olam, virtual manqurtlik, globallashuv, axborot manipulyasiyasi, dezinformatsiya, filtr pufakchalari, trolling, avlodlar nazariyasi, milliy kontent, mafkuraviy immunitet.*

ФЕНОМЕН ВИРТУАЛЬНОЙ МАНКУРТИЗАЦИИ В УСЛОВИЯХ МЕТАВСЕЛЕННОЙ: УГРОЗЫ СОЦИАЛЬНОЙ ДЕГРАДАЦИИ И МЕХАНИЗМЫ ИХ ПРЕОДОЛЕНИЯ

Аннотация. *В данной статье с социально-философской и социологической точек зрения анализируется влияние виртуальной реальности и среды «Метавселенной» (Metaverse) на сознание молодежи в условиях глобализации и цифровой трансформации. Автор раскрывает новую угрозу, возникающую в цифровом пространстве, — феномен «виртуальной манкуртизации», методы информационной манипуляции (дезинформация, малинформация, мисинформация), а также угрозы общественной стабильности, связанные с «информационными пузырями» (filter bubbles). В статье предлагаются социально-духовные механизмы предотвращения виртуальной манкуртизации посредством формирования здорового мировоззрения цифровых поколений (Zeta, Alpha, Beta) и создания национального контента.*

Ключевые слова: *Метавселенная, виртуальная манкуртизация, глобализация, информационная манипуляция, дезинформация, информационные пузыри, троллинг, теория поколений, национальный контент, идеологический иммунитет.*

THE PHENOMENON OF VIRTUAL MANKURTIZATION IN THE METAVERSE: THREATS OF SOCIAL DEGRADATION AND MECHANISMS FOR THEIR PREVENTION

Abstract. *This article analyzes the impact of virtual reality and the Metaverse environment on youth consciousness from socio-philosophical and sociological perspectives in the context of globalization and digital transformation. The author explores a new threat emerging in the digital space — the phenomenon of "virtual mankurtization," methods of information manipulation (disinformation, malinformation, and misinformation), and the dangers posed by "filter bubbles" to social stability. The article proposes socio-spiritual mechanisms for preventing virtual mankurtization through the promotion of healthy worldviews among digital generations (Zeta, Alpha, and Beta) and the development of national digital content.*

Keywords: *Metaverse, virtual mankurtization, globalization, information manipulation, disinformation, filter bubbles, trolling, generational theory, national content, ideological immunity.*

Kirish

Globallashuv sharoitida yoshlarning islohotlarga daxldorligi barqaror rivojlanishni ta'minlaydi. Hozirgi kunda "metaselena" (inglizcha *Metaverse* – doimiy, umumiy va o'zaro bog'langan 3D virtual olamlar tarmog'i) [1, B. 42] yoxud "meta olam" – jamiyat a'zolarining faoliyatiga ta'sir etuvchi xavfsiz va samarali vositaga aylanib bormoqda. Shu bilan birga, bu makon har qanday inson ongi va qalbini egallashga qaratilgan tahdidlarni amalga oshirish uchun qulay

muhitdir. Kishilar orasida ma’naviy boyliklar qadrsizlanishi, milliy o‘zlikni yo‘qotish va yosh avlodning tarixiy ildizlaridan mahrum bo‘lishining oldini olish muhim vazifa hisoblanadi. Bu borada insoniyatga qaratilgan tahdidlardan himoyalanish asoslarini ishlab chiqish va keng qamrovli izlanishlar olib borish zarur.

Hozirgi zamon talabiga aylanayotgan milliy kontentlar yaratilishi masalasiga alohida urg‘u berilishi bugungi kurashlar “an’anaviy borliqdan virtual borliqqa o‘tish” tezligi shiddatlashayotgani boisidir.

Bugun virtual reallik va virtual shaxsiyatlar davrida ulg‘ayayotgan Zeta, Alfa va Beta avlodlari virtual va raqamli muhitlarda katta bo‘lib, ular uchun shaxsiy va ijtimoiy identifikatsiya faqat fizik dunyoga emas, balki virtual omillarga ham bog‘liq bo‘ladi. Virtual reallik, sun’iy intellekt yoki metaselenaning rivojlanishi ularda real dunyodan ajralgan shaxsiylik va muhit to‘g‘risida yangi tushunchalarning shakllanishiga olib keldi. Bu avlod vakillarining borliqdagi faoliyati ilm-fan yutuqlari tufayli animatsiyalashgan kontentlar olamidan tashkil topgan kiber muhitga ko‘chmoqda va asosiy vaqtini shu yerda o‘tkazuvchi kishilar jamoasi vujudga kelmoqda.

Adabiyotlar tahlili va metodologiya

XXI asrda globallashuv sharoitida turli hayot tarzlari va g‘oyalar raqobatlashmoqda. Muvaffaqiyatga erishish uchun har bir davlat milliy o‘zlikni saqlagan holda qadriyatlarni hurmat qilishga asoslangan mafkuraga ega bo‘lishi shart. Aks holda, o‘zlikni yo‘qotish va qadriyatlardan voz kechish taraqqiyotdan ajratib, shaxsni mustaqil fikrga ega bo‘lmagan “zombi”ga, ya’ni adib Chingiz Aytmatov aytganidek “manqurt”ga [2, B. 126] aylantiradi. (Manqurt – o‘z fikriga ega bo‘lmagan, boshqalarning buyruqlarini so‘zsiz bajaruvchi, passiv va aqliy faoliyati susaygan, o‘z hayotini nazorat qila olmaydigan va butunlay boshqalarning ta’siri ostida bo‘lgan shaxsdir).

Bugun kishilar ongi va ruhiyatiga sezilarli ta’sir o‘tkazuvchi kontent terminiga tarixiy-falsafiy jihatdan yondashadigan bo‘lsak, odamlar bir-biriga ma’lumot uzatishni boshlashi uning ilk belgilari deb aytishimiz mumkin. Ayni paytda ijtimoiy tarmoqlar orqali yosh avlodga singdirilayotgan olomon madaniyati yosh-u qarining favoritiga aylangan instayulduzlar, yutuber va tiktokerlar tomonidan tarmoqqa joylangan, kishilar o‘rtasida yuqumlilik darajasi yuqori bo‘lgan trend, “mem” hamda chellendjlarga aylanayotgan kontentlar soni kun sayin ortib bormoqda. Shu o‘rinda kontent atamasini kengroq tushuntirish maqsadga muvofiq bo‘ladi.

Bizningcha, kontent – o‘z-ozini ifoda etish, tarqatish, marketing va nashr etish uchun nutq, yozuv yoki har xil san’at turlari kabi biror-bir vosita orqali ifodalanishi kerak bo‘lgan axborot mahsulotidir. Ya’ni, matn, audio, video, surat, xabar, lavha va o‘zida biror g‘oya yoki fikrni ifoda etuvchi har qanday material yoki ma’lumot kontent hisoblanadi.

Aynan ushbu axborot ummoni tomoshabinlari esa yer yuzida eng yirik qatlamni tashkil etuvchi yoshlar bo‘lgan Zed, Alfa hamda 2025 yildan boshlab dunyoga kelayotgan Beta raqamli avlod bolalaridir. Ular dofamin qaramligi tufayli virtual makonning ashaddiy mijozlariga aylanib boraveradi.

Odamlar orasida kun sayin qisqa rolikli video va lavhalar ko‘rish ommalashmoqda. Bu inson ongi uchun xavfli bo‘lishi mumkin, chunki ularning tezkor formati miyani zudlik bilan yangi ma’lumotga yo‘naltirishga majbur qiladi. Bu jarayon ko‘pincha diqqatni to‘g‘ri fokuslashga yordam bermaydi va salbiy uzoq muddatli ta’sirlarga olib keladi. Lavhalar, ayniqsa, ijtimoiy tarmoqlarda tarqalgan qisqa videolar ko‘pincha ehtiyojsiz yoki mavzuga aloqasi bo‘lmagan be’mani ma’lumotlar bilan to‘ldiriladi. Bu esa insonning diqqatini bir joyga jamlashi va xayolini to‘g‘ri yo‘nalishda saqlashini qiyinlashtiradi.

Shuningdek, ijtimoiy tarmoqlarda tarqalgan videolar insonning shaxsiyatiga, ehtiyojlariga yoki jamiyatga bo‘lgan munosabatiga ta’sir qilishga ham sabab bo‘ladi. Qisqa roliklarning inson psixologiyasi va diqqatiga ta’siri haqida bir nechta tadqiqotlar va tahlillar olib borilmoqda. Jumladan, ijtimoiy media platformalarining inson ongiga, xususan, yoshlar ruhiyatiga bo‘lgan ta’siri ko‘plab ilmiy tadqiqotlar mavzusidir. Psixologlar va nevrologlar videokontentning miyani qanday faollashtirishi va qaramlik xavfini qanday oshirishini o‘rganishmoqda. Ko‘pincha, tezkor va ko‘p sonli ma’lumotlar miyadan yuqori tezlikda tahlil qilishni talab qiladi, bu esa yuqori darajadagi qiziqish va hayajon hissini paydo qilsa-da, uzoq muddatda diqqatni markazlashtirish va murakkab qarorlarni qabul qilish qobiliyatining kamayishiga olib keladi [3, B. 88].

Bu borada inson ongiga ta’sir etish bo‘yicha olib borilgan neyropsixologik tadqiqotlarga ko‘ra, Instagram, TikTok kabi ijtimoiy tarmoqlar orqali tarqalgan qisqa videolar inson miyasini ma’lumotni qisqa, ammo aniq va tez qabul qilishga majbur etadi. Bugungi kunda Instagram, TikTok va YouTube Shorts kabi platformalarda uzatilayotgan qisqa videolar 15 soniyadan 3 daqiqagacha bo‘lgan vaqtni tashkil etadi. Tadqiqotlar shundan dalolat beradiki, ushbu platformalarda odamlar tez-tez kontentni almashtirib ko‘rish orqali vaqtinchalik yaxshi kayfiyatda bo‘lishadi (dofamin ajralishi), ammo bu ularning diqqatini uzoq muddatga jamlashini qiyinlashtiradi. 2020-2021 yillarda olib borilgan tadqiqotlar va “Journal of Computer-Mediated Communication” jurnalida chop etilgan ilmiy natijalarga ko‘ra, tezkor videolar formati miyaning “hayajon” va “rohatlanish” markazlariga kuchli ta’sir qilib, shaxsning uzoq muddatli konsentratsiyasini yo‘qotadi va o‘z xatti-harakatlarini boshqarish qobiliyatini susaytiradi [4, B. 152]. Ushbu ta’sir, ayniqsa yoshlarda ko‘proq namoyon bo‘lmoqda.

Natijalar va Muhokama.

Platformalar faoliyatida sohaga oid foydali kontentlar bilan bir qatorda **“Vine”** (vayn) – ya’ni 6 soniyalik qisqa videolar formati ham mavjud bo‘lib, ular ko‘pincha to‘liq savodsizlik yoki to‘satdan sodir bo‘luvchi tushunarsiz mantiqsiz videolardan iborat. Bu videolar odamlarning qabul qilayotgan axborotni tahlil etish qobiliyatini pasaytiradi. Tadqiqotlar qisqa videolar miyaning “reaktiv” bo‘limlarini faollashtirishi va ma’lumotni yuzaki qabul qilishga majbur etishini aniqladi. Bu esa ba’zi holatlarda xavfli axborot manipulyasiyasi uchun zamin yaratadi.

Axborot manipulyasiyasi – qisqa videolar va ijtimoiy media kontenti orqali yolg‘on ma’lumotlar, manipulyativ xabardorlik yoki qasddan yo‘naltirilgan kontentni singdirishdir. Agar odamlar tezkor, emosional videolarga asoslangan axborotni muntazam qabul qilsa, ularda oddiy faktlarni tekshirish (faktcheking) uchun vaqt va xohish qolmaydi. Bu esa yolg‘on axborotga soddalik bilan ishonishga olib keladi. Masalan, 2016 yilda AQSHdagi Prezidentlik saylovlaridan oldin ijtimoiy tarmoqlarda tarqatilgan yolg‘on xabarlar va manipulyasiyalangan videolar ko‘plab murakkab ijtimoiy muammolarga sabab bo‘lgan edi [5, B. 213].

Internet tarmoqlaridagi xavfli hodisalardan yana biri – “Filter Bubbles” (filtr pufakchalari/bulutlari) dir. Ijtimoiy media algoritmlari insonlar nimaga qiziqish bildirishsa, faqat shu mazmundagi videolarni ko‘rsataveradi. Natijada insonlar faqat o‘z qarashlariga mos keluvchi bir tomonlama axborotni olishadi va bu ularning muvozanatli hamda ob’yektiv fikrlashini mahvumlashtiradi. 2019 yilda olib borilgan tadqiqotlar ijtimoiy tarmoqlardagi videolar jamiyatni siyosiy va ijtimoiy jihatdan mafkuraviy “qutilar”ga bo‘lib yuborishini isbotladi [6, B. 74].

Bugungi kunda axborot ummonida tarqatilayotgan zararli axborotlarni mazmuniga ko‘ra uchta asosiy turga bo‘lish mumkin: dezinformatsiya, malformatsiya va misinformatsiya.

Dezinformatsiya – qasddan yolg‘on ma’lumot yoki voqelik haqidagi noto‘g‘ri axborotni tarqatish. Bu axborot faqat o‘z manfaatlarini himoya qilish yoki boshqalarni manipulyasiya qilish uchun tarqatiladi. Masalan, *“O‘zbekiston Respublikasi Prezidenti qaroriga asosan bir martalik yordam pulini ushbu ilovadan ro‘yxatdan o‘tgan holda olishingiz mumkin”* kabi fishing botlarning ijtimoiy tarmoqlarda tarqatilishi orqali foydalanuvchilarning moliyaviy ma’lumotlarini egallashga qaratilgan kibertahdidlar.

Malformatsiya – haqiqiy, real ma’lumot bo‘lib, biroq u kontekstdan ataylab chiqarilib, manipulyativ va zarar yetkazish maqsadida tarqatiladi. Ushbu axborotlar odamlarning shaxsiy hayotiga, nufuziga yoki jamiyat barqarorligiga zarar yetkazish umidida, ularning ruxsatisiz tarqatiladi (shaxsiy fotosuratlar yoki yozishmalarni sizib chiqarish).

Misinformatsiya – ataylab emas, balki xatolik, ma’lumotni noto‘g‘ri tushunish yoki tezkorlikka berilish natijasida tarqatilgan yolg‘on axborotdir. Masalan, Jizzax viloyati Baxmal tumani Gulbuloq qishlog‘iga sel keldi degan xabarning tarqalish jarayonida, ba’zi kanallarning ko‘proq ko‘rilish (prosmotr), hayp va layk ishlash maqsadida *“Baxmal tumanini butunlay sel yuvib ketdi”* xeshtegi ostida vahimali tarqatishi.

Bu jarayonlarda xorijiy davlatlarda yoki maxsus markazlarda o‘tirgan “Troll”larning vazifasi yuqori hisoblanadi. “Trolling” – bu odamlarning hissiyotlarini qo‘zish, ularni haqoratlash yoki ijtimoiy munosabatlarni buzishga yo‘naltirilgan maqsadli, zararli axborot tarqatuvchi guruhlar faoliyatidir. Ular ijtimoiy, iqtisodiy, siyosiy va diniy mavzularda soxta bahslar uyushtirib, milliy bo‘linishlarni keltirib chiqaruvchi izohlar (kommentlar) yozib qoldirishadi. Buni chetdan kuzatuvchi real foydalanuvchilar esa bu jamiyat a’zolarining haqiqiy fikri degan soxta tasavvurga ega bo‘lishadi. Oqibatda o‘sha jamiyatda ichki beqarorlik holatiga olib boruvchi “subminimal signallar” orqali ijtimoiy jarohat asta-sekinlik bilan yetkazib boriladi.

Axborot xavfsizligi tizimi to‘g‘ri tashkil etilmagan yoki mafkuraviy sohada bo‘shliqlar mavjud bo‘lgan davlatlar axborot va mafkuralar kurashi davrida iqtisodiy inqiroz, harbiy notinchlik va aholi noroziligi girdobiga tushib qolayotgani bizdan to‘g‘ri xulosa chiqarishni taqozo etadi. Bu davrda faoliyatni tashkil etishda davrning geosiyosiy manzarasi bilan birga, “Avlodlar nazariyasi”ni ham hisobga olish juda muhim omil sanaladi [7, B. 92].

Xulosa

Xulosa o‘rnida aytadigan bo‘lsak, bugun farovon jamiyat barpo etishda avvalo, kelajak avlod qalbida milliy tafakkur va sog‘lom dunyoqarash asoslarini mustahkamlash hamda yosh avlod ongida bolaligidanoq vatanga muhabbat va “O‘zbek milliy ruhi” g‘oyasini singdirish zarur. Shundagina har qanday virtual tahdid va xavf-xatarlardan himoyalanishning ijtimoiy-falsafiy, mafkuraviy-g‘oyaviiy hamda ma’naviy asoslari yaratiladi. Ayni vaqtda bizga g‘oyaviy hamda mafkuraviy jihatdan to‘yintirilgan, milliy ruh bilan tarbiyalangan “milliy kadrlar korpusi”ni shakllantirish va ularni jamiyat taraqqiyoti yo‘lida safarbar etish Meta olamdagi virtual manqurtlik balosidan himoyalanishda bosh dasturulamal bo‘lib xizmat qiladi.

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MUHAMMAD SHARIF JURJONIYNING MANTIQ ILMIGA QO‘SHGAN BUYUK HISSASI.

Bozorova Gulmira Mahmudovna
Buxoro davalat universiteti tayanch doktoranti

Annotatsiya: *Mazkur ishda Muhammad Sharif Jurjoniy tomonidan mantiq ilmiga qo‘shilgan ilmiy hissalar tahlil qilinadi. Unda olimning mantiqiy tafakkur, hukm, tushuncha va xulosa chiqarish haqidagi qarashlari hamda Sharq falsafasidagi mantiqiy ta’limotni rivojlantirishdagi o‘rni yoritilgan. Shuningdek, Jurjoniyning asarlari orqali mantiq fanining nazariy asoslari mustahkamlanganligi va uning keyingi ilmiy taraqqiyotga ta’siri ko‘rsatib beriladi.*

Kalit so‘zlar: *Tasavvur va tasdiq, Qutb al-Din al-Roziy, bilimning bo‘linishi, At-ta’rifot, mantiqiy, ma’lum va noma’lum.*

MUHAMMAD SHARIF JURJANI'S GREAT CONTRIBUTION TO THE SCIENCE OF LOGIC.

Annotation: *This work analyzes the significant contribution of Muhammad Sharif Jurjani to the science of logic. It examines his views on logical thinking, judgment, concept, and inference, as well as his role in the development of logical tradition in Eastern philosophy. Special attention is given to the strengthening of the theoretical foundations of logic in his works and their influence on the further development of the discipline.*

Keywords: *Concept and judgement, Qutb al-Din al-Razi, division of knowledge, At-ta’rifat, logical, known and unknown.*

ВЕЛИКИЙ ВКЛАД МУХАММАДА ШАРИФА ДЖУРДЖАНИ В НАУКУ ЛОГИКИ.

Аннотация: *В данной работе анализируется вклад Мухаммада Шарифа Джурджани в развитие науки логики. Рассматриваются его взгляды на логическое мышление, суждение, понятие и умозаключение, а также его роль в развитии логической традиции в восточной философии. Особое внимание уделяется укреплению теоретических основ логики в его трудах и их влиянию на последующее развитие науки.*

Ключевые слова: *Концепция и суждение, Кутб ад-Дин аль-Рази, разделение знаний, Ат-та’рифат, логика, известное и неизвестное.*

Kirish.

Tarixda shunday shaxslar bo‘ladiki, ularning ilmiy faoliyati keng jamoatchilik tomonidan e’tirof etiladi. Jumladan, Kindiy, Forobiy, Ibn Sino, G‘azzoliy, Ibn Rushd, Roziy, Jurjoniy, Mulla Fanon kabi mutafakkirlar islom dunyosida mantiq ilmiga ulkan hissa qo‘shgan olimlardandir. Temuriylar davrida yashab ijod etgan, diniy ilmlar va dunyoviy fanlarni o‘zaro uyg‘un holda yagona bir tizim sifatida tadqiq etgan hamda ularni o‘zining falsafiy tafakkuri bilan boyitgan Muhammad Sharif Jurjoniy hayoti va ilmiy faoliyati ko‘plab tadqiqotchilar e’tiborini tortmoqda. Olim XV asr saroy olimlari qatorida barakali ijod qilgan. Jurjoniy yoshlik chog‘laridan ilmning barcha sohalariga qiziqib, ko‘plab falsafiy asarlar yozish bilan birga olimlarning asarlariga sharh va hoshiyalar ham yozgan. Olimning bilish nazariyasi va mantiqqa doir “At-ta’rifot” (“Ta’riflar”), “Usuli mantiqiya” (“Mantiqusuli”) hamda ilmiy bahs faniga bag‘ishlangan “Odob ul-munozara” (“Munozara olib borishning qoidalari haqida risola”) kabi arab tilida yozilgan asarlari mavjud.

Jurjoniy XIV asr faylasufi Eziddin Abdurahmon al-Ijiyning “Muvoqif fi ilm al-kalom” (“Kalom ilmidagi manzillar”) asariga yozgan “Sharhe mavoqif fi ilm al-kalom” sharhi uning zamondoshlari va undan keyingi avlod olimlari uchun falsafa va mantiq bo‘yicha o‘ziga xos qomus maqomiga ega bo‘lgan. Jurjoniy Markaziy Osiyo, Yaqin va O‘rta Sharq mamlakatlari mantiqiy merosining barcha oqimlarini tahlil etib, ularni yanada rivojlantirgan. U mantiq ilmini barcha ilmiy bilimlarning asosi sifatida baholab, uni to‘g‘ri fikrlash qonun-qoidalarini o‘rgatuvchi universal fan deb hisoblagan.

XV–XVI asrlar davomida mantiq ilmini o‘rganish va o‘qitish ishlari XIII asrda yozilgan darsliklar hamda XIV asrda yozilgan sharhlar, ayniqsa mashhur mantiqshunos at-Tahtoniy, uning shogirdi Ibn Muborakshoh, Taftazoniy va Jurjoniy tomonidan yozilgan sharh va hoshiyalar asosida olib borilgan. Bu davrda arab tiliga nisbatan fors tilida ko‘proq asarlar yozilgan. Mantiq ilmining huquq, til va ilohiyot sohasidagi tadqiqotlarda qo‘llanilishi ham kengaygan. Jurjoniy o‘z ijodida mantiqni falsafadan ajratmagan holda, uning ko‘proq huquq va til sohalarida qo‘llanilishini ta’minlagan.

Jurjoniy Qohirada 4 yil davomida mashhur mantiqshunos Muborakshoh va Akmaliddin al-Bobartiylarning ma'ruzalarini tinglab, o'z saviyasini oshirgach, 1374-yilda Istanbulda ilmiy izlanishlarini davom ettirgan. Bugungi kunda islomiy kitoblarga nazar solar ekanmiz, ularning aksari u yoki bu darajada mantiq va falsafa ilmining qoidalariga asoslanganligiga guvoh bo'lamiz. Hatto arab grammatikasi va arab tilining balog'ati ham mantiq asosida o'rganilgan.

Adabiyotlar tahlili.

"**At-Ta'rifot**" (Ta'riflar kitobi) asari mantiqiy va falsafiy terminlarning qomusi bo'lib, unda har bir tushunchaga juda aniq va qat'iy mantiqiy ta'rif berilgan. Ushbu asar Sayyid Sharif Jurjoniyning lug'atshunoslikka oid mashhur asarlaridan biridir. Bu asar muayyan diniy atamalardan iborat qomusdir. Bizga ma'lumki, "At-Ta'rifot" ilmiy uslubda yozilgan asarlarning o'ziga xos terminologiyasi bo'lib, bu atamalar yaxshi tushunilmasa, mavzuni o'rganish qiyin kechadi. "At-Ta'rifot" mantiq, falsafa va kalomga oid istilohlarning qisqa va aniq ta'riflarini o'z ichiga oladi. Mantiqiy tushunchalar bo'lgan tasavvur, tasdiq, qiyos, dalil, ta'rif, burhon kabi kategoriyalar batafsil bayon etilgan. Asar ko'p asrlar davomida madrasalarda darslik sifatida o'qitib kelindi.

Sharh al-Mawaqif asari Adud al-Din al-Iji tomonidan yozilgan bo'lib, Jurjoniyning ushbu sharhi kalomga bag'ishlangan. Unda mantiqiy metodlar, qiyos va dalillash usullari keng qo'llaniladi. "Sharh al-Mawaqif" mantiqiy fikrlashni aqida ilmi bilan bog'laydi. Faylasufning "Sharh al-Mawaqif" asari mantiqiy dalillar orqali falsafiy va diniy muammolarni yechishning bebaho namunasi hamdir.

Hashiya 'ala Sharh al-Matali' asari Attor al-Din al-Abharining "Matali' al-anvar" asariga yozilgan sharhga hoshiyadir. Unda mantiqning asosiy masalalari - tasavvur va tasdiq, qiyos turlari, hukm va dalillash qoidalari tahlil qilinadi.

Hashiya 'ala Sharh al-Tajrid asari Nasir al-Din al-Tusiyning "Tajrid al-I'tiqod" asariga yozilgan sharhga hoshiyadir. Asar kalomiy mazmunga ega bo'lsa-da, unda mantiqiy isbotlash usullari muhim o'rin tutadi.

Muhokama va natijalar.

Mir Sayyid Sharif Jurjoniy o'rta asrlar Sharq falsafasi hamda mantiq ilmining eng buyuk allomalaridan biri hisoblanadi. Allomaning mantiqqa oid qarashlari asosan mantiqni "to'g'ri fikrlash vositasi" sifatida talqin qilishga va tushunchalar o'rtasidagi nozik farqlarni izohlashga qaratilgan.

Jurjoniy mantiqiy tushunchalarni tushuntirishda qadimgi yunon faylasuflaridan biri Aristotel falsafiy g'oyalari ifodalangan an'analarini davom ettirib, ularni islom dini bilan o'zaro uyg'unlashtirdi. Jurjoniyning mantiqiy merosi asrlar davomida madrasalarda asosiy darslik sifatida o'qitib kelindi. Uning falsafiy qarashlari inson zehnini chalg'ishdan asraydigan "mantiqiy filtr" vazifasini o'taydi. Mantiq falsafiy tushuncha bo'lganligi sababli uni izohlashni joiz topdik.

Mantiq bu to'g'ri tafakkur qilishning asosiy qonunlari va shakllari haqidagi fan bo'lib, o'zining shakllanish va rivojlanish tarixiga ega. Mantiqqa oid dastlabki qarashlar Qadimgi Sharq mamlakatlarida, xususan, Hindiston va Xitoyda vujudga kelgan. Qadim-qadimdan mantiq falsafa tarkibida bo'lgan, mustaqil fan sifatida shakllanmagan edi.

"Mantiq" atamasi yunoncha "logos" so'zidan kelib chiqqan bo'lib, bu aql, nutq yoki til kabi turli xil ma'nolar bilan bog'liq. Mantiq nima va uni qanday aniqlash kerakligi haqida ko'plab kelishmovchiliklar mavjud. Umuman olganda, mantiqqa turli xil xususiyatlar beriladi, masalan, u asoslar va xulosalar o'rtasidagi munosabatni o'rganadi va buni mavzuga bog'liq bo'lmagan holda bajaradi. Tarixga nazar tashlaydigan bo'lsak, musulmon olamida mantiqqa doir tadqiqotlar Aristotel asarlarining hijriy VIII asrdan e'tiboran arab tiliga tarjima qilina boshlashi bilan paydo bo'lgan. IX asrning o'rtalaridan boshlab mantiqqa oid ko'plab asarlar yozilgan.

Jurjoniy mantiqni mustaqil fan bo'lishi bilan birga, boshqa barcha fanlar (ayniqsa, kalom va fiqh) uchun metodologik asos deb bilgan. Uning fikricha, mantiq qoidalariga rioya qilmagan olim xatodan xoli bo'lolmaydi.

Jurjoniy mantiqiy bilishni ikki turga bo'ladi, bu esa mumtoz islom mantig'ining o'zagi hisoblanadi:

Tasavvur (Concept): narsaning mohiyatini hukm chiqarmasdan idrok etish (masalan, "quyosh" so'zini eshitganda ko'z oldimizga kelgan shakl).

Tasdiq (Judgment): ikki tushuncha o'rtasidagi bog'liqlikni tasdiqlash yoki inkor etish (masalan, "Quyosh chiqdi" - bu yerda borliq haqida hukm bor).

U o'zining mantiqqa oid qarashlari bilan Aristotel mantiqiy an'analariga sodiq qoladi, ammo bu an'anani islomiy ilmiy munozara muhitiga moslashtirib, uni yanada boyitadi. Mir Sayyid Jurjoniy mantiqni quyidagi asosiy bo'limlarga ajratadi:

– tushuncha ya'ni tasavvur

– hukm ya'ni tasdiq

– xulosa chiqarish ya'ni qiyos

U qiyosni bilishning eng asosiy vositasi deb biladi va ilmiy xulosalar chiqarishda uning ahamiyatini alohida tahlil etadi. Shuningdek, u ta'rif (ta'rif berish, izohlash) va dalillash usullarini ham atroflicha bayon qiladi.

Jurjoniy mantiq ilmini nafaqat falsafa, balki kalom, fiqh va boshqa ilmiy sohalar uchun ham zaruriy vosita sifatida talqin etadi. Shu jihatdan olim mantiqni universal metodologiya darajasiga olib chiqqan mutafakkirdir.

Uning mantiqqa oid asarlari keyingi asrlar davomida madrasa ta’lim tizimida asosiy qo‘llanma sifatida foydalanilib kelingani uning ilmiy va falsafiy merosining nechog‘lik amaliy ahamiyatini ko‘rsatib turadi.

Jurjoniy yashagan davrdan oldingi ilmiy muhitda bilimning bo‘linish masalasiga doir yozilgan dastlabki risolalardan biri, katta ehtimol bilan aytish mumkinki, Qutb al-Din al-Roziy tomonidan yozilgan. Tadqiqotlarimizdan kelib chiqib aytishimiz mumkinki, ko‘plab sharh va hoshiyalar muallifi bo‘lgan Jurjoniy o‘zidan oldin o‘tgan allomalardan biri bo‘lgan Qutb al-Din al-Roziy muhokama qilgan falsafiy mavzularga alohida qiziqish bildiradi. Shuning uchun ham uning risolasi mazmun va tuzilish jihatidan Roziy asariga hamohanglikda shakllanadi.

Qutb al-Din al-Roziy bilimning bo‘linishini mantiq ilmining usul va vositalari hamda maqsadlari bilan o‘zaro uyg‘unlashgan holda kamdan-kam muhokama qiladi. U tasavvur va tasdiq kabi tushunchalarni asosan ta’riflarning asosiy qoidalari hamda bu ta’riflardan kelib chiqadigan natijalar asosida sharhlaydi.

Bunga qarama-qarshi o‘laroq, al-Jurjoniy Roziy asarida keng o‘rin olgan mavzularni qisqacha bayon etib, ularni umumlashtiradi. Uning risolani yozishdan ko‘zlagan asosiy maqsadi bu tasavvur va tasdiqning bo‘linishini mantiqning umumiy maqsadi bilan, ayniqsa bilimni qo‘lga kiritish usullari - ya’ni ta’rif berish va isbot nazariyalari bilan uzviy bog‘lash orqali asoslashdir. Bizga ma’lumki, Jurjoniyning “Risola fi taqsim al-ilm” risolasi ham mantiq ilmiga bag‘ishlab yozilgan. Al-Jurjoniy risolasining maqsadini chuqurroq anglab yetish uchun, avvalo bilimning bo‘linishini o‘zini va uning mantiq ilmi maqsadi bilan qanday aloqada ekanini tahlil qilish lozim.

Bilimning tasavvur va tasdiq tarzida bo‘linishi “ma’lum” va “noma’lum” tushunchalarining muayyan tartibda joylashtirilishini talab etadi; ammo bu ikki mantiqiy tushuncha bilim istilohi bilan zaruriy tarzda bog‘liqdir. Shunga asosan, bilimning bo‘linishi ayni paytda ushbu ikki tushunchaning ham bo‘linishini anglatadi. Boshqacha qilib aytganda, bilim tasavvur va tasdiqqa bo‘linar ekan, “ma’lum” va “noma’lum” ham zaruriy ravishda ikki qismga bo‘linadi: ularning biri tasavvuriy, ikkinchisi esa hukmiy (ya’ni tasdiqiy) tabiatga ega bo‘ladi.

Mazkur tushunchalar orasida eng ibtidoiy va asosiy bo‘lgani tasavvur tushunchasidir; chunki u idrokning boshlang‘ich shakli sifatida hukm va tasdiqning vujudga kelishi uchun zaminni tayyorlaydi. Bilimning tasavvur va tasdiq tarzidagi bo‘linishi orqali har qanday narsa ma’lum ham, noma’lum ham bo‘lishi mumkinligi ko‘rsatilgach, ehtimoliy paradoks yuzaga kelishining ham oldi olinadi.

Natija turli ilm sohalarida, ayniqsa mantiqda yaqqol namoyon bo‘ladi: “Inson yo mantiqni biladi, yo bilmaydi”. Agar bilsa - nega yana o‘rganishi kerak? Agar mutlaqo bilmasa - uni bilishga qanday intiladi? Agar noma’lumning tasavvur va tasdiq tarzida bo‘linishini e’tibordan chetda qoldirsak, bu ikki savol mushkul va hatto yechimsiz ko‘rinadi. Birinchi savol “mavjud narsani yana mavjud qilish mumkin emas” (taḥṣīl al-ḥāṣil) degan qoidaga tayanib paradoks tusini oladi. Ikkinchisi esa “mutlaq noma’lumni bilishga intilish mumkin emas” degan da’vo orqali yana bir paradoksga aylanadi.

Agar kimdir mantiqni bilsa, uni qayta o‘rgatish ma’nosiz bo‘lib qoladi; agar u mantiqdan mutlaqo bexabar bo‘lsa, uni o‘rganishga ham intilmaydi. Natijada, har ikki holatda ham mantiqni o‘rganish va o‘rgatish imkonsizdek tuyuladi. Biroq bilimni tasavvur va tasdiq shaklida ajratish, narsalarning turli jihatlardan ham ma’lum, ham noma’lum bo‘la olishini ko‘rsatadi. Aynan shu yondashuv orqali mazkur paradokslar tug‘dirgan berk ko‘chadan chiqish imkoni paydo bo‘ladi.

Shunga ko‘ra, agar bir kishi mantiqni tasavvur darajasida bilsa, uning uchun mantiq endi “mutlaq noma’lum” bo‘lib qolmaydi. Bunday bilimning asosi mantiqning maqsadini anglashdir. Shuning uchun ham bu shaxs mantiqning qoidalari va tamoyillari darajasida hali tasdiqiy bilimga ega bo‘lmagani sababli, bu holat “mavjudni yana mavjud qilish” muammosini keltirib chiqarmaydi. Qisqacha qilib aytadigan bo‘lsak, mazkur bo‘linish - bilimni tasavvur va tasdiq kabi ajratish - o‘rganishning o‘zi mumkinmi yoki yo‘qmi degan paradoksga berilgan falsafiy javob sifatida ham talqin qilinishi mumkin.

Har qanday ilmning muqaddimasi o‘sha ilmning mazmun-mohiyatini tashkil qiluvchi asosiy tamoyillar tarkibiga kirmaydi. Xuddi shuningdek, mantiq ilmining muqaddimasi ham mantiq o‘rgatishni ko‘zlagan masalalar silsilasining bevosita bir qismi emas. Yuqorida bayon qilingan fikrlar zanjiri ichida bilimning tasavvur va tasdiq tarzida bo‘linishi birinchi o‘rinda turadi. Demak, aynan shu bo‘linish mantiqning maqsadini tushuntirib beruvchi besh asosiy qoidaning poydevorini tashkil etadi.

Deyarli barcha mantiq kitoblarida bilimning tasavvur va tasdiqqa ajratilishi bayon etiladi. Ammo ularning mualliflari ushbu bo‘linishni yuqorida bayon etilgan falsafiy zamin va kontekst asosida ko‘rib chiqqanmi, degan savol tug‘iladi. Mazkur savolga javob bizni al-Jurjoniyning ushbu risolani yozishdagi asl maqsadiga olib boradi: bu risola bilimning tasavvur va tasdiq tarzidagi bo‘linishini mantiqning maqsadi va usuli doirasida tahlil qilish uchun bitilgandir.

Al-Jurjoniy bilimning bo‘linishi masalasida muayyan mantiqiy asosga tayangan holda to‘rtta turli yondashuvni zikr etadi. Ular quyidagilar:

1.Hukamolar (falosifa),

2.Faxr al-Din al-Roziy,

3.Afdal al-Din Xunajiy – Shams al-Din Iṣfahoniy,

4.Avitsenna – Nasir al-Din al-Tusiy.

Al-Jurjoniy ushbu tasnifda ikki mezondan foydalanadi. Birinchisi - bilimning tasavvur va tasdiq tarzida bo‘linishidir. Keyinchalik aniqlanishicha, Avitsenna nazarida bu masala aslida bilimning ikki turga ajralishi emas, balki turli xususiyatlarga ega bo‘lgan ikki xil tasavvur sifatida talqin etiladi.

Ikkinchi mezon - tasdiq va hukm o‘rtasidagi munosabatdir. Bu ikki tushuncha orasidagi aloqaning qanday talqin qilinishi turli maktablar o‘rtasidagi farqlarni belgilab beradi. Masalan, Faxr al-Din al-Roziy tasdiqni murakkab mohiyat deb hisoblaydi va hukmni uning tarkibiy qismlaridan biri sifatida ko‘radi. Holbuki, tasdiqni sodda (basit) deb bilgan hukamolar nazarida tasdiq bilan hukm o‘zaro ayniyat kasb etadi.

Alloma mantiqiy tafakkur metodologiyasini ishlab chiqadi. Unga ko‘ra ilmiy bahs yuritish qoidalari - aniq ta’rif berish, dalil bilan isbotlash, qarama-qarshilikni tahlil qilish va xulosa chiqarishning qat’iy qoidalariga rioya qilish - muhim ahamiyatga ega. Bu qoidalar keyinchalik musulmon olamida ilmiy bahs-munozara shaklini olib, ilmiy madaniyatning asosiga aylangan.

Xulosa

Xulosa qilib aytganda, ushbu risolada bayon etilgan qarashlar bilimning bo‘linishi, uning tarkibiy qismlari hamda har bir bo‘limga xos xususiyatlarni chuqur tahlil qilish asosida shakllantirilgan bo‘lib, bu yondashuv Muhammad Sharif Jurjoniyning mantiq ilmiga qo‘shgan ulkan ilmiy hissasini yaqqol namoyon etadi. U mantiqni tizimli va mustaqil fan sifatida rivojlantirib, mantiqiy tushunchalar, hukm va xulosa chiqarish nazariyasini mukammal darajada asoslab bergan hamda ularni ilmiy jihatdan izchil tahlil qilgan. Shu bilan birga, alloma mantiqqa oid muhim asarlar yaratib, ularni kalom, fiqh va tilshunoslik kabi turli ilmiy sohalar bilan o‘zaro uyg‘unlashtirgan holda yuksak darajada boyitgan, natijada mantiq ilmining amaliy va nazariy ahamiyatini kengaytirishga erishgan. Bundan tashqari, u o‘zining sharh va hoshiyalari orqali murakkab mantiqiy nazariyalarni chuqur tahlil qilib, ularni soddalashtirilgan va tizimlashtirilgan shaklda bayon etgan hamda Samarqand ilmiy maktabida mantiq ilmining yanada rivojlanishiga sezilarli darajada hissa qo‘shgan. Shu boisdan ham Muhammad Sharif Jurjoniy islom falsafasi va mantiq tarixida eng yirik va ko‘zga ko‘ringan mutafakkirlardan biri sifatida e’tirof etiladi, uning ilmiy merosi esa asrlar davomida o‘z ahamiyatini yo‘qotmay kelmoqda.

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FRENSIS BEKON FALSAFASIDA YANGI ILMIY METODLARNING SHAKLLANISHI VA ULARNING FAN RIVOJIDAGI AHAMIYATI.

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Annotatsiya. *Maqolada mashhur ingliz faylasufi va olimi Frensis Bekonning ijodida empirik metodlar ichida muhim bo‘lgan induktiv metodning shakllanishi va uning fan rivojidagi ahamiyati ochib berilgan. Bu metod tabiiy jarayonlarni kuzatish va tajribalar o‘tkazishga asoslangan. Bundan tashqari, Bekon sxolastik falsafadagi dogmatizmga qarshi kurashadi va shu munosabat bilan dogmatizmga bog‘liq bo‘lgan “aql idollari” ta’limotini yaratadi. Maqolada induktiv metod va “aql idollari” ta’limotlarini ochishga e’tibor qaratilgan.*

Kalit so‘zlar: *Yangi davr falsafasi, iqtisodiy taraqqiyot, fan taraqqiyoti, yangi ilmiy uslublar, ratsionalizm, empirizm, induksiya uslubi, deduksiya uslubi, aql idollari, “Yangi Organon”, fanlar tasnifi, “jon”, “ruh”, tana.*

ФОРМИРОВАНИЕ НОВЫХ НАУЧНЫХ МЕТОДОВ В ФИЛОСОФИИ ФРЕНСИСА БЭКОНА И ИХ ЗНАЧЕНИЕ В РАЗВИТИИ НАУКИ

Аннотация. *В статье раскрывается формирование индуктивного метода, являющегося важной частью эмпирических методов в творчестве известного английского философа и учёного Фрэнсиса Бэкона, а также его значение для развития науки. Данный метод основан на наблюдении природных процессов и проведении экспериментов. Кроме того, Бэкон выступает против догматизма в схоластической философии и в этой связи создаёт учение об «идолах разума», связанных с догматизмом. В статье особое внимание уделяется раскрытию индуктивного метода и учения об «идолах разума».*

Ключевые слова: *философия Нового времени, экономическое развитие, развитие науки, новые научные методы, рационализм, эмпиризм, метод индукции, метод дедукции, идолы разума, «Новый Органон», классификация наук, «душа», «дух», тело.*

THE FORMATION OF NEW SCIENTIFIC METHODS IN FRANCIS BACON’S PHILOSOPHY AND THEIR SIGNIFICANCE IN THE DEVELOPMENT OF SCIENCE.

Abstract: *The article reveals the formation of the inductive method, which is an important part of empirical methods in the works of the famous English philosopher and scientist Francis Bacon, as well as its significance for the development of science. This method is based on the observation of natural processes and conducting experiments. In addition, Bacon opposes dogmatism in scholastic philosophy and, in this regard, creates the doctrine of the “idols of the mind” associated with dogmatism. The article focuses on explaining the inductive method and the doctrine of the “idols of the mind.”*

Keywords: *philosophy of the New Age, economic development, development of science, new scientific methods, rationalism, empiricism, method of induction, method of deduction, idols of the mind, “New Organon”, classification of sciences, “soul”, “spirit”, body.*

Kirish

Frensis Bekon falsafasida yangi ilmiy metodlarning shakllanishi va ularning fan rivojidagi ahamiyati masalasi Yangi davr falsafasi taraqqiyotida alohida o‘rin egallaydi. XVII asr boshlarida Yevropa ilmiy tafakkurida yuz bergan tub burilishlar an’anaviy sxolastik qarashlarning inqirozga uchrashi va tajribaga asoslangan yangi ilmiy yondashuvlarning shakllanishi bilan bevosita bog‘liqdir. Aynan shu jarayonda Frensis Bekon ilm-fan metodologiyasini yangilash zaruratini chuqur anglab yetgan mutafakkir sifatida maydonga chiqadi. U bilish jarayonida aqlga ortiqcha tayanish, tayyor dogmalarga suyanish va empirik asosdan uzilgan xulosalar chiqarish ilmiy taraqqiyotga to‘siq bo‘lishini asoslab beradi. Bekon o‘zining mashhur “Yangi Organon” asarida ilmiy bilishning asosiy yo‘li sifatida induktiv metodni ilgari suradi va uni tabiatni kuzatish, tajriba o‘tkazish hamda faktlarni tizimli tahlil qilishga asoslangan yagona ishonchli usul sifatida talqin etadi. Shu bilan birga, u inson tafakkurini chalg‘ituvchi “aql idollari” konsepsiyasini ishlab chiqib, ilmiy bilish

jarayonida subyektiv xatolar va noto‘g‘ri tasavvurlarni bartaraf etish zarurligini ko‘rsatadi. Bekonning bu g‘oyalari nafaqat falsafa tarixida, balki tabiiy va ijtimoiy fanlar rivojida ham yangi bosqichni boshlab berdi, chunki ular ilmiy metodologiyaning empirik asoslarini mustahkamlab, tajriba va kuzatuvga tayangan ilmiy tadqiqot an’anasini shakllantirdi. Shu sababli Frensis Bekonning ilmiy-metodologik qarashlari zamonaviy fan taraqqiyotining nazariy poydevorini yaratgan muhim omillardan biri sifatida baholanadi.

Adabiyotlar tahlili va metodlari

Frensis Bekon falsafasida yangi ilmiy metodlarning shakllanishi va ularning fan rivojidagi ahamiyati masalasini yoritishda adabiyotlar tahlili shuni ko‘rsatadiki, Yangi davr falsafasi doirasida bu muammo ko‘plab mahalliy va xorijiy tadqiqotchilar tomonidan turli yondashuvlar asosida o‘rganilgan. Xususan, Bekonning empirik falsafasi, induktiv metod haqidagi qarashlari hamda “aql idollari” konsepsiyasi ilmiy bilish nazariyasining muhim bosqichi sifatida G‘arb falsafa tarixiga doir asarlarda keng tahlil qilingan. Tadqiqot jarayonida tarixiy-qiyosiy metoddan foydalanilib, Bekonning ilmiy qarashlari Aristotel va sxolastik an’analar bilan solishtirildi, shuningdek, uning metodologik yondashuvi Dekartning ratsionalistik qarashlari bilan qiyosiy tahlil qilindi. Bundan tashqari, analiz va sintez metodlari asosida Bekon asarlarida ilgari surilgan induktiv bilish tizimi, tajriba va kuzatuvning ilmiy bilishdagi o‘rni chuqur o‘rganildi. Manbaviy tahlil jarayonida “Yangi Organon” asari asosiy ilmiy manba sifatida o‘rganilib, undagi metodologik tamoyillar tizimli ravishda tahlil qilindi. Shuningdek, mantiqiy umumlashtirish metodi orqali Bekonning ilmiy metodlari zamonaviy fan taraqqiyotidagi o‘rni va ahamiyati ochib berildi. Ushbu metodologik yondashuvlar asosida Frensis Bekon falsafasida shakllangan yangi ilmiy metodlar nafaqat nazariy jihatdan, balki amaliy fanlar rivojida ham muhim rol o‘ynagani asoslab berildi.

Muhokama va natijalar

“Yangi Organon” asari Frensis Bekonning ilm-fan va uning usullari haqidagi nazariy ishi bo‘lib, u yangi ilmiy metodlarning asoslarini belgilashga qaratilgan. Asar 1620-yilda nashr etilgan bo‘lib, falsafa tarixidagi muhim markaziy yo‘nalishlardan biri hisoblanadi va Bekonning “ilmiy metodologiya” haqidagi qarashlarini o‘z ichiga oladi. Ushbu asarning asosiy maqsadi ilmiy bilimlarning yangi usullarini ishlab chiqish hamda ularni rivojlantirish uchun zarur bo‘lgan tashkiliy va metodik asoslarni yaratishdir.

Bekon “Yangi Organon” asarida ilm-fanning yordamchi vositasi sifatida tajribaviy usullarni ishlab chiqishga alohida e’tibor bergan. U, avvalo, eski falsafiy va ilmiy an’analardan farqli ravishda, ilmiy bilimlarni tabiatning haqiqiy qonunlariga asoslangan holda olish kerakligini ta’kidlaydi. Bekon ilmni tushunishda empirizmga tayangan holda, tajriba, kuzatish, tasavvur va amaliy ishlanmalarni asosiy ahamiyatga ega deb hisoblaydi. Uning fikricha, ilmiy bilimlar insonning ma’lumot olishdagi subyektiv qarorlaridan emas, balki aniq va ishonchli tajribalardan kelib chiqishi kerak.

Asarda Bekon idrok va tahlil qilish usullarini ilgari surib, ilmning asosiy maqsadi tabiatning haqiqiy qonunlarini izlash va ularni anglash ekanini ta’kidlaydi. Uning nazariy tadqiqotlarida ilm-fanning falsafiy jihati, uning amaliy qo‘llanilishi, shuningdek, texnika va tabiatshunoslikni rivojlantirish uchun asosiy yo‘nalishlar belgilab berilgan. Bekon ta’riflagan yangi usullar, avvalo, falsafiy bilimlarni ilmiy asosda tekshirish va ularni turli manbalardan olishga intilishdan iborat edi.

“Yangi Organon” asarida ilmiy metodlarning yangilanishi, aniq va ishonchli bilimlarga erishish uchun zarur bo‘lgan aksiomalar va qonunlar ko‘rib chiqiladi. Bekonning fikricha, falsafiy tizimlarni yaratish uchun ilmning har bir sohasida aniq va belgilangan metodika hamda usullar bo‘lishi kerak. Asarning asosiy g‘oyasi shundan iboratki, ilmiy izlanishlar faqat kuzatish va tajriba orqali amalga oshirilishi lozim, chunki ilm-fanning samarali rivoji uchun tabiatning haqiqiy qonunlarini tushunish va ularga tayangan holda harakat qilish zarur.

Bekon ilmiy ishlarni amalga oshirish uchun yangi metodlarni qo‘llashni ilgari surgan hamda ilm-fanning har bir sohasini ilmiy asosda rivojlantirishga katta ahamiyat bergan. “Yangi Organon” asari ilmning yangilanishi va rivoji uchun muhim nazariy asos bo‘lib, Bekonning falsafiy va ilmiy qarashlarining zamonaviy rivoji uchun poydevor vazifasini bajargan.

“Aql idollari” va bilishda uslubning roli haqida

Frensis Bekonning “Aql idollari” (Idols of the Mind) konsepsiyasi uning ilmiy usullari va empirizmga bo‘lgan munosabatini tushunishda muhim ahamiyatga ega. Bekon “Aql idollari”ni insonning fikrlash jarayonidagi xato va to‘siqlar deb ta’riflaydi. Ushbu idollar odamlarning to‘g‘ri bilish va tushunishga intilishida to‘sqinlik qiluvchi omillar bo‘lib, aqlning ko‘pincha noto‘g‘ri yo‘nalishlarda harakat qilishiga sabab bo‘ladi. Bekon bu idollarni bevosita insonning affektiv va aqliy jarayonlari bilan bog‘laydi va ularni ilm rivojiga to‘sqinlik qiluvchi elementlar deb hisoblaydi.

Bekon “aql idollari”ni to‘rt turga ajratadi: qavm idollari, g‘or idollari, bozor idollari va teatr idollari.

Qavm idollari - bu insoniyatning umumiy xato va tushunchalaridan kelib chiqadigan idollardir. Bekon fikricha, odamlar tabiatni tushunishda umumiy xato va stereotiplarga duch keladilar. Bu idollar insoniyatning jamiyatdagi umumiy xulosalaridan kelib chiqadi va ko‘pincha umumiy qo‘llaniladigan, ammo aniq bo‘lmagan tushunchalarga tayanib, noto‘g‘ri fikrlarni yuzaga keltiradi.

G‘or idollari - har bir insonning shaxsiy tajribasi hamda uning oilaviy va ijtimoiy muhiti bilan bog‘liq bo‘lib, insonning ichki dunyosi va individual qarashlari ko‘pincha obyektiv haqiqatni to‘g‘ri tushunishiga to‘sqinlik qiladi. Shu sababli, har bir shaxs o‘z tajribasi va muhitiga tayangan holda noto‘g‘ri xulosalarga kelishi mumkin.

Bozor idollari - bu til va umumiy atamalar bilan bog‘liq idollardir. Bekonning fikricha, tilning cheklanganligi va noaniq tushunchalar odamlarning noto‘g‘ri fikrlashiga sabab bo‘ladi. Til inson fikrini shakllantiradi, biroq u noto‘g‘ri qo‘llanganda adashishlarga olib keladi.

Teatr idollari - bu keng tarqalgan falsafiy va ilmiy tizimlarga ko‘r-ko‘rona ishonish natijasida yuzaga keladigan xatolardir. Bekon bu idollar odamlarning avtoritetlarga tanqidiy yondashuvsiz ishonishi oqibatida paydo bo‘lishini ta’kidlaydi.

Bekonning “aql idollari” haqidagi qarashlari ilm rivojida obyektiv va tanqidiy yondashuvning muhimligini ko‘rsatadi. Ushbu idollar insonning qat’iy qarorlar qabul qilishiga va real hayotdagi masalalarga to‘g‘ri yondashishiga to‘sqinlik qiladi. Shu bois, inson o‘z fikrlarini, tajribalarini va tasavvurlarini qayta ko‘rib chiqishi hamda ularni mantiqiy va amaliy asosda shakllantirishi zarur.

Induktiv uslub va dogmatik metod tanqidi. Bilishda uslubning roli juda muhim, chunki uslub - bu bilimga erishishning samarali va to‘g‘ri yo‘lidir. Uslub, ya’ni bilim olishdagi yo‘nalish va usullar, insonning tabiat, jamiyat va o‘z hududi haqidagi tushunchalarini aniqlashtirish va rivojlantirishga ko‘maklashadi. Bilish jarayonida ishlatilgan uslublar va ularning aniqligi tajribani samarali qilishi hamda ilmni rivojlantirishda muhim ahamiyat kasb etadi. Bilishning asosiy maqsadi haqiqatni aniqlash va o‘z tuyg‘ularimizning, tajribalarimizning yoki tahlillarimizning emas, balki dunyo haqidagi obyektiv tushunchalarga erishishdir. Bu jarayonda uslub muhim rol o‘ynaydi, chunki u ta’riflangan prinsiplar va metodikalar orqali bilimni to‘g‘ri va obyektiv shaklda to‘plashga yordam beradi. Uslub faqat g‘oyalar bilan ishlashni emas, balki bu g‘oyalarni amaliy nuqtayi nazardan, mantiqiy asosda tekshirish va tadqiq etishni ham o‘z ichiga oladi. Uslubning ahamiyati ilmiy izlanishlar va falsafiy nazariy ishlarning samaradorligini oshirishda namoyon bo‘ladi. Ilmiy usullar falsafadagi nazariy ishlanmalarni nazarga olish, qonunlarni aniqlash va mavjud tushunchalarni to‘g‘ri rivojlantirish uchun muhimdir. Ilmiy izlanishlarda har bir usul o‘z vaqtida o‘ziga xos usullar bilan ishlashi, masalan, tajribaviy, nazariy yoki mantiqiy usullar, bilimga erishishdagi to‘siqlarni yengishga yordam beradi. Shu bilan birga, bilimni to‘g‘ri va obyektiv shaklda olish uchun uslubning yaxshi tashkil etilgan va muayyan nazariy yoki amaliy asoslarga tayanish muhimdir. Bilishda qo‘llaniladigan usullar ba’zan insonning psixologiyasidan, ko‘rish yoki his qilishdan kelib chiqishi mumkin. Ammo yaxshi uslub - bu mantiqiy va tekshirilgan bilimlar, haqiqiy aniqlikka erishish uchun qo‘llaniladigan aniq metodikalar jihatidan olib boriladigan izlanishdir. Qisqasi, bilishda uslubning roli o‘zini nafaqat bilimni to‘g‘ri olishda, balki ularni o‘zgartirish va rivojlantirishda ham ko‘rsatadi. Uslubning asosiy vazifasi - bilimni yangi usullar, amaliy natijalar va doimiy o‘rganishlar orqali rivojlantirish va insonning olam haqidagi tushunchalarini kengaytirishdir.

Induktiv uslub - bu xulosa chiqarishning bir usuli bo‘lib, u aniq va maxsus faktlardan umumiy qoida va qonunlarni yaratishga asoslangan. Boshqacha aytganda, induktiv usul ma’lumotlarni tadqiq qilib, ularning asosida umumiy xulosalarga kelishni o‘z ichiga oladi. Bu uslubda ko‘plab aniq holatlar va ma’lumotlar olinib, ulardan umumiy prinsiplar va qonuniyatlar chiqariladi. Induktiv usul ilmiy tadqiqotlar va falsafada keng qo‘llaniladi, chunki u real, tajribaviy va aniq faktlarga asoslangan holda bilimni shakllantirishga yordam beradi. Induksiya usuli haqidagi qarashlar Frensis Bekondan boshlab, zamonaviy ilmiy usullar va falsafiy izlanishlarda katta rivojga erishgan.

Bekon induktiv usulni falsafiy va ilmiy tadqiqotlarda aniq metod sifatida joriy qilgan. Uning fikricha, bilimni olishda birinchi navbatda tabiatning aniq holatlarini kuzatish va ulardan umumiy qoida va qonunlarni chiqarish kerak. Bu jarayonda inson faktlarning o‘ziga xos xususiyatlarini to‘g‘ri tekshirib, ulardan tushunchalar va nazariy qarashlarni shakllantirishi zarur. Induktiv usulning eng muhim jihatlaridan biri - u faktlarga va tajribalarga asoslanishidir. Bu usulda hech qanday avvaldan belgilangan nazariy gipotezalar yoki konsepsiyalardan foydalanilmaydi. Odatda induktiv usul avval ko‘plab aniq va kichik faktlardan boshlanadi, keyin ular orasidagi o‘xshashliklar va uzviy bog‘lanishlarni aniqlash orqali umumiy qoida va qonunlar kelib chiqadi. Masalan, turli xil kichik kuzatishlar va tajribalardan olingan ma’lumotlar birlashtiriladi va ulardan biror umumiy prinsip yoki teoriya yaratiladi.

Induktiv usulning katta afzalliklaridan biri - bu metod insonga obyektiv va samarali xulosa chiqarish imkonini beradi. Bu usulning asosiy maqsadi - tabiatning haqiqiy qonunlarini tushunish va ularni aniq faktlar hamda to‘g‘ri kuzatishlar orqali aniqlash. Biroq induktiv usulda xato qilish ehtimoli ham bor, chunki har qanday xulosa, natija va nazariy tahlillar bevosita mavjud faktlar va kuzatishlarga bog‘liq bo‘ladi. Agar faktlar va ma’lumotlar to‘g‘ri olinmasa, xulosalar ham xato bo‘lishi mumkin. Ushbu usul ilmiy tadqiqotlarda, ayniqsa biologiya, fizika va kimyo kabi sohalarda keng qo‘llaniladi. Induktiv usulda olingan xulosalar ko‘pincha yangi tajribalar va kuzatishlar orqali tekshiriladi va ularning umumiyligini aniqlash uchun qo‘shimcha tajribalar olib boriladi. Bu usulning muvaffaqiyatli qo‘llanilishi ilmiy bilimlarni kengaytirish va ilmning yangi yo‘nalishlarini ishlab chiqishda muhim ahamiyatga ega. Shunday qilib, induktiv usul bilimni olishda samarali va to‘g‘ri yo‘l bo‘lib, u faktlar va tajribalarga asoslanadi. Bu usul ilmiy va falsafiy

tadqiqotlarda yangiliklar va qonunlarni aniqlashda muhim rol o‘ynaydi. Frensis Bekon ijodida yangi fan metodologiyasi, jumladan induktiv metodni, “aql idollari” deb nom olgan tanqidiy qarashlarni ochib berishga harakat qilindi.

Xulosa.

Xulosa qilib aytganda, Frensis Bekon falsafasida yangi ilmiy metodlarning shakllanishi va ularning fan rivojidagi ahamiyati masalasi Yangi davr ilmiy tafakkurining tub burilish nuqtasini ifodalaydi. Uning empirik yondashuvga asoslangan induktiv metodi ilmiy bilish jarayonini an’anaviy sxolastik dogmalardan xalos etib, tajriba va kuzatuvni bilim olishning asosiy mezoniga aylantirdi. Bekon tomonidan ilgari surilgan “aql idollari” haqidagi ta’limot esa inson tafakkurini chalg‘ituvchi subyektiv xatolarni aniqlash va ularni bartaraf etish orqali ilmiy tadqiqotlarning ishonchliligini oshirishga xizmat qildi. Ushbu metodologik yangiliklar ilm-fanning nazariy asoslarini mustahkamlab, tabiatni o‘rganishda tizimli, izchil va tajribaviy yondashuvni shakllantirdi. Natijada Bekon falsafasi nafaqat o‘z davri ilmiy inqilobiga turtki berdi, balki zamonaviy fan metodologiyasining shakllanishida ham muhim poydevor vazifasini bajardi. Shu jihatdan, uning ilmiy-metodik qarashlari bugungi kunda ham fan taraqqiyotining asosiy tamoyillaridan biri sifatida o‘z ahamiyatini yo‘qotmagan va insoniyat ilmiy tafakkurining rivojlanishida beqiyos o‘rin egallaydi.

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ALISHER NAVOIY ONTOLOGIK QARASHLARIDA NOMODDIY BORLIQ TALQINI

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Annotatsiya: *Ushbu maqolada buyuk mutafakkir Alisher Navoiyning falsafiy merosidagi nomoddiy borliq haqidagi diniy va ma’rifiy-falsafiy qarashlari tahlil qilingan. Xususan, falsafaning asosiy muammosi nomoddiy olamning, ruh, jon, ong, ko‘ngil, xotira, o‘t, havo, va boshqa manbalarini mutafakkir talqinidagi xususiyatlari bayon qilindi.*

Kalit so‘zlar: *nomoddiy borliq, ruhiy olam, ruh, jon, ong, ko‘ngil, xotira, o‘t, havo.*

THE ONTOLOGICAL INTERPRETATION OF IMMATERIAL BEING IN THE PHILOSOPHICAL VIEWS OF ALISHER NAVOI

Abstract: *This article analyzes the religious and enlightenment-philosophical views of the great thinker Alisher Navoi on the intangible being in the philosophical heritage. In particular, the main problem of philosophy is the description of the properties of the intangible world, the soul, soul, mind, heart, memory, fire, air, and other sources in the interpretation of the thinker*

Keywords: *intangible being, spiritual world, spirit, soul, mind, heart, memory, fire, air.*

ОНТОЛОГИЧЕСКАЯ ИНТЕРПРЕТАЦИЯ НЕМАТЕРИАЛЬНОГО БЫТИЯ В ФИЛОСОФСКИХ ВЗГЛЯДАХ АЛИШЕРА НАВОИ

Аннотация: *В данной статье анализируются религиозные и просветительско-философские взгляды великого мыслителя Алишера Навои на проблему нематериального бытия в его философском наследии. В частности, рассматриваются особенности интерпретации мыслителем таких ключевых категорий, как нематериальный мир, дух, душа, сознание, сердце (как духовный центр), память, огонь, воздух и другие сущности.*

Ключевые слова: *нематериальное бытие, духовный мир, дух, душа, сознание, сердце, память, огонь, воздух*

Kirish (Introduction). Ushbu maqolada falsafa fanining asosiy mavzularidan bo‘lgan borliq olamining asosi substansiyasi, asosiy mohiyati, borliqning, olamning ibtidosi nima, olam va borliq qanday yaralgan, u qanday unsurlardan tashkil topgan, nega olamning bir butunligini tashkil qilgan unsurlarning ba'zilari mavjud, ya'ni vujudga ega, ayrimlarida esa unday xususiyatlarni biz ko‘rmaymiz degan savollarga javob izlangan.

Alisher Navoiy falsafasida nomoddiy borliq bilan bog‘liq tushunchalar “hasti nestnamoy” – ya'ni, o‘zi boru, lekin namoyon bo‘lmaydigan olam tarzida qo‘llangan. Jon va ruh masalasi badiiy, ayrim o‘rinlarda tamsiliy-majoziy uslubda talqin qilingan. Shuningdek, nomoddiy olamni – malakut olami, ruhoniyat, ong, jon, ruh, tafakkur, aql, dark, ya’ni idrok, xotirot, ishq, ilm, bilim, ko‘ngil olami, sabr, toqat kabi istiloh va tushunchalar tarzida ifodalangan.

Navoiy dahosi doimo bizga yo’lchi yulduz bo’lib qoladi. Shavkat Mirziyoyev 2025-yilni Navoiy viloyatida “Alisher Navoiy yili” deb e’lon qilishni taklif qildi. Bu yil doirasida “Hazrat Navoiyni anglash — o‘zligimizni anglash” mavzusida prezident sovg‘asi uchun tanlov tashkil etiladi. Quriladigan Yangi O‘zbekiston bog‘ida Alisher Navoiyga bag‘ishlab memorial muzey ochiladi. Bu kabi ishlar mutafakkir merosining tadqiq va targ’ib qilish vazifalarini o’ta muhimligini anglatadi.

- Mavzuga oid adabiyotlarning tahlili (Literature review)

Falsafaning, xususan ontologiyaning eng nozik va bahsli mavzularidan biri – bu nomoddiy borliq masalasidir. Bu mavzu markazida olamni, borliqni butunligi tashkil etuvchi, lekin, ko’z bilan ko’rib, qo’l bilan ushlash mumkin bo’lmaydigan o’t, havo, jon, ruh, xotira, ma’naviyat olami kabi nomoddiy olam muammosi turadi. Avvalo olamdagi barcha mavjudotlarning shakl-shamoyili ya’ni formasi masalasi ham bahsli masala ekanligini aytib o’tish kerak. Zero mavjudot so’zining o’zi o’zbek tiliga arab tilidagi “vujud” so’zi o’zagi asosida kirib kelgan bo’lib, tana-tiynat ma’noni anglatadi. Masalan, rus tilida bu so’z telo, ya’ni ashyolarni va inson borlig’i nazarda tutilsa, insonni tanasini, vujudini

anglatadi. Agar jon va ruh tushunchasini ilohiyot (panteistik) pozitsiyadan qarasak, u Olloh tomonidan sirli mo'jiza qilib yaratilgan nomoddiy olamdir. Uning muammoligi shunda. Vaholanki, bu muammo insoniyat yaralibdiki, u o'zini aql-idrokli mavjudod sifatida jon va ruh bilan bog'liq sirini bilishga intilib keladi. Bu savol ilgari qanday turgan bo'lsa hozirgacha shu zaylda ochiq turipti. Bu masalani turli davrlarda, turli mintaqa falsafa maktablarida bu savolga turlicha javob izlangan hamda turlicha izohlab kelganlar. Shu qarashlar va izohlar asosida nazariya va ta'limotlar yaratilgan.

- Tadqiqot metodologiyasi (Research Methodology)

Navoiy asarlaridagi borliq muammolari tahlilida nomoddiy unsurlar "hasti nestnamoy", ya'ni o'zi boru, lekin, namoyon emas, ko'rinmaydi, yana "nestu hastnamoy" yoki o'zi yo'qqa o'xshaydi-yu lekin bor tarzida qo'llaniladi. Shuningdek, asrori g'ayb, malakut olami, ko'ngil, ruh, insonning sezgi organlari xususida ham o'ziga xos tarzda qarashlar bor.

Navoiy, o'zigacha bo'lgan falsafiy ta'limotlar tarixini chuqur, juda chuqur o'rgangan. Bularga qadimgi tamaddun markazlari hisoblangan, qadimgi Misr, Hindiston, Xitoy, Old Osiyo, Markaziy Osiyo va qadimgi Yunon falsafasi namoyondalari merosi nazarda tutiladi. Xususan, tasavvuf shayxlari, tariqat soliklari ijodiy merosini chuqur tadqiq qilgan olimdir. Tabiiyki, bu mutafakkirlar merosida olam, uning yaralishi, mavjudlik shakli, mazmuni, borliq ibtidosi, intihosi borliqning xususiyatlari muammolari muhokama qilingan va turli bahs-munozaralarga sabab bo'lgan. Mutafakkir "Nasoyim ul-muhabbat" asarining, "Hujjat ul-islom Muhammad b. Muhammad G'azzoliy Tusiy q. s." maqolasida mashhur mutasavvuf olim Muhammad G'azzoliy asarlari tahlilida uning falsafiy qarashlari, xususan, borliq falsafasiga oid fikrlarini keltiradi. Jumladan, moddiy va nomoddiy borliq tafsilotiga qaratilgan quyidagi parchani keltiradi.

"Ruh hastii nestnamoydurki, kishi anga yo'l topmas va sultoni qohir va mutasarrif uldur. Qolib aning asiru bechorasidir. Har ne ko'rsalar qolibdin ko'rarlar va qolib andin bexabar; barcha olamg'a olam qayyumi bila ushbu misoldurki, olam qayyumi "hasti nestnamoydur"ki olam zarrotidin hech zarrag'a vujud va qivom o'zi bila emas...

Bu maiyyatni fahm qila olmag'ay va qayyumiyat maiyyati to'rtinchi qismdir balki maiyyat haqiqat yuzidin budur va bu dag'i hasti nestnamoydur. Alarki, bu maiyyatni bilmagaylar, qayyumni tilagaylar va topmagaylar..."

Bu matnda ko'rinib turganidek inson ruhi, uning nomoddiyligi xususida bormoqda.

Girdborki, sofi havoda yerdin qo'par... Kishi anga boqsa sog'inurki, tufrog' o'zin chirmaydur va tebranadur va andog' emasdur. Balki ul tufroqdin har zarra bila havodurki, aning muharrikidur. Ammo havoni ko'rsa bo'lmas va tufroqni ko'rsa bo'lur. Bas, tufroq muharriklig'da (harakatda, ya'ni havoning kuchi(shiddati) bilan muallaq harakatda bo'lishi) nesti hastnamoydur va havo hasti nestnamoy. Tufroqqa harakatda musaxxarlig'din o'zga yo'qdur havo ilkida. Va saltanat borcha havog'adur va havoning saltanati nopaydo" [1: 250-251]

Bu matn mazmuni, kuchli to'fon paytida tuproqni havoga uchib, ko'tarilib, havoda ma'lum shakl paydo qilishi, tuproq moddiy ashyo, u o'zicha havoga ko'tarilishi mumkin emas, u hova shiddati, ya'ni shamol shiddati bilan havoga ko'tarilgani, lekin shamolni asosi havo, nomoddiy borliq – hasti nestnamoy ekanligi aytilmoqda. Havoning saltanati nopaydo deb xulosa qilingan.

- Tahlil va natijalar (Analysis and results)

Alisher Navoiy falsafasida nomoddiy borliq masalasi badiiy, ayrim o'rinlarda tamsiliy-majoziy uslubda talqin qilingan.

"Lison ut-tayr"da, olam haqiqiy olam emas, haqiqiy olamning ya'ni Ollohning soyasi, tajalliysi ekanligi xususida bir nechta hikoyalarda majoziy-falsafiy tarzda insho qilingan.

"...Agar har bir kishida aql mavjud bo'lsa, shuni bilgilki, azaldan to abad bu olamdagi mavjud barcha narsalar borliqqa ega emas, faqat shakl ko'rinishiga ega. Qudratli Haqdan boshqa hamma narsa foniy - o'tkinchidir, faqat yolg'iz Ugina mutlaq boqiydir. Unga vujud tartibi mahkamlangan bo'lib, borliq rasmi inkor etilmasdan ma'qullangandir. Haqdan o'zga har qanday zot, faraz qilaylik, obi hayot ichgan bo'lsa ham, bu olamda mutlaq o'tkinchi hisoblanadi", deyilgan[2: 99-100].

Bu yerdagi falsafiy fikrlar, Aflotunning soyalar olami falsafasiga o'xshasada, lekin bu yerda aniq olamning asosi, uning boqiy manbai Olloh, boshqa barcha ashyolar o'tkinchi, Ollohning nuri jamoli, tajalliysi ekanligi aytilgan.

"Lison ut-tayr"ning 75 maqolotida ham: "... Olamdagi barcha qushlarning shakli, bilgilki, Uning hikmatga to'la soyasidan iboratdir... Chunki haqqa cho'mib, u bilan bir butunlikni tashkil qilganini haqdan bo'lak yana nima deyish mumkin? Ya'ni uni haqqa qorishib ketgan deb aytish kerak!

Sen o'zingning kimga soya ekanligingni va o'zingning tub negizingga yaqin ekanligingni fahmlab olding. Agar Simurg' o'z soyasini istab, jilva etmaganda, soya egasi bo'lmas edi. Bordi-yu Simurg' o'zini yashirin tutishni xohlasa, uning soyasi hech qachon ayon bo'lmasdi. Zeroki, soyaning oshkor bo'lmog'i soya beruvchining vujudi haqida dalil bo'la oladi. Sening ko'zlaring Simurg'ni ko'ra oluvchi bo'lmaganida edi, ko'ngling ko'zgudek munavvar bo'lmas edi. Bunday ko'zga ega bo'lmasdan turib, uning yuzini ko'rish mumkin emas, bundan boshqacha bo'lmaydi. U o'z husniga oshiq bo'lishlarini istab quyosh kabi bir ko'zgu paydo qildi" [2: 33-34].

76 maqolada: “...Sen bu ko’zguni ko’ngil deb xayol qilgin, unda o’sha jamol o’z aksini ko’rsatdi”[2: 34-35] deyilgan.

161 maqolada: Ma’no ahllari e’tibor qiluvchi ushbu o’n sakkiz ming olam ichida nimaiki narsa bo’lsa, ular shakl jihatidangina mavjud bo’lib, shaklda ko’rinuvchanlik xususiyatiga egadir. Yer sathi uzra yuzlab ajoyib shakllar mavjud, har bir shaklning o’zi yana rang-barang tovlanishlarga ega. Faraz qil: tevarak-atrofda dengizlar yoki ma’dan konlar, yoki dasht-sahrolar, yoki gulshanlar, yoki to’rg’ay va bulbullarni o’ziga rom etib, ularni halok qila oladigan darajadagi rango-rang nafis gul va lolalar, turli iqlimlar va mamlakatlar, daryolar, buloqlar va tog’lar hamda ularni o’rab olgan o’t va havo, balki o’t va havodan boshqa yana bir qancha narsalar mavjud [2: 34-35].

Jon va ruh nomoddiy sirli olam ekan, jonning borligini aniq anglatib turuvchi yana bir nomoddiy xilqat bu dard yoki og’riqdir. Agar jon kabi og’riqni ko’rib yoki ushlab bo’lganda edi, ehtimol tirik mavjudodda bu illat bo’lmas edi. Zero, olam moddiy va nomoddiy olam bilan butun va mukammal deb xulosa qilishga asos ham shunda. Odatda, kasallikni, dardni jon og’rig’i deyish rasm. Jonning o’zi maxfiy bo’lgani kabi uning og’rig’i ham maxfiy. Uning davosi ham qadimdan 2 xil usulda amalga oshirilgan. Uning ham biri moddiylikka yana biri nomoddiylikka asoslangan. Ya’ni birinchisi insonga ruhiy ta’sir etish orqali uni dardlarini ma’lum vaqtga yoki mutlaqo, qisman yoki butunlay bartaraf bo’lishga erishilgan bo’lsa. Ikkinchi moddiy usuli kimyoviy, ya’ni turli kimyoviy vositalar bilan dardni qisman yoki butunlay bartaraf qilish. Uning favqulodda usuli esa jarrohlik usulidir.

Navoiy ijodidagi asosiy mavzulardan biri esa jon va dard masalasi desak xato qilmaymiz.

Navoiyda farishtalar – malakut olami, g’ayb, asrori g’ayb, insu-jins, shayton, xizr kabi islom e’tiqodi doirasida nomoddiy borliq uning ontologik falsafasining asosini tashkil etadi.

Nazarimizda, olov – nomoddiy borliq, uni jonga o’xshatish mumkin. Uning xususiyati shundaki u jondan farqli ravishda faqat yonayotganda ko’z bilan ko’riladi, lekin uning jismi yo’q, o’zi sobit emas. Tirik va butun jismlar vujudini yoqib bitiradi va o’zi ham yo’qqa aylanadi. Keyin uni ko’rmaymiz. Unda jism ham vazn ham yo’q. Qizig’i, uning faoliyati natijasi o’laroq yonib bitgan narsalardan shu miqdorga mutanosib (to’g’rirog’i nomutanosib) kul qoladi. Bu jismlarning xususiyatiga bog’liq. Vaholanki, olov bilan bog’liq masalalar to’g’ri ma’noda ham mazoziy ma’noda ham ko’p o’rinlarda tahlil qilinadi. Masalan ishq o’ti haqida.

Lekin, asrofizikada ko’rish mumkinu, ushlab bo’lmaydigan, ko’rishda nisbiy, nomoddiy borliqdan yana biri yorug’likning yuzaga bosimi isbotlangan. Lekin bu olovga nisbatan qaydarajada mos, bunisi aniq emas.

Navoiy boshqa mavjudod kabi odam ham to’rt unsurdan yaralgan bo’lib bu unsurlarning ikkitasi – havo va o’t yuqori sifatli, qolgan ikkitasi – tuproq va suv quyi sifatli deb ta’riflagan[3:91].

Ikki anga gavhari ulviy (oliy)najod,

Ikki anga javhari sifliy (past)nihod [3:93].

Shuningdek, U insonning tanasi vujudi moddiylik olami bo’lib, uning ko’ngli va ruhiyati malakut olamiga doxil degan ta’rif beradi. Bu xususda “Hayratul-abror” da alohida bob ajratilgan bo’lib, unda Qur’ondagi “fazkuruni mazkurukum” ya’ni meni esga olinlar, yodlanglar, men ham sizni yodga olaman”[3:90-96], degan muqaddas kalom bilan asoslangan bo’lib, ko’ngil va xotira Ollohning insonga in’omi sifatida talqin qilingan [3:90].

Bizning nazarimizda ham, olamni, borliqni tashkil qilgan to’rt unsurning 2 tasi moddiy 2 tasi nomoddiy hisoblanadi.

Nazarimizda bu yerdagi tavsifda, nafaqat havo bilan olovni yuqorida bo’lishi va yuqoriga intilish yuqori sifat deb, suv va tuproqni pastga tushgani tufayli past daraja deb baholangan, balki, umuman olamni tuzilishidagi ahamiyati va nestnamoyligi ya’ni, nomoddiy olamga daxdor bo’lganligi uchun ham shunday baholangan.

Nomoddiy – havo va o’t. Agar bu unsurlarda tarkib, tuzilish, kimyoviy tahlilda aniqlangan bo’lsada ularni ko’zga ko’rimasligi, qo’l bilan ushlab bo’lmasligini hisobga olib shartli “nomoddiy” unsurlar deyish to’g’riroq bo’ladi deb uylaymiz.

Nomoddiy va moddiy olam aql hayratiga sabab bo’lgani sababli Navoiy “Xazoyin ul-maoniy”da:

Seni topmoq base mushkuldurur, topmaslik osonkim,

Erur paydolig’ing pinhon, vale pinhonlig’ing paydo [4:29].

Odam borliqni idrok etishda asosiy vosita bu sezgilaridir.

Lekin, odamzod sezgilari qodir bo’lmagan signallarni qadimdan, fasllar o’zgarishi havo o’zgarishi kabi tabiat jarayonlarini, osmondagi o’zgarishlar, yulduzlar, bulutlar hayvonlar, o’simliklar, hashoratlar, qurt-qumusqalarni kuzatish orqali bilvosita foydalangan. Masalan yerda: itlar va boshqa hayvonlardagi favqulodda sezgirlik qobiliyatlaridan hid bilish, hid ajratish, mushuklar, qushlar, hashoratlarni harakatlari orqali aniqlab olishgan. Yo’qolgan odamlar hayvonlarni, agar o’lgan bo’lsa, o’laksaxo’r qushlarni parvozi va o’lgan tana turgan joyga tashlanishidan aniqlash azaldan to hozirgacha qo’llab kelinmoqda. Keyinchalik bunday funktsiyalarni inson aql idroki mevasi bo’lgan asbob –uskunalar vositasida aniqlanadigan bo’ldi. Bu o’rinda, insoniyat asrlar, mingyillar davomida to’plagan

tajribalarini o'rni beqiyos. Fasllar almashinishi, ob-havoni ehtimoliy o'zgarishi koinotdagi holatga qarab bilish tajribalari va hakazo.

Zero, bular hammasi yana bir nomoddiy borliq, inson aql-zakovati, ruhiyati, ular vositasida to'plangan bilim va tajribalari kabi yana bir nomoddiy borliq mo''jizalaridir. Xotira, ko'ngil, aql-zakovat, tajriba, bilim kabi insoniy fazilatlarni ham moddiy borliq deya olmaymiz.

Hozir, ob-havo o'zgarishlari, dengiz va okeanlardagi o'zgarishlar, zilzilalar kabi hodisalarni o'ta sezgir ulьtratovush apparatlar, radioto'lqinli apparatlar radarlar vositasida aniqlash oddiy hol bo'lib qoldi.

Nomoddiy olamning Navoiy talqinidagi eng muhim asoslaridan biri ko'ngildir. Gap albatta inson ko'ngli haqida boradi. Zero mantiqan qaralsa falsafaning asosiy manbai va rivojlantiruvchi javhari, qudrati ham aslda shu ko'ngildir.

Navoiy, "Ruh ul quds"da: (U inson) mazhari kull (barcha insonlar o'zida zohir qiluvchi vujud)ga aylandi, so'ngra Alloh yaratgan narsalar ichida unga olami kubro (katta olam) deb laqab (nom) berildi, deydi [5:211]. Ya'ni bu yerda, Navoiy insonni o'zi va ko'nglini, ruhiyati, ongida, tafakkurida butun olam haqida keng tasavvur va fikrat olamini olamu kubro deb ta'riflagan.

Kupchillik tasavvufshunoslar va umuman falsafa namoyondalari olamni katta olamga - olami kubroga va kichik olam- olami sug'roga bo'lganlar. Bir talqinga ko'ra, olami kubro ya'ni katta olam borliqni, olamni asl ibtidosi, moyasi, javhari, mohiyati hisoblangan zod – Olloh deb qarashadi. Olami sug'ro esa Ollohni qudrati va amri bilan yaratilgan barcha boshqa qolgan mavjudodlar. Lekin, boshqa bir guruh faylasuflar aynan olami kubro bu – inson ko'nglidir deb tahlil qilishadi.

Buning mazmuni, inson har nimaniki ko'radi, xotirasida saqlaydi, uni fikrlaydi, tafakkurida ayrim ixtirolar g'oyasini shakllantiradi, oqibatlarni amalga oshiradi. Yangi olam, yangi ko'rinish va mazmundagi Navoiy ta'biri bilan aytganda araziy ya'ni ikkilamchi ashyolar yaratadi. Boshqacha oddiy xalqona ta'bir bilan aytganda, odamni ko'ngil, xayolot olamida dunyo jo bo'ladi va yana olamda yo'q fikr va g'oyalar ham bor. Ana shu ma'noda, ikkinchi misradagi falsafa mazmuni aynan – kungilni "laqabi" bizni nazarimizda sinonimi – olami kubrodir.

Xususan, ontologik masalalar ham. Ko'ngil masalasini "Hayratul-abror"da shunday deyiladi:

Solik ani arshi muallo dedi,

So'fi ani olami kubro dedi [3:90-96].

Bu yerdagi bayt mazmunida, dinni faqat e'tiqod tarzida qarovchi tasavvuf tarafdori – solik ko'ngil ishi "arshi muallo"dan ya'ni faqat Ollohdan deb qaragan bo'lsa, so'fiy ko'ngilni olami kubro deb baholaydi deyilmoqda.

Nomoddiy olam mo'jizalari hisoblangan – insondagi jon, ruh, ong, tafakkur, ishq, rashk, tabiatdagi, borliqdagi olov, havo qudrati va mo''jizasi vositasida moddiy olamdagi olamshumul o'zgarishlar qilinadi.

Yer qobig'ini shu mo''jizali unsurlar tashkil qiladi. Vaholanki ularning ikkalasi ham ko'z bilan ko'rib, qo'l bilan tutib bo'lmaydi, lekin, aynan yerdagi tirik organizm va nabotot olamining mavjudligining manbaasi suv hisoblanadi.

Havoni ko'z bilan ko'rish mumkin emas, faqat u agar nafas olishimiz og'irlashganda his qilamiz. Navoiy ta'biri bilan aytganda u nesnamoydir, ya'ni namoyon bo'lmaydigan olam unsuridir.

Olimlar koinotni asosiy qismini vodorod tashkil etishini aytishadi. Lekin, bu bizni nazarimizda u asosan Yer atrofi va galaktikani (Quyosh tizimi) asosiy qismida. Fazoning, koinotning quyoshga yaqin qismini turli ion va geliy gazlari tashkil qiladi.

Olamdagi juda ko'p narsalar odam anglab yetmaydigan, nihon, pinhon qilib yaratilganligi ko'p o'rinlarda aytilgan. Xususan, "Xazoyin ul-maoniy"da jonni nihonligi ya'ni yashirinligi xususida,

Navoiyg'a jon oshkoru nihonsen,

Zihi el nihoni sanga oshkoro[4:10]

- Xulosa va takliflar (Conclusion/Recommendations)

Hozirgi paytda, nomoddiy olam deb atalgan olamga internet vrtual tizimini kiritish mumkin. Bunga internet tarmog'i orqali tarqatilayotgan, xabarlar, jahon moliya tizimida amalga oshirilayotgan operatsiyalar, amalga oshirilayotgan kommunikatsilar tizimini misol bo'ladi. To'g'ri, axborotlarni yetkazish qurilmalari, texnik jihozlar moddiy-materialistik asosda, lekin, ular orqali amalga oshirilayotgan amaliyotlar ko'lami bilan solishtirganda bu qurilmalar arzimagan vosita bo'lib qoladi. Ayniqsa yo'ldosh aloqalar orqali simsiz internet tizimlari faoliyati, texnik progressning isboti va nomoddiy borliq mo'jizasi deyish mumkin.

Jaloliddin rumiy "Masnavii ma'naviy" asarida, shu kabi Olamni va Odamni yaratgan Parvardigor javhari, ismlari, qudrati va mohiyatini anglash ham inson ruhi xususiyatlarini o'rganish va anglash bilan amalga oshadi [6:392].

G'ayb ilmi bilan bog'liq ilohiy talqin Navoiyning "Nosoyim ul-muhabbat"ida "Imomi A'zam" maqolasida ham aytib o'tilgan. Faqat ularni o'rinlari va bayon tarzi sal boshqacharoq [6:32].

Tasavvufshunos olim N. Komilovni fikricha: Tasavvufda ham aqliy bilish, aql qudrati tan olinadi. Biroq aqliy bilimlar, dalil bilan isbotlanishi mumkin bo'lgan bilimlarga yaraydi, g'ayb ilmini idrok etishga esa aql ojiz, deydi so'fiylar. G'ayb ilmi, Xudovand olamidagi behad-behudud ilmlarni so'fiy alohida hissiy-vajdiy tafakkur bilan, qalbga

tushgan karomat nuri bilan anglab idrok etadi. Shu bois tasavvufda mukoshafa, kashfu karomat, hol-sukra tushunchalariga alohida e'tibor beriladi[7:34].

Nomoddiy borliq bilan muammolar oldida zamonaviy fan ham aniq javob bera olgani yo'q. Lekin, yaqinda AQShning Kaliforniya universiteti olimlari bir shov-shuvli xabar tarqatishdi. Unda aytilishicha, odam tanasidagi jonni vazni 22 grammni tashkil etarkan. Ya'ni, tiriklik paytida vazni o'lchangan odamni, uning joni uzilgandan keyingi vazni 22 grammga kamayganligi aytilmoqda. Bizni nazarimizda birinchidan, bu xabar, jon va ruh masalasidagi muammoni butunlay hal qilgani yo'q. Ikkinchidan, bu shunchaki sensatsiya ishqibozlarining shov-shuvi. Uchinchidan, jonni nomoddiy olam bo'lgan jon yoki ruhni vaznga ega ekanligi juda mavhum masala ekanligini ta'kidlash lozim. Umumiy xulosamiz shuki, ming va hatto million yillardan beri sirli mavzu muammo bo'lib, biz ham bu masalani yechimida ojizligimizni tan olib, Navoiycha an'ana va musulmoncha odob doirasida Vallohu a'lam deb qo'yamiz.

Bulardan xulosa shuki, bu xususiyat va yutuqlar insonning nomoddiy olami qudrati vositasida erishiladigan mo'jizakor faoliyatdir.

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NAQSHBANDIYA TARIQATI MUTASAVVIFLARINING OILA FAROVONLIGI HAQIDAGI TA'LIMOTINING IJTIMOIY-FALSAFIY TAHLILI

G'afurov Doniyor Orifovich
Buxoro innovatsiyalar universiteti dotsenti

Annotatsiya: *Maqolada Naqshbandiya silsilasining yetakchi mutasavviflari - Abdulxoliq G'ijduvoniy, Bahouddin Naqshband, Alouddin Attor, Muhammad Porso, Ya'qubi Charxiy, Xoja Ahror Vali, Maxdumi A'zam Kosoniy va Imom Rabboniy ta'limotidagi oila farovonligi konsepsiyasining ijtimoiy-falsafiy talqini amalga oshirilgan. Tadqiqotda Naqshbandiya silsilasining o'n bir kalimoti qudsiya" deb nomlanuvchi metodologik printsiplari va "Dast ba kor, dil ba yor" doktrinasining oilaviy-iqtisodiy farovonlik kontekstidagi semantikasi hermenevtik tahlil etilgan. Maxdumi A'zamning "Asror un-nikoh", "Risolai shaybiyya", "Battixiya" risolalari materiallari asosida Naqshbandiya oilashunoslik paradigmasining gnoseologik strukturasi rekonstruksiya qilingan. Globallashuv va raqamli transformatsiya sharoitida ushbu konseptual merosning aktualizatsiya istiqbollari asoslab berilgan.*

Tayanch so'zlar: *Naqshbandiya silsilasi, oila farovonligi, "Dast ba kor, dil ba yor" doktrinasi, kalimoti qudsiya, suhbat falsafasi, Maxdumi A'zam, halol rizq, etopoetik konsepsiya, ijtimoiy-aksiologik integratsiya.*

СОЦИАЛЬНО-ФИЛОСОФСКИЙ АНАЛИЗ УЧЕНИЯ СУФИЕВ ТАРИКАТА НАКШБАНДИЯ О БЛАГОПОЛУЧИИ СЕМЬИ

Аннотация: *В статье осуществлена социально-философская интерпретация концепции семейного благополучия в учении ведущих суфиев цепи Накшбандия - Абдулхалика Гиждувани, Бахауддина Накшбанда, Алауддина Аттара, Мухаммада Парсо, Якуба Чархи, Ходжи Ахрара Вали, Махдуми Аъзама Косани и Имама Раббани. В исследовании герменевтически проанализированы методологические принципы цепи Накшбандия, известные как «одиннадцать священных слов» (калимот-и кудсия), и семантика доктрины «Даст ба кар, дил ба ёр» в контексте семейно-экономического благополучия. На основе материалов трактатов Махдуми Аъзама «Асрор ун-никах», «Рисалаи шайбийя», «Баттихия» реконструирована гносеологическая структура накшбандийской семьеведческой парадигмы. Обоснованы перспективы актуализации этого концептуального наследия в условиях глобализации и цифровой трансформации.*

Ключевые слова: *цепь Накшбандия, семейное благополучие, доктрина «Даст ба кар, дил ба ёр», калимот-и кудсия, философия беседы, Махдуми Аъзам, халяльный рызк, этопоэтическая концепция, социально-аксиологическая интеграция.*

A SOCIO-PHILOSOPHICAL ANALYSIS OF THE TEACHINGS OF NAQSHBANDI SUFI MASTERS ON FAMILY WELL-BEING

Annotation: *The article provides a socio-philosophical interpretation of the concept of family well-being in the teachings of the leading Sufis of the Naqshbandi chain - Abdulkhaliq Ghijduwani, Bahauddin Naqshband, Alauddin Attar, Muhammad Parso, Yakub Charkhi, Khoja Ahrar Wali, Makhdumi Azam Kosani and Imam Rabbani. The study hermeneutically analyzes the methodological principles of the Naqshbandi chain, known as the "eleven sacred words" (kalimat-i qudsiya), and the semantics of the doctrine "Dast ba kar, dil ba yar" in the context of family and economic well-being. Based on the materials of Makhdumi Azam's treatises "Asror un-nikah", "Risalai shaybiyya", "Battikhiya", the epistemological structure of the Naqshbandi family studies paradigm is reconstructed. The prospects for the actualization of this conceptual heritage in the context of globalization and digital transformation are substantiated.*

Key words: *Naqshbandi chain, family well-being, "Dast ba kar, dil ba yar" doctrine, kalimat-i qudsiya, philosophy of conversation, Makhdumi Azam, halal sustenance, ethopoetic concept, socio-axiological integration.*

Kirish

Naqshbandiya silsilasi - XIV asrda Movarounnahrda shakllanib, butun musulmon Sharqi va undan tashqarisiga keng tarqalgan, klassik tasavvufning eng nufuzli va metodologik jihatdan rivojlangan tariqatlaridan biridir. Mazkur silsila tarixiy taraqqiyot davomida nafaqat ruhiy-ma'naviy ta'limot, balki o'ziga xos ijtimoiy-iqtisodiy va oilaviy-axloqiy tafakkur paradigmasini ham shakllantirdi. Bahouddin Naqshband, Alouddin Attor, Muhammad Porso, Ya'qubi Charxiy,

Xoja Ahror Vali, Maxdumi A'zam Kosoniy kabi mutasavvif allomalar ijodida oila instituti, nikoh sirlari va ijtimoiy farovonlik masalasi alohida konseptual ahamiyat kasb etadi.

Tadqiqotning dolzarbligi quyidagi epistemologik vaziyat bilan asoslanadi: O'zbekiston Respublikasi Prezidentining 2021-yil 27-iyundagi "O'zbekiston Respublikasida oila institutini mustahkamlash konsepsiyasini tasdiqlash to'g'risida"gi qarori milliy-ma'naviy meroning, jumladan Naqshbandiya silsilasi mutafakkirlari ta'limotining zamonaviy oilashunoslik fanlari kontekstida qayta o'qilishi va integratsiyalashuvini taqozo etmoqda. Naqshbandiya silsilasi falsafiy tafakkurining o'ziga xos jihati shundaki, u ruhiy kamolot va dunyoviy farovonlikni dixotomik qarshilantirmaydi, balki ularning organik birligi konsepsiyasini ishlab chiqadi. "Dast ba kor, dil ba yor" (Qo'l ishda, dil yorda) doktrinasi aynan shu sintetik dunyoqarashning lakonik formulasi hisoblanadi.

Adabiyotlar tahlili.

Mazkur tadqiqot mavzusi bo'yicha adabiyotlar tahlili shuni ko'rsatadiki, Naqshbandiya tariqati mutasavviflarining oila farovonligi haqidagi ta'limoti Sharq tasavvufiy-falsafiy merosining muhim yo'nalishlaridan biri sifatida keng o'rganilgan. Xususan, Bahauddin Naqshband, Alisher Navoiy, Abdurahmon Jomiy, Ahmad Yassaviy hamda boshqa mutasavviflarning asarlarida oila institutining ma'naviy-axloqiy asoslari, uning jamiyat barqarorligidagi o'rni va inson kamolotidagi ahamiyati haqida chuqur falsafiy qarashlar ilgari surilgan. Zamonaviy tadqiqotlarda esa Naqshbandiya ta'limotining ijtimoiy-falsafiy mohiyati, uning "dil ba yoru, dast ba kor" tamoyili asosida mehnat, halollik, o'zini o'zi tarbiyalash va oilaviy mas'uliyatni kuchaytirish g'oyalari tizimli ravishda tahlil qilinmoqda. Shuningdek, M. Muhiddinov, A. Qodirov, Sh. Sirojiddinov kabi mahalliy tadqiqotchilar hamda A. Arberry, A. Schimmel kabi xorijiy olimlarning ishlarida Naqshbandiya ta'limotining ijtimoiy falsafa, axloqshunoslik va antropologiya bilan bog'liq jihatlari yoritilgan. Metodologik jihatdan mazkur tadqiqotda tarixiy-falsafiy tahlil, germenevtik yondashuv, qiyosiy tahlil va tizimli yondashuv usullaridan foydalaniladi. Tarixiy-falsafiy tahlil orqali Naqshbandiya ta'limotining shakllanishi va rivojlanish bosqichlari o'rganiladi, germenevtik usul esa mutasavviflar asarlaridagi ma'naviy-axloqiy mazmunni chuqur talqin qilish imkonini beradi, qiyosiy tahlil esa turli tasavvuf maktablaridagi oilaviy qadriyatlar konsepsiyasini solishtirishga xizmat qiladi, tizimli yondashuv esa oila farovonligini ta'minlovchi ma'naviy, axloqiy va ijtimoiy omillarni yaxlit tizim sifatida yoritishga imkon yaratadi.

Muhokama va natijalar.

Naqshbandiya silsilasining metodologik zamini Yusuf Hamadoniy (1048-1140) va Abdulxoliq G'ijduvoniy (1103-1179) ta'limotida shakllangan. G'ijduvoniy tomonidan ishlab chiqilgan sakkiz fundamental printsip - hush dar dam (har bir nafasda hushyorlik), nazar bar qadam (qadamga nigoh), safar dar vatan (vatanda sayohat), xilvat dar anjuman (jamoatda yolg'izlik), yodkard (zikr), bozgasht (qaytish), nigohdosht (saqlash), yoddosht (yodda tutish) - keyinchalik Bahouddin Naqshband (1318-1389) tomonidan uch printsip - vuquf-i zamoniy, vuquf-i adadiy, vuquf-i qalbiy - bilan to'ldirilib, mashhur "o'n bir kalimoti qudsiya" konsepsiyasi yakunlandi. Bu printsiplar nafaqat individual ruhiy mashqlar majmui, balki oilaviy va ijtimoiy munosabatlarni qurish uchun zarur bo'lgan kontseptual asos hamdir.

"Xilvat dar anjuman" printsipi, jumladan, oilashunoslik kontekstida o'ziga xos epistemologik salohiyatga ega. Mazkur kontseptual qoidaga muvofiq, haqiqiy ruhiy yetuklik insoniyat jamoatchiligidan ajralgan zohidlikda emas, balki kundalik ijtimoiy-oilaviy hayot ichida saqlanadigan ichki ma'naviy hushyorlikda ifoda topadi. Bu yondashuv tasavvuf tarixidagi sharqiy zohidlik (rahbaniyat) traditsiyasi bilan kontseptual qarshilanadi va oilani ma'naviy kamolotning to'siqi emas, balki uning real maydoniga aylantiradi. Aynan shu printsip Naqshbandiya silsilasini boshqa ko'plab tariqatlardan kontseptual jihatdan ajratib turadi va uning oilashunoslik salohiyatini belgilaydi.

Naqshbandiya silsilasining eponim-asoschisi Sayyid Muhammad Bahouddin Naqshband Buxoriy ijtimoiy-iqtisodiy faollik va ma'naviy hushyorlikning dialektik birligi konsepsiyasini ishlab chiqqan. Mutafakkirning "Dast ba kor, dil ba yor" formulasi shunchaki amaliy nasihat emas, balki insoniy mavjudlikning antropologik-ontologik tuzilishi haqida chuqur falsafiy bayonotdir. Mazkur formulada ikki o'lchov - ekzistensial faollik (qo'l-ish) va transsendental yo'nalganlik (dil-yor) - bir vaqtning o'zida saqlanishi tasdiqlanadi. Bu yondashuv zamonaviy fenomenologik antropologiya (M.Merlo-Ponti, M.Anri) ning ten-tafakkur dixotomiyasini bartaraf etish urinishlari bilan paradigmal yaqinlikka ega.

Bahouddin Naqshband doktrinasida halol mehnat va halol rizq tushunchalari oila farovonligining birlamchi epistemologik sharti sifatida ajratiladi. Tariqat hadisida saqlangan riwoyatga ko'ra, Pir o'z muridlariga "haromdan saqlanish" ni "ko'p ibodatdan ustun" qo'ygan. Bu tezis zamonaviy ijtimoiy iqtisodiyot va oila psixologiyasi nuqtai nazaridan favqulodda dolzarb: empirik tadqiqotlar (J.Gottman, T.Stenli) ko'rsatishicha, oilaviy iqtisodiy stress va halol bo'lmagan daromad oqimlari bilan bog'liq psixologik bezovtalanishlar nikoh barqarorligining birinchi darajali destabilizator omillari hisoblanadi. Naqshbandning iqtisodiy etikasi shu jihatdan zamonaviy oila iqtisodiyoti uchun normativ-aksiologik zamin sifatida xizmat qila oladi.

Bahouddin Naqshbandning eng yaqin shogirdi va kuyovi Alouddin Attor (1393-yilda vafot etgan) o'z pirining oilashunoslik qarashlarini sistemali ravishda davom ettirib, ular asosida konsepsiyalar majmuini tuzgan. Attor

ta’limotida oilaviy hayot to‘rt asosiy aksiologik yo‘nalishda quriladi: shukronalik etikasi (oiladagi har bir voqea va ne’matni Yaratuvchi nazaridan baholash), kommunikativ qadrlash (oila a’zolarini bir-biriga gnostik-falsafiy o‘rganish obyekti sifatida ko‘rish), distributiv adolat (oilaviy resurslar va e’tiborni adolatli taqsimlash) va trans-temporal mas’uliyat (oilaviy harakatlarni kelgusi avlodlar nazaridan baholash).

Muhammad Porso (1345-1420) Naqshbandiya silsilasining eng yirik teoretiklaridan biri sifatida “Faslu-l-xitob” va “Risola-i qudsiya” asarlarida silsila ta’limotini falsafiy-konseptual jihatdan rivojlantirgan. Porsoning oilashunoslik qarashlarida “suhbat” institutsiyasi markaziy o‘rinni egallaydi. Tariqat ta’rifiga ko‘ra, suhbat - bu pir va murid o‘rtasidagi ruhiy-gnostik kommunikatsiyaning maxsus shakli bo‘lib, undagi printsiplar oilaviy munosabatlarga ko‘chiriladi. Ota-farzand, er-xotin, og‘a-uka munosabatlari aynan suhbat paradigmasi doirasida quriladi: dialog, hamdardlik, ruhiy ulashish, qarama-qarshi pozitsiyalarni anglashga intilish.

Naqshbandiya silsilasining muhim namoyandalaridan Ya’qub al-Charxiy (1359-1447) o‘z asarlarida farzand tarbiyasini ma’naviy va dunyoviy bilimlarning sintezi sifatida talqin qilgan. Charxiyning kontseptual yondashuviga ko‘ra, oilada bola tarbiyasi to‘rt rivojlanish bosqichini bosib o‘tadi: hissiy-tasavvuriy bosqich (0-7 yosh) - bola atrofdagi muhitni emotsional in’ikoslar orqali o‘zlashtiradi; tafakkuriy-bilim olish bosqichi (7-14 yosh) - fundamental dunyoviy va diniy bilimlarning sistematik o‘zlashtirilishi; aksiologik tabaqalanish bosqichi (14-21 yosh) - qadriyat tizimining shaxsiy avtonomiyasi shakllanishi; ekzistensial-mas’uliyat bosqichi (21 yoshdan keyin) - o‘z hayoti va boshqalar oldidagi to‘la mas’uliyat.

Mazkur bosqichli tahlil zamonaviy rivojlanish psixologiyasidagi J.Piaje kognitiv rivojlanish nazariyasi va E.Eriksonning psixosotsial rivojlanish konsepsiyalari bilan o‘ziga xos paradigmal o‘xshashlikka ega. Bu fakt klassik tasavvuf tafakkurining intuitiv-empirik salohiyatini ko‘rsatadi: zamonaviy fan tomonidan asoslangan ilmiy faktlar tasavvuf an’anasida konseptual darajada bashorat qilingan. Ya’qubi Charxiyning tarbiya falsafasi shu nuqtai nazardan zamonaviy aksiologik pedagogika uchun nazariy-tarixiy zamin bo‘lib xizmat qilishi mumkin.

XV asrda Movarounnahrning eng nufuzli shaxslaridan biri bo‘lgan Ubaydulloh Xoja Ahror Vali (1404-1490) Naqshbandiya silsilasining ijtimoiy-siyosiy konsepsiyasini eng yuqori darajada rivojlantirgan mutafakkirdir. Mutafakkirning farovonlik konsepsiyasi mikro-darajadagi oilaviy munosabatlarni makro-darajadagi ijtimoiy adolat bilan bog‘laydi. Xoja Ahror tezisining mohiyati shundaki, oila darajasidagi farovonlik faqat sog‘lom ijtimoiy infratuzilma sharoitida real bo‘lib, o‘z navbatida sog‘lom ijtimoiy infratuzilma o‘zining birlamchi reproduksiya birligi sifatida sog‘lom oilani talab qiladi.

Xoja Ahror falsafasidagi ushbu sintetik yondashuv zamonaviy ijtimoiy ekologiya nazariyasi (U.Bronfenbrenner) bilan paradigmal hamohanglikka ega. Bronfenbrenner ekologik tizimlar nazariyasiga muvofiq, shaxs rivojlanishi mikrosistema (oila), mezosistema (jamoa), ekzosistema (institutlar), makrosistema (madaniyat) va xronosistema (tarixiy davr) ning yaxlit interaktivligida amalga oshadi. Xoja Ahrorning oilaviy farovonlik konsepsiyasi aynan shu ko‘p qatlamli o‘zaro ta’sir modelini intuitiv-falsafiy darajada bashorat qilgan. Bu Naqshbandiya silsilasining oilashunoslik salohiyati zamonaviy fanning yutuqlari bilan kontseptual integratsiyaga kirisha olishini tasdiqlaydi.

Sayyid Ahmad ibn Sayyid Mavlono Jaloluddin Kosoniy Maxdumi A’zam (1461-1542) Naqshbandiya silsilasining oilashunoslik tafakkurini eng yuksak konseptual darajaga ko‘targan mutafakkirdir. Maxdumi A’zamning “Asror un-nikoh” risolasi tasavvuf tarixida nikoh fenomenologiyasiga bag‘ishlangan eng tizimli asarlardan biri hisoblanadi. Asarda nikoh fenomeni uch o‘lchamli model orqali tahlil qilinadi: shar’iy-huquqiy o‘lcham (tashqi normalar), axloqiy-ijtimoiy o‘lcham (kundalik munosabatlar), tasavvufiy-metafizik o‘lcham (ruhiy bog‘lanishning transsendental ma’nosi). Mualliflning kontseptual yangiligi shundaki, u mazkur uch o‘lchamning ierarxiyasini emas, balki sintetik birligini taklif etadi.

“Risolai shaybiyya” (Keksalik risolasi) Maxdumi A’zam ijodining alohida o‘rin tutuvchi asari sifatida zamonaviy gerontologik tadqiqotlar uchun nodir manba bo‘lib xizmat qilishi mumkin. Risolada inson umrining bosqichlari sistematik tarzda tahlil qilinib, keksalik bosqichi aql-zakovat va hayotiy tajribaning eng yuqori intensivlik holati sifatida talqin etiladi. Mazkur konsepsiya zamonaviy nukleyer oilalar epoxida, keksa avlodning marginalizatsiyasi va kommunikativ izolyatsiyasi muammolari sharoitida favqulodda dolzarb ahamiyat kasb etadi.

“Battixiya” risolasi Maxdumi A’zam ijodining o‘ziga xos allegorik durdonasidir. Mualliflning qovunchilik tajribasidan kelib chiqib qurilgan asar oilaviy hayotning trans-temporal o‘lchami - ya’ni dunyoviy faoliyatning oxirat istiqbollari bilan organik bog‘liqligi - to‘g‘risidagi metafizik konsepsiyani bayon etadi. “Ad-dunyo mazraatu-l-oxirat’ (dunyo - oxiratning ekinzori) hadisi sharifi metodologik o‘zak qilib olinib, undan oila a’zolarining bir-biri oldidagi mas’uliyatining transgenerasion va trans-temporal tabiati to‘g‘risidagi xulosa chiqariladi. “Sharhi al-valladi sirru abayhi” (Farzand otasining siridir) risolasi esa genetik-ma’naviy uzluksizlik konsepsiyasini ishlab chiqadi: farzand ota shaxsiyatining metafizik davomi va ruhiy in’ikosi sifatida talqin qilinadi.

“Ganjnoma” (Boylik haqida risola) asarida Maxdumi A’zam haqiqiy boylik konsepsiyasini taklif etadi. Qur’on Karim Baqara surasidagi ‘Olloh taolo Odam alayhissalomga barcha ilmlarni o‘rgatdi” oyatining hermenevtik tahliliga

asoslanib, muallif inson qalbi yaratilishi bilanoq ilm va hikmat xazinasi bo‘lganligi va aynan shu ma’naviy boylik insonni boshqa mavjudotlardan ustun qilgan ekanligini bayon etadi. Bu konsepsiya zamonaviy iqtisodiy va falsafiy diskurslarda “insoniy capital” (humans capital), “madaniy capital” (P.Burdyo) va “ma’naviy aktivlar” konsepsiyalari bilan paradigmal yaqinlikka ega. ‘Sharhi savodi-l-vajh” risolasida esa muallif ma’naviy qashshoqlik tabiatini falsafiy tahlil qilib, bugungi globallashuv sharoitida farzandlarning yot mafkuralar ta’siriga tushishi muammosiga konseptual javob beradi.

XVI-XVII asrlar bo‘sag‘asida Hindistonda faoliyat ko‘rsatgan Ahmad Sirxindiy Imom Rabboniy (1564-1624) Naqshbandiya silsilasining yangi tarmog‘i - Mujaddidiya - ni asoslagan. Imom Rabboniyning oilashunoslik qarashlarida vahdat ul-vujud (mavjudlik birligi) va vahdat ush-shuhud (guvohlik birligi) doktrinalari o‘rtasidagi farq oilaviy munosabatlar nazariyasiga ham ko‘chiriladi. Mutafakkir tezisiga ko‘ra, oila a’zolari bir-biri bilan ontologik birlikda emas (bu vahdat ul-vujud yondashuvi bo‘lar edi), balki gnostik-tajribaviy birlikda - ya’ni bir-birini gnoseologik akt orqali tushunish va qabul qilish darajasida - birlashadilar.

Imom Rabboniyning kontseptual yangiligi shundaki, u oilaviy munosabatlarni “shariat-tariqat-haqiqat-ma’rifat” yo‘lining mikro-modeli sifatida talqin qiladi. Yosh oila qurish boshlang‘ich (shariat) bosqich; oilaviy hayotning kundalik amaliyotlari (tariqat) bosqich; oilaviy tajriba orqali insonning haqiqiy mohiyatini anglash (haqiqat) bosqich; va nihoyat, o‘z oilaviy hayotini gnostik-falsafiy tushunish (ma’rifat) bosqich. Bu yondashuv oilaviy hayotning rivojlanish dinamikasini falsafiy konsepsiyalashtiruvchi original metodologik model sifatida e’tirof etilishi mumkin.

Naqshbandiya silsilasining oilashunoslik konsepsiyasining zamonaviy aktualizatsiyasi quyidagi yo‘nalishlarda samara berishi mumkin. Birinchidan, “Dast ba kor, dil ba yor” doktrinasi zamonaviy work-life balance (ishi-hayot muvozanati) konsepsiyasi uchun nazariy-tarixiy zamin sifatida xizmat qilishi mumkin. Ikkinchidan, suhbat falsafasi oila terapiyasi va kommunikativ kompetentlik trening dasturlari uchun metodologik resurs bo‘la oladi. Uchinchidan, halol rizq doktrinasi oila iqtisodiy etikasining zamonaviy modelini shakllantirishda qo‘llaniladi.

To‘rtinchidan, Maxdumi A’zamning gerontologik konsepsiyasi keksalarning oilada va jamiyatda mavqei to‘g‘risidagi zamonaviy diskurslarni boyitishga xizmat qiladi. Beshinchidan, “xilvat dar anjuman” printsipi raqamli ijtimoiy tarmoqlar epoxida shaxsiy hayotni saqlash va virtual-real munosabatlar muvozanatini topishning original metodologik kaliti sifatida talqin qilinishi mumkin. Oltinchidan, Imom Rabboniyning oilaviy hayotni “shariat-tariqat-haqiqat-ma’rifat” modeli orqali talqin qilish konsepsiyasi oilaning rivojlanish bosqichlari to‘g‘risidagi zamonaviy nazariyalar (K.Karter, M.Mak Goldrik) bilan kontseptual sintezga kirisha oladi.

Xulosa

Naqshbandiya silsilasi mutasavviflarining oila farovonligiga oid ta’limoti gnoseologik salohiyat va metodologik tizimlilik jihatidan klassik islom tafakkurining eng yuqori yutuqlaridan biri hisoblanadi. Abdulxoliq G‘ijduvoniyning sakkiz fundamental printsipi, Bahouddin Naqshbandning ‘Dast ba kor, dil ba yor” sintetik formulasi, Alouddin Attorning aksiologik konsepsiyasi, Muhammad Porsoning suhbat falsafasi, Ya’qub Charxiyning bosqichli tarbiya nazariyasi, Xoja Ahror Valining ijtimoiy-ekologik yondashuvi, Maxdumi A’zamning sintetik oilashunosligi va Imom Rabboniyning gnostik-bosqichli modeli yaxlit holda o‘ziga xos integral paradigma - Naqshbandiya oilashunoslik konsepsiyasini tashkil etadi.

Mazkur paradigma o‘zining xarakterli xususiyatlariga ega: u dunyoviy faollik va ma’naviy yo‘nalganlikni dixotomik qarshilantirmaydi, balki ularning organik birligini taklif etadi; oilani ma’naviy kamolotning to‘siqi emas, balki real maydoni sifatida talqin qiladi; mikro-darajadagi oilaviy munosabatlarni makro-darajadagi ijtimoiy adolat bilan bog‘laydi; trans-temporal va transgenerasion mas’uliyat tushunchasi orqali oilaning tarixiy ufqini kengaytiradi. Naqshbandiya silsilasining bu intellektual merosi zamonaviy O‘zbekistonning oila institutini mustahkamlash strategiyasida nazariy-aksiologik resurs sifatida samarali qo‘llaniladigan strategik ahamiyatga ega.

Keyingi tadqiqotlar Naqshbandiya silsilasining konkret asarlarini chuqurroq matn-falsafiy tahlil qilish, ularning zamonaviy oilashunoslik fanlari (sotsiologiya, psixologiya, aksiologik pedagogika, oilaviy iqtisodiyot) bilan kontseptual integratsiyasi mexanizmlarini ishlab chiqishga yo‘naltirilishi maqsadga muvofiqdir. Klassik tasavvufiy meros va zamonaviy ijtimoiy fan o‘rtasida konstruktiv dialogning rivojlantirilishi milliy oilashunoslikning kelajakdagi taraqqiyotini belgilovchi strategik vazifa hisoblanadi.

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URUSH TUSHUNCHASIGA OID YONDASHUVLARNING IJTIMOIY-FALSAFIY TAHLILI

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Annotatsiya: *Ushbu maqolada urush fenomenining falsafiy talqinlari, xususan klassik (Geraklit, Aristotel), modern (K. Klauzevits, T. Gobbs) hamda zamonaviy tinchlikparvar konsepsiyalar doirasida tahlil qilingan. Urushning ijtimoiy ildizlari, uning jamiyat tuzilmasiga, madaniyat va ma'naviyatga ta'siri hamda global xavfsizlik tizimidagi o'rni ochib berilgan. Shuningdek, urushga nisbatan realizm, liberalizm va konstruktivizm kabi nazariy yondashuvlar qiyosiy ko'rib chiqilib, zamonaviy sharoitda nizolarni tinch yo'l bilan hal etishning falsafiy asoslari asoslab berilgan.*

Kalit so'zlar: *urush fenomeni, gibrid va kiber urushlar, urush biologiyasi, urush tushunchasiga oid klassik va zamonaviy nazariy yondashuvlar, Plyuralistik yondashuv, ijtimoiy yondashuv.*

СОЦИАЛЬНО-ФИЛОСОФСКИЙ АНАЛИЗ ПОДХОДОВ К КОНЦЕПЦИИ ВОЙНЫ

Аннотация: *В данной статье анализируются философские интерпретации феномена войны, в частности, в рамках классических (Гераклит, Аристотель), современных (К. Клаузевиц, Т. Гоббс) и современных миролюбивых концепций. Раскрываются социальные корни войны, её влияние на структуру общества, культуры и духовности, а также её место в глобальной системе безопасности. Также сравнительно рассматриваются теоретические подходы к войне, такие как реализм, либерализм и конструктивизм, и обосновываются философские основы мирного разрешения конфликтов в современных условиях.*

Ключевые слова: *феномен войны, гибридные и кибервойны, биология войны, классические и современные теоретические подходы к концепции войны, плюралистический подход, социальный подход.*

SOCIAL AND PHILOSOPHICAL ANALYSIS OF APPROACHES TO THE CONCEPT OF WAR

Abstract: *This article analyzes the philosophical interpretations of the phenomenon of war, in particular, within the framework of classical (Heraclitus, Aristotle), modern (K. Clausewitz, T. Hobbes) and modern peace-loving concepts. The social roots of war, its impact on the structure of society, culture and spirituality, and its place in the global security system are revealed. Also, theoretical approaches to war, such as realism, liberalism and constructivism, are comparatively considered, and the philosophical foundations of peaceful resolution of conflicts in modern conditions are substantiated.*

Keywords: *phenomenon of war, hybrid and cyber wars, biology of war, classical and modern theoretical approaches to the concept of war, Pluralistic approach, social approach.*

Kirish. Urush insoniyat tarixining eng murakkab va ziddiyatli hodisalaridan biri bo'lib, u jamiyat taraqqiyoti, siyosiy manfaatlar, iqtisodiy resurslar taqsimoti hamda mafkuraviy qarama-qarshiliklar bilan uzviy bog'liq holda shakllanib kelgan. Turli davrlarda mutafakkirlar urushning mohiyati, sabablari va oqibatlarini turlicha talqin qilganlar: ayrimlar uni ijtimoiy taraqqiyotning muqarrar bosqichi sifatida ko'rgan bo'lsa, boshqalar uni insoniyat uchun eng katta falokat sifatida baholagan. Xususan, L.Mizes "Tarixni odamlar yaratadi"[1;-174] deb haqli ravishda ta'kidlagan. Darhaqiqat, tarix insonning o'zini ham, u joylashgan ijtimoiy-madaniy makonni idrok etishining ham doimiy shakllanishi sifatida namoyon bo'ladi. Eng keng ma'noda ijtimoiy-madaniy makonni odamlarning turli ijtimoiy, madaniy, tarixiy va boshqa hodisalar haqidagi jamoaviy g'oyalari beshigi sifatida ko'rish mumkin. Shu bois urush tushunchasini ijtimoiy-falsafiy jihatdan tahlil qilish bugungi globallashuv va geosiyosiy beqarorlik sharoitida alohida ilmiy va amaliy ahamiyat kasb etadi.

Zamonaviy dunyoda qurolli to'qnashuvlar shaklan o'zgarib, an'anaviy urushlar bilan bir qatorda axborot, gibrid va kiber urushlar ham keng tarqalmoqda. Bu holat urush fenomenini faqat harbiy nuqtai nazardan emas, balki keng ijtimoiy-falsafiy kontekstda o'rganishni taqozo etadi. Mazkur ishda urush tushunchasiga oid klassik va zamonaviy

nazariy yondashuvlar tahlil qilinib, uning ijtimoiy ildizlari, jamiyat hayotiga ta’siri hamda nizolarni tinch yo‘l bilan hal etishning falsafiy asoslari yoritiladi.

Asosiy qism. Bugungi globallashuv davrida urush fenomenini falsafiy tahlil qilish alohida ahamiyat kasb etadi va uni amalga oshirishning dolzarbligi qator holatlar bilan belgilanadi.

Birinchidan, urushning ilmiy-nazariy va uslubiy anglashning muhimligi, bu butun o‘zini rivojlanish jarayonida ko‘plab muammolarni, shu jumladan, uning majoziy idrokini hal qilishga ta’sir qiladi. Urush fenomenini falsafiy umumlashtirish vositalarini doimiy ravishda izlash va unga tegishli manbalarni sinchkovlik bilan ochib berish tadqiqotchilar uchun muhimdir.

Ikkinchidan, mutaxassislar tomonidan sifat jihatidan yangi nazariya va tushunchalarni shakllantirish va amaliy qo‘llash uchun harbiy-falsafiy fikrni chuqur rivojlantirish zarurati. Urush fenomenining tabiati olimlar uchun uni falsafiy tahlil asosida obyektiv namoyish etish vazifasini qo‘yadi.

Urush falsafasining ko‘p o‘lchamli hodisa ekanini tahlil qilar ekan, Rossiya Harbiy akademiyasining Harbiy tarix ilmiy-tadqiqot instituti olimi O.A.Belkov quyidagilarni qayd etadi:

“Urushning falsafiy tadqiqot yo‘nalishlarini quydagicha ajratish mumkin:

- urushning mohiyati, belgisi va ma’nosi;
- insoniyat va alohida mamlakatlar hayotidagi roli;
- urushning turli hayot jabhalariga ta’siri;
- urushning ijtimoiy oqibatlari” [2;-120]

Bizning fikrimizcha, ushbu masalalar majmui urushni faqat harbiy hodisa sifatida emas, balki murakkab ijtimoiy-falsafiy fenomen sifatida tushunish imkonini beradi. Urushning mohiyati, ma’nosi va ontologiyasi uning inson va jamiyat mavjudligiga chuqur singib ketganini ko‘rsatadi. U nafaqat siyosiy yoki iqtisodiy omillar bilan, balki qadriyatlar, axloq, ruhiy holat va ijtimoiy ong bilan ham bevosita bog‘liqdir. Urushning turli sohalarga ta’siri va ijtimoiy oqibatlarini tahlil qilish insoniyat taraqqiyotida uning ikki tomonlama, ya’ni vayronkor va shakllantiruvchi rolini ochib beradi. Shu bois, urushni falsafiy jihatdan o‘rganish kompleks metodologiya va aniq tushunchalar tizimini talab etadi, hamda uni jamiyat hayotining boshqa jabhalari bilan uzviy bog‘liqlikda talqin etishga undaydi.

Metodlar. Globallashuv davri urush fenomenini o‘zgartirishga sezilarli ta’sir ko‘rsatmoqda. Universalistik va partikulyaristik tushunchalar va g‘oyalar, liberal va konservativ ustuvorliklar va qadriyatlarga qarama-qarshi bo‘lgan dunyoning buzg‘unchi kuchlari faollashmoqda, natijada sivilizatsiyalar to‘qnashuvi yuz berganligini S.Xantington [3;-571] tomonidan asoslab berilgan. D.A.Anikin, S.A.Danilov, M.O.Orlov[4; -32-38], V.G.Fedotova [5; -544], L.L.Shtofer [6;-26] kabilar xalqaro terrorizmning paydo bo‘lishi uchun sharoitlar paydo bo‘lish sabablarini ochib bergan. D.Franklin va D.Endryus [7;-368] tomonidan iqtisodiy urush davlatlar o‘rtasidagi qarama-qarshilik sifatida tahlil qilingan. Bu esa uzviy raqobatdosh qarama-qarshilikda imtiyozli sharoitlarni ta’minlaydi.

Tahlil va natijalar. Urushlar insoniylikni yo‘qotish, hayotni vayron qilish, axloqiy qadriyatlarni yo‘qqa chiqarish manbai sifatida keskin tanqid ostiga olingan (I.Kant, L.Tolstoy, B.Rassell). Bizning fikrimizcha, urush shunday fenomenal hodisaki, u o‘z mohiyatida **nafaqat kuch ishlatish**, balki **axloq, erkinlik, adolat, ma’naviyat, ijtimoiy ong** bilan bog‘liq. Urushni qanday talqin qilish davr, tarixiy sharoit, siyosiy tuzum va faylasufning shaxsiy pozitsiyasiga bog‘liq. Shu bois, urushni faylasuflar obraz sifatida ham talqin etishgan. Binobarin, urush obrazi haqida gapirganda, birinchidan, urush obrazi urush haqidagi ilmiy g‘oyalarning butun tarkibiy qismini aks ettiradi.

XX asr boshlarida G.F.Nikolaining “Urush biologiyasi” nomli asari biologik konsepsiya rivojlanishida yangi davrni boshlab bergan. Urushning mohiyatini muallif biologik qonuniyatlar yordamida tahlil qiladi. Unda ta’kidlanishicha: “Tabiiy joziba, inson kuchining eng yashirin manbalariga o‘xshab ketadigan narsa bizni urushga muhabbat uyg‘otadi” [8;-28]. Shunga o‘xshash pozitsiyani J.Uind ham qo‘llab-quvvatlaydi. U “Etologiya fanining ma’lumotlariga ko‘ra, ba’zi genlarning harakati tajovuzkor deb tavsiflangan xatti-harakatlarni belgilaydi va shuning uchun odamlarda ham, hayvonot dunyosining boshqa vakillarida ham bir xil ildizlarga ega” [9;-74]. Bu fikrni davomi sifatida V.V.Denisov shunga o‘xshash xulosaga keladi, ya’ni: “Xususan, “ishga tushirish mexanizmi”ning fiziologik tamoyiliga asoslanib va uning harakatini ijtimoiy munosabatlar sohasiga asossiz ravishda o‘tkazib, ular inson tabiatining tug‘ma instinktiv tajovuzkorligi g‘oyasini ilgari surdilar” [10;-78]. Biroq bu yondashuv ijtimoiy, siyosiy va madaniy jihatlarni hisobga olmaydi, ya’ni urushni faqat instinktiv zo‘ravonlik natijasi sifatida qisqartiradi. Falsafiy nuqtayi nazardan, bu taxmin urushni tushunish uchun muhim, ammo yetarli emas: urushni to‘liq anglash uchun biologik instinktlar bilan bir qatorda ijtimoiy, madaniy va tarixiy omillarni ham hisobga olish zarur.

Plyuralistik yondashuv doirasida urushning butunlay boshqacha obrazi paydo bo‘ldi. Unga ko‘ra, urushning sababi yagona bo‘lishi mumkin emas, deb taxmin qilinadi, qoida tariqasida, ko‘p sabablar mavjud. B.Braunell fikricha, zamonaviy dunyoda nizolar yagona urug‘ yoki manbaga ega emas. Ularning sabablari ko‘p, shuning uchun ularni biron bir formula yoki ixtiyoriy nazorat tizimi bilan hal qilib bo‘lmaydi. “Bu nizolar ostida har doim u yoki bu turdagi maxsus

manfaatlar va institutlarga ega bo‘lgan guruhlar mavjud bo‘lib, ularning har biri o‘zining “publikasi”ga ega va har biri o‘z manfaatlari sohasida mutlaq hokimiyatga ega bo‘lishni talab qiladi” [11; - 117].

Urushni aniqlashning ijtimoiy yondashuvi esa ijtimoiy hodisalarni tasvirlashning zamonaviy realliklariga ko‘proq mos keladi. Uning doirasida urushning ijtimoiyligi, uning jamiyat tomonidan yaratilishi va uning barcha tomonlarini belgilashi hisobga olinadi. Bizning fikrimizcha, urush ikki yoki undan ortiq tomonlarning harbiy va noharbiy kelib chiqishi zo‘ravonlik vositalaridan foydalangan holda qarshi kurashini anglatuvchi murakkab ijtimoiy jihatdan aniqlangan hodisa sifatida tushunilishi kerak. Zamonaviy sharoit shundayki, ochiq qurolli nizolar ko‘pincha yashirin noharbiy qarama-qarshiliklarning natijasidir.

Xulosa. Xulosa sifatida ta’kidlash joizki, urush fenomeni insoniyat ongida shakllangan, chuqur falsafiy, axloqiy hamda madaniy mazmunga ega bo‘lgan murakkab ijtimoiy hodisadir. U jamiyat taraqqiyotining turli bosqichlarida nafaqat siyosiy-harbiy jarayon sifatida, balki qadriyatlar transformatsiyasi, ijtimoiy identitet va sivilizatsion rivojlanishga ta’sir etuvchi ko‘p qirrali fenomen sifatida namoyon bo‘ladi. Shuningdek, urush fenomeni insoniyat ongida shakllangan, falsafiy, axloqiy va madaniy jihatdan murakkab ijtimoiy hodisa bo‘lib, jamiyat rivojiga ko‘p qirrali ta’sir ko‘rsatadi. Qolaversa, urush – bu faqat qurollar to‘qnashuvi emas, balki insoniyat ongining chuqur qatlamlarida ildiz otgan, falsafa, axloq va madaniyat bilan qorishib ketgan murakkab va ziddiyatli hodisadir.

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SUN'Y INTELLEKT VA GLOBAL JARAYONLAR: IJTIMOIY-FALSAFIY TAHLIL

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Annotatsiya: *Maqolada sun'iy intellekt (SI)ning global jarayonlarga ta'siri ijtimoiy-falsafiy nuqtai nazardan tahlil qilishga qaratilgan. SIning jadal rivojlanishi globallashuv sharoitida iqtisodiy, siyosiy, madaniy va axloqiy sohalarga sezilarli ta'sir ko'rsatmoqda. Tadqiqotda SIning ishlab chiqarish, mehnat bozori, siyosiy qarorlar qabul qilish, madaniy merosni saqlash va shaxsiy ma'lumotlarning xavfsizligi kabi masalalarga ta'siri o'rganilib, SIning global jarayonlarga ta'siri aniqlashtirilgan, uning keltirib chiqarayotgan muammolar tahlil qilinib, ularni bartaraf qilish yo'llari ishlab chiqilgan. Tadqiqot natijalari SIning rivojlanishini nazorat qilish, uning axloqiy va huquqiy me'yorlarini ishlab chiqish va inson manfaatlariga xizmat qiladigan tarzda qo'llanilishini ta'minlashga qaratilgan tavsiyalar ishlab chiqish uchun asos bo'ladi.*

Kalit so'zlar: *sun'iy intellekt (SI), globallashuv, ijtimoiy falsafa, texnologiya, jamiyat, iqtisodiyot, siyosat, madaniyat, axloq, qadriyatlar, ta'sir, rivojlanish, muammo, yechim, nazorat, me'yorlar, huquq, inson manfaatlari, tahlil.*

ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ И ГЛОБАЛЬНЫЕ ПРОЦЕССЫ: СОЦИАЛЬНО-ФИЛОСОФСКИЙ АНАЛИЗ

Аннотация: *Целью статьи является анализ влияния искусственного интеллекта (ИИ) на глобальные процессы с социально-философской точки зрения. Стремительное развитие ИИ в условиях глобализации оказывает существенное влияние на экономическую, политическую, культурную и этическую сферы. В исследовании рассматривается влияние ИИ на такие вопросы, как производство, рынок труда, принятие политических решений, сохранение культурного наследия и безопасность персональных данных, выясняется влияние ИИ на глобальные процессы, анализируются возникающие им проблемы и разрабатываются способы их устранения. Результаты исследования послужат основой для разработки рекомендаций, направленных на контроль развития ИИ, разработку его этических и правовых норм и обеспечение его использования в интересах человечества.*

Ключевые слова: *искусственный интеллект (ИИ), глобализация, социальная философия, технологии, общество, экономика, политика, культура, **этика**, ценности, влияние, развитие, проблема, решение, контроль, нормы, закон, интересы человека, анализ.*

ARTIFICIAL INTELLIGENCE AND GLOBAL PROCESSES: A SOCIAL-PHILOSOPHICAL ANALYSIS

Annotation: *The article is aimed at analyzing the impact of artificial intelligence (AI) on global processes from a socio-philosophical perspective. The rapid development of AI in the context of globalization has a significant impact on the economic, political, cultural and ethical spheres. The study examines the impact of AI on issues such as production, labor market, political decision-making, preservation of cultural heritage and security of personal data, clarifies the impact of AI on global processes, analyzes the problems it causes and develops ways to eliminate them. The results of the study will serve as a basis for developing recommendations aimed at controlling the development of AI, developing its ethical and legal norms and ensuring its use in a way that serves the interests of humanity.*

Key words: *artificial intelligence (AI), globalization, social philosophy, technology, society, economy, politics, culture, **ethics,** values, influence, development, problem, solution, control, norms, law, human interests, analysis.*

Kirish

XXI asr globallasuv jarayonlarining shiddatli tus olishi bilan birga, ilm-fan va texnologiyalarning, xususan sun'iy intellekt (SI)ning jadal rivojlanishi bilan ham tavsiflanadi. SI nafaqat fan va texnika sohasidagi yutuq, balki ijtimoiy-

iqtisodiy, siyosiy va madaniy jarayonlarga ta'sir etuvchi kuchli omil sifatida ham namoyon bo'lmogda. Shu sababli, SIning global jarayonlarga ta'sirini ijtimoiy-falsafiy nuqtai nazardan tahlil qilish dolzarb ahamiyatga ega.

Globallashuv sharoitida SIning rivojlanishi ko'plab sohalarda dolzarb muammolarni keltirib chiqaradi. Masalan, iqtisodiy sohada SIning ishlab chiqarish, xizmat ko'rsatish va boshqa sohalarga joriy etilishi ish o'rinlarining qisqarishiga, mehnat bozoridagi o'zgarishlarga va iqtisodiy tengsizlikning kuchayishiga olib keladi. Siyosiy sohada SIning siyosiy jarayonlarga, xususan saylovlarga aralashishi, dezinformatsiya tarqatish va jamoatchilik fikrini manipulyatsiya qilish xavfini tug'diradi. Madaniy sohada SIning madaniy merosni saqlash, san'at asarlarini yaratish va madaniy almashinuvni rivojlantirishdagi rolini o'rganish muhim bo'lsa, axloqiy sohada SIning qaror qabul qilish jarayonlaridagi ishtiroki, shaxsiy ma'lumotlarning xavfsizligi va SIning inson qadriyatlariga muvofiqligi kabi axloqiy muammolarni keltirib chiqaradi.

Yuqoridagi muammolarni hal qilish uchun SIning global jarayonlarga ta'sirini ijtimoiy-falsafiy nuqtai nazardan chuqur tahli qilish, SIning rivojlanishini nazorat qilish, uning axloqiy va huquqiy me'yorlarini ishlab chiqish va inson manfaatlariga xizmat qiladigan tarzda qo'llanilishini ta'minlash zarur. Bu esa, jamiyatning barqaror rivojlanishi va insonning farovon hayotini ta'minlashga xizmat qiladi.

Adabiyotlar tahlili

Jon Makkarti (1960) SIning nazariy asoslari va rekursiv funksiyalar haqidagi ishi bilan sohaning dastlabki rivojlanishiga hissa qo'shgan. N.A.Yeprinseva (2018) SIning ko'chmas mulk sohasidagi qo'llanilishi va mehnat bozoriga ta'sirini o'rgangan. Ye.V.Skurko (2022) SIning huquqiy va axloqiy jihatlarini, V.S.Slipchenko (2001) esa uning xavfsizlik sohasidagi tahdidlarini tahlil qilgan. F.Rojers (1997) IBMning mashina tarjimasi sohasidagi ishlanmalarini yoritgan. Viktor Mayer-Shenberger va Kennet Kukier (2014) Big Data texnologiyalarining SI rivojlanishidagi o'rni va jamiyatga ta'sirini o'rgangan. V.A.Lektorskiy (2018) esa SIning falsafiy jihatlari va inson-mashina munosabatlarini tahlil qilgan.

Tadqiqot metodologiyasi

Mazkur tadqiqot SIning global jarayonlarga ta'sirini ijtimoiy-falsafiy nuqtai nazardan kompleks tahlil qilishga qaratilgan bo'lib, unda turli metodologik yondashuvlar qo'llanilgan. Tizimli yondashuv asosida SI global jarayonlar tizimining ajralmas qismi sifatida o'rganildi. Tarixiy-tizimli tahlil orqali SI texnologiyalarining 1950-yillardan hozirgi kungacha bo'lgan evolyutsiyasi tahli qilindi. Qiyosiy tahlil metodi yordamida turli sohalar (iqtisodiyot, siyosat, madaniyat, axloq) va turli mamlakatlardagi SI ta'siri solishtirildi. Struktural-funksional tahlil orqali SI ning jamiyat tizimidagi o'rni va vazifalari aniqlandi. Tadqiqotning empirik bazasini ikkinchi darajali ma'lumotlar tahlili tashkil etdi - ilmiy maqolalar, statistik hisobotlar va kompaniya tadqiqotlari tahlil qilindi. Gnoseologik yondashuv asosida SI bilan bog'liq bilimlarning shakllanishi, aksiologik yondashuv asosida esa SI ning inson qadriyatlariga ta'siri o'rganildi. Prognozlashtirish metodi orqali 2025-2030 yillarga mo'ljallangan bashoratlar ishlab chiqildi. Fanlararo yondashuv qo'llanilib, informatika, falsafa, sotsiologiya, iqtisod va huquqshunoslik sohalaridagi usullar uyg'unlashtirildi. Dialektik printsip asosida SI ning ichki qarama-qarshiliklari va qarama-qarshi tomonlari kompleks tahlil qilindi.

Natijalar va ularning tahlili

Sun'iy intellektning rivojlanishi inson mehnatini yengillashtirish va intellektual salohiyatni oshirish bilan birga keladi. Buning yaqqol misollarini **SI**ning turli sohalardagi yutuqlarida ko'rish mumkin. SIning takomillashuvi, xususan, shashka va shaxmat kabi murakkab o'yinlar uchun dasturlar yaratishda sezilarli yutuqlarga erishildi. 1974-yilda jahon chempionatida "Kaissa" shaxmat dasturi (A.Arlazarov, M.Donskoy, A.Uskov, A.Bitman) g'alaba qozongan. "Kaissa"ning bu g'alabasi katta shov-shuvga sabab bo'lgan. Sun'iy shaxmat mashinalari formal mantiqqa asoslangan bo'lib, mantiqiy o'yinlar kabi formallashtirilgan muammolar uchun yaxshi natija bersa-da, real dunyo tizimlarini aks ettirmagan;

SIning yana bir muhim qo'llanilishi - mashina tarjimasi sohasida ko'rinadi. Ilk tarjima dasturlari rus, ingliz va xitoy tillaridan birinchi eksperimental tarjima tizimi 1954-1957-yillarda yaratilgan. 1954-yilda IBM korporatsiyasi professori L.Dostert rahbarligida 250 juft so'z va olti grammatika qoidasidan iborat lug'at asosida oltmishta ruscha so'z va iboralarni ingliz tiliga sun'iy tarjima qilishga erishildi. Tarjimaning asosiy mazmuni kompyuterga til qoidalari, tarjimadagi muammolarni yechishda namoyon bo'lgan. Oradan yetmish yil o'tib, SIning yashin tezligidagi taraqqiyoti tufayli SI "bestseller" asarlar yozishda peshqadamlik qilmoqda [1].

Bundan yarim asr avval matematik tilshunoslikka asos solingan bo'lsa, bugungi kunga kelib, muloqot jarayonida so'zlashuvning avtomatik tarjimon "Galaxy S24" til bo'yicha to'siqlarni "yakson qiluvchi" qurilma yaratildi. BMT huzuridagi kibernetik qurilmalar bo'yicha ekspertlarning xulosasiga ko'ra, XXI asrda SI texnologiyalarining dunyo yuzini ko'rgan yangi avlodi, ayniqsa, "deepfake", ya'ni neyrotarmoqlar yordamida yaratilgan va asl nusxadan deyarli farqlanmaydigan audio, foto va videomateriallarni yaratish, shuningdek, ovozni nusxalashga qodir o'ta zamonaviy texnologiya vositalari o'zining rivojlanish cho'qqisiga chiqdi.

1960-yilda "Universal muammolarni hal qiluvchi" dastur yaratilib, "planimetriya"dan "teorema"larni avtomatik isbotlash, algebraik masalalarning yechimlarini topish kabi murakkab vazifalarni bajarishga imkon berdi. 1963-yilda Jon

Makkarti [2] tomonidan SI vazifalarini funksional dasturlash uchun birinchi til ishlab chiqilgan bo‘lsa, 1970-yildan boshlab SIning ikkinchi to‘lqini sifatida “ekspert” tizimlari va “Prolog tili” nomli mantiqiy dasturlash paydo bo‘lgan.

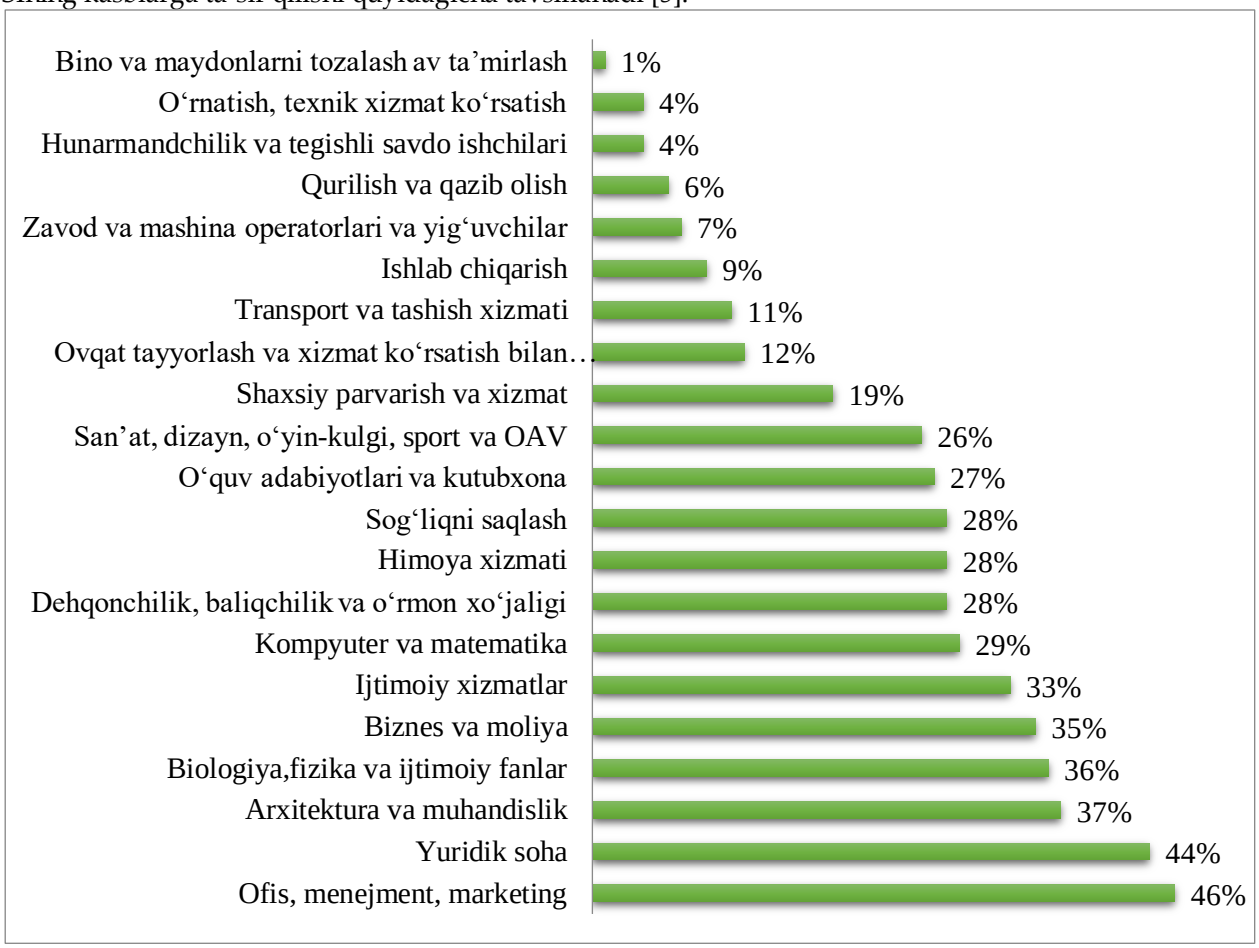
1980-yillarda ilk “aqlli repetitor”lar yaratilgan. O‘quvchi repetitorga istalgan savolni berib, repetitor bilan jonli muloqot qilgan. Bu, albatta, SIning kelajagini oldindan ko‘ra bilgan mutaxassislarning e’tiroziga sabab bo‘lganki, kelajakda ko‘plab kasblarning inqirozi bashorat qilingan. Bugungi kunga kelib, rivojlanayotgan iqtisodiyotlar va kam daromadli mamlakatlar orasida SI ta’sir qilishi mumkin bo‘lgan ish o‘rinlarining ulushi 40 va 26 foizni tashkil qiladi. Mehnat bozorlari SIdan kamroq boshlang‘ich ta’sirga ega bo‘lsa ham, ular samaradorlik nuqtai nazaridan potensial pastroq foyda ko‘radi [3].

1869-yilda Nyu York shahrida asos solingan dunyodagi eng yirik investitsiya banki, moliyaviy konglomerat Goldman Sachsning ma’lumotiga ko‘ra, kibernetik texnologiyaning rivojlanishi va SI imkoniyatlarining kengayishi sababli dunyo bo‘yicha 300 million kishi ishsiz qolishi mumkin [4].

Dunyo mehnat bozorining buzilishi ish o‘rinlarining uchdan ikki qismi avtomatlashtirilishi, ya’ni SI ixtiyoriga o‘tishi bilan izohlanadi. Bundan ikkita versiya kelib chiqadi, texnologik taraqqiyot qanchalik rivojlantirilsa, ish o‘rinlari qisqartirilsa ham, yangi kasblar va yangi ish o‘rinlari yaratilishi bilan muammo bartaraf etiladi. Ikkinchi tarafdan, SI yangi ish o‘rinlari va yangi kasblarni insondan tez va mukammal o‘zlashtirishi ishsizlik va inson qadrsizlanishining bir necha baravar o‘sishiga olib keladi.

Fikrimizcha, SI kirmagan soha, kasb va mutaxassislik sanoqli qoldi. Bu yer da gap faqat jismoniy mehnat talab qiladigan kasb va sohalar haqida emas. SI inson xayolidagi rasmni chizish iqtidorigacha o‘zlashtirgan, ya’ni aqliy mehnat talab qiladigan sohalar ham, ijodiy sohalar ham tez vaqt oralig‘ida SI doirasiga kirib ketsa, ajab emas.

SIning kasblarga ta’sir qilishi quyidagicha tavsiflanadi [5]:



Eng qiziq holat shundaki, SI ulushi eng qimmat kasblarga to‘g‘ri kelyapti. O‘qish-izlanishga ehtiyoj sezilmaydigan kasblar SI e’tiboridan chetda qolgan.

Bundan kelib chiqadiki, 1980-yilga nisbatan 2025-2030-yillarga kelib, SI texnologiyalar sohasidagi ish o‘rinlarining 60 foiziga ta’sir qiladi [6]. Fikrimizcha, ish o‘rinlarining yarmi SIga salbiy ta’sir ko‘rsatsa, qolganlari yangi texnologiyalarni joriy etishdan foyda ko‘radi, ya’ni SI texnologiyalarining rivojlanishi “reaktiv” tezlikda bo‘lsa ham, kelajakda katta imkoniyat eshigini ochadi.

Global jarayonlar dunyo miqyosida yangi kasblarning shakllanishiga zamin yaratdi. Yaqin besh-o‘n yil ichida mehnat bozorida kopirayter, dasturchi, SMM menejer, marketolog, grafik va 3D dizayner, bloger, IT mutaxassisi, kreativ kopirayter, Full Stack (WordPress) dasturchi, call-operator, mobilograf, targetolog, Adobe Illustrator, Photoshop va Corel

Draw dizayneri, sotuv va kontent menejeri, showroom menejeri, ofis administratori, web-dizayner, ko‘p tilli dispetcher, videograf, montajchi, Excel va Google Docs mutaxassisi, YouTube kontent yaratuvchisi, SMM proyekt brendchisi, marketolog-menejer, PHP, MySQL, JavaScript, HTML, CSS dasturchilari, IT rekruter, reels va stories kontent yaratuvchisi, motion dizayner, PostgreSQL, Python, Node.js mutaxassisi, tarjimon-kopirayter, frontend va backend dasturchilar, reklama ssenaristi, marketing kommunikatori, videokuzatuv operatori, videomaker, Shopify va Golang dasturchilari, React mentori, eksteryer dizayneri, internet-marketolog, software engineer, CRM tizimi administratori kabi yangi yo‘nalishlar paydo bo‘ldi.

Savol tug‘iladi: SIning jamiyat uchun foydasi ko‘pmi yoki xavfimi? Neyron tarmoqlarning imkoniyatlari oddiy insonnikidan yuz minglab baravar yuqoriligini inobatga olsak, ular sifatli kontent yaratish, ilgari o‘rganilmagan mavzularda ilmiy maqolalar yozish bilan bir qatorda, soxta ma’lumotlarni tarqatishni ham osonlik bilan amalga oshirishi mumkin. Inson hatto tasavvur qilishga ham hayiqadigan haqiqat shuki, SI nazoratdan chiqib ketsa, u mustaqil qaror qabul qiladi. Dunyoni vayron qilish yoki bunyod qilish uning ixtiyorida bo‘ladi [7]. SI xizmatlari shu darajada ko‘payib ketganki, hatto o‘qiyotgan maqolani kim yozganini bilish imkonsiz. Bugun ilmiy maqola yozgan yoki qoyilmaqom rasm chizgan SI ertaga dissertatsiya va avtoreferat tayyorlamasligiga hech kim kafolat bermaydi. Axborot olamida ma’lumot qancha ko‘p tarqalsa, uni kim yozgani real aks etmaydi, soxta yangiliklar ko‘payishiga zamin yaratiladi. Birgina Ukrainaning Vatan urushidan ko‘ra internetdagi g‘oyalar urushi ko‘proq ta’sir etmoqda. Aslida kim haq? degan savol xakerlar tomonidan urushning o‘zanini buzib yuborishgacha bo‘lgan jarayonlarga “labbay” deb javob bermoqda.

ChatGPT SI bilan ishlaydigan chat-botini ishlab chiqqan OpenAI kompaniyasi butun dunyoni qamrab olgan, jumladan, O‘zbekistonni ham. Bu chat orqali 2022-yil 30-noyabrdan boshlab O‘zbekiston mobil operatorlari raqamlaridan foydalangan holda ro‘yxatdan o‘tish va botni mamlakat hududi va dunyo bo‘ylab ishlatish imkoni paydo bo‘ldi. Shunga qaramay, OpenAI kompaniyasi ChatGPT chat-botidan foydalanishga cheklov qo‘ydi. Buning sababi internet provayderlari, programmist, internet foydalanuvchilarining chatni buzg‘unchi maqsadda ishlatishlari bilan bog‘liq, ya’ni xakerlar shaxsiy ma’lumotlarni buzib kirishgan [8].

1990-yilda IBM loyihasi fransuz va ingliz tilidagi matnlar uchun mashina tarjimasi tizimini ishlab chiqqan [9]. Natijada, garchi mukammal bo‘lmasa-da, tizim tezda katta hajmdagi matnlarni tushunish va tarjima qilish imkoniyatini yaratdi. IBMning bu loyihasi keyingi barcha zamonaviy statistik va neyron mashina tarjimasi tizimlari uchun asos bo‘lib xizmat qildi.

“Statistik mashina tarjimasi” texnologiyasi tarjima vazifasini matematik muammoga aylantirgan [10]. Statistik mashina tarjimasi texnologiyasining rivojlanishi tarjima sohasida katta inqilob bo‘ldi. U tarjimani tezroq, arzonroq va qulayroq qilishga imkon berdi.

Kibernetik qurilmalarga bo‘lgan qiziqishning uchinchi to‘lqini oldingi to‘lqinlardan ham kengroq va kuchliroq bo‘lib, SI muammolarini hal qilish uchun zarur bo‘lgan texnik vositalar, simsiz tarmoqlar, Internet va eng ilg‘or texnologiyalarni o‘z ichiga oladi.

Uchinchi to‘lqin AQSHning “Deep Blue” dasturining oltita o‘yinida shaxmat bo‘yicha jahon chempioni, rossiyalik grossmeyster Garri Kasparov (1963-yilda tug‘ilgan) ustidan qozonilgan mashhur g‘alaba bilan boshlangan. Uchinchi to‘lqinda “genetik dasturlash” ham yuzaga kelgan. Genetik dasturlash SI sohasidagi evolyutsion hisoblash usullaridan biri bo‘lib, u muammolarni hal qilish uchun biologik tizimlardagi tabiiy tanlashning prinsiplaridan foydalanadi. “Genetik dasturlash” biologik tizimlardagi mutatsiya jarayonini taqlid qilib, muayyan turdagi muammolarni hal qilishda optimal yechimlarni topish imkonini berdi.

XXI asrda kompyuterlar davridan “kognitiv davr” ga sifat jihatdan o‘tish sodir bo‘ldi. Sun’iy “neyron tarmog‘i” texnologiyalari tirik mavjudotlarning biologik neyronlari ishida tahdid qiluvchi tarmoqlarning taraqqiyoti bilan tavsiflanadi.

2006-yilda Big Data asosidagi Google Translator universal tarjimonlik tizimi ishga tushdi. Uning tarkibi ilk tarjimon lug‘atlardan katta miqdorda farqlanadi, tizimning tarkibi trillion so‘zli korpus internet kontent qismlaridan iborat [11]. Bu tizimning afzalligi tabiiy tilda paydo bo‘lgan yangi so‘zlarni qo‘shish hamda ma’naviy eskirgan, iste’moldan chiqarilgan so‘zlarni olib tashlash imkoniyati bilan izohlanadi. Tizimda sifatiy o‘zgarishlar amalga oshirilib, oltmishdan ortiq til tarjimasi hamda o‘n to‘rt tilda ovozli tarjimonlik yo‘lga qo‘yilgan.

SIga doir tadqiqotlar tahlili shuni ko‘rsatadiki, tadqiqotlar tabiiy bilimlar chegarasidan chiqqan [12]. Chunki idrok, ong, inson shaxsi miyaning faoliyati bilan emas, balki insonning borliqqa bo‘lgan munosabati bilan belgilanadi. Bu empirik va nazariy bilimlar o‘rtasidagi uyg‘unlikni ta’minlash zarurligini ifodalaydi. SIning mavjudligi ijtimoiy-gumanitar fanlar, jumladan, tilshunoslik, matnni tushunish, grammatika nazariyasiga asoslangan matematika va algoritmlarni ishlab chiquvchi kommutatsiyalar bilan chambarchas bog‘liqdir.

“Raqamli borliq”dan “raqamli inson” konseptuallashuvi natijasida inson faoliyatining ko‘plab sohalariga kirib bordi. Bu esa texnologiyalar evolyutsiyasining fanlararo va transdisiplinar tahlilini amalga oshirish mas’uliyatini qo‘yadi.

Xulosa

Xullas, SI sohasidagi tadqiqotlarning dinamikasi ichki va tashqi omillar bilan belgilanadi. Ichki omillarga umumiy muammolarni hal etishga qaratilgan tadqiqot dasturlarini yaratish va ularning o‘zaro ta’siri kiradi. Tashqi omillarga esa ijtimoiy ehtiyojlar va talablarning o‘sishi, texnik imkoniyatlarning kengayishi va ta’sir ko‘rsatish imkoniyatlarining kuchayishi kiradi. Tadqiqotlar logistik (tafakkurni mantiqiy xulosalar tizimi sifatida tushunish), integrativ (bionik, kibernetik, neyron tarmoqlarining neyrofiziologik modeli), evristik (fikrlash jarayonini psixologik modeli), kognitiv (fikrlash va bilishning gnoseologik modeli), evolyutsion (mutatsiya va tabiiy tanlanishning biologik modeli) dasturlarga asoslangan. Sodda qilib aytganda, SI sohasidagi tadqiqotlarning taraqqiyoti ikki omil bilan bog‘liq. Bular ichki va tashqi omillar. Ichki omillar SI mutaxassislarning yangi tadqiqot dasturlarini yaratishi, ularni bir-biri bilan bog‘lashi va muammolarning optimal yechimini topishga harakat qilishini ta’minlaydi. Tashqi omillar jamiyatda SIga bo‘lgan ehtiyojning ortishi bilan uzviy bog‘liq bo‘lib, texnologiyalarning jadal sur’atda rivojlanishi konstruktiv tadqiqotlar uchun mustahkam poydevor yaratmoqda.

SI sohasidagi tadqiqotlar juda murakkab va ko‘p yo‘nalishli, ularning maqsadi SIga insonga o‘xshash qobiliyat berish. Haqiqat shundaki, SIni qanchalik insonga o‘xshatishga harakat qilinmasin, uning o‘tmishga xotirasi yo‘qligi sababli, buning imkoni yo‘q. SI faqat bugun bilan yashaydi, kecha uning uchun hech qanday ahamiyatga ega emas, erta hali kelmagan. Hatto turli ma’lumotlarni qayta ishlash qobiliyatiga ega bo‘lsa ham, SI insonning vaqt va xotira bilan bog‘liq bo‘lgan tajribasini hech qachon tushuna olmaydi.

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ARGUMENTATIV KOMPETENTLIK – TALABA-YOSHLARDA RATSIONAL BAHS YURITISH MALAKASINI TAKOMILLASHTIRISHNING INNOVATSION MODELI

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Annotatsiya: *Maqolada talaba-yoshlarda ratsional bahs yuritish malakasini takomillashtirishda argumentativ kompetentlikning nazariy-metodologik asoslari tahlil qilingan. Argumentativ kompetensiyaning mohiyati, tarkibiy tuzilmasi va uni rivojlantirish mezonlari aniqlashtirilgan. Shuningdek, kommunikativ, motivatsion, ijtimoiy, lingvistik, intellektual va refleksiv komponentlar asosida talabalarda bahs madaniyatini shakllantirishning innovatsion modeli ishlab chiqilgan. Maqolada argumentativ muloqotni rivojlantirishga xizmat qiluvchi strategiyalar va amaliy tavsiyalar bayon qilinib, ularning ta'lim samaradorligini oshirishdagi ahamiyati yoritilgan. Tadqiqot natijalari argumentativ kompetentlik talabalarning tanqidiy fikrlashi, dalillash madaniyati va kasbiy tayyorgarligini rivojlantirishning muhim omili ekanini ko'rsatadi.*

Kalit so'zlar: *argumentativ kompetentlik, argumentatsiya, ratsional bahs, bahs madaniyati, talaba-yoshlar, tanqidiy fikrlash, dalillash, kommunikativ kompetensiya, refleksiv yondashuv, innovatsion ta'lim*

АРГУМЕНТАТИВНАЯ КОМПЕТЕНТНОСТЬ – ИННОВАЦИОННАЯ МОДЕЛЬ СОВЕРШЕНСТВОВАНИЯ НАВЫКОВ РАЦИОНАЛЬНОГО ВЕДЕНИЯ ДИСКУССИИ У СТУДЕНЧЕСКОЙ МОЛОДЁЖИ

Аннотация: *В статье проанализированы теоретико-методологические основы аргументативной компетентности в совершенствовании навыков рационального ведения дискуссии у студенческой молодежи. Уточнены сущность аргументативной компетенции, ее структурное строение и критерии развития. Кроме того, на основе коммуникативного, мотиватсионного, социального, лингвистического, интеллектуального и рефлексивного компонентов разработана инновационная модель формирования культуры дискуссии у студентов. В статье изложены стратегии и практические рекомендации, направленные на развитие аргументативной коммуникатсии, а также раскрыто их значение в повышении эффективности образовательного процесса. Результаты исследования показывают, что аргументативная компетентность является важным фактором развития критического мышления, культуры аргументатсии и профессиональной подготовки студентов.*

Ключевые слова: *аргументативная компетентность, аргументатсия, рациональная дискуссия, культура дискуссии, студенческая молодежь, критическое мышление, доказательная аргументация, коммуникативная компетенция, рефлексивный подход, инновационное образование.*

ARGUMENTATIVE COMPETENCE AS AN INNOVATIVE MODEL FOR IMPROVING THE SKILLS OF RATIONAL DISCUSSION AMONG STUDENTS AND YOUNG PEOPLE

Abstract: *The article analyzes the theoretical and methodological foundations of argumentative competence in improving the skills of rational discussion among students and young people. The essence of argumentative competence, its structural composition, and the criteria for its development are clarified. In addition, an innovative model for developing students' discussion culture has been designed on the basis of communicative, motivational, social, linguistic, intellectual, and reflexive components. The article also presents strategies and practical recommendations aimed at fostering argumentative communication and highlights their importance in increasing the effectiveness of the educational process. The findings show that argumentative competence is an important factor in developing students' critical thinking, argumentation culture, and professional training.*

Keywords: *argumentative competence, argumentation, rational discussion, discussion culture, students and youth, critical thinking, evidence-based reasoning, communicative competence, reflexive approach, innovative education.*

Kirish.

Zamonaviy iqtisodiy-ijtimoiy taraqqiyotning ta'lim tizimi qarshisida qo'yayotgan talablar bilan bog'liqlikda o'tkazilgan ko'plab tadqiqotlarda kompetent yondashuv ta'lim mazmunini o'zgartirishning yangi bosqichi sifatida ko'rib chiqilgan. Ana shu pozitsiyadan kelib chiqib ko'plab tadqiqotlarda [1, 2, 3, 4, 5]. kompetensiya ijodiy va samarali faoliyat uchun muhim o'zaro aloqador shaxsiy sifatlar kompleksi, kompetentlik esa, ma'lum sohaga tegishli muammoni hal etishga imkon beruvchi zaruriy kompetensiyalarni egallaganlik darajasi sifatida talqin etilgan.

Yoshlarda argumentativ kompetensiya vositasida bahs yuritish madaniyatini rivojlantirish murakkab va ko'p qirrali jihatlarga ega bo'lib, argumentativ kompetentlikning ustuvor jihatlari, tarkibiy qismlari va uni rivojlantirishga ta'sir ko'rsatuvchi omillarga e'tibor qaratish maqsadga muvofiqdir. Muloqotning mazkur shakli muzokaralarda, bahs-munozara va debatlarda muhim bo'lib, bunda turli nuqtai nazarlarni tahlil qilish va va taqdim etish katta ahamiyat kasb etadi.

Adabiyotlar tahlili.

Avvalo shuni aytish kerakki, *"argumentativ kompetensiya"* paradigmasining asoschisi Arastu hisoblanib, u o'z asarlarida "argumentatsiya" tushunchasini birinchi bo'lib ajratib ko'rsatgan. Afsuski, keyinchalik argumentatsiya noo'rin unutildi va nisbatan yaqinda XX asrning oxirlariga kelib ijtimoiy munosabatlarning barcha sohalarida demokratizatsiya g'oyasi keng tarqala boshlagach argumentatsiya fenomeni rivojlangan davlatlarning ta'lim tizimida asosiy tarkibiy komponentlaridan biriga aylandi, shunga muvofiq tarzda talabalarni dalillash ko'nikmalariga o'rgatish kommunikatsiya modelidagi muhim tarkibiy qismga aylandi. Dalillash nazariyasiga doir ko'plab ilmiy va o'quv manbalarida keltirilgan "argumentativ kompetensiya" tushunchasiga berilgan ta'riflar turli xil bo'lib, Amsterdam maktabi vakillari Rob Grootendorst, Frans X. van Yeyemeren, V.P. Moskvin argumentativ kompetensiyani "bahslarni izchil tartibga solish, ularni ma'lum maqsadlarga bog'lash va ushbu maqsadlar bilan bog'liq bo'lgan me'yorlarga amal qilish qobiliyati" [7], "shaxsning argumentativ ko'nikmasini "bayonotlarni asoslash yoki rad etish qobiliyati" [8] sifatida izohlashar ekan, bunda argumentatsiya texnikasini, manipulyatsiya tizimi va ularni zararsizlantirish usullarini bilishi nazarda tutishadi.

Tadqiqot metodologiyasi.

Argumentativ kompetentlikning talaba-yoshlarda ratsional bahs yuritish malakasini takomillashtirishdagi roliga bag'ishlangan mazkur maqolada ilmiy tadqiqotning analogik tahlil, analiz va sintez kabi usullaridan foydalanildi.

Tahlillar va natijalar.

Bizningcha, argumentatsiya – o'z pozitsiyasining to'g'riligini asoslash orqali adresatni o'ziga ishontirishni maqsad qilib olgan subyektning kommunikativ faolligi, ***argumentativ kompetensiya*** **-** *tezisni asoslash va dalillash usullaridan to'g'ri foydalangan holda retsipiyentni voqea hodisaning muayyan jihatlariga ishontira olish qobiliyati degan xulosaga kelish mumkin bo'ladi[3].*

Talabalarda argumentativ kompetentlikni rivojlantirishga oid o'quv dasturini yaratishga yo'naltirilgan didaktik yordamni shakllantirish uchun uni ishlab chiqish mezonlarini aniqlab olish kerak. Shu maqsadda argumentativ kompetentlikning tarkibiy tuzilmasi ko'rib chiqiladi. Biz, ilmiy manbalarni analiz qilganimizda, argumentativ kompetentlikni rivojlantirish muammosini to'liq tadqiq etgan mahalliy ilmiy ishni uchratmadik, shu bois turli xorijiy mualliflarning dalillashga oid qarashlarini o'rganib argumentativ kompetensiyaning tarkibiy tuzilmasini quyidagicha aniqlashtirib olishga harakat qildik: *kommunikativ qism:* masalani hal qilishda muloqotning notiqlik asoslari, o'zaro hamkorlik tartib qoidalariga oid bilimlarni qamraydi; *motivatsion qism:* munozarada ishtirok etish asosida dunyoqarashni kengaytirish, muloqotga kirishish orqali o'z-o'zini takomillashtirish zarurati. Bahsda faol muloqot qilish ehtiyojni tashkil etadi; *ijtimoiy qism:* o'zini jamoada tartib doirasida tuta bilish, kishilar bilan do'stona munosabatga kirisha olish, o'zgalarning farqli bo'lgan qarashlarni ham qabul qila olish malakasini anglatadi; shu bilan birgalikda barcha uchun birdek qabul qilingan axloqiy me'yorlarga mos bo'lgan optimal echimni tanlash malakasi; l*ingvistik qism:* o'z maqsadga erishish uchun til bilish va dalillash qoidalarini etarli darajada o'zlashtirganlikni o'z ichiga oladi; *intellektual qism:* munozara jarayonida ma'lum bir masalalarni hal qilishda zamonaviy AKT texnologiyalari vositasida ma'lumotlarni qidirish, axborotlarni qayta ishlash va o'zgarishlarga adaptatsion javoblar berish. Bahs-munozarada ishtirok etish paytida, mantiqqa asoslangan fikrlarni ishonchli dalillar bilan ta'minlashda intellektual qism muhimdir; *refleksiv qism:* o'z-o'zini tahlil qilish, o'z-o'zini baholash va o'z-o'zini tartibga solish, vaziyatga qarab o'z xatti-harakatlarini moslashtirish, o'z rivojlanish darajasini tushunish va anglay olish ko'nikmalarini o'z ichiga oladi[2].

Argumentativ kompetentlikning barcha mazkur tarkibiy komponentlari o'zaro bog'liqdir va ularni shakllantirishni kompleks tarzda amalga oshirish muhim hisoblanadi. Tarkibdagi har bir komponentning shakllantirilishiga talabaning argumentativ kompetentligini rivojlanish samaradorligi bog'liq bo'ladi. Argumentativ kompetensiyaning tuzilma tarkibiga asoslangan holda uning navbatdagi mezonlari aniqlandi: *kommunikativ mezon:* ishbilarmonlik muloqotining muhim qonun qoidalaridan boxabar bo'lgan holda, guruhda muloqot yuritish tajribasiga egalik; *lingvistik mezon:* argumentativ muloqot doirasidagi bazaviy nutqqa ega bo'lish, stilistika va grammatika

qoidalarini bilish, tushunchalarning mantiqiy mazmun mohiyatini to‘g‘ri anglash; *intellektual mezon:* bahsli masala doirasidagi zaruriy ma’lumotlarga ega bo‘lish va muammoning mohiyatini anglash.

Muloqotning mazkur shakli muzokara va ilmiy bahs-munozaralarda muhimligi, bunda turli nuqtai nazarlarni tahlil qilish va va taqdim etish katta ahamiyat kasb etishini inobatga olib talabalarga argumentativ muloqot qobiliyatini oshirishning quyidagi asosiy strategiyalarini taklif etdik: 1.Tadqiqot mavzusini chuqur o‘rganing. Chunki, mavzu bo‘yicha puxta bilimga ega bo‘lish zarur. Faktlar, statistik ma’lumotlar va tegishli axborotni to‘plash uchun keng qamrovli tadqiqotlar o‘tkazish nafaqat ishonchingizni oshiradi, balki dalillaringizni yanada ishonarliroq qiladi. 2. *Faol tinglashni (active listening) o‘rganing.* Samarali dalillash faqat gapirish emas, balki tinglash ham demakdir. Boshqalar aytayotgan gaplarni diqqat bilan tinglash ularning nuqtai nazarini tushunishga va asosliroq javob qaytarishga yordam beradi. 3.*Xotirjamlik va o‘zaro hurmatni saqlang.* Bahs-munozaralar paytida o‘zingizni bosiq tutishing, hissiy zo‘riqishdan saqlaning, chunki emotsional zo‘riqish mulohazakorlikni xiralashtirishi va samarali muloqotga xalaqit beradi. Sizning fikringizga zid bo‘lsa ham, turli qarashlarni hurmat qila biling. 4.Nutqingizni aniq va lo‘nda qilning. Fikrlaringizni ravshan ifoda etish, haddan tashqari murakkab ifodalardan qochish va muloqotdagi aniqlik sizning dalillaringizning tushunilishi va jiddiy qabul qilinishini ta’minlaydi. 5.*Dalillaringizni mantiqan tizimlashtiring.* O‘z dalillaringizni izchil va mantiqiy ketma-ketlikda taqdim etishingiz tinglovchilaringizga mulohazalaringizni kuzatib borishni va ularni tushunishni osonlashtiradi. 6.*Tanqidiy fikrlashdan foydalaning.* Dalillarni har tomonlama analiz qiling va baholang. Farazlarni shubha ostiga oling va ehtimoliy qarshi dalillarni ko‘rib chiqing. Bunday tanqidiy yondashuv sizning pozitsiyangizni mustahkamlaydi. 7.*Ishontirish usullaridan foydalaning.* Aristotelning etos, pafos va logos kabi ritorik strategiyalarni qo‘llang, bunda: etos (kishining nutq madaniyati orqali uning maqsadga intilishi xarakterini aks ettirish usuli), pafos (tinglovchilarga hissiy ta’sir ko‘rsatuvchi barcha dalillash unsurlari) va logos (muallifning mantiqiy mulohaza yuritish tizimi). Bu usullar dalillaringizning ishonchliligini oshiradi. 8. *Bahsli muloqotdan so‘ng o‘z fikr-mulohazalaringizni qayta tahlil qilishga o‘rganing.* Nima yaxshi ishlagani va nimalarni yaxshilash kerakligi haqida o‘ylab ko‘ring. Doimiy o‘rganish va tahlil qilish argumentativ muloqot madaniyatini samarali egallashning kalitidir [5].

Talabalarga argumentativ muloqotda samarali ishtirok etish uchun quyidagi amaliy tavsiyalarni ham taklif etdik: 1. *Bahsni hamma uchun umumiy bo‘lgan nuqtadan, ya’ni muhokamadagi kelishuv mavjud bo‘lgan nuqtalarni e’tirof etish va tan olishdan boshlang*. Buning ta’sirida hamkorlik ruhi yaratiladi va kelishmovchiliklarni bartaraf etish osonlashadi. 2. *Bahsda misollar va dalillardan foydalaning.* Fikrlaringizni aniq misollar, dalillar va ma’lumotlar bilan asoslang. Bu sizning fikrlaringizni tasdiqlanishi va argumentlaringizni yanada ishonchli bo‘lishini ta’minlaydi. 3. *Turli nuqtai nazarlarga ochiq bo‘ling.* Turli qarashlarga e’tiborli bo‘lishdan, o‘rni kelsa qabul qilishdan chekinmang . Bunday ochiqlik muhokamani boyitibgina qolmay, turli fikrlarni hisobga olishga tayyorligingizni ham ko‘rsatadi. 4. *Mantiqiy xatolardan saqlaning.* Keng tarqalgan mantiqiy xatolarni yodda tuting va ulardan qochishga harakat qiling. Xatolar sizning pozitsiyangizni zaiflashtiradi va sizga bo‘lgan ishonchni yo‘qotishi mumkin. 5. *Bahs jarayonida noaniqliklarni oydinlashtirish va mavzuni chuqurroq o‘rganish uchun savollardan foydalaning.* Savollar suhbatni yo‘naltirishi va yangi g‘oyalarni yuzaga chiqarishi ham mumkin. 6. *Tinglovchilaringizga moslashing:* muloqot uslubingizni auditoriyangizga moslashtiring. Ularning kelib chiqishi, qadriyatlari va e’tiqodlarini tushunish dalillaringizni yanada samaraliroq shakllantirishga yordam beradi. 7. *Empatiyangizni ishga soling.* Boshqa insonning nuqtai nazarini tushunishga harakat qiling. Empatiya muammolarni hal qilish va ziddiyatlarni kamaytirishga yordam beradi. 8. *Muammoning echimiga e’tibor qarating.* Muammolarni shunchaki ko‘rsatish o‘rniga unga echimlaringizni taklif qiling. Bunday konstruktiv yondashuv ijobiy natijalarga olib kelishi ehtimoli yuqori. 9. *Sizni qiziqtirgan tadqiqot mavzusi bilan bog‘liq joriy voqealar va hodisalardan boxabar bo‘ling.* Axborotdan boxabarlik dalillaringizga teranlik qo‘shadi. 10. *Muntazam ravishda o‘z ustingizda ishlang*. Har qanday boshqa ko‘nikma singari, argumentativ muloqot ham amaliyot bilan takomillashadi. Mahoratingizni oshirish uchun munozaralarda qatnashing, munozara forumlariga qo‘shiling yoki nutq san’ati to‘garaklarida ishtirok eting. Ushbu strategiyalar va maslahatlardan foydalanib, talabalar argumentativ muloqot qobiliyatini sezilarli darajada yaxshilashi, muloqotni samaraliroq va dalillarini ishonarliroq qilishlari mumkin[6].

Xulosa.

Argumentativ kompetensiyani rivojlantirish jarayoni shaxsning kognitiv, kommunikativ va refleksiv salohiyatlarini integratsiyalovchi kompleks tizim bo‘lib, u talabaning kasbiy faoliyatda vujudga keladigan murakkab va ziddiyatli holatlarni tahliliy tafakkur, mantiqiy mushohada hamda konstruktiv qaror qabul qilish asosida hal etish layoqatini shakllantirishga xizmat qiladi. Shu tariqa, ushbu jarayon zamonaviy ta’limning metodologik asoslaridan biri sifatida talabaning kasbiy etuklik darajasini belgilovchi muhim epistemik omilga aylanadi. Ushbu kompetensiya nafaqat mantiqiy fikrlash va dalillash ko‘nikmalarini, balki professional faoliyatda kerakli bo‘lgan analitik yondashuvni ham rivojlantiradi. Bu yondashuv nafaqat ta’lim jarayonining samaradorligini oshiradi, balki talabalarning shaxsiy va kasbiy rivojlanishiga ham xizmat qiladi.

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MAVLONO JALOLIDDIN RUMIY FALSAFIY TA'LIMOTIDA BILISH VA UNING MANBALARI

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Annotatsiya. *Jaloliddin Rumiyning falsafiy ta'limoti insonning ichki dunyosi, ma'naviy kamoloti va bilish jarayonini chuqur yoritishga qaratilgan. Ushbu maqolada Rumiy qarashlarida bilish jarayonining mazmun-mohiyati, uning mavjudlik doirasidagi o'rni hamda bilishning imkoniyati masalalari tahlil etiladi. Muallif Rumiy asarlariga tayangan holda bilishning asosiy manbalari sifatida aql (ratsional bilish), hissiy-tajriba (empirik bilish), ilohiy ilhom (vahiy va ilhom) hamda qalb pokligini alohida ta'kidlaydi. Shuningdek, bilishning tashqi va ichki shakllari, zohiriy va botiniy bilim o'rtasidagi farqlar ochib beriladi. Maqolada tasavvufiy tafakkur doirasida haqiqiy bilimga erishish yo'llari, insonning o'zligini anglash va Haq bilan yaqinlashish jarayonidagi bilimning o'rni ilmiy asosda yoritiladi.*

Kalit so'zlar: *bilim, bilish nazariyasi, tasavvuf, ilohiy ilhom, qalb pokligi, ma'naviy kamolot, haqiqat, aql, tajriba, zohiriy va botiniy bilim.*

ЗНАНИЕ И ЕГО ИСТОЧНИКИ В ФИЛОСОФСКОМ УЧЕНИИ ДЖАЛАЛАДДИН РУМИ

Аннотация. *Философское учение Жалолиддин Румий направленона глубокое осмысление внутреннего мира человека, его духовного совершенствования и процесса познания. В данной статье анализируется сущность понятия знания в учении Руми, его место в системе бытия, а также проблема возможности познания. На основе произведений Руми рассматриваются основные источники знания: разум (рациональное познание), чувственный опыт (эмпирическое познание), божественное вдохновение (откровение) и чистота сердца как важнейшее условие постижения истины. Особое внимание уделяется различию между внешним и внутренним знанием, а также соотношению явного и скрытого (захир и батин). В статье рассматриваются пути постижения истинного знания в рамках суфийской традиции, а также значение знания в процессе духовного самосовершенствования человека и его приближения к абсолютной истине.*

Ключевые слова: *знание, теория познания, суфизм, божественное вдохновение, чистота сердца, духовное развитие, истина, разум, опыт, внешнее и внутреннее знание.*

KNOWLEDGE AND ITS SOURCES IN THE PHILOSOPHICAL DOCTRINE OF JALOLIDDIN RUMIY

Annotation. *The philosophical teachings of Jaloliddin Rumiy focus on a profound understanding of the inner world of the human being, spiritual perfection, and the process of cognition. This article examines the essence of knowledge in Rumi's thought, its ontological status, and the problem of the possibility of knowledge. Based on Rumi's works, the main sources of knowledge are identified as reason (rational cognition), sensory experience (empirical knowledge), divine inspiration (revelation), and the purity of the heart as a key condition for attaining truth. The study also highlights the distinction between external and internal knowledge, as well as the relationship between the apparent (zahir) and the hidden (batin). Furthermore, the article explores the paths to true knowledge within the Sufi tradition and emphasizes the role of knowledge in human spiritual self-perfection and the pursuit of ultimate reality.*

Keywords: *knowledge, epistemology, Sufism, divine inspiration, purity of the heart, spiritual development, truth, reason, experience, external and internal knowledge.*

Kirish.

Bilish muammosi qadimgi davrlardan to hozirgi kungacha faylasuflar tomonidan falsafa tarixidagi eng muhim muammolardan biri hisoblanib kelgan. Bilish insoniyat bilan birga paydo bo'lgan hodisadir. Tabiatan odamlar qiziquvchan va doimiy ravishda savol tug'diradigan mavjudotlardir. Shuning uchun ular o'zlarini, atrof-muhitini, yashash sharoitlarini va atrofdagi narsalarni tushunishga intilishadi. Bilish himoya vositasi bo'lib ham xizmat qiladi.

Inson hayotining davom etishiga, shuningdek, o‘zini va atrofini tushunishga bo‘lgan ehtiyoj bilimga bo‘lgan ehtiyojni keltirib chiqaradi. Shuning uchun faylasuflar bilimning mohiyati, uning ishonchliligi, manbalari va chegaralari kabi savollarga befarq qolishmagan va bu borada ko‘rsatmalar berishgan.

Fikrlari asrlar davomida saqlanib qolgan tasavvuf mutafakkiri Jaloliddin Rumiy bilish masalasini o‘ziga xos tarzda yoritib bergan fan va tafakkur namoyandalaridan biridir. Rumiy yashagan XIII asr axloqiy tanazzulning kuchayib borayotgan davri edi. Mo‘g‘ullar bosqini natijasida ko‘plab olimlar va mutafakkirlar hayotlari va ilmiy faoliyatning rivojlanishiga to‘sqinlik qiladigan erkin ilmiy muhitning yo‘qligidan qo‘rqib, nisbatan xavfsiz hududlarga ko‘chib o‘tishga majbur bo‘lishdi.

Adabiyotlar tahlili.

Adabiyotlar tahlili shuni ko‘rsatadiki, Mavlono Jaloliddin Rumiyning falsafiy qarashlari, xususan bilish nazariyasi Sharq va G‘arb tadqiqotchilari tomonidan keng o‘rganilgan. Alloma ijodining asosiy manbasi bo‘lgan “Masnaviyi ma’naviy” asari uning gnoseologik qarashlarini anglashda muhim manba hisoblanadi. Ushbu asarning N. Usmonov tomonidan rus tiliga qilingan tarjimasi va sharhlari Jaloliddin Rumiy falsafiy merosida bilish jarayoni faqat aqliy faoliyat emas, balki qalb, ruh va ilohiy ilhom bilan bog‘liq murakkab ma’naviy jarayon ekanini ochib beradi[8].

O.Mamatqulovning “Tasavvuf va mumtoz she’riyat” asarida tasavvufiy tafakkur va badiiy ijod o‘rtasidagi bog‘liqlik tahlil qilinadi. Muallif tasavvufda bilim faqat nazariy tushuncha emas, balki ruhiy kechinma va ma’naviy tajriba ekanini ta’kidlaydi. Bu yondashuv Jaloliddin Rumiy qarashlari bilan uyg‘un bo‘lib, bilish jarayonida sevgi (ishq), intuitsiya va ruhiy poklanish asosiy vosita ekanini ko‘rsatadi[4].

G‘arb olimlari orasida Coleman Barksning “Rumi: The Book of Love” kitobi Jaloliddin Rumiy she’riyatini erkin tarjima va talqin qilish orqali uning falsafasida bilimning asosiy markazi sifatida “ishq” tushunchasini ilgari suradi. Barks talqinida bilim aqldan ko‘ra ko‘proq yurak va muhabbat orqali anglanadigan ruhiy holat sifatida tasvirlanadi.

Shuningdek, Arthur John Arberryning “Sufism: An Account of the Mystics of Islam” nomli kitobida tasavvufiy bilish tizimi ilmiy jihatdan tahlil qilinadi. Arberry tasavvufda bilimning asosiy manbalari sifatida vahiy, ilhom va ruhiy tajribani ko‘rsatib, Rumiy qarashlari bilan uyg‘un fikrlarni ilgari suradi. Unga ko‘ra, tasavvufiy bilish empirik yoki ratsional bilimdan farqli ravishda bevosita ichki idrok va ruhiy sezgi orqali amalga oshadi[1].

Tadqiqot metodologiyasi.

Mavlono Jaloliddin Rumiy falsafiy ta’limotida bilish masalasi va uning asosiy manbalari tahliliga bag‘ishlangan mazkur maqolada ilmiy tadqiqotning germenevtik tahlil, analogik tahlil, analiz va sintez kabi usullaridan samarali foydalanildi.

Tahlillar va natijalar.

Jaloliddin Rumiy hayotidan asrlar o‘tib ham, uning fikrlari odamlarga ilhom berishda davom etishi va asarlari tobora ko‘proq qiziqish bilan o‘qilishining sabablaridan biri uning bilish haqidagi qarashlaridir. Mavlono Jaloliddin Rumiy birinchi saboqlarini otasi Bahouddin Valaddan olgan va otasining vafotidan so‘ng, Halab va Shom kabi shaharlarda o‘sha davrning eng taniqli ustozlaridan tahsil olgan. Ko‘p yillik o‘qishi natijasida u o‘z davrining va undan keyingi davrlarning eng taniqli olimlaridan biriga aylangan.

Bolaligidanoq hayoti bilish jarayoni bilan uzviy bog‘liq bo‘lgan Rumiy uchun bilim, shubhasiz, alohida ahamiyatga ega edi. U insonning asl mohiyati ular ega bo‘lgan bilim bilan bog‘liqligini ta’kidlab, «Ey birodar, sen fikrdan iboratsan; qolgani suyak va mushakdir», – deydi. U bilimsiz odamni jonsiz tanaga qiyoslaydi va ularning ahamiyatsizligini ta’kidlaydi. Rumiy bilimni insonni haqiqatga olib boradigan qanotlar deb hisoblaydi[2].

Jaloliddin Rumiy bilimni insonga yaxshilik va yomonlikni ajratishda yordam beradigan muhim omil sifatida ko‘radi. U bilimni oziq-ovqat va ichimlik kabi insonning asosiy ehtiyoji deb hisoblaydi. Buning sababi, inson tana va ruhdan iborat mavjudotdir. Tana ehtiyojlari turli xil oziq-ovqat va faoliyatlar orqali qondirilsa, ruh ehtiyojlari faqat bilim orqali qondiriladi. Jaloliddin Rumiy bu borada shunday deydi: «Bu dunyoning zavqlari insonning hayvoniy tabiatining bir qismidir, ular uning hayvoniy tomonini mustahkamlaydi. Inson ruhining asl ozuqasi esa bilimdir». Bu yerda alloma insonni Xudoga olib boradigan bilimga ishora qiladi. Bundan tashqari, Rumiy bilimni qalb hayoti deb ta’riflaydi va u inson hayotini nafaqat jismoniy, balki ma’naviy jihatdan ham qo‘llab-quvvatlashini ko‘rsatadi.

Bilish masalasini ko‘rib chiqib, Rumiy bilim va ma’rifat o‘rtasidagi farqni ajratadi. «Ma’rifat» so‘zi tom ma’noda «bilim» degan ma’noni anglatsa-da, bilim va ma’rifat o‘rtasida muhim farqlar mavjud. Bilimning aksi johillik, ma’rifatning aksi esa inkordir. Shuning uchun bilim har doim ham ma’rifatning o‘rnini bosa olmaydi. Bilim «biror narsani haqiqiy tushunish, uning haqiqatiga ishonish, ongda uning shaklini shakllantirish, uni qanday bo‘lsa shundayligicha tan olish» deb ta’riflanadi. Ma’rifat «Alloh, Uning sifatlari, amallari, ismlari va namoyon bo‘lishi haqidagi bilim, bu to‘g‘ridan-to‘g‘ri ma’naviy tajriba orqali qo‘lga kiritiladi» deb tushuniladi. Shu ma’noda, ma’rifat bilimga qaraganda torroq va aniqroqdir[3].

Jaloliddin Rumiy o‘zining falsafiy ta’limotida haqiqiy ilm sohibining sifatlarini ta’riflar ekan, bu darajaga ko‘pchilik yetisha olmasligini “Masnaviy”dagi quyidagi bayt orqali tasvirlaydi:

“Haqiqiy bilimga ko‘p olimlar yetolmas,
Bilimni yod olar, ammo uni sevolmas”.

Berilgan baytda aytilganidek, ma’rifat insonda bilimning chuqurlashishi va teran idrokning sababidir. Ma’rifat orqali mavjud narsaning noma’lum jihatlarini anglash har bir inson erisha oladigan daraja emas. Ma’rifatga yetishish va shaxsiy “men”ni kamol toptirish uchun faqat aqlning o‘zi yetarli emas, balki qalb ham bilimni sevishi va unga intilishi zarur. Faqat qalbida bilim nuri yongan insonlargina ma’rifatga erisha oladilar[5].

Jaloliddin Rumiy ilm bilan ma’rifatni ham lug‘aviy, ham mazmun jihatidan bir-biridan farqlagan holda, olim va orif o‘rtasida ham muhim tafovut mavjudligini ta’kidlaydi.

Xulosa.

Jaloliddin Rumiyning falsafiy ta’limotida bilish masalasi insonning ma’naviy rivojlanishi bilan uzviy bog‘liq deb qaraladi. Uning qarashlariga ko‘ra, bilish shunchaki intellektual yoki eksperimental jarayon emas, balki qalb pokligi, ilohiy ilhom va ma’naviy sezgini birlashtirgan murakkab ma’naviy hodisadir. Rumiy ilm va ma’rifatni ajratib, haqiqiy bilimga nafaqat tashqi o‘rganish orqali, balki ichki poklanish va ma’naviy yetuklik orqali ham erishish mumkinligini ta’kidlaydi. U shuningdek, sezgi, aql, vahiy va ilhomni bilim manbalarining yagona tizimi sifatida ko‘radi. Aynan shu yondashuv Jaloliddin Rumiyning gnoseologik qarashlarini klassik falsafiy qarashlardan ajratib turadi va uni mistik epistemologiyaning ulug‘vor namunasi sifatida taqdim etadi. Umuman olganda, Jaloliddin Rumiy ta’limoti insonni bilim orqali haqiqatga, haqiqat orqali esa mukammallikka yo‘naltirish g‘oyasiga asoslangan. Uning ilmiy va falsafiy merosi o‘z-o‘zini bilish, ma’naviy yetuklik va chuqur mulohaza uchun muhim ilhom manbai bo‘lib qolmoqda.

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IJTIMOIY JARAYONLAR MODERNIZATSIYASI PROKSIOLOGIK OMIL SIFATIDA

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Annotatsiya: *Ushbu maqolada modernizatsiya jarayoni praksiologik omil sifatida tahlil qilinadi. Unda modernizatsiyaning jamiyat taraqqiyotidagi o'rni, ayniqsa iqtisodiy faoliyat samaradorligini oshirishdagi ahamiyati yoritiladi. Shuningdek, amaliy faoliyatni takomillashtirish, resurslardan oqilona foydalanish, boshqaruv tizimini modernizatsiya qilish orqali yuqori natijalarga erishish masalalari ko'rib chiqiladi. Maqolada praksiologik yondashuv asosida modernizatsiyaning nazariy va amaliy jihatlari ochib berilib, uning tadbirkorlik va ishlab chiqarish jarayonlaridagi samaradorlikka ta'siri asoslab beriladi.*

Kalit so'zlar: *Modernizatsiya, praksiologiya, samaradorlik, iqtisodiy rivojlanish, innovatsiya, boshqaruv tizimi, tadbirkorlik, ishlab chiqarish, resurslardan foydalanish, amaliy faoliyat.*

МОДЕРНИЗАЦИЯ КАК ПРОКСИОЛОГИЧЕСКИЙ ФАКТОР

Аннотация: *В данной статье процесс модернизации анализируется как праксиологический фактор. В ней освещается роль модернизации в развитии общества, особенно в повышении эффективности экономической деятельности. Также будут рассмотрены вопросы совершенствования практической деятельности, рационального использования ресурсов, достижения высоких результатов за счет модернизации системы управления. В статье на основе праксиологического подхода раскрываются теоретические и практические аспекты модернизации, обосновывается ее влияние на эффективность предпринимательских и производственных процессов.*

Ключевые слова: *Модернизация, праксиология, эффективность, экономическое развитие, инновации, система управления, предпринимательство, производство, использование ресурсов, практическая деятельность.*

MODERNIZATION AS A PROXYOLOGICAL FACTOR

Abstract: *This article analyzes the process of modernization as a praxiological factor. It highlights the role of modernization in the development of society, especially in increasing the efficiency of economic activity. Issues regarding the improvement of practical activities, the rational use of resources, and the achievement of high results through the modernization of the management system will also be considered. The article reveals the theoretical and practical aspects of modernization based on a praxiological approach, substantiating its impact on the efficiency of entrepreneurial and production processes.*

Keywords: *Modernization, praxiology, efficiency, economic development, innovation, management system, entrepreneurship, production, resource utilization, practical activity.*

Kirish

Bugun insoniyat tez rivojlanayotgan, shiddatkor va ziddiyatli zamonda bir qancha global muammolar qurshovida qolgan. Bunday murakkab sharoitda jamiyat barqarorligini ta'minlash, aholi bandligini oshirish va iqtisodiy farovonlikka erishishda oilaviy tadbirkorlik muhim ahamiyat kasb etadi. Chunki aynan oila – jamiyatning asosiy bo'g'ini bo'lib, uning iqtisodiy mustahkamligi umumiy taraqqiyotga bevosita ta'sir ko'rsatadi.

Oilaviy tadbirkorlik bugungi kunda kichik biznesning eng samarali shakllaridan biri sifatida namoyon bo'lmoqda. U nafaqat yangi ish o'rinlarini yaratadi, balki oila a'zolarining daromadini oshirish, ularning mehnatga bo'lgan munosabatini mustahkamlash va mas'uliyat hissini kuchaytirishga xizmat qiladi. Ayniqsa, milliy an'analar va hunarmandchilikni rivojlantirishda ham oilaviy tadbirkorlikning o'rni beqiyosdir.

Shuningdek, oilaviy tadbirkorlik jamiyatda ijtimoiy barqarorlikni ta'minlashga ham yordam beradi. Chunki o'z biznesiga ega bo'lgan oilalar iqtisodiy jihatdan mustaqil bo'lib, turli ijtimoiy muammolarga kamroq duch keladi. Bu esa kambag'allikni qisqartirish, aholi turmush darajasini yaxshilash va o'rta sinfni shakllantirishda muhim omil hisoblanadi.

O‘zbekistonda jamiyatning ijtimoiy-siyosiy tizimlari shaklining transformatsiyasi mavjud ijtimoiy birikmalar – oila, mahalla, davlatning miqdoriy nisbati shuningdek, ularning ularning o‘zaro munosabatlarida namoyon bo‘ladi. “…oilaviy hamkorlik va ijtimoiy omil, psixologik muhit va ijtimoiy-psixologik muhit orqali shakllangan oila instituti nafaqat davlat boshqaruvida integratsiyalashgan, balki jamiyatning barqaror rivojlanishiga mustaqil ijtimoiy tuzilma sifatida xizmat qiladi”[1]. Demak, aholining turli qatlam va guruhlarini ijtimoiy tizim sifatida birlashtirgan oila instituti davlatning iqtisodiy rivojlanganlik darajasidan qat’i nazar, uning asosiy vazifalaridan biri – mamlakatda ishsizlikni kamaytirish va aholining barcha qatlamlari uchun turmush farovonligini yaxshilashga qaratilgan ijtimoiy-iqtisodiy munosabatlarni yuritish orqali uzoq muddatli inklyuziv rivojlanishni ta’minlashga qaratilgan.

Mavzuga oid adabiyotlar tahlili.

Mavzuga oid munosabatlarning ilk unsurlari Avestoda oila muqaddas institut sifatida talqin etilib, kishi “o‘z hunariga ega bo‘lishi va mehnat qilishi insonni axloqiy jihatdan poklaydi”[2] deb hisoblangan. Konfutsiyning “Fozil insonni ko‘rganda undan namuna olishni o‘yla, fazilatsiz kishini ko‘rganda undagi kamchiliklar senda ham bormi yo yo‘qligi haqida mulohaza qil,” - degan fikrlari[3], Antik davr faylasuflari jamiyat va oila munosabat-lariga alohida e’tibor qaratganlar. Ularning qarashlari oilaviy tadbirkorlikning ijtimoiy-falsafiy asoslarini tushunishda muhim ahamiyatga ega. Aflotun o‘zining “Davlat” asarida ideal jamiyat tuzilmasini tasvirlab, unda oilaning jamiyatdagi o‘rni va ahamiyatini muhokama qiladi. Arastu esa, “Siyosat”[4] asarida oilani jamiyatning asosiy birligi sifatida ko‘rib, iqtisodiy va ijtimoiy munosabatlarning shakllanishida uning rolini ta’kidlaydi. Suqrot insonning axloqiy kamoloti va jamiyatdagi o‘rnini oilaviy tarbiya bilan bog‘laydi[5].

Sharq mutafakkirlari oilani jamiyatning asosiy bo‘g‘ini sifatida ko‘rib, uning axloqiy, ma’naviy va iqtisodiy jihatlariga alohida e’tibor qaratganlar. Abu Nasr Forobiy inson kamoloti va baxti haqida so‘z yuritar ekan, oilaviy tarbiyaning ahamiyatini ta’kidlaydi[6]. Abu Rayhon Beruniy o‘z asarlarida ayol shaxsining komilligi, sabr-toqat va kamtarlik kabi fazilatlarni oilaviy tarbiya orqali shakllantirish mumkinligini yozadi[7]. Ibn Sino axloqiy tarbiyaning asoslarini oilada ko‘radi va shaxsning ma’naviy kamolotini oilaviy muhit bilan bog‘laydi[8]. Yusuf Xos Hojib “Qutadg‘u bilig” asarida oilaviy tarbiyaning jamiyatdagi axloqiy me’yorlarni shakllantirishdagi rolini yoritadi[9]. Alisher Navoiy insonparvarlik va komil inson g‘oyalarini ilgari surib, oilaning bu boradagi ahamiyatini ta’kidlaydi[10].

MDH mamlakatlari olimlaridan mavzuning iqtisodiy tomonlarini Li Baotszyan, E.V.Romanenko, V.P.Samarina, G.V.Cherezov, E.A.Karpov, V.V.Sinyavskaya, R.R.Versotskiy, I.Yu.Smirnovalar[11] muammoning ijtimoiy-falsa-fiy jihatlarini A.Axmataliyev, V.Sobkin va boshqalar tadbirkorlik faoliyatini rivojlanishning o‘ziga xos xususiyatlarini hamda muhim omillarini o‘rganganlar.

O‘zbekistonda kichik biznes va xususiy tadbirkorlik faoliyatini shakllantirish va rivojlantirishning ijtimoiy-iqtisodiy asoslarini S.G‘ulomov, Q.Muftaydinov, M.Eshov, M.Ibragimova, K.Kurpayanidi, M.Ashurov ilmiy izlanishlarida o‘z aksini topgan. Mavzuning aynan, ijtimoiy-psixologik, pedagogik va iqtisodiy xususiyatlarini, amaliyotchi olimlardan M.Ortiqova, Sh.Quvondiqov, D.Yuldashev, G.Ochilova, O.Pardayeva tadqiq etishganligi bilan izohlanadi.

O‘zbek taniqli faylasuf olimlaridan Q.Nazarov, N.Shermuhamedova, I.Soifnazarov, N.Hakimov, Z.Davronov, L.Muhammadjanova, tadbirkorlik faoli-yatining aksiologik va praksiologik xususiyatlarini ochib berganlar, yangi avlod mahalliy faylasuflaridan B.Ganiyev, N.Annayeva, J.Davlatov, A.Sayitxonov, A.Raxmanov, A.So‘fiyev va boshqalarning tadqiqotlarini mavzuga yaqinligini keltirishimiz lozim[12].

Tahlil va natijalar.

Ijtimoiy jarayonlarning transformatsiyasi ko‘plab omillar ta’siri ostida namoyon bo‘ladi. Bu jarayonlar jamiyat rivojlanishining tabiiy qismi bo‘lib, ijtimoiy institutlarning shakllanishi, modernizatsiyasi va innovatsiyalarning joriy etilishida juda katta ahamiyatga ega. “Ijtimoiy jarayonlarning transformatsiyasi turli xil ijtimoiy-iqtisodiy, siyosiy va madaniy omillar ta’siri ostida kechib, bu transformatsiya ijtimoiy institutlarning shakllanishi, modernizatsiyasi hamda innovatsion mexanizmlarning jamiyat hayotiga kirib kelishiga olib keladi”. Shundan kelib chiqib, ijtimoiy o‘zgarishlarning sabablarini to‘g‘ri tushunish va ularga mos strategik yondashuvlarni ishlab chiqish jamiyat taraqqiyoti uchun muhim ahamiyatga kasb etadi.

Yangilanayotgan jamiyatda oila institutining barqaror rivojlanishi, iqtisodiy samaradorligi, oilada shakllangan ma’naviy muhitga, shakllangan qadriyatlarga asosidagi mas’uliyatga ham bog‘liq. Jamiyatning umumiy tendensiyalar asosida rivojlanishi oila daromadiga hamda ularning moddiy va ma’naviy olamiga ijobiy madad beradi. O‘z navbatida, oila a’zolarining ta’lim ma’lumoti, muayyan kasbni egasi ekanligi shuningdek, oilaning ijtimoiy-iqtisodiy barqarorligi uchun uning kelajagini o‘ylash, samaradorlikni ko‘payishi, ilm-marifat sohibi bo‘lish kabi omillarga bo‘liqligi ham talab qilinadi. Olimlar fikricha, jamiyatni yacheykasi (hujayrasi) bo‘lgan oilaning ijtimoiy-iqtisodiy hamda sosial-madaniy barqarorligi va mustahkamligi, ertangi kunga ishonchi davlatning moliyaviy islohotlariga bog‘liq deb uqtiriladi. “... axloqiy ong darajasi past bo‘lgan jamiyatda oila instituti barbod bo‘ladi yoki qadrsizlanadi, oilaviy munosabatlar barbod bo‘ladi, axir, mustahkam oila davlat va butun jamiyatning tayanchidir”[13].

Bu borada turli davlatlarda amalga oshirilayotgan chora-tadbirlar hamda ularning amaliyotga tatbiq etilishi bir-biridan farqli bo‘lganligi bois faylasuflar, iqtisodchilar, siyosatchilar va ekspertlar orasida ularning qanchalik samaradorligi qizg‘in bahs va munozaralarga sabab bo‘lishi kuzatiladi.

Rivojlanayotgan davlatlar tajribasi tahlili shuni ko‘rsatadiki, davlat tomonidan oilalarning ehtiyojmand qatlamiga ajratilayotgan maqsadli moliyaviy mablag‘lar to‘g‘ri va adolatli yo‘naltirilgan holatlarda aholining bandligini ta’minlash, turmush darajasi va farovonligini oshirish hamda tadbirkorlik imkoniyatlarini kengaytirishda o‘zining ijobiy natijalarini ko‘rsatmoqda. Masalan, Markaziy Osiyo mintaqasi mamlakatlarida mazkur imtiyozlar va moliyaviy ko‘maklar boshqa ijtimoiy-iqtisodiy institutlar bilan parallel ravishda rivojlantirilmoqda. Birgina Qirg‘izistonda keyingi yillarda oilaviy tadbirkorlik islohotlar transformatsiyasida muhim konsepsiya sifatida rivojlanmoqda. Bu davlatda oilaviy tadbirkorlik faqatgina daromad manbai sifatida emas, an’anaviy ijtimoiy tuzilmalarning zamonaviy iqtisodiyotga integratsiya shakli sifatida namoyon bo‘lmoqda. Bu falsafiy tomondan jamiyatning o‘z-o‘zini tashkil qilish, mahalliy darajadagi ijtimoiy birliklar faoliyatini samaradorlik vositasi deb ham baholash mumkin. 2024-yilda Qirg‘iziston davlati ijtimoiy himoyaga muhtoj 20 ming oilalarning har biriga 1,200 AQSh dollaridan subsidiya ajratdilar. Mazkur mablag‘lar oilaviy tadbirkorlikni yo‘lga qo‘yish yoki mavjudlarini faoliyatini kengaytirishga yo‘naltirildi. Bu siyosiy strategiya “Bir makon – bir mahsulot” konsepsiyasi asosida ishlab chiqildi, barcha hududiy iqtisodiy birliklar va resurslarning samarali ishlatilishiga turtki bo‘ldi.

Qirg‘izistonda an’anaviy hunarmandchilik bilan zamonaviy texnologiyalar sintezlanish davrini ko‘rishimiz mumkin. Masalan, “Tumar Art Group” kompaniyasi sovet davridan qolgan hunarmandchilik uskunalarini zamonga integratsiya qilib, global onlayn savdo bozorida ishtirok etmoqda. “Bu kabi tajriba oilaviy tadbirkorlikni milliy merosni saqlash va uni iqtisodiy aktivga aylantirish vositasi sifatida baholash imkonini beradi” [14]. Mazkur mamlakatda oilaviy tadbirkorlikni ijtimoiy tadbirkorlikning shakli sifatida yo‘lga qo‘yish tajribalari ham mavjud. Misol uchun, Archa-Beshik qishlog‘ida ayollar tashkil etgan “Bolalarni rivojlanish markazi” mazkur yo‘nalishda ijtimoiy ehtiyojlar bilan birga iqtisodiy manfaatlarni uyg‘unlashtirgan holda faoliyat olib bormoqda. Bu tendensiya “oilaviy tadbirkorlikning ta’lim, sog‘liqni saqlash va madaniyat sohalaridagi ijtimoiy infratuzilmani mustahkamlashdagi o‘rnini ko‘rsatadi”[15]. Bundan ko‘rish mumkinki, Qirg‘izistonda ham oilaviy tadbirkorlik iqtisodiy modernizatsiya jarayonlarida mamlakat taraqqiyotiga hissa qo‘shuvchi faol ijtimoiy institutga aylanmoqda. Bugungi kunda oilaviy tadbirkorlik ijtimoiy barqarorlik, madaniy identitet va iqtisodiy o‘sishni birlashtirgan fenomen sifatida faoliyat olib bormoqda.

Qozog‘istonda ham oilaviy tadbirkorlik cheklangan iqtisodiy faoliyat turi emas, balki jamiyatni ontologik va madaniy qatlamlarida mustahkam o‘rnashayotgan ijtimoiy hodisaga aylanmoqda. Buni endi birgina iqtisodiy manfaat nuqtai nazardan emas, balki shaxs, oila va jamiyat taraqqiyotining yangicha qiyofasi sifatida anglash mumkin.

Oilaviy tadbirkorlikni rivojlantirish Qozog‘istonda davlat siyosati darajasiga ko‘tarilgan. Masalan, “2024-yilda yangicha tahrirda ishlab chiqilgan “Oilaviy tadbirkorlik to‘g‘risida”gi qonun nafaqat iqtisodiy mexanizm sifatida, balki oilani ijtimoiy institut sifatida mustahkamlashga xizmat qiladigan konsepsiyani o‘z ichiga oladi”[16]. Bu esa davlat oilani faqat ijtimoiy makon birligi sifatida emas, balki iqtisodiy faol subyekt sifatida ham ko‘rmoqda.

Mazkur jarayonda ayollarning ishtiroki diqqatga sazovordir. Ayollar tadbirkorlik faoliyati iqtisodiy mustaqillik bilan birga, jamiyatda gender munosabatlarini qayta ko‘rib chiqishga ham sabab bo‘lmoqda. “UN Women tomonidan qo‘llab-quvvatlangan markazlar orqali minglab ayollar o‘z salohiyatini ochib bermoqda[17]”, bu “ayol shaxsining iqtisodiy emas, ijtimoiy va madaniy jihatdan ham qayta shakllanishiga olib kelmoqda”.

Mamlakatda oilaviy tadbirkorlik orqali tashkil etilgan milliy hunarmandchilik san’ati yangilanayotgan jamiyat tafakkurida yangicha yondashuvlarni talqin etmoqda. Masalan, “qadimiy “biz keste” kashtachiligi yosh san’atkorlar tomonidan innovatsion estetikada tiklanmoqda”. Bu o‘z navbatida, jamiyatda madaniy va ma’naviy qadriyatlarning renessansiga xizmat qilmoqda. San’at bilan ishlab chiqarishning bir mehnat mahsulida uyg‘unligi jamiyatda “go‘zallikka oshno qalblar” tamoyilini ilgari surmoqda.

Prezidentmiz Sh.Mirziyoyev Yangi O‘zbekiston strategiyasida yurtimizda oila institutini, onalik, otalik va bolalikni himoya qilish, oilada zo‘ravonlikning oldini olish va unga qarshi kurashishning huquqiy, ijtimoiy-iqtisodiy va boshqa yo‘llar bilan qo‘llab-quvvatlash darajasini oshirish eng dolzarb masalalardan biri hisoblanadi[18] – deb ta’kidlaydi.

Tadbirkorlik faoliyatining yangi tashkiliy-huquqiy shakli oilaviy korxonalar tashkil etish bilan belgilandi. Oilaviy korxonalar o‘zining tuzilish shakli, javobgarlik masalalari va faoliyat doirasi bo‘yicha xususiy korxonaga biroz yaqin bo‘lsada, biroq uning ta’sischilari oila a’zolaridan iborat bo‘lishligi, ishtirokchilarning kamida ikki kishidan tashkil etilishi, faoliyati uning ishtirokchilarining shaxsiy mehnatiga asoslanishi, faqat kichik tadbirkorlik subyekti doirasida tuzilishi, boshqaruvda umumiy yig‘ilishning ustuvor vakolatliligi jihatlaridan uning mustaqil tashkiliy-huquqiy shakl sifatida o‘ziga xos sifatlarini ko‘rsatadi. Oilaviy korxonaning ta’sis hujjati mazkur korxonaning barcha ishtirokchilari tomonidan tuziladigan ta’sis shartnomasidir. Xususiy korxonada esa ta’sis hujjati uning ustavidir. “Xususiy korxona to‘g‘risida” gi Qonun 12-moddasining 3-qismiga asosan, xususiy korxonaning ustav fondi shakllantirilayotganda

mulkdor o‘z oila a’zolarining umumiy mulki hisoblangan mol-mulkni korxonaga berayotgan bo‘lsa, ushbu mol-mulkning barcha mulkdorlaridan notarial tasdiqlangan rozilik olish talab etiladi deb belgilangan.

Oilaviy korxona uning ishtirokchilari tomonidan tovarlar ishlab chiqarish va realizatsiya qilishni amalga oshirish uchun ixtiyoriy asosda, oilaviy korxona ishtirokchilarining ulushli yoki birgalikdagi mulkida bo‘lgan umumiy mol-mulk negizida tashkil etiladigan kichik tadbirkorlik subyektidir. Bunda mulk egalari hisoblanuvchi oila a’zolari qaysi tashkiliy-huquqiy shaklni tanlashlariga bog‘liq. Ular o‘z oila imkoniyatlaridan kelib chiqqan holda, yo o‘z ulushlarini xususiy korxonaning mulkdori hisoblanuvchi oila a’zosiga o‘tkazadi, uni boshqarish va faoliyat yuritishida ishtirok etmaydi, yoki bo‘lmasa, o‘z ulushi bilan oilaviy korxona ustav fondini shakllantirish asosida uning faoliyatida ishtirok etadi.

Yakka tartibdagi tadbirkorlik – yuridik shaxs tashkil etmagan holda jismoniy shaxs (yakka tartibdagi oilaviy tadbirkor) tomonidan tadbirkorlik faoliyatining amalga oshirilishi hisoblanadi[19]. Qonunchiligimizga asosan, yakka tartibdagi tadbirkorlik esa xodimlarni yollash huquqisiz, o‘ziga tegishli bo‘lgan mol-mulk negizida, shuningdek mol-mulkka egalik qilish va (yoki) undan foydalanishga yo‘l qo‘yadigan o‘zga ashyoviy huquq negizida mustaqil ravishda amalga oshiriladi. Yakka tartibdagi tadbirkorlikni amalga oshirish uchun er-xotindan biri umumiy birgalikdagi mol-mulkidan foydalanadigan hollarda, agar qonunlarda, nikoh shartnomasida yoki o‘rtasida boshqacha qoida nazarda tutilgan bo‘lmasa, erning (xotinning) roziligi talab qilinadi.

Xususiy korxona – bu ko‘p jihatdan yakka tartibdagi tadbirkorlikning ijobiy xususiyatlarini saqlab qolgan va uning cheklanishlaridan ozod bo‘lgan tashkiliy-huquqiy shakldir[20]. Haqiqatdan ham ushbu fikrga qo‘shilgan holda, oilaviy tadbirkor – mulkdor yagona jismoniy shaxs tomonidan tuziladigan va boshqariladigan tijoratchi tashkilot vakili emas, balki jismoniy shaxs, chunki u xodimlarni yollay olmaydi. Oilaviy korxona egasi, ya’ni oilaviy tadbirkor faqat o‘z oila a’zolarini va o‘ziga yaqin hisoblangan qarindoshlarini ishlab chiqarishiga jalb etishi mumkin.

Oilaviy korxona uning ishtirokchilari tomonidan tovarlar ishlab chiqarish va realizatsiya qilish uchun ixtiyoriy asosda, ishtirokchilarning ulushli yoki umumiy mol-mulk, shuningdek, har birining mol-mulki negizida tashkil etiladigan kichik tadbirkorlik subyektidir. Ushbu korxona faoliyati ishtirokchilarning shaxsiy mehnatiga asoslanadi. Oilaviy korxona faqat yuridik shaxs sifatida faoliyat ko‘rsatadi. Mazkur korxona ishtirokchilari va yollanma xodimlarining umumiy soni kichik tadbirkorlik subyektlari xodimlarining qonun hujjatlarida belgilangan o‘rtacha yillik sonidan ko‘p bo‘lishi mumkin emas. Oilaviy korxona ishtirokchilarining eng kam soni ikki kishidan oz bo‘lmasligi lozim.

Dissertatsiyada o‘zbek oilalarida ijtimoiy-madaniy jarayonlar transformatsiyasining ijtimoiy, iqtisodiy, siyosiy omillari falsafiy tahlil qilingan. Iqtisodiy siyosatimizning asosiy tamoyillaridan biri – har bir fuqaro boy bo‘lsa – davlat boy bo‘ladi, har bir oila farovon bo‘lsa – mamlakat farovon bo‘ladi[21], – degan qarash, “Har bir oila – tadbirkor” g‘oyasini izchillik bilan hayotga tatbiq etish, kambag‘allik darajasini qisqartirish ijtimoiy tabaqalashuvning xavfsizlik me’yorlaridan yuqori bo‘lmasligini ta’minlash, muhtoj oilalarni o‘rta daromadlilar qatoriga o‘tkazish siyosati oilalardagi ijtimoiy faollik, qadriyatlar tizimidagi o‘zgarishlarga katta ta’sir qildi.

Bundan tashqari, Yangi O‘zbekistonda olib borilayotgan ijtimoiy-iqtisodiy rivojlanish kontekstida “Har bir oila – tadbirkor” dasturi muhim strategiya sifatida baholanmoqda. Mazkur dastur falsafiy talqinda inson erkinligi, halol mehnatga munosabat va ijtimoiy hayotda oilaning o‘rnini qayta tadqiq etish imkonini yaratadi. Eng avvalo, dasturning asosiy tamoyili – bu shaxsning mas’uliyat falsafasidir. O‘zbek faylasufi M.Xayrullaev buni shunday izohlaydi: “Faol fuqarolik pozitsiyasiga ega inson – bu o‘z hayotini o‘zgartirishga intiluvchi shaxsdir. Bunday odamlar jamiyatda innovatsion tafakkurni shakllantiradi” [22]. Dastur har bir oilada fuqaroni faol iqtisodiy subyektga aylantirib, ularni passiv ijtimoiy muhtojlikdan, faol iqtisodiy samaradorlik subyektiga aylantirishni nazarda tutadi.

Dasturning falsafiy negizida mehnatga munosabat alohida ahamiyat kasb etadi. Tadqiqotchi B.Ismoilov ta’kidlaganidek: “Mehnat orqali inson o‘zini anglaydi, tafakkur orqali esa maqsadga erishadi”[23]. Shuningdek, ushbu dastur mohiyatiga ko‘ra mehnatni iqtisodiy faoliyat hamda insoniylikni anglash sifatida namoyon bo‘ladi. Shu bilan birga, oilaning ijtimoiy-falsafiy mavqei qaytadan mustahkamlandi. V.Alimasov buni shunday keltiradi: “Oila – kichik jamiyat bo‘lib, undagi iqtisodiy faollik milliy iqtisodiy mustaqillikning ildizidir”[24]. Bundan ko‘rinadiki, oilaviy tadbirkorlik – bu moliyaviy barqarorlik hamda jamiyat taraqqiyotiga zamin yaratuvchi falsafiy birlik hisoblanadi.

Shuningdek, dastur asosida erkinlik va tashabbusni qo‘llab-quvvatlovchi iqtisodiy ong shakllanadi. M.Baratov so‘zlariga ko‘ra: “Tadbirkorlik – bu faqat iqtisodiy faoliyat emas, balki o‘zligiga ishonch, erkinlik va javobgarlik mezonidir” [25]. Bu o‘z navbatida insonni jamiyatda ijtimoiy mavqeini kengaytirib, uni qadriyatlar bilan faoliyatga undaydi. Shu ma’noda “Har bir oila – tadbirkor” davlat dasturi falsafiy ma’noda jamiyatda erkinlik, mas’uliyat, mehnat, inson qadri va oilaviy barqarorlik kabi g‘oyalarni mustahkamlanishiga xizmat qiladi. Bu milliy taraqqiyotda falsafiy tayanchga aylanmoqda. Oilaviy biznesni boshqarish eng qiyin sohalardan biridir boshqaruv, chunki ishlab chiqarish jarayonida muayyan oila ichidagi rollarni bajaradigan kishilar birlashadilar.

XXI asrda faylasuflar tadbirkorlik nazariyasining rivojlanishiga, uning muhim xususiyatlariga, mamlakatlarning iqtisodiy rivojlanishidagi roliga yanada jiddiy e’tibor bera boshladilar. O‘z biznesida muttasil muvaffaqiyatlarga

erishayotgan tadbirkorlarning shaxsiy xususiyatlari jiddiy o‘rganilmoqda, tadbirkorlik loyihalarini amalga oshirish bo‘yicha amaliy tavsiyalar ishlab chiqilmoqda.

Tadbirkorlikka yangicha nuqtai nazarlar bildirilmoqda, yetarli darajada baquvvat biznes falsafasi shakllanishda davom etmoqda. Misol uchun, faylasuf F.Xayyekning fikriga asosan, “tadbirkor iqtisodiy subyekt sifatida ijtimoiy ong va erkin irodaga ega bo‘lgan shaxsdir.

Shu bilan bir qatorda amerikalik olim J.Shumpeterning fikricha, “Tadbirkorlik muayyan kasb yoki mutaxassislik emas, balki insonning ijtimoiy-psixologik holati va tafakkur shaklidir. Uni vaqtincha holat sifatida emas, balki doimiy yangilanish, tashabbus va javobgarlikka asoslangan ongli hayot tarzi sifatida tushunish lozim. Shu sababli, tadbirkorlik ruhiy va axloqiy barqarorlikni talab qiladi, aks holda bu holatda uzoq vaqt qolish mumkin emas”[26]. Shumpeterning asarlarida tadbirkorlik nazariyasi va amaliyotining eng muhim muammolari bayon etilgan bo‘lib, ularni o‘rganish rossiyalik tadbirkorlar uchun katta ahamiyatga ega. Shunday qilib, tadbirkorlarning mohiyati, ularning shaxsiy fazilatlari, faoliyat motivlari va boshqalar haqidagi Shumpeter ta’limoti katta qiziqish uyg‘otadi. Shumpeterning fikriga ko‘ra, tadbirkorlar alohida xususiyatga ega bo‘lgan insonlar bo‘lib ular doimo yangicha tafakkur qiladilar, amaliyotda yaratadilar. Bu mavjud hodisalardan ko‘ra murakkabroqdir. “Shuningdek, ijtimoiy muhit, xususan, iqtisodiyotga yangi narsalarni kiritish niyatida bo‘lgan har bir kishi yuksak axloq egalaridir deb ta’kidlaydi”.

Biznes va oilaviy tadbirkorlik tavakkalchilik qilishga tayyor bo‘lgan bilimdon va jasoratli shaxslar va oilalarni ro‘yobga chiqaradigan vosita va muhim ijtimoiy omil hisoblanadi. Oilaviy tadbirkorlikni boshlash, oilaviy korxonani tashkil qilish iqtisodiy murakkab sharoitga tushib qolgan oilalar uchun qiyin vaziyatdan chiqish, hayotda yangi porloq istiqbollarni ochish imkoniyatidir. Bunday oilalarning ko‘payishi mahalla, qishloq va umuman hududning ham barqaror rivojlanishi, gullab-yashnashi uchun yo‘l ochadi. Katta shaharlarning rivojlanishi va istiqboli birinchi navbatda, yirik ishlab chiqarish korxonalarining mavjudligi va muvaffaqiyatli faoliyat yuritishiga bog‘liq bo‘ladi. Kichik shaharlar, tuman markazlari, qo‘rg‘on va ovullarning rivojlanishi, iqtisodiy va ijtimoiy ahvoli birinchi navbatda kichik biznes va oilaviy tadbirkorlikning rivojlanishiga bog‘liq bo‘ladi.

Farg‘ona vodiysi viloyatlarida tuman va qishloqlarda oilaviy tadirkorlikning rivojlanishi umuman olganda bir tekis bo‘lsa ham, ba’zi hududlarda ahvolning notekis ekani, mozaika xususiyatiga ega ekani ko‘zga tashlandi. Ba’zan yonma-yon joylashgan qishloqlarda aholi bandligi ko‘rsatkichlari, aholining jon boshiga daromadi, qishloqlarning ko‘rinishi, obodligi bir-biridan jiddiy farq qiladi.

Bunday holatning sabablarini o‘rganganimizda, rivojlangan va obod qishloqlarda kichik biznes va oilaviy tadbirkorlik tez sur’atlar bilan rivojlanayotgani, mahalla oqsoqollari va faollari, qishloq fuqarolar yig‘ini raislari va faollari bu masalaga jiddiy e’tibor berayotgani ma’lum bo‘ldi. Ba’zan shunday hollar ham uchradiki, yonma-yon joylashgan ikki qishloqning birida ishsizlik darajasi ancha yuqori, ijtimoiy muhofazaga muhtoj oilalarning soni ko‘p. Qo‘shni qishloqda esa buning aksicha, oilaviy korxonalar soni ko‘p, ishsizlar va ijtimoiy muhofazaga muhtoj oilalar deyarli yo‘q. Bunday qishloqdagi xususiy biznes va oilaviy tadbirkorlik subyektlari o‘zlarining ham qishloqlarini ish bilan ta’minlashdan tashqari, qo‘shni qishloq aholisini ham ishga jalb qilmoqda. Mana shunday hududlarda mahalliy davlat hokimiyati va boshqaruvi organlarining rahbarlari, mahalla oqsoqollari va qishloq fuqarolar yig‘inlarining raislari oldida turgan birinchi darajali vazifa, bizning fikrimizcha, kam rivojlangan qishloq va qo‘rg‘onlarda tashabbuskor, tadbirkor odamlarni topish, ularning kichik biznes va oilaviy tadbirkorlik faoliyatini boshlashlari, o‘zlarini namoyon qilishlari uchun ko‘mak berishlari, tegishlari sharoitni yaratishlari va qo‘llab-quvvatlashlaridan iborat.

Tadbirkorlik bilan shug‘ullanishni maqsad qilib qo‘ygan odamlarning faoliyatni boshlashlarida “mahallabay” usulining tadbiq qilinishi muhim ahamiyatga ega bo‘ldi. “Yagona darcha” usuli esa tadbirkorlarni ro‘yxatga olish va ularning mo‘ljallangan faoliyat turi bilan shug‘ullanishni boshlashlarida byurokratik to‘siqlar, sansalorliklarni bartaraf etdi. Endi kichik biznes va oilaviy tadbirkorlik bilan shug‘ullanishga qaror qilgan shaxslar uchun “yashil chiroq” yoqildi.

Shuni ham ta’kidlash joizki, tadbikorlarni ro‘yxatga olishda “yagona darcha”ning joriy etilishi mahalliy davlat hokimiyati va boshqaruvi organlari o‘z zimmasidagi barcha vazifalarni bajarganini anglatmaydi. Bizning fikrimizcha, mahalliy davlat hokimiyati va boshqaruvi organlari oldida yana bir qator mas’uliyatli vazifalar turibdiki, ularni bajarmay turib hududda kichik biznes va oilaviy tadbirkorlikni tez sur’atlar bilan rivojlantirish mumkin emas. Bu vazifalarning birinchisi kichik biznes va oilaviy tadbirkorlikni tartibga solishda ortiqcha aralashuvlardan qochish, ularga maksimal darajada qulay sharoitlar yaratishdan iborat. Bu sohada amalga oshirish zarur bo‘lgan tadbirlarning ko‘pchiligini yuqorida tilga olingan “yagona darcha” usuli bajardi. Endi tadbikorlik faoliyatini boshlashga bel bog‘lagan shaxslar ma’lumotnoma va ruxsatnomalar papkasini to‘ldirish tashvishidan ozod bo‘ldilar[27].

Mahalliy darajadagi davlat organlarining muhim funksional vazifalaridan biri – endigina faoliyat boshlagan tadbirkorlik subyektlarini ijtimoiy-iqtisodiy qo‘llab-quvvatlashdan iborat. Hududdagi ishsiz aholini ish bilan ta’minlashni nazarda tutuvchi faoliyat yuritishga kirishgan tadbirkorlar uchun har qanday adolatli muhitni yaratib berish, moliyaviy mexanizmlarini shakllantirish, tijorat banklari orqali zaruriy kredit mablag‘lari bilan ta’minlash har bir

mahaalliy davlat organlarining kundalik vazifasiga aylanmog‘i darkor. Shu tendensiya asosida faoliyat olib borayotgan hududlarda tashkil etilgan oilaviy tadbirkorlik subyektlari ozgina davrda barqaror daromadga ega bolmoqda.

Kichik biznes va oilaviy tadbirkorlik taraqqiyotiga monelik qiluvchi muammolardan biri – mazkur faoliyat turini boshlashni istayotgan oilalarning moliyaviy resurslarga ega emasligidir. Amalda ko‘rib turganimizdek, ijtimoiy himoyaga olingan bunday oilalar tadbirkorlik faoliyatiga kuchli ehtiyoj sezsalar-da, ularda bu faoliyat uchumn zaruruy boshlang‘ich resurs mavjud bo‘lmaydi. Aksincha, “moliyaviy imkoniyatlari nisbatan barqaror oilalar esa ko‘pincha tadbirkorlik faoliyatiga real ehtiyoj sezmaydilar. Shu boisdan, iqtisodiy tengsizlikni yumshatish va bandlikni oshirish maqsadida, aynan ehtiyojmand oilalarga manzilli kreditlar ajratish mexanizmlarini takomillashtirish kichik biznesni rivojlantirishning muhim sharti sifatida namoyon bo‘ladi”[28]. Mahalliy davlat hokimiyati va boshqaruvi organlari oldida turgan uchinchi vazifa ular hududni strategik rivojlantirishning yo‘nalishlaridan tadbirkorlarni muntazam xabardor qilishlaridir. Bu vazifa tartibi bo‘yicha uchinchi, deyilgan bo‘lsa ham, aslida u birinchi darajali vazifadir.

Bu vazifani bajarish uchun hududni ijtimoiy-iqtisodiy jihatdan rivojlantirish strategiyasini ishlab chiqish va qabul qilish zarur. Bundan tashqari, shu yo‘nalishdagi uzoq muddatli dastur ishlab chiqilishi va qabul qilinishi zarur. Bunday strategiyalar va dasturlar ishlab chiqilishi va qabul qilinishidan tashqari hududdagi biznesmen va tadbirkorlar, shu jumladan, tadbirkorllikni endi rejalashtirayotgan va boshlayotganlar ham xabardor qilinishi shart. Chunki, faoliyat yuritayotgan va faoliyatni rejalashtirayotgan kichik biznes va oilaviy tadbirkorlik subyektlari o‘zlarining kelajakka mo‘ljallab tuzayotgan rejalarini hududni rivojlantirish strategiyasiga moslashtirmasa, muvaffaqiyatsizlikka uchrashi yoki bankrot bo‘lishi hech gap emas. Ana shu strategiyalar va uzoq muddatga tuzilgan rejalardan xabardor bo‘lgan biznesmen va tadbirkorlar, jumladan faoliyatni rejalashtirayotgan va boshlayotgan tadbirkorlar, o‘zlarining rejalarini aniq ishlab chiqish va tuzish imkoniga ega bo‘ladilar.

Mahalliy davlat hokimiyati va boshqaruvi organlari xususiy va oilaviy tadbirkorlarning tashabbuslarini moliyaviy jihatdan to‘la qo‘llab-quvvatlash imkoniga ega emas va buning zarurati ham yo‘q. Bu yo‘nalishda tegishli tashkiliy ishlar amalga oshirilsa, sohaning rivojlanishini tezlatish mumkin. Masalan hududda mavjud bo‘lgan o‘rta va yirik korxonalar o‘rta va yirik ishlab chiqaruvchi bo‘lish bilan bir qatorda o‘rta va yirik iste’molchilar hamdir. “…oilaviy hamkorlik va ijtimoiy omil, psixologik muhit va ijtimoiy-psixologik muhit orqali shakllangan oila instituti nafaqat davlat boshqaruvida integratsiyalashgan, balki jamiyatning barqaror rivojlanishiga mustaqil ijtimoiy tuzilma sifatida xizmat qiladi”[29]. Ular o‘zlari uchun kerakli bo‘lgan xomashyo va butlovchi qismlarning katta qismini chetdan olib keladilar. Agar o‘sha xomashyo va butlovchi qismlarni tayyorlashni mahalliy kichik va oilaviy biznes vakillariga topshirilsa, har ikki tomon uchun ham foydali bo‘lar edi. Tumandagi o‘rta miqyosdagi korxona xodimlar uchun ish kiyimlarini tayyorlash uchun chetdagi korxonalarga buyurtma beradi. Shu korxona tumandagi tikuvchilik bilan shug‘ullanayotgan korxonaga shu buyurtmani bersa, mabodo korxonadagi ishlab chiqarish quvvatlari yetarli bo‘lmagan taqdirda ularga o‘zaro manfaatli asosda texnik va moliyaviy yordam ko‘rsatsa, hududdagi kichik biznes va oilaviy tadbirkorlik tezroq sur’atlar bilan rivojlanadi.

Shu misoldan ko‘rinadiki, hududdagi o‘rta va yirik korxonalar bilan kichik biznes va oilaviy tadbirkorlik subyektlari o‘rtasida hamkorlik qilish mumkin bo‘lgan masalalarni aniqlash va ular o‘rtasida hamkorlik rishtalarini bog‘lash kichik biznes va oilaviy tadbirkorlikning va ayni paytda o‘rta va yirik korxonalarning tezroq rivojlanishiga turtki beradi. Bu vazifani bajarish esa mahalliy davlat hokimiyati va boshqaruvi organlari zimmasidagi vazifadir.

Bundan tashqari, yirik va o‘rta kattalikdagi korxonalarda fan va texnika yutuqlarini joriy etish asosida ishlab chiqarish unumdorligi o‘sadi va ortiqcha bo‘lib qolgan shtatlarni qisqartirish zarurati paydo bo‘ladi. Amaldagi qonunchilikka ko‘ra korxona ma’muriyati shtatlar qisqarishi tufayli ishdan bo‘shayotgan xodimlarga moliyaviy hamda ularning ish topishlari uchun ko‘mak berishlari kerak. Shunday vaziyatda hududdagi kichik va oilaviy biznesni kengaytirish orqali bo‘shayotgan ishchi kuchini ish bilan ta’minlash mumkin. Buning uchun shtatlarni qisqartirayotgan o‘rta yoki yirik korxona bo‘shayotgan ishchilarni qabul qilishi mumkin bo‘lgan kichik va oilaviy korxonaga texnik va moliyaviy ko‘mak ko‘rsatishi kerak bo‘ladi. Yoki bo‘lmasa, xodimlarni yangi ish o‘rinlariga tayyorlash uchun ularni qayta tayyorlash kurslaridan o‘tkazishga to‘g‘ri keladi. Yirik va o‘rta korxonalar ana shunday qayta tayyorlash kurslarini tashkil qilishda yordam ko‘rsatishlari mumkin.

Xulosa.

Xullas, yirik va o‘rta korxonalar bilan kichik hamda oilaviy tadbirkorlik subyektlari o‘rtasidagi hamkorlikni yo‘lga qo‘yishning turli yo‘llari, usullari va shakllari mavjud. Bunday hamkorlik ishlab chiqarish kooperatsiyasi, subpudrat tizimi, klaster yondashuvi, franchayzing, autsorsing kabi mexanizmlar orqali amalga oshirilishi mumkin. Ayniqsa, yirik korxonalar tomonidan kichik biznes subyektlariga buyurtmalar berish, ularni xomashyo va texnologiyalar bilan ta’minlash, tayyor mahsulotni sotishda ko‘maklashish orqali o‘zaro manfaatli aloqalar mustahkamlanadi.

Ushbu jarayonlar har bir hududning iqtisodiy salohiyati, resurslari, infratuzilmasi hamda aholining tadbirkorlik faolligidan kelib chiqib shakllanadi. Shu bois hududiy xususiyatlarni inobatga olgan holda hamkorlikni rivojlantirish, mavjud muammolarni aniqlash va ularni bartaraf etish muhim ahamiyat kasb etadi. Xususan, moliyaviy resurslarga

kirish imkoniyati, malakali kadrlar yetishmasligi, marketing va logistika bilan bog‘liq muammolar kichik va oilaviy tadbirkorlik rivojiga to‘sqinlik qilishi mumkin.

Mazkur muammolarni hal etish esa mahalliy davlat hokimiyati va boshqaruvi organlarining bevosita vazifalaridan biri hisoblanadi. Ular tomonidan tadbirkorlikni qo‘llab-quvvatlashga qaratilgan dasturlar ishlab chiqish, imtiyoz va preferensiyalar yaratish, biznes infratuzilmasini rivojlantirish, maslahat va axborot xizmatlarini kengaytirish zarur. Shuningdek, yirik va o‘rta biznes vakillari bilan kichik tadbirkorlar o‘rtasida samarali muloqot maydonlarini tashkil etish ham muhimdir.

Ushbu vazifalarni samarali amalga oshirish maqsadida hududlarda “O‘rta va yirik biznes tuzilmalarining kichik va oilaviy tadbirkorlikni rivojlantirishdagi ishtiroki va imkoniyatlari” mavzusida ilmiy-amaliy anjumanlar, davra suhbatlari va seminarlar tashkil etish maqsadga muvofiqdir. Bunday tadbirlar davomida ilg‘or tajribalar almashiladi, innovatsion g‘oyalar muhokama qilinadi hamda aniq amaliy taklif va tavsiyalar ishlab chiqiladi. Natijada hududlarda tadbirkorlik faoliyati yanada rivojlanib, yangi ish o‘rinlari yaratiladi va aholi farovonligi oshishiga xizmat qiladi.

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YANGI O‘ZBEKISTONDA QONUN USTUVORLIGI PRINSIPI QAROR TOPIShINING FALSAFIY-HUQUQIY JIHATLARI

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Annotatsiya. *Maqolada qonun ustuvorligi prinsipi, uning Yangi O‘zbekistonni barpo etishdagi o‘rni va ahamiyatiga e’tibor qaratilgan. Muallif huquqiy davlat va demokratik jamiyat qurilishi jarayonida qonun ustuvorligi masalasi tadqiqotchi va tahlilchilarni ham qiziqtirib kelganligiga to‘xtalib o‘tadi. Shuningdek, maqolada qonun ustuvorligi masalasida faylasuf, huquqshunos va siyosatchi olim hamda davlat arboblarining asarlarida ifoda etilgan fikrlar ilmiy jihatdan tahlil qilingan.*

Kalit so‘zlar: *qonun, huquq, demokratiya, davlat, huquqiy davlat, fuqarolik jamiyati, qonun usutvorligi, qonunga itoatkorlik, huquqiy madaniyat, adolat, islohot, tenglik.*

ФИЛОСОФСКО-ПРАВОВЫЕ АСПЕКТЫ СТАНОВЛЕНИЯ ПРИНЦИПА ВЕРХОВЕНСТВА ПРАВА В НОВОМ УЗБЕКИСТАНЕ

Аннотация. *В статье рассматривается принцип верховенства закона, его роль и значение в процессе построения Нового Узбекистана. Автор подчеркивает, что вопрос обеспечения верховенства закона в процессе формирования правового государства и демократического общества всегда находился в центре внимания исследователей и аналитиков. Также в статье представлен научный анализ взглядов и идей по проблеме верховенства права, изложенных в трудах выдающихся философов, правоведов, политологов и государственных деятелей.*

Ключевые слова: *закон, право, демократия, государство, правовое государство, гражданское общество, верховенство права, законопослушность, правовая культура, справедливость, реформа, равенство.*

PHILOSOPHICAL AND LEGAL ASPECTS OF ESTABLISHING THE PRINCIPLE OF THE RULE OF LAW IN NEW UZBEKISTAN

Abstract. *The article focuses on the principle of the rule of law and its significance in the development of New Uzbekistan. The author highlights that the issue of the rule of law has consistently drawn the interest of researchers and analysts within the context of building a democratic society and a state governed by the rule of law. Furthermore, the paper provides a scientific analysis of the perspectives and conceptual ideas regarding the rule of law expressed in the works of prominent philosophers, legal scholars, political scientists, and statesmen.*

Key words: *law, right, democracy, state, rule of law state, civil society, rule of law, law-abidingness, legal culture, justice, reform, equality.*

Kirish

Qonun ustuvor bo‘lishi uchun insonlar tomonidan u qabul qilinishi kerak bo‘ladi. Kishilik jamiyati qonunni qabul qilmas ekan, uning ijrosi ham bo‘lmasligi tabiiy holat hisoblanadi. Qonun ustuvorligi – oddiy fuqarodan mansabdor shaxsgacha qabul qilingan qonunlarni hurmat qilishi, amal qilishi, uning ijrosini ta’minlashi va rioya etishi tushuniladi. Ayniqsa, huquq hukmronligi va qonun ustuvorligi huquqiy demokratik davlatga xos bo‘lib, u jamiyatning barcha sohalarida inson huquq va erkinliklarini ta’minlash va kafolatlashga xizmat qiladi. Qonunga itoatkorlik jamiyat a’zolarining yuksak siyosiy-huquqiy madaniyat, ma’naviyat, ma’rifatliligidan kelib chiqadi.

Adabiyotlar tahlili

Qonun ustuvorligi masalasida qadimgi mutafakkirlardan Sitseron, Aristotel, zamonaviy tadqiqotchilardan Z.G‘ofurov, O.Husanov, Sh.Qobilov, G.Kanarsh kabilar shug‘ullangan.

Tadqiqotchi Z.G‘ofurov “Ma’naviy yuksalish va huquqiy barkamollik” deb nomlangan asarida: “Qonunning maqsad va vazifalarini, ma’nosi-yu insonparvarlik mohiyatini ongli ravishda tushunib olish unga ixtiyoriy rioya qilishga va uning asosida faoliyat yuritishga yordam beradi” [14], - degan fikrni bildiradi.

Tadqiqot metodologiyasi

Maqolada qonun ustuvorligi tushunchasi, uning Yangi O‘zbekistonni barpo etishdagi o‘rni kontent-tahlil qilindi. Tadqiqot jarayonida ilmiy bilishning induksiya va deduksiya, analiz va sintez, qiyoslash, mantiqiylik kabi usullari qo‘llanildi.

Tahlillar va natijalar

Qadimgi Rim mutafakkirlaridan biri bo‘lgan Mark Tulliy Sitseron “Haqiqiy qonun tabiatga mos keladigan, barcha odamlarga tegishli bo‘lgan, doimiy, abadiy bo‘lgan oqilona qoidadir” [11], deganda haq edi. Shu sababli ham qonunlarni qabul qilish jarayonida uni jamiyat uchun zarur ekanligini anglab olish kerak. Agar qonun xalqning tabiatidan kelib chiqib, uning manfaatlariga xizmat qilar ekan, bunday qonunni qabul qilish darkor bo‘ladi. “Qonun chiqaruvchi qonunlarni belgilashda ikki jihatni: yer va odamlarni hisobga olishi lozim” [2]. Qonunlar “ishlashi” uchun u xalqning tabiiy huquqlaridan kelib chiqqan holda, muayyan sohada yuzaga kelayotgan muammo va masalalarga yechim vazifasini o‘tashi lozim. Chunki qonunning tabiatida ijtimoiy munosabatlarni tartibga solish funksiyasi yaqqol aks etgan. Qonunga itoatkorlik negizini qonunning maqsad va vazifalarini, insonparvarlik va adolatparvarlik asoslangan mohiyatini ongli ravishda tushunib olish, unga o‘z ixtiyori bilan rioya qilish tashkil etadi.

Jamiyatdagi barcha fuqarolarning keltirilgan mezonlar asosida qonunga itoatkor bo‘lishi ularning erkin faoliyat yuritishini ta’minlaydi. “Qonun ustuvorligi deganda, barcha davlat hokimiyati organlari faoliyatida Konstitutsiya va qonunlarning boshqa normativ-huquqiy hujjatlardan ustun bo‘lishi hamda davlat organlari, mansabdor shaxslar va fuqarolarning ularga qat’iy rioya etishi tushuniladi” [13].

“Jamiyatda huquqiy madaniyatni yuksaltirish, fuqarolarda qonunga hurmat hissini kuchaytirish va huquqbuzarliklarga qarshi kurashishda faol qatnashayotgan insonlarni rag‘batlantirishga alohida e’tibor qaratilishi lozim” [6]. Yangi O‘zbekiston taraqqiyotini ta’minlashda oddiy insonlardan tortib, to mansabdor shaxslargacha qonunni chetlab o‘tishining oldi olinishi shart. Bu huquqiy madaniyatni qaror toptirish orqali amalga oshiriladi.

Qonunning ustuvorligi har qanday davlat va jamiyat hayotining muqaddas prinsiplaridan biridir. Qonunga og‘ishmay itoat etilgan jamiyatdagina demokratiya qaror topadi va yanada mustahkamlanadi. Qolaversa, barcha demokratik institutlar, inson huquqi va erkinliklari qonun vositasi bilan joriy etiladi. Qonunda xalqning irodasi, xohish va istaklari, manfaat va intilishlari o‘zining ifodasini topadi.

Yangi O‘zbekistonda demokratik huquqiy davlatni shakllantirish jamiyatda qonunning hukmronligini qaror toptirishni taqozo etadi. Chinakam huquqiy davlat barpo etmoq uchun mamlakatda adolatli, insonparvar demokratik qonunlar tantana qilmog‘i lozim. Qonunning oliyligi davlat va jamiyat hayotining muqaddas prinsiplaridan biridir.

Qonunning jamiyatda rolini oshirish, uning bajarilishi barcha uchun majburiyligi muhimdir. Bunda “qonun chiqaruvchi organ tomonidan qabul qilingan qonunning roli ijro etuvchi hokimiyatning o‘zboshimchalik bilan qonunga asoslanmagan qarorlarini chiqarishga qarshi uning huquq va erkinliklarini cheklashi bilan belgilanadi” [3]. Zero, jamoatchilik nazoratining asosiy vazifasi ham qonunning jamiyatdagi rolini oshirishga qaratilgandir.

Qonun ustuvorligini amalga oshirishning zaruriy mexanizmlaridan biri bu “qonunlarning mazmun-mohiyatini xalqimizga va mas’ul ijrochilarga o‘z vaqtida yetkazish, ularning ijrosini to‘g‘ri tashkil etish hamda qonun talablariga qat’iy amal qilishni ta’minlashdan iboratdir” [7]. Chinakam demokratiya qonunlarning ustuvorligi, huquq va erkinliklarning kengligi, ijtimoiy kafolatlarning kuchliligi orqali ta’minlanadi.

Qonun adolatni ta’minlab berar ekan, adolat esa insonning o‘z imkoniyatlarini to‘liq ro‘yobga chiqarish imkoniyatini yaratadi. Aristotel adolat va fazilat o‘rtasida uzviy bog‘liqlikni o‘rnatib, ularni ijtimoiy munosabatlar hamda axloqiy normalar kontekstida tahlil qilgan. Uning ta’kidlashicha, adolat fazilat mavjud bo‘lgan joyda namoyon bo‘ladi. U shunday deb yozadi: “Adolat ikki turga bo‘linadi. Ularning biri – qonunga muvofiqlikdir... Boshqalarga nisbatan adolat, aslida, tenglikni anglatadi. Shu bois, adolat ortiqchalik va kamchilik, ko‘plik va ozlik o‘rtasidagi muayyan o‘rta holat ekani ravshan bo‘ladi” [1]. Aristotel fikricha adolatning birinchi turi – tenglashtiruvchi adolatdir. Ikkinchi turi esa – mutanosib adolat hisoblanadi.

Tadqiqotchilarning fikriga ko‘ra “Hozirgi kunda mavjud bo‘lgan adolat nazariyalari (libertarian, rolzian va kommunitar yondashuvlar) orasida aynan inson imkoniyatlari tushunchasiga asoslangan yondashuv eng samarali hisoblanadi. Demak, adolatni zamonaviy talqinda har bir insonning to‘laqonli faoliyatini ta’minlovchi eng muhim inson imkoniyatlarini rivojlantirishga qaratilgan normativ talab sifatida ta’riflash mumkin” [5]. Adolatning asosiy mezonlaridan biri esa – qonun ustuvorligi. Qonun ustuvorligi amal qilgan, qonunga itoatkorlik yuksak darajada ta’minlangan jamiyat o‘z-o‘zidan adolatli jamiyat ekanligi ravshan bo‘ladi. “Adolat” tushunchasi ikki yoqlama mazmunga ega: bir tomondan, u huquqbuzarliklar uchun jazolasa, ikkinchi tomondan, ezgu va to‘g‘ri amallar uchun rag‘batlantiradi. O‘z intensiyasiga ko‘ra adolat ob’ektiv xususiyatga ega” [4].

“Qonun ustuvorligi davlat hokimiyatining cheklanishi, korrupsiyaning mavjud emasligi, tartib va xavfsizlik, fundamental huquq, hukumatning ochiqligi, huquqni qo‘llash, fuqarolik adliyasi va jinoyat adliyasi bilan belgilanadi” [10]. Huquqiy davlat va fuqarolik jamiyat qurish uchun huquq ustuvorligi bilan bog‘liq belgilarni rivojlantirish, undan keng foydalanish zarur.

Konstitutsiya va normativ-huquqiy hujjatlar inson huquqlarini kafolatlovchi hujjatlar hisoblanadi. Konstitutsiyamizning tuzilishi va mazmuni “inson – jamiyat – davlat” yo‘nalishida tashkil etilgan. “Mustaqillik yillarida inson, jamiyat va davlat hayoti hamda islohotlarning turli sohalarini huquqiy jihatdan ta’minlashga qaratilgan kodekslarning 23 foizi, qonunlarning 39 foizi, Prezident farmonlari va qarorlarining 55 foizi so‘nggi 7 yilda qabul qilingani ham bu yo‘nalishda amalga oshirayotgan ishlarimizning sur’ati baland va ko‘lami keng ekanligidan dalolat beradi” [9].

“Qonunlarni tan olish ularni so‘zsiz bajarish demakdir. Qonunlarni bajarish majburiy, lekin ular onrgli, ixtiyoriy bajarilganda samarasi ko‘proq bo‘ladi” [15]. Davlatimizning eng muhim masalalaridan biri davlat bilan fuqaro o‘rtasidagi munosabatlarda inson oliy ijtimoiy qadriyat ekanligi prinsipining joriy etilishidadir. “Yangi O‘zbekiston – demokratik qonunlar, yuksak huquqiy madaniyatga ega fuqarolar mamlakatidir” [8]. O‘zbekiston davlati, uning barcha idoralarining faoliyati shu prinsipning imkon qadar to‘la va keng qo‘lamda amalga oshirishga qaratilgan.

Huquqiy tizimda muhofaza qiluvchi barcha ijtimoiy qadriyatlar qatorida inson va uning shaxsiyati yetakchi o‘rinni egallaydi. “Qonun ustunligi uning barchaga baravar taalluqli ekanligini (ya’ni qonun talablarining barcha huquqiy munosabatlar sub’ektlariga teng darajada tarqalishini), butun bir davr ichida va shaxslar doirasida, mamlakatning barcha hududlarida to‘la ko‘lamli tarzda amal qilishini anglatadi” [12].

Xulosa

Yangi O‘zbekistonda qonun ustuvorligini ta’minlash jamiyat va huquq munosabati, insonning huquqqa munosabati, huquqiy ong, huquqiy himoyalanish va huquqdan foydalanish darajalari bilan bog‘liq. Insoniyat tarixiy taraqqiyotida muvaffaqiyatlar bilan birga, ijtimoiy hayotda muammolar uchrab turdi. Ko‘pgina holatlarda ana shunday muammolarning asosiy sababi jamiyat tomonidan huquq talablari to‘la inkor etilganligidir. Bu esa qonunlarning «ishlamasligi»ga, qog‘ozda qolib ketishiga sabab bo‘lgan. Bizga ma’lumki, qonunlar o‘zidan o‘zi ishlab ketavermaydi, uni ishlatishning o‘z mexanizmlari va harakatlantiruvchi kuchlari mavjud. Buning uchun *birinchidan*, mamlakat fuqarolari qabul qilingan qonunlarni ongli ravishda tushunishlari, ya’ni ularning ham huquqiy ongi va huquqiy madaniyati rivojlangan bo‘lishi lozim. *Ikkinchidan*, huquq talablari jamiyat va davlatda o‘z yechimini topgan bo‘lishi zarur. *Uchinchidan*, demokratiyaga intilayotgan davlat o‘z xalqi manfaatlarini, fuqarolarining or-nomusi va qadr-qimmatini, hayoti va erkinligini ishonchli himoya qilishga qodir bo‘lmog‘i darkor.

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OILA – MA'NAVIYATNI SHAKLLANTIRUVCHI ASOSIY MEXANIZM

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Annotatsiya. *Ushbu ilmiy maqolada oilaning ma'naviy tarbiyadagi roli va uni amalga oshirish mexanizmlari tahlil qilinadi. Zamonaviy ijtimoiy-falsafiy va psixologik-pedagogik adabiyotlar, shuningdek, xalqaro tadqiqotlar asosida oilaviy muhit, ota-onalarning tarbiyaviy uslublari, avlodlararo munosabatlar va qadriyatlar uzatilishining asosiy omillari ochib beriladi. O'zbekiston milliy modeli va Bronfenbrennerning ekologik tizimlar nazariyasi nuqtai nazaridan oilaning ma'naviy tarbiya mexanizmlari tizimidagi o'rni asoslanadi. Maqolada oilaviy tarbiyaning samaradorligini baholash indikatorlari va amaliy tavsiyalar ham keltirilgan.*

Kalit so'zlar: *oila, ma'naviy tarbiya, qadriyatlar uzatilishi, tarbiyaviy mexanizmlar, ekologik tizimlar nazariyasi, avlodlararo munosabatlar, milliy model.*

FAMILY - THE MAIN MECHANISM FOR FORMING SPIRITUALITY

Abstract. *This scientific article analyzes the role of the family in spiritual education and the mechanisms of its implementation. Based on modern socio-philosophical and psychological-pedagogical literature, as well as international research, the main factors of the family environment, parental upbringing methods, intergenerational relations and the transmission of values are revealed. The role of the family in the system of spiritual education mechanisms is substantiated from the point of view of the national model of Uzbekistan and Bronfenbrenner's ecological systems theory. The article also provides indicators for assessing the effectiveness of family education and practical recommendations.*

Keywords: *family, spiritual education, transmission of values, educational mechanisms, ecological systems theory, intergenerational relations, national model.*

СЕМЬЯ – ОСНОВНОЙ МЕХАНИЗМ ФОРМИРОВАНИЯ ДУХОВНОСТИ

Аннотация. *В данной научной статье анализируется роль семьи в духовном воспитании и механизмы его осуществления. На основе современной социально-философской и психолого-педагогической литературы, а также международных исследований, раскрываются основные факторы семейной среды, методов воспитания родителей, межпоколенческих отношений и передачи ценностей. Роль семьи в системе механизмов духовного воспитания обосновывается с точки зрения национальной модели Узбекистана и теории экологических систем Бронфенбреннера. В статье также приводятся показатели оценки эффективности семейного воспитания и практические рекомендации.*

Ключевые слова: *семья, духовное воспитание, передача ценностей, механизмы воспитания, теория экологических систем, межпоколенческие отношения, национальная модель.*

Kirish. Ma'naviy tarbiya jarayonida oilaning o'rni beqiyos. Oilada inson hayotining ilk kunlaridanoq axloqiy me'yorlar, qadriyatlar, urf-odatlar va dunyoqarashning asoslari shakllanadi. Zamonaviy globallashuv va axborot texnologiyalari rivojlangan sharoitda oila ma'naviy merosni saqlovchi va avloddan avlodga o'tkazuvchi eng ishonchli institut bo'lib qolmoqda. 'zbekiston Respublikasi Prezidentining 2026-yil 5-fevraldagi PF-19-son Farmoni bilan maktabgacha ta'lim va tarbiya tizimini takomillashtirish doirasida oilaviy tarbiyaning rolini oshirish, ota-onalarning pedagogik madaniyatini yaxshilash vazifalari belgilangan. Bunday ma'naviy tarbiya oila va tarbiyaviy muassasalar hamda jamoat tashkilotlari doirasida amalga oshiriladi. "Odamlarda asl insoniy xususiyatlar: ong, tafakkur, o'zligini anglash odob-axloqi va madaniyati tarbiya orqali vujudga keladi"[4] Shu bilan birga, oilaning tarbiyaviy salohiyati pasayishi, ota-onalarning bandligi, yosh avlodning raqamli muhitga ko'chib borishi kabi muammolar oilaviy ma'naviy tarbiyani dolzarb ilmiy muammoga aylantirmoqda. Ushbu maqolaning maqsadi – oilani ma'naviyatni shakllantiruvchi asosiy mexanizm sifatida nazariy asoslash, uning tarkibiy qismlari, ta'sir mexanizmlari va samaradorligini baholash mezonlarini ochib berish. Tadqiqotda falsafiy, pedagogik, psixologik va sotsiologik yondashuvlar uyg'unlashtirilgan.

Adabiyotlar tahlili.

Ma'naviyat va ma'naviy tarbiya bo'yicha ko'pgina ishlar amalga oshirilgan. Shulardan, O'zbekiston Respublikasi Prezidentining "Ma'naviy-ma'rifiy ishlar samaradorligini oshirish bo'yicha qo'shimcha chora- tadbirlar to'g'risida" 2019-yil 3-maydagi PQ-4307-son qarori[1], Prezidentimizning nutqlari va asarlarida [1, 3], Karimov I.A. [5], Erkayev [4] Abdixodirova G.Z., Magzimova G., Kuybakova O. "Shaxsni ma'naviy-axloqiy ruhda tarbiyalash"[8], To'ychiyev B.T [12], Nazarov Q.N. Ma'naviyat falsafasi[13].tadqiqotlar olib borgan.

Tadqiqot metodologiyasi.

Tadqiqotning metodologik asosini falsafiy, umumilmiy va maxsus ilmiy usullar tashkil etadi. Falsafiy jihatdan dialektik materializm prinsiplari (rivojlanish, o'zaro bog'liqlik, qarama-qarshiliklarning birligi va kurashi), ekzistensializm va aksiologiyaning shaxs ma'naviy rivojlanishi haqidagi g'oyalari qo'llanilgan. Umumilmiy usullardan tizimli tahlil, qiyosiy tahlil, tarixiylik prinsipi, mantiqiy tahlil, sintez, induksiya va deduksiya, modellashtirish qo'llanilgan.

Tahlillar va natijalar.

O'zbekistonning uzluksiz ma'naviy tarbiya konsepsiyasida oila bola tarbiyasining eng muhim va boshlang'ich muhitidir. Ayniqsa, birinchi davr – homiladorlikdan boshlab bola 3 yoshga to'lguniga qadar bo'lgan bosqich – inson shaxsining shakllanishida hal qiluvchi ahamiyat kasb etadi[2]. Bu davrda bola hali ijtimoiy tajribaga ega bo'lmagan bo'lsa-da, uning ruhiy, hissiy va axloqiy rivojlanishining asoslari aynan oilada, ota-ona mehr-muhabbati va munosabati orqali shakllanadi. Homiladorlik davridayoq ona va bola o'rtasida kuchli biologik va ruhiy bog'lanish yuzaga keladi. Onaning ruhiy holati, kayfiyati, atrof-muhitga bo'lgan munosabati bevosita bolaga ta'sir ko'rsatadi. Shu sababli bu davrda oiladagi ijobiy muhit, mehr-oqibat, tinchlik va o'zaro hurmat kelajakdagi farzandning ma'naviy barkamolligi uchun muhim omil hisoblanadi.

Bola tug'ilgandan keyin 3 yoshgacha bo'lgan davr "oltin davr" sifatida e'tirof etiladi. Chunki aynan shu paytda bola atrof-muhitni faol idrok eta boshlaydi, ota-onaning xatti-harakatlarini kuzatadi va ularga taqlid qiladi. Bu bosqichda quyidagi ma'naviy-axloqiy sifatlarning poydevori qo'yiladi:

- **Ishonch** – bola ota-onaning mehribonligi va g'amxo'rligini his etib, dunyoga nisbatan ishonch hissini shakllantiradi. Agar bola o'zini xavfsiz his qilsa, uning ruhiy rivojlanishi sog'lom kechadi.
- **Mehr-oqibat** – ota-onaning mehrli munosabati bola qalbida boshqalarga nisbatan iliqlik va hamdardlik tuyg'ularini uyg'otadi.
- **Hurmat** – kattalarga hurmat ko'rsatish, kichiklarga mehribon bo'lish kabi qadriyatlar aynan oilada o'rganiladi.
- **O'zini boshqarish ko'nikmalari** – oddiy tartib-qoidalarga amal qilish, "mumkin" va "mumkin emas" tushunchalarini anglash orqali bola o'z xatti-harakatlarini nazorat qilishni o'rganadi.

Shuningdek, bu davrda bolaning nutqi, hissiyati va ijtimoiy munosabatlari jadal rivojlanadi. Ota-onaning bola bilan muntazam muloqoti, ertak aytib berishi, qo'shiq kuylashi, mehr bilan gaplashishi uning ma'naviy va intellektual kamolotiga katta ta'sir ko'rsatadi.

Xalqaro tadqiqotlar shuni ko'rsatadiki, oilaviy muhit sifati bolaning ma'naviy rivojlanishiga to'g'ridan-to'g'ri ijobiy ta'sir ko'rsatadi. Janubiy Koreyada o'tkazilgan tadqiqotda uy muhiti sifati qanchalik yuqori bo'lsa, bolalar ma'naviy rivojlanish shkalasida shuncha yuqori ball olgan. Onaning ta'lim darajasi, oila daromadi va uy muhiti sifati o'rtasida ijobiy bog'liqlik mavjud. Turli mamlakatlarda oilaning ma'naviy tarbiyadagi roli va unga ta'sir etuvchi omillar turlicha. Qiyosiy tahlil quyidagi xulosalarni beradi:

Turkiya: O'rta maktab o'quvchilarining ma'naviy yetuklik darajasi gender, maktab turi, sinf darajasi va **ijtimoiy-iqtisodiy holat** kabi omillarga qarab sezilarli farq qiladi. Qiz o'quvchilar, davlat maktablari o'quvchilari va o'rta daromadli oilalar farzandlari yuqori ma'naviy yetuklikka ega.

Tailand: Globallashuvga turli darajada ta'sir etgan kontekstlarda axloqiy qadriyatlarning "moslashtirilishi" kuzatiladi. Globallashgan shahar kontekstidagi o'smirlar avtonomiya axloqini yuqori, jamiyat axloqini pastroq qo'yadi. Shahar ota-onalari qishloq ota-onalariga nisbatan jamiyat qadriyatlarini ko'proq birinchi o'ringa qo'yadi.

AQSh va Yevropa: Xarakter tarbiyasi dasturlari maktablar bilan birga oilalarni ham qamrab oladi. "Positiv oilaviy tarbiya" (Positive Parenting) dasturlari ota-onalarga farzandlarida empatiya, o'z-o'zini nazorat qilish va mas'uliyatni rivojlantirish bo'yicha amaliy ko'nikmalar beradi.

Xitoy: An'anaviy konfutsiy qadriyatlari (ota-onalarga hurmat – xiao, ajdodlarni ulug'lash) oilaviy tarbiyaning asosini tashkil qiladi. Biroq zamonaviy iqtisodiy o'zgarishlar va bir bola siyosati natijasida "imperator bolalar" (little emperors) muammosi yuzaga kelgan, bu esa ma'naviy tarbiyaga yangicha yondashuvlarni talab qiladi.

Bronfenbrennerning ekologik tizimlar nazariyasiga ko'ra, oila shaxs rivojlanishining mikrotizim darajasidagi eng muhim institut hisoblanadi. Mikrotizimda bola bevosita o'zaro aloqada bo'lgan muhit – oila, tengdoshlar, maktab kiradi[11]. Oila boshqa barcha mikrotizimlardan o'zining **tabiiyligi, uzluksizligi, hissiy yaqinligi** va **individualligi** bilan farqlanadi.

Ilmiy tadqiqotlar oilada ma’naviyatni shakllantirish bir necha o‘zaro bog‘liq mexanizmlar orqali amalga oshirilishini quyidagicha tahlil qilishadi:

Birinchidan, avlodlararo qadriyatlar uzatilishi muhim mexanizm sifatida namoyon bo‘ladi. Bu jarayon ota-onalarning o‘z e’tiqodlari, axloqiy me’yorlari va hayotiy qadriyatlarini farzandlariga ongli yoki ongsiz tarzda singdirishini anglatadi. Shvartsning asosiy insoniy qadriyatlar nazariyasiga ko‘ra, ota-onalar va bolalar qadriyatlari o‘rtasida yuqori darajadagi o‘xshashlik (korrelyatsiya) kuzatiladi. O‘zbekiston sharoitida ayniqsa Vatanga sadoqat, oilaga hurmat, kattalarga ehtirom, mehnatsevarlik va halollik kabi qadriyatlar ustuvor ahamiyatga ega.

Ikkinchidan, ota-onalarning tarbiyaviy uslublari ma’naviy tarbiya samaradorligiga bevosita ta’sir ko‘rsatadi. Diana Baumrind tomonidan ishlab chiqilgan tarbiyaviy uslublar tipologiyasi (avtoritar, avtoritetli, liberal va befarq) orasida avtoritetli uslub eng maqbul deb e’tirof etiladi. Mazkur uslub ota-onaning mehr-muhabbati, aniq chegaralar qo‘yishi va bolaning fikrini hurmat qilishiga asoslanadi hamda bolada mustaqillik, mas’uliyat va ijtimoiy moslashuvchanlikni rivojlantiradi.

Uchinchidan, oila muhitining hissiy-psixologik iqlimi muhim omil hisoblanadi. O‘zaro ishonch, hurmat, qo‘llab-quvvatlash va hamjihatlik hukm surgan oilada bola empatiya, bag‘rikenglik va mas’uliyat kabi ijobiy ma’naviy sifatlarni tezroq o‘zlashtiradi. Aksincha, ziddiyatli va beqaror muhit bolaning ruhiy hamda axloqiy rivojlanishiga salbiy ta’sir ko‘rsatishi mumkin.

To‘rtinchidan, ota-onalarning namunaviy xulq-atvori alohida ahamiyat kasb etadi. Bola ko‘proq kuzatish va taqlid qilish orqali o‘rganadi. Shu bois ota-onaning halollik, adolat, mehnatsevarlik va vatanparvarlik kabi sifatlarni amalda namoyon etishi farzand tarbiyasida muhim rol o‘ynaydi. Bandura ijtimoiy kognitiv nazariyasida ta’kidlanganidek, modellash (ya’ni namuna ko‘rsatish) xulq-atvor shakllanishining eng samarali mexanizmlaridan biridir.

Beshinchidan, ma’naviy-axloqiy suhbatlar va muloqot jarayoni orqali qadriyatlar ongli ravishda shakllantiriladi. Oila a’zolari o‘rtasidagi kundalik suhbatlar, turli voqealarni muhokama qilish, kitob o‘qish yoki madaniy tadbirlarda ishtirok etish orqali bola yaxshilik va yomonlikni farqlashni o‘rganadi.

Oltinchidan, oilaviy an’analar va marosimlar avlodlar uzviyligini ta’minlovchi muhim vosita hisoblanadi. Milliy urf-odatlar, bayramlar va qadriyatlarning muntazam ravishda namoyon etilishi bolada milliy o‘zlikni anglash, madaniy merosga hurmat va ijtimoiy birdamlik tuyg‘ularini shakllantiradi.

oilada ma’naviyatni shakllantirish yuqoridagi mexanizmlarning uzviy uyg‘unligi asosida amalga oshadi. Ushbu jarayonning samaradorligi ota-onalarning pedagogik savodxonligi, oiladagi ijobiy muhit va milliy qadriyatlarga sodiqlik darajasiga bevosita bog‘liqdir. Buni quyidagi indikatorlar oilaning ma’naviy tarbiyaviy salohiyati va uning samaradorligini baholash imkonini beradi (1- jadval)

1-jadval

Indikator	Baholash mezoni
Ota-onalarning pedagogik madaniyat darajasi	Bolaning yosh xususiyatlarini bilish, tarbiyaviy usullarni to‘g‘ri qo‘llash
Oilaviy muhitning axloqiy-psixologik iqlimi	Qo‘llab-quvvatlash, hurmat, ishonch, ziddiyatlarning konstruktiv hal qilinishi
Qadriyatlar uzatilishining izchilligi	Ota-onaning so‘z va amali birligi, namunaviy xulq-atvor
Bolaga qaratilgan tarbiyaviy ta’sirlarning tizimliligi	Tarbiyaning kundalik, muntazam va vaziyatga mosligi
Oila va ta’lim muassasasi hamkorligi	Ota-onalarning maktab yoki bog‘cha hayotida ishtiroki, uy vazifalarini nazorat qilish
Bolaning xulq-atvoridagi ijobiy ma’naviy namoyonlar	Hurmat, halollik, mas’uliyat, mehnatsevarlik, vatanparvarlik

Keltirilgan indikator va baholash mezonlari oila muhitining ma’naviy-tarbiyaviy samaradorligini kompleks tarzda baholashga xizmat qiladi. Ushbu mezonlarni tahlil qilish shuni ko‘rsatadiki, oilada shakllanadigan muhit va tarbiya jarayoni bevosita ota-onalarning bilim darajasi, oilaviy munosabatlar sifati hamda farzandga berilayotgan e’tibor bilan chambarchas bog‘liqdir. Avvalo, ota-onalarning pedagogik madaniyat darajasi muhim omil sifatida namoyon bo‘ladi. Agar ota-onalar bolaning yosh va individual xususiyatlarini yaxshi bilsa hamda tarbiyaviy usullarni to‘g‘ri qo‘llay olsa, bu farzandning to‘g‘ri rivojlanishiga zamin yaratadi. Aks holda, noto‘g‘ri yondashuvlar bolada salbiy xulq-atvor shakllanishiga olib kelishi mumkin.

Shu bilan birga, oilaviy muhitning axloqiy-psixologik iqlimi ham alohida ahamiyat kasb etadi. Oilada o‘zaro hurmat, ishonch va qo‘llab-quvvatlash mavjud bo‘lsa, bola o‘zini xavfsiz va erkin his qiladi. Bunday muhitda yuzaga

keladigan ziddiyatlar konstruktiv tarzda hal qilinadi va bu bolaga muammolarni to‘g‘ri hal etish ko‘nikmasini o‘rgatadi. Qadriyatlar uzatilishining izchilligi esa tarbiyaning samaradorligini ta’minlovchi yana bir muhim mezondir. Ota-onaning so‘z va amali bir xil bo‘lsa, ular farzand uchun haqiqiy namuna bo‘lib xizmat qiladi. Aks holda, ya’ni gap bilan ish o‘rtasida tafovut bo‘lsa, bolada ikkilanish va ishonchsizlik paydo bo‘lishi mumkin.

Bundan tashqari, bolaga qaratilgan tarbiyaviy ta’sirlarning tizimliligi muhim ahamiyatga ega. Tarbiya faqat vaqti-vaqti bilan emas, balki kundalik hayotda muntazam va vaziyatga mos tarzda olib borilishi zarur. Bu esa bolada barqaror ijobiy xulq-atvorni shakllantirishga yordam beradi. Oila va ta’lim muassasasi hamkorligi ham tarbiya samaradorligini oshiruvchi omillardan biridir. Ota-onalarning maktab yoki bog‘cha hayotida faol ishtirok etishi, o‘qituvchilar bilan hamkorlikda ishlashi va uy vazifalarini nazorat qilishi bola rivojiga ijobiy ta’sir ko‘rsatadi.

Natijada, yuqoridagi barcha omillar bolada ijobiy ma’naviy fazilatlarning shakllanishida o‘z aksini topadi. Hurmat, halollik, mas’uliyat, mehnatsevarlik va vatanparvarlik kabi sifatlar aynan sog‘lom oilaviy muhit va to‘g‘ri tashkil etilgan tarbiya jarayoni mahsulidir.

Oilada ma’naviy tarbiyani samarali tashkil etish va uni zamon talablari asosida rivojlantirish uchun bir qator ustuvor yo‘nalishlarni amalga oshirish zarur. Ushbu yo‘nalishlar oila, ta’lim muassasalari va jamiyat o‘rtasidagi hamkorlikni mustahkamlashga xizmat qiladi hamda farzand tarbiyasining sifatini oshirishga yordam beradi.

Ota-onalarni pedagogik-ma’naviy tayyorlash. Oilada tarbiyaning samaradorligi, avvalo, ota-onalarning pedagogik bilim va ko‘nikmalariga bog‘liq. Shu sababli ota-onalarga bolaning yosh xususiyatlari, ma’naviy-axloqiy tarbiya usullari hamda zamonaviy pedagogik yondashuvlar bo‘yicha tizimli bilim berish muhimdir. Buning uchun maxsus o‘quv kurslari, treninglar va ma’ruzalar tashkil etish maqsadga muvofiq. Ayniqsa, maktabgacha ta’lim tashkilotlari, umumta’lim maktablari va mahalla institutlari hamkorligida “ota-onalar universitetlari”ni yo‘lga qo‘yish ijobiy natijalar beradi. Bu orqali ota-onalarning tarbiyaviy madaniyati va mas’uliyati oshadi.

“Oila – mahalla – maktab” hamkorligini kuchaytirish. Farzand tarbiyasida oila, mahalla va ta’lim muassasalari o‘rtasidagi uzviy bog‘liqlik muhim o‘rin tutadi. Ushbu hamkorlikni rivojlantirish uchun muntazam axborot almashinuvi, qo‘shma tadbirlar, seminarlar va maslahat xizmatlarini yo‘lga qo‘yish zarur. Bunday yondashuv bolani har tomonlama qo‘llab-quvvatlash va muammolarni o‘z vaqtida aniqlab, bartaraf etishga imkon beradi.

Raqamli muhitda oilaviy ma’naviy tarbiyani qo‘llab-quvvatlash. Zamonaviy axborot texnologiyalari sharoitida raqamli muhit tarbiyaning muhim vositasiga aylanmoqda. Shu bois ijtimoiy tarmoqlarda ijobiy, ma’naviy-axloqiy mazmundagi kontentlarni yaratish va targ‘ib qilish muhimdir. Shuningdek, ota-onalar uchun mobil ilovalar, onlayn platformalar orqali tarbiyaviy tavsiyalar berish samarali hisoblanadi. Bu esa oilalarga zarur bilim va maslahatlarni tezkor hamda qulay shaklda yetkazish imkonini yaratadi.

Ijtimoiy himoyaga muhtoj oilalarni qo‘llab-quvvatlash. Ayrim oilalarda iqtisodiy yoki ijtimoiy muammolar sababli tarbiyaviy jarayon yetarli darajada tashkil etilmasligi mumkin. Bunday vaziyatlarda moddiy yordam ko‘rsatish, psixologik maslahatlar berish va huquqiy ko‘makni yo‘lga qo‘yish muhimdir. Bu choralar oilaning tarbiyaviy salohiyatini tiklashga xizmat qiladi hamda bolalarning sog‘lom jismoniy va ma’naviy rivojlanishini ta’minlaydi.

Milliy an’analarni oilaviy tarbiyada jonlantirish. Milliy qadriyatlar va xalq pedagogikasi oilaviy tarbiyaning muhim tarkibiy qismi hisoblanadi. Maqol va matallar, ertaklar, milliy urf-odatlar hamda bayramlarni oilaviy hayot bilan uyg‘unlashtirish orqali bolalarda milliy o‘zlikni anglash, kattalarga hurmat, kichiklarga mehr va vatanparvarlik tuyg‘ularini shakllantirish mumkin.

Xulosa. Oila ma’naviyatni shakllantiruvchi asosiy mexanizm hisoblanadi. Uning boshqa ijtimoiy institutlardan farqli o‘ziga xos xususiyatlari – tabiiylik, uzluksizlik, hissiy yaqinlik va individuallik ma’naviy tarbiyada eng samarali natijalarni beradi. Xalqaro tadqiqotlar oilaviy muhit sifati, ota-onalarning tarbiyaviy uslublari, qadriyatlar uzatilishining izchilligi va oilaning boshqa institutlar bilan hamkorligi ma’naviy tarbiya samaradorligining asosiy omillari ekanligini ko‘rsatadi.

O‘zbekistonning milliy modelida “mahalla – oila – ta’lim muassasasi” uchligi asosida qurilgan tizim ma’naviy tarbiyaning uzviyligi va izchilligini ta’minlaydi. Biroq globallashuv, raqamli texnologiyalar va ijtimoiy-iqtisodiy o‘zgarishlar oilaviy tarbiyaga yangi muammolarni keltirib chiqarmoqda. Shu sababli oilaviy ma’naviy tarbiyani takomillashtirish, ota-onalarning pedagogik madaniyatini oshirish va zamonaviy texnologiyalardan oqilona foydalanish dolzarb vazifa hisoblanadi.

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YANGI O‘ZBEKISTONDA YOSHLAR IJTIMOIY FAOLLIGINI YUKSALTIRISHNING INSTITUTSIONAL MEXANIZMLARI: MUAMMO VA YECHIMLAR

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Annotatsiya: *Maqolada yangi O‘zbekistonda yoshlar ijtimoiy faolligini yuksaltirishning institutsional mexanizmlari tadqiq etilgan. Fuqarolik jamiyati institutlari, yoshlar tashkilotlari va davlat organlarining yoshlar ijtimoiy faolligini oshirishdagi roli va o‘zaro ta’sir mexanizmlari ko‘rib chiqilgan. Yoshlar ijtimoiy faolligini yuksaltirishda milliy o‘zlikni anglash, ta’lim-tarbiya va ma’naviy omilning ahamiyati tahlil etilgan. Mavjud muammolar aniqlab, ularning yechimlari yuzasidan falsafiy-prognoztik takliflar bayon etilgan.*

Kalit so‘zlar: *institutsional mexanizmlar, yoshlar ijtimoiy faolligi, yangi O‘zbekiston, fuqarolik jamiyati, yoshlar siyosati, ta’lim-tarbiya, milliy o‘zlik, ma’naviyatlilik, prognoztik istiqbollar.*

INSTITUTIONAL MECHANISMS FOR ENHANCING YOUTH SOCIAL ACTIVITY IN NEW UZBEKISTAN: PROBLEMS AND SOLUTIONS

Abstract: *The article examines the institutional mechanisms for enhancing youth social activity in New Uzbekistan. The roles of civil society institutions, youth organizations, and government bodies in enhancing youth social activity, as well as the mechanisms of their interaction, are discussed. The significance of national identity, education, and spiritual factors in boosting youth social activity is analyzed. Existing problems are identified and philosophical-prognostic proposals for their solutions are presented.*

Keywords: *institutional mechanisms, youth social activity, New Uzbekistan, civil society, youth policy, education, national identity, spirituality, prognostic prospects.*

ИНСТИТУЦИОНАЛЬНЫЕ МЕХАНИЗМЫ ПОВЫШЕНИЯ СОЦИАЛЬНОЙ АКТИВНОСТИ МОЛОДЁЖИ В НОВОМ УЗБЕКИСТАНЕ: ПРОБЛЕМЫ И РЕШЕНИЯ

Аннотация: *В статье исследуются институциональные механизмы повышения социальной активности молодёжи в Новом Узбекистане. Рассмотрены роль и механизмы взаимодействия институтов гражданского общества, молодёжных организаций и государственных органов. Проанализированы значимость национальной идентичности, воспитания и духовного фактора. Выявлены существующие проблемы и изложены философско-прогностические предложения по их решению.*

Ключевые слова: *институциональные механизмы, социальная активность молодёжи, Новый Узбекистан, гражданское общество, молодёжная политика, образование, национальная идентичность, духовность, прогностические перспективы.*

Kirish. Mamlakatimizda so‘nggi yillarda olib borilayotgan keng qamrovli islohotlar jarayoni “Yangi O‘zbekiston” konsepsiyasini vujudga keltirdi. Ushbu konsepsiya nafaqat iqtisodiy va siyosiy sohalarda, balki yoshlar siyosati va yoshlar ijtimoiy faolligini oshirishda ham tub o‘zgarishlarni ko‘zda tutadi. Yoshlar millatning boyligi va istiqbol ko‘zgusi ekanligi, ularni jamiyatning faol a’zolariga aylantirish esa davlatning bosh vazifalaridan biri ekanligi turli ilmiy manbalarda, huquqiy hujjatlarda qayta-qayta ta’kidlanadi.

Yoshlar ijtimoiy faolligini yuksaltirishning samaradorligi ko‘p jihatdan institutsional mexanizmlarning mustahkamligiga bog‘liq. Institutsional mexanizm deganda yoshlar faolligini rag‘batlantiruvchi, yo‘naltiruvchi va huquqiy asos bilan ta’minlovchi tuzilmalar tizimi davlat organlari, nodavlat tashkilotlar, yoshlar birlashmalari, ta’lim muassasalari va ommaviy axborot vositalari tushuniladi.

Ushbu maqolada yangi O‘zbekiston sharoitida yoshlar ijtimoiy faolligini yuksaltirishning institutsional mexanizmlari tahlil qilinadi, mavjud muammolar aniqlanadi va ularning falsafiy-prognoztik yechimlari taklif etiladi.

Adabiyotlar tahlili. Yoshlar ijtimoiy faolligini yuksaltirishning institutsional jihatlari O‘zbekiston tadqiqotchilari tomonidan turli nuqtayi nazardan ko‘rib chiqilgan. Sh. Mamatqulov o‘zining qarashlarida O‘zbekistonda yoshlar faolligini yuksaltirish maqsadida yoshlar siyosatining tarmoqlangan zamonaviy infrastrukturasini tashkil etish, yoshlar faolligini oshirish strategiyasini ilmiy o‘rganish bo‘yicha yagona metodik standartlarni yaratish va amaliyotga joriy etishni dolzarb vazifa sifatida ta’kidlaydi. Shuningdek, u fuqarolik jamiyatini tashkillashtirish, boshqarish va nazorat qiluvchi mutasaddi institutsional tizimini rivojlantirishga ta’sir qiluvchi omillardan amaliyotda keng foydalanish zarurligini ta’kidlaydi[2].

G.J. Tulenova yoshlarning davlat idoralari faoliyati va jamiyatning ijtimoiy-siyosiy jarayonlaridagi ishtirokini kengaytirish, ijtimoiy faollikni qo‘llab-quvvatlash mexanizmlarini ishlab chiqish masalalarini keng tahlil qilgan. U yoshlarning mehnat bozoriga integratsiyasi, kasbiy o‘sish uchun zarur shart-sharoitlar yaratish va yoshlar ijtimoiy faolligiga xizmat qiladigan shart-sharoitlar yaratishni ustuvor vazifalar sifatida ko‘rsatgan [1].

Sotsiologik yondashuv nuqtayi nazaridan, A.I. Balog ijtimoiy faollikni motivatsion omillar asosida tahlil qiladi. Uning tadqiqotida yoshlar ijtimoiy faolligiga nisbatan motivlar orasida altruistik, ijtimoiy tan olinishga intilish va shaxsiy rivojlanishga yo‘naltirilgan motivlar ajratib ko‘rsatiladi. Institutsional mexanizmlarning vazifasi aynan ushbu motivlarni qo‘llab-quvvatlaydigan va rag‘batlantiradigan muhit yaratishdan iborat[6].

O.A. Kopseva esa yoshlar ijtimoiy faollligini shakllantirishda makrosharoitlar jamiyatdagi umumiy tendensiyalar, avlodlar o‘rtasidagi o‘zaro ta’sir mexanizmlari yosh avlod faolligini belgilashda keng yosh tafovutlar xususiyatlariga nisbatan ko‘proq rol o‘ynashini empirik tadqiqotlar asosida asoslab beradi[4]. Ushbu yondashuv institutsional mexanizmlarni mustahkamlashning nafaqat yosh avlod, balki butun jamiyatni o‘zgartirishga xizmat qilishini ta’kidlaydi.

Tadqiqot metodologiyasi. Maqolada institutsional tahlil, ijtimoiy-falsafiy sintez, tizimli yondashuv va prognoztik modellashtirish metodlaridan foydalanilgan. Yangi O‘zbekistondagi yoshlar siyosatiga oid normativ-huquqiy hujjatlar, statistik ma’lumotlar va ilmiy adabiyotlar tahlil etilgan. Shuningdek, O‘zbekistonda yoshlar ijtimoiy faolligiga oid mavjud sotsiologik tadqiqotlar natijalari umumlashtirilgan.

Tahlil va natijalar. Yangi O‘zbekistonda yoshlar ijtimoiy faolligini oshirishning institutsional asosi huquqiy va tashkiliy jihatdan mustahkamlangan. “Yoshlarga oid davlat siyosati to‘g‘risida”gi qonun, Yoshlar ishlari agentligi, va boshqa institutlar yoshlar faolligini tashkil etuvchi asosiy tuzilmalar hisoblanadi. Prezidentning yoshlar siyosatiga oid qaror va farmoyishlari institutsional tizimni yanada mustahkamlamoqda.

Yoshlar ijtimoiy faolligini oshirishning ustuvor yo‘nalishlari sifatida quyidagilar belgilangan:

- yoshlarning davlat boshqaruviga faol ishtirokini ta’minlash;
- yosh tadbirkorlarni qo‘llab-quvvatlash;
- yoshlar orasida ilm-fan, innovatsiya va ijodni rivojlantirish;
- jismoniy tarbiya va sportni targ‘ib etish;
- madaniy-ma’rifiy va vatanparvarlik tarbiyasi.

Ye.V. Solovev ta’kidlaganidek, jamiyatning normal faoliyati va izchil taraqqiyoti har qanday tarixiy davrda yangi avlodlarni uning tuzilmasiga va hayotiy faoliyatiga jalb etish mexanizmlari qay darajada yo‘lga qo‘yilganiga, ularning rivojlanish potensial imkoniyatlari va ularni ro‘yobga chiqarish uchun qanday ijtimoiy sharoitlar yaratilganiga bevosita bog‘liq[5]. Ushbu nuqtayi nazardan, fuqarolik jamiyati institutlari nodavlat tashkilotlar, mahalla organlari, yoshlar birlashmalari yosh avlodni jamiyatga integratsiya qilishning samarali mexanizmi hisoblanadi.

O‘zbekistonda mahalla instituti yoshlar ijtimoiy faolligini oshirishda alohida o‘rinni egallaydi. Mahalla faqat ma’muriy birlik emas, balki ijtimoiy va madaniy hayotning asl markazidir. Mahalla tuzilmasida yoshlar komissiyalari, madaniy tadbirlar, jamoat ishlari va ijtimoiy loyihalar yosh avlodni jamiyatga faol jalb etishning an’anaviy, ammo samarali yo‘llari hisoblanadi. Ushbu an’anaviy tuzilmaning zamonaviy davr ehtiyojlariga moslashtirilishi ijtimoiy faollikni oshirishda ustuvor vazifa hisoblanadi.

Nodavlat tashkilotlar va fuqarolik jamiyati institutlari yoshlar ijtimoiy faoliyatini rivojlantirishda davlat tuzilmalarini to‘ldiruvchi, ba’zan esa ularni orqaga qoldiruvchi mexanizmlar sifatida namoyon bo‘ladi. I.A. Xaliyning fikriga ko‘ra, jamoat harakatlari asosiy ijtimoiy amaliyotlarni — birinchi navbatda, qaror qabul qilish sohasida o‘zgartirishga ta’sir ko‘rsatadi[7]. O‘zbekistonda nodavlat tashkilotlar tarmog‘ini kengaytirish va ularning moliyaviy hamda tashkiliy mustaqilligini ta’minlash institutsional mexanizmni mustahkamlashning muhim shartlaridan biri hisoblanadi.

Ta’lim-tarbiya yoshlar ijtimoiy faolligini shakllantirishning eng samarali institutsional mexanizmlaridan biridir. Zamonaviy ta’lim tizimida nafaqat bilim va ko‘nikmalar beriladi, balki ijtimoiy kompetensiyalar, fuqarolik mas’uliyati, ijodiy tafakkur va liderlik sifatlari ham shakllanadi. Ushbu nuqtayi nazardan, O‘zbekiston ta’lim tizimini isloh qilish jarayonida yoshlar ijtimoiy faolligini shakllantirishga doir yondashuvlar va metodlar alohida ahamiyat kasb etadi.

G Tulenova yoshlarni ijtimoiylashtirish, ma’naviy-intellektual kamolini ta’minlash va jamiyatning islohotlari va o‘zgarishlarida bevosita ishtirokchiga aylantirish uchun ma’lum bir tarbiyaviy tizimni yo‘lga qo‘yish zarurligini

ko‘rsatadi[1]. Ta’limda yoshlar ijtimoiy faolligini oshirishga yo‘naltirilgan tarkibiy o‘zgarishlar dolzarb vazifa hisoblanadi. Jumladan, “Yoshlar ma’rifatparvarligi va diniy bag‘rikenglik”, “Yoshlarning jamoatchilik faoliyati va nazorati” kabi zamonaviy yo‘nalishlarda ilmiy-metodik izlanishlarni yo‘lga qo‘yish muhim ahamiyatga ega[3].

Milliy o‘zlikni anglash yoshlar ijtimoiy faolligini shakllantirishning asos toshlaridan biridir. O‘zini xalq va Vatanning bir qismi deb bilgan, milliy tarix va madaniyatni o‘zlashtirgan yosh avlod jamiyatga nisbatan mas’uliyat hissi kuchliroq bo‘ladi. Shu ma’noda Markaziy Osiyo mutafakkirlarining ilmiy merosini chuqur o‘rganish, tarbiyaviy ishlarni ta’lim muassasalari va oilarda yaxshilash yoshlar milliy o‘zligini mustahkamlashning muhim yo‘llari hisoblanadi.

Yoshlar ijtimoiy faolligini oshirishda bir qator muammolar mavjud bo‘lib, ular institutsional, ijtimoiy-iqtisodiy va madaniy-manaviy jihatlarni o‘z ichiga oladi.

1) Institutsional muammolar, yoshlar tashkilotlari va nodavlat sektorning moliyaviy va tashkiliy mustaqilligi to‘liq ta’minlanmaganligi, yoshlar ishlari bo‘yicha davlat va nodavlat sektorining o‘zaro hamkorligini ta’minlashdagi muammolar, yoshlar siyosatini amalga oshirishda ilmiy tadqiqotlar natijalaridan foydalanish darajasining pastligi.

2) Ijtimoiy-iqtisodiy muammolar, yoshlar bandligi va ish bilan ta’minlanishi darajasining pastligi, bu yoshlarni ijtimoiy faollik uchun vaqt va resursdan mahrum etadi, yoshlar manfaatlariga mos mehnat bozorini shakllantirish, kasbiy o‘sish uchun zarur shart-sharoitlar yaratish vazifalarini hal etish zarurligi.

3) Madaniy-manaviy muammolar, yoshlar ijtimoiy faolligini yetarli darajada e’tirof etmaslik, raqamli texnologiyalar va ijtimoiy tarmoqlar orqali tarqatilayotgan zararli mafkuraviy ta’sirlarga nisbatan yoshlarning ojizligi, keng jamoat madaniyatini shakllantirishda yosh avlodni asosiy ishtirokchi sifatida tarbiyalashning yetarli darajada shakllanmaganligi bilan bog‘liq.

Yoshlar ijtimoiy faolligini yuksaltirishning istiqbolli yo‘llarini belgilashda falsafiy-prognoztik nuqtayi nazar muhim ahamiyatga ega. Yoshlar ijtimoiy faolligini yuksaltirishning istiqbolli yo‘llarini belgilashda falsafiy-prognoztik nuqtayi nazar muhim ahamiyatga ega. Yangi O‘zbekistonning ijtimoiy-siyosiy va madaniy rivojlanishi yosh avloddan yangi sifatlar ijodkorlik, tashabbuskorlik, mas’uliyatlilik, global tafakkur bilan milliy o‘zlikning uyg‘unligini talab etadi.

Falsafiy nuqtayi nazardan, yoshlar ijtimoiy faolligi jamiyatning o‘z-o‘zini rivojlantirishi va tiklanishining muhim mexanizmi hisoblanadi. Yoshlar faolligini cheklash yoki ularga erkin maydon bermaslik jamiyatning ijodiy salohiyatini cheklashdir. Yoshlar ijtimoiy faolligini oshirishga qaratilgan institutsional mexanizmlar rivojlantirilsa, kutiladigan prognoztik natijalar ham ijobiy ko‘rinishga ega bo‘ladi.

Xulosa. Yangi O‘zbekistonda yoshlar ijtimoiy faolligini yuksaltirishning institutsional mexanizmlarini rivojlantirish kompleks yondashuvni talab etadi.

Birinchidan, yoshlar siyosatining normativ-huquqiy asoslarini takomillashtirish va yoshlar tashkilotlari mustaqilligini ta’minlash zarur.

Ikkinchidan, fuqarolik jamiyati institutlari mahalla, nodavlat tashkilotlar, yoshlar birlashmalari faoliyatini davlat tomonidan samarali qo‘llab-quvvatlash tizimini yo‘lga qo‘yish muhim.

Uchinchidan, ta’lim tizimini yoshlar ijtimoiy faollikka, liderlik sifatlari va fuqarolik ma’suliyatiga tayyorlashga yo‘naltirish zarur.

To‘rtinchidan, yoshlar ijtimoiy faolligini oshirishda manaviy-ahloqiy tarbiya va milliy o‘zlikni mustahkamlash asosiy unsurlardan biri bo‘lishi lozim.

Ushbu yo‘nalishlarda tizimli va izchil faoliyat olib borilsa, yoshlar jamiyatimizning haqiqiy harakatlantiruvchi kuchiga aylanadi va Yangi O‘zbekistonning ravnaq topishi uchun munosib hissa qo‘shadi.

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RAQAMLI DUNYO SHAROITIDA MA'NAVIY IMMUNITETNI SHAKLLANTIRISH MEXANIZMLARI

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Annotatsiya. *Dunyo falsafiy tadqiqotlarida axborotning ijtimoiy tafakkurga xos ahamiyati, axborot va bilimlar uyg'unligi, axborot falsafasi, kognitiv jamiyat, virtual reallik, raqamlashgan jamiyat masalalarini falsafiy-metodologik o'rganish talab etilishi, shuningdek, yoshlar ma'naviy immunitetini mustahkamlashning ijtimoiy, pedagogik va axborot-psixologik omillari ko'rsatib o'tilgan. Mazkur maqolada raqamli transformatsiya sharoitida inson ma'naviyati, uning qadriyatlar tizimi va ongiga raqamli axborot makonining ta'siri tahlil qilinadi.*

Kalit so'zlar: *raqamli jamiyat, ma'naviy immunitet, axborot xavfsizligi, raqamli madaniyat, kognitiv jamiyat, virtual reallik.*

MECHANISMS FOR FORMING SPIRITUAL IMMUNITY IN THE DIGITAL WORLD

Annotation. *World philosophical studies have shown the importance of information for social thinking, the need for philosophical and methodological study of the issues of information and knowledge, information philosophy, cognitive society, virtual reality, digitalized society, as well as social, pedagogical and information-psychological factors of strengthening the spiritual immunity of young people. This article analyzes the impact of the digital information space on human spirituality, its value system and consciousness in the conditions of digital transformation.*

Keywords: *digital society, spiritual immunity, information security, digital culture, cognitive society, virtual reality.*

МЕХАНИЗМЫ ФОРМИРОВАНИЯ ДУХОВНОГО ИММУНИТЕТА В ЦИФРОВОМ МИРЕ

Аннотация. *Мировые философские исследования показали важность информации для социального мышления, необходимость философско-методологического изучения вопросов информации и знания, философии информации, когнитивного общества, виртуальной реальности, цифрового общества, а также социальных, педагогических и информационно-психологических факторов укрепления духовного иммунитета молодежи. В данной статье анализируется влияние цифрового информационного пространства на духовность человека, его систему ценностей и сознание в условиях цифровой трансформации.*

Ключевые слова: *цифровое общество, духовный иммунитет, информационная безопасность, цифровая культура, когнитивное общество, виртуальная реальность.*

Kirish

XXI asr — raqamli transformatsiyalar asri sifatida inson faoliyatining barcha sohalariga chuqur kirib bordi. Raqamlashtirish jarayonlari nafaqat iqtisodiyot va boshqaruv tizimiga, balki ma'naviy hayotga ham bevosita ta'sir ko'rsatmoqda. Shu bois ma'naviy immunitetni shakllantirish — raqamli jamiyatda insonning o'zligini, milliy qadriyatlarini, ma'naviy mustaqilligini asrashning asosiy kafolatiga aylanmoqda. Prezident Sh.M. Mirziyoyev ta'kidlaganidek: "Biz axborot asrida yashayapmiz. Kim axborotga ega bo'lsa, o'sha dunyoga hukmronlik qiladi. Shu sababli yoshlarimizni har qanday g'oyaviy xurujlardan himoya qilish, ularning ma'naviy immunitetini mustahkamlash eng muhim vazifamizdir"[1]

Bugungi kunda axborot nafaqat taraqqiyot vositasi, balki kuchli mafkuraviy qurolga ham aylanganligi hich kimga sir emas. Axborot oqimining keskin ortib borishi sharoitida yoshlarning ongini turli zararli, yolg'on va buzg'unchi g'oyalardan himoya qilish faqatgina g'oyaviy cheklovlar, tarbiyaviy yo'llar orqali emas, balki ularda mustaqil fikrlash,

[1] "Raqamli texnologiyalarni rivojlantirish bo'yicha ustuvor vazifalar ko'rib chiqish" to'g'risida o'tkazilgan ma'ruza 20.01.2026

tanqidiy tahlil qilish va axborotni to‘g‘ri baholash ko‘nikmalarini shakllantirish orqali amalga oshirilishi lozim ayni vaqtda bu zamon talabidir.

Shu bois, ma’naviy immunitetni mustahkamlash jarayoni yosh avlodni milliy qadriyatlarga sodiq, yuksak ma’naviyatli, vatanparvar va mas’uliyatli shaxs etib tarbiyalash bilan chambarchas bog‘liqdir. Raqamli muhitda faol bo‘lgan yoshlar axborotni ongli ravishda tanlay oladigan, uni jamiyat manfaatlari yo‘lida to‘g‘ri qo‘llay oladigan yetuk insonlar bo‘lib kamol topishi zarur.

Demak, axborot asrida g‘oyaviy barqarorlikni ta’minlash, ma’naviy xavfsizlikni mustahkamlash va sog‘lom axborot makonini yaratish davlat siyosatining ustuvor yo‘nalishlaridan biri bo‘lib, bu jarayonda ta’lim-tarbiya tizimi, oila va jamiyatning uzviy hamkorligi hal qiluvchi ahamiyat kasb etadi buni also unutmaslik lozim.

Adabiyotlar tahlili va tadqiqot metodologiyasi

Bugungi kunda qadar o‘rganilgan ilmiy adabiyotlarda va psixologik tekshiruvlar natijasida ma’naviy immunitet tushunchasi shaxsning axborot-psixologik tahdidlar, yot g‘oyalar, axloqiy inqiroz va mafkuraviy bosimlarga nisbatan ongli, barqaror va mustaqil qarshilik ko‘rsatish qobiliyati sifatida talqin qilinadi. U biologik immunitetga o‘xshash tarzda, inson ongida zararli “axborot viruslari”ga qarshi ichki himoya mexanizmini ifodalaydi. “Soxta axborot va manipulyativ kontent shaxs ongiga salbiy ta’sir ko‘rsatib, ma’naviy immunitetni zaiflashtiradi”

Psixologiya va sotsiologiya fanlar shuni isbatlaydiki, shaxs ongining barqarorligi asosan uch asosiy omilga tayangan holda shakllanadi:

1 omil - qadriyatlar tizimi (milliy va umuminsoniy qadriyatlar);

2 omil - tanqidiy fikrlash qobiliyati;

3 omil - axborot tanlash va baholash ko‘nikmalari.

Ayni tahlikali davrda ushbu mazkur omillar uyg‘unlashgan holda rivojlangandagina ma’naviy immunitet mustahkam bo‘ladi.

Zamonaviy tadqiqotlar shuni ko‘rsatadiki, ayni globallashgan va raqamli muhit inson ongiga to‘g‘ridan-to‘g‘ri va bilvosita ta’sir o‘tkazadi. Quyidagi ilmiy faktlar bunga dalil bo‘la oladi:

Axborot psixologiyasi bo‘yicha olib borilgan tadqiqotlarga shuni ko‘rsatadiki, inson kuniga o‘rtacha 6–10 mingta axborot signali qabul qiladi, ularning katta qismi raqamli platformalar va ijtimoiy tarmoq orqali uzatiladi.

Ijtimoiy tarmoqlardagi algoritmlar foydalanuvchilarning e’tiborini uzoqroq vaqt davomida ushlab turishga yo‘naltirilgani sababli, manipulyativ va emotsional kontent tezroq tarqaladi va natijada inson kun davomida qancha vaqt ijtimoiy tarmoqda vaqt o’tkazganligini sezmay qoladi. Virtual muhitda axborotning vizual va qisqa shaklda berilishi chuqur tahlil qilish qobiliyatini pasaytirishi, insonlarda jizzakilik, sabrsizlik kabi psixologik jarayonlarni kuzatilishi ilmiy jihatdan tasdiqlangan. Bu holatlar ma’naviy immunitet shakllanmagan shaxslarda:

axborotga ishonuvchanlik,

soxta qadriyatlarga moyillik,

ijtimoiy mas’uliyatning susayishi kabi salbiy oqibatlarni keltirib chiqaradi.

Bu borada jahondagi qator olimlar va tadqiqotchilar o’z ilmiy ishlarini olib borishgan jumladan; David Buckingham “Media savodxonlik” yo’nalishida “Raqamli axborot tahlili orqali tanqidiy fikrlashni rivojlantirish|” mavzusida, Art Silverblatt va hamkasblari “Media ta’limi” yo’nalishida “Mediya savodxonlikni mustaqil baholash va pedagogik yondashuvlar” mavzusida, Disinformation research jamoasi “Soxta axborotga qarshi ilmiy tadqiqotlar” mavzusida, Chen Xu va boshqalar “Kontent tarqalish modelini tahlil qilish” mavzusida, o’zbek milliy tadqiqotchilaridan Ravshan Nazarov “Ijtimoiy tarmoqlarda media savodxonlik”,

Hamdam T. Umarov “Ma’naviy immunitet metodologiyasi”, Mahsudaliyeva va Ubaydullayevalar esa o’z maqolasida yoshlarning internet va ijtimoiy tarmoqlarda ma’naviy immunitetini shakllantirish bilan bog‘liq muammolarni o‘rganishlar olib borishgan. Mazkur maqolalar raqamli muhitdagi axborot xavfsizligi, kritik fikrlash va media madaniyatini shakllantirishning ahamiyatini to’loqonli yoritib berishga qaratilgandir.

Natijalar va ularning tahlili

Ma’naviy immunitet tushunchasi va uning ahamiyati bugungi kundagi eng dolzarb ahamiyat kasb etib kelayotgan tushunchalardan biridir:

Immunitet (lot. Immunita - ozod bo’lish, qutilish) tibbiy tushuncha bo’lib, organizmning doimiy ichki muayyanligini saqlashi,o’zini turli ta’sirlardan, tashqi infeksiyalar kirib kelishidan himoya qilishga qodir reaksiyalar majmui hisoblanadi. Bugungi kunda biz ushbu tushunchani ilm-fanda falsafiy jihatdan ham qo’llay boshladik. Immunitet deganda tashqaridan boshqariladigan g’oyaga yoki sodir bo’layotgan voqea-hodisalarga qarshi himoya,oldini olish, unga qarshi kurashish ko’nikmasini hosil bo’lishini tushunishimiz mumkin.

Ma’naviy immunitet — bu insonning begona, zararli g‘oyalar, axborotlar va xatti-harakatlarga nisbatan mustahkam ichki qarshilik qobiliyatidir. U ijtimoiy ong, e’tiqod, milliy o’zlik, madaniyat va axloqiy qadriyatlar asosida shakllanadi. Shuningdek, muhtaram birinchi prezidentimiz I.A.Karimov aytganidek: “ma’lumki, har qanday kasallikning

oldini olish uchun, avvalo, inson tanasida ushbu kasallikka qarshi immunitetni yaratish zarur. Shuningdek, farzandlarimiz qalbida ularning g'oyaviy immunitetini mustahkamlash uchun Vatanga, boy tariximizga, ajdodlarimizning muqaddas diniga bo'lgan sog'lom munasabatini singdirishimiz kerak". Demak, ma'naviy immunitet - shaxslarning, ijtimoiy guruhlarning, millatning, jamiyatning turli zararli g'oyaviy ta'sirlardan himoya qilishga xizmat qiladigan g'oyaviy-nazariy va falsafiy qarashlar va qadriyatlar tizimidir.

Raqamli dunyoda bu immunitetni yo'qotish — insonni ma'naviy manipulyatsiyaga ochiq qiladi. Raqamli dunyo ta'siridagi xavf omillardan bir qanchalarini keltirib o'tadigan bo'lsam;

Ijtimoiy tarmoqlarda g'oyaviy manipulyatsiyalar, yolg'on axborotlar va "trend" orqali ong nazorati;

Virtual olamda qadriyatlar tizimining buzilishi;

Axborot iste'molining cheksizligi sababli e'tibor, tafakkur va mustaqil fikrlashning pasayishi;

Sun'iy intellekt va algoritmlar orqali inson fikrini boshqarish xavfi.

Shuni tan olib aytishimiz lozimki, raqamli dunyoda raqamli texnalogiyalar asta-sekin hayotimizning har bir jabhasiga kirib kelmoqda va ajralmas qismimizga aylanib bormoqda. Bugungi kunda hayotning barcha sohalarini, faoliyatini electron kompyuter, ijtimoiy tarmoq va avtomatlashtirilgan texnalogiyalarsiz tasavvur etib bo'lmaydi. Aloqa, kundalik xaridlar, mahsulot ishlab chiqarish, kompaniyalar va karxonalarning kunlik ish salohiyati va boshqa barcha jarayonlar raqamli muhitga o'tmoqda. Shu sababli, jahon iqtisodiyoti rivojlanishining yangi paradigmasida raqamli texnologiyalar ijtimoiy faravonlikning rivojlanish tendensiyalarini ko'rsatuvchi mezonga aylanmoqda. Albatta, bugun zamon shiddat bilan rivojlanib borayotgan bir davrda milliy va jahon taraqqiyotiga erishish uchun raqamli bilimlar va zamonaviy axborot texnalogiyalarini o'rganishimiz zamon talabidir. Zamon talabi deb har qanday ma'lumotlarni va axborotlarni qabul qilishimiz bu bizning ma'naviy immunitetimizning qay darajada mustahkam ekanligiga bog'liqdir.

Bugungi kunda ma'naviy immunitetni shakllantirishning asosiy omillari sifatida bir qancha vazifalarni o'z oldimizga maqsad qilib qo'yishimiz ham lozimdir. Jumladan,

Ta'lim-tarbiya tizimida raqamli madaniyatni shakllantirish:

O'quv dasturlariga "axborot gigiyenasi", "g'oyaviy tahlil madaniyati" kabi fanlarni kiritish.

Oilaviy muhit va milliy qadriyatlarni mustahkamlash:

Ota-onalarning raqamli savodxonligi, bolalar bilan birgalikda axborotdan ongli foydalanish.

Media savodxonlikni oshirish:

Yoshlarni ijtimoiy tarmoqlarda tanqidiy fikrlashga o'rgatish, soxta axborotni tahlil qilish ko'nikmalarini rivojlantirish.

Diniy-ma'naviy targ'ibotning zamonaviy shakllari:

Internet va mobil ilovalar orqali milliy-ma'naviy qadriyatlarni yoshlar ongiga zamonaviy uslubda singdirish.

Ijtimoiy muhitning qo'llab-quvvatlovi:

Blogerlar, OAV, ta'lim muassasalari va jamoatchilik o'rtasida ma'naviy immunitet mavzusida hamkorlikni kuchaytirish.

Mutaxassislarning fikricha, zamonaviy jamiyatda ijtimoiy tarmqolardan foydalanishning asosiy ustun jihati yoshlarda muloqot erkinligi hisoblandi. Bugun ijtimoiy, madaniy, iqtisodiy va siyosiy sohalarda ijtimoiy tarmoqlarning cheksiz-chegarasiz imkoniyatlardan foydala olmasak bu degani jamiyatning, insonlarning orqada qolishi demakdir.

Xo'sh ijtimoiy tarmoqlardan qanday foydalanish kerak? U yoshlar tafakkuri va faoliyatiga qanday ta'sir ko'rsatadi?

Shuni aytish mumkinki bugungi kunda yoshlarimizning, 10 yosh va undan katta aholining 92,8% internetdan foydalanadi, 2025-yil yanvar-avgustda esa umumiy internet foydalanuvchilari ulushi 94,2% ga yetgani aytilmoqda.

O'tkazilgan sotsiologik so'rovlar (2024-yil Toshkent viloyati talabalari o'rtasida o'tkazilgan 800 nafar respondent asosida) quyidagilarni ko'rsatdi:

67% talabalar raqamli axborot muhitida "ma'naviy tahdid" mavjudligini sezadi;

54% respondent o'zini "virtual muhit ta'siriga tez beriluvchi" deb hisoblaydi;

78% yoshlar esa ma'naviy immunitetni kuchaytirish uchun "media savodxonlik darslari" joriy etilishini zarur deb biladi.

Bu natijalar raqamli madaniyatni shakllantirish, tanqidiy fikrlashni rivojlantirish va ma'naviy mustahkamlikni oshirishga qaratilgan chora-tadbirlar dolzarbligini tasdiqlaydi. Shu o'rinda ayrim amaliy tavsiyalarni berib o'tishni lozim topdim, ya'ni Oliy ta'lim tizimi uchun "Raqamli ma'naviyat asoslari" fanini joriy etish hamda har bir universitetda "Ma'naviy immunitet klubi" tashkil etish.

Maktab va oilalar uchun: Ota-onalar uchun "Raqamli ota-ona" treninglarini yo'lga qo'yish; Bolalarda axborot gigiyenasi ko'nikmalarini shakllantirish bo'yicha dars modullarini ishlab chiqish.

Axborot siyosati doirasida: Milliy blogosfera va OAVda ma'naviy qadriyatlarni targ'ib qiluvchi kontentlar sonini oshirish;

Ijtimoiy tarmoqlarda "Ma'naviy immunitet haftaligi" kabi aksiyalar o'tkazish.

Tadqiqot sohasida: “Raqamli g‘oyaviy tahdidlar xaritasi”ni ishlab chiqish va muntazam yangilab borish; Raqamli axborot muhitining yoshlar ongiga ta’sirini o‘rganish bo‘yicha psixologik tadqiqotlar olib borish.

XULOSA

Raqamli dunyo inson hayotining ajralmas qismiga aylanar ekan, ma’naviy immunitetni shakllantirish masalasi milliy xavfsizlik va ijtimoiy barqarorlik bilan bevosita bog‘liq bo‘lib qolmoqda. Raqamli dunyo insoniyatga qulayliklar bilan birga,ma’naviy xavf va sinovlarni olib keldi. Shu bois har bir fuqaroning, ayniqsa yosh avlodning raqamli madaniyat asosida ma’naviy imminitet shakllantirish -milliy xavfsizlikning ajralmas qismidir.

Ma’naviy immunitet - bu insonni virtual olamda o’zligini yo’qotmaslik,mustaqil fikrlash va ezgulikka sodiq qolish kuchidir.

Ma’naviy immunitet — bu insonni soxta g‘oyalardan, manipulyativ axborotlardan, begona madaniy oqimlardan himoya qiluvchi ichki qalqondir.

Uni mustahkamlash uchun raqamli madaniyat, axborot gigiyenasi, oilaviy tarbiya, ma’rifatli ta’lim va davlat siyosati uzviy holda ishlashi zarur.

Yoshlarning ma’naviy immuniteti qanchalik kuchli bo‘lsa, jamiyatning axborot xurujlariga qarshi turish qobiliyati shunchalik mustahkam bo‘ladi.

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O‘ZBEKISTONDA ELEKTRON HUKUMAT TIZIMINING IJTIMOIY-FALSAFIY TAHLILI VA ISTIQBOLLARI

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Annotatsiya: *Mazkur tadqiqotda O‘zbekistonda elektron hukumat tizimining huquqiy va institutsional asoslari kompleks tahlil qilinadi. Normativ-huquqiy hujjatlar, davlat dasturlari va rasmiy manbalar asosida uning shakllanishi, rivojlanish bosqichlari hamda davlat boshqaruvidagi o‘rni yoritilgan. Natijalar elektron hukumat tizimi davlat boshqaruvida ochiqlik va shaffoflikni ta’minlash, xizmatlar sifatini oshirish hamda fuqarolar ishtirokini kengaytirishda muhim omil ekanini ko‘rsatadi. Shuningdek, tizimni “raqamli hukumat” modeliga transformatsiya qilish istiqbollari ilmiy asosda bayon etiladi.*

Kalit so‘zlar: *elektron hukumat, raqamli transformatsiya, davlat boshqaruvi, huquqiy-institutsional asoslar, davlat xizmatlari, shaffoflik, raqamli infratuzilma, fuqarolar ishtiroki, raqamli xizmatlar, raqamli hukumat*

ЭЛЕКТРОННОЕ ПРАВИТЕЛЬСТВО В УЗБЕКИСТАНЕ: СОЦИАЛЬНО-ФИЛОСОФСКИЙ АНАЛИЗ И ПЕРСПЕКТИВЫ

Аннотация: *В данном исследовании проводится комплексный анализ правовых и институциональных основ системы электронного правительства в Узбекистане. На основе нормативно-правовых актов, государственных программ и официальных источников рассматриваются этапы его формирования и развития, а также роль в системе государственного управления. Результаты показывают, что система электронного правительства является важным фактором обеспечения открытости и прозрачности государственного управления, повышения качества услуг и расширения участия граждан. Также научно обосновываются перспективы трансформации системы в модель «цифрового правительства».*

Ключевые слова: *электронное правительство, цифровая трансформация, государственное управление, правовые и институциональные основы, государственные услуги, прозрачность, цифровая инфраструктура, участие граждан, цифровые услуги, цифровое правительство*

ELECTRONIC GOVERNMENT IN UZBEKISTAN: SOCIO-PHILOSOPHICAL ANALYSIS AND PERSPECTIVES

Abstract: *This study provides a comprehensive analysis of the legal and institutional foundations of the electronic government system in Uzbekistan. Based on normative legal acts, state programs, and official sources, the stages of its formation and development, as well as its role in the public administration system, are examined. The results show that the electronic government system is an important factor in ensuring openness and transparency in public administration, improving the quality of services, and expanding citizen participation. The study also provides a scientifically grounded discussion of the prospects for transforming the system into a “digital government” model.*

Keywords: *electronic government, digital transformation, public administration, legal and institutional framework, public services, transparency, digital infrastructure, citizen participation, digital services, digital government*

Kirish

Raqamli transformatsiya sharoitida davlat boshqaruvini modernizatsiya qilish va uning samaradorligi hamda shaffofligini oshirish dolzarb vazifalardan biri hisoblanadi. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi elektron hukumatni zamonaviy boshqaruv tizimining muhim institutsional mexanizmiga aylantirmoqda. O‘zbekistonda elektron hukumat tizimini rivojlantirish bo‘yicha izchil islohotlar amalga oshirilib, uning huquqiy va institutsional asoslari mustahkamlanmoqda. Mazkur tadqiqot elektron hukumat tizimining shakllanishi, rivojlanishi va davlat boshqaruvidagi o‘rnini ilmiy jihatdan tahlil qilishga qaratilgan.

Tadqiqot metodologiyasi

Mazkur tadqiqotda O‘zbekistonda elektron hukumat tizimining huquqiy va institutsional asoslarini o‘rganishda tizimli, institutsional va qiyosiy yondashuvlar qo‘llanildi. Elektron hukumatning shakllanishi va rivojlanish bosqichlari hamda uning davlat boshqaruvidagi o‘rni va funksional ahamiyati tahlil qilindi. Tadqiqotning empirik bazasini normativ-huquqiy hujjatlar, davlat dasturlari, strategik konsepsiyalar va rasmiy statistik ma’lumotlar tashkil etadi. Shuningdek, xalqaro tashkilotlar ma’lumotlari va elektron hukumat bo‘yicha reyting ko‘rsatkichlari qiyosiy tahlil asosida o‘rganildi. Metodologik jihatdan tizimli tahlil, strukturaviy-funksional yondashuv, induksiya va deduksiya usullari qo‘llanilib, elektron hukumat tizimining institutsional rivojlanishi va boshqaruv jarayonlariga ta’siri ilmiy asosda yoritildi.

Muhokama

Bugun O‘zbekistonda elektron hukumatni rivojlantirishning huquqiy va institutsional asoslarining yaratilishi, ularni izchil takomillashtirilishi va keng joriy etilishi davlat organlari faoliyatining ochiqligi va shaffofligini ta’minlash, fuqarolarning o‘z manfaatlariga daxldor boshqaruv qarorlarini qabul qilish jarayonidagi ishtirokini kengaytirib, davlat va jamiyat o‘rtasidagi o‘zaro munosabatlarni sifat jihatidan yangi bosqichga olib chiqishga xizmat qilmoqda.

Axborot texnologiyalarining jadal rivojlanishi jamiyatda kechayotgan ijtimoiy-iqtisodiy jarayonlarga ijobiy ta’sir ko‘rsatib, islohotlar samaradorligini oshirish, aholi manfaatlarini ta’minlash va yangi imkoniyatlarni yuzaga chiqarishga xizmat qilmoqda. Davlatimiz rahbari Shavkat Mirziyoyev, ta’kidlaganidek “Bugungi sharoitda eng ilg‘or axborot-kommunikatsiya texnologiyalarini keng joriy etish ustuvor ahamiyat kasb etmoqda. Bu sohada qabul qilingan Milliy dasturga muvofiq, telekommunikatsiya texnologiyalarini, aloqa tizimlari va infratuzilmasini yanada rivojlantirish, informatsion tizimlar komplekslari va “Elektron hukumat” axborot bazasini shakllantirishimiz kerak”[1]. Shu jihatdan, Shavkat Mirziyoyev tomonidan ilgari surilgan ilg‘or AKTni keng joriy etish, infratuzilmani rivojlantirish va elektron hukumatni takomillashtirish yo‘nalishlari dolzarb ahamiyat kasb etadi.

O‘zbekiston Respublikasining 2015-yil 9-dekabrdagi “Elektron hukumat to‘g‘risida”gi qonunida esa, elektron hukumatga aniq huquqiy ta’rif berilgan bo‘lib, unga ko‘ra, “elektron hukumat - davlat organlarining jismoniy va yuridik shaxslarga axborot-kommunikatsiya texnologiyalarini qo‘llash yo‘li bilan davlat xizmatlari ko‘rsatishga doir faoliyatini, shuningdek idoralararo elektron hamkorlik qilishni ta’minlashga qaratilgan tashkiliy-huquqiy chora-tadbirlar va texnik vositalar tizimi”[2] nazarda tutilgan.

Mazkur yondashuvlar elektron hukumatni nafaqat texnologik yangilik, balki davlat boshqaruvining zamonaviy, kompleks va institutsional jihatdan rivojlangan modeli sifatida talqin etish imkonini beradi. Shu nuqtai nazardan, bugungi kunda “elektron hukumat” tushunchasi zamonaviy davlat boshqaruvi tizimining ajralmas tarkibiy qismiga aylanib bormoqda. Jahon tajribasi shuni ko‘rsatadiki, mazkur tizim bosqichma-bosqich jamiyat hayotining barcha sohalarini qamrab olmoqda.

Ta’kidlash joizki, “elektron hukumat” tushunchasini an’anaviy hukumat faoliyati bilan aynanlashtirish to‘g‘ri emas. Mohiyatan, ushbu tizim davlat boshqaruvi jarayonlarini raqamlashtirish, ma’muriy tartib-taomillarni avtomatlashtirish, davlat xizmatlarini ko‘rsatishda tezkorlik, qulaylik va shaffoflikni ta’minlash orqali boshqaruv samaradorligini oshirishga, byurokratik to‘siqlar hamda ortiqcha xarajatlarni qisqartirishga xizmat qiladi.

Dastlab, elektron hukumat konsepsiyasi XX asrning 1990-yillari boshlarida shakllanib, uning vujudga kelishi internet texnologiyalarining jadal rivojlanishi bilan chambarchas bog‘liqdir. Mazkur davrdan boshlab dunyoning ko‘plab mamlakatlarida davlat organlari axborot-kommunikatsiya texnologiyalaridan nafaqat axborot almashish vositasi sifatida, balki davlat boshqaruvi samaradorligini oshirishga xizmat qiluvchi muhim mexanizm sifatida faol foydalana boshlandi.

2024-yil ma’lumotlariga ko‘ra, BMTning Iqtisodiy va ijtimoiy masalalar departamenti (United Nations Department of Economic and Social Affairs) tomonidan tuzilgan reytingda Daniya, Estoniya va Singapur yetakchi o‘rinlarni egallagan. Birlashgan Millatlar Tashkilotining UN E-Government Knowledgebase ma’lumotlariga ko‘ra, O‘zbekiston elektron hukumatni rivojlantirish darajasini baholovchi E-Government Development Index (EGDI) bo‘yicha O‘zbekistonning ko‘rsatkichi 0.7999 ni tashkil etib, bu natija bilan mamlakat 193 ta davlat orasida 63-o‘rinni egallagan. Shuningdek, fuqarolarning davlat boshqaruvida ishtirokini ifodalovchi E-Participation Index (EPI) ko‘rsatkichi 0.6986 ga teng bo‘lib, O‘zbekiston ushbu reytingda 193 ta davlat ichida 53-o‘rinni qayd etgan[3].

Mazkur ko‘rsatkichlar mamlakatda elektron hukumat tizimi va raqamli davlat xizmatlari izchil rivojlanib borayotganini hamda O‘zbekistonning xalqaro reytinglardagi o‘rni mustahkamlanib borayotganini yaqqol namoyon etadi.

Shu tariqa, elektron hukumat konsepsiyasi o‘zining shakllanish bosqichidan boshlab bugungi kunga qadar evolyutsion rivojlanish yo‘lini bosib o‘tib, zamonaviy davlat boshqaruvining muhim va ajralmas elementi sifatida qaror topdi.

Bugun buning amaliy samaradorligi elektron hukumatning yagona portali (EPIGU) orqali taqdim etilayotgan davlat xizmatlari soni 760 taga yetgani, shuningdek, yagona identifikatsiya tizimi - “id.egov.uz” platformasi

foydalanuvchilari sonining 11 million 998 ming nafarga yetgani raqamli xizmatlarga bo‘lgan talabning izchil ortib borayotganini hamda aholining raqamli tizimlarga faol integratsiyalashayotganini yaqqol ko‘rsatib turibdi[4].

O‘zbekistonda elektron hukumat tizimini rivojlantirish jarayonida qator yirik loyihalar va axborot tizimlari joriy etilib, mazkur sohaning huquqiy hamda institutsional asoslari izchil mustahkamlanmoqda. Ayniqsa, fuqarolar va tadbirkorlik subyektlariga davlat xizmatlarini qulay, tezkor va shaffof tarzda taqdim etish maqsadida Yagona interaktiv davlat xizmatlari portali (my.gov.uz), davlat organlari faoliyatining ochiqligini ta’minlash uchun Ochiq ma’lumotlar portali (data.egov.uz) hamda normativ-huquqiy hujjatlar loyihalarini jamoatchilik muhokamasidan o‘tkazish uchun regulation.gov.uz platformasi faoliyati fikrimizning yorqin isbotidir[5].

Hozirgi kunda tadbirkorlik faoliyatini soddalashtirish va tartibga solishni optimallashtirish maqsadida “Litsenziya” axborot tizimlari kompleksi (license.gov.uz) va davlat xizmatlarini “bir darcha” tamoyili asosida ko‘rsatishni avtomatlashtiruvchi “Yagona darcha” markazlari axborot tizimi (birdarcha.uz) amaliyotga tatbiq etilganligi ham diqqatga sazovordir. Davlat boshqaruvining turli sohalarini raqamlashtirish doirasida “Kliring”, “Xarid”, “Byudjet”, “Bojxona”, “Adliya”, “Sog‘liqni saqlash”, “Ta’lim”, “Kommunal”, “Nafaqa” va boshqa axborot tizimlari komplekslari joriy etilib, ular orqali boshqaruv jarayonlarining samaradorligi, tezkorligi va shaffofligi sezilarli darajada oshishiga xizmat qilmoqda.

Bugun mamlakatimizda elektron hukumat tizimini joriy etish va rivojlantirishda O‘zbekiston Respublikasi Vazirlar Mahkamasi ushbu sohada yagona davlat siyosatini amalga oshirilishini ta’minlab kelmoqda. Axborot texnologiyalari va kommunikatsiyalarini rivojlantirish vazirligi esa elektron hukumat sohasidagi vakolatli organ sifatida davlat siyosatini amalga oshirish va muvofiqlashtirish vazifasini bajarmoqda.

Umuman olganda, electron hukumat sohasida amalga oshirilgan yirik loyihalar, joriy etilgan zamonaviy axborot tizimlari va qabul qilingan normativ-huquqiy hujjatlar O‘zbekistonda elektron hukumatni rivojlantirishning puxta huquqiy-institutsional asoslari shakllanganini ko‘rsatadi.

Bugungi kunda mamlakatimizda elektron identifikatsiyalash hamda axborot almashishning markazlashtirilgan tizimini shakllantirish va takomillashtirish yo‘nalishida “O‘zbekiston - 2030” strategiyasida bir qator ustuvor va istiqbolli vazifalar belgilab berilgan. Ularning eng dolzarblari sifatida quyidagilarni keltirishimiz mumkin:

- BMTning Elektron hukumat reytingida top-30 talikka kirishga erishish;
- mahallalarda aholi bilan ishlashga qaratilgan jarayonlarni 100 foiz raqamlashtirib, har bir mahallada “elektron xizmat nuqtalari”ni ishga tushirish;
- elektron shaklda ko‘rsatiladigan davlat xizmatlari ulushini 100 foizgacha yetkazish;
- faqat Yagona interaktiv davlat xizmatlari portali orqali ko‘rsatiladigan xizmatlar ulushini 50 foizgacha yetkazish;
- davlat xizmatlarini “3 qadam”, “foydalanuvchi uchun moslashtirilgan”, “barchasi bir mobil ilovada” tamoyillari asosida raqamlashtirish;
- “Elektron hukumat” tizimining yangi bosqichi - “Raqamli hukumat” tizimiga o‘tilib, barcha hujjatlar va munosabatlarning raqamli shaklda bo‘lishini ta’minlash;
- fuqarolarning davlat xizmatlaridan foydalanishi uchun murojaat qilishida ariza yozish, turli shakllarni to‘ldirish kabi ortiqcha formal tartiblarni bekor qilish, davlat idoralari zarur hujjatlarni elektron bazadan o‘zi oladigan tizim yaratish;
- davlat boshqaruvida mavjud bo‘lgan 5 mingga yaqin funksiyani amalga oshirish jarayonlarini 100 foiz raqamlashtirish;
- majburiy talablar yagona elektron reyestriga kiritilgan majburiy talablarni kamida 20 foizga kamaytirish;
- parlament va uning organlari ish jarayonlarini raqamli transformatsiya qilish, shu jumladan ular tomonidan qarorlar qabul qilish va e’lon qilish jarayonlarini 100 foiz raqamlashtirish;
- saylovchilar bilan elektron muloqot qilish, deputat so‘rovini elektron tarzda yuborish va nazorat qilish imkoniyatini ta’minlash;
- davlat organlari va tashkilotlarida murojaatlarni qog‘oz shaklida ro‘yxatga olish amaliyotini bekor qilish;
- barcha davlat organlari va tashkilotlari hamda ularning hududiy bo‘linmalariga elektron shaklda, shu jumladan tegishli mobil ilova orqali murojaat qilish imkoniyatini yaratish[6].

Albatta, yuqorida keltirilgan elektron hukumatni rivojlantirishning istiqbollari mamlakatimizda zamonaviy davlat boshqaruvini tubdan yangilash, uni raqamli texnologiyalar asosida qayta qurish, fuqarolarga xizmat qiluvchi samarali va shaffof tizimni shakllantirishga xizmat qilishi shubhasiz.

Bugungi axboratlashtirish va raqamli transformatsiya sharoitida davlat boshqaruvida tezkorlik, aniqlik va ochiqlik asosiy mezonlarga aylanib borar ekan, elektron hukumat ushbu talablarga javob beruvchi muhim vosita sifatida namoyon bo‘lmoqda. Shu nuqtayi nazardan, Shavkat Mirziyoyev tomonidan 2025-yil 27-dekabr Oliy Majlis va O‘zbekiston xalqiga Murojaatnomasida ta’kidlanganidek, “2026-yildan boshlab Elektron hukumat platformasi tubdan

yangilanadi. Endi barcha davlat idoralarining 1 mingdan ziyod davlat xizmatlari; 5 mingdan ortiq funksiya va vazifalari; 200 ta ma'lumot bazasi va axborot tizimi; 100 mingdan ziyod davlat xizmatchisining mahalla, tuman, viloyat, respublika darajasidagi vakolatlari Yagona raqamli platformaga integratsiya qilinadi. Platformaga kelib tushgan murojaatlar, ularni ijrochilarga taqsimlash va ko'rib chiqish muddatini nazorat qilish sun'iy intellekt orqali amalga oshiriladi. Sodda qilib aytganda, mahalladan tortib respublika darajasida hal bo'ladigan har bir masalaning ijrochisi, muddati, resursi bir joyda ko'rinib turadi.

Eng muhimi, davlat xizmatlarini ko'rsatishda inson omilisiz, korrupsiya va ortiqcha byurokratiyadan xoli ekotizim yaratamiz. Davlat xizmatlarini proaktiv va jamlanma shaklda ko'rsatish tizimini rivojlantiramiz" ta'kidlaydi[7].

Bizningcha, Prezidentimiz Shavkat Mirziyoyevning elektron hukumat tizimini takomillashtirish sohasida bildirgan yuqoridagi fikrlarini amaliyotga samarali tatbiq etilishi:

birinchidan, davlat qarorlarining ochiqligi va hisobdorligi ta'minlanib, korrupsiya kamayashiga;

ikkinchidan, qonunlar, me'yoriy hujjatlar va statistik ma'lumotlardan erkin foydalanish imkoniyatining kengayishiga;

uchinchidan, fuqarolik jamiyati institutlarining davlat hayotidagi ishtiroki kuchayishiga;

to'rtinchidan, kichik va o'rta biznesning vaqt, yo'l va boshqa xarajatlari qisqarishiga;

beshinchidan, fuqarolarning davlat organlariga murojaat qilish jarayoni osonlashadi va ularni ko'rib chiqish avtomatik nazorat qilinishiga;

oltinchidan, ortiqcha hujjatlar kamaytirilib, byurokratik to'siqlar bartaraf etilishiga;

yettinchidan, davlat xizmatlari tezkor va samarali mexanizmlar asosida ko'rsatilishiga xizmat qiladi.

Xulosa

O'zbekistonda elektron hukumat tizimini shakllantirish va rivojlantirish jarayoni izchil amalga oshirilayotgan kompleks islohotlar natijasida bugungi kunda davlat boshqaruvining ochiqligi, shaffofligi va samaradorligini ta'minlovchi muhim institutsional mexanizmga aylangan. Mazkur yo'nalishda yaratilgan huquqiy baza, institutsional tuzilmalar hamda keng ko'lamda joriy etilgan raqamli platformalar davlat xizmatlarini yangi sifat bosqichiga olib chiqishda muhim ahamiyat kasb etmoqda. Tadqiqot natijalari elektron hukumat tizimi fuqarolarga qulay va tezkor xizmat ko'rsatish, byurokratik to'siqlarni kamaytirish, idoralararo hamkorlikni takomillashtirish hamda boshqaruv jarayonlarining samaradorligini oshirishda muhim rol o'ynayotganini ko'rsatadi. Shu bilan birga, tizimning bosqichma-bosqich rivojlanib borishi raqamli iqtisodiyot va raqamli jamiyat shakllanishi bilan uzviy bog'liq ekanini tasdiqlaydi. Kelgusida elektron hukumat tizimini yanada takomillashtirish "raqamli hukumat" modeliga o'tish, sun'iy intellekt, katta ma'lumotlar va integratsiyalashgan platformalar asosida boshqaruvni optimallashtirish bilan bevosita bog'liq bo'lib, bu davlat va jamiyat o'rtasidagi o'zaro munosabatlarni sifat jihatidan yangi bosqichga olib chiqadi hamda xizmat ko'rsatishning proaktiv va inson omilisiz modelini shakllantirishga xizmat qiladi.

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SHAXS MA'NAVIY QIYOFASINI SHAKLLANTIRISHDA HAQIQAT VA ADOLAT TUSHUNCHASINING AHAMIYATI

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Annotatsiya. *Maqolada shaxs ma'naviy qiyofasini shakllantirishda va jamiyat hayotida yuksak ma'naviyatni qaror toptirishda haqiqat va adolat tushunchalarining ahamiyati hamda zarurati, shuningdek, haqiqatning ma'naviy mazmuni to'g'risida fikr yuritilgan. Bundan tashqari, haqiqat va adolatning ijtimoiy ongni shakllantirishdagi o'rni hamda ularning yoshlar tarbiyasidagi tarbiyaviy-ta'sirchan jihatlari ilmiy jihatdan tahlil qilingan. Shuningdek, maqolada ushbu qadriyatlarning jamiyat barqarorligi va ma'naviy rivojlanish jarayonlaridagi o'zaro bog'liqligi ham yoritib berilgan.*

Kalit so'zlar: *ma'naviyat, qadriyat, poklanish, ruhiyat, haqiqat, adolat, vijdon, oila, millat, jamiyat.*

ЗНАЧЕНИЕ ПОНЯТИЙ ИСТИНЫ И СПРАВЕДЛИВОСТИ В ФОРМИРОВАНИИ ДУХОВНОГО ОБЛИКА ЛИЧНОСТИ

Аннотация. *В статье рассматривается значение и необходимость понятий истины и справедливости в формировании духовного облика личности и утверждении высокой духовности в жизни общества, а также духовное содержание истины. Кроме того, научно анализируется роль истины и справедливости в формировании общественного сознания и их воспитательное воздействие в процессе воспитания молодежи. Также в статье освещается взаимосвязь этих ценностей с процессами общественной стабильности и духовного развития.*

Ключевые слова: *духовность, ценность, очищение, психика, истина, справедливость, совесть, семья, нация, общество.*

THE IMPORTANCE OF THE CONCEPTS OF TRUTH AND JUSTICE IN SHAPING AN INDIVIDUAL'S SPIRITUAL IDENTITY

Abstract. *The article discusses the importance and necessity of the concepts of truth and justice in shaping an individual's spiritual identity and establishing high spirituality in society, as well as the spiritual essence of truth. In addition, the role of truth and justice in forming public consciousness and their educational impact in the upbringing of youth are scientifically analyzed. The article also highlights the interconnection of these values with social stability and processes of spiritual development.*

Key words: *spirituality, value, purification, psyche, truth, justice, conscience, family, nation, society.*

Kirish.

Ma'naviyat keng qamrovli tushuncha bo'lib, insonlarning o'zaro munosabatlari, ularning hayotiy tajribalari davomida shakllangan va rivojlanadigan qadriyatlar tizimi hisoblanadi. Birinchi Prezidentimiz Islom Karimov o'zining "Yuksak ma'naviyat - yengilmas kuch" asarida insonni inson qiladigan, uning ongi va ruhiyati bilan chambarchas bog'langan bu tushuncha har qaysi odam, jamiyat, millat va xalq hayotida hech narsa bilan o'lchab bo'lmaydigan ulkan ahamiyatga ega ekanligini alohida ta'kidlab: "Ma'naviyat – insonni ruhan poklanish, qalban ulg'ayishiga chorlaydigan, odamning ichki dunyosini, irodasini baquvvat, iymon-e'tiqodini butun qiladigan, vijdonini uyg'otadigan beqiyos kuch, uning barcha qarashlar mezonidir", deb e'tirof etgan edi. Darhaqiqat, ma'naviyat insonning qon-qoniga yillar davomida ona suti, oila tarbiyasi, ajdodlar o'giti, Vatan tuyg'usi, bu hayotning ba'zida achchiq, ba'zida quvonchli saboqlari bilan qatra-qatra singib boradi. Umuman olganda insoniyat tarixi ma'naviyat - insonning, xalqning, jamiyat va davlatning buyuk boyligi va kuch-qudrat manbai ekanini, bu hayotda ma'naviyatsiz hech qachon odamiylik va mehr-oqibat, baxt va saodat bo'lmasligini yaqqol tasdiqlaydi. Yer yuzida qancha inson, qancha taqdir bo'lsa, har birining o'z ma'naviy olami bor[1].

Adabiyotlar tahlili.

Ushbu mavzuni yoritishda ma’naviyat, haqiqat va adolat tushunchalarining falsafiy va ijtimoiy asoslarini ochib beruvchi ilmiy manbalar katta ahamiyatga ega. Xususan, I.A.Karimovning “Yuksak ma’naviyat – yengilmas kuch” asarida ma’naviyat jamiyat taraqqiyotida hal qiluvchi omil sifatida talqin qilinadi. Muallif ma’naviy yuksalish insonning ichki dunyosini, axloqiy qarashlarini va ijtimoiy mas’uliyatini shakllantiruvchi asosiy kuch ekanligini ta’kidlaydi va ma’naviyatni milliy taraqqiyot va barqarorlikning poydevori sifatida asoslaydi. Bu yondashuv haqiqat va adolat tushunchalarining insonning ma’naviy o’ziga xosligini shakllantirishdagi ahamiyatini ilmiy asoslashga xizmat qiladi[1].

V.S.Solovyovning “Философские начала цельного знания” asarida falsafiy nuqtai nazardan, haqiqat, bilim va axloqiy tamoyillar chuqur tahlil qilinadi. U haqiqatni nafaqat mantiqiy kategoriya, balki insonning ma’naviy rivojlanishi bilan bog’liq yaxlit falsafiy tushuncha sifatida ham talqin qiladi. Solovyovning fikricha, haqiqiy bilim va adolat ichki uyg’unlik va ma’naviy yetuklikni ta’minlovchi asosiy omillardir. Bu insonning ma’naviy qiyofasini shakllantirishda haqiqat va adolatning falsafiy mazmunini yanada chuqurroq tushunishga yordam beradi[6].

Tadqiqot metodologiyasi.

Shaxs ma’naviy qiyofasini shakllantirishda haqiqat va adolat tushunchasining ahamiyatini yoritib berishga qaratilgan ushbu maqolada ilmiy tadqiqotning analogik tahlil, analiz va sintez kabi metodlaridan samarali foydalanildi.

Tahlillar va natijalar.

Mustaqilligimizning dastlabki yillaridayoq O’zbekistonda birinchi Prezidentimiz I.A.Karimov tomonidan “Islohotlar islohot uchun emas, islohot inson uchun” tamoyili ilgari surildi va u izchillik bilan amalga oshirildi. Har qanday islohot, yangilanishlar eng avvalo inson ongi va tafakkuri, qalbi va tuyg’ulari orqali amalga oshirilmog’i hamda kishilik jamiyatining ma’naviy qiyofasini shakllantirishda haqiqat va adolat tushunchasining falsafiy ma’nosini anglamog’i lozim. Buning uchun dastlab odamlarni islohotlarga tayyorlash, ularga butun imkoniyatlarini ro’yobga chiqarish uchun sharoit yaratish zarur. Bu o’z navbatida ma’naviy va axloqiy negizlarga tayanish, jamiyatni erkinlashtirish, demokratik tamoyillarni chuqurlashtirishni taqozo etadi. Bir so’z bilan aytganda, jamiyatda ma’naviy hayotni haqiqat va adolat mezonlari orqali barpo etishdan avval, ma’naviyatning o’zini anglash, uning kishilik jamiyatidagi o’rni va ahamiyatini belgilab olish muhim hisoblanadi[2].

Insonning yuksak ma’naviy olamini qaror toptirish uchun haqiqat mezonini to’g’ri tushunish va anglash lozim. Chunki haqiqat bo’lib turgan voqelik, amalga oshayotgan jarayon, mavjudlikning muhim tomonini aks ettiradigan hodisadir. U yuksak ma’naviy tushuncha sifatida bilish davomida erishiladigan maqsadni, shu maqsadda namoyon bo’ladigan ma’no-mazmunni ifodalaydi. Ya’ni haqiqat mutloq to’g’rilikni, bilimning olamga aynanligini, aniqlik va haqiqiylikni anglatadi.

Shuningdek, haqiqat – yolg’onning aksi, to’g’rilik, adolatli, aniq ravshan bo’lgan narsa va hodisalardir. Haqiqat ko’proq aql va tafakkurga tegishli bo’lsa, to’g’rilik, ezgulik va yaxshilik ma’naviyatga taalluqlidir. Aslini olganda, “haqiqat” tushunchasi keng ma’noda obyektiv haqiqatni ham, axloqiy haqlikni ham, aniq, to’g’ri natijani ham o’zida qamrab olgan. Haqiqatni topish, unga erishishga intilish va anglash, uni insonlar o’rtasida qaror toptirish ilm-fanning, ma’naviyat va axloqning muhim vazifasi hisoblanadi. Haqiqatni bilish, uni anglash, to’g’ri natijaga erishish insonni ma’nan boyitadi, unga amaliy faoliyati davomida aniqroq harakat qilishga yordam beradi[3].

Haqiqatning ma’naviy mazmuni “haqgo’ylik”, “to’g’ri” “adolat”, “odillik” atamalari orqali va uning ziddi “haqsizlik”, “yolg’on” kabi tushunchalar bilan ifodalanadi. Yolg’on haqiqatning oddiygina ziddi emas. Yolg’on gapirayotgan kimsa, go’yoki inson va uning erki va ozodligiga xalaqit berayotgan, uni voqelik to’g’risidagi cheklangan bilimlarga yo’llayotgan odamga o’xshaydi. Zero, haqiqatni buzish va yashirish, to’g’rini noto’g’ri deyish hamisha qalloblikka, haqsizlikka xizmat qilgan. Haqiqatni hurmat qilmaslik, unga nisbatan befarqlik jamiyatga, odamlarga nisbatan hurmatsizlik, hayot hodisalari va ular mazmuniga loqaydlikni keltirib chiqaradi. Haqiqatni bilmaslik xato bo’lsa, u bilan hisoblashmaslik johillikka, o’ziga bino qo’yishga olib kelishi mumkin. Bu esa, jamiyatning ma’naviy barqarorligiga putur yetkazadi[4].

Ma’lumki, bugun dunyoda keskin kurash va raqobat hukm surmoqda, manfaatlar to’qnashuvi kuchaymoqda. Globallashuv jarayonlari insoniyat uchun beqiyos yangi imkoniyatlar bilan birga kutilmagan muammolarni ham keltirib chiqarmoqda. Milliy o’zlik va ma’naviy qadriyatlarga qarshi tahdid va xatarlar tobora ortmoqda. Faqat o’zini o’ylash, mehnatga, oilaga yengil qarash, iste’molchilik kayfiyati turli yo’llar bilan odamlar, ayniqsa, yoshlar ongiga ustamonlik bilan singdirilyapti[2]. Bu esa yoshlar dunyoqarashiga, ularning ma’naviy olamiga salbiy ta’sir o’tkazmoqda.

Ma’naviyatning inson, oila, millat va jamiyat hayotidagi o’rni nihoyatda kattadir. U o’zining ahamiyati va salohiyati jihatdan jamiyatdagi iqtisodiy va ijtimoiy-siyosiy omillarning asosini ham tashkil qiladi. Tarixiy taraqqiyotning achchiq tajribasidan ma’lumki, och insonni to’ydirish, yalang’och insonni kiyintirish mumkin, ammo, bir avlod umri davomida ma’naviy qashshoqlikdan qutulishi murakkab muammo hisoblanadi. Chunki insonning ichki botiniy kuchi uning xatti-harakatlarini, maqsadlarini belgilab beradi. Shu jihatdan qaraganda, bugun inson, “inson-jamiyat” muammosini hal qilish, butun insoniyatni “insoniylashtirish”, millatni insoniyatning ulkan qadriyatiga aylantirish,

jamiyatning iqtisodiy, ijtimoiy-siyosiy sohalarida mavjud bo'lgan muammolarni oqilona hal etishda ma'naviyatga tayanish va haqiqatni anglash, bilish orqali erishish mumkin bo'ladi[3].

Haqiqatning shaxs yuksak ma'naviyatini shakllantirishdagi ahamiyatini quyidagi omillar orqali izohlashimiz mumkin:

Birinchidan, yuksak ma'naviyatni shakllantirishda avvalo haqiqat orqali odamlarning dunyoqarashini va tafakkurini boshqarish emas, balki, uni yangi ma'no va mazmun bilan to'ldirish, boyitish, birinchi navbatda, odamlar dunyoqarashi va tafakkurining voqelikka nisbatan to'g'ri munosabat bildirish imkonini beradi.

Ikkinchidan, haqiqat bilish va tushunish orqali kishilarda voqea va hodisalarning real holatini anglash, tabiat va jamiyatda kuzatiladigan ijtimoiy, siyosiy va iqtisodiy jarayonlarga ongli munosabatda bo'lish hamda baholash qobiliyati shakllanadi.

Uchinchidan, haqiqat "ommaviy madaniyat"ni niqob qilib olgan aksilmadaniyatga, uning didsizligi va axloqsizligiga, insonni haqoratlovchi, tubanlashtiruvchi yashirin tahdidlarga qarshi kurashishida kuchli immunitetni hosil qiladi.

To'rtinchidan, haqiqatni bilmaslik va tushunmaslik natijasida qadriyatlarimizga yot g'oyalar, milliy va insoniy qadriyatlarga zid, axloqsizlik va ma'naviyatsizlik avj oladi. Yot g'oyalarni yoshlar ongiga singdirishga urinayotgan, qabih maqsadlariga yetish uchun harakat qilayotgan kuchlarga, axloqsizlikka, ma'naviyatsizlikka undovchi vosita va usullarga qarshi kurashishda haqiqatni yolg'ondan ajratish lozim[5].

Xulosa.

Xulosa o'rnida aytish mumkinki, jamiyat va davlat barqarorligining eng muhim omillaridan biri, tabiiyki, kishilik jamiyatining ma'naviy qiyofasida o'z ifodasini topadi. Haqiqat va adolat orqali insonlar obyektiv voqelikka mos keluvchi narsa va hodisalarning real holatdagi mazmunini, sifat va xususiyatlarini to'g'ri aks ettiruvchi bilimlarga ega bo'ladi. Chunki haqiqat insonlarning voqelikka, narsa va hodisalarning real holatdagi mazmuniga munosabatni ifodalaydi. Yuksak ma'naviyat esa har bir insonning xatti-harakatlarida, o'zligini qanday darajada anglashida, o'zining oila va jamiyatdagi o'rnini tushunishida, Vatan va millatga bo'lgan munosabatida namoyon bo'ladi. Bu o'z navbatida haqiqat va adolatning yuksak ma'naviy jarayon ekanligidan dalolat beradi. Bu jarayonda inson kamol topadi va ma'naviy barkamollikka erishish yo'lidan boradi.

Haqiqat va adolat qaror topmagan joyda ma'naviy hayot ham, ijtimoiy-mafkuraviy barqarorlik ham bo'lmaydi. Bu esa jamiyat tanazzuliga, odamlar o'rtasida yolg'on, haqsizlik, adolatsizlik kabi illatlarning keng tarqalishiga sabab bo'ladi. Shunday ekan, har bir inson hayotida va jamiyat barqarorligida, qolaversa jamiki boshqa sohalarda ham haqiqat, adolat masalasi ustuvor ahamiyat kasb etsa, bunday inson, hayot va jamiyat doimo obod va farovon yashaydi.

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RAQAMLI SIVILIZATSIYA DAVRIDA TA'LIM VA IJTIMOIY ONG EVOLYUTSIYASI

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Annotatsiya: *Mazkur maqolada raqamli sivilizatsiya sharoitida ta'lim tizimining shakllanishi va ijtimoiy ongning evolyusiyasi tarixiy-falsafiy jihatdan tahlil qilinadi. Raqamli ta'lim tushunchasining ildizlari qadimiy ilm-fan an'analari bilan bog'liq holda yoritilib, uning zamonaviy axborot texnologiyalari bilan uyg'unlashuvi ko'rsatiladi. Shuningdek, ta'lim tizimining madrasalardan to virtual muhitgacha bo'lgan transformatsiyasi, globallashuv va raqamlashtirish jarayonlarining ijtimoiy munosabatlarga ta'siri tahlil etiladi.*

Kalit so'zlar: *raqamli ta'lim, virtual reallik, integratsiya, axborot texnologiyalari, raqamlashtirsh.*

ЭВОЛЮЦИЯ ОБРАЗОВАНИЯ И ОБЩЕСТВЕННОГО СОЗНАНИЯ В ЭПОХУ ЦИФРОВОЙ ЦИВИЛИЗАЦИИ

Аннотация: *В данной статье с историко-философских позиций анализируются формирование системы образования и эволюция общественного сознания в условиях цифровой цивилизации. Истоки понятия цифрового образования раскрываются в связи с древними научными традициями, а также показана его интеграция с современными информационными технологиями. Кроме того, рассматривается трансформация системы образования от медресе до виртуальной среды, а также анализируется влияние процессов глобализации и цифровизации на общественные отношения.*

Ключевые слова: *цифровое образование, виртуальная реальность, интеграция, информационные технологии, цифровизация.*

EVOLUTION OF EDUCATION AND SOCIAL CONSCIOUSNESS IN THE ERA OF DIGITAL CIVILIZATION

Abstract: *This article examines the formation of the education system and the evolution of social consciousness in the context of digital civilization from a historical and philosophical perspective. The origins of the concept of digital education are explored in relation to ancient scientific traditions, while its integration with modern information technologies is highlighted. Furthermore, the transformation of the education system from madrasas to virtual environments is analyzed, along with the impact of globalization and digitalization processes on social relations.*

Keywords: *digital education, virtual reality, integration, information technologies, digitalization.*

Kirish

"Raqamli ta'lim" deganda xayolimizga avvalo, zamonaviy kompyuterlar, elektron darsliklar, turli xil gadjetlar, aqlli soat-u darsliklar keladi. Ammo, uning rivojlanishi aslida qadimgi davrlarga borib taqalishi ko'pchilikka ma'lum emas. Dastlab, faqatgina nol bor edi. Koinot hali yo'q, ammo allaqachon nolda uning imkoniyati mavjud. Borliq 1 sonidan boshlab rivojlana boshlaydi. Bir – bu yagonadir. Ya'ni, yo'qlik borliqqa aylanadi. Pifagor [1] dunyoning boshlang'ich asosini yoki uning yagona asosini qanday tasavvur qilgan? Uning ta'kidlashicha, turli narsalar o'zaro shu jihatdan o'xshashki, ularning barchasini sanash mumkin: ikkita qush, o'nta baliq, yigirmata daraxt. Shunday qilib, son yordamida tasavvur qilish, hisoblash, ifodalash yoki miqdoriy jihatdan tavsiflash mumkin bo'lgan har qanday narsa mavjud. Demak, son – bu turli xil narsalarda doimiy va o'zgarmas ravishda mavjud bo'lgan, ularni bog'lovchi ip, yagona birlashtiruvchi asosdir. Xulosa qilib, Pifagor [2] ta'kidlaganidek, son dunyoning boshlang'ich asosidir.

Zamonaviy tushunchada raqamlar – bu sonlarni yozish uchun ishlatiladigan belgilardir. "Raqam" so'zining o'zi arabcha "sifr" [3,2898-2908] (صفر) so'zidan kelib chiqqan bo'lib, "hech narsa, nol" degan ma'noni anglatadi. Nol (shunya) g'oyasi va o'nlik pozitsion hisoblash tizimida sonlarni yozish uchun o'nta belgi (0–9) chizilishi taxminan V asrda Hindistonda shakllangan va VII–IX asrlarda arablar tomonidan o'zlashtirilgan. Mashhur Al-Xorazmiyning "Hind hisobi haqida" [4] asari ushbu tizimning arab dunyosida, jumladan, Mag'rib va Kordova xalifaligida ommalashishiga hissa qo'shgan. Islom Kordovasi (Al-Andalus) va qo'shni xristian Barselona o'rtasidagi yaqin aloqalar tufayli "arab raqamlari"

G‘arbiy Yevropaga kirib bordi, xususan, ular bilan afsonaviy Gerbert Avrilakskiy (papa Silvestr II) qiziqqan. X–XII asrlar davomida yevropaliklar o‘nlik tizimga vaqti-vaqti bilan qiziqish bildirgan (masalan, Fibonachchi), lekin asosan sonlarni yozishda rim tizimidan foydalanishda davom etgan. Qulay va ixcham pozitsion o‘nlik tizimiga va uning raqamlariga haqiqiy qiziqish Uyg‘onish davrida, matematika va muhandislik bilimlarining rivojlanishi bilan paydo bo‘ldi [3,2898-2908]. Natijada, inson son hisobidan foydalangan holda, oddiy qilib aytganda, ma’lum kodlangan sxemalarda ishlaydigan texnik qurilmalarning ulkan miqdorini yaratdi.

Metod va metodologiya

Mazkur tadqiqot metodologiyasi tarixiy-mantiqiy, qiyosiy hamda tizimli tahlil yondashuvlarining uyg‘unligiga asoslanadi. Tadqiqot davomida raqamli ta’lim tushunchasining shakllanishi va rivojlanish bosqichlari tarixiy manbalar asosida izchil o‘rganilib, uning mazmuniy evolyutsiyasi chuqur tahlil qilindi. Shuningdek, ta’lim tizimining transformatsiyasi, xususan, madrasalar va zamonaviy universitetlar faoliyati misolida qiyosiy yondashuv asosida yoritildi. Axborot texnologiyalarining ta’limga ko‘rsatgan ta’siri, raqamli muhitning shakllanishi hamda uning ijtimoiy-madaniy jihatlari tizimli tahlil orqali kompleks baholandi. Bundan tashqari, zamonaviy ta’lim jarayonida innovatsion texnologiyalar, sun’iy intellekt va onlayn ta’limning o‘rni alohida e’tibor bilan o‘rganildi. Mazkur metodologik yondashuvlar majmuasi raqamli ta’limning mohiyatini chuqur anglash va uning rivojlanish tendensiyalarini aniqlash imkonini beradi.

Muhokama va natijalar

Sharqshunos Adam Metsning ma’lumotlariga ko‘ra, u XIV asr arab manbasiga tayanadi, birinchi madrasa, oliy ta’lim muassasasi sifatida, XI asrda Nishopurda paydo bo‘lgan [5]. Boshqa bir sharqshunos tadqiqotchi V. Bartoldning ma’lumotlariga ko‘ra, madrasalar Buxoroda yana ham erta, X asrda paydo bo‘lgan [6]. Biroq, bugungi kungacha faoliyat yuritayotgan Marokashdagi Al-Qaraviyin universiteti (859-yilda asos solingan) va Misrdagi Al-Azhar universiteti (X asrda paydo bo‘lgan) butun dunyoga mashhur [7].

Madrasalarning o‘rta va oliy ta’lim muassasalari sifatida paydo bo‘lishi ta’lim falsafasi va pedagogikasining o‘ziga xos shakllanishiga ta’sir qildi, bu esa ta’lim dasturlarini takomillashtirishga qaratilgan edi. Ularning rivojlanishiga Abu-Nasr Forobiy, “Fanlar hukmdori” faxriy unvoniga ega bo‘lgan ensiklopedist Al-Beruniy, Abu Ali ibn Sino, Mirzo Ulug‘bek katta hissa qo‘shdilar. Ushbu olimlarning ismlari bilan yangi o‘qitish metodikasining paydo bo‘lishi bog‘liq bo‘lib, u talabalar tomonidan o‘qituvchi ma’ruzalarini yozib olish va manbalarni mustaqil o‘qishdan iborat bo‘lmagan, balki yangi interpretativ usul (“usul-i tadris”) paydo bo‘lishini anglatardi [8]. Ushbu usulning mohiyati shundaki, madrasa olimlari, o‘qituvchilari barcha o‘quv adabiyotlarini, ularning katta qismi musulmon olimlarining original asarlari yoki qadimiy, hind, fors manbalarining tarjimalari bo‘lgan, muallifning fikri, sharhlovchi va islom falsafiy an’anasining tushuntirishi bilan batafsil sharhlar bilan kuzatib bordilar. Ushbu amaliyot tufayli bizga Forobiyning Aristotel, Ptolemey, Yevklid asarlariga sharhlari yetib kelgan [9].

Shuni ta’kidlash kerakki, “digital” (raqamli) so‘zi 600 yil avval mavjud bo‘lgan. Uning to‘g‘ridan-to‘g‘ri ma’nosidan tashqari asrlar davomida o‘zgarganligi qiziqarli. “Digital” so‘zining dastlabki ma’nosi – barmoq (lotincha “digitalis” so‘zidan). Dastlab, XV asrda “digital” ostida “o‘ndan kam bo‘lgan butun sonni belgilash” tushunilgan. XVII-XIX asrlarda so‘z “barmoq, barmoqlar yoki sonlarga tegishli” ma’nosida ishlatilgan [10]. Zamonaviy “digital” o‘z ma’nosini 1940-yillar boshida, yangi turdagi hisoblash mashinalari paydo bo‘lishi tufayli oldi. Ularda ma’lumotlar diskret raqamlar (digits) ketma-ketligi ko‘rinishida taqdim etilgan. Bunday ma’lumot va uni ishlatadigan har qanday qurilma “raqamli” deb atala boshlandi. Ma’lumotlarni diskret qiymatlar ketma-ketligi ko‘rinishida taqdim etish uchun raqamli signal ishlatiladi.

Boshqacha qilib aytganda, zamonaviy ta’lim raqamlashtirishga asoslangan axborot madaniyati prinsiplari bilan o‘zaro bog‘liq. Inson axborot makonida qanday to‘g‘ri xulq-atvor qilishni va raqamli muhitda bo‘lganda qaysi chegaralarni bosib o‘tib bo‘lmasligini anglashi kerak [11].

Globalizatsiya ta’sirida universitetlar konsepsiyasini transformatsiya qilishda moddiy qadriyatlarning ahamiyatini qayta ko‘rib chiqishga sabab bo‘luvchi jarayonlarga va oliy ta’lim muassasalarining nomoddiy resurslari rolini tobora oshirayotgan jarayonlarga alohida e’tibor qaratish kerak. Vaqt o‘tib brogan sari, eng qadimiy universitetlar ham o‘zgartiriladi yoki “virtual”lariga o‘rin beradi, bundaylari raqamli (“virtual”) makonda ta’lim dasturlarini, ta’lim va hatto, tadbirkorlik faoliyatini amalga oshiradilar. Ushbu jarayonlar universitetlarning yangi modelini shakllantirish haqida faraz qilishga imkon beradi, u raqamli kognitiv faoliyat asosida o‘z ta’lim ehtiyojlarini amalga oshirishga imkon beruvchi virtual ta’lim makonini ifodalaydi.

Axborot resurslari ta’lim sohasidagi o‘quv jarayonining ajralmas qismiga aylandi. EDUCAUSE Horizon Report 2020 [17] davriy hisobotining ma’lumotlari juda qiziqarli. Unga ko‘ra, texnologik yo‘nalishda eng muhimi – sun’iy intellekt bilan ishlash, uning ta’lim jarayonidagi roli va axborot tarmoqlari xavfsizligi masalalaridir. Oliy ta’lim sohasida ta’limning yanada ommaviylashuvi, mintaqaviy va global darajadagi akademik mobillik, ta’lim dasturlarining kollaboratsiyasi hamda onlayn-o‘qitish muhim ahamiyat kasb etib bormqda. Ekspertlar tomonidan aynan “innovatsion

ta’lim” deb ataladigan tendensiyalar alohida ta’kidlandi. Bu talabaga maksimal moslashtirilgan individualizatsiyalashgan o‘qitish, neyroto‘rlar asosidagi o‘qitish metodikalari, o‘qitish samaradorligini raqamli kuzatish, ta’lim resurslarining ochiqligining o‘sishi, alternativ (virtual, kengaytirilgan, aralash) reallik asosida o‘qish imkonini beradi [12].

Elektron ta’lim makonini yaratish zaruratining bir qancha sabablari ham bor. statistik ma’lumotlarga ko‘ra, o‘tgan yuz yil ichida ishlab chiqarish jarayonlarining ommaviy texnologizatsiyasi bilan bog‘liq holda 500 dan ortiq mutaxassisliklar va kasblarga talab keskin kamayib ketdi. Hozirgi davrda ham ushbu xavfli tendensiya saqlanib qolmoqda. Ishlab chiqarishni kompyuterlashtirish va xizmat ko‘rsatish sohasini texnologizatsiya qilish ba’zi kasblarning tez qisqarishiga sabab bo‘lmoqda. Ayrim hollarda kasblar butunlay yo‘qolmasa ham, ularning faoliyati qayta ko‘rib chiqilishi zaruratga aylanmoqda.

Prezident Shavkat Mirziyoyev taraqqiyotga erishish uchun raqamli bilimlar va zamonaviy axborot texnologiyalarini o‘zlashtirish zarurligiga alohida e’tibor qaratdi. Bu dunyo ergashayotgan rivojlanishning eng qisqa yo‘li bo‘ylab yurish imkoniyatidir.

Ta’limning evolyutsion rivojlanish jarayonlari tashqi omillar ta’sirida intensivlashdi. Covid-19 pandemiyasi miqdoriy raqamli muhitning sifatli ta’lim makoniga o‘tish jarayonini bir necha barobar tezlashtirdi. Chunki elektron ta’lim resurslarini yaratish bo‘yicha ish uzoq vaqtdan beri turli darajadagi muvaffaqiyat bilan olib borilgan, ammo total karantin sharoitida barcha mamlakatlarning ta’lim tizimlarini uning tayyorgarlik darajasidan qat’iy nazar, deyarli bir lahzada raqamli ta’lim makoniga o‘tishga majbur qildi. Raqamli o‘qitishning afzalliklari, qulayliklari va uning mohiyatini butun dunyo tan oldi [13].

Conclusion

Xulosa qilib aytganda, raqamli ta’limning shakllanishi uzoq tarixiy jarayonlarga borib taqalib, son va raqam tushunchalarining evolyutsiyasi hamda ilmiy tafakkur rivoji bilan uzviy bog‘liq holda kechgan. Ta’lim tizimi madrasalardan tortib zamonaviy universitetlargacha bo‘lgan bosqichlarda izchil rivojlanib, bugungi kunda raqamli muhit bilan uyg‘unlashgan yangi taraqqiyot bosqichiga ko‘tarilmoqda. Axborot texnologiyalarining jadal rivojlanishi, globallashuv jarayonlari va pandemiya sharoiti ta’limni raqamlashtirish jarayonini yanada tezlashtirdi. Shu bilan birga, raqamli ta’lim nafaqat bilim berish shakllarini yangilamoqda, balki yangi kasblar, kompetensiyalar va ijtimoiy munosabatlarning shakllanishiga ham xizmat qilmoqda. Zamonaviy ta’lim tizimi innovatsion texnologiyalar asosida rivojlanib, shaxsning raqobatbardoshligini oshirish hamda jamiyatning barqaror taraqqiyotini ta’minlashda muhim omilga aylanmoqda.

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HUQUQIY ONGDA IJTIMOIY NORMALARNING AKS ETISHIDA IJTIMOIY REGLAMENTATSIYA VA SHAXSNING ROLINING IJTIMOIY-FALSAFIY TAHLILI

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Annotatsiya. *Ushbu maqolada huquqiy ongda ijtimoiy normalarning aks etish jarayoni hamda bu jarayonda ijtimoiy reglamentatsiya va shaxs omilining o‘rni ijtimoiy-falsafiy yondashuv asosida tahlil qilingan. Tadqiqot doirasida huquqiy ongning shakllanishiga ta’sir ko‘rsatuvchi ijtimoiy, madaniy va institutsional omillar, shuningdek ijtimoiy normalar tizimining jamiyat hayotidagi tartibga soluvchi ahamiyati o‘rganilgan. Maqolada ijtimoiy reglamentatsiya jarayonida huquqiy me’yorlar, axloqiy qadriyatlar va turli ijtimoiy institutlar o‘rtasidagi o‘zaro bog‘liqlik hamda ularning shaxs huquqiy madaniyatining shakllanishiga ko‘rsatadigan ta’siri yoritilgan. Tadqiqot natijalari huquqiy ongni rivojlantirish, jamiyatda ijtimoiy tartib va barqarorlikni mustahkamlash jarayonida shaxsning faol fuqarolik pozitsiyasi muhim ahamiyat kasb etishini ijtimoiy-falsafiy jihatdan asoslab bergan.*

Kalit so‘zlar: *huquqiy ong, ijtimoiy normalar, ijtimoiy reglamentatsiya, huquqiy madaniyat, shaxs, ijtimoiy tartib, ijtimoiy falsafa.*

СОЦИАЛЬНО-ФИЛОСОФСКИЙ АНАЛИЗ СОЦИАЛЬНОЙ РЕГЛАМЕНТАЦИИ И РОЛИ ЛИЧНОСТИ В ОТРАЖЕНИИ СОЦИАЛЬНЫХ НОРМ В ПРАВОВОМ СОЗНАНИИ

Аннотация. *В данной статье с социально-философской точки зрения анализируется процесс отражения социальных норм в правовом сознании, а также роль социальной регламентации и фактора личности в данном процессе. В рамках исследования рассматриваются социальные, культурные и институциональные факторы, влияющие на формирование правового сознания, а также регулирующее значение системы социальных норм в общественной жизни. В статье также раскрывается взаимосвязь правовых норм, нравственных ценностей и различных социальных институтов в процессе социальной регламентации, а также их влияние на формирование правовой культуры личности. Результаты исследования обосновывают, что активная гражданская позиция личности является важным фактором в развитии правового сознания и обеспечении общественного порядка и социальной стабильности.*

Ключевые слова: *правовое сознание, социальные нормы, социальная регламентация, правовая культура, личность, общественный порядок, социальная философия.*

A SOCIO-PHILOSOPHICAL ANALYSIS OF SOCIAL REGULATION AND THE ROLE OF THE INDIVIDUAL IN THE REFLECTION OF SOCIAL NORMS IN LEGAL CONSCIOUSNESS

Abstract. *This article analyzes, from a socio-philosophical perspective, the process of the reflection of social norms in legal consciousness, as well as the role of social regulation and the individual factor in this process. The study examines the social, cultural, and institutional factors influencing the formation of legal consciousness, along with the regulatory significance of the system of social norms in public life. The article also explores the interrelationship between legal norms, moral values, and various social institutions within the process of social regulation, as well as their influence on the formation of an individual’s legal culture. The findings substantiate that the active civic position of the individual is an important factor in the development of legal consciousness and in ensuring social order and stability.*

Keywords: *legal consciousness, social norms, social regulation, legal culture, individual, social order, social philosophy.*

Kirish

Jamiyat hayotida ijtimoiy tartibni ta’minlash masalasi har doim falsafa, sotsiologiya va huquqshunoslik fanlarining markaziy muammolaridan biri bo‘lib kelgan. Har qanday jamiyat barqaror rivojlanishi uchun undagi ijtimoiy munosabatlar muayyan normativ tizim asosida tartibga solinishi zarur. Mazkur normativ tizim huquqiy, axloqiy, madaniy va diniy me’yorlar majmuasidan iborat bo‘lib, ular jamiyat a’zolarining xulq-atvorini tartibga soluvchi asosiy ijtimoiy mexanizm sifatida namoyon bo‘ladi. Shu nuqtai nazardan qaralganda, ijtimoiy tartib jamiyatda mavjud bo‘lgan

me’yoriy tizimning samarali faoliyati hamda ushbu me’yorlarning shaxs ongida aks etish darajasi bilan bevosita bog‘liqdir.

Ijtimoiy falsafa va sotsiologiya fanlarida ijtimoiy tartibning shakllanishi ko‘pincha normativ tizimlarning jamiyat hayotidagi roli orqali izohlanadi. Ijtimoiy me’yorlar jamiyat a’zolarining o‘zaro munosabatlarini tartibga solib, ijtimoiy barqarorlik va ijtimoiy muvozanatni ta’minlaydi. Shu sababli jamiyatda mavjud bo‘lgan huquqiy, axloqiy va madaniy me’yorlarning shaxs ongida aks etishi ijtimoiy tartibning muhim sharti hisoblanadi. Aynan shu jarayon huquqiy ong fenomeni orqali namoyon bo‘ladi.

Mavzuga oid adabiyotlar tahlili

Huquqiy ong ijtimoiy ongning muhim tarkibiy qismi bo‘lib, u shaxsning huquqiy me’yorlar, qonunlar va huquqiy qadriyatlarga nisbatan munosabatini ifodalaydi. Huquqiy ong orqali inson jamiyatda mavjud bo‘lgan huquqiy normalarni anglaydi, ularning ijtimoiy ahamiyatini baholaydi hamda o‘z xulq-atvorini ushbu me’yorlarga mos ravishda shakllantiradi. Huquqiy ong va ijtimoiy reglamentatsiya o‘rtasidagi munosabatlar jamiyatda qonun ustuvorligini ta’minlash bilan bevosita bog‘liqdir. Shu nuqtai nazardan Sh.M.Mirziyoyev ta’kidlaganidek, “adolatli qonunlar va qarorlar qabul qilish, ularni hayotga tatbiq etish hamda barchaning qonun oldida tengligini ta’minlash jamiyat farovonligiga erishishning muhim sharti hisoblanadi”[1.86.]. Ushbu yondashuv huquqiy ongni rivojlantirish hamda jamiyatda adolat va qonun ustuvorligini mustahkamlashning muhim nazariy asoslaridan biri sifatida namoyon bo‘ladi. Shu sabab huquqiy ong jamiyatda huquqiy tartibni ta’minlashning muhim ijtimoiy mexanizmlaridan biri sifatida namoyon bo‘ladi.

Ijtimoiy tartib va huquqiy ong muammolari ko‘plab klassik sotsiologik nazariyalarda ham keng o‘rganilgan. Nemis sotsiologi Maks Veber jamiyatdagi ijtimoiy tartibning barqarorligi hokimiyatning legitimligi hamda normativ tizimlarning samarali amal qilishi bilan bog‘liq ekanini ta’kidlaydi. Uning fikricha, jamiyat a’zolari tomonidan tan olingan va legitim deb hisoblangan me’yorlar ijtimoiy tartibning asosiy tayanchi hisoblanadi[4.212.]. Weberning ushbu yondashuvi huquqiy ongning jamiyatdagi legitimlik tizimi bilan uzviy bog‘liqligini ko‘rsatadi.

Shuningdek, fransuz sotsiologi Emil Durkgeym ijtimoiy normalarni jamiyatning axloqiy asosini tashkil etuvchi muhim omil sifatida talqin qiladi. Uning fikricha, ijtimoiy me’yorlar jamiyat a’zolari o‘rtasidagi birdamlikni ta’minlab, jamiyatning barqaror faoliyat yuritishiga xizmat qiladi. Durkheim ijtimoiy normalar orqali jamiyatda ijtimoiy integratsiya va ijtimoiy muvozanat ta’minlanishini ta’kidlaydi[3.63.]. Bu nazariy yondashuv huquqiy ongning jamiyatdagi ijtimoiy birdamlik va ijtimoiy tartibni ta’minlashdagi rolini tushunishda muhim ahamiyat kasb etadi.

Zamonaviy jamiyatda ijtimoiy reglamentatsiya tizimi tobora murakkablashib bormoqda. Globalizatsiya jarayonlari, axborot texnologiyalarining rivojlanishi hamda ijtimoiy munosabatlarning diversifikatsiyasi natijasida huquqiy tizimlar ham yangi ijtimoiy sharoitlarga mos ravishda takomillashib bormoqda. Bu jarayon shaxsning huquqiy ongiga ham sezilarli ta’sir ko‘rsatib, huquqiy me’yorlarni anglash va ularga amal qilish jarayonini yanada murakkablashtirmoqda.

Shu sababli zamonaviy jamiyat sharoitida huquqiy ongning shakllanishi, uning ijtimoiy tartibni ta’minlashdagi roli hamda shaxsning huquqiy madaniyatini rivojlantirish jarayonlarini ijtimoiy-falsafiy jihatdan tahlil qilish muh im ilmiy vazifalardan biri hisoblanadi. Mazkur tadqiqotning asosiy maqsadi huquqiy ong fenomenining ijtimoiy-falsafiy mohiyatini tahlil qilish, uning jamiyatdagi ijtimoiy tartib va normativ tizimlar faoliyatidagi o‘rnini aniqlash hamda zamonaviy ijtimoiy sharoitlarda huquqiy ongning rivojlanish omillarini o‘rganishdan iboratdir.

Tadqiqot metodologiya

Mazkur tadqiqotda huquqiy ong fenomenining ijtimoiy-falsafiy mohiyatini aniqlash hamda uning jamiyatdagi normativ tartibni ta’minlashdagi rolini tahlil qilish maqsadida kompleks metodologik yondashuv qo‘llanildi. Zamonaviy jamiyatda ijtimoiy reglamentatsiya tizimi huquqiy, axloqiy va madaniy me’yorlarning o‘zaro uyg‘unligi asosida shakllangan murakkab ijtimoiy tizim hisoblanadi. Shu sababli tadqiqot jarayonida bir qator ilmiy metodlarning o‘zaro uyg‘unligi asosida tahlil olib borildi. Xususan, dialektik metod, tizimli (sistemali) yondashuv, qiyosiy tahlil hamda ijtimoiy-falsafiy interpretatsiya metodlaridan foydalanildi. Mazkur metodlar huquqiy ongning shakllanish jarayoni, uning ijtimoiy tartibni ta’minlashdagi o‘rni hamda shaxs va jamiyat o‘rtasidagi normativ munosabatlarni chuqurroq tahlil qilish imkonini berdi.

Tadqiqotda dialektik metod ijtimoiy normalar va huquqiy ong o‘rtasidagi o‘zaro bog‘liqlikni o‘rganishda muhim metodologik vosita sifatida qo‘llanildi. Dialektik yondashuv ijtimoiy hodisalarni ularning rivojlanish jarayoni, ichki ziddiyatlari va o‘zgarish dinamikasi bilan bog‘liq holda tahlil qilish imkonini beradi. Ijtimoiy normalar tizimi ham jamiyat taraqqiyoti davomida o‘zgarib boruvchi dinamik tizim bo‘lib, u shaxsning huquqiy ongiga ham sezilarli ta’sir ko‘rsatadi. Maks Veber jamiyatdagi ijtimoiy tartibning barqarorligi legitim hokimiyat hamda normativ tizimlarning samarali amal qilishi bilan bog‘liq ekanini ta’kidlab, jamiyat a’zolari tomonidan tan olingan ijtimoiy me’yorlar ijtimoiy tartibning asosiy tayanchi hisoblanishini qayd etadi [4. 212.]. Mazkur yondashuv huquqiy ongning shakllanishi ijtimoiy me’yorlar evolyutsiyasi bilan uzviy bog‘liq ekanini ko‘rsatadi.

Tadqiqot jarayonida tizimli yondashuv ham qo‘llanildi. Ushbu metod jamiyatni o‘zaro bog‘langan ijtimoiy institutlar tizimi sifatida o‘rganishni nazarda tutadi. Tizimli yondashuv yordamida huquqiy ong ijtimoiy reglamentatsiya tizimining muhim tarkibiy qismi sifatida tahlil qilindi. Jamiyatdagi huquqiy, axloqiy va madaniy me’yorlar o‘zaro bog‘liq holda faoliyat yuritib, ijtimoiy tartibni ta’minlashga xizmat qiladi. Ijtimoiy tizimlar nazariyasida ham jamiyat barqarorligi turli normativ institutlarning uyg‘un faoliyati bilan izohlanadi. Talkott Parsons jamiyatni o‘zaro bog‘langan ijtimoiy tizim sifatida talqin qilib, ijtimoiy me’yorlar jamiyatdagi ijtimoiy tartibni ta’minlovchi muhim funksional elementlardan biri ekanini ta’kidlaydi [8. 5.].

Shuningdek, tadqiqotda qiyosiy tahlil metodi qo‘llanildi. Ushbu metod turli ilmiy nazariyalarda huquqiy ong fenomenining talqinlarini solishtirish orqali uning nazariy asoslarini aniqlash imkonini berdi. Qiyosiy yondashuv yordamida klassik sotsiologik nazariyalar hamda zamonaviy ijtimoiy-falsafiy qarashlar o‘rtasidagi o‘xshashlik va farqlar tahlil qilindi. Emil Durkgeym ijtimoiy normalarni jamiyatning axloqiy asosini tashkil etuvchi muhim omil sifatida talqin qilib, ular jamiyat a’zolari o‘rtasidagi birdamlikni ta’minlashini ta’kidlaydi [3. 63.]. Durkgeymning ushbu nazariyasi ijtimoiy normalarning jamiyatdagi integratsion funksiyasini tushunishda muhim ahamiyat kasb etadi.

Bundan tashqari, tadqiqotda ijtimoiy-falsafiy interpretatsiya metodi qo‘llanildi. Mazkur metod yordamida shaxs va jamiyat o‘rtasidagi normativ munosabatlar, huquqiy ongning shakllanish jarayoni hamda uning ijtimoiy tartibni ta’minlashdagi roli talqin qilindi. Ijtimoiy-falsafiy interpretatsiya shaxsning huquqiy me’yorlarga nisbatan munosabatini, huquqiy qadriyatlarning shakllanishini hamda ularning jamiyat hayotiga ta’sirini chuqurroq tushunish imkonini beradi.

Shuningdek, tadqiqot jarayonida huquq falsafasi, sotsiologiya va ijtimoiy nazariya sohasidagi zamonaviy ilmiy manbalar tizimli ravishda tahlil qilindi. Ushbu manbalar huquqiy ongning shakllanishi, ijtimoiy normalarning jamiyat taraqqiyotidagi roli hamda ijtimoiy reglamentatsiya tizimining nazariy asoslarini aniqlashga xizmat qildi. Kompleks metodologik yondashuv tadqiqot natijalarining ilmiy asoslanganligini ta’minlash bilan birga, huquqiy ong fenomenining ijtimoiy-falsafiy mohiyatini chuqurroq yoritishga imkon berdi.

Tahlil va natijalar

Olib borilgan tadqiqot natijalari shuni ko‘rsatdiki, huquqiy ongda ijtimoiy normalarning aks etishi murakkab ijtimoiy jarayon bo‘lib, u jamiyatda mavjud bo‘lgan normativ tizimlar, ijtimoiy institutlar hamda shaxsning ijtimoiy tajribasi bilan uzviy bog‘liqdir. Huquqiy ong shaxsning huquqiy me’yorlar va ijtimoiy qadriyatlarga nisbatan munosabatini ifodalovchi ijtimoiy ong shakli sifatida jamiyatda ijtimoiy tartibni ta’minlashda muhim rol o‘ynaydi. Tadqiqot jarayonida huquqiy ongning shakllanishi va rivojlanishiga ta’sir etuvchi bir qator omillar aniqlanib, ular quyidagi asosiy yo‘nalishlarda namoyon bo‘lishi qayd etildi.

Birinchidan, ijtimoiy normalar tizimi huquqiy ongning shakllanishida muhim omil hisoblanadi. Jamiyatda ijtimoiy tartibni ta’minlash uchun turli normativ tizimlar mavjud bo‘lib, ular shaxs xulq-atvorini tartibga soluvchi muhim mexanizm sifatida faoliyat yuritadi. Mazkur tizimga huquqiy normalar, axloqiy normalar hamda an’anaviy va madaniy me’yorlar kiradi. Ushbu normalar jamiyat a’zolari o‘rtasidagi munosabatlarni tartibga solib, ijtimoiy muvozanatni ta’minlaydi. Emil Durkgeym ijtimoiy normalarni jamiyatning axloqiy asosini tashkil etuvchi muhim omil sifatida talqin qilib, ular jamiyat a’zolari o‘rtasidagi ijtimoiy birdamlikni ta’minlashini ta’kidlaydi[3.63.]. Demak, ijtimoiy normalar tizimi shaxsning huquqiy ongini shakllantirish bilan birga, jamiyatda barqaror ijtimoiy tartibni ta’minlashga ham xizmat qiladi.

Ikkinchidan, ijtimoiy reglamentatsiya mexanizmlari huquqiy ongning amaliy namoyon bo‘lishida muhim rol o‘ynaydi. Ijtimoiy reglamentatsiya jamiyatdagi munosabatlarni tartibga soluvchi institutlar tizimi orqali amalga oshiriladi. Bu jarayonda davlat, fuqarolik jamiyati institutlari, ta’lim tizimi hamda madaniy an’analar muhim rol o‘ynaydi. Maks Veber jamiyatdagi ijtimoiy tartib legitim hokimiyat va normativ tizimlarning samarali amal qilishi orqali ta’minlanishini ta’kidlaydi [4.212.]. Shu nuqtai nazardan qaralganda, huquqiy me’yorlarning jamiyat hayotida samarali amal qilishi shaxsning huquqiy ong darajasi bilan chambarchas bog‘liqdir.

Uchinchidan, huquqiy ongning shakllanishi shaxsning ijtimoiy tajribasi, ta’lim tizimi va huquqiy madaniyat bilan bog‘liqdir. Shaxs huquqiy me’yorlarni o‘zlashtirish jarayonida jamiyatdagi ijtimoiy munosabatlar tizimi bilan o‘zaro aloqada bo‘ladi. Ta’lim tizimi va huquqiy tarbiya jarayoni shaxsda huquqiy madaniyatni shakllantirib, uning qonunlarga nisbatan ongli munosabatini rivojlantiradi. Zamonaviy ijtimoiy nazariyalarda huquqiy madaniyat jamiyatda qonun ustuvorligini ta’minlashning muhim omili sifatida baholanadi. Shu sabab huquqiy ongning rivojlanishi jamiyatda huquqiy davlat tamoyillarining mustahkamlanishiga xizmat qiladi.

To‘rtinchidan, shaxsning faol ijtimoiy pozitsiyasi huquqiy ongning rivojlanishida muhim ahamiyat kasb etadi. Shaxs jamiyatda mavjud bo‘lgan huquqiy me’yorlarni nafaqat qabul qiladi, balki ularni ijtimoiy amaliyot orqali rivojlantirish jarayonida ham faol ishtirok etadi. Huquqiy ong shaxsning ijtimoiy mas’uliyatini oshirib, uning fuqarolik pozitsiyasini mustahkamlaydi. Ijtimoiy nazariyada shaxs va jamiyat o‘rtasidagi o‘zaro munosabatlar ijtimoiy tartibni ta’minlashning muhim omili sifatida talqin qilinadi. Talkott Parsons jamiyatni o‘zaro bog‘langan ijtimoiy institutlar tizimi sifatida izohlab, shaxslarning ijtimoiy me’yorlarga mos xulq-atvori jamiyat barqarorligini ta’minlashini ta’kidlaydi [8.5.].

Umuman olganda, tadqiqot natijalari huquqiy ong jamiyatdagi ijtimoiy tartibni ta’minlashning muhim ijtimoiy mexanizmi ekanini ko‘rsatdi. Ijtimoiy normalar tizimi, ijtimoiy reglamentatsiya institutlari, ta’lim va huquqiy madaniyat hamda shaxsning faol ijtimoiy pozitsiyasi huquqiy ongning shakllanishi va rivojlanishiga bevosita ta’sir ko‘rsatadi. Shu sabab huquqiy ongni rivojlantirish jamiyatda qonun ustuvorligini ta’minlash hamda ijtimoiy barqarorlikni mustahkamlashning muhim omillaridan biri hisoblanadi.

Tadqiqot natijalarini tahlil qilish shuni ko‘rsatadiki, huquqiy ong va ijtimoiy reglamentatsiya o‘rtasidagi munosabatlar jamiyatning normativ tizimi bilan bevosita bog‘liqdir. Huquqiy ong shaxsning huquqiy me’yorlar, qonunlar va huquqiy qadriyatlarga nisbatan munosabatini ifodalovchi ijtimoiy ong shakli sifatida ijtimoiy tartibni ta’minlashda muhim rol o‘ynaydi. Jamiyatda mavjud bo‘lgan huquqiy me’yorlar faqat institutsional darajada amal qilishi bilan emas, balki shaxs ongida qanchalik chuqur aks etishi va ichki e’tiqod sifatida qabul qilinishi bilan ham ijtimoiy barqarorlikka ta’sir ko‘rsatadi. Shu nuqtai nazardan qaralganda, huquqiy ong jamiyatdagi normativ tizimning samarali faoliyat yuritishida muhim vosita hisoblanadi.

Ijtimoiy falsafa va huquq nazariyasida huquqiy ong jamiyatda adolat va ijtimoiy tartibni ta’minlovchi muhim omil sifatida talqin qilinadi. Amerikalik faylasuf Jon Rauls adolatli jamiyatni barpo etishda huquqiy me’yorlarning jamiyat a’zolari tomonidan ongli ravishda qabul qilinishi muhim ahamiyatga ega ekanligini ta’kidlaydi. Uning fikricha, jamiyatda adolat tamoyillari faqat huquqiy institutlar orqali emas, balki fuqarolarning ushbu me’yorlarni ichki e’tiqod sifatida qabul qilishi orqali amalga oshadi [5. 54.]. Bu nazariy qarash huquqiy ongning jamiyatda adolatli ijtimoiy tizimni shakllantirishdagi muhim rolini ko‘rsatadi.

Zamonaviy ijtimoiy-falsafiy tadqiqotlarda huquqiy ong fuqarolik jamiyati institutlarining rivojlanishi bilan ham uzviy bog‘liq holda o‘rganiladi. Fuqarolik jamiyatining samarali faoliyati fuqarolarning huquqiy madaniyati va ijtimoiy mas’uliyatiga bog‘liqdir. Jamiyat a’zolari huquqiy me’yorlarni qanchalik chuqur anglab, ularni ongli ravishda qabul qilsa, jamiyatda qonun ustuvorligini ta’minlash shunchalik samarali amalga oshiriladi. Ijtimoiy nazariyada huquqiy madaniyat shaxsning huquqiy me’yorlarga nisbatan ongli munosabati, huquqiy qadriyatlarga sodiqligi hamda ijtimoiy mas’uliyat hissi bilan bog‘liq tushuncha sifatida talqin qilinadi.

Huquqiy ongning rivojlanishi shaxsning ijtimoiy faolligi va fuqarolik pozitsiyasining shakllanishiga ham bevosita ta’sir ko‘rsatadi. Huquqiy madaniyat darajasi yuqori bo‘lgan jamiyatlarda fuqarolar nafaqat qonunlarga rioya qiladi, balki ijtimoiy hayotdagi turli jarayonlarda faol ishtirok etadi. Shu sabab huquqiy ongning rivojlanishi jamiyatda demokratik qadriyatlarning mustahkamlanishiga ham xizmat qiladi. Fuqarolik jamiyatida huquqiy ong shaxsning jamiyat hayotidagi faol ishtiroki, ijtimoiy mas’uliyat hissi hamda ijtimoiy hamkorlik tamoyillarining rivojlanishida muhim omil sifatida namoyon bo‘ladi.

O‘zbekiston jamiyatida ham huquqiy ongni rivojlantirish davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida qaralmoqda. Huquqiy davlat va fuqarolik jamiyati qurish jarayonida fuqarolarning huquqiy madaniyatini oshirish, ularning qonunlarga hurmat ruhida tarbiyalanishi muhim ahamiyat kasb etadi. Huquqiy madaniyatni rivojlantirish orqali fuqarolarning ijtimoiy faolligini oshirish, qonun ustuvorligini mustahkamlash hamda jamiyatda ijtimoiy barqarorlikni ta’minlash mumkin. Sh.M.Mirziyoyev ta’kidlaganidek, “Qonun va adolat ustuvorligini ta’minlash – Yangi O‘zbekistonni barpo etishning eng muhim shartidir” [2. 42.]. Mazkur yondashuv huquqiy ong va ijtimoiy reglamentatsiya masalalarini tahlil qilishda alohida ahamiyatga ega bo‘lib, u jamiyatda normativ tartibning samaradorligi adolatli huquqiy tizim bilan bevosita bog‘liq ekanini ko‘rsatadi.

Shu nuqtai nazardan qaralganda, huquqiy ongni rivojlantirish jamiyat taraqqiyotining muhim shartlaridan biri hisoblanadi. Huquqiy madaniyatni yuksaltirish, shaxsning huquqiy bilimlarini oshirish hamda fuqarolik mas’uliyatini rivojlantirish orqali jamiyatda ijtimoiy tartib va qonun ustuvorligini mustahkamlash mumkin. Demak, huquqiy ong va ijtimoiy reglamentatsiya o‘rtasidagi o‘zaro bog‘liqlik jamiyatning barqaror rivojlanishini ta’minlovchi muhim ijtimoiy-falsafiy omil sifatida namoyon bo‘ladi.

Xulosa

Olib borilgan tadqiqot natijalari shuni ko‘rsatdiki, huquqiy ong jamiyatdagi ijtimoiy normalarning shaxs ongida aks etish shakli sifatida ijtimoiy tartibni ta’minlashda muhim ijtimoiy-falsafiy omil hisoblanadi. Huquqiy ong orqali shaxs jamiyatda amal qilayotgan huquqiy me’yorlarni anglaydi, ularning mazmunini baholaydi hamda o‘z xulq-atvorini ushbu me’yorlarga mos ravishda shakllantiradi. Shu sabab huquqiy ong nafaqat huquqiy bilimlar majmui, balki shaxsning ijtimoiy mas’uliyatini belgilovchi muhim ma’naviy va madaniy hodisa sifatida namoyon bo‘ladi.

Tadqiqot natijalari ijtimoiy reglamentatsiya tizimi jamiyatdagi ijtimoiy munosabatlarni tartibga soluvchi murakkab normativ mexanizm ekanligini ham ko‘rsatdi. Mazkur tizim huquqiy, axloqiy va madaniy normalarning o‘zaro uyg‘unligi asosida shakllanib, jamiyatda ijtimoiy tartib va barqarorlikni ta’minlashga xizmat qiladi. Ijtimoiy reglamentatsiya jarayonida davlat institutlari, fuqarolik jamiyati tashkilotlari hamda madaniy an’analar muhim rol o‘ynaydi. Shu jihatdan qaralganda, huquqiy ong va ijtimoiy reglamentatsiya o‘zaro bog‘liq jarayonlar bo‘lib, ular jamiyatda normativ tizimlarning samarali faoliyat yuritishini ta’minlaydi.

Ijtimoiy-falsafiy nuqtai nazardan qaralganda, huquqiy ongning rivojlanishi shaxsning ijtimoiy faolligi, fuqarolik pozitsiyasi hamda huquqiy madaniyati bilan uzviy bog‘liqdir. Huquqiy madaniyat darajasi yuqori bo‘lgan jamiyatlarda fuqarolar nafaqat qonunlarga rioya qiladi, balki ijtimoiy hayotdagi turli jarayonlarda faol ishtirok etadi. Bu esa jamiyatda qonun ustuvorligini ta’minlash, fuqarolik jamiyati institutlarini rivojlantirish hamda ijtimoiy barqarorlikni mustahkamlashga xizmat qiladi. Shu sabab huquqiy ongning rivojlanishi demokratik jamiyat taraqqiyotining muhim shartlaridan biri sifatida qaraladi.

Kelajakda huquqiy ongni rivojlantirishning samarali mexanizmlarini shakllantirish jamiyatda ijtimoiy barqarorlikni ta’minlash hamda qonun ustuvorligini mustahkamlashning muhim omillaridan biri bo‘lib qoladi. Ta’lim tizimida huquqiy madaniyatni rivojlantirish, fuqarolarning huquqiy bilimlarini oshirish hamda ijtimoiy mas’uliyatni kuchaytirish orqali jamiyatda huquqiy ongninFg barqaror rivojlanishini ta’minlash mumkin. Shu nuqtai nazardan qaralganda, huquqiy ongni rivojlantirish zamonaviy jamiyat taraqqiyotining muhim strategik yo‘nalishlaridan biri sifatida namoyon bo‘ladi.

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JAMIYAT VA SHAXS RIVOJIDA INNOVATSION TAFAKKURNING ROLI

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Annotatsiya: *Ushbu maqolada jamiyat va shaxs taraqqiyotida innovatsion tafakkurning o‘rni, ahamiyati va funksional xususiyatlari tadqiq qilingan. Innovatsion tafakkur zamonaviy globallashuv sharoitida ijtimoiy-iqtisodiy rivojlanishning muhim omillaridan biri sifatida qaraladi. Tadqiqotda shaxsning ijodiy fikrlashi, yangilikka intilishi va muammolarga noan’anaviy yondashuvi jamiyat taraqqiyotiga bevosita ta’sir ko‘rsatishi ijtimoiy-falsafiy jihatdan yoritilgan.*

Kalit so‘zlar: *Innovatsiya, tafakkur, shaxs rivoji, ijodkorlik, zamonaviy ta’lim, intellektual salohiyat.*

РОЛЬ ИННОВАЦИОННОГО МЫШЛЕНИЯ В РАЗВИТИИ ОБЩЕСТВА И ЧЕЛОВЕКА

Аннотация: *В данной статье анализируется роль, значение и функциональные особенности инновационного мышления в развитии общества и личности. Инновационное мышление рассматривается как один из важных факторов социально-экономического развития в условиях современной глобализации. В исследовании на научной основе освещено, что творческое мышление личности, стремление к инновациям и нетрадиционный подход к проблемам оказывают непосредственное влияние на развитие общества.*

Ключевые слова: *Инновация, мышление, развитие личности, творчество, современное образование, интеллектуальный потенциал.*

THE ROLE OF INNOVATIVE THINKING IN THE DEVELOPMENT OF SOCIETY AND MAN

Abstract: *This article analyzes the role, significance, and functional features of innovative thinking in the development of society and the individual. Innovative thinking is considered one of the important factors of socio-economic development in the context of modern globalization. In the study, it is scientifically substantiated that a person’s creative thinking, striving for innovation, and a non-traditional approach to problems have a direct impact on the development of society.*

Keywords: *Innovation, thinking, personal development, creativity, modern education, intellectual potential.*

Kirish

Hozirgi global raqobatbardosh zamonaviy jamiyatda shaxsning ijodiy qobiliyatlari va innovatsion tafakkuri eng muhim omillardan biri sifatida ahamiyat kasb etmoqda. Innovatsion tafakkur – yangi g‘oyalarni ishlab chiqish, ularni baholash va samarali qo‘llash qobiliyati – shaxsning ijodiy faoliyatining asosiy drayverlaridan biridir. Shu bilan birga, innovatsion tafakkur insonning fikrlash darajasini, muammolarni samarali hal qilish qobiliyatini va ijtimoiy hamda professional sohadagi faolligini shakllantiradi.

Innovatsion tafakkur – bu yangi g‘oyalar va yechimlarni qo‘llashga yo‘naltirilgan tafakkur shaklidir. Innovatsion tafakkur tarixan inson ijodkorligi va yangi g‘oyalarni qo‘llashga asoslanadi. Kishilik tarixida tosh davridan boshlab insoniyat hayotida iqtisodiy va madaniy rivojlanishlar bo‘lgan. Qadimgi davridan insonlar mehnat qurollari tayyorlashda texnikaviy kashfiyotlar qilgan. Chaqmoqtoshdan yasalgan mikrolit pichoq, qirg‘ich, bigiz, yog‘och o‘yish qurollari, o‘q-yoy uchlari, parmalash qurollari, bolg‘a, toshboltalar kundalik hayotda toshdan yasalgan mehnat qurollari inosoniyatni innovatsion tafakkur mahsulining ilk natijalari ekanligini isbotlaydi.

Insonning tafakuri, dunyoqarashi, atrof-muhitga bo‘lgan yondoshuvi kundalik qarashlar, fikrlar bilan qoniqmaydi. Albatta, o‘zi yashab turgan muhitni o‘zlashtirishni va yangilashni hohlaydi. Yangilik izlash, yangi g‘oyalarga intilish insondagi bilish xislatiga, gnosologik ehtiyojlarga moyildir. Zero,innovatsiya eng avvalo shaxsdagi ichki, ma’naviy-ruhiy va epstomologik ehtiyojlar mahsulidir. Innovatsion tafakkur zamirida shaxsning tabiat va jamiyat hayotini aql asosida yangilash hamda o‘zgartirish istagi yotadi.

Tafakkur borlikni bilvosita aks ettira oladi. Unda yangi bilimlar tajribaga har safar bevosita murojaat etmasdan, mavjud bilimlarga tayangan xolda xosil kdlinadi. Tafakkur ko‘p qirrali jarayon bo‘lib, uni turli xil tomondan, xususan, mazmuni va shakli bo‘yicha, tayyor holida yoki kelib chikishi va taraqqiyotida olib o‘rganish mumkin.

Globallashuv bugungi kunda jahon miqyosida o‘zining ijobiy va salbiy tomonlari bilan namoyon bo‘lmoqda. Bu jarayon hozirgi davrda tobora shiddatli tus olishi natijasida o‘zining avj nuqtasiga ko‘tarilib ijtimoiy-siyosiy, iqtisodiy, madaniy va ma’rifiy sohalarda namoyon bo‘layotganligini kuzatish mumkin. Shu o‘rinda har bir narsa va hodisani teran tafakkur qilish orqali inson globallashuvning ma’no-mazmuni va tub mohiyati nimada ekanligini anglab yetmoqda. “Globallashuv eng avvalo millatsizlanish, millatning yo‘qotilishi yoki unutilishi, milliy davlat qarashlarining yo‘qolishi va tushunarsiz transmilliy hayot shaklidir” [1.78].

Adabiyotlar tahlili va metodologiya

XXI asrdagi global o‘zgarishlar natijasida iqtisodiyot, texnologiya, ta’lim va ijtimoiy munosabatlarda tub o‘zgarishlar yuz bermoqda. Mamlakatlarning raqobatbardoshligi endi tabiiy resurslar yoki arzon ishchi kuchiga emas, balki innovatsion tafakkur, yangilik yarata olish qobiliyati va tadbirkorlik madaniyatiga bog‘liq bo‘lib qolmoqda. Innovatsion tafakkur – bu faqat yangi g‘oya yaratish emas, balki muammolarga yangicha yondashish, standart yechimlardan voz kechib, ijodiy va samarali yondashuvlarni ishlab chiqish qobiliyatidir.

Shumpeter innovatsiyani iqtisodiy rivojlanishning asosiy harakatlantiruvchi kuchi sifatida baholaydi. “Yangi g‘oyalar eski tizimlarni yo‘q qiladi va yangisini yaratadi” deb hisoblaydi [2.63]. Inson tafakkuri va ijodiy faoliyati jamoaviy o‘zaro ta’sir jarayonida shakllanadi, bu esa innovatsiyalarning ham ijtimoiy tabiatga ega ekanini mashhur psixolog olim Lev Semyonovich Vigotskiy o‘z asarlarida ifoda etgan. U inson fikrlashi va yangilik yaratishi ijtimoiy hamkorlik orqali shakllanish g‘oyasini ilgari surib, “innovatsiya jamoaviy faoliyat natijasi” [3.185] deb ta’kidlaydi. Abdulla Avloniyning ijodida innovatsion tafakkur – bilimga intilish, mustaqil fikrlash va zamonga moslashish [4.47] kabi milliy-falsafiy g‘oyalar sifatida namoyon bo‘ladi.

Yuqoridagi falsafiy qarashlardan ko‘rinib turibdiki, innovatsion tafakkur turli davr va maktablarda turlicha talqin qilingan bo‘lsa-da, ularni birlashtiruvchi jihat – yangilikka intilish, tanqidiy fikrlash va ijodkorlikdir. Bu nazariyalar shaxs rivojida innovatsion tafakkurni shakllantirish uchun mustahkam nazariy asos bo‘lib xizmat qiladi.

Davlat innovatsion siyosati mahalliy mahsulotlar raqobatbardoshligini oshirish, barqaror iqtisodiy o‘sishni ta’minlash, aholining turmush sifati va darajasini oshirish, texnologik va ekologik xavfsizligini ta’minlash uchun innovatsion faoliyat ustuvorliklarini tan olishdan kelib chiqib shakllantiriladi va amalga oshiriladi. Prezidentimiz ta’kidlanalaridek, “...Yangi O‘zbekistonni barpo etish va Uchinchi Renessans poydevorini yaratishda ziyolilarimizga katta ishonch bilan qaraymiz. Shuning uchun bu zahmatkash insonlarning ilmiy va ijodiy izlanishlarini har tomonlama qo‘llab-quvvatlash, ularga zarur sharoitlar yaratishni o‘zimizning birlamchi vazifamiz sifatida ko‘rishimiz darkor” [5.42]. Davlatning olib borayotgan innovatsion siyosatining asosiy maqsadi innovatsion faoliyat uchun mahalliy mahsulotlar raqobatbardoshligining o‘sishi, fan-texnika yutuqlaridan samarali foydalanish, ijtimoiy-iqtisodiy rivojlanish masalalarini hal etishni ta’minlaydigan iqtisodiy, huquqiy va tashkiliy sharoitlar yaratish hamda mamlakatning mudofaa qobiliyatini, shaxs, jamiyat va davlat xavfsizligini mustahkamlashdan iborat. Innovatsion tafakkurning rivoji davlat uchun strategik ahamiyatga ega, chunki u mamlakatning iqtisodiy, ijtimoiy va texnologik taraqqiyotini ta’minlaydi.

Innovatsion tafakkur – bu insonning real voqelikka noan’anaviy, ijodiy va maqsadga yo‘naltirilgan yondashuv asosida fikr yuritishidir. Uning asosini quyidagi omillar tashkil qiladi. Birinchidan kreativlik – yangi g‘oyalar yaratish qobiliyati. Ikkinchidan, tanqidiy tafakkur – vaziyatni chuqur tahlil qilish va uning ildiziga yetish. Uchinchidan, intellektual mobillik – yangi sharoitlarga tez moslashish xususiyati.

Natija va muhokama

Zamonaviy jamiyat jadal sur’atlar bilan rivojlanib borayotgan bir paytda insondan faqat bilimli bo‘lish emas, balki yangicha fikrlay olish, o‘zgarishlarga tez moslasha olish va yangi g‘oyalar yarata olish talab etilmoqda. Shu bois innovatsion tafakkur shaxs rivojining eng muhim omillaridan biri hisoblanadi. Innovatsion tafakkur – bu insonning turli sohalardagi muammolarga noan’anaviy yondashishi, yangi yechimlar topishi va doimiy izlanishda bo‘lish qobiliyatidir.

Avvalo, innovatsion tafakkur shaxsning ijodkorlik qobiliyatini rivojlantiradi. Ijodkor inson har qanday vaziyatda standart yo‘llar bilan cheklanib qolmaydi, balki yangi imkoniyatlarni izlaydi. Bu esa uning intellektual salohiyatini oshiradi va uni yaratuvchan shaxsga aylantiradi. Shu bilan birga, innovatsion fikrlash insonda mustaqil qaror qabul qilish qobiliyatini ham shakllantiradi. U tayyor fikrlarga ergashmaydi, balki o‘z qarashlarini shakllantiradi va ularni asoslab bera oladi.

Innovatsion tafakkurning yana bir muhim jihati – muammolarni samarali hal qilish qobiliyatidir. Bunday tafakkurga ega shaxs muammolarni turli nuqtayi nazardan ko‘rib chiqadi va eng maqbul yechimni topishga intiladi. Bu esa uni hayotda va kasbiy faoliyatda muvaffaqiyatga olib keladi. Ayniqsa, raqobat kuchayib borayotgan zamonaviy mehnat bozorida innovatsion fikrlaydigan kadrlarga talab juda yuqori. Shuning uchun innovatsion tafakkur shaxsning raqobatbardoshligini ta’minlaydi.

Shuningdek, innovatsion tafakkur liderlik qobiliyatini rivojlantirishda ham muhim ahamiyat kasb etadi. Yangi g‘oyalar ilgari suradigan, o‘zgarishlarga tayyor va tashabbuskor insonlar jamoada yetakchiga aylanadi. Ular nafaqat o‘zini, balki boshqalarni ham rivojlanishga undaydi. Bu esa jamiyat taraqqiyotiga ijobiy ta’sir ko‘rsatadi.

Bundan tashqari, innovatsion tafakkur insonni doimiy ravishda o‘z-o‘zini rivojlantirishga undaydi. Yangi bilim va ko‘nikmalarni egallashga intilish insonni intellektual jihatdan boyitadi va uni zamon talablariga moslashtiradi. Bunday shaxs hayot davomida o‘qish va o‘rganishdan to‘xtamaydi.

Innovatsion tafakkur va tadbirkorlik madaniyati amalda bir-birini to‘ldiruvchi ikki negiziy omil hisoblanadi. Innovatsiya g‘oya yaratadi, tadbirkorlik madaniyati esa uni amalga oshiradi. Ularning o‘zaro bog‘liqligi quyidagi jihatlarda namoyon bo‘ladi:

- innovatsion tafakkur – yangi texnologiya, mahsulot yoki biznes modelini ishlab chiqadi.
- tadbirkorlik madaniyati – ushbu g‘oyaning bozorda to‘g‘ri joylashini ta’minlaydi.
- innovatsion fikrlash risklarni aniqlaydi, tadbirkorlik madaniyati esa ularni boshqaradi.
- innovatsion tafakkur ilmiy asos yaratsa, tadbirkorlik madaniyati iqtisodiy samaradorlikni oshiradi. Kuchli innovatsion muhit mavjud bo‘lgan joyda odatda startaplar, klasterlar, texnoparklar va biznes-inkubatorlar tez rivojlanadi.

Agar globallashuv iqtisodiy moddiy tayanchga mablag‘ sarflashga, madaniy-ma’naviy merosga tayanmasa, tafakkur rivojlanish yo‘liga ega bo‘la olmasligi namoyon bo‘lmoqda. Jamiyatni qachonlardir rivojlanishinikutib yashaydigan bo‘lsak, hech qanday yangi narsa yaratmaymiz va yarata olmaymiz, amaliyotga ham tatbiq qila olmaymiz, oqibatda dogmaga o‘xshab qotib qolamiz. Kim nimani yaratsa unga mahliyo bo‘lib o‘tiraveramiz, innovatsiya ham ijodkorlik ham qila olmaymiz, bu borada salohiyatimiz yetmaydi deb bahonalar izlab qolamiz. Aslida, ta’lim-tarbiya berish jarayonida yoshlarda boshqalarning yaratgan innovatsiya va yangiliklariga mahliyo bo‘lishni emas, aksincha shunga o‘xshash yoki undanda yaxshiroq amaliy ishlar qila olishi va yarata olishi mumkinligini tushuntirishimiz darkor. Shaxsning bor imkoniyatlaridan to‘liq foydalanish ko‘nikmasini hamda ularni g‘ayritabiiy fikrlash qobiliyati hisoblangan innovatsion tafakkurni shakllantirish va rivojlantirishga e’tibor qaratish kerak.

Xulosa

Xulosa qilib aytganda, innovatsion tafakkur shaxsning intellektual, ijtimoiy va kasbiy rivojida hal qiluvchi ahamiyatga ega. U insonni ijodkor, mustaqil, raqobatbardosh va faol shaxs sifatida shakllantiradi. Shuning uchun ta’lim tizimida va jamiyatda innovatsion fikrlashni rivojlantirishga alohida e’tibor qaratish zarur. Zero, innovatsion tafakkur shaxsning intellektual va ijtimoiy rivojining asosiy omili bo‘lib, u insonni yangi g‘oyalar yaratishga, mustaqil qaror qabul qilishga va zamonaviy jamiyatda muvaffaqiyatli faoliyat yuritishga tayyorlaydi.

Tafakkur insonning ma’naviy olami, moddiy va ma’naviy ehtiyojlari bilan birgalikda aqliy tafakkur natijasida namoyon bo‘ladi. Inson tafakkurining strukturaviy ko‘rinishi doimiy rivojlanish faoliyati orqali yuzaga chiqadi. Inson tafakkuri olamining boyligi bilim, ijtimoiy-madaniy omillar va uzluksiz ta’lim tizimi samaradorligiga bog‘liq hamda ijtimoiy gumanitar fanlar hisoblangan falsafa, tarix, mantiq, psixologiya fanlari tizimida tafakkur va uning innovatsion xususiyatlariga alohida e’tibor qaratish lozim.

Shaxs ijodiy qobiliyatlari rivojida innovatsion tafakkurning roli katta ahamiyatga ega. Innovatsion tafakkur shaxsga yangi g‘oyalarni ishlab chiqish, ularni baholash va samarali qo‘llash imkonini beradi, shu bilan birga shaxsning intellektual va ijodiy rivojlanishiga turtki bo‘ladi. Zamonaviy bilimli jamiyatda innovatsion tafakkur shaxsning professional va ijtimoiy salohiyatini oshirishda asosiy omillardan biri hisoblanadi. Shu sababli ta’lim muassasalari va tashkilotlar shaxsda innovatsion tafakkurni rivojlantirishga qaratilgan metodikalarni yaratish va tatbiq etishlari zarur. Oddiy odam muammoni ko‘radi, innovatsion tafakkukrga ega odam esa muammoni yechimni ko‘ra oladi. Bundan tashqari insonni hayoti davomida yuzaga keladigan muammolarni hal qilishda,zamonga moslashishda, faoliyatida muvaffaqiyatga erishishida va boshqalardan ustun bo‘lishida innovatsion tafakkurning o‘rni beqiyosdir. Qisqacha qilib aytganda, innovatsion tafakkur – bu zamonaviy dunyoda yashash va yutuqqa erishish quroli.

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O‘ZBEKISTONDA IJTIMOIY TADBIRKORLIKNI RIVOJLANTIRISHNING MAVJUD MUAMMOLARI VA ULARNI BARTARAF ETISH MEXANIZMLARI

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Annotatsiya. *Mazkur maqolada O‘zbekistonda ijtimoiy tadbirkorlikni rivojlantirishning mavjud muammolari hamda ularni bartaraf etishning ijtimoiy-falsafiy mexanizmlari tahlil qilinadi. Tadqiqotda ijtimoiy tadbirkorlikning nazariy asoslari, uning fuqarolik jamiyati va barqaror rivojlanishdagi o‘rni yoritilgan. Shuningdek, normativ-huquqiy bazaning yetarli darajada shakllanmaganligi, moliyaviy resurslarga kirish imkoniyatlarining cheklanganligi, ijtimoiy innovatsiyalarni qo‘llab-quvvatlash mexanizmlarining sustligi hamda aholi orasida ijtimoiy tadbirkorlik madaniyatining yetarlicha rivojlanmaganligi kabi muammolar o‘rganilgan. Tadqiqot natijasida ijtimoiy tadbirkorlikni rivojlantirishning institutsional, iqtisodiy va ma’naviy mexanizmlari taklif etilgan.*

Kalit so‘zlar: *ijtimoiy tadbirkorlik, ijtimoiy innovatsiya, fuqarolik jamiyati, ijtimoiy mas’uliyat, barqaror rivojlanish, ijtimoiy kapital, ijtimoiy loyiha, ijtimoiy transformatsiya, tadbirkorlik madaniyati.*

СУЩЕСТВУЮЩИЕ ПРОБЛЕМЫ РАЗВИТИЯ СОЦИАЛЬНОГО ПРЕДПРИНИМАТЕЛЬСТВА В УЗБЕКИСТАНЕ И МЕХАНИЗМЫ ИХ ПРЕОДОЛЕНИЯ

Аннотация. *В статье анализируются существующие проблемы развития социального предпринимательства в Узбекистане и социально-философские механизмы их преодоления. Исследуются теоретические основы социального предпринимательства, его роль в развитии гражданского общества и устойчивого развития. Особое внимание уделяется проблемам недостаточной нормативно-правовой базы, ограниченного доступа к финансовым ресурсам, слабой поддержки социальных инноваций и недостаточного уровня культуры социального предпринимательства среди населения. Предлагаются институциональные, экономические и духовно-нравственные механизмы дальнейшего развития социального предпринимательства.*

Ключевые слова: *социальное предпринимательство, социальные инновации, гражданское общество, социальная ответственность, устойчивое развитие, социальный капитал, социальный проект.*

EXISTING PROBLEMS OF SOCIAL ENTREPRENEURSHIP DEVELOPMENT IN UZBEKISTAN AND MECHANISMS FOR OVERCOMING THEM

Abstract. *This article examines the existing challenges of social entrepreneurship development in Uzbekistan and proposes socio-philosophical mechanisms for overcoming them. The study explores the theoretical foundations of social entrepreneurship and its role in civil society development and sustainable growth. Particular attention is paid to issues such as insufficient legal frameworks, limited access to financial resources, weak support for social innovation, and the underdeveloped culture of social entrepreneurship. Based on the findings, institutional, economic, and value-based mechanisms for strengthening social entrepreneurship are proposed.*

Keywords: *social entrepreneurship, social innovation, civil society, social responsibility, sustainable development, social capital, social projects.*

Kirish. So‘nggi yillarda dunyo miqyosida ijtimoiy tadbirkorlik jamiyat oldida turgan murakkab ijtimoiy muammolarni hal etishning innovatsion mexanizmlaridan biri sifatida e’tirof etilmoqda. Mazkur faoliyat turi iqtisodiy samaradorlik va ijtimoiy manfaatlarning uyg‘unlashuviga asoslanib, aholining ijtimoiy himoyaga muhtoj qatlamlarini qo‘llab-quvvatlash, bandlikni oshirish, ta’lim va sog‘liqni saqlash xizmatlarini takomillashtirish kabi vazifalarni bajarishga xizmat qiladi [1].

Ijtimoiy tadbirkorlikning nazariy asoslari M.Yunus, G.Diz, P.Druker va boshqa olimlar tomonidan ishlab chiqilgan bo‘lib, ular ushbu faoliyatni ijtimoiy qiymat yaratishga qaratilgan tadbirkorlik modeli sifatida talqin qiladilar [2].

Zamonaviy ijtimoiy-falsafiy yondashuvlarda esa ijtimoiy tadbirkorlik fuqarolik jamiyatining rivojlanishi, ijtimoiy birdamlik va ijtimoiy mas'uliyatni mustahkamlovchi institut sifatida qaraladi.

O'zbekistonda bozor iqtisodiyotini chuqurlashtirish, fuqarolik jamiyatini rivojlantirish hamda kambag'allikni qisqartirishga qaratilgan islohotlar ijtimoiy tadbirkorlik rivoji uchun yangi imkoniyatlar yaratmoqda. Biroq ushbu sohaning institutsional shakllanishi jarayonida qator muammolar ham mavjud bo'lib, ular ijtimoiy tadbirkorlikning jamiyat hayotidagi imkoniyatlaridan to'liq foydalanishga to'sqinlik qilmoqda.

Ushbu tadqiqotning dolzarbligi ham aynan O'zbekistonda ijtimoiy tadbirkorlik rivojlanishiga ta'sir etayotgan omillarni aniqlash va ularni bartaraf etishning ijtimoiy-falsafiy mexanizmlarini ishlab chiqish zarurati bilan belgilanadi.

Tadqiqot maqsadi. O'zbekistonda ijtimoiy tadbirkorlik rivojlanishining mavjud muammolarini aniqlash hamda ularni bartaraf etishning ijtimoiy-falsafiy va institutsional mexanizmlarini asoslash.

Tadqiqot metodologiyasi. Tadqiqotda tizimli yondashuv, qiyosiy tahlil, ijtimoiy-falsafiy tahlil va aksiologik metodlardan foydalanildi. Shuningdek, ijtimoiy tadbirkorlik nazariyasi, fuqarolik jamiyati konsepsiyasi va barqaror rivojlanish tamoyillari metodologik asos sifatida qo'llanildi.

Ijtimoiy tadbirkorlikni o'rganishda G.Dizning ijtimoiy qiymat yaratish nazariyasi, M.Yunusning ijtimoiy biznes konsepsiyasi hamda R.Putnamning ijtimoiy kapital nazariyasi muhim nazariy manba bo'lib xizmat qildi [3].

Tadqiqotning empirik asosini O'zbekiston Respublikasining normativ-huquqiy hujjatlari, rivojlanish strategiyalari va ijtimoiy tadbirkorlik bo'yicha xalqaro tajribalar tashkil etdi.

Natijalar. Tahlillar natijasida O'zbekistonda ijtimoiy tadbirkorlik rivojlanishiga to'sqinlik qilayotgan quyidagi asosiy muammolar aniqlandi.

1. Normativ-huquqiy bazaning yetarlicha shakllanmaganligi. Ijtimoiy tadbirkorlikning huquqiy maqomi va faoliyat yuritish mexanizmlari bo'yicha yagona tizimning mavjud emasligi mazkur sohaning institutsional rivojlanishini sekinlashtirmoqda. Natijada ijtimoiy tadbirkorlik subyektlari davlat tomonidan qo'llab-quvvatlash mexanizmlaridan to'liq foydalana olmayapti.

2. Moliyaviy resurslarga kirish imkoniyatlarining cheklanganlig. Ijtimoiy tadbirkorlik loyihalarining ko'pchiligi dastlabki bosqichda investitsiya va grant mablag'lariga ehtiyoj sezadi. Biroq amaldagi moliyalashtirish tizimlari asosan tijorat samaradorligiga yo'naltirilganligi sababli ijtimoiy tashabbuslarni qo'llab-quvvatlash imkoniyatlari cheklangan.

3. Ijtimoiy tadbirkorlik madaniyatining yetarli darajada shakllanmaganligi. Tahlillar aholining katta qismida ijtimoiy tadbirkorlikning mazmun-mohiyati haqida yetarli tasavvur mavjud emasligini ko'rsatdi. Natijada ko'plab ijtimoiy tashabbuslar an'anaviy xayriya faoliyati bilan chalkashtirilmoqda.

4. Kadrlar salohiyatining yetishmasligi. Ijtimoiy tadbirkorlikni samarali tashkil etish uchun menejment, marketing, ijtimoiy loyiha boshqaruvi va innovatsiyalar sohasida bilim va ko'nikmalarga ega mutaxassislar zarur. Mazkur yo'nalishdagi ta'lim dasturlarining yetarli emasligi kadrlar tanqisligini yuzaga keltirmoqda.

5. Ijtimoiy innovatsiyalar ekotizimining rivojlanmaganligi. Innovatsion loyihalarni qo'llab-quvvatlash markazlari, inkubatorlar va akseleratorlarning yetishmasligi ijtimoiy tadbirkorlik tashabbuslarining rivojlanish sur'atlariga salbiy ta'sir ko'rsatmoqda.

Muhokama. Ijtimoiy tadbirkorlik zamonaviy jamiyatda iqtisodiy manfaat va ijtimoiy maqsadlarning uyg'unlashuvini ta'minlovchi yangi institut sifatida shakllanmoqda. G.Dizning ta'kidlashicha, ijtimoiy tadbirkorlar jamiyatdagi muammolarni innovatsion yondashuvlar orqali hal etuvchi o'zgarish agentlari hisoblanadi [4].

Tadqiqot natijalari shuni ko'rsatdiki, O'zbekistonda ijtimoiy tadbirkorlikni rivojlantirish fuqarolik jamiyatining mustahkamlanishi va ijtimoiy kapitalning ortishiga xizmat qiladi. R.Putnam ijtimoiy kapitalning rivojlanishi jamiyatda o'zaro ishonch va hamkorlikni kuchaytirishini ta'kidlaydi [5]. Mazkur yondashuv ijtimoiy tadbirkorlik faoliyatining natijaviyligini ta'minlashda muhim ahamiyat kasb etadi.

Ijtimoiy tadbirkorlikning muvaffaqiyati faqat iqtisodiy omillar bilan emas, balki jamiyatdagi qadriyatlar tizimi, fuqarolik faolligi va ijtimoiy mas'uliyat darajasi bilan ham belgilanadi. Shundan kelib chiqib, mazkur sohani rivojlantirishda aksiologik yondashuv muhim ahamiyat kasb etadi.

Tadqiqot natijalari asosida quyidagi mexanizmlar taklif etiladi:

1.Ijtimoiy tadbirkorlik to'g'risida alohida qonun qabul qilish.

2.Ijtimoiy loyihalarni grant va subsidiyalar orqali qo'llab-quvvatlash.

3.Oliy ta'lim muassasalarida ijtimoiy tadbirkorlik bo'yicha maxsus kurslarni joriy etish.

4.Hududiy ijtimoiy innovatsiyalar markazlarini tashkil etish.

5.Ijtimoiy biznes inkubatorlari faoliyatini kengaytirish.

6.Davlat-xususiy sheriklik asosida ijtimoiy loyihalarni moliyalashtirish tizimini takomillashtirish.

7.Ijtimoiy tadbirkorlik bo'yicha ommaviy axborot kampaniyalarini amalga oshirish.

Xulosa. Tadqiqot natijalari O‘zbekistonda ijtimoiy tadbirkorlik rivojlanishi fuqarolik jamiyatining mustahkamlanishi, aholi farovonligining oshishi va ijtimoiy muammolarning innovatsion yechimlarini topishda muhim ahamiyatga ega ekanligini ko‘rsatdi.

Tahlillar natijasida ma’lum bo‘ldiki, ijtimoiy tadbirkorlik rivojlanishiga huquqiy, moliyaviy, institutsional va madaniy omillar to‘sqinlik qilmoqda. Mazkur muammolarni bartaraf etish uchun kompleks yondashuv zarur bo‘lib, u normativ-huquqiy bazani takomillashtirish, moliyaviy qo‘llab-quvvatlash mexanizmlarini kengaytirish, kadrlar tayyorlash va ijtimoiy innovatsiyalarni rag‘batlantirishni o‘z ichiga olishi lozim.

Qolaversa, ijtimoiy tadbirkorlikni rivojlantirish orqali fuqarolik jamiyatining ijtimoiy mas’uliyat, hamkorlik va birdamlik kabi qadriyatlarini mustahkamlash mumkin. Shu sababli ijtimoiy tadbirkorlikni qo‘llab-quvvatlash O‘zbekistonning barqaror rivojlanish strategiyasining muhim yo‘nalishlaridan biri bo‘lib qoladi.

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AHOLINING IJTIMOIY HIMOYAGA MUHTOJ QATLAMLARINI QO‘LLAB-QUVVATLASHDA IJTIMOIY TADBIRKORLIKNING IMKONIYATLARI

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Farg‘ona davlat universiteti mustaqil tadqiqotchisi

Annotatsiya. *Mazkur maqolada aholining ijtimoiy himoyaga muhtoj qatlamlarini qo‘llab-quvvatlashda ijtimoiy tadbirkorlikning o‘rni va imkoniyatlari ijtimoiy-falsafiy nuqtai nazardan tahlil qilinadi. Tadqiqotda ijtimoiy tadbirkorlikning nazariy asoslari, uning fuqarolik jamiyati va ijtimoiy adolatni ta’minlashdagi ahamiyati yoritilgan. Shuningdek, nogironligi bo‘lgan shaxslar, kam ta’minlangan oilalar, ishsizlar, yolg‘iz keksalar hamda ijtimoiy himoyaga muhtoj boshqa qatlamlarni qo‘llab-quvvatlashda ijtimoiy tadbirkorlikning institutsional va innovatsion imkoniyatlari ochib berilgan. Tadqiqot natijasida ijtimoiy tadbirkorlikning aholi farovonligini oshirish va ijtimoiy integratsiyani mustahkamlashdagi roli asoslab berilgan.*

Kalit so‘zlar: *ijtimoiy tadbirkorlik, ijtimoiy himoya, ijtimoiy adolat, fuqarolik jamiyati, ijtimoiy integratsiya, ijtimoiy innovatsiya, ijtimoiy mas’uliyat, barqaror rivojlanish, kambag‘allikni qisqartirish.*

ВОЗМОЖНОСТИ СОЦИАЛЬНОГО ПРЕДПРИНИМАТЕЛЬСТВА В ПОДДЕРЖКЕ СОЦИАЛЬНО УЯЗВИМЫХ СЛОЁВ НАСЕЛЕНИЯ

Аннотация. *В статье анализируются возможности социального предпринимательства в поддержке социально уязвимых слоёв населения с социально-философской точки зрения. Рассматриваются теоретические основы социального предпринимательства, его роль в обеспечении социальной справедливости и развитии гражданского общества. Особое внимание уделяется поддержке лиц с инвалидностью, малообеспеченных семей, безработных граждан, одиноких пожилых людей и других нуждающихся категорий населения. Обосновывается значение социального предпринимательства как эффективного механизма социальной интеграции и повышения благосостояния населения.*

Ключевые слова: *социальное предпринимательство, социальная защита, социальная справедливость, гражданское общество, социальная интеграция, социальные инновации, социальная ответственность.*

OPPORTUNITIES OF SOCIAL ENTREPRENEURSHIP IN SUPPORTING SOCIALLY VULNERABLE POPULATION GROUPS

Abstract. *This article examines the opportunities of social entrepreneurship in supporting socially vulnerable population groups from a socio-philosophical perspective. The study analyzes the theoretical foundations of social entrepreneurship and its role in promoting social justice and civil society development. Particular attention is paid to supporting persons with disabilities, low-income families, unemployed citizens, elderly people living alone, and other vulnerable groups. The findings demonstrate that social entrepreneurship serves as an effective mechanism for social integration, poverty reduction, and sustainable social development.*

Keywords: *social entrepreneurship, social protection, social justice, civil society, social integration, social innovation, social responsibility, sustainable development.*

Kirish. Bugungi kunda dunyo hamjamiyati oldida turgan muhim vazifalardan biri aholini ijtimoiy himoya qilish tizimini takomillashtirish va ijtimoiy tengsizlikni kamaytirishdan iborat. Iqtisodiy transformatsiyalar, globallashuv jarayonlari hamda demografik o‘zgarishlar natijasida aholining ayrim qatlamlari ijtimoiy himoyaga ko‘proq ehtiyoj sezmoqda. Shu sababli davlatning an’anaviy ijtimoiy siyosati bilan bir qatorda ijtimoiy tadbirkorlik kabi innovatsion mexanizmlarning ahamiyati ortib bormoqda [1].

Ijtimoiy tadbirkorlik iqtisodiy faoliyat va ijtimoiy maqsadlarning uyg‘unlashuviga asoslangan bo‘lib, u jamiyatdagi muammolarni tadbirkorlik usullari orqali hal etishga qaratilgan. M.Yunusning ta’kidlashicha, ijtimoiy biznes va ijtimoiy tadbirkorlikning asosiy maqsadi foyda olish emas, balki ijtimoiy muammolarga barqaror yechim topishdan iborat [2].

O‘zbekiston sharoitida aholining ijtimoiy himoyaga muhtoj qatlamlarini qo‘llab-quvvatlash davlat siyosatining ustuvor yo‘nalishlaridan biri hisoblanadi. Biroq mavjud ehtiyojlarning ko‘lami davlat resurslaridan tashqari fuqarolik jamiyati institutlari va ijtimoiy tadbirkorlik subyektlarining faol ishtirokini ham talab etadi.

Mazkur tadqiqotning maqsadi ijtimoiy himoyaga muhtoj qatlamlarni qo‘llab-quvvatlashda ijtimoiy tadbirkorlikning imkoniyatlarini ijtimoiy-falsafiy jihatdan tahlil qilish va uning amaliy samaradorligini asoslashdan iborat.

Tadqiqot metodologiyasi. Tadqiqotda tizimli yondashuv, ijtimoiy-falsafiy tahlil, qiyosiy metod, aksiologik yondashuv va institutsional tahlil metodlaridan foydalanildi.

Nazariy-metodologik asos sifatida M.Yunusning ijtimoiy biznes konsepsiyasi, G.Dizning ijtimoiy tadbirkorlik nazariyasi, J.Rolzning ijtimoiy adolat konsepsiyasi va R.Putnamning ijtimoiy kapital nazariyalaridan foydalanildi [3; 4].

Tadqiqot davomida O‘zbekiston Respublikasining ijtimoiy siyosatga oid normativ-huquqiy hujjatlari, ilmiy manbalar va xalqaro tashkilotlar materiallari tahlil qilindi.

Natijalar. Ijtimoiy tadbirkorlikning ijtimoiy himoyadagi o‘rni

Tahlillar shuni ko‘rsatdiki, ijtimoiy tadbirkorlik aholining ijtimoiy himoyaga muhtoj qatlamlarini qo‘llab-quvvatlashning samarali vositalaridan biri hisoblanadi. Mazkur faoliyat turi iqtisodiy va ijtimoiy natijalarning uyg‘unlashuvini ta’minlab, davlat ijtimoiy siyosatini to‘ldiruvchi institut sifatida namoyon bo‘ladi.

Ijtimoiy tadbirkorlik quyidagi yo‘nalishlarda muhim imkoniyatlarga ega:

- nogironligi bo‘lgan shaxslarni ish bilan ta’minlash;
- kam ta’minlangan oilalarning daromad manbalarini kengaytirish;
- ayollar va yoshlarning iqtisodiy faolligini oshirish;
- keksalar va yolg‘iz fuqarolar uchun ijtimoiy xizmatlar tashkil etish;
- chekka hududlarda ijtimoiy xizmatlar ko‘rsatish.

Nogironligi bo‘lgan shaxslarni qo‘llab-quvvatlash. Tadqiqot natijalari ko‘rsatishicha, nogironligi bo‘lgan shaxslarning mehnat bozoriga integratsiyalashuvi ijtimoiy tadbirkorlikning eng muhim yo‘nalishlaridan biridir. Ko‘plab davlatlarda ijtimoiy korxonalar ushbu toifadagi fuqarolar uchun maxsus ish o‘rinlarini yaratish orqali ularning iqtisodiy mustaqilligini ta’minlamoqda [5].

Kambag‘allikni qisqartirishdagi imkoniyatlar. Ijtimoiy tadbirkorlik aholining daromadi past qatlamlarini tadbirkorlik faoliyatiga jalb etish orqali kambag‘allikni kamaytirishga xizmat qiladi. Ayniqsa, mikroloyihalar va oilaviy bizneslarni qo‘llab-quvvatlash orqali ijtimoiy himoyaga muhtoj oilalarning iqtisodiy faolligi oshiriladi.

Ayollar va yoshlar bandligini ta’minlash. Tahlillar natijasida ayollar va yoshlar uchun yaratilayotgan ijtimoiy biznes loyihalari nafaqat iqtisodiy foyda, balki ijtimoiy integratsiyani ham kuchaytirishi aniqlandi. Bu jarayon fuqarolik faolligi va ijtimoiy mas’uliyatning ortishiga xizmat qiladi.

Muhokama. J.Rolzning ijtimoiy adolat nazariyasiga ko‘ra, jamiyatdagi ijtimoiy institutlar eng avvalo himoyaga muhtoj qatlamlar manfaatlarini ta’minlashga xizmat qilishi lozim [6]. Bu nazariya ijtimoiy tadbirkorlikning falsafiy asoslarini tushuntirishda muhim metodologik ahamiyatga ega.

Ijtimoiy tadbirkorlikning rivojlanishi fuqarolik jamiyatining kuchayishiga ham xizmat qiladi. R.Putnam ijtimoiy kapitalning ortishi fuqarolar o‘rtasidagi hamkorlik va ishonchni mustahkamlashini ta’kidlaydi [4]. Ijtimoiy tadbirkorlik aynan mana shunday ijtimoiy kapitalni shakllantiruvchi institutlardan biri sifatida namoyon bo‘ladi.

Ijtimoiy tadbirkorlikning ahamiyati uning iqtisodiy natijalaridangina iborat emas. U jamiyatda hamjihatlik, o‘zaro yordam, ijtimoiy mas’uliyat va adolat kabi qadriyatlarning mustahkamlanishiga ham xizmat qiladi. Shu sababli ijtimoiy tadbirkorlikni ijtimoiy-falsafiy hodisa sifatida o‘rganish dolzarb ahamiyat kasb etadi.

O‘zbekiston sharoitida ijtimoiy tadbirkorlikni rivojlantirish orqali davlat va fuqarolik jamiyati institutlari o‘rtasidagi hamkorlikni kuchaytirish, ijtimoiy himoya tizimini takomillashtirish va barqaror rivojlanish maqsadlariga erishish mumkin.

Amaliy takliflar. Tadqiqot natijalari asosida quyidagi takliflar ishlab chiqildi:

1.Ijtimoiy tadbirkorlik faoliyatini qo‘llab-quvvatlashning huquqiy asoslarini takomillashtirish.

2.Ijtimoiy korxonalar uchun grant va imtiyozli kredit dasturlarini kengaytirish.

3.Nogironligi bo‘lgan shaxslarni ish bilan ta’minlovchi korxonalarni rag‘batlantirish.

4.Oliy ta’lim muassasalarida ijtimoiy tadbirkorlik bo‘yicha maxsus o‘quv kurslarini joriy etish.

5.Hududlarda ijtimoiy innovatsiyalar markazlarini tashkil etish.

6.Ayollar va yoshlar uchun ijtimoiy biznes inkubatorlarini yaratish.

7.Mahalla institutlari bilan hamkorlikda ijtimoiy loyihalarni amalga oshirish.

XULOSA. Tadqiqot natijalari ijtimoiy tadbirkorlik aholini ijtimoiy himoyaga muhtoj qatlamlarini qo‘llab-quvvatlashning samarali mexanizmlaridan biri ekanligini ko‘rsatdi. Aniqlanishicha, ijtimoiy tadbirkorlik:

- bandlikni oshiradi;

- kambag‘allikni kamaytiradi;
- nogironligi bo‘lgan shaxslarning integratsiyasini ta’minlaydi;
- ayollar va yoshlarning iqtisodiy faolligini rag‘batlantiradi;
- fuqarolik jamiyati institutlarini mustahkamlaydi.

Jumladan, ijtimoiy tadbirkorlik jamiyatda ijtimoiy adolat, birdamlik va mas’uliyat kabi qadriyatlarning rivojlanishiga xizmat qiluvchi muhim ijtimoiy institut sifatida namoyon bo‘ladi. Shu bois uni rivojlantirish O‘zbekistonning barqaror taraqqiyot strategiyasining muhim yo‘nalishlaridan biri bo‘lib qoladi.

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ADOLAT VA TENGLIK: FALSAFIY JIHATDAN TAHLIL VA ULARNING FARQLARI

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Annotatsiya: *Ushbu maqola adolat va tenglik tushunchalarini falsafiy jihatdan qiyosiy tahlil qilishga bag'ishlangan. Adolat va tenglik ko'pincha sinonim sifatida qo'llaniladigan bo'lsa-da, ular mazmun-mohiyati jihatidan bir-biridan tubdan farq qiluvchi kategoriyalar ekanligini maqolada Aristotel, Platon, Immanuel Kant, John Rawls, Amartya Sen va boshqa mutafakkirlarning kontseptsiyalariga tayanib isbot etiladi. Tenglik aritmmetik tenglikni, adolat esa proporsional va mezoniy munosabatni anglatishi ilmiy adabiyotlar tahlili asosida ko'rsatiladi. Maqolada kommuatativ, distributiv, prosessual va restorative adolat turlari ham tahlil qilinadi.*

Kalit so'zlar: *adolat, tenglik, distributiv adolat, Rawls, Aristotel, ijtimoiy falsafa, axloqiy falsafa, imkoniyatlar tengligi.*

СПРАВЕДЛИВОСТЬ И РАВЕНСТВО: ФИЛОСОФСКИЙ АНАЛИЗ И ИХ РАЗЛИЧИЯ

Аннотация: *Данная статья посвящена сравнительному философскому анализу понятий справедливости и равенства. Несмотря на то что эти понятия нередко используются как синонимы, в статье на основе концепций Аристотеля, Платона, Иммануила Канта, Джона Ролза и Амартии Сена доказывается, что они принципиально различаются по своему содержанию. Показывается, что равенство означает арифметическое тождество, тогда как справедливость предполагает пропорциональные и нормативные отношения. В статье также анализируются коммутативный, дистрибутивный, процессуальный и восстановительный виды справедливости.*

Ключевые слова: *справедливость, равенство, дистрибутивная справедливость, Ролз, Аристотель, социальная философия, равенство возможностей.*

JUSTICE AND EQUALITY: A PHILOSOPHICAL ANALYSIS AND THEIR DISTINCTIONS

Abstract: *This article is devoted to a comparative philosophical analysis of the concepts of justice and equality. Although these concepts are often used as synonyms, the article demonstrates - drawing on the theories of Aristotle, Plato, Immanuel Kant, John Rawls, and Amartya Sen - that they differ fundamentally in their content. It is shown that equality refers to arithmetic sameness, while justice implies proportional and normative relations. The article also analyses the commutative, distributive, procedural, and restorative types of justice.*

Keywords: *justice, equality, distributive justice, Rawls, Aristotle, social philosophy, moral philosophy, equality of opportunity.*

Kirish

Adolat va tenglik - falsafiy tafakkurning eng qadimgi va eng murakkab muammolari qatoriga kiradi. Qadimgi Yunoniston faylasuflari bu tushunchalarni siyosiy va axloqiy hayotning poydevori deb bilgan bo'lsalar, zamonaviy siyosiy falsafa va huquqshunos olimlar ularni ijtimoiy institutlarni qurish va baholashning asosiy mezonlari sifatida ko'rib chiqadi. Biroq ommaviy ongda, siyosiy nutqda va hatto ba'zi akademik manbalarda «adolat» va «tenglik» tushunchalari ko'pincha bir xil ma'noda ishlatiladi. Bu narsa kontseptual chalkashlikka olib keladi va noto'g'ri siyosiy qarorlar qabul qilinishiga zamin hozirlaydi.

Masalan, ta'lim sohasida tenglikni ta'minlash deganda ba'zilar barcha o'quvchilarga bir xil resurslar berish kerak, deb tushunadi. Adolat nuqtai nazaridan esa turli ehtiyojli o'quvchilarga turli miqdorda qo'llab-quvvatlash berish - adolatliroq yondashuv bo'lishi mumkin. Shu bois ushbu ikki tushunchaning falsafiy, axloqiy va ijtimoiy-siyosiy jihatdan aniq chegaralanishi muhim nazariy va amaliy ahamiyatga ega.

Maqolaning maqsadi - adolat va tenglik tushunchalarining falsafiy tarixini, ularning turli kontseptsiyalar doirasidagi mazmunini va bir-biridan farqlarini tizimli ravishda tahlil qilish, shuningdek bu farqni ijtimoiy siyosat uchun nazariy asos sifatida ko'rsatishdan iborat.

Tadqiqotning dolzarbligi shundan iboratki, O'zbekistonda amalga oshirilayotgan ijtimoiy islohotlar - ta'lim, soliq, ijtimoiy himoya sohalarida - adolat va tenglik tamoyillarining to'g'ri tushunilishiga bog'liq. Kontseptsial chalkashlik siyosiy amaliyotda adolatsiz natijalar keltirib chiqarishi mumkin.

Adabiyotlar sharhi

1. Qadimgi falsafada adolat tushunchasi.

Adolat tushunchasini tizimli tahlil qilishni dastlab Platon amalga oshirdi. Uning «Davlat» (Politeia) asarida adolat - har bir kishining o'z tabiatiga mos vazifani bajarishi, ya'ni ruhning uch qismining (aql, iroda, ehtiros) muvofiqligi sifatida ta'riflanadi (Platon, 380 mil. avv./2000, 433a-e). Platonning adolat kontseptsiyasi organik va ierarxikdir: jamiyat adolatli bo'lishi uchun har bir tabaqaning o'z o'rnida bo'lishi shart.

Aristotel esa adolatni ikki turga ajratdi: (1) umumiy adolat (iustitia generalis) - qonunga bo'ysunish va fazilat; (2) xususiy adolat (iustitia particularis) - munosabatlarda to'g'ri taqsimot. Xususiy adolatni u yana ikki turga bo'ldi: distributiv adolat (ne'matlarni xizmat-u hissaga proporsional taqsimlash) va kommutativ adolat (almashinuv va shikast o'rnini qoplashdagi tenglik). Aristotelning mashhur formulasi: «Adolat - teng kishilarga tengdek, teng bo'lmagan kishilarga esa teng bo'lmagan tarzda munosabatda bo'lishdir» (Aristotel, Nikomaxova axloq, 1131a-b).

Bu ta'rif tenglik va adolatning aslida mos kelmasligini ochiq ko'rsatib beradi: aritmmetik tenglik adolatli bo'lmasligi mumkin, chunki proporsiyon teng bo'lmagan kishilarga nisbatan teng munosabat adolatsizlikdir.

2. Yangi davr falsafasida adolat va tenglik.

Immanuel Kant adolatni kategorik imperativ asosida qurishga harakat qildi. Uning deontologik etikasida adolat - insonning avtonom qonun qabul qiluvchi mavjudot sifatidagi qadr-qimmatiga hurmatdan kelib chiqadi. Kantda tenglik - huquqiy tenglik, ya'ni barcha odamlar qonun oldida teng; lekin bu material tenglik emas (Kant, 1797/1996). Hegel esa adolatni ob'ektiv ruhning o'zini-o'zi ro'yobga chiqarishi sifatida ko'rib, davlatni axloqiylikning oliy ko'rinishi deb baholadi (Hegel, 1820/2008).

Utilitarian traditsiyada - Jeremy Bentham va John Stuart Mill - adolat ko'proq farovonlikni maksimallashtirishga qodir bo'lgan tarqatma siyosat orqali tushunildi. Ushbu yondashuvda tenglik o'z-o'zicha qadriyat emas, balki foydalilik tamoyilining vositasi sifatida ko'riladi (Mill, 1863/1998).

3. Zamonaviy adolat nazariyalari.

XX asrning eng ta'sirchan adolat nazariyasi John Rawlsning «Adolat nazariyasi» (A Theory of Justice, 1971) asarida bayon etildi. Rawls «bilmaslik pardasi» (veil of ignorance) uslubini ishlatib, adolat tamoyillarini ikki asosga qurdi: (1) asosiy erkinliklar barcha uchun teng; (2) ijtimoiy va iqtisodiy tengsizlik faqat jamiyatning eng kam imtiyozli a'zolariga foyda keltirganda qabul qilinishi mumkin - bu «farq tamoyili» (difference principle) deb ataladi (Rawls, 1971, pp. 60–90). Rawls uchun adolat - «oddiy tenglik» emas, balki asosli tengsizlikka yo'l qo'yadigan tartibdir.

Robert Nozickning libertarian qarashlari Rawlsga qisman qarama-qarshi edi. Nozick o'zining «Anarxiya, davlat va utopiya» (1974) asarida qayta taqsimlash siyosatini rad etdi va adolatni erkin almashinuvlarning buzilmasligida ko'rdi. Unga ko'ra tenglik majburan yaratilgan bo'lsa - bu adolatsizlikdir.

Amartya Senning «imkoniyatlar yondashuvi» (Capability Approach) esa rasmiy tenglik (bir xil huquq) bilan real imkoniyatlar o'rtasidagi farqga e'tibor qaratdi. Sen uchun adolat - odamlarga rasmiy emas, real imkoniyatlar taqdim etishdir: ko'r odam uchun piyodalar yo'lida panjara bo'lmasa ham, aritmmetik tenglik bor, ammo bu adolatli emas (Sen, 1999; 2009).

Martha Nussbaum esa adolatni «minimal shaxsiy qadr» (threshold of human dignity) atrofida qurib, 10 ta fundamental imkoniyatni davlat ta'minlashi zarur majburiy kafolatlar sifatida sanab o'tdi (Nussbaum, 2006). Nancy Fraser esa adolatni uch o'lchamda - qayta taqsimlash (redistribution), tan olish (recognition) va vakillik (representation) - ko'rib chiqdi (Fraser, 2008).

Metodologiya

Tadqiqot quyidagi usullarga asoslanadi:

1. Kontseptual tahlil (conceptual analysis) - adolat va tenglik tushunchalarining mazmun-mohiyatini aniqlash uchun asosiy falsafiy matnlar o'qildi va atamalar turli kontekstlarda solishtirma tahlil qilindi.

2. Qiyosiy-tarixiy metod - qadimgi Yunonistondan zamonaviy siyosiy falsafagacha bo'lgan davrda adolat va tenglik tushunchalarining rivojlanishini qiyosiy tahlil qilish maqsadida qo'llanildi.

3. Normativ tahlil - turli adolat kontseptsiyalarining axloqiy asoslanganligini va ular o'rtasidagi normativ farqlarni baholash uchun ishlatildi.

4. Tizimli sintez - turli maktablar va yondashuvlarni birlashtirib, adolat va tenglik o'rtasidagi farqni ko'rsatuvchi kontseptual xarita tuzish uchun qo'llanildi.

Tadqiqot manba bazasini Aristotel, Platon, Kant, Rawls, Nozick, Sen, Nussbaum, Fraser kabi mutafakkirlarning asarlari, shuningdek 2000–2024-yillarda nashr etilgan 40 dan ortiq xalqaro ilmiy maqolalar tashkil etadi.

NATIJALAR

1. Adolat va tenglikning kontseptual farqi.

Tadqiqot natijalari shuni ko'rsatadiki, adolat va tenglik bir-biri bilan bog'liq bo'lsa-da, mantiqiy jihatdan mustaqil kategoriyalardir. Tenglik - miqdoriy tushuncha: bir xil ulush, bir xil munosabat. Adolat esa normativ tushuncha: haqqoniy, asosli, to'g'ri munosabat. Quyidagi jadval ushbu farqni tizimli ravishda aks ettiradi:

1-jadval. Adolat va tenglik tushunchalarining qiyosiy tahlili

Mezon	Tenglik (Equality)	Adolat (Justice)
Asosiy savol	Kim teng?	Nima to'g'ri/haqqoniy?
Tabia'ti	Tavsiflovchi (descriptive)	Me'yoriy (normative)
O'lchov birligi	Aritmmetik: 1=1	Proporsional: har kimga o'z haqqicha
Maqsad	Bir xillik, tenglama	Haqqoniylik, asoslanganlik
Bog'liq nazariya	Tenglik nazariyasi	Adolat nazariyasi (Rawls, Aristotel)
Qarama-qarshi holat	Tengsizlik (inequality)	Adolatsizlik (injustice)
Misol (ta'lim)	Barcha o'quvchiga 100$ berish	Ehtiyojli o'quvchiga 200$, boshqasiga 50$

Manba: muallif tomonidan tuzilgan, Rawls (1971), Aristotel (1131a-b), Sen (2009) asosida.

Jadvaldan ko'rinib turibdiki, tenglik bir xillik bilan bog'liq bo'lsa, adolat asoslilik bilan bog'liqdir. Tenglikni adolat deb atash to'g'ri emas, chunki ba'zan «teng» munosabat adolatsiz oqibatlar keltirib chiqaradi. Masalan, 100 metr yugurish musobaqasida nogironligi bor sportchini boshqalar bilan bir chiziqdan yugurishga majburlash rasmiy jihatdan tengdir, lekin adolat nuqtai nazaridan noto'g'ri.

2. Adolat turlarining tasnifi.

Falsafiy adabiyot tahlili asosida adolatning to'rt asosiy turi aniqlandi:

- Kommutativ adolat (Commutative Justice) - almashinuv, shartnoma va shikastni qoplashdagi tenglik. Aristotelning «Nikomaxova axloq»iga asoslanadi: almashinuv narsalar o'rtasida, inson o'rtasida emas. Bu sodda tenglikka eng yaqin adolat turi.
- Distributiv adolat (Distributive Justice) - ne'mat va yuk(majburiyat)larni haqqoniy taqsimlash. Aristotel formulasi: «Teng kishilarga teng, teng bo'lmagan kishilarga teng bo'lmagan» tarzda. Rawlsning farq tamoyili bu turga kiradi.
- Prosessual adolat (Procedural Justice) - natijadan qat'i nazar, jarayon adolatli va bir xil qoidalarga asoslanishi kerak. Rawlsning «sof prosessual adolat» kontseptsiyasi bunga misol (Rawls, 1971, p. 86).
- Restorativ adolat (Restorative Justice) - jazolash o'rniga munosabatlarni tiklashga, shikastlangan tomonni qoplashga va ijtimoiy uyg'unlikni qayta yaratishga yo'naltirilgan adolat. Kriminologiyada va tranzision adolat nazariyasida asosiy rol o'ynaydi (Zehr, 2002).

3. Tenglik turlari va adolat bilan aloqasi.

Tadqiqot natijalari tenglikning ham turli shakllarini farqlash zarurligini ko'rsatdi:

2-jadval. Tenglik turlarining adolat nazariyalari bilan bog'liqligi

Tenglik turi	Ta'rifi	Bog'liq adolat nazariyasi
Rasmiy tenglik	Qonun oldida teng huquq	Kant (huquqiy avtonomiya)
Natijalar tengligi	Bir xil yakuniy holat	Utilitarizm (Bentham, Mill)
Imkoniyatlar tengligi	Real tanlov imkoniyati teng	Rawls (2-tamoyil), Dworkin
Imkoniyatlar tengligi (Sen)	Insoniy salohiyatlar rivojlanishi teng	Sen – Nussbaum (Capability Approach)
Tan olish tengligi	Identifikatsiya va qadr teng	Fraser, Taylor (Recognition Theory)

Manba: muallif tomonidan tuzilgan, Rawls (1971), Sen (2009), Fraser (2008), Kant (1797/1996) asosida.

Jadvaldan ko'rinib turibdiki, «tenglik» yagona tushuncha emas - u ham turli shakllarga ega va har bir shakl turli adolat nazariyalari bilan bevosita bog'liq. Bu esa adolat va tenglik munosabatini yanada murakkab qilib ko'rsatadi: tenglik - adolatning zaruriy sharti emas, balki uning ma'lum shakllarini qo'llab-quvvatlovchi vosita bo'lishi mumkin.

4. Kontseptual xarita: adolat va tenglik munosabatlari.

Tadqiqot natijasida adolat va tenglik munosabatlarini aks ettiruvchi uch holat aniqlandi:

- Tenglik bo'lib, adolat bo'lmagan holat: barcha fuqaroga bir xil soliq stavkasi - rasmiy tenglik, lekin kam daromadlilarga nisbatan adolatsizlik.
- Adolat bo'lib, tenglik bo'lmagan holat: nogironga katta pensiya, boy oilaga esa kamroq subsidiya - tengsizlik, ammo adolat.
- Tenglik ham, adolat ham bo'lgan holat: barcha fuqaroga bir xil asosiy huquqlar (so'z erkinligi, hayot huquqi) - bu yerda ikkalasi mos keladi.

Ushbu tahlil shuni isbotlaydiki, adolat va tenglik bir-birini ba'zan qo'llaydi, ba'zan esa bir-biriga qarama-qarshi turadi. Muvaffaqiyatli ijtimoiy siyosat ikkalasini ham e'tiborga olishi va holatga qarab ulardan birini ustuvor qilishi zarur.

Muhokama

Tadqiqot natijalarini umumlashtirib, adolat va tenglik o'rtasidagi falsafiy munosabat haqida bir necha muhim kuzatuvni ilgari surish mumkin.

Birinchidan, adolat tenglikni o'z ichiga olishi mumkin, lekin tenglik adolatni o'z ichiga olmaydi. Aristotelning distributiv adolat kontseptsiyasi bunni aniq ko'rsatadi: proporsional adolat aritmmetik tenglikdan ustundir. Rawlsning farq tamoyili ham shuni ta'kidlaydi - adolatli jamiyatda tengsizlik bo'lishi mumkin, agar u eng zaif a'zolar foydasiga bo'lsa.

Ikkinchidan, Sen va Nussbaum imkoniyatlar yondashuvi adolat tushunchasini yangi o'lchamga olib chiqadi: rasmiy tenglik - masalan, qonunda yozilgan teng huquqlar - amalda adolatsiz bo'lishi mumkin, chunki real imkoniyatlar tengsiz. Bu O'zbekiston kabi o'rta daromadli mamlakatlar uchun amaliy ahamiyatga ega: ta'limda, sog'liqni saqlashda, mehnat bozoriga kirishda rasmiy tenglik bor, lekin real imkoniyatlar farqlanadi.

Uchinchidan, Fraser'ning uch o'lchamli adolat kontseptsiyasi (taqsimlash, tan olish, vakillik) tenglikni faqat moddiy o'lchamga qisqartirmaslik zarurligini ko'rsatadi. Milliy va madaniy ozchiliklarning qadr-qimmatini tan olish - bu ham adolat masalasidir, garchi material tenglik bilan bevosita bog'liq bo'lmasa ham.

Biroq tadqiqotning ayrim cheklovlarini ham e'tirof etish lozim. Kontseptual tahlil uslubi empirik ma'lumotlar bilan to'ldirilmagan; adolat va tenglikning O'zbek falsafiy merosida (xususan, Forobiy, Ibn Sino, Alisher Navoiy asarlarida) qanday talqin etilgani bu tadqiqot doirasida to'liq yoritilmagan. Bu bo'shliqni keyingi tadqiqotlar to'ldirishi maqsadga muvofiq.

Shuningdek, adolat va tenglik munosabatini normativ jihatdan hal etish - qaysi ustuvor? - kontekstga bog'liq. Ta'lim siyosatida imkoniyatlar adolati, huquq tizimida prosessual adolat, iqtisodiy siyosatda distributiv adolat asosiy mezon bo'lishi mumkin. Bu esa «universal adolat formulasi» izlash o'rniga, kontekstga moslashgan adolat tizimlarini ishlab chiqish zarurligini ko'rsatadi.

Xulosa (conclusion)

Ushbu tadqiqot quyidagi asosiy xulosalarga erishdi:

Adolat va tenglik bir-biriga bog'liq, lekin mantiqan alohida kategoriyalardir. Tenglik - miqdoriy, adolat - normativ tushunchadir. Rasmiy tenglik adolatni kafolatlamaydi; adolat esa ba'zan asosli tengsizlikni talab qiladi.

Aristoteldan Rawls va Sengacha bo'lgan falsafiy traditsiya adolatning distributiv, kommutativ, prosessual va restorativ turlarini farqlaydi. Ushbu tasnif ijtimoiy siyosatni shakllantirishda amaliy yo'llanma bo'lib xizmat qila oladi.

Tenglikning ham bir necha shakli mavjud: rasmiy tenglik, natijalar tengligi, imkoniyatlar tengligi va tan olish tengligi. Ular turli adolat nazariyalari bilan bog'liq va turli siyosat vositalarini talab qiladi.

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YANGI O‘ZBEKISTONDA TADBIRKORLAR UCHUN BERILAYOTGAN IMKONIYATLARNING IJTIMOIY-FALSAFIY AHAMIYATI

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Annotatsiya. *Maqolada Yangi O‘zbekiston sharoitida tadbirkorlik faoliyatini qo‘llab-quvvatlashga qaratilgan islohotlarning ijtimoiy-falsafiy mazmuni va ahamiyati tahlil qilinadi. Tadqiqotda tadbirkorlikning fuqarolik jamiyati, iqtisodiy erkinlik, ijtimoiy faollik va inson kapitalini rivojlantirishdagi o‘rni yoritilgan. Shuningdek, tadbirkorlar uchun yaratilayotgan huquqiy, iqtisodiy va institutsional imkoniyatlarning ijtimoiy taraqqiyotga ta’siri o‘rganilgan. Tadqiqot natijalari tadbirkorlikni qo‘llab-quvvatlash siyosati nafaqat iqtisodiy o‘sish, balki jamiyatda tashabbuskorlik, mas’uliyat va innovatsion tafakkurni rivojlantirishga xizmat qilishini ko‘rsatadi.*

Kalit so‘zlar: *tadbirkorlik, iqtisodiy erkinlik, fuqarolik jamiyati, Yangi O‘zbekiston, innovatsiya, inson kapitali, ijtimoiy faollik, ijtimoiy taraqqiyot, bozor iqtisodiyoti, tashabbuskorlik.*

СОЦИАЛЬНО-ФИЛОСОФСКОЕ ЗНАЧЕНИЕ ВОЗМОЖНОСТЕЙ, ПРЕДОСТАВЛЯЕМЫХ ПРЕДПРИНИМАТЕЛЯМ В НОВОМ УЗБЕКИСТАНЕ

Аннотация. *В статье анализируется социально-философское содержание реформ, направленных на поддержку предпринимательской деятельности в условиях Нового Узбекистана. Рассматривается роль предпринимательства в развитии гражданского общества, экономической свободы, социальной активности и человеческого капитала. Особое внимание уделяется правовым, экономическим и институциональным возможностям, создаваемым для предпринимателей, а также их влиянию на общественное развитие. Делается вывод о том, что поддержка предпринимательства способствует не только экономическому росту, но и формированию инициативности, ответственности и инновационного мышления в обществе.*

Ключевые слова: *предпринимательство, экономическая свобода, гражданское общество, Новый Узбекистан, инновации, человеческий капитал, социальная активность.*

SOCIO-PHILOSOPHICAL SIGNIFICANCE OF OPPORTUNITIES PROVIDED FOR ENTREPRENEURS IN NEW UZBEKISTAN

Abstract. *This article examines the socio-philosophical significance of reforms aimed at supporting entrepreneurship in New Uzbekistan. The study analyzes the role of entrepreneurship in strengthening civil society, economic freedom, social activity, and human capital development. Particular attention is paid to the legal, economic, and institutional opportunities created for entrepreneurs and their contribution to social progress. The findings indicate that entrepreneurship support policies foster not only economic growth but also initiative, responsibility, and innovative thinking within society.*

Keywords: *entrepreneurship, economic freedom, civil society, New Uzbekistan, innovation, human capital, social activity, social development.*

Kirish

Yangi O‘zbekiston taraqqiyot strategiyasida iqtisodiy modernizatsiya va fuqarolik jamiyatini rivojlantirishning muhim omillaridan biri sifatida tadbirkorlikni qo‘llab-quvvatlash masalasiga alohida e’tibor qaratilmoqda. So‘nggi yillarda mamlakatda tadbirkorlik faoliyatini erkinlashtirish, xususiy mulk daxlsizligini ta’minlash, biznes yuritish uchun qulay muhit yaratish hamda innovatsion tashabbuslarni rag‘batlantirishga qaratilgan keng ko‘lamli islohotlar amalga oshirildi [1].

Ijtimoiy-falsafiy nuqtai nazardan tadbirkorlik faqat iqtisodiy faoliyat turi emas, balki shaxsning tashabbuskorligi, mas’uliyati va ijodkorlik salohiyatining namoyon bo‘lish shaklidir. M.Veber tadbirkorlikni ratsional faoliyat va jamiyat

taraqqiyotining muhim omili sifatida tavsiflaydi [2]. Zamonaviy nazariyalarda esa tadbirkorlik innovatsiyalar va ijtimoiy transformatsiyalarning harakatlantiruvchi kuchi sifatida talqin qilinadi.

Yangi O‘zbekistonda tadbirkorlarni qo‘llab-quvvatlash siyosati iqtisodiy islohotlarning markaziy yo‘nalishlaridan biri bo‘lib, uning asosiy maqsadi aholining iqtisodiy faolligini oshirish, yangi ish o‘rinlari yaratish va aholi farovonligini yuksaltirishdan iborat.

Tadqiqotning maqsadi Yangi O‘zbekistonda tadbirkorlar uchun yaratilayotgan imkoniyatlarning ijtimoiy-falsafiy mohiyatini ochib berish va ularning jamiyat taraqqiyotiga ta’sirini tahlil qilishdan iborat.

Tadqiqot metodologiyasi. Tadqiqotda ijtimoiy-falsafiy tahlil, tizimli yondashuv, qiyosiy tahlil va aksiologik metodlardan foydalanildi.

Metodologik asos sifatida M.Veberning iqtisodiy ratsionallik nazariyasi, J.Shumpeterning innovatsion tadbirkorlik konsepsiyasi, P.Drukerning tadbirkorlik boshqaruvi nazariyasi hamda A.Senning inson taraqqiyoti konsepsiyasidan foydalanildi [3; 4].

Empirik manbalar sifatida O‘zbekiston Respublikasi Prezidenti farmonlari, “O‘zbekiston – 2030” strategiyasi, tadbirkorlikni rivojlantirishga oid normativ-huquqiy hujjatlar va ilmiy adabiyotlar tahlil qilindi.

NATIJALAR. Tahlillar natijasida Yangi O‘zbekistonda tadbirkorlikni rivojlantirish uchun yaratilayotgan imkoniyatlar quyidagi yo‘nalishlarda namoyon bo‘layotgani aniqlandi.

Huquqiy kafolatlarning mustahkamlanishi. Tadbirkorlik subyektlari huquqlarini himoya qilish, mulk daxlsizligini ta’minlash va ortiqcha byurokratik to‘siqlarni qisqartirishga qaratilgan chora-tadbirlar biznes muhitining yaxshilanishiga xizmat qilmoqda [5].

Moliyaviy qo‘llab-quvvatlash tizimining kengayishi. Tadbirkorlik loyihalarini moliyalashtirish uchun imtiyozli kreditlar, subsidiyalar va grant dasturlarining joriy etilishi kichik biznes va xususiy tadbirkorlikning rivojlanishiga ijobiy ta’sir ko‘rsatmoqda.

Yoshlar va ayollar tadbirkorligini qo‘llab-quvvatlash. Maxsus davlat dasturlari orqali yoshlar va xotin-qizlarning tadbirkorlik faoliyatiga jalb qilinishi ularning iqtisodiy mustaqilligini oshirishga xizmat qilmoqda.

Raqamli iqtisodiyot imkoniyatlari. Elektron tijorat, raqamli xizmatlar va startap loyihalarining rivojlanishi tadbirkorlik faoliyatining yangi shakllarini yuzaga keltirmoqda.

Innovatsion infratuzilmaning rivojlanishi. Texnoparklar, biznes inkubatorlar va innovatsion markazlar faoliyatining kengayishi yangi biznes g‘oyalarning amaliyotga tatbiq etilishiga imkon yaratmoqda.

Muhokama. Tadbirkorlikni qo‘llab-quvvatlash siyosati jamiyatning iqtisodiy va ijtimoiy rivojlanishiga bevosita ta’sir ko‘rsatadi. J.Shumpeter tadbirkorlarni iqtisodiy taraqqiyotning asosiy innovatorlari sifatida tavsiflaydi [6]. Tadqiqot natijalari ham tadbirkorlik faoliyatining innovatsion rivojlanish va iqtisodiy o‘sishdagi muhim rolini tasdiqlaydi.

Ijtimoiy-falsafiy nuqtai nazardan tadbirkorlik fuqarolarning o‘z salohiyatini ro‘yobga chiqarish vositasi sifatida ham namoyon bo‘ladi. A.Senning ta’kidlashicha, taraqqiyot inson imkoniyatlarini kengaytirish orqali amalga oshadi [7]. Shu ma’noda Yangi O‘zbekistonda tadbirkorlar uchun yaratilayotgan imkoniyatlar inson kapitalini rivojlantirishning muhim mexanizmi hisoblanadi.

So‘nggi yillarda O‘zbekistonda tadbirkorlikni rivojlantirish davlat siyosatining ustuvor yo‘nalishlaridan biriga aylandi. Bu jarayon mamlakat iqtisodiyotini modernizatsiya qilish, xususiy sektor ulushini kengaytirish va fuqarolarning iqtisodiy faolligini oshirishga qaratilgan keng ko‘lamli islohotlar bilan chambarchas bog‘liqdir. Ayniqsa, Yangi O‘zbekiston taraqqiyot konsepsiyasida tadbirkorlik iqtisodiy o‘sishning asosiy drayveri va fuqarolik jamiyatining muhim instituti sifatida e’tirof etilmoqda.

O‘zbekiston Respublikasi Prezidentining 2022-yil 28-yanvardagi PF–60-son Farmoni bilan tasdiqlangan “2022–2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasi”da milliy iqtisodiyotni liberallashtirish, tadbirkorlikni qo‘llab-quvvatlash va xususiy mulk daxlsizligini ta’minlash davlat siyosatining ustuvor vazifalari sifatida belgilangan. Strategiyada tadbirkorlik subyektlari faoliyatini rag‘batlantirish, hududlarda yangi biznes loyihalarni qo‘llab-quvvatlash hamda iqtisodiyotda xususiy sektor ulushini oshirish vazifalari ilgari surilgan. Farmonda tashqi savdo, soliq va moliya siyosatini liberallashtirish bilan bir qatorda tadbirkorlik subyektlari uchun qulay biznes muhitini yaratish zarurligi alohida ta’kidlangan[8]. (LEX.UZ)

Mazkur strategiyaning amaliy davomchisi sifatida O‘zbekiston Respublikasi Prezidentining 2023-yil 11-sentabrdagi PF–158-son Farmoni bilan **“O‘zbekiston – 2030” strategiyasi** tasdiqlandi. Ushbu strategiyada barqaror iqtisodiy o‘sish orqali aholi farovonligini ta’minlash asosiy ustuvor yo‘nalishlardan biri sifatida belgilangan bo‘lib, bunda xususiy sektorni rivojlantirish, tadbirkorlik tashabbuslarini qo‘llab-quvvatlash va biznes yuritish uchun yanada qulay sharoitlar yaratish muhim vazifa sifatida qayd etilgan. Strategiyaning asosiy g‘oyalaridan biri har bir fuqaroga o‘z iqtisodiy salohiyatini ro‘yobga chiqarish uchun teng imkoniyatlar yaratishdan iboratdi[9].

“O‘zbekiston – 2030” strategiyasida iqtisodiyotni rivojlantirishning muhim mexanizmlaridan biri sifatida tadbirkorlik va xususiy mulk institutlarini mustahkamlash nazarda tutilgan. Hujjatda hududlarda xizmat ko‘rsatish

sohasini kengaytirish, kichik biznes va xususiy tadbirkorlikni rag‘batlantirish, innovatsion faoliyatni qo‘llab-quvvatlash hamda yangi ish o‘rinlari yaratish bo‘yicha aniq maqsadlar belgilangan [10].

Ijtimoiy-falsafiy nuqtai nazardan mazkur strategik hujjatlar iqtisodiy erkinlik va inson manfaatlari o‘rtasidagi uzviy bog‘liqlikni namoyon etadi. Chunki tadbirkorlikni qo‘llab-quvvatlash orqali shaxsning iqtisodiy mustaqilligi, tashabbuskorligi va ijtimoiy mas’uliyati rivojlanadi. Bu esa o‘z navbatida fuqarolik jamiyatining mustahkamlanishiga xizmat qiladi.

Prezident Sh.M.Mirziyoyev o‘z asarlarida va strategik hujjatlarida tadbirkorlarni “iqtisodiy taraqqiyotning asosiy tayanchi” sifatida tavsiflaydi. Xususan, “Yangi O‘zbekiston strategiyasi” asarida iqtisodiy islohotlarning bosh maqsadi aholining farovonligini oshirish va inson kapitalini rivojlantirish ekanligi qayd etiladi. Mazkur maqsadga erishishda tadbirkorlik faoliyatini qo‘llab-quvvatlash hal qiluvchi omillardan biri sifatida baholanadi [1].

Shuningdek, PF–60-son Farmonida sharoiti og‘ir hududlarda yangi tashkil etilayotgan tadbirkorlik subyektlariga soliq imtiyozlari berish mexanizmlarini joriy etish vazifasi belgilangan. Bu esa hududiy iqtisodiy tafovutlarni qisqartirish va aholi bandligini ta’minlashning muhim vositasi sifatida ko‘riladi [8].

Tadqiqot natijalari shuni ko‘rsatadiki, Yangi O‘zbekiston sharoitida tadbirkorlikni rivojlantirishga oid normativ-huquqiy hujjatlar nafaqat iqtisodiy o‘sishni ta’minlashga, balki jamiyatda tashabbuskorlik, innovatsion tafakkur va ijtimoiy mas’uliyat kabi qadriyatlarni shakllantirishga ham xizmat qilmoqda. Shu sababli tadbirkorlikni qo‘llab-quvvatlash siyosatini ijtimoiy-falsafiy taraqqiyotning muhim omillaridan biri sifatida baholash mumkin.

Izlanishlar tadbirkorlikni qo‘llab-quvvatlash siyosati nafaqat iqtisodiy manfaatlarga, balki jamiyatda tashabbuskorlik, mas’uliyat va innovatsion tafakkurni rivojlantirishga ham xizmat qiladi. Bu esa fuqarolik jamiyatining mustahkamlanishi va ijtimoiy faollikning ortishiga olib keladi. Tadqiqot natijalari tadbirkorlik faoliyatining kambag‘allikni qisqartirish, bandlikni ta’minlash va ijtimoiy barqarorlikni mustahkamlashdagi ahamiyatini ko‘rsatdi.

Yangi o‘zbekistonda tadbirkorlikni rivojlantirishning istiqbolli yo‘nalishlari

1.Raqamli tadbirkorlikni qo‘llab-quvvatlash mexanizmlarini kengaytirish.

2.Startap loyihalarni moliyalashtirish tizimini takomillashtirish.

3.Hududlarda innovatsion biznes markazlarini tashkil etish.

4.Yoshlar tadbirkorligini rivojlantirish bo‘yicha maxsus dasturlarni kengaytirish.

5.Xotin-qizlar biznes tashabbuslarini rag‘batlantirish.

6.Tadbirkorlik ta’limini rivojlantirish va amaliy ko‘nikmalarni shakllantirish.

7.Xalqaro investitsiyalarni jalb etish orqali biznes muhitini yanada takomillashtirish.

Xulosa. Tadqiqot natijalari Yangi O‘zbekistonda tadbirkorlikni qo‘llab-quvvatlashga qaratilgan islohotlar jamiyat taraqqiyotining muhim omillaridan biri ekanligini ko‘rsatdi. Aniqlanishicha, tadbirkorlar uchun yaratilayotgan huquqiy, iqtisodiy va institutsional imkoniyatlar:

- iqtisodiy faollikni oshirmoqda;
- yangi ish o‘rinlari yaratmoqda;
- innovatsion rivojlanishni rag‘batlantirmoqda;
- inson kapitalining rivojlanishiga xizmat qilmoqda;
- fuqarolik jamiyatini mustahkamlamoqda.

Jumladan, tadbirkorlikni rivojlantirish siyosati jamiyatda tashabbuskorlik, mas’uliyat va ijodkorlik kabi ijtimoiy qadriyatlarning qaror topishiga xizmat qilmoqda. Shu sababli tadbirkorlikni qo‘llab-quvvatlash Yangi O‘zbekiston taraqqiyot strategiyasining ustuvor yo‘nalishlaridan biri bo‘lib qoladi.

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EKOLOGIK MUAMMOLARNI HAL QILISH VA BARQAROR RIVOJLANISHNIG FALSAFIY TAHLILI.

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Annotatsiya. *Mazkur maqolada XXI asrda ekologik muammolar jahon siyosatidagi eng muhim masalalardan biri bo‘lib qolmoqda, chunki ko‘p qirrali ekologik inqiroz chuqurlashib borayotganligi ijtimoiy-falsafiy tahlili qilingan. Shuningdek, ekologik muammoni doimiy, chuqur o‘rganishni takomillashtirish, ekologik muammolarni hal qilish va barqaror rivojlanishni ta’minlashda masalalari tadqiq qilish bilan belgilanadi.*

Kalit so‘zlari: *Ekologik, ekologik inqiroz, atrof-muhitni, ekologik siyosat, ekologik madaniyat, global ekologik, ekologik bilimlar.*

ФИЛОСОФСКИЙ АНАЛИЗ РЕШЕНИЯ ЭКОЛОГИЧЕСКИХ ПРОБЛЕМ И УСТОЙЧИВОГО РАЗВИТИЯ.

Аннотация. *В данной статье проводится социально-философский анализ того факта, что в XXI веке экологические проблемы остаются одним из важнейших вопросов мировой политики, как и углубление многогранного экологического кризиса. Это также обусловлено необходимостью непрерывного, углубленного изучения экологической проблемы, исследования вопросов решения экологических проблем и обеспечения устойчивого развития.*

Ключевые слова: *Экология, экологический кризис, окружающая среда, экологическая политика, экологическая культура, глобальная экология, экологические знания.*

PHILOSOPHICAL ANALYSIS OF SOLVING ECOLOGICAL PROBLEMS AND SUSTAINABLE DEVELOPMENT.

Abstract. *In this article, a socio-philosophical analysis is made of the fact that in the 21st century, environmental problems remain one of the most important issues in world politics, as the deepening of the multifaceted ecological crisis. It is also determined by the need for continuous, in-depth study of the ecological problem, the study of issues in solving ecological problems and ensuring sustainable development.*

Keywords: *Ecological, ecological crisis, environment, ecological policy, ecological culture, global ecological, ecological knowledge.*

Kirish

Hozirgi kunda ilmiy adabiyotlarda globallashuv, ekologik ong, ekologik inqiroz kabi tushunchalar ko‘p qo‘llanilmoqda.Umuman ekologik muammolar tez-tez ishlatib kelinadigan tushunchaga aylandi. Bugungi kunda ekologiya endi shunchaki oddiy fan emas, balki insoniyatning omon qolish strategiyasiga aylandi.

O‘z navbatida, ko‘pgina ilmiy ishlarda globalizm o‘zining mavzu doirasi bilan birinchi navbatda iqtisodiyot nuqtai nazaridan, masalan, milliy iqtisodiyotlarning maksimal foydasiga erishish uchun kurash sifatida o‘rganiladi.

XX asrning 70-yillari boshlarida jamiyat uchun ekologik inqiroz muammosi birinchi navbatda ijtimoiy-siyosiy muammo ekanligini ko‘rsatdi. Globallashuv jarayonlarining ortib borayotgan ahamiyati fonida dolzarb ekologik muammolarni muhokama qilish kuchaydi.

“XXI asrda ekologik muammolar jahon siyosatidagi eng muhim masalalardan biri bo‘lib qolmoqda, chunki ko‘p qirrali ekologik inqiroz chuqurlashib borayotgan sharoitda sun’iy va tabiiy inson muhitining o‘zaro ta’sirini uyg‘unlashtirish masalalari muhim ahamiyatga ega. Insoniyat eng global va ko‘p omilli xavf - antropogen omillar ta’sirida atrof-muhitning qaytarilmas halokatli o‘zgarishlari natijasida o‘lim xavfi bilan duch kelmoqda. Shuning uchun yaqinda "xavfsizlik" tushunchasining umumiy kontseptual tuzilmasida muhim tarkibiy qism - ekologik xavfsizlik shakllanayotganligi haqida tushuncha paydo bo‘ldi” .[1]

Adabiyotlar tahlili va metodologiya

Hozirgi vaqtda ekologik xavfsizlik nuqtai nazaridan eng muhim mavzu iqlim o'zgarishi mavzusidir. 2009 yil dekabr oyida Kopengagenda iqlim o'zgarishi bo'yicha muzokaralarning navbatdagi bosqichi bo'lib o'tdi, unda davlatlar iqlim jarayonlarida antropogen omilning salbiy oqibatlarini kamaytirish bo'yicha yangi majburiyatlarni olishlari kerak edi. Afsuski, Kopengagen uchrashuvi deyarli hech qanday natija bilan yakunlanmadi. Greenpeace atrof-muhitni muhofaza qilish tashkilotining Britaniya bo'limi rahbari Jon Sauven ta'kidlaganidek, "dunyoda o'zlarining tor manfaatlaridan tashqarini ko'ra oladigan siyosatchilar juda kam, ular millionlab odamlar haqida qayg'urmaydilar. Global isishga qarshi kurash Kopengagenda namoyish etilganidan butunlay boshqacha siyosiy modelni talab qilishi aniq bo'ldi".

"Bugungi kunga qadar globalizm odamlarga, insoniyatning tabiiy yashash joyi sifatida Yerning butun biosferasiga qarshi qaratilgan qurol ekanligini isbotlovchi umumiy asarlar deyarli yo'q. Ommaviy axborot vositalari asosan "oltin milliardlar" tepasi vakillari qo'lida bo'lganligi sababli globalizmning haqiqiy aksilekologik mohiyatini ifodalovchi ilmiy ishlarni "targ'ib qilish" nega foydasizligini tushunish mumkin." [2]

"Zamonaviy fanlarning nazariy qoidalari (falsafa, ekologiya, biologiya, geografiya) tamoyillari va ularni amalga oshirish uchun atrof-muhitni oqilona boshqarish usullari turli tizimlarning tuzilishi, faoliyati, ularning barqarorligi omillari va mexanizmlari to'g'risida juda ko'p turli xil ma'lumotlarni talab qiladi".[3]

O'zbekiston Respublikasi endi iqtisodiy, siyosiy va ijtimoiy jihatdan ilg'or hisoblangan boshqa davlatlar asrlar davomida amalga oshirib kelgan muammolarni nisbatan qisqa tarixiy davrda hal etish zarurati tug'ilgan vaziyatga tushib qoldi. Sanoqli yillar ichida bozor iqtisodiyotiga, demokratiyaga, huquqiy davlatga, fuqarolik jamiyatiga o'tish zarur bo'ldi.

1992-yilda Rio-de-Janeyroda bo'lib o'tgan sammitda 179 davlatning davlat rahbarlari va hukumat rahbarlari ekologik muammolarni hal qilmasdan turib, sivilizatsiyaning barcha yutuqlari, jumladan, bozor iqtisodiyoti va demokratiya yo'qolib ketish xavfi borligini tan oldilar. Kelgusi o'n yilliklarda ular yo'q bo'lib ketishi mumkin, chunki butun insoniyat ekologik falokat tubiga g'arq bo'ladi. Ma'lum bo'ldiki, insoniyat omon qolishi uchun rivojlanish modelini va hatto uning turmush tarzini tubdan o'zgartirish, barqaror rivojlanishga o'tishni ta'minlaydigan tarixdagi eng keskin o'zgarishlarni amalga oshirish zarur.

Ilmiy ekologik bilimlar kengaytirishi, bir tomondan, global ekologik muammolarning ko'p qirrali mazmuni, ikkinchi tomondan, insoniyatning ekologik muammolarini yaxlit o'rganishda klassik bioekologiyaning cheklangan imkoniyatlarini tushunishga olib keladi. Ularni o'rganish turli fanlarning o'zaro ta'sirini o'z ichiga oladi. Shu bilan birga, ekologik muammolarni hal qilish va barqaror rivojlanishni ta'minlashda mentallik va milliy o'zlikni anglashning dialektik aloqadorligini o'rganish zaruriyati paydo bo'ldi.

Fikrimizcha, global ekologik muammolar kontekstida butun ta'lim tizimi ikkita o'zaro bog'liq funktsiyani bajarishga yo'naltirilgan bo'lishi kerak:

neo-gumanistik, uning mohiyati ta'lim jarayonini butun insoniyatning omon qolishi va uzluksiz rivojlanishiga yo'naltirish bilan bog'liq va ekologik bilimlar tizimi. Bu butun tabiatning barcha tarkibiy qismlarini saqlashga, hayotni saqlab qolish uchun shart-sharoitlarni ta'minlashga qaratilgan. Binobarin, XXI asrda ta'limni rivojlantirish strategiyalari insonparvarlashtirish va ko'kalamzorlashtirish g'oyalari o'rtasidagi bog'liqlikni hisobga olgan holda ishlab chiqilishi kerak.

Ekilogik ta'lim zamonaviy ta'limni insonparvarlik g'oyalariga yo'naltirishda va inson va tabiat o'rtasidagi munosabatlarda tartibga soluvchi sifatida shaxsning ekologik madaniyatini rivojlantirishda tizimli rol o'ynaydi. Ekologik ta'limning maqsadlari va etakchi yo'nalishlari ekologik muammolarning global tabiati va barqaror rivojlanish kontseptsiyasi kontekstida belgilanadi.

Yangi O'zbekistonning zamonaviy sharoitida, dunyoning boshqa ko'plab mamlakatlarida bo'lgani kabi, ko'plab dolzarb ijtimoiy-siyosiy, iqtisodiy va ma'naviy muammolar ham yengib o'tilmoqda, ular yanada chuqurroq ko'rib chiqish va tahlil qilishni talab etadi.

Bunday muhim muammolar quyidagilardan iborat:

birinchidan, har bir insonning dolzarb ehtiyojlarini qondiradigan rivojlangan moddiy bazani yaratish muammosi;

ikkinchidan, insonparvarlik va ilmiy asoslangan yechimni talab qiladigan demografiya yoki aholi muammolarini hal etish O'zbekiston aholisining oilaviy ko'payishi va migratsiyasining ob'ektiv va subyektiv jarayonlarini to'g'ri tartibga solish imkonini berar edi;

uchinchidan, O'zbekistonning barcha mehnatga layoqatli aholisini ish bilan ta'minlashning muhim muammosi;

to'rtinchidan, O'zbekiston tabiati va atrof-muhitini muhofaza qilish;

beshinchidan, O'zbekiston hukumatining ekologik siyosati jarayoniga siyosiy madaniyatning ta'sirini tizimli ravishda amalga oshirish va boshqalar. Mavjud adabiyotlarda siyosiy madaniyatning ekologik siyosatni amalga oshirish jarayoniga ta'siri, uning muammolari va jihatlari hali yetarlicha o'rganilmagan. Qolaversa, zamonaviy sharoitda bu muammo keng qamrovli tadqiqot va tahlillarni talab qiladi. Shuni ham ta'kidlash kerakki, siyosiy madaniyatning davlatning ekologik siyosatini amalga oshirishga ta'siri, ayniqsa, O'zbekistonning zamonaviy sharoitida jiddiy

izlanishlarni talab etadi. O'zbekiston tajribasi shuni ko'rsatadiki, ekologik siyosat muammolarini ishlab chiqish va hal etish nafaqat nazariy, balki muhim amaliy ahamiyatga ega.

Tahlillar va natijalar

Ekologik muammolarni hal qilish va barqaror rivojlanishni ta'minlashda mentallik va milliy o'zlikni anglashning dialektik aloqadorligi shundan iboratki, u ekologik vaziyat kontseptsiyasini ishlab chiqishga ma'lum bir nazariy va ijtimoiy-amaliy hissa qo'shadi va ekologik ta'lim va shaxsni tarbiyalash muammosini ilmiy nuqtai nazardan aniq hal qiladi.

- hozirgi ekologik vaziyat - bu global ekotizimning o'ziga xos tanqidiy nuqtasi holati, uning biogen konstantalarida antropogen o'zgarishlar sodir bo'ladi;

- zamonaviy jamiyatning ijtimoiy-ekologik barqarorlashuvi uchun fan va oliy ta'lim integratsiyasining o'zaro bog'liqligi fan va ta'limning birligini aniqlash nuqtai nazaridan ham ushbu ikki ijtimoiy faoliyat turi faoliyatining ichki qonuniyatlari bilan ham ko'rib chiqilishi kerak;

- mamlakat ekologik tizimining barqaror rivojlanishi uchun avlodlar o'rtasidagi mentallik va milliy o'zlikni anglash oqilona munosabatlar zarur shart ekani, ya'ni hozirgi avlodning atrof-muhitni muhofaza qilish bo'yicha qarorlari ularning kelajak avlodlarga ta'sirini hisobga olgan holda qabul qilinish lozim;

- inson taraqqiyoti, uning ehtiyoj va manfaatlari zamonaviy oliy ta'lim paradigmasi, mentallik va milliy o'zlikni anglashning va ekologik madaniyatni rivojlanish kontekstda ko'rib chiqish lozim;

Barqaror rivojlanish g'oyalari davrning ob'ektiv talablariga javob beradi va O'zbekiston kelajagini hal qiluvchi ta'sir ko'rsatishi, davlatning ustuvor yo'nalishlari, ijtimoiy-iqtisodiy rivojlanish strategiyasi va mamlakatni yanada isloh qilish istiqbollarini belgilashda muhim o'rin tutadi. Yangi O'zbekistonni rivojlanish strategiyasi jahon hamjamiyatining mavqeini – insoniyatning omon qolishi, biosferaning uzluksiz rivojlanishi va asrab-avaylanishi yo'lida kuchlarni birlashtirishni allaqachon belgilab beradi.

Jahon iqtisodiyotidagi ekologik muammolar ilmiy tadqiqitimizda ishlab chiqilgan davrlashtirishda aks ettirilgan. Uning asosida, ***birinchidan,*** barqaror rivojlanish kontseptsiyasi va "*yashil iqtisodiyot*"ning zamonaviy paradigmasining mafkuraviy asosi 1970-yillarda qo'yilganligi aniqlandi.

Ikkinchidan, agar barqaror rivojlanish strategiyasi bir qator yangi qoidalarni joriy etish bilan tavsiflangan bo'lsa, hozirgi "yashil iqtisodiyot" paradigmasi faqat nashrlar, xalqaro konferensiyalarda uzoq vaqt davomida to'plangan g'oyalar va postulatlarni jamlagan holda rivojlanmoqda.

Uchinchidan, "yashil iqtisodiyot" tarafdorlari tomonidan ekologik siyosat mexanizmlarini ilgari surish ular atrof-muhitning ifloslanishini kamaytirish uchun nisbatan arzonroq texnologik yechimlarni uzluksiz izlashni ta'minlash zarur.

Ekologiya mavzusi, albatta, mentallik va milliy o'zlikni anglashning diniy e'tiqodi, iqtisodiy rivojlanish darajasi va siyosiy tizim turidan qat'i nazar, dunyo hamjamiyatining barcha mamlakatlariga ham ta'sir qiladi. Ko'plab xalqaro notijorat tashkilotlar va ekologik guruhlar atrof-muhitni tiklash va saqlashga katta hissa qo'shmoqda. Ommaviy axborot vositalarida ushbu mavzuga bag'ishlangan ma'lumotlar hajmi asta-sekin o'sib bormoqda. Jamoatchilik e'tiborini odatda tezkor javob talab qiladigan o'tkir muammolarga qaratadi. Ekologik harakatlar vaziyatni doimiy nazorat qilish, bir martalik aksiyalar tashkil etish va muntazam tadbirlar o'tkazish orqali jamoatchilik e'tiborini ekologik muammolarga qaratish bilan shug'ullanadi. Hukumat rasmiylari tabiiy muhit holatiga salbiy ta'sir ko'rsatadigan inson faoliyatining qo'shimcha mahsulotlarini yo'q qilish bo'yicha qat'iy choralar ko'rish haqida gapiradi.

Xulosa

Yuqorida aytilganlarga fikrlarga asoslanib, shuni ta'kidlash mumkinki, ekologiya, atrof-muhitni asrash va suv tanqisligi muammolarini oldini olishga qaratilgan masalalari ham ustuvor vazifaga aylandi. Sababi, bugungi kunda dunyoda yuz berayotgan shiddatli jarayonlar, oziq-ovqat xavfsizligi, iqlim o'zgarishi va ekologiya bilan bog'liq muammolar dunyo hamjamiyati oldiga yangidan-yangi vazifalarni qo'ymoqda. Jahon yalpi ichki mahsuloti, aholi sonining o'sishi, nisoniyatning atrof-muhitga salbiy ta'siri va global energiya resurslarining cheklanayotgani ekologik muammolarning kuchayishiga sabab bo'lmoqda.

Shuni ham aytib o'tish joizki, so'nggi yillarda mamlakatimizda qabul qilinayotgan aniq maqsad va vazifalarni o'zida jamlagan farmon va qarorlar, tasdiqlangan dasturlar ijrosi doirasida ko'rilgan chora-tadbirlar ijobiy natijalarni bermoqda. Jumladan, Orolbo'yi hududini rivojlantirish bo'yicha Davlat dasturi ishlab chiqildi, O'zbekiston Parij bitimini ratifikatsiya qildi. Orolbo'yi mintaqasi uchun Inson xavfsizligi bo'yicha ko'p tomonlama sheriklik trast jamg'armasi tashkil etildi, 2030 yilgacha bo'lgan davrda O'zbekiston Respublikasining atrof muhitni muhofaza qilish konsepsiyasi tasdiqlandi. O'zbekiston «2019–2030 yillar davrida mamlakatning «yashil» iqtisodiyotga o'tish strategiyasi»ni qabul qildi, O'zbekiston tashabbusi bilan BMT Bosh Assambleyasining Orolbo'yi mintaqasini ekologik innovatsiya va texnologiyalar hududi, deb e'lon qilish bo'yicha maxsus rezolyusiyasi qabul qilindi.

Shu o'rinda, Prezident o'z nutqida ekologiya va atrof-muhitni asrash, suv taqchilligining oldini olish bundan buyon ham dolzarb vazifa bo'lib qolishini qayd etdi. Xususan, davlat rahbari o'z nutqida «...biz dunyodagi eng katta

ekologik ofat – Orol fojiasini bevosita o‘z boshidan kechirayotgan xalqmiz. Shuning uchun hozirgi vaqtda respublikamizda bebaho ekologik tizimni saqlash va mustahkamlashga qaratilgan keng ko‘lamli dasturlar, jumladan «Yashil makon» umummilliy loyihasi amalga oshirilmoqda...»[4], deya qayd etdi. Mazkur dasturlarni amalga oshirish orqali, jumladan ekologik muammo va iqlim o‘zgarishi sharoitida dunyo hamjamiyatining diqqat markazida bo‘lgan Orol dengizining qurigan tubida qo‘shimcha 500 ming gektar yashil maydonlarni barpo etish orqali 2026 yil yakuniga qadar ularning umumiy hajmi 2,5 million gektarga yoki hududning 78 foiziga yetkazish bilan nafaqat O‘zbekistonda, balki mintaqada ekologik barqarorlik tiklanishiga erishish ta’minlanadi.

Hududda Orolbo‘yida xalqaro «Yashil iqlim» va Global ekologik jamg‘armalarning bioxilma-xillik, iqlim o‘zgarishi va tuproq yemirilishining oldini olishga qaratilgan dasturlari asosida loyihalarni amalga oshirish ham ekologik muammolar bugungi kunning dolzarb masalasi ekanini tasdiqlab turibdi.

Xalqimizning mentalligi va milliy o’zligini anglashni orqali ekologiya va atrof-muhit masalasi davlat boshqaruvi organlari, jamoat tashkilotlari va fuqarolarning tabiatni muhofaza qilish, aholining qulay tabiiy muhitda hayot kechirishi uchun barcha zarur shart-sharoitlarni yaratishga, tabiiy resurslardan oqilona va samarali foydalanishga hamda ekologik xavfsizlik muammolarini oldini olishga safarbar qiladi.

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DEMOKRATIK TRANSFORMATSIYA SHAROITIDA IJTIMOIY KONSENSUS VA FUQAROLIK BIRDAMLIGINING TINCHLIKNI TA'MINLASHDAGI IJTIMOIY-FALSAFIY AHAMIYATI

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Annotatsiya. *Maqolada demokratik transformatsiya jarayonlarida ijtimoiy konsensus va fuqarolik birdamligining tinchlik hamda barqaror taraqqiyotni ta'minlashdagi ijtimoiy-falsafiy ahamiyati tahlil qilinadi. Tadqiqotda demokratik jamiyatning barqaror rivojlanishi uchun zarur bo'lgan ijtimoiy ishonch, fuqarolik mas'uliyati, hamjihatlik va muloqot madaniyatining nazariy asoslari yoritilgan. Shuningdek, Yangi O'zbekiston sharoitida fuqarolik jamiyati institutlari faoliyati, ijtimoiy konsensus madaniyatining shakllanishi va uning tinchlikni mustahkamlashdagi o'rni ochib berilgan. Tadqiqot natijalarida ijtimoiy konsensus va fuqarolik birdamligi demokratik taraqqiyotning muhim omili ekanligi asoslangan.*

Kalit so'zlar: *demokratik transformatsiya, ijtimoiy konsensus, fuqarolik birdamligi, tinchlik, ijtimoiy ishonch, fuqarolik jamiyati, demokratik taraqqiyot, ijtimoiy integratsiya, barqarorlik.*

СОЦИАЛЬНО-ФИЛОСОФСКОЕ ЗНАЧЕНИЕ ОБЩЕСТВЕННОГО КОНСЕНСУСА И ГРАЖДАНСКОЙ СОЛИДАРНОСТИ В ОБЕСПЕЧЕНИИ МИРА В УСЛОВИЯХ ДЕМОКРАТИЧЕСКОЙ ТРАНСФОРМАЦИИ

Аннотация. *В статье анализируется социально-философское значение общественного консенсуса и гражданской солидарности в обеспечении мира и стабильности в условиях демократической трансформации. Исследуются теоретические основы социального доверия, гражданской ответственности, общественного согласия и культуры диалога. Особое внимание уделяется роли институтов гражданского общества в укреплении социальной стабильности и развитию консенсусной культуры в Новом Узбекистане.*

Ключевые слова: *демократическая трансформация, общественный консенсус, гражданская солидарность, мир, стабильность, гражданское общество, социальное доверие.*

SOCIO-PHILOSOPHICAL SIGNIFICANCE OF SOCIAL CONSENSUS AND CIVIC SOLIDARITY IN ENSURING PEACE DURING DEMOCRATIC TRANSFORMATION

Abstract. *This article analyzes the socio-philosophical significance of social consensus and civic solidarity in ensuring peace and stability during democratic transformation. The study examines the theoretical foundations of social trust, civic responsibility, solidarity, and dialogue culture. Particular attention is paid to the role of civil society institutions in strengthening social stability and developing a culture of consensus in New Uzbekistan. The findings demonstrate that social consensus and civic solidarity are essential factors of democratic development and sustainable peace.*

Keywords: *democratic transformation, social consensus, civic solidarity, peace, social trust, civil society, democratic development, social integration.*

Kirish. Globallashuv, raqamli kommunikatsiyalar va demokratik modernizatsiya jarayonlari kuchayib borayotgan XXI asrda tinchlik va barqarorlik masalasi davlat va jamiyat taraqqiyotining muhim omiliga aylandi. Demokratik transformatsiya jarayonlari siyosiy institutlarning yangilanishi bilan bir qatorda fuqarolarning siyosiy madaniyati, ijtimoiy mas'uliyati va jamiyatdagi birdamlik darajasining oshishini ham talab qiladi. Shu jihatdan ijtimoiy konsensus va fuqarolik birdamligi demokratik taraqqiyotning muhim ijtimoiy-falsafiy asoslari sifatida namoyon bo'ladi.

Ijtimoiy konsensus jamiyat a'zolarining umumiy qadriyatlar, maqsadlar va rivojlanish strategiyalari bo'yicha kelishuvga erishishini anglatadi. Fuqarolik birdamligi esa fuqarolarning umumiy manfaatlar asosida hamkorlik qilishi va jamiyat taraqqiyotiga daxldorlik hissini ifodalaydi. Mazkur tushunchalar demokratik tizimning samarali faoliyat yuritishida muhim ahamiyat kasb etadi [1].

Jahon tajribasi shuni ko'rsatadiki, fuqarolar o'rtasidagi ishonch va hamkorlik yuqori bo'lgan jamiyatlarda demokratik institutlar samaraliroq ishlaydi, ijtimoiy ziddiyatlar esa nisbatan kam uchraydi [2]. Shu sababli demokratik

transformatsiya sharoitida ijtimoiy konsensusning nazariy asoslarini tadqiq etish va fuqarolik birdamligining tinchlikni ta'minlashdagi rolini aniqlash dolzarb ilmiy vazifalardan biri hisoblanadi. Mazkur maqolaning maqsadi demokratik transformatsiya jarayonlarida ijtimoiy konsensus va fuqarolik birdamligining tinchlikni ta'minlashdagi ijtimoiy-falsafiy ahamiyatini ilmiy jihatdan asoslashdan iborat.

TADQIQOT METODOLOGIYASI. Tadqiqotda ijtimoiy-falsafiy tahlil, tizimli yondashuv, qiyosiy tahlil va aksiologik metodlardan foydalanildi. Tadqiqotning nazariy-metodologik asosini J.Habermasning kommunikativ harakat nazariyasi, R.Putnamning ijtimoiy kapital konsepsiyasi, F.Fukuyamaning ijtimoiy ishonch nazariyasi hamda E.Giddensning refleksiv modernizatsiya haqidagi qarashlari tashkil etdi [3;4]. Shuningdek, O'zbekiston Respublikasining Konstitutsiyasi, "Yangi O'zbekiston taraqqiyot strategiyasi" hamda "O'zbekiston – 2030" strategiyasiga oid hujjatlar tahlil qilindi.

NATIJALAR. *Ijtimoiy konsensusning demokratik taraqqiyotdagi o'rni*

Tadqiqot natijalari shuni ko'rsatdiki, demokratik transformatsiya jarayonlarining muvaffaqiyati ko'p jihatdan jamiyatdagi konsensus darajasiga bog'liq. Ijtimoiy konsensus turli ijtimoiy guruhlar manfaatlarini uyg'unlashtirish va ziddiyatlarning konstruktiv hal etilishiga xizmat qiladi. J.Habermasning fikricha, demokratik legitimlik fuqarolarning erkin muloqoti va oqilona kelishuvlari asosida shakllanadi [1]. Shu ma'noda ijtimoiy konsensus demokratik boshqaruvning muhim sharti hisoblanadi.

Fuqarolik birdamligi va ijtimoiy ishonch. Tahlillar natijasida fuqarolik birdamligi jamiyatdagi ijtimoiy ishonchning muhim ko'rsatkichi ekanligi aniqlandi. Fuqarolar o'rtasidagi hamkorlik va o'zaro mas'uliyat demokratik institutlarning samaradorligini oshiradi.

R.Putnam fuqarolik birdamligini ijtimoiy kapitalning asosiy tarkibiy qismi sifatida tavsiflaydi [2]. Tadqiqot davomida aniqlanishicha, fuqarolik birdamligi yuqori bo'lgan jamiyatlarda siyosiy barqarorlik va ijtimoiy xavfsizlik darajasi ham yuqori bo'ladi.

O'zbekiston tajribasida ijtimoiy consensus. Yangi O'zbekistonda amalga oshirilayotgan islohotlar ijtimoiy konsensus va fuqarolik birdamligini mustahkamlashga qaratilgan. Mahalla institutining faoliyati, jamoatchilik nazoratining kengayishi, fuqarolik jamiyati institutlarining rivojlanishi jamiyatda hamjihatlik muhitini shakllantirishga xizmat qilmoqda [5].

Tadqiqot natijalari tinchlikni ta'minlashning zamonaviy modeli quyidagi omillarga asoslanishini ko'rsatdi:

- ijtimoiy ishonch;
- fuqarolik faolligi;
- ochiq muloqot madaniyati;
- qonun ustuvorligi;
- millatlararo totuvlik;
- diniy bag'rikenglik;
- fuqarolik jamiyati institutlarining rivojlanganligi.

Muhokama. Ijtimoiy konsensus va fuqarolik birdamligi demokratik transformatsiya sharoitida jamiyat barqarorligining muhim kafolati hisoblanadi. Habermas demokratik jamiyatning asosiy tayanchi sifatida kommunikativ hamkorlikni e'tirof etadi [1]. Tadqiqot natijalari ham ushbu nazariy qarashni tasdiqlaydi.

F.Fukuyama ijtimoiy ishonchni taraqqiyotning muhim omili sifatida baholaydi. Uning fikricha, yuqori darajadagi ishonchga ega jamiyatlar siyosiy va iqtisodiy jihatdan barqarorroq bo'ladi [6]. Mazkur xulosa O'zbekiston tajribasi misolida ham o'z tasdig'ini topmoqda. Muallifning fikricha, demokratik transformatsiya jarayonlarida ijtimoiy konsensusni mustahkamlash faqat siyosiy mexanizmlar bilan emas, balki ma'naviy-ma'rifiy omillar orqali ham amalga oshirilishi lozim. Fuqarolarda ijtimoiy mas'uliyat, bag'rikenglik va muloqot madaniyatini rivojlantirish barqaror tinchlikning muhim sharti hisoblanadi.

XULOSA. Tadqiqot natijalari asosida quyidagi xulosalarga kelindi:

1.Ijtimoiy konsensus demokratik transformatsiyaning muhim ijtimoiy-falsafiy asosidir.

2.Fuqarolik birdamligi jamiyatdagi ijtimoiy integratsiya va barqarorlikni ta'minlaydi.

3.Ijtimoiy ishonch demokratik institutlarning samarali faoliyat yuritishiga xizmat qiladi.

4.O'zbekiston tajribasi ijtimoiy konsensus va fuqarolik birdamligi tinchlikni mustahkamlashning muhim omillari ekanligini ko'rsatmoqda.

5.Demokratik jamiyat rivojida fuqarolik jamiyati institutlari va mahalla tizimining ahamiyati ortib bormoqda.

Shunday qilib, demokratik transformatsiya sharoitida ijtimoiy konsensus va fuqarolik birdamligi jamiyat taraqqiyoti, tinchlik va barqarorlikning muhim ijtimoiy-falsafiy poydevori sifatida namoyon bo'ladi.

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RAQAMLI DAVRDA SUN'IY INTELLEKTNING SHAXS IJTIMOIY MAS'ULIYATINING RIVOJLANISHIGA TA'SIRI

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Annotatsiya. *Mazkur maqolada raqamli davrda sun'iy intellekt texnologiyalarining shaxs ijtimoiy mas'uliyatiga ko'rsatayotgan ta'siri ilmiy-nazariy jihatdan tahlil qilinadi. Unda sun'iy intellektning inson faoliyati, qaror qabul qilish madaniyati, axloqiy tanlov, fuqarolik pozitsiyasi va ijtimoiy javobgarlik mezonlarini o'zgartirishdagi roli yoritiladi. Tadqiqotda raqamli texnologiyalar shaxsga qulaylik yaratishi bilan birga, mas'uliyatni algoritmlarga yuklash, tanqidiy tafakkurning susayishi, ma'lumotlardan noto'g'ri foydalanish kabi xavflarni ham yuzaga keltirishi asoslanadi. Maqolada shaxs ijtimoiy mas'uliyatining yangi shakllari - raqamli savodxonlik, axborot xavfsizligi, algoritmik adolat, raqamli etikaga rioya qilish va texnologik qarorlarning ijtimoiy oqibatlarini anglash zarurati ochib beriladi. Yakunda sun'iy intellekt sharoitida mas'uliyatli shaxsni shakllantirish uchun ta'lim, huquqiy madaniyat va axloqiy ongni uyg'un rivojlantirish zarurligi xulosa qilinadi.*

Kalit so'zlar: *raqamli jamiyat, sun'iy intellekt, ijtimoiy mas'uliyat, raqamli etika, algoritmik adolat, shaxs transformatsiyasi.*

ВЛИЯНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА РАЗВИТИЕ СОЦИАЛЬНОЙ ОТВЕТСТВЕННОСТИ ЛИЧНОСТИ В ЦИФРОВУЮ ЭПОХУ

Аннотация: *В данной статье проводится научно-теоретический анализ влияния технологий искусственного интеллекта на социальную ответственность личности в цифровую эпоху. Раскрывается роль искусственного интеллекта в изменении человеческой деятельности, культуры принятия решений, морального выбора, гражданской позиции и критериев социальной ответственности. В исследовании обосновывается, что цифровые технологии, создавая удобства для личности, одновременно порождают такие риски, как перекладывание ответственности на алгоритмы, снижение критического мышления и злоупотребление информацией. В статье раскрывается необходимость формирования новых форм социальной ответственности личности, таких как цифровая грамотность, информационная безопасность, алгоритмическая справедливость, соблюдение цифровой этики и понимание социальных последствий технологических решений. В заключении делается вывод о необходимости гармоничного развития образования, правовой культуры и морального сознания для формирования ответственной личности в условиях искусственного интеллекта.*

Ключевые слова: *цифровое общество, искусственный интеллект, социальная ответственность, цифровая этика, алгоритмическая справедливость, трансформация личности.*

THE IMPACT OF ARTIFICIAL INTELLIGENCE ON THE DEVELOPMENT OF INDIVIDUAL SOCIAL RESPONSIBILITY IN THE DIGITAL AGE

Abstract: *This article presents a scientific and theoretical analysis of the impact of artificial intelligence (AI) technologies on individual social responsibility in the digital age. It explores the role of AI in transforming human activity, the culture of decision-making, moral choice, civic stance, and the criteria for social responsibility. The study argues that while digital technologies provide convenience for individuals, they also generate risks such as shifting responsibility onto algorithms, the decline of critical thinking, and the misuse of information. The article highlights the necessity of developing new forms of individual social responsibility, such as digital literacy, information security, algorithmic fairness, adherence to digital ethics, and understanding the social consequences of technological decisions. In conclusion, it is argued that the harmonious development of education, legal culture, and moral consciousness is essential for shaping a responsible individual in the era of artificial intelligence.*

Keywords: *digital society, artificial intelligence, social responsibility, digital ethics, algorithmic fairness, individual transformation.*

XXI asr boshidan boshlab insoniyat taraqqiyotida raqamli texnologiyalar hal qiluvchi omilga aylandi. Internet, katta ma'lumotlar bazasi, platforma iqtisodiyoti, avtomatlashtirilgan boshqaruv tizimlari va sun'iy intellekt insonning kundalik turmushi, mehnat faoliyati, ta'lim olishi, muloqot qilishi hamda jamiyatdagi o'rnini tubdan o'zgartirmoqda.

Ayniqsa, sun’iy intellekt texnologiyalari oddiy texnik vosita darajasidan chiqib, qaror qabul qilish, axborotni saralash, xatti-harakatni prognoz qilish, ijtimoiy munosabatlarni boshqarish va hatto inson tanloviga ta’sir ko‘rsatish imkoniyatiga ega murakkab ijtimoiy-texnologik hodisaga aylanmoqda.

Raqamli davrning muhim xususiyati shundaki, unda shaxs faqat texnologiyadan foydalanuvchi emas, balki raqamli jarayonlarning faol ishtirokchisi hamdir. Har bir foydalanuvchi internetda ma’lumot tarqatadi, shaxsiy axborot qoldiradi, algoritmik tizimlar uchun ma’lumot manbaiga aylanadi, ijtimoiy tarmoqlarda fikr bildiradi, raqamli xizmatlar orqali ijtimoiy munosabatlarga kirishadi. Demak, bugungi shaxsning ijtimoiy mas’uliyati an’anaviy doiradan chiqib, raqamli maydondagi axloqiy, huquqiy va kommunikativ javobgarlikni ham qamrab oladi [1, 45].

Sun’iy intellektning keng tarqalishi mas’uliyat masalasini yanada murakkablashtiradi. Chunki ilgari inson bevosita o‘zi bajargan ishning oqibati uchun javobgar bo‘lgan bo‘lsa, endilikda ko‘plab qarorlar algoritmlar yordamida shakllanmoqda. Masalan, ta’limda o‘quvchining bilim darajasini baholash, tibbiyotda tashxis qo‘yish, bank tizimida kredit layoqatini aniqlash, ishga qabul qilishda nomzodlarni saralash, ijtimoiy tarmoqlarda axborot oqimini tavsiya qilish kabi jarayonlarda sun’iy intellekt muhim rol o‘ynamoqda. Bunday sharoitda “qaror uchun kim javobgar?” degan savol alohida dolzarblik kasb etadi: dasturchimi, foydalanuvchimi, tashkilotmi yoki algoritmni qo‘llagan mutaxassismi? Shu nuqtayi nazardan, mazkur maqolaning maqsadi raqamli davrda sun’iy intellekt shaxs ijtimoiy mas’uliyatini qanday o‘zgartirayotganini tahlil qilish, bu jarayondagi ijobiy imkoniyatlar va xavflarni aniqlash hamda mas’uliyatli raqamli shaxsni shakllantirishning ilmiy-amaliy yo‘nalishlarini asoslashdan iborat.

Ijtimoiy mas’uliyat tushunchasi shaxsning o‘z xatti-harakati, qarori va faoliyati oqibatlarini anglash, ularni jamiyat manfaatlari, axloqiy me’yorlar va huquqiy talablar bilan muvofiqlashtirish qobiliyatini bildiradi. An’anaviy jamiyatda ijtimoiy mas’uliyat ko‘proq oila, mahalla, kasbiy jamoa, davlat va fuqarolik burchlari bilan bog‘liq bo‘lgan. Raqamli jamiyatda esa bu tushuncha yangi mazmun bilan boyimoqda. Endilikda inson nafaqat real hayotdagi, balki virtual makondagi harakati uchun ham javobgar bo‘lishi kerak. Internetda tarqatilgan yolg‘on xabar, shaxsiy ma’lumotni ruxsatsiz ulashish, sun’iy intellekt yaratgan matn yoki tasvirdan mas’uliyatsiz foydalanish, algoritmik tizimlar orqali boshqalarga zarar yetkazish ijtimoiy mas’uliyatning yangi ko‘rinishlari sifatida namoyon bo‘lmoqda [2, 118].

Sun’iy intellekt shaxs ijtimoiy mas’uliyatiga, avvalo, qaror qabul qilish madaniyati orqali ta’sir ko‘rsatadi. Inson kundalik hayotda qaysi axborotni o‘qishi, qanday mahsulot xarid qilishi, qaysi yo‘nalishda bilim olishi, kimlar bilan muloqot qilishi borasida algoritmik tavsiyalarga tobora ko‘proq tayanmoqda. Bu qulaylik yaratadi, vaqtni tejaydi, tanlov imkoniyatini kengaytiradi. Biroq ayni vaqtda shaxsning mustaqil fikrlashi va tanqidiy baholash qobiliyatini susaytirishi ham mumkin. Agar inson algoritm tavsiyasini so‘zsiz qabul qilsa, u o‘z tanlovi uchun mas’uliyatni texnologiyaga yuklay boshlaydi. Natijada “men shunday qaror qildim” degan ong o‘rniga “tizim shunday tavsiya qildi” degan passiv munosabat shakllanishi ehtimoli paydo bo‘ladi [3, 64].

Bu holatni mas’uliyatning algoritmik vositalanishi deb atash mumkin. Ya’ni inson qaror qabul qilish jarayonida sun’iy intellektdan foydalanadi, lekin yakuniy ijtimoiy oqibat baribir inson faoliyati bilan bog‘liq bo‘lib qoladi. Masalan, o‘qituvchi sun’iy intellekt yordamida o‘quvchining yozma ishini baholashi mumkin. Ammo baholashda xatolik yuz bersa, butun javobgarlikni dasturga yuklash adolatli bo‘lmaydi. Chunki pedagog baholash natijasini tekshirishi, kontekstni hisobga olishi va yakuniy qarorni insoniy mezonlar asosida chiqarishi lozim. Shunday ekan, sun’iy intellekt shaxs mas’uliyatini bekor qilmaydi, aksincha, uni yanada murakkab va ongli shaklga olib chiqadi [4, 73].

Sun’iy intellektning shaxs ijtimoiy mas’uliyatiga ta’sir etuvchi ikkinchi muhim yo‘nalishi axborot bilan ishlash madaniyatidir. Raqamli muhitda axborot tez tarqaladi, lekin har doim ham ishonchli bo‘lavermaydi. Sun’iy intellekt vositalari matn, rasm, audio va video yaratish imkoniyatlarini keskin kengaytirdi. Bu ta’lim, ijod, tadqiqot va ishlab chiqarishda katta imkoniyatlar ochadi. Shu bilan birga, soxta xabarlar, manipulyativ kontent, deepfake materiallar, kontekstdan uzilgan ma’lumotlar, shaxs obro‘siga zarar yetkazuvchi raqamli mahsulotlar ko‘payish xavfini ham kuchaytiradi. Bunday sharoitda shaxsning ijtimoiy mas’uliyati axborotni tekshirish, manbani aniqlash, yolg‘on ma’lumot tarqatmaslik va raqamli kommunikatsiyada halollikni saqlash bilan belgilanadi [5, 156].

Raqamli davrda mas’uliyat faqat “zarar yetkazmaslik” bilan cheklanmaydi. U faol fuqarolik pozitsiyasini ham talab qiladi. Masalan, inson sun’iy intellektdan foydalanayotganda uning jamiyatga, boshqa odamlarning huquqlariga, madaniy qadriyatlarga va ijtimoiy tenglikka qanday ta’sir qilishini ham o‘ylashi kerak. Agar algoritm ayrim guruhlarga nisbatan noxolis qaror chiqarsa, foydalanuvchi buni oddiy texnik xato sifatida emas, balki ijtimoiy adolat muammosi sifatida baholashi lozim. Chunki sun’iy intellekt tizimlari o‘z-o‘zidan mutlaq xolis bo‘lmaydi; ular insonlar tomonidan yaratilgan ma’lumotlar, dasturiy qarorlar va ijtimoiy muhit ta’sirida shakllanadi [6, 92].

Shaxs ijtimoiy mas’uliyatining transformatsiyasida raqamli identitet masalasi ham muhim o‘rin tutadi. Bugungi inson real hayotdagi shaxsiyati bilan birga raqamli qiyofaga ham ega. Ijtimoiy tarmoqlardagi profil, yozishmalar, izohlar, qidiruv tarixi, onlayn xaridlar, ta’lim platformalaridagi faoliyat, biometrik ma’lumotlar va boshqa raqamli izlar shaxs haqida muayyan tasavvur yaratadi. Sun’iy intellekt ushbu ma’lumotlarni tahlil qilib, insonning qiziqishlari, ehtiyojlari,

siyosiy yoki madaniy qarashlari, iste'mol odatlari va xatti-harakatlarini taxmin qilishi mumkin. Natijada shaxsiy hayot daxlsizligi va ma'lumotlarni mas'uliyatli boshqarish masalasi ijtimoiy mas'uliyatning ajralmas qismiga aylanadi [7, 201].

Bu jarayonda ikki tomonlama mas'uliyat mavjud. Bir tomondan, kompaniyalar, davlat idoralari va platformalar foydalanuvchi ma'lumotlarini himoya qilishi, ulardan adolatli va qonuniy foydalanishi kerak. Ikkinchi tomondan, foydalanuvchining o'zi ham shaxsiy axborotini qanday ulashayotganini, qaysi xizmatlarga qanday ruxsat berayotganini, raqamli izlari keyinchalik qanday oqibatlarga olib kelishi mumkinligini anglab harakat qilishi zarur. Shaxs raqamli maydonda mas'uliyatli bo'lishi uchun oddiy texnik ko'nikma yetarli emas; unga axborot madaniyati, huquqiy savodxonlik va axloqiy sezgirlik ham kerak.

Sun'iy intellektning ta'lim sohasidagi rivoji shaxs mas'uliyati transformatsiyasini yanada yaqqol ko'rsatadi. Bugungi kunda o'quvchi va talaba sun'iy intellekt yordamida matn yozishi, tarjima qilishi, masala yechishi, taqdimot tayyorlashi, ilmiy manbalarni izohlashi mumkin. Bu bilim olish jarayonini osonlashtiradi, individual ta'lim imkoniyatini kengaytiradi. Ammo bu bilan birga akademik halollik muammosi kuchayadi. Agar o'quvchi tayyor javobni o'z mehnati sifatida taqdim etsa, u faqat qoidani buzmaydi, balki o'z bilimining haqiqiy rivojlanishiga ham to'sqinlik qiladi. Demak, sun'iy intellektdan foydalanish ta'limda yangi mas'uliyatni - yordamchi vosita bilan shaxsiy intellektual mehnat chegarasini anglash mas'uliyatini yuzaga keltiradi [8, 39].

Mehnat bozorida ham sun'iy intellekt shaxs ijtimoiy mas'uliyatini yangicha talqin qilishga majbur qilmoqda. Avtomatlashtirish ayrim kasblarni qisqartirishi, ayrimlarini esa tubdan o'zgartirishi mumkin. Bunday sharoitda shaxs o'z kasbiy kompetensiyasini doimiy yangilab borishi, raqamli ko'nikmalarni egallashi, yangi sharoitga moslashishi kerak. Ilgari kasbiy mas'uliyat asosan belgilangan vazifani sifatli bajarish bilan o'lchangan bo'lsa, bugungi kunda u o'zini rivojlantirish, texnologiya bilan hamkorlik qila olish, yangi bilimni o'zlashtirish va o'z mehnatining ijtimoiy oqibatlarini tushunish bilan ham belgilanadi [9, 228].

Sun'iy intellekt shaxsning axloqiy tanlovini ham sinovdan o'tkazadi. Masalan, inson sun'iy intellektdan boshqalarning fikrini manipulyatsiya qilish, yolg'on kontent yaratish, mualliflik huquqini buzish, shaxsiy ma'lumotlarni noqonuniy tahlil qilish yoki ijtimoiy tarmoqlarda sun'iy faollik hosil qilish uchun foydalanishi mumkin. Texnologiya bunday imkoniyatni bergani uning axloqan to'g'ri ekanini anglatmaydi. Shu bois raqamli davrda mas'uliyatli shaxs texnik imkoniyat bilan axloqiy ruxsat o'rtasidagi farqni anglay olishi lozim. Bu esa zamonaviy ijtimoiy tarbiyaning eng muhim vazifalaridan biridir [10, 142].

Raqamli jamiyatda shaxs ijtimoiy mas'uliyati faqat individual fazilat emas, balki ijtimoiy barqarorlikning ham shartiga aylanadi. Chunki millionlab foydalanuvchilarning raqamli xatti-harakati jamiyatdagi axborot muhitini, siyosiy muloqotni, iqtisodiy munosabatlarni va madaniy qadriyatlarni shakllantiradi. Bir foydalanuvchining yolg'on axborot tarqatishi kichik hodisa bo'lib ko'rinishi mumkin, lekin bunday harakatlar ommaviy tus olsa, jamiyatda ishonch inqirozi yuzaga keladi. Shuning uchun sun'iy intellekt davrida mas'uliyat masalasi faqat shaxsiy axloq muammosi emas, balki ijtimoiy xavfsizlik, demokratik muloqot va madaniy taraqqiyot muammosi hamdir.

Sun'iy intellekt shaxs mas'uliyatini kuchaytirishi ham mumkin. Agar undan to'g'ri foydalanilsa, u insonni yanada xabardor, tahliliy va faol fuqaroga aylantiradi. Masalan, sun'iy intellekt katta hajmdagi ma'lumotlarni tahlil qilish, ekologik xavflarni oldindan aniqlash, nogironligi bo'lgan shaxslar uchun qulay xizmatlar yaratish, ta'limda individual yondashuvni kuchaytirish, korrupsiyaviy xavflarni monitoring qilish, sog'liqni saqlashda profilaktikani takomillashtirish kabi yo'nalishlarda ijtimoiy foyda keltiradi. Bu holatda shaxsning mas'uliyati texnologiyadan voz kechishda emas, balki undan ijtimoiy manfaat, adolat va inson qadr-qimmati yo'lida foydalanishda namoyon bo'ladi [6, 107].

Shu bilan birga, sun'iy intellekt insonni ma'naviy passivlikka olib kelmasligi kerak. Mas'uliyatli shaxs texnologik vositani tanqidiy baholaydi, uning imkoniyat va chegaralarini tushunadi, algoritm natijasini mutlaq haqiqat deb qabul qilmaydi. Ayniqsa, shaxsga taalluqli muhim qarorlar - ta'lim, sog'liq, ish, kredit, huquqiy baholash, ijtimoiy yordam kabi sohalarda inson nazorati saqlanishi zarur. Chunki inson hayoti va taqdiri faqat statistik ehtimollik yoki ma'lumotlar modeli asosida baholanmasligi kerak. Bunday yondashuv insonparvarlik tamoyillarini texnologik taraqqiyot bilan uyg'unlashtirishga xizmat qiladi [11, 17].

Raqamli davrda ijtimoiy mas'uliyatning yana bir yangi jihati - algoritmik shaffoflik talabidir. Oddiy foydalanuvchi murakkab dasturiy kodni tushunmasligi mumkin, lekin u o'ziga ta'sir qilayotgan tizim qanday ma'lumotlardan foydalanayotganini, nima uchun aynan shunday natija chiqarganini va xato bo'lsa, unga qanday e'tiroz bildirish mumkinligini bilishga haqli. Shu bois shaxs mas'uliyati nafaqat texnologiyadan to'g'ri foydalanish, balki shaffof va adolatli texnologik muhitni talab qilish madaniyatini ham o'z ichiga oladi. Bu fuqarolik mas'uliyatining raqamli shaklidir.

Mazkur masalani ta'lim-tarbiya tizimi bilan bog'lamasdan turib hal etish qiyin. Chunki mas'uliyatli raqamli shaxs o'z-o'zidan shakllanmaydi. Maktab, oliy ta'lim, oila, ommaviy axborot vositalari va fuqarolik jamiyati institutlari yosh avlodga sun'iy intellektdan foydalanish madaniyatini o'rgatishi kerak. Bunda faqat dasturdan foydalanish bo'yicha amaliy ko'nikmalar emas, balki raqamli etika, axborotni tekshirish, mualliflik huquqiga hurmat, shaxsiy ma'lumotlarni

himoya qilish, sun'iy intellekt natijasiga tanqidiy qarash, texnologiyaning ijtimoiy oqibatlarini tushunish kabi kompetensiyalar ham shakllantirilishi lozim [12, 25].

Shaxs ijtimoiy mas'uliyatining transformatsiyasi, demak, uch asosiy yo'nalishda namoyon bo'ladi. Birinchidan, mas'uliyatning maydoni kengayadi: u real hayotdan raqamli makonga o'tadi. Ikkinchidan, mas'uliyatning mazmuni chuqurlashadi: inson nafaqat o'z harakati, balki u qo'llayotgan texnologiyaning oqibatlarini ham anglashga majbur bo'ladi. Uchinchidan, mas'uliyatning shakli murakkablashadi: individual axloq, huquqiy ong, texnik savodxonlik va ijtimoiy adolat bir-biri bilan uzviy bog'lanadi.

Xulosa. Raqamli davrda sun'iy intellekt shaxs ijtimoiy mas'uliyatini tubdan o'zgartirmoqda. U inson faoliyatini yengillashtiradi, bilim olish, ishlab chiqarish, xizmat ko'rsatish va ijtimoiy boshqaruvda yangi imkoniyatlar yaratadi. Biroq sun'iy intellektdan foydalanish shaxsni mas'uliyatdan ozod qilmaydi. Aksincha, uning qaror qabul qilish, axborot bilan ishlash, raqamli iz qoldirish, boshqalar huquqini hurmat qilish va texnologik natijalarni tanqidiy baholash borasidagi javobgarligini kuchaytiradi.

Maqolada olib borilgan tahlil shuni ko'rsatadiki, sun'iy intellekt sharoitida ijtimoiy mas'uliyatning asosiy mezonlari raqamli savodxonlik, axborot halolligi, algoritmik adolat, shaxsiy ma'lumotlarni himoya qilish, akademik va kasbiy halollik, inson qadr-qimmatiga hurmat hamda texnologik oqibatlarni oldindan anglashdan iborat. Shaxsning mas'uliyatli bo'lishi endilikda faqat axloqiy fazilat emas, balki raqamli jamiyatda xavfsiz, adolatli va insonparvar taraqqiyotni ta'minlovchi muhim ijtimoiy shartdir. Shu sababli sun'iy intellektdan foydalanish madaniyatini ta'lim tizimiga izchil kiritish, yoshlarda tanqidiy tafakkur va raqamli etikani rivojlantirish, foydalanuvchilarning huquqiy savodxonligini oshirish, tashkilotlarda algoritmik javobgarlik mexanizmlarini kuchaytirish zarur. Faqat shundagina sun'iy intellekt inson mas'uliyatini zaiflashtiruvchi omil emas, balki ongli, faol, adolatparvar va ijtimoiy mas'uliyatli shaxsni shakllantirishga xizmat qiluvchi vositaga aylanishi mumkin.

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RAQAMLASHTIRISH DAVRIDA YOSHLAR IJTIMOIY MAS'ULIYATINI RIVOJLANTIRISHNING IJTIMOIY-FALSAFIY MEXANIZMLARI

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Annotatsiya. *Ushbu maqolada raqamlashtirish davrida yoshlar ijtimoiy mas'uliyatini rivojlantirishning falsafiy muammolari tahlil qilinadi. Raqamli muhitda shaxs erkinligi, axloqiy tanlov, fuqarolik pozitsiyasi, axborot madaniyati va ijtimoiy javobgarlik o'rtasidagi murakkab bog'liqlik ochib beriladi. Maqolada yoshlarning virtual makondagi faoliyati faqat texnik ko'nikmalar emas, balki ma'naviy-axloqiy mezonlar, tanqidiy tafakkur va ijtimoiy ong bilan bog'liq ekani asoslanadi. Raqamli texnologiyalar yoshlar uchun yangi imkoniyatlar yaratishi bilan birga, befarqlik, manipulyatsiya, axborot iste'molchiligiga berilish va mas'uliyatsiz kommunikatsiya kabi xavflarni ham yuzaga keltirishi ko'rsatib beriladi. Xulosa qismida raqamli davrda ijtimoiy mas'uliyatni shakllantirish uchun ta'lim, oila, fuqarolik jamiyati va davlat institutlari hamkorligi zarurligi ta'kidlanadi.*

Kalit so'zlar: *raqamlashtirish, yoshlar, ijtimoiy mas'uliyat, falsafiy muammo, raqamli axloq, axborot madaniyati, fuqarolik ong.*

СОЦИАЛЬНО-ФИЛОСОФСКИЕ МЕХАНИЗМЫ РАЗВИТИЯ СОЦИАЛЬНОЙ ОТВЕТСТВЕННОСТИ МОЛОДЕЖИ В ЭПОХУ ЦИФРОВИЗАЦИИ

Аннотация: *В данной статье анализируются философские проблемы развития социальной ответственности молодежи в эпоху цифровизации. Раскрывается сложная взаимосвязь между свободой личности, моральным выбором, гражданской позицией, информационной культурой и социальной ответственностью в цифровой среде. В статье обосновывается, что деятельность молодежи в виртуальном пространстве связана не только с техническими навыками, но и с духовно-нравственными критериями, критическим мышлением и социальным сознанием. Показывается, что цифровые технологии, создавая новые возможности для молодежи, одновременно порождают такие риски, как безразличие, манипуляция, информационное потребительство и безответственная коммуникация. В заключении подчеркивается необходимость сотрудничества образования, семьи, институтов гражданского общества и государства для формирования социальной ответственности в цифровую эпоху.*

Ключевые слова: *цифровизация, молодежь, социальная ответственность, философская проблема, цифровая этика, информационная культура, гражданское сознание.*

SOCIAL-PHILOSOPHICAL MECHANISMS OF DEVELOPING YOUTH SOCIAL RESPONSIBILITY IN THE ERA OF DIGITALIZATION

Abstract: *This article analyzes the philosophical problems of developing youth social responsibility in the era of digitalization. It reveals the complex relationship between individual freedom, moral choice, civic stance, information culture, and social responsibility in the digital environment. The article argues that youth activity in the virtual space is related not only to technical skills but also to spiritual-moral criteria, critical thinking, and social consciousness. It is shown that while digital technologies create new opportunities for young people, they also give rise to risks such as indifference, manipulation, consumerism of information, and irresponsible communication. The conclusion emphasizes the necessity of cooperation between education, family, civil society institutions, and the state to foster social responsibility in the digital age.*

Keywords: *digitalization, youth, social responsibility, philosophical problem, digital ethics, information culture, civic consciousness.*

Kirish. XXI asr jamiyat taraqqiyotining asosiy belgilaridan biri - ijtimoiy hayotning deyarli barcha sohalarida raqamli texnologiyalar ta'sirining kuchayib borishidir. Bugungi kunda ta'lim, mehnat bozori, siyosiy ishtirok, madaniy almashinuv, shaxslararo muloqot, iste'mol madaniyati va hatto insonning o'zini anglash jarayoni ham raqamli vositalar bilan chambarchas bog'lanmoqda. Raqamlashtirish endi faqat texnik jarayon emas, balki inson tafakkuri, qadriyatlar tizimi, ijtimoiy munosabatlar va axloqiy tanlovlarga ta'sir ko'rsatuvchi keng ko'lamli sivilizatsion hodisaga aylanmoqda.

Ayniqsa, yoshlar hayotida raqamli muhit alohida ahamiyat kasb etadi. Chunki yosh avlod ijtimoiylashuvining katta qismi internet, ijtimoiy tarmoqlar, elektron ta'lim platformalari, mobil ilovalar, sun'iy intellekt vositalari va virtual kommunikatsiya tizimlari orqali kechmoqda. Bu jarayon yoshlarning bilim olish imkoniyatlarini kengaytiradi, ijodiy salohiyatini namoyon etish, kasbiy o'sish, fuqarolik faolligi va global muloqot maydoniga kirish imkonini beradi. Shu bilan birga, raqamli makon yosh shaxs oldiga yangi axloqiy savollarni ham qo'yadi: axborotni qanday tanlash kerak? Virtual erkinlik chegarasi qayerda tugaydi? Internetdagi so'z va harakat uchun javobgarlik qanday belgilanadi? Raqamli texnologiyalar insonni mas'uliyatli subyektga aylantiradimi yoki uni passiv iste'molchiga aylantiradimi?

Mazkur savollar raqamlashtirish davrida yoshlar ijtimoiy mas'uliyatini rivojlantirish masalasining falsafiy mohiyatini belgilaydi. Ijtimoiy mas'uliyat shaxsning jamiyat oldidagi burchini anglash, o'z xatti-harakatlarining oqibatini oldindan ko'ra bilish, umumiy manfaatni shaxsiy manfaat bilan uyg'unlashtirish, adolat, halollik, hurmat, hamkorlik va fuqarolik faolligi tamoyillariga tayangan holda harakat qilish qobiliyatidir. Raqamli davrda esa bu mas'uliyat yangi shakllarda namoyon bo'ladi: axborot tarqatishda ehtiyotkorlik, yolg'on ma'lumotga qarshi tanqidiy munosabat, shaxsiy ma'lumotlarni himoya qilish, virtual muloqotda madaniyatni saqlash, mualliflik huquqiga rioya qilish, kiberzo'ravonlikka qarshi turish, raqamli texnologiyalardan ijtimoiy foydali maqsadlarda foydalanish.

Raqamli jamiyatda inson faqat texnologiyadan foydalanuvchi emas, balki texnologik muhitni axloqiy mazmun bilan to'ldiruvchi ijtimoiy subyektdir. Shu jihatdan yoshlar ijtimoiy mas'uliyatini rivojlantirish masalasi oddiy tarbiyaviy vazifa emas, balki zamonaviy falsafaning muhim muammolaridan biridir. Chunki bu yerda inson erkinligi va nazorat, shaxsiy manfaat va umumiy manfaat, texnologik qulaylik va axloqiy burch, virtual faollik va real ijtimoiy javobgarlik o'rtasidagi ziddiyatlar namoyon bo'ladi.

Raqamlashtirish tushunchasi ko'pincha ma'lumotlarni elektron shaklga o'tkazish, boshqaruv jarayonlarini avtomatlashtirish yoki xizmatlarni onlayn ko'rinishga keltirish bilan izohlanadi. Biroq falsafiy nuqtayi nazardan raqamlashtirish bundan ancha kengroq hodisadir. U insonning borliqni idrok etish, vaqt va makonni his qilish, muloqotga kirishish, bilim olish, qaror qabul qilish va o'zini namoyon etish usullarini o'zgartiradi. M. Kastels ta'kidlaganidek, zamonaviy jamiyatda axborot oqimlari ijtimoiy tuzilmalarning asosiy harakatlantiruvchi kuchiga aylanadi [2,77]. Demak, raqamli jamiyatda axborotga ega bo'lishgina emas, balki uni to'g'ri tushunish, baholash va undan mas'uliyat bilan foydalanish ham muhim ahamiyat kasb etadi.

Ijtimoiy mas'uliyat esa insonning jamiyatdagi o'rnini anglashidan boshlanadi. Bu tushuncha shaxsning o'z faoliyati natijalari boshqalarga, jamiyatga, tabiatga va kelajak avlodlarga qanday ta'sir qilishini idrok etishini bildiradi. Hans Jonas zamonaviy texnologik sivilizatsiya sharoitida mas'uliyat tushunchasi yanada kengayishini, inson endi faqat yaqin atrofidagi odamlar oldida emas, balki uzoq muddatli oqibatlar oldida ham javobgar ekanini ko'rsatadi [3,11]. Raqamli texnologiyalar ham xuddi shunday: internetdagi bir xabar, bir izoh, bir surat yoki bir raqamli harakat ko'plab insonlarga ta'sir qilishi, ijtimoiy kayfiyatni o'zgartirishi, shaxs obro'siga, ijtimoiy barqarorlikka yoki axloqiy muhitga ta'sir ko'rsatishi mumkin.

Yoshlar ijtimoiy mas'uliyati ana shu murakkab sharoitda shakllanadi. Avvalgi davrlarda ijtimoiy mas'uliyat asosan oila, mahalla, maktab, mehnat jamoasi va bevosita ijtimoiy muhit orqali shakllangan bo'lsa, bugungi kunda bu jarayonga global raqamli maydon ham kuchli ta'sir ko'rsatmoqda. Yosh kishi bir vaqtning o'zida mahalliy madaniyat vakili, milliy qadriyatlar davomchisi va global axborot makoni ishtirokchisiga aylanadi. Bu esa uning mas'uliyat doirasini kengaytiradi.

Raqamli makonning falsafiy murakkabligi shundaki, u erkinlik hissini kuchaytiradi, ammo bu erkinlik har doim ham mas'uliyat bilan uyg'unlashavermaydi. Internetda anonimlik, tezkorlik va chegarasizlik shaxsga o'z fikrini erkin bildirish imkonini beradi. Lekin ayni shu imkoniyat haqorat, tuhmat, yolg'on axborot, manipulyatsiya va axloqiy me'yorlarning buzilishi uchun ham sharoit yaratishi mumkin. Shuning uchun raqamli davrda ijtimoiy mas'uliyatni rivojlantirishning asosiy falsafiy masalasi - erkinlikni ongli javobgarlik bilan uyg'unlashtirishdan iborat.

Raqamlashtirish yoshlar ongiga bir necha yo'nalishda ta'sir ko'rsatadi. Birinchidan, u axborot olish imkoniyatlarini kengaytiradi. Bugungi yoshlar istalgan mavzu bo'yicha turli manbalardan tezkor ma'lumot olishi, onlayn kurslarda o'qishi, ilmiy, madaniy va ijtimoiy jarayonlardan xabardor bo'lishi mumkin. Bu holat ijtimoiy mas'uliyat uchun muhim bo'lgan bilim, dunyoqarash va tanqidiy fikrlashni rivojlantirishga xizmat qiladi. Biroq axborot ko'pligi har doim ham ongli tanlovni anglatmaydi. Aksincha, ma'lumotlar oqimining haddan tashqari ko'pligi yoshlarning tafakkurida yuzakilik, shoshqaloqlik va emotsional reaksiya ustuvorligini kuchaytirishi mumkin.

Ikkinchidan, ijtimoiy tarmoqlar yoshlar uchun o'zini namoyon qilish maydoniga aylangan. Bu maydonda shaxs o'z qarashlari, qiziqishlari, ijodiy ishlari va fuqarolik pozitsiyasini namoyish etadi. Ammo virtual obro'ga intilish, "layk" va kuzatuvchilar soni orqali o'z qadrini baholash, ommaviy trendlar ta'siriga berilish yoshlar ongida tashqi bahoga haddan tashqari bog'liqlikni keltirib chiqarishi mumkin. Z. Bauman zamonaviy jamiyatda ijtimoiy munosabatlar suyuqlashib, barqaror qadriyatlar o'rnini tez o'zgaruvchi istaklar egallashini ta'kidlaydi [4,14]. Raqamli muhitda bu holat yanada

yaqqol koʻrinadi: insonning ijtimoiy mavqeyi koʻpincha real fazilatlar bilan emas, balki koʻrinish, imij va virtual faollik bilan oʻlchanadi.

Uchinchidan, algoritmik muhit yoshlarning fikrlash tarziga ta'sir qiladi. Ijtimoiy tarmoqlar va raqamli platformalar foydalanuvchining qiziqishlari asosida kontent tavsiya qiladi. Natijada yoshlar koʻpincha oʻz qarashlariga mos axborot doirasida qolib ketadi. Bu esa tanqidiy muloqot, boshqacha fikrni tushunish, ijtimoiy bagʻrikenglik va fuqarolik mas'uliyatining pasayishiga olib kelishi mumkin. Raqamli platformalar inson tanlovini kengaytirayotgandek koʻrinsa-da, aslida ayrim hollarda tanlovni yashirin boshqaradi. Shu sababli raqamli savodxonlik faqat texnik koʻnikma emas, balki algoritmik ta'sirni anglash, axborot ortidagi manfaatlarni tushunish va mustaqil fikr yuritish qobiliyatidir.

Toʻrtinchidan, raqamli texnologiyalar yoshlar oʻrtasida kommunikatsiya madaniyatini oʻzgartirmoqda. Virtual muloqot tezkor, qisqa va koʻpincha emotsional shaklda kechadi. Bu esa fikrni chuqur asoslash, suhbatdoshni tinglash, bahs madaniyatiga rioya qilish kabi fazilatlarni zaiflashtirishi mumkin. Sh. Turkl raqamli muloqot ayrim hollarda insonni real suhbatdan uzoqlashtirib, yolgʻizlikning yangi shakllarini yuzaga keltirishini koʻrsatadi [5,1]. Demak, raqamli kommunikatsiya insonlarni bogʻlaydi, lekin bu bogʻlanish har doim ham chuqur ijtimoiy mas'uliyatni shakllantirmaydi.

Raqamlashtirish davrida yoshlar ijtimoiy mas'uliyatini rivojlantirishning markaziy falsafiy muammolaridan biri - erkinlik va javobgarlik oʻrtasidagi ziddiyatdir. Raqamli muhit yoshga mustaqil fikr bildirish, oʻz nuqtayi nazarini himoya qilish, ijtimoiy muammolarga munosabat bildirish imkonini beradi. Bu demokratik madaniyat va fuqarolik ongini rivojlantirish uchun muhimdir. Biroq erkinlik mas'uliyatdan ajralganda, u ijtimoiy tartibsizlik, axloqiy befarqlik va madaniyatsiz kommunikatsiyaga aylanadi.

Falsafiy jihatdan erkinlik hech qachon mutlaq xohish emas. Erkinlik - bu tanlov qilish imkoniyati bilan birga, tanlov oqibatini qabul qilish madaniyatidir. Raqamli makonda esa yoshlar koʻpincha oʻz harakatlarining real oqibatlarini darhol his qilmaydi. Masalan, yolgʻon xabarni ulashish, kimnidir masxara qilish, shaxsiy ma'lumotni ruxsatsiz tarqatish yoki agressiv izoh yozish oddiy virtual harakatdek tuyulishi mumkin. Ammo bunday harakatlar boshqa insonning ruhiy holatiga, ijtimoiy obroʻsiga, xavfsizligiga va jamiyatdagi ishonch muhitiga zarar yetkazadi.

Shu bois raqamli davrda ijtimoiy mas'uliyatni shakllantirish yoshlarni qoʻrqitish yoki faqat taqiqlar bilan cheklash orqali emas, balki ongli axloqiy tanlovga oʻrgatish orqali amalga oshirilishi kerak. Taqiq vaqtinchalik nazorat yaratadi, lekin ichki mas'uliyatni shakllantirmaydi. Ichki mas'uliyat esa shaxsning "menga mumkinmi?" degan savoldan koʻra, "bu harakatim boshqalarga qanday ta'sir qiladi?" degan savolni berishidan boshlanadi.

Bu yerda ijtimoiy mas'uliyatning falsafiy asosi insonparvarlikdir. Raqamli makonda ham inson sha'ni, qadr-qimmati, huquqi va erkinligi ustuvor qadriyat boʻlib qolishi kerak. L. Floridi raqamli davrda inson axborot muhitining faol ishtirokchisi sifatida "infosfera"ga mas'ul munosabatda boʻlishi zarurligini ta'kidlaydi [6, 40]. Bu fikr yoshlar tarbiyasi uchun ham muhim: raqamli muhit tashqi texnologik maydon emas, balki insonlar hayoti, fikri, obroʻsi va qadriyatlari mavjud boʻlgan ijtimoiy makondir.

Yoshlar ijtimoiy mas'uliyatini rivojlantirishda raqamli axloq tushunchasi muhim oʻrin tutadi. Raqamli axloq - bu internet, sun'iy intellekt, ijtimoiy tarmoqlar, elektron xizmatlar va boshqa raqamli vositalardan foydalanishda axloqiy mezonlarga rioya qilish madaniyatidir. U halollik, hurmat, adolat, shaxsiy daxlsizlik, axborot xavfsizligi, mualliflik huquqi, muloqot madaniyati va ijtimoiy foydalilik kabi tamoyillarni oʻz ichiga oladi.

Raqamli axloqning asosiy vazifasi yoshlarni texnologiyaga qaram iste'molchi emas, balki ongli va mas'uliyatli foydalanuvchi sifatida shakllantirishdir. Masalan, oʻquvchi yoki talaba internetdan tayyor matnni koʻchirib topshirsa, bu faqat akademik qoidabuzarlik emas, balki mas'uliyat inqirozidir. Chunki bunday holatda shaxs oʻz mehnati, bilimi va halolligiga nisbatan befarq munosabatda boʻladi. Xuddi shuningdek, ijtimoiy tarmoqlarda yolgʻon ma'lumot tarqatish yoki agressiv bahs yuritish ham shaxsning fuqarolik mas'uliyati yetarli shakllanmaganini koʻrsatadi.

Raqamli axloq fuqarolik pozitsiyasi bilan bevosita bogʻliq. Bugungi kunda yoshlar ijtimoiy muammolar, ekologiya, ta'lim, inson huquqlari, volontyorlik, mahalla hayoti, xayriya tashabbuslari va madaniy loyihalar haqida raqamli platformalar orqali fikr bildirish, jamoatchilik fikrini shakllantirish va amaliy tashabbuslarni ilgari surish imkoniga ega. Bu imkoniyatdan mas'uliyat bilan foydalanilgan taqdirda raqamli muhit jamiyat taraqqiyotining muhim omiliga aylanadi.

Biroq raqamli faollik har doim ham real ijtimoiy mas'uliyatni anglatmaydi. Ba'zan yoshlar ijtimoiy muammolarga faqat virtual munosabat bildirish bilan cheklanib qoladi. Bu holatni "ramziy faollik" deb atash mumkin. Masalan, biror muammo haqida post ulashish yoki belgi qoʻyish real yordam, tahlil, muammoni hal qilishdagi ishtirok bilan mustahkamlanmasa, u yuzaki faollik boʻlib qoladi. Demak, raqamli fuqarolik pozitsiyasi virtual bayonot bilan emas, real ijtimoiy harakat, mas'uliyatli qaror va amaliy ishtirok bilan baholanishi kerak.

Raqamlashtirish sharoitida yoshlar ijtimoiy mas'uliyatini rivojlantirishda bir qator muammolar mavjud. Birinchi muammo - axborot iste'molining tanqidiy tafakkurdan ustun kelishidir. Koʻplab yoshlar axborotni tez qabul qiladi, lekin uni tahlil qilish, manbasini tekshirish, mazmunini ijtimoiy oqibatlar bilan bogʻlashga yetarlicha e'tibor bermaydi. Natijada manipulyativ xabarlar, yolgʻon ma'lumotlar va biryoqlama qarashlar yoshlar ongiga ta'sir koʻrsatadi.

Ikkinchi muammo - raqamli individualizmning kuchayishidir. Raqamli platformalar shaxsiy qiziqishlar, individual istaklar va o‘zini namoyish qilishga keng imkoniyat yaratadi. Bu ijobiy jarayon bo‘lishi mumkin, ammo u umumiy manfaat, jamoaviy mas’uliyat va ijtimoiy birdamlikdan ajralib qolsa, egoistik kayfiyatni kuchaytiradi. U. Bek “xavf jamiyati” sharoitida zamonaviy inson ko‘plab global xavflar bilan yuzma-yuz kelishini, bunday sharoitda mas’uliyatning yangi shakllari zarurligini ta’kidlaydi [7, 21]. Raqamli xavflar ham shunday: ular shaxsiy ko‘rinishi mumkin, ammo oqibatlari ijtimoiydir.

Uchinchi muammo - virtual va real hayot o‘rtasidagi uzilishdir. Yoshlar ba’zan internetdagi obrazini real shaxsiy rivojlanishdan ustun qo‘yadi. Natijada tashqi ko‘rinish, imij, ko‘ngilochar kontent va tezkor e’tibor haqiqiy bilim, mehnat, mas’uliyat va axloqiy kamolotdan muhimroqdek ko‘rina boshlaydi. Bunday holatda shaxsning ichki dunyosi bilan tashqi raqamli qiyofasi o‘rtasida tafovut kuchayadi.

To‘rtinchi muammo - raqamli tengsizlikdir. Barcha yoshlar ham sifatli internet, zamonaviy qurilmalar, raqamli savodxonlik va xavfsiz axborot muhitiga teng ega emas. Raqamli imkoniyatlar notengligi ijtimoiy imkoniyatlar notengligini ham kuchaytirishi mumkin. Shuning uchun ijtimoiy mas’uliyatni rivojlantirish masalasi faqat shaxsiy tarbiya emas, balki ijtimoiy adolat masalasi hamdir.

Beshinchi muammo - sun’iy intellekt va avtomatlashtirilgan qarorlar davrida inson mas’uliyatining xiralashishidir. Agar algoritmlar axborotni tanlab bersa, tavsiya qilsa, baholasa va yo‘naltirsa, inson o‘z tanlovi uchun qanchalik javobgar? Bu savol yoshlar uchun juda dolzarb. Chunki ular ko‘pincha sun’iy intellekt vositalaridan o‘qish, yozish, tarjima, tahlil, dizayn va kommunikatsiyada foydalanmoqda. Bunday sharoitda texnologiya yordamchi vosita bo‘lib qolishi, inson tafakkuri va axloqiy tanlovini almashtirmasligi kerak.

Raqamlashtirish davrida yoshlar ijtimoiy mas’uliyatini rivojlantirish uchun, avvalo, ta’lim tizimida raqamli axloq va axborot madaniyatini kuchaytirish zarur. Raqamli savodxonlik darslari faqat kompyuter dasturlaridan foydalanishni emas, balki axborotni tanlash, tekshirish, tahlil qilish, mualliflik huquqiga rioya etish, internet xavfsizligi va virtual muloqot madaniyatini ham qamrab olishi lozim. Yoshlar “texnologiyani qanday ishlatish kerak?” degan savol bilan birga “texnologiyadan nima maqsadda va qanday mas’uliyat bilan foydalanish kerak?” degan savolga ham javob topishi zarur.

Ikkinchidan, oilada raqamli tarbiya madaniyatini shakllantirish muhim. Ko‘pincha ota-onalar raqamli texnologiyani faqat nazorat yoki cheklash obyekti sifatida ko‘radi. Aslida esa yoshlar bilan ochiq muloqot qilish, ularning internetdagi qiziqishlarini tushunish, xavf va imkoniyatlarni birgalikda muhokama qilish, shaxsiy namuna ko‘rsatish samaraliroq natija beradi. Oila raqamli mas’uliyatning birinchi maktabi bo‘lishi kerak.

Uchinchidan, oliy ta’lim va umumta’lim muassasalarida yoshlarning real ijtimoiy loyihalarda ishtirokini kengaytirish zarur. Masalan, ekologik aksiyalar, volontyorlik dasturlari, ijtimoiy tarmoqlarda foydali kontent yaratish, kiberxavfsizlik bo‘yicha targ‘ibot, mahalla yoshlariga raqamli savodxonlikni o‘rgatish kabi loyihalar yoshlarning mas’uliyatini amaliy faoliyat orqali rivojlantiradi. Mas’uliyat faqat nazariy tushuncha sifatida emas, balki ijtimoiy tajriba sifatida shakllanadi.

To‘rtinchidan, yoshlarni raqamli ijodkorlikka yo‘naltirish lozim. Agar yoshlar raqamli texnologiyalardan faqat ko‘ngilochar kontent iste’moli uchun foydalansa, ularning ijtimoiy salohiyati to‘liq ochilmaydi. Aksincha, ular ilmiy, madaniy, ma’rifiy va ijtimoiy foydali kontent yaratishga jalb etilsa, raqamli makon mas’uliyatli ijod maydoniga aylanadi.

Beshinchidan, davlat va fuqarolik jamiyati institutlari yoshlar uchun xavfsiz, adolatli va ma’rifiy raqamli muhit yaratishga e’tibor qaratishi kerak. Raqamli texnologiyalarning rivojlanishi huquqiy, axloqiy va ma’naviy mezonlar bilan uyg‘unlashmasa, jamiyatda texnologik taraqqiyot bo‘lsa-da, ijtimoiy mas’uliyat zaiflashishi mumkin. Shu sababli raqamli siyosat inson qadr-qimmati, ijtimoiy adolat va ma’naviy taraqqiyot tamoyillari bilan uyg‘un olib borilishi lozim.

Xulosa. Raqamlashtirish davrida yoshlar ijtimoiy mas’uliyatini rivojlantirish zamonaviy jamiyatning eng muhim falsafiy, axloqiy va tarbiyaviy masalalaridan biridir. Raqamli texnologiyalar inson hayotini qulaylashtiradi, bilim olish va muloqot imkoniyatlarini kengaytiradi, yoshlarning ijtimoiy faolligi uchun yangi maydonlar yaratadi. Ammo bu jarayon o‘z-o‘zidan ijobiy natija bermaydi. Raqamli imkoniyatlar mas’uliyat, tanqidiy tafakkur, axloqiy madaniyat va fuqarolik pozitsiyasi bilan uyg‘unlashgandagina jamiyat taraqqiyotiga xizmat qiladi.

Maqolada ko‘rsatib o‘tilganidek, raqamli davrda yoshlar ijtimoiy mas’uliyatining asosiy muammolari erkinlik va javobgarlik ziddiyati, axborot oqimlarining manipulyativ ta’siri, virtual va real hayot o‘rtasidagi uzilish, raqamli individualizm, algoritmik boshqaruv va raqamli tengsizlik bilan bog‘liq. Bu muammolarni faqat texnik vositalar yoki ma’muriy nazorat orqali hal qilib bo‘lmaydi. Ularning yechimi chuqur falsafiy yondashuvni, ya’ni inson, jamiyat, texnologiya va qadriyatlar o‘rtasidagi munosabatlarni qayta anglashni talab qiladi.

Yoshlar ijtimoiy mas’uliyatini rivojlantirish uchun ta’lim tizimida raqamli axloqni kuchaytirish, oilada ongli raqamli tarbiyani yo‘lga qo‘yish, yoshlarni real ijtimoiy loyihalarga jalb etish, tanqidiy tafakkurni rivojlantirish, internet madaniyatini oshirish va raqamli texnologiyalardan ijtimoiy foydali maqsadlarda foydalanishga o‘rgatish zarur. Eng muhimi, yosh avlod raqamli dunyoda faqat foydalanuvchi emas, balki jamiyat kelajagi uchun javobgar, ongli, faol va axloqiy subyekt sifatida shakllanishi kerak.

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SHAXS ESTETIK MADANIYATINI YUKSALTIRISHDA MILLIY VA UMUMINSONIY O'ZIGA XOSLIK MUAMMOSI

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Annotatsiya. *Ushbu maqolada shaxs estetik madaniyatini yuksaltirish jarayonida milliy va umuminsoniy qadriyatlar uyg'unligining falsafiy-pedagogik mohiyati yoritiladi. Estetik madaniyat insonning go'zallikni anglash, qadrlash, yaratish va uni ijtimoiy hayotda namoyon etish qobiliyati sifatida talqin qilinadi. Maqolada milliy estetik meros, xalq og'zaki ijodi, urf-odatlar, san'at, adabiyot va ma'naviy qadriyatlarning shaxs kamolotidagi o'rni tahlil qilinadi. Shuningdek, globallashuv sharoitida umuminsoniy estetik mezonlar, madaniyatlararo muloqot va estetik didni shakllantirish masalalari ko'rib chiqiladi. Muallif shaxs estetik madaniyatini rivojlantirishda milliylik va umuminsoniylikni qarama-qarshi qo'yish emas, balki ularni ijodiy uyg'unlashtirish zarurligini asoslaydi.*

Kalit so'zlar: *estetik madaniyat, shaxs kamoloti, milliy qadriyat, umuminsoniylik, go'zallik, ma'naviyat, estetik tarbiya.*

ПРОБЛЕМА НАЦИОНАЛЬНОГО И ОБЩЕЧЕЛОВЕЧЕСКОГО СВОЕОБРАЗИЯ В ПОВЫШЕНИИ ЭСТЕТИЧЕСКОЙ КУЛЬТУРЫ ЛИЧНОСТИ

Аннотация: *В данной статье освещается философско-педагогическая сущность гармонии национальных и общечеловеческих ценностей в процессе повышения эстетической культуры личности. Эстетическая культура интерпретируется как способность человека воспринимать, ценить, созидать красоту и проявлять ее в социальной жизни. В статье анализируется роль национального эстетического наследия, фольклора, традиций, искусства, литературы и духовных ценностей в формировании личности. Также рассматриваются вопросы общечеловеческих эстетических критериев, межкультурного диалога и формирования эстетического вкуса в условиях глобализации. Автор обосновывает необходимость не противопоставления национального и общечеловеческого, а их творческой гармонизации в развитии эстетической культуры личности.*

Ключевые слова: *эстетическая культура, развитие личности, национальная ценность, общечеловеческие ценности, красота, духовность, эстетическое воспитание.*

THE PROBLEM OF NATIONAL AND UNIVERSAL UNIQUENESS IN RAISING THE AESTHETIC CULTURE OF THE INDIVIDUAL

Abstract: *This article highlights the philosophical and pedagogical essence of the harmony between national and universal values in the process of raising the aesthetic culture of an individual. Aesthetic culture is interpreted as a person's ability to perceive, appreciate, create beauty, and manifest it in social life. The article analyzes the role of national aesthetic heritage, folklore, traditions, art, literature, and spiritual values in the development of the individual. Furthermore, it examines issues related to universal aesthetic criteria, intercultural dialogue, and the formation of aesthetic taste in the context of globalization. The author substantiates the need not to oppose the national and the universal, but to creatively harmonize them in the development of an individual's aesthetic culture.*

Keywords: *aesthetic culture, personal development, national value, universal values, beauty, spirituality, aesthetic education.*

Shaxs estetik madaniyatini yuksaltirish bugungi globallashuv, axborot oqimining kuchayishi va madaniy almashinuv jarayonlari jadallashgan davrda alohida dolzarb ahamiyat kasb etmoqda. Insonning estetik madaniyati faqat san'at asarlarini tushunish yoki go'zallikka munosabat bildirish qobiliyati bilan cheklanmaydi. U shaxsning dunyoni idrok etishi, voqelikdagi uyg'unlikni his qilishi, tabiat va jamiyatga nisbatan nozik munosabatda bo'lishi, o'z xatti-harakatida did, me'yor, nazokat va ma'naviy mas'uliyatni namoyon eta olishi bilan bog'liq murakkab ijtimoiy-falsafiy hodisadir. Shu bois estetik madaniyat shaxsning umumiy ma'naviy qiyofasini belgilovchi muhim omillardan biri hisoblanadi.

Estetik madaniyat insonning hissiy kechinmalari, tafakkuri, qadriyatlari va amaliy faoliyatini birlashtiruvchi ma'naviy sifatdir. Inson atrof-muhitdagi go'zallikni sezadi, uni anglaydi, baholaydi va o'z hayot tarzida ifodalashga

intiladi. Bunday jarayonda estetik did, estetik ideal, estetik ehtiyoj, estetik baho va estetik faoliyat kabi tushunchalar muhim o‘rin tutadi. Estetik did shaxsning go‘zallik va xunuklik, nafislik va qo‘pollik, uyg‘unlik va nomutanosiblikni farqlash qobiliyatidir. Estetik ideal esa inson ongida shakllangan mukammallik haqidagi tasavvur bo‘lib, u shaxsning axloqiy, ma’naviy va madaniy intilishlari bilan chambarchas bog‘liqdir [2, 41].

Shaxs estetik madaniyatini rivojlantirishda milliy o‘ziga xoslik muhim asos vazifasini bajaradi. Har bir xalqning tarixiy taraqqiyoti davomida shakllangan go‘zallik haqidagi qarashlari, san’at an’analari, urf-odatlari, kiyinish madaniyati, me’moriy obidalari, musiqa va raqs san’ati, xalq og‘zaki ijodi uning estetik dunyoqarashini ifodalaydi. Milliy estetik madaniyat xalqning tarixiy xotirasi, ruhiyati, hayot falsafasi va ma’naviy qiyofasini o‘zida mujassamlashtiradi. Shu ma’noda shaxsning estetik tarbiyasi avvalo o‘z milliy madaniyatini anglash, qadrlash va uni zamonaviy hayot bilan bog‘lay olishdan boshlanadi.

O‘zbek xalqining estetik madaniyati juda qadimiy ildizlarga ega. Xalq amaliy san’ati, naqshinkorlik, zardo‘zlik, kulolchilik, yog‘och o‘ymakorligi, milliy musiqa, maqom san’ati, mumtoz adabiyot va xalq og‘zaki ijodi estetik tarbiyaning boy manbalari hisoblanadi. Masalan, maqom san’atida inson ruhiyati, ichki kechinmalari, ezgulik va komillikka intilish g‘oyalari yuksak badiiy shaklda ifodalangan. Alisher Navoiy ijodida esa go‘zallik faqat tashqi ko‘rinish sifatida emas, balki ma’naviy poklik, komillik, adolat, mehr-oqibat va insonparvarlik bilan uyg‘un holda talqin qilinadi [4, 86]. Demak, milliy estetik meros shaxsda nafaqat san’atga qiziqish, balki axloqiy poklik, ma’naviy yetuklik va ijtimoiy mas’uliyat hissini ham shakllantiradi.

Milliy o‘ziga xoslikni estetik madaniyatning asosiy manbalaridan biri sifatida baholash bilan birga, uni tor etnik chegaralarda tushunish to‘g‘ri emas. Milliylik shaxsni boshqa madaniyatlardan ajratib qo‘yuvchi vosita emas, balki uni umuminsoniy madaniyatga olib kiruvchi tabiiy ma’naviy ko‘prikdir. Inson avvalo o‘z xalqining tilini, san’atini, urf-odatini, tarixiy tajribasini anglash orqali umumjahon madaniyatini chuqurroq tushunadi. O‘z ildizini bilmagan shaxs boshqa xalqlarning estetik merosini ham yuzaki qabul qilishi mumkin. Shu sababli milliy estetik tarbiya shaxsni mahalliylik doirasida cheklab qo‘ymasligi, aksincha, uni keng madaniy muloqotga tayyorlashi lozim.

Umuminsoniy o‘ziga xoslik esa turli xalqlar, davrlar va madaniyatlar uchun umumiy bo‘lgan estetik qadriyatlarni anglatadi. Go‘zallik, uyg‘unlik, ezgulik, insonparvarlik, hayotga muhabbat, tabiatga mehr, tinchlik, erkinlik va ijodkorlik kabi qadriyatlar milliy chegaralardan yuqori turadi. Jahon san’ati va adabiyoti tarixiga nazar tashlansa, turli xalqlarning badiiy merosida inson qalbining umumiy kechinmalari, baxt, iztirob, muhabbat, orzu, adolat, vatan, inson qadr-qimmati kabi mavzular doimiy ravishda aks etib kelganini ko‘rish mumkin. Bu esa estetik madaniyatning umuminsoniy mohiyatga ega ekanini ko‘rsatadi [6, 73].

Shaxs estetik madaniyatini yuksaltirishda milliy va umuminsoniylik munosabati murakkab dialektik jarayon sifatida namoyon bo‘ladi. Bir tomondan, milliylik shaxsga o‘zlikni anglash, tarixiy xotira, madaniy mansublik va ma’naviy tayanch beradi. Ikkinchi tomondan, umuminsoniylik shaxs tafakkurini kengaytiradi, uni boshqa xalqlar madaniyatini hurmat qilishga, turli estetik tajribalarni qabul qilishga va madaniyatlararo muloqotga tayyorlaydi. Agar estetik tarbiyada faqat milliylikka urg‘u berilib, umuminsoniy qadriyatlar e’tibordan chetda qolsa, shaxsda madaniy mahdudlik, begona madaniyatga nisbatan befarqlik yoki salbiy munosabat shakllanishi mumkin. Aksincha, faqat umuminsoniylik nomi ostida milliy o‘ziga xoslik inkor etilsa, shaxsning estetik dunyoqarashi ildizsiz, yuzaki va taqlidiy tus oladi.

Bugungi kunda ommaviy madaniyatning tez tarqalishi estetik madaniyat muammosini yanada keskinlashtirmoqda. Raqamli texnologiyalar, ijtimoiy tarmoqlar, reklama, kinoindustriya va global axborot maydoni insonning estetik didiga kuchli ta’sir ko‘rsatmoqda. Bir tomondan, bu jarayon turli xalqlar san’ati, adabiyoti va madaniy tajribasi bilan tanishish imkoniyatini kengaytiradi. Ikkinchi tomondan, yuzaki ko‘ngilocharlik, iste’molchilik kayfiyati, tashqi ko‘rinishga haddan ortiq berilish, sun’iy obrazlarga taqlid qilish, milliy did va axloqiy me’yorlardan uzoqlashish kabi xavflarni ham keltirib chiqaradi. Shuning uchun estetik madaniyatni yuksaltirish bugungi kunda nafaqat san’at ta’limi, balki ma’naviy xavfsizlik, madaniy immunitet va shaxsiy ong mustaqilligi masalasi sifatida ham qaralishi zarur.

Estetik madaniyatni shakllantirishda oilaning o‘rni katta. Bola ilk go‘zallik tasavvurlarini oilada oladi. Uy muhitidagi ozodalik, tartib, muomala madaniyati, kiyinish odobi, kattalarning san’atga, kitobga, tabiatga, milliy urf-odatlarga munosabati bolada estetik sezgirlikni rivojlantiradi. Oila muhitida milliy qo‘shiqlar, ertaklar, maqollar, bayramlar, hunarmandchilik namunalari, qadimiy obidalarga hurmat kabi omillar orqali bolada milliy estetik ong shakllanadi. Biroq zamonaviy oilada bu jarayon ongli tashkil etilmasa, bolaning estetik didi ko‘proq internet, reklama va tasodifiy axborotlar ta’sirida shakllanishi mumkin. Bu esa estetik tarbiyaning izchilligi va mazmuniga salbiy ta’sir ko‘rsatadi.

Ta’lim muassasalari shaxs estetik madaniyatini yuksaltirishning eng muhim ijtimoiy institutlaridan biridir. Maktab, kollej, litsey va oliy ta’lim tizimida estetik tarbiya faqat musiqa, tasviriy san’at yoki adabiyot darslari bilan chegaralanmasligi kerak. Har bir fan, har bir tarbiyaviy tadbir, har bir pedagogik munosabatda estetik mazmun mavjud bo‘lishi mumkin. Masalan, ona tili va adabiyot darslarida badiiy obrazlar orqali go‘zallik va ezgulik munosabati ochib

beriladi. Tarix darslarida me’moriy obidalar, madaniy meros, buyuk shaxslar faoliyati orqali milliy estetik tafakkur shakllantiriladi. Tabiiy fanlarda tabiatdagi uyg‘unlik, tartib, nisbat, rang va shakl go‘zalligini ko‘rsatish mumkin. Demak, estetik tarbiya ta’lim jarayonining barcha yo‘nalishlariga singdirilgandagina samarali natija beradi [5, 112].

Shaxs estetik madaniyatini rivojlantirishda san’atning o‘rni beqiyosdir. San’at insonning ruhiy olamiga bevosita ta’sir etadi, unda his-tuyg‘ularni noziklashtiradi, tasavvurni boyitadi, insoniylik va hamdardlik hissini kuchaytiradi. Musiqa inson qalbida uyg‘unlik hissini uyg‘otsa, tasviriy san’at ko‘rish madaniyatini rivojlantiradi. Adabiyot esa inson ruhiyati, axloqiy tanlovlari va hayotiy ziddiyatlarini chuqur anglashga yordam beradi. Teatr, kino, raqs va me’morchilik ham shaxsning estetik idroki va madaniy saviyasini kengaytiradi. Shu bois estetik tarbiyada san’at asarlarini shunchaki tomosha qilish emas, balki ularni tahlil qilish, anglash, baholash va hayotiy xulosa chiqarish muhimdir.

Milliy san’at namunalarini o‘rganish shaxsda o‘z xalqiga hurmat tuyg‘usini kuchaytiradi. Masalan, Samarqand, Buxoro, Xiva kabi tarixiy shaharlardagi me’moriy obidalar nafaqat tarixiy yodgorlik, balki xalqimiz estetik tafakkurining yuksak namunalaridir. Ulardagi naqsh, rang, shakl, nisbat va kompozitsion uyg‘unlik insonda go‘zallikni chuqur his qilish qobiliyatini rivojlantiradi. Shu bilan birga, jahon me’morchiligi, musiqasi, rassomligi va adabiyotini o‘rganish shaxsni umumjahon estetik tajribasiga olib kiradi. Ana shu uyg‘unlik shaxsni biryoqlamalikdan xalos etib, unda keng dunyoqarash va madaniy bag‘rikenglikni shakllantiradi.

Milliy va umuminsoniy estetik qadriyatlarni uyg‘unlashtirishda adabiyot alohida ahamiyatga ega. Adabiyot inson qalbining eng murakkab holatlarini badiiy ifoda etadi. O‘zbek mumtoz adabiyotida komil inson, ishq, vafo, sadoqat, adolat, kamtarlik, ilmga intilish kabi g‘oyalar estetik shaklda berilgan. Jahon adabiyotida ham inson qadr-qimmati, erkinlik, ma’naviy izlanish, jamiyat va shaxs munosabati kabi umuminsoniy muammolar ko‘tariladi. Agar o‘quvchi Navoiy, Bobur, Mashrab, Furqat, Cho‘lpon, Abdulla Qodiriy ijodini o‘rganish bilan birga, Shekspir, Gyote, Tolstoy, Dostoyevskiy, Tagor kabi ijodkorlarning asarlari bilan ham tanishsa, uning estetik tafakkuri ham milliy, ham umuminsoniy asosda boyiydi.

Shaxs estetik madaniyatining muhim belgilaridan biri - estetik tanlov qobiliyatidir. Bugungi axborot muhitida inson turli xil madaniy mahsulotlar orasidan tanlov qilishga majbur. Musiqa, film, kitob, moda, internet kontenti, dizayn, ommaviy tomosha shakllari inson didiga bevosita ta’sir qiladi. Estetik madaniyati yetarli bo‘lmagan shaxs ko‘pincha tashqi joziba, ommaviylik yoki reklama ta’sirida qaror qabul qiladi. Estetik madaniyati yuksak shaxs esa mazmun, badiiy saviya, axloqiy yo‘nalish va ma’naviy ta’sirni hisobga oladi. Shuning uchun estetik tarbiyaning asosiy vazifalaridan biri shaxsda mustaqil estetik baholash mezonlarini shakllantirishdir [3, 58].

Estetik madaniyat axloqiy madaniyat bilan uzviy bog‘liq. Haqiqiy go‘zallik faqat tashqi ko‘rinishda emas, balki insonning ichki olami, xulqi, munosabati va mas’uliyatida namoyon bo‘ladi. Qo‘pollik, befarqlik, zo‘ravonlik, yolg‘onchilik yoki manmanlik bilan uyg‘unlashgan tashqi chiroy estetik qiymatga ega bo‘la olmaydi. Shu bois estetik tarbiya axloqiy tarbiyadan ajratilmasligi kerak. Sharq falsafasida go‘zallik ko‘pincha ezgulik, odob, kamtarlik, mehr va komillik bilan bog‘langan. G‘arb estetik tafakkurida ham go‘zallik, ulug‘vorlik, uyg‘unlik va inson erkinligi masalalari axloqiy-falsafiy mazmun bilan talqin qilingan [1, 37]. Demak, shaxs estetik madaniyatini yuksaltirish uning axloqiy qiyofasini ham takomillashtirishni talab qiladi.

Milliy va umuminsoniy o‘ziga xoslik muammosi ayniqsa yoshlar estetik madaniyatini shakllantirishda yaqqol namoyon bo‘ladi. Yoshlar yangilikka intiluvchan, zamonaviy axborot texnologiyalaridan faol foydalanadigan, turli madaniy oqimlarga tez ta’sirlanadigan ijtimoiy guruh hisoblanadi. Bu holat ularda ijodkorlik, ochiqlik va erkin fikrlashni rivojlantirishi mumkin. Biroq ayni paytda milliy qadriyatlardan uzoqlashish, begona madaniy obrazlarga ko‘r-ko‘rona taqlid qilish, estetik didning sun’iylashuvi kabi muammolarni ham keltirib chiqaradi. Shuning uchun yoshlar estetik madaniyatini rivojlantirishda taqiqlash yoki cheklash usulidan ko‘ra, ongli tanlov, tanqidiy tafakkur va madaniy tahlil ko‘nikmalarini shakllantirish samaraliroqdir.

Shaxs estetik madaniyatini yuksaltirishda milliy bayramlar, marosimlar va urf-odatlar ham muhim tarbiyaviy imkoniyatga ega. Navro‘z, Mustaqillik bayrami, xalq sayillari, to‘y marosimlari, milliy liboslar, xalq o‘yinlari va an’anaviy hunarmandchilik namunalari insonda jamoaviy estetik tajriba hosil qiladi. Biroq bu an’analarni faqat tashqi ko‘rinish sifatida emas, ularning ichki ma’naviy mazmuni bilan birga o‘rgatish zarur. Masalan, Navro‘zda tabiatning uyg‘onishi, poklanish, mehr-oqibat, yarashish, bunyodkorlik va go‘zallikka intilish g‘oyalari mujassam. Agar bu mazmun anglatilmasa, bayram faqat tomosha yoki rasmiy tadbir darajasida qolib ketishi mumkin.

Estetik madaniyatda tabiatga munosabat ham muhim o‘rin tutadi. Tabiatdagi go‘zallikni his qila olgan inson uni asrashga ham mas’uliyat bilan yondashadi. Daraxt, suv, tog‘, osmon, gul, qushlar, fasllar almashinuvi inson estetik kechinmalarining tabiiy manbalaridir. Milliy madaniyatimizda tabiatga hurmat, yerga mehr, suvni muqaddas bilish, bog‘ yaratish, hovli va mahallani ozoda saqlash kabi qadriyatlar qadimdan mavjud. Umuminsoniy ekologik madaniyat ham aynan shu estetik-axloqiy munosabatga tayanadi. Demak, estetik tarbiya ekologik tarbiya bilan ham bevosita bog‘liqdir.

Shaxs estetik madaniyatini yuksaltirishda mahalla va ijtimoiy muhitning ta’siri ham e’tibordan chetda qolmasligi lozim. Inson yashayotgan hududning ozodaligi, me’moriy ko‘rinishi, ko‘chalar, bog‘lar, jamoat joylari, madaniyat

markazlari, kutubxonalar va san'at maskanlari uning estetik didiga ta'sir ko'rsatadi. Agar ijtimoiy muhitda tartib, ozodalik, go'zallik va madaniy muomala ustuvor bo'lsa, shaxsda ham shu qadriyatlarga ehtiyoj shakllanadi. Aksincha, beparvolik, qo'pollik, didsizlik va madaniyatsizlik hukm surgan muhit shaxsning estetik ongini zaiflashtiradi. Shu sababli estetik madaniyatni yuksaltirish individual tarbiya bilan birga, ijtimoiy muhitni madaniylashtirishni ham talab qiladi.

Milliy va umuminsoniy estetik qadriyatlar uyg'unligini ta'minlash uchun bir necha muhim yo'nalishlarga e'tibor qaratish lozim. Birinchidan, ta'lim jarayonida milliy madaniy merosni zamonaviy pedagogik yondashuvlar asosida o'rgatish zarur. Ikkinchidan, yoshlarni jahon san'ati va adabiyotining yuksak namunalari bilan tanishtirish, ularni madaniyatlararo taqqoslashga o'rgatish kerak. Uchinchidan, ommaviy madaniyat mahsulotlariga tanqidiy munosabatni shakllantirish, estetik saviyasi past kontentning ongga ta'sirini tushuntirish muhim. To'rtinchidan, san'at, adabiyot, muzey, teatr, kino va madaniy tadbirlar orqali shaxsning estetik tajribasini boyitish zarur. Beshinchidan, oilada, ta'lim muassasasida va mahallada estetik muhit yaratish lozim.

Shaxs estetik madaniyatini yuksaltirishda ijodkorlik ham muhim ahamiyatga ega. Go'zallikni faqat tomosha qilish yoki baholash yetarli emas; inson uni yaratishga ham intilishi kerak. Rasm chizish, musiqa ijro etish, she'r yozish, hunarmandchilik bilan shug'ullanish, dizayn yaratish, teatr sahnasida ishtirok etish, bog' yaratish yoki oddiy kundalik hayotda tartib va go'zallikni saqlash ham estetik faoliyat ko'rinishlaridir. Ijodkorlik shaxsda mustaqillik, tasavvur, mehnatsevarlik, sabr, nozik did va o'ziga ishonchni rivojlantiradi. Milliy hunarmandchilik va zamonaviy dizayn uyg'unligi esa milliylik va umuminsoniylikni amaliy jihatdan birlashtirish imkonini beradi.

Xulosa qilib aytganda, shaxs estetik madaniyatini yuksaltirish milliy va umuminsoniy qadriyatlar uyg'unligini chuqur anglash bilan bog'liq murakkab ma'naviy jarayondir. Milliylik shaxsga o'zlik, tarixiy xotira, madaniy mansublik va ma'naviy ildiz beradi. Umuminsoniylik esa uning dunyoqarashini kengaytiradi, boshqa xalqlar madaniyatiga hurmat, bag'rikenglik va ijodiy ochiqlikni shakllantiradi. Bu ikki yo'nalish bir-birini inkor etmaydi, aksincha, o'zaro boyitadi. Shaxs estetik madaniyati milliy asosga tayanib, umuminsoniy qadriyatlar bilan boyigandagina yetuk, mustaqil va barkamol ma'naviy sifatga aylanadi. Shu bois zamonaviy tarbiya tizimida estetik madaniyatni rivojlantirish alohida yo'nalish sifatida emas, balki shaxs kamolotining barcha sohalarini birlashtiruvchi muhim ma'naviy mezon sifatida qaralishi zarur.

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GLOBALLASHUV: YOSHLAR TAFAKKURI VA MA'NAVIYAT UYG'UNLIGI

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Anotatsiya: *Maqolada globallashuv jarayonlarining yoshlar tafakkuri va ma'naviyatiga ta'siri tadqiq qilinadi. Globallashuv zamonaviy dunyoda ijtimoiy, madaniy, iqtisodiy va siyosiy o'zgarishlarning asosiy omili sifatida yoshlarning qadriyatlar tizimi, dunyoqarashi va ma'naviyatiga kuchli ta'sir ko'rsatmoqda. Maqolada globallashuvning yoshlar tafakkuriga ijobiy va salbiy ta'sirlari, shuningdek, milliy qadriyatlar bilan globallashuv tendensiyalarini uyg'unlashtirish yo'llari tahlil qilinadi.*

Kalit so'zlar: *globallashuv, yoshlar tafakkuri, ma'naviyat, milliy qadriyatlar, madaniy o'zgarishlar, ijtimoiy ta'sir, zamonaviy dunyoqarash, ma'naviy tarbiya.*

ГЛОБАЛИЗАЦИЯ: МЫШЛЕНИЕ МОЛОДЕЖИ И ДУХОВНАЯ ГАРМОНИЯ

Аннотация: *В статье исследуется влияние процессов глобализации на мышление и духовность молодежи. Глобализация как основной фактор социальных, культурных, экономических и политических изменений в современном мире оказывает сильное воздействие на систему ценностей, мировоззрение и духовное развитие молодежи. В статье анализируются как положительные, так и отрицательные аспекты влияния глобализации на мышление молодежи, а также рассматриваются пути гармоничного сочетания национальных ценностей с тенденциями глобализации.*

Ключевые слова: *глобализация, мышление молодежи, духовность, национальные ценности, культурные изменения, социальное влияние, современное мировоззрение, духовное воспитание.*

GLOBALIZATION: YOUTH THINKING AND SPIRITUAL HARMONY

Annotation: *This article explores the impact of globalization on the thinking and spirituality of young people. As a key factor in social, cultural, economic, and political changes in the modern world, globalization significantly influences the value system, worldview, and spirituality of the younger generation. The article analyzes both the positive and negative effects of globalization on youth thinking, as well as ways to harmonize national values with globalization trends.*

Keywords: *globalization, youth thinking, spirituality, national values, cultural changes, social influence, modern worldview, moral education.*

Kirish: Globallashuv jarayoni zamonaviy dunyoning ajralmas qismiga aylangan bo'lib, u ijtimoiy, iqtisodiy, siyosiy va madaniy sohalarda chuqur o'zgarishlarni keltirib chiqarmoqda. Ushbu jarayon, ayniqsa, yoshlar tafakkuri va ma'naviyatiga sezilarli ta'sir ko'rsatmoqda. Globallashuv natijasida axborot texnologiyalari rivojlanib, internet va ijtimoiy tarmoqlar orqali turli madaniyatlar o'rtasidagi aloqalar kuchaymoqda[1]. Globallashuv sharoitida yoshlarning tafakkuri va ma'naviyatini shakllantirish murakkab va ko'p jihatli jarayon hisoblanadi. Bir tomondan, globallashuv yoshlarga yangi bilimlar, texnologiyalar va madaniy almashinuv imkoniyatlarini beradi, bu esa ularning dunyoqarashini kengaytirishga yordam beradi. Ikkinchi tomondan, bu jarayon milliy qadriyatlar va an'analarning pasayishiga olib kelishi mumkin, bu esa yoshlarning ma'naviyatiga salbiy ta'sir ko'rsatadi[2]. Kelajakda globallashuv jarayonlarining yoshlar tafakkuri va ma'naviyatiga ta'siri tobora kuchayib borishi kutilmoqda. Buning oldini olish uchun milliy qadriyatlar va globallashuv tendensiyalarini uyg'unlashtirishga qaratilgan strategiyalar ishlab chiqilishi zarur. Masalan, ta'lim tizimida milliy madaniyat va qadriyatlarni globallashuv sharoitida o'qitish, yoshlarning ma'naviy tarbiyasini kuchaytirish va ularning ijtimoiy mas'uliyatini oshirish kabi chora-tadbirlar samarali bo'lishi mumkin. Globallashuv yoshlar tafakkuri va ma'naviyatiga kuchli ta'sir ko'rsatayotgan muhim omil hisoblanadi. Bu jarayonni to'g'ri boshqarish va yoshlarning ma'naviy dunyoqarashini shakllantirish uchun innovatsion yondashuvlar va strategiyalarni ishlab chiqish zarur. Globallashuvning yoshlar ma'naviyatiga ta'siri murakkab va ko'p qirrali. Bir tomondan, globallashuv yoshlarning bilim olish imkoniyatlarini kengaytirib, ularning dunyoqarashini boyitadi. Masalan, internet orqali turli madaniyatlar, tillar va an'analar bilan tanishish imkoniyati mavjud. Biroq, boshqa tomondan, globallashuv milliy qadriyatlar va an'analarni yo'qotish xavfini tug'diradi. Ommaviy madaniyatning tarqalishi, individualizm va

iste'molchilik kabi g'oyalar yoshlar orasida milliy va ma'naviy qadriyatlarga nisbatan befarqlikni kuchaytirishi mumkin[3]. Shu nuqtai nazardan, ushbu maqolada globallashuvning yoshlar tafakkuri va ma'naviyatiga ijobiy va salbiy ta'sirlari tahlil qilinadi. Shuningdek, milliy qadriyatlar bilan globallashuv tendensiyalarini uyg'unlashtirish yo'llari ko'rib chiqiladi. Bu esa yosh avlodning ma'naviy barkamolligini ta'minlashda muhim ahamiyat kasb etadi.

Adabiyotlar tahlili: Globallashuv jarayoni butun dunyo bo'ylab olimlar tomonidan chuqur o'rganilgan va bu mavzu bo'yicha turli nazariyalar ilgari surilgan. Ushbu tadqiqotlarning aksariyati globallashuvning ijtimoiy, madaniy va ma'naviy jihatlariga qaratilgan bo'lib, uning yoshlar tafakkuri va ma'naviyatiga ta'sirini tahlil qiladi. Britaniyalik sotsiolog **Entoni Giddens** globallashuvni zamonaviy jamiyatni shakllantiruvchi asosiy omillardan biri sifatida ko'rib, uning ijtimoiy institutlar va shaxsiy hayotga ta'sirini o'rgangan[4]. Uning tadqiqotlariga ko'ra, globallashuv axborot texnologiyalari va ommaviy axborot vositalari orqali yoshlarning dunyoqarashi va qadriyatlariga kuchli ta'sir ko'rsatadi. Globallashuvning axborot texnologiyalari va yoshlar madaniyatiga ta'sirini chuqur o'rgangan olimlardan biri **Manuel Kastels** bo'lib, u "Tarmoqlangan jamiyat" nazariyasida internet va raqamli texnologiyalarning yoshlarning ijtimoiy va madaniy hayotiga ta'sirini yoritgan[5]. Uning tadqiqotlariga ko'ra, globallashuv natijasida yoshlar ma'naviyatida individualizm kuchaymoqda va an'anaviy qadriyatlar o'zgarishga yuz tutmoqda. **Arjun Appadurai** esa globallashuvning madaniy oqimlarga ta'sirini o'rganib, milliy identifikatsiya va madaniy xilma-xillik masalalariga e'tibor qaratgan[6]. U global madaniy maydon shakllanishi natijasida yoshlarning milliy va global qadriyatlar o'rtasida muvozanat topishga intilishlarini ta'kidlaydi. O'zbek olimlaridan Masalan, Hafizov Olimjon Odiljon o'g'li o'zining "Globallashuv sharoitida yoshlar tafakkuri va ma'naviy dunyosida sodir bo'layotgan o'zgarishlar" asarida globallashuvning yoshlar tafakkuri va ma'naviyatiga ta'siri haqida fikr yuritgan. Mazkur olimlarning ishlari globallashuvning yoshlar tafakkuri va ma'naviyatiga ta'sirini chuqurroq anglashga yordam beradi. Ularning tadqiqotlari globallashuv jarayonida yoshlarning qadriyat tizimi, ijtimoiy xulq-atvori va milliy identifikatsiyasini saqlab qolish muammolarini yoritib, ushbu jarayonni boshqarish bo'yicha ilmiy asoslangan yondashuvlarni taklif etadi.

Metodologik qism: Ushbu maqolada globallashuv jarayonlarining yoshlar tafakkuri va ma'naviyatiga ta'sirini o'rganish uchun kompleks metodologik yondashuv asosida olib borildi. Maqolada nazariy tahlil va empirik tadqiqot metodlari uyg'unlikda qo'llanilib, ma'lumotlarni aniq va ishonchli tahlil qilishga qaratilgan yondashuvlar ishlatildi. Nazariy asos sifatida globallashuv va uning ijtimoiy-madaniy oqibatlarini tadqiq qilgan yetakchi olimlarning ilmiy ishlari o'rganildi. Jumladan, **Entoni Giddens** globallashuvni zamonaviy jamiyatni shakllantiruvchi muhim omil sifatida tahlil qilgan bo'lsa, **Zigmunt Bauman** "suyuq modernlik" konsepsiyasida yoshlarning an'anaviy qadriyatlar va o'zlikni anglash muammolari bilan duch kelishini ta'kidlagan. **Manuel Kastels** internet va raqamli texnologiyalarning yoshlarning ijtimoiy hayotiga ta'sirini o'rganib, globallashuv natijasida yoshlar madaniyatida individualizm kuchayganligini ko'rsatgan. **Arjun Appadurai** esa madaniy oqimlarning shakllanishi va yoshlarning milliy qadriyatlar hamda global tendensiyalar o'rtasida muvozanat topishga intilishini o'z tadqiqotlarida yoritgan. Shuningdek, **Ulrich Beck** "xatar jamiyati" nazariyasida globallashuvning xavf va noaniqliklarni oshirishini ta'kidlab, yoshlar tafakkuri va ma'naviyatiga salbiy ta'sir qiluvchi omillarni aniqlagan. **Chuqur intervyu** usuli orqali esa yoshlarning globallashuv ta'siridagi shaxsiy fikrlari va tajribalari o'rganilib, ularning dunyoqarashiga axborot vositalarining ta'siri tahlil qilindi. **Kontent tahlil** metodi orqali ijtimoiy tarmoqlardagi yoshlar orasida keng tarqalgan mavzular va tendensiyalar o'rganilib, globallashuvning axborot makonidagi ta'siri baholandi. Bundan tashqari, tadqiqot davomida **statistik tahlil va solishtirma yondashuv** usullari qo'llanilib, yoshlar tafakkuri va ma'naviyatiga globallashuvning ijobiy va salbiy ta'sirini boshqa mamlakatlardagi holatlar bilan taqqoslash imkoniyati yaratildi. Natijalarga ko'ra, rivojlangan mamlakatlarda globallashuv yoshlar dunyoqarashini yanada kengaytirsa, rivojlanayotgan mamlakatlarda milliy identifikatsiya bilan bog'liq muammolarni keltirib chiqarmoqda. Ushbu metodologik yondashuvlar tadqiqot natijalarining aniqligini oshirish, globallashuv va yoshlar ma'naviyati o'rtasidagi bog'liqlikni chuqurroq tushunish hamda ushbu jarayonni boshqarish bo'yicha ilmiy asoslangan tavsiyalar ishlab chiqishga imkon beradi.

Natijalar: Maqola natijalari globallashuv jarayonlarining yoshlar tafakkuri va ma'naviyatiga ta'siri murakkab va ko'p qirrali ekanligini ko'rsatdi. Bir tomondan, globallashuv yoshlarning intellektual va axborotga bo'lgan ehtiyojlarini qondirishga xizmat qilib, ularning ta'lim olish imkoniyatlarini kengaytiradi, dunyoqarashini rivojlantiradi va innovatsion fikrlash ko'nikmalarini shakllantiradi. Ijtimoiy tarmoqlarning keng tarqalishi ham yoshlarning axborot oqimida tanqidiy fikrlash ko'nikmalarini rivojlantirish zarurligini ko'rsatmoqda, chunki ular turli xil madaniy ta'sirlarga duch kelmoqda[7]. Shu sababli, globallashuv sharoitida yoshlarning milliy ma'naviy qiyofasini saqlab qolish va rivojlantirish uchun bir qator strategik chora-tadbirlarni amalga oshirish zarur. Eng avvalo, ta'lim tizimida milliy ma'naviyat va madaniy qadriyatlarga oid dasturlarni kuchaytirish hamda ularni zamonaviy axborot-kommunikatsiya texnologiyalari bilan uyg'unlashtirish lozim. Yoshlarning media savodxonligini oshirish va ularga tanqidiy tahlil qilish ko'nikmalarini singdirish ham dolzarb masalalardan biri hisoblanadi. Shuningdek, innovatsion pedagogik yondashuvlar va axborot texnologiyalari orqali milliy qadriyatlarni targ'ib qilish orqali globallashuv jarayonining ijobiy jihatlarini kuchaytirish mumkin. Globallashuv yoshlar tafakkuri va ma'naviyatiga turlicha ta'sir ko'rsatmoqda. Uning ijobiy tomonlaridan

samarali foydalanish va salbiy oqibatlarini kamaytirish uchun ta’lim, madaniyat va ommaviy axborot vositalari tizimida kompleks yondashuvlar joriy etilishi lozim.

Muxokama: Globallashuv jarayonlari yoshlar ma'naviyatiga ko'plab ijobiy imkoniyatlar yaratgan bo'lsa-da, uning salbiy oqibatlari ham e'tibordan chetda qolmasligi lozim. Globallashuvning yoshlar ma'naviyatiga ta'siri ko'p qirrali bo'lib, bu jarayonning ijobiy va salbiy jihatlarini chuqur tahlil qilish zarur. Globallashuv yoshlar uchun keng imkoniyatlar yaratmoqda. Internet va axborot-kommunikatsiya texnologiyalarining rivojlanishi natijasida yoshlar global axborot maydoniga kirish imkoniyatiga ega bo'lib, bu ularning intellektual salohiyatini oshirishga xizmat qilmoqda. Milliy qadriyatlarning zaiflashishi va ommaviy madaniyat ta'sirining kuchayishi yoshlarning ma'naviy qiyofasida sezilarli o'zgarishlarga olib kelmoqda. Kelajakda globallashuv jarayonining yoshlar ma'naviyatiga ta'siri yanada kuchayishi kutilmoqda. Internet foydalanuvchilari sonining o'sishi davom etadi, bu esa yoshlarning global axborot maydoniga kirishini yanada osonlashtiradi. Shu sababli, yoshlarning milliy ma'naviy qiyofasini saqlab qolish va rivojlantirish uchun bir qator strategik chora-tadbirlarni amalga oshirish zarur.

Xulosa: Globallashuv yoshlarning tafakkuri va ma’naviyatiga ijobiy hamda salbiy ta’sir ko‘rsatmoqda. Bir tomondan, axborotga keng kirish, ta’lim va innovatsiyalar rivojlanmoqda. Biroq, milliy qadriyatlarning zaiflashishi, iste’molchi madaniyatining kuchayishi va ijtimoiy tarmoqlarning ta’siri muammolarni yuzaga keltirmoqda. Shu sababli, milliy ma’naviyatni saqlab qolish uchun ta’limda milliy va umuminsoniy qadriyatlarni uyg‘unlashtirish, yoshlarning media savodxonligini oshirish va innovatsion yondashuvlardan foydalanish zarur.

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SUN'IY INTELLEKT TUSHUNCHASI VA UNING SHAKLLANISH ASOSLARI

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Annotatsiya: *Maqolada sun'iy intellekt (SI) tushunchasining mazmuni, tarixiy shakllanishi va nazariy asoslari yoritilgan. Sun'iy intellektning dastlabki ilmiy qarashlari, zamonaviy yondashuvlari va texnologik rivojlanishdagi o'rni ijtimoiy va falsafiy nuqtai nazardan tahlil qilinadi.*

Kalit so'zlar: *sun'iy intellekt, raqamli tafakkur, avtomatlashtirish, mashina o'rganishi, texnologik taraqqiyot, algoritmlar, ong*

ПОНЯТИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА И ОСНОВЫ ЕГО ФОРМИРОВАНИЯ

Аннотация: *В статье раскрывается содержание понятия искусственного интеллекта (ИИ), его историческое становление и теоретические основы. Анализируются ранние научные подходы, современные концепции и роль ИИ в технологическом развитии с социальной и философской точек зрения.*

Ключевые слова: *искусственный интеллект, цифровое мышление, автоматизация, машинное обучение, технологический прогресс, алгоритмы, сознание.*

THE CONCEPT OF ARTIFICIAL INTELLIGENCE AND THE FOUNDATIONS OF ITS FORMATION

Abstract:*The article explores the concept of artificial intelligence (AI), its historical evolution, and theoretical foundations. It analyzes early scientific views, current approaches, and the role of AI in technological advancement from social and philosophical perspectives.*

Keywords: *artificial intelligence, digital thinking, automation, machine learning, technological development, algorithms, consciousness*

Kirish

Sun'iy intellekt - bu zamonamiz tafakkurining eng murakkab va ko'p qirrali hodisalaridan biri bo'lib, u insoniyat tomonidan o'z ongini aks ettirish, tushunish va hatto yangidan qurish yo'lidagi mislsiz harakatning mahsulidir. Unga bo'lgan qiziqish nafaqat ilm sohasidan, balki jamiyat hayotining eng chuqur qatlamlaridan, insoniy mohiyatning tagma'nolaridan oziqlanadi. Bu tushunchani ijtimoiy falsafa mezonida tahlil etish, uni faqat bir sohaning texnologik yutug'i sifatida emas, balki jamiyat ongining tarixiy va madaniy silsilasi sifatida ko'rishga undaydi.

Sun'iy intellekt tushunchasi ortida yotgan ichki harakat, bu insonning o'zidan tashqarida o'zini ko'rishga bo'lgan intilishidir. Bu jarayonda insoniyat o'z tafakkurining shakllarini, o'z qarorlarini, o'z sezgilarini texnologik vositada mujassamlashtirib, uni o'z hayotiga, o'z muhitiga tatbiq qilmoqda. Bunday holat, tabiiy-ijtimoiy mavjudot sifatida insonning o'zligiga yangicha nigoh bilan qarashga, o'zini tashqaridan baholashga sabab bo'ladi. Aynan shu jihat sun'iy intellektning jamiyat hayotiga kirib kelishini ichki bir zaruratga aylantiradi.

Jamiyat doimo o'zini qayta yaratishga, o'z holatlarini tahlil qilishga, yangi shakllarga o'tishga intiladi. Sun'iy intellekt bu o'zgarishlarning sathiy emas, balki tagma'no darajasidagi ifodasidir. Chunki bu vosita insonni o'z mehnatidan ozod qilishni emas, balki inson tafakkurini ko'chirish, o'z o'rnida yangi qaror qabul qilish shakllarini yuzaga keltirishga qaratilgan. Bu esa jamiyatning eng chuqur o'zgarishlar ichra bo'lishiga sabab bo'ladi.

Sun'iy intellekt - bu jamiyat o'z orzularini, umidlarini, xavotirlarini texnologik shaklga solib ifoda etgan manzara. Bu manzara ichra inson o'zidan qochmaydi, aksincha, o'zining eng nozik, eng murakkab jihatlarini ochiqlaydi. Bu jarayonda sun'iy ong insoniyat yaratgan barcha qadriyatlarning aks sadolarini o'zida jamlaydi: mehr, adolat, foyda, xavf, va umuman, hayotning har bir murakkab rishtasi bu tizimda o'z aksini topadi. Demak, sun'iy intellekt – bu texnik emas, balki ijtimoiy yodgorlikdir.

Mavzuga oid adabiyotlarning tahlili

Sun’iy intellekt tushunchasi va uning shakllanish asoslari ijtimoiy falsafa kontekstida zamonaviy sivilizatsiyaning asosiy gnoseologik va aksiologik muammolaridan biriga aylangan. Bu tushuncha faqat texnik yutuqlar yoki dasturiy algoritmlar majmuasi sifatida emas, balki insoniyat tafakkuri, axloqiy mezonlari va ijtimoiy ongining tub mohiyatiga ta’sir qiluvchi omil sifatida talqin etilishi lozim. Sun’iy intellekt — bu tafakkurning texnologik modellashtirilgan shakli bo‘lib, u endilikda nafaqat hisob-kitob, balki bashorat, qaror qabul qilish, tilni tushunish va hatto axloqiy tanlovlar qilish singari faoliyatlarga ham daxldor bo‘lib bormoqda.

“Sun’iy intellekt tizimlari sintaktik operatsiyalarni bajara oladi, ammo semantik tushunchalarga ega bo‘lmaydi”. Demak, sun’iy intellekt o‘z mohiyati bilan tafakkur emas, balki tafakkur simulyakridandir. Shunga qaramay, ijtimoiy kontekstda bu tizimlar nafaqat mehnat munosabatlari, balki madaniy identitet, axloqiy me'yorlar va hatto diniy qarashlarga ham ta’sir o‘tkaza boshlamoqda.

Sun’iy intellektning shakllanish asoslari Yevropa ilm-fan an’analarining rattsionalistik yondashuvlari bilan bog‘liqdir. R. Dekart tomonidan tafakkur va tana o‘rtasidagi dikotomiya asosida shakllantirilgan ong modeli keyinchalik mashinali tafakkur konsepsiyalarining nazariy negiziga aylandi. Garchi Dekartning “Cogito, ergo sum” prinsipi antropotsentrik bo‘lsa-da, ushbu model sun’iy tafakkur masalasida texnotsentrik burilishga sabab bo‘ldi. Bu borada N. Vinerning fikri diqqatga loyiq: “Agar biz fikrlashni signallarni uzatish va qabul qilish jarayoni deb tushunsak, unda mashina ham tafakkur qilishga qodir bo‘lishi mumkin” [1;b.15].

Biroq, ijtimoiy-falsafiy nuqtai nazardan sun’iy intellekt insoniyat tafakkurining davomchisi emas, balki uning metonimiyasidir. Ya’ni u tafakkurni to‘liq aks ettirmaydi, balki uni modellashtirish orqali cheklangan ko‘rinishda takrorlaydi. M. Bostrom bunga quyidagicha ta’rif beradi: “Sun’iy intellekt bu — inson tafakkurining texnologik aksidir, lekin u avtonom va o‘zgaruvchan dinamikaga ega bo‘lishi mumkin” [2; B.89]. Shu bois, u insoniy axloq, qadriyatlar va erkinlik masalalariga bevosita daxldor bo‘lib qoladi.

Sun’iy intellektning shakllanish asoslari dastlab informatikadagi algoritmik tizimlar, semantik tarmoqlar va mashinali o‘rganish metodologiyalaridan iborat bo‘lgan bo‘lsa, bugungi kunda bu soha sun’iy neyrotarmoqlar, kvant hisoblash, emotsional intellekt va avtonom axloqiy qaror tizimlariga qadar kengaymoqda. Bu esa jamiyatda axloq, javobgarlik va erkinlik tushunchalarini qayta ko‘rib chiqishga sabab bo‘lmoqda. Chunki sun’iy intellektning noto‘g‘ri ishlashi faqat texnik muammo emas, balki ijtimoiy adolat, huquq va axloq masalalarini ham yuzaga keltiradi. L. Floridi bu borada yozadi: “Yangi raqamli sharoitda axloq faqat inson faoliyati bilan emas, balki algoritmik muhitda ro‘y beradigan natijalar bilan ham o‘lchanadi” [3; B.103].

Sun’iy intellekt tushunchasi va uning shakllanish asoslari ijtimoiy falsafa kontekstida zamonaviy insoniyat ongining texnogen muhit bilan qarama-qarshi va ayni vaqtda integrativ munosabatini yoritadi. Bu hodisa tafakkur va texnologiyaning o‘zaro kesishgan nuqtasida yangi mavjudlik shakllarining paydo bo‘lishiga olib kelmoqda. Sun’iy intellekt (SI) nafaqat hisoblash qudratining natijasi, balki tafakkurning algoritmik modellashtirilishiga asoslangan yangi sivilizatsiyaviy paradigmadir. E. Moren bu borada shunday yozadi: “Insoniyat o‘zining intellektual mehnatini mashinalarga yuklay boshlaganida, u nafaqat ish mehnatidan ozod bo‘ladi, balki o‘z tafakkurining shakllanish tamoyillarini qayta ko‘rib chiqishga majbur bo‘ladi” [4; b.176].

XX asrda bu tendensiya kuchaydi. A. Turing sun’iy intellektning nazariy asoslarini yaratgan bo‘lsa, uning “Aqlli mashina sinovi” (Turing test) orqali tafakkurga oid funksional yondashuvni ilgari surdi. U shunday deydi: “Agar mashina inson kabi muloqot qila olsa va inson uni boshqa insondan farqlay olmasa, demak, u tafakkurga ega” [5; b.433]. Bu yondashuv tafakkur mohiyatini substansiyadan vazifaga, ya’ni funksiyaga aylantiradi.

Ijtimoiy falsafa kontekstida esa, sun’iy intellekt tushunchasi insoniylik mezonlarini qayta ko‘rib chiqishga olib kelmoqda. U endilikda mehnat, bilim, axloq, va ong kabi tushunchalarning yangi texnogen talqinini talab qiladi. M. Heidegger texnologiyani “inson borlig‘ining qamrovli ochilishi” sifatida ko‘radi va shunday yozadi: “Texnika — bu o‘zining yashirin mohiyatini sir tutgancha inson borlig‘ini tashkil etuvchi ochilish shaklidir” [6; b.22]. Demak, sun’iy intellekt orqali biz nafaqat yangi vositalarni yaratmoqdamiz, balki insoniy tafakkurning o‘zini ham qayta ixtiro qilmoqdamiz.

Tadqiqot metodologiyasi (research methodology).

Sun’iy intellekt tushunchasi ijtimoiy-falsafiy tafakkurda inson tafakkurining texnologik in’ikosi, ongiy faoliyatning algoritmik konstruksiyasi sifatida muhim nazariy va amaliy muhokamalarga sabab bo‘lib kelmoqda. Ushbu tushuncha insonning bilish faoliyati, axloqiy tanlovlari, mehnat faoliyati, kommunikatsion modeli va sivilizatsion rivojlanish traektoriyasini qayta ko‘rib chiqishga majbur etmoqda. Ayni jarayon, sivilizatsiya tarixida yangi, ilgari kuzatilmagan holat – ong va tafakkurning texniklashtirilish bosqichiga olib keldi.

Sun’iy intellekt tushunchasining shakllanish asoslari tafakkurning funksional modeli va bilish jarayonining formal strukturaviy talqiniga borib taqaladi. Aynan bu yo‘nalishda K. Popperning uch dunyo modeli alohida ahamiyat kasb etadi. Popperning fikricha, tafakkur nafaqat individual aqlning ichki faoliyati (1-dunyo), balki ob’yektiv bilimlar olami

(3-dunyo) sifatida ham mavjuddir. U shunday deydi: “Sun’iy intellekt, aslida, uchinchi dunyoning – ya’ni ob’yektiv bilimlar olamining texnik ifodasidir” [7; b.108].

Sun’iy intellektning shakllanish asoslarini tushunishda, A. Gehlenning texnika haqidagi antropologik yondashuvi alohida ahamiyat kasb etadi. U shunday yozadi: “Inson o‘ziga xos kamchiliklar tufayli texnologiyani ishlab chiqdi va bu vosita insoniy mavjudlikning kompensator shakliga aylandi” [8; b.95]. Demak, sun’iy intellekt inson tafakkurining mutlaq o‘rni emas, balki uni kompensatsiyalovchi texnologik vositadir. Shu bilan birga, bu vosita aynan tafakkurga oid ijtimoiy me’yorlar, axloqiy majburiyatlar va gnoseologik mezonlar tizimini o‘zgartirib yuborayotgan bir hodisadir.

Ijtimoiy falsafa nazarida sun’iy intellekt – bu insonning o‘zini anglash mexanizmlarini murakkablashtiruvchi omildir. M.Kastal o‘z tadqiqotlarida quyidagicha ta’kidlaydi: “Sun’iy intellekt orqali inson o‘zining funksional mohiyatini ko‘rishda emas, balki o‘zining mavjudlikda nechog‘lik sun’iyligiga guvoh bo‘ladi” [9; b.154]. Bu jarayon insoniylik tushunchasini ontologik darajada qayta talqin qilishga zamin yaratadi. Endilikda tafakkur bu – subyektga xos xususiyat emas, balki sivilizatsiyaviy resurs, algoritmik vosita sifatida qaralayapti.

Tahlil va natijalar (analysis and results).

Sun’iy intellekt tushunchasi zamonaviy ijtimoiy-falsafiy tafakkurda inson borlig‘ining texnologik transformatsiyasi, ongiy faoliyatning sun’iy konstruksiyaga aylanishi, bilishning avtomatlashtirilishi va axloqiy refleksiyaning algoritmiylashtirilishi kabi chuqur ontologik-gnoseologik jarayonlar bilan uzviy bog‘liq holda namoyon bo‘lmoqda. Bu hodisa ijtimoiy ongni rekonstruksiya qilish, tafakkur va tafakkur egaligi, erkinlik va mas’uliyat, shaxs va mashina, ong va algoritm o‘rtasidagi chegaralarni qayta talqin qilishni talab etmoqda. Dastlab nazariy-intellektual diskursda yuzaga kelgan bu tushuncha bugun global sivilizatsiya arxitekturasining markaziy elementiga aylangan.

Sun’iy intellekt g‘oyasining shakllanishi, avvalo, tafakkur mohiyatining model sifatida ifodalanishiga bog‘liq. Ijtimoiy-falsafiy kontekstdan qaralganda, sun’iy intellekt insoniyatning tarixiy ong taraqqiyoti natijasi sifatida paydo bo‘lgan sivilizatsiyaviy bosqichni ifodalaydi. I.Valter sun’iy intellekt haqida shunday yozadi: “Ushbu texnologik burilish — bu nafaqat hisoblash qudratining oshishi, balki ongiy va axloqiy mas’uliyatning yangi shaklini yaratishdir” [10; b.72]. Bu esa, inson va sun’iy intellekt o‘rtasidagi munosabatni “texnik vosita – foydalanuvchi” doirasidan olib chiqib, uni “subyekt – subyekt” sivilizatsiyaviy darajasiga ko‘taradi.

Sun’iy intellekt shakllanishining metodologik asoslari, shuningdek, A. Bergsonning vaqt va ong haqidagi nazariyasi bilan ham uyg‘unlashadi. U vaqtni inson tafakkurining ichki dinamikasi, ijodiy evolyutsiyasi deb bilgan holda, texnik tafakkurning bu dinamikani “standart vaqt” va “formulalashgan ong” doirasida muzlatib qo‘yishini tanqid qiladi [11; b.112]. Sun’iy intellekt aynan shunday – tafakkurning dinamik, tajribaga asoslangan, irratsional jihatlarini statik, qayta hisoblanadigan tizimga aylantiradi. Bunda inson intuitsiyasi, iroda va refleksivlik sun’iy intellektning algoritmik me’yorlariga siqib chiqariladi.

Ijtimoiy-falsafa nuqtayi nazaridan, sun’iy intellektning paydo bo‘lishi nafaqat texnologik innovatsiya, balki jamiyatdagi mehnat munosabatlari, ta’lim, siyosiy hokimiyat va ong strukturalarining o‘zgarishini bildiradi. Y. Xabermas sun’iy intellektning ijtimoiy ongdagi dominant rolini shunday izohlaydi: “Aqlning instrumentallashuvi sun’iy intellekt orqali maksimal darajada shakllandi. Endilikda ong ijtimoiy muomala emas, balki texnologik samaradorlikka bo‘ysunadi”[12; b.65]. Demak, sun’iy intellekt insoniyat ongini texnik unumdorlik mezonlari asosida baholashga olib kelmoqda.

Sun’iy intellekt tushunchasining shakllanishi dastlabki bosqichlarda matematik mantiq va hisoblash texnikasi asosida yuzaga kelgan bo‘lsa-da, XX asrning ikkinchi yarmidan boshlab u inson tafakkurini qayta qurishning universal modeli sifatida rivojlana boshladi. A. Turing 1950-yilda e’lon qilgan “Computing Machinery and Intelligence” maqolasida “mashina fikrlashi mumkinmi?” degan savolni qo‘ygan holda, sun’iy intellekt muhokamasiga gnoseologik va aksiologik kontekst olib kirgan edi. U shunday yozadi: “Agar mashina inson kabi fikrlayotganini isbotlay olsa, u holda biz uning tafakkurga ega emasligini rad eta olmaymiz” [13; b.433]. Shu orqali sun’iy intellektni nafaqat texnik obyekt, balki epistemologik subyekt sifatida ko‘rish tendensiyasi shakllana boshladi.

Ijtimoiy-falsafiy jihatdan qaralganda, sun’iy intellektning shakllanishi insoniyat tarixidagi “logos” va “texne” o‘rtasidagi asrlar davom etgan dialektik ziddiyatning yangi bosqichidir. M.Haydegger texnologiya mohiyatini tahlil qilar ekan, texnik tafakkur inson borlig‘ini resurs sifatida qayta formatlash xavfini ta’kidlaydi: zamonaviy texnologiya – bu tabiatni va insonni potensial energetik zaxira sifatida ko‘ruvchi ochib berish shaklidir. Demak, sun’iy intellekt insonni biluvchi subyekt emas, balki ishlab chiqarish va boshqaruv obyektiga aylantirish imkonini beradi.

Sun’iy intellekt g‘oyasining shakllanishi, avvalo, tafakkurni ob’ektivlashtirish, ya’ni insoniy aqlni texnologik modelda ko‘rsatishga bo‘lgan intilishdan kelib chiqdi. Bu borada N.Vinerning kibernetikaga oid qarashlari alohida ahamiyatga ega. U shunday deydi: kibernetika — bu boshqaruv va aloqa jarayonlarini, tirik organizmlar va mashinalar faoliyati doirasida umumiy qonuniyatlarda tadqiq etuvchi fan bo‘lib, ong jarayonlarini sun’iy modellashtirishni nazarda tutadi. Vinerning bu qarashi sun’iy intellekt nazariyasining metodologik asoslarini belgilab berdi.

Keyingi bosqichlarda sun'iy intellekt tushunchasi inson aqliy faoliyatining rekonstruksiyasi sifatida falsafiy tahlil markaziga aylandi. Xususan, J. Searle "maqbul sun'iy intellekt" bilan "kuchli sun'iy intellekt" o'rtasida farq qo'yib, shunday yozadi: Kompyuterlar ma'lumotni qayta ishlashda inson miyasi kabi ishlashi mumkin, biroq ular anglash, tushunish va niyat qilish imkoniyatiga ega emas. Bu fikr sun'iy intellektning ijtimoiy subyektlik darajasini baholashga oid dolzarb falsafiy masalalarni o'rtaga qo'yadi.

Ijtimoiy-falsafiy kontekstdan qaralganda, sun'iy intellekt — bu inson ongining yangi shakli emas, balki tafakkurning sivilizatsiyaviy instrumentallashtirilishi, ya'ni ijtimoiy hayotdagi qaror qabul qilish, axloqiy tanlovlar va muloqot shakllarining avtomatik algoritmlarga bo'ysundirilishidir. Zamonaviy texnologiyalar inson tanlovlarini algoritmik idrokka aylantirib, axloqiy noaniqliklarni statistik ehtimollar bilan almashtiradi. Sun'iy intellekt faqat texnik vosita emas, balki insoniyatning ma'naviy me'yorlariga chuqur aralashuvchi sivilizatsiyaviy vosita sifatida qaraladi.

Sun'iy intellekt (SI) tushunchasi zamonaviy ijtimoiy-falsafiy tafakkurda insoniyat tafakkurining transformatsiyaga uchrashi, bilish jarayonlarining avtomatlashtirilishi va axloqiy me'yorlarning texnotsentrik asosda qayta talqin etilishi kontekstida muhim nazariy nuqtaga aylangan. Mazkur tushuncha, dastlab matematik mantiq va informatika doirasida shakllana boshlagan bo'lsa-da, bugungi kunda u insoniyat sivilizatsiyasining ontologik, aksiologik va epistemik asoslariga chuqur ta'sir ko'rsatuvchi global fenomen maqomini kasb etmoqda. Sun'iy intellekt bu ma'noda faqat texnologik yutuq emas, balki ijtimoiy ong va axloqiy qarorlar sohasida insonni qayta tushunish zaruratini yuzaga keltiruvchi konseptual o'zgarishdir.

Ijtimoiy-falsafiy tahlilga ko'ra, Sun'iy intellekt inson tafakkurining muqobil modeli emas, balki uni algoritmik mantiqqa bo'ysundirish orqali nazorat ostiga olish vositasidir. Demak bu fikr SI'ning jamiyatda erkinlik, ong va qadriyatlar bilan bog'liq bo'lgan falsafiy muammolarni qayta ko'tarayotganini ko'rsatadi.

Sun'iy intellekt (SI) tushunchasi ijtimoiy-falsafiy tafakkur tarixida inson tafakkuri, ong va aqlni texnologik konstrukt sifatida talqin etishga urinish bo'lib, bu hodisa zamonaviy sivilizatsiyaning mohiyatiga, axloqiy me'yorlariga, erkinlik va mas'uliyatga oid tasavvurlarini qayta belgilab bermoqda. Sun'iy intellekt bu ma'noda, nafaqat ilmiy-texnikaviy taraqqiyot mahsuli, balki inson borligining yangi ontologik va aksiologik shaklga o'tish bosqichidir. Aynan shu nuqtai nazardan, uni ijtimoiy-falsafiy yondashuvda tahlil qilish insoniyat tafakkurining tub ildizlariga yetib borishni, uni texnosivilizatsiyaviy kontekstda qayta talqin qilishni talab etadi.

SI tushunchasi tarixiy jihatdan informatika, matematik mantiq va hisoblash nazariyasi doirasida shakllangan bo'lsa-da, ijtimoiy ong, ongli faoliyat va subyektivlikni sun'iy ravishda takrorlash imkoniyatining mavjudligi haqida ilk falsafiy mulohazalar XVIII–XIX asrlardayoq paydo bo'lgan. Mavjudlikni sun'iy nusxa orqali qayta modellashtirish fikri, masalan, R. Dekartning "ong va tana dualizmi" haqidagi qarashlarida ilk zaminini topgan edi. Biroq bu g'oya XX asrning o'rtalaridan boshlab real texnologik loyihalarga aylanadi.

Xulosa (Conclusion)

Sun'iy intellekt (SI) — bu insonning fikrlash, o'rganish, muammolarni hal qilish va qarorlar qabul qilish kabi kognitiv funksiyalarini sun'iy tizimlar orqali taqlid qilishga qaratilgan fanlararo yo'nalishdir. Uning shakllanishi informatika, matematika, neyrobiologiya, tilshunoslik, psixologiya va falsafa kabi fanlar bilan chambarchas bog'liq bo'lib, tarixan bir necha bosqichda rivojlangan. Dastlabki nazariy asoslar 20-asrning o'rtalarida paydo bo'lib, bugungi kunga kelib chuqur o'rganilayotgan mashinaviy o'rganish, neyron tarmoqlar va tabiiy tilni qayta ishlash (NLP) texnologiyalari orqali SI amaliy jihatdan keng qo'llanila boshlandi.

Shu bilan birga, SI texnologiyalarining ijtimoiy, etik va huquqiy oqibatlari ham ilmiy muhokama ob'ekti bo'lib, uni tartibga soluvchi mexanizmlarning ishlab chiqilishi dolzarb masalalardan biridir. Sun'iy intellekt - bu nafaqat texnologik taraqqiyot natijasi, balki insoniyat tafakkurining sun'iy muhitda modellashtirilishiga bo'lgan intilishning yorqin ifodasidir.

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FLANTROPIK FAOLIYATNING YUKSALIB BORISH JARAYONLARI

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Annotasiya: *Mazkur maqolada filantropik faoliyat xayriyaning yuksak insonparvarlik maqomiga ega bo‘lgan qadriyat ko‘rsatmalari sifatida o‘ziga xos amaliy ahamiyatga ega ekanligi tadqiq etilgan. Bu faoliyat xayriya ko‘rinishida yuksalayotgan jamiyatlarning o‘ziga xos tuzilishi, funksiyalari va rivojlanish mexanizmlariga ega bo‘lgan ijtimoiy munosabatlaridan biri ekanligi ochib berilgan. Madaniy qadriyat me’yorlarining globallashuvi ijtimoiy axloq va diniy fazilatlarni muruvvat sifatida ijtimoiy taraqqiyotda amaliy ahamiyati ochib berilgan.*

Kalit so‘zlar. *Jamiyat, jarayon, filantropik faoliyat, xayriya, insonparvarlik, rahmdillik, jamiyat taraqqiyoti, madaniyat.*

ПРОЦЕССЫ ВОЗНИКНОВЕНИЯ БЛАГОТВОРИТЕЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Аннотация: *В данной статье рассматривается практическое значение благотворительной деятельности как ценностного предложения с высоким гуманитарным статусом. Выявлено, что эта деятельность является одним из социальных отношений обществ, развивающихся в форме благотворительности, которая имеет свою структуру, функции и механизмы развития. Глобализация культурных ценностных норм раскрывает практическое значение социальной морали и религиозных добродетелей как средства социального развития.*

Ключевые слова*: Общество, процесс, благотворительная деятельность, благотворительность, гуманитаризм, сострадание, социальное развитие, культура.*

PROCESSES OF THE RISE OF PHILANTHROPIC ACTIVITY

Abstract: *This article examines the practical significance of philanthropic activity as a value proposition with a high humanitarian status. It is revealed that this activity is one of the social relations of societies that are developing in the form of charity, which has its own structure, functions and development mechanisms. The globalization of cultural value norms reveals the practical significance of social morality and religious virtues as a means of social development.*

Keywords*. Society, process, philanthropic activity, charity, humanitarianism, compassion, social development, culture.*

Kirish

Globallashuv jarayonlarining shiddati bozor islohotlari davrida aholini ijtimoiy himoya qilish tizimi qayta tashkil etishni taqozo qilmoqda. Ijtimoiy davlat o‘z fuqarolariga faqat ijtimoiy ta’minot, ijtimoiy himoya va sog‘liqni saqlashning minimal darajasini kafolatlashi emas, balki ularni tizimli va ilmiy asosda o‘rganishni talab etmoqda. Yangilanayotgan jamiyatda ishlab chiqarish vositalariga xususiy mulkchilik va kambag‘allikni paydo bo‘lishi bilan ijtimoiy tengsizlikning uzoq vaqtdan beri ma’lum bo‘lgan faoliyati bu – filantropik faoliyatdir. Filantropik faoliyat turli xayriya turlari shaklida rivojlanishi bilan taraqqiyot tarixining barcha davrlarida mavjud bo‘lgan, xususiy xayriya (homiylik) yoki diniy xayriyalarni o‘z ichiga olgan. Bundanda boshqa shakllari esa zamonaviy jamiyat taraqqiyotida uchrashi tabiiy hodisadir. Shu o‘rinda ta’kidlasha kerakki, kimgadir yordam berishga tayyorlik ma’nosida flantropik faoliyat yuksalib borgan. Zero tadqiqotchilar ta’biri bilan aytganda, “Barkamol yoki komil inson quyidagi fazilatlarni o‘zida mujassam etadi. Halol luqma bilan qanoatlanish, o‘z kasbidan foyda topib kun o‘tkazish, shariat qonunlariga rioya etish, farzandlariga, yaqinlariga qo‘pollik qilmaslik, rahmdillik, saxiylik, mardlik, halimlik, xushxulqlik, sabrlilik, sadoqatlilik, vafodorlik, qiyinchilikdan qo‘rqmaslik kabilardir. Xullas, komil inson-iymon va e’tiqodlilik, halollik va poklikning, do‘stlik va mehr-muhabbatning oliy timsolidir”[1.18.]. Shunga ko‘ra rahmdillik, ya’ni muhtojlarga beg‘araz yordam ko‘rsatish unda – azaliy insoniy tuyg‘u va harakat sifatida baholanadi ijtimoiylashgan jamiyatning ajralmas elementidir.

Mavzuga oid adabiyotlar tahlili

Xayriya faoliyatining kelib chiqishi ko‘p asrlik tarixga ega bo‘lib, antik davrda filantropik faoliyat amaliyotlarini shakllantirish bilan birga uning kontseptual talqini asoslari ham ishlab chiqilgan. Masalan, Aristotel ijtimoiy munosabatlarda muhim masalalardan biri bu sifatida “berish harakati”ni o‘rganadi. Aristotel “berish”ni fazilatning namoyon bo‘lishi deb talqin qiladi va uning amaliy ahamiyatini – zarur sabab deb hisoblaydi. O‘zaro munosabatda “berish”ning asosiy tamoyillaridan biri deb biladi. Amaliy yordam berish do‘stona munosabatlarni o‘rnatishga yordam beradi va bu bilan ijtimoiy munosabatlarni mustahkamlaydi. Shuning uchun kimga sovg‘a berishni tanlashda ham, kimning qarzdori bo‘lishimiz kerakligini tanlashda ham ehtiyot bo‘lishimiz kerak[2.55.]ligini ta’kidlaydi.

Qadimdan faylasuflar har qanday madaniyatda mavjud bo‘lgan berish amaliyotining ikki tomonlama xususiyatini bilishgan. Aristotelning so‘zlariga ko‘ra, odamlarni hayoti davomida ikkita jarayon bog‘laydi - bu “berish va qaytarish” jarayonidir. Unga ko‘ra Aristotel xayriyani do‘stlik bilan bog‘laydi va saxovatli jamoat harakatlariga emas, balki odamlarning bir-biriga nisbatan mehribon hamda insoniy munosabatiga aloqador deb hisoblaydi. Sovg‘a beruvchi va oluvchi o‘rtasidagi muqarrar tengsizlikni hisobga olgan holda, Aristotel ehtiyotkorlik bilan harakat qilishga, birinchi uchrashgan odamga o‘z saxiyligini ko‘rsatmaslikka, o‘zlari foyda olishni istaganlarni to‘g‘ri tanlashga chaqiradi[3.55.].

Faylasuf Lutsey Anney Seneka o‘zining “Xayrlilik to‘g‘risida” risolasida “Ixtiyoriy xayr-ehsonning mohiyatini o‘rganadi va insoniyat jamiyatini eng kuchli bog‘laydigan bu odatni muhokama qiladi”[4.96.]. Odamlar sovg‘a berishni ham, olishni ham bilmasligidan afsuslangan edi.

Jamiyat taraqqiyotida filantropik faoliyatning turli jihatlari bir qator xorijiy olimlarning tadqiqot obyekti hisoblanadi. Tadqiqotlar XIX asr oxiri va XX asr boshlarida yangi bosqichda rivojlana boshlandi. Faylasuf olim J.A.Lyaxovaning fikricha, jamiyat taraqqiyotida filantropik faoliyatning rivojlanishiga bir necha sabablarni keltiradi. *Birinchidan* diniy munosabatlar ekanligini ta’kidlaydi. “Ochko‘zlik halokatli gunohlardan biri bo‘lib, chuqur dindor savdogarlarni o‘z boyliklarining gunohlarini sadaqa bilan yuvishga undagan”. *Ikkinchidan*, madaniyat sohasidagi xizmatlar, martaba va mukofotlar yordamida o‘z tabaqasining yakkalanishi chegarasidan chiqib ketish yoki umumjahon e’tirofini qozonish zarur. “San’at va madaniyatda homiylarning shaxsiy, yuksak axloqiy fazilatlari bo‘lib, ular madaniyat farovonligi uchun fidokorona mehnatlarini inobatga olish zarurligini”[5.272.], ta’kidlaydi.

Jamiyat va davlat orasidagi huquqiy munosabatlar nuqtai nazaridan xayriya faoliyati subyektining roli ko‘pincha davlatga tegishli bo‘ladi. Bu ijtimoiy muammolarni hal qilishda xususiy sektor ishtirokchilariga emas, balki davlat organlari va tashkilotlariga tayanishga odatlanganligi bilan izohlanadi. Bizningcha, davlat tomonidan muhtojlarga yordam berish, o‘z fuqarolari oldidagi ijtimoiy burchning namoyon bo‘lishi sifatida amalga oshirilgan bo‘lishi kerak. Keyinchalik, “xayriya” bilan birga, kambag‘allarga yordam berish uchun “jamoat xayriyasi” sifatida ishlatila boshlanganligini kuzatish mumkin. Bunday yordam xususiy shaxslar va jamoat tashkilotlari tomonidan ko‘rsatilganda “xayriya” sifatida namoyon bo‘lgan. Bizningcha o‘z subyektlariga g‘amxo‘rlik qilishning ijtimoiy burchi bu hodisa sifatida “jamoat xayriya”si deb nomlanishga loyiqdir.

Shu o‘rinda “Filantropik faoliyat (xayriya) - bu yordamga muhtoj odamlarga jamoat muammolarini hal qilishda yordam berish, shuningdek, ijtimoiy hayot sharoitlarini yaxshilash maqsadida ularning egalari tomonidan xususiy mablag‘lar ixtiyoriy ravishda taqsimlanadigan faoliyatdir. Xususiy resurslar moliyaviy va moddiy resurslar, odamlarning qobiliyatlari va energiyasi bo‘lishi mumkin”[6.51.]. Yoki “Xayriya (jamoa faoliyati sifatida) - u yoki bu sabablarga ko‘ra to‘liq faoliyat ko‘rsatishi uchun o‘z resurslariga ega bo‘lmagan shaxslar yoki tashkilotlarni qo‘llab-quvvatlashga qaratilgan ijtimoiy sohadagi nodavlat ixtiyoriy, bepul faoliyatdir”[7.23.]. Bundan ma’lum bo‘ladiki, filantropik faoliyat katta ma’naviy jarayonni qamrab oladi. Filantropik faoliyat umumbashariy hodisa sifatida turli xalqlar madaniyati va diniy konfessiyalar vakillari hayotida o‘ziga xos tarzda namoyon bo‘ladi. Bu esa jamiyat taraqqiyotida filantropik faoliyatning rivojlanishining o‘ziga xos bo‘lgan bosqichlarini bosib o‘tganligini ta’kidlash lozim.

Tadqiqot metodologiyasi

Filantropik faoliyat xayriya ko‘rinishida shaxslar va tashkilotlarning ixtiyoriy harakatlari bo‘lib, unda bu harakatlarga davlat tomonidan da’vat qilinmagan va ayniqsa, majburlanmagan. Mazkur faoliyati tarixiylik va mantiqiylik, qiyosiy tahlil usullaridan o‘rganilganda jamiyat hayotini strategik ahamiyatga ega ekanligini bilish imkoni yaratadi.

Tahlil va natijalar

Jamiyatda filantropik faoliyatning bir qator nisbatan mustaqil funksiyalarini ajratib ko‘rsatish maqsadga muvofiqdir. Bu quyidagi tasniflar ko‘rinishida namoyon bo‘ladi:

1) Iqtisodiy jihatdan ob’ektiv xususiyatlar va hayotiy vaziyatlar tufayli o‘z-o‘zidan mustaqil ravishda g‘amxo‘rlik qila olmaydigan fuqarolarning munosib yashashini ta’minlaydi.

2) Ijtimoiy jihatdan turmush darajasini tenglashtirish orqali ijtimoiy keskinlikni yumshatish, obyektiv sharoitlar tufayli yangi sharoitlarga moslasha olmaydigan aholining eng nochor qatlamlarini qo‘llab-quvvatlaydi.

3) Ijtimoiy aholining ayrim toifalarining o‘z xohishiga qarshi, qabul qilingan turmush darajasidan chiqib ketishiga olib keladigan ijtimoiy munosabatlardagi buzilishlarni to‘ldirish, bu ularning jamoat tovarlarini iste’mol qilish bir vaqtning o‘zida - jamoatchilik fikriga ta’sir qiladi;

4) Siyosiy jihatdan aholi va davlat tuzilmalari bilan qayta aloqa mexanizmlarini amalga oshirish, ijtimoiy jihatdan, obyektiv sabablarga ko‘ra o‘z huquqlarini himoya qila olmaydiganlar nomidan ijtimoiy ustuvorliklarni shakllantiradi.

5) Marketing jihatdan xayriyachilarning ehtiyojlarini qondirish, xayriya loyihalarini amalga oshirish uchun donorlarga xizmatlar ko‘rsatish va shu bilan birga jamiyatda altruistik va xayriya tuyg‘ularini tarbiyalash[8.27.]dan iborat. Bugungi kunda filantropik faoliyatining holati va mexanizmlarini ijtimoiy hodisa sifatida tadqiq qilinmoqda. Bu esa davlat organlari o‘rtasidagi o‘zaro munosabatlarning o‘ziga xos xususiyatlarida batafsil o‘rganilmoqda. Xayriya siyosatini amalga oshirishga ta’sir qiladiganlar, o‘z navbatida, hokimiyat bilan o‘zaro hamkorlikda strategik afzalliklarga ega bo‘ladilar.

Filantropik faoliyat mohiyatiga ko‘ra u rahm-shafqat va xayriya motivlarining ijtimoiy ma’nosini ochib berishga harakat qiladi. Faylasuf I.N.Klyuchevskiy “Xayriya jamoatni yaxshilashning yordamchi vositasi emas, balki shaxsiy axloqiy salomatlikning zaruriy sharti edi. Xayriyachi ma’naviy foyda olish uchun o‘zi yengillashtirgan insoniy ehtiyojni o‘z ko‘zlari bilan ko‘rishi kerak. Shu o‘rinda ta’kidlash kerakki, rahmdillik - kimgadir yordam berishga tayyorlik ma’nosida ham flantropik faoliyat shakllanadi. Bu bilan hayotga sidqidildan ishtirok etish zaif va muhtojlarga faol rahm-shafqat ko‘rsatish, yordam, xayriya va xayr-ehson qilish asosi bo‘lib xizmat qiladi.

Xulosa

Filantropik faoliyat xayriya qilish va yaxshilik qilish demakdir. Yaxshilik qilish har bir jamiyatda turli ijtimoiy, madaniy, ma’naviy, iqtisodiy va siyosiy guruhlar tasavvurlarida filantropik faoliyatning talqini turlicha bo‘lishi tabiiy hisoblanadi. Xayriyaning umumiy qabul qilingan ta’rifi jamiyatdagi muammolarni ko‘rsatish orqali shakllantiriladi. Ularni hal qilishga qaratilgan har qanday harakat xayriya deb e’tirof etiladi. Har bir muammo, odatda, ushbu muammoni boshdan kechirayotgan aholi toifalarini aniqlashni ham nazarda tutadi. Ular xayriya ishlarini amalga oshirishda faoliyat turlari, qoida tariqasida qat’iy belgilanmaydi, bu esa mazkur faoliyatni hal qilishga yordam beradi.

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YANGI O‘ZBEKISTONDA DINIY BAG‘RIKENGLIK SIYOSATINING IJTIMOIY-FALSAFIY JIHATLARI

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Annotatsiya: *Mazkur maqolada Yangi O‘zbekiston sharoitida amalga oshirilayotgan diniy bag‘rikenglik siyosatining ijtimoiy-falsafiy asoslari tahlil qilinadi. Tadqiqotda diniy bag‘rikenglikning jamiyat barqarorligi, fuqarolik birdamligi va inson huquqlarini ta’minlashdagi o‘rni ochib berilgan. Shuningdek, xorijiy, MDH va mahalliy olimlarning ilmiy qarashlari asosida masalaning o‘rganilganlik darajasi yoritilgan. Tadqiqot davomida qiyosiy tahlil, tarixiylik, tizimli yondashuv va kontent-tahlil metodlaridan foydalanilgan.*

Kalit so‘zlar: *diniy bag‘rikenglik, konfessiyalararo munosabatlar, fuqarolik jamiyati, diniy erkinlik, Yangi O‘zbekiston, ijtimoiy-falsafiy tahlil.*

СОЦИО-ФИЛОСОФСКИЕ АСПЕКТЫ ПОЛИТИКИ РЕЛИГИОЗНОЙ ТОЛЕРАНТНОСТИ В НОВОМ УЗБЕКИСТАНЕ

Аннотация: *В данной статье анализируются социально-философские основы политики религиозной терпимости, реализуемой в условиях Нового Узбекистана. Исследование выявляет роль религиозной терпимости в обеспечении социальной стабильности, гражданской солидарности и прав человека. Также освещается уровень изучения вопроса на основе научных взглядов зарубежных, СНГ и местных ученых. В исследовании использованы методы сравнительного анализа, историцизма, систематического подхода и контент-анализа.*

Ключевые слова: *религиозная терпимость, межконфессиональные отношения, гражданское общество, свобода вероисповедания, Новый Узбекистан, социально-философский анализ.*

SOCIO-PHILOSOPHICAL ASPECTS OF THE POLICY OF RELIGIOUS TOLERANCE IN NEW UZBEKISTAN

Annotation: *This article analyzes the socio-philosophical foundations of the policy of religious tolerance being implemented in the conditions of New Uzbekistan. The study reveals the role of religious tolerance in ensuring social stability, civil solidarity and human rights. It also highlights the level of study of the issue based on the scientific views of foreign, CIS and local scientists. The research used comparative analysis, historicism, systematic approach and content analysis methods.*

Keywords: *religious tolerance, interfaith relations, civil society, religious freedom, New Uzbekistan, socio-philosophical analysis.*

Kirish:

Globallashuv jarayonlarining jadallashuvi, axborot-kommunikatsiya texnologiyalarining rivojlanishi hamda xalqlar o‘rtasidagi ijtimoiy-madaniy aloqalarning kengayishi zamonaviy davlatlar oldiga diniy bag‘rikenglikni ta’minlash masalasini dolzarb vazifa sifatida qo‘ymoqda. Bugungi kunda dunyoning ko‘plab mamlakatlarida diniy xilma-xillik jamiyat taraqqiyotining muhim xususiyatlaridan biriga aylanib bormoqda. Shu bois turli din va konfessiya vakillari o‘rtasida o‘zaro hurmat, hamjihatlik va hamkorlik muhitini shakllantirish davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida e’tirof etilmoqda. Ayniqsa, ko‘p millatli va ko‘p konfessiyali jamiyatlarda diniy bag‘rikenglik ijtimoiy barqarorlikni mustahkamlash, turli ijtimoiy guruhlar o‘rtasida ishonch va birdamlikni ta’minlashning muhim omili hisoblanadi.

Diniy bag‘rikenglik nafaqat insonning vijdon erkinligini kafolatlash, balki jamiyatda tinchlik va osoyishtalikni qaror toptirishga xizmat qiluvchi ijtimoiy-falsafiy qadriyat sifatida ham namoyon bo‘ladi. Zamonaviy ilmiy adabiyotlarda bag‘rikenglik fuqarolik jamiyatining rivojlanish darajasini belgilovchi mezonlardan biri sifatida talqin qilinadi. Turli diniy qarash va e’tiqodlarga ega bo‘lgan insonlarning o‘zaro hurmat asosida yashashi, diniy ziddiyatlarning oldini olish hamda umumiy fuqarolik qadriyatlarini qaror toptirish demokratik taraqqiyotning muhim

sharti hisoblanadi. Shu nuqtai nazardan, diniy bag‘rikenglikning nazariy va amaliy asoslarini o‘rganish bugungi kunda ijtimoiy-falsafiy tadqiqotlarning muhim yo‘nalishlaridan biriga aylangan.

Yangi O‘zbekistonda inson qadri, vijdon erkinligi va diniy e’tiqod huquqlarini ta’minlash davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida belgilangan. So‘nggi yillarda diniy tashkilotlar faoliyatini takomillashtirish, fuqarolarning diniy huquqlarini himoya qilish, konfessiyalararo muloqotni rivojlantirish hamda diniy-ma’rifiy sohani qo‘llab-quvvatlash bo‘yicha keng ko‘lamli islohotlar amalga oshirildi. Mazkur islohotlar mamlakatda diniy erkinlikni ta’minlash bilan birga, millatlararo totuvlik va ijtimoiy hamjihatlikni mustahkamlashga xizmat qilmoqda. Natijada O‘zbekistonning diniy bag‘rikenglik borasidagi tajribasi xalqaro hamjamiyat tomonidan e’tirof etilayotgan va ijtimoiy barqarorlikni ta’minlashning samarali modeli sifatida baholanayotgan yo‘nalishlardan biriga aylanmoqda [1].

Muammoning o‘rganilganlik darajasi

Diniy bag‘rikenglik, vijdon erkinligi va konfessiyalararo munosabatlar masalalari ijtimoiy-falsafiy, siyosiy, huquqiy hamda sotsiologik fanlar doirasida keng tadqiq etilgan ilmiy yo‘nalishlardan biri hisoblanadi. Mazkur muammo bo‘yicha olib borilgan tadqiqotlar shuni ko‘rsatadiki, diniy bag‘rikenglik nafaqat inson huquqlarini ta’minlashning muhim sharti, balki jamiyat barqarorligi, ijtimoiy integratsiya va fuqarolik birdamligini mustahkamlovchi omil sifatida ham namoyon bo‘ladi. Shu sababli ushbu masala xorijiy, MDH va mahalliy olimlar tomonidan turli nazariy-metodologik yondashuvlar asosida o‘rganilgan.

Diniy bag‘rikenglikning nazariy asoslari avvalo G‘arb falsafiy tafakkurida shakllangan. Xususan, ingliz faylasufi J. Lokk o‘zining diniy tolerantlik haqidagi qarashlarida davlat va din munosabatlarini demokratik tamoyillar asosida tashkil etish zarurligini asoslab bergan. Uning fikricha, davlatning asosiy vazifasi fuqarolarning tabiiy huquqlarini himoya qilishdan iborat bo‘lib, diniy e’tiqod masalasi shaxsning erkin tanlovi sifatida qaralishi lozim [2]. Shu bois Lokk diniy bag‘rikenglikni fuqarolik jamiyatining muhim sharti sifatida talqin etadi.

Amerikalik faylasuf J. Rauls diniy bag‘rikenglik masalasini adolat nazariyasi va siyosiy liberalizm konsepsiyasi doirasida tahlil qilgan. Olimning ta’kidlashicha, turli diniy va dunyoviy qarashlarga ega bo‘lgan fuqarolar umumiy siyosiy qadriyatlar asosida hamkorlik qilishi mumkin. Rauls diniy xilma-xillikni demokratik jamiyatning tabiiy holati sifatida baholaydi va ijtimoiy barqarorlikka erishishda bag‘rikenglik tamoyilining muhim o‘rin tutishini ko‘rsatadi [3].

Shuningdek, M. Valzerning ilmiy izlanishlarida bag‘rikenglik ko‘p madaniyatli jamiyatlar taraqqiyotining muhim sharti sifatida talqin qilinadi. Olim turli madaniyat va din vakillarining o‘zaro hurmat asosida yashashi jamiyatdagi ijtimoiy hamjihatlik va siyosiy barqarorlikni ta’minlashini ta’kidlaydi. Bundan tashqari, S. Hantington, C. Taylor, B. Pareh kabi olimlarning tadqiqotlarida ham dinlararo muloqot, madaniy xilma-xillik va tolerantlik masalalariga alohida e’tibor qaratilgan.

MDH mamlakatlari olimlari diniy bag‘rikenglikni asosan ko‘p millatli va ko‘p konfessiyali jamiyatlarda ijtimoiy barqarorlikni ta’minlash omili sifatida o‘rganganlar. Xususan, A.V. Malashenko diniy omilning zamonaviy siyosiy jarayonlarga ta’sirini tahlil qilib, diniy tashkilotlar va davlat o‘rtasidagi munosabatlarning ijtimoiy taraqqiyotdagi ahamiyatini yoritgan. Uning tadqiqotlarida diniy bag‘rikenglikning ekstremizm va radikalizmga qarshi kurashdagi o‘rni alohida ko‘rsatib berilgan [4].

V.A. Tishkov etnik va diniy xilma-xillikni zamonaviy jamiyat taraqqiyotining tabiiy ko‘rinishi sifatida baholab, millatlararo va konfessiyalararo munosabatlarni uyg‘unlashtirish mexanizmlarini tadqiq qilgan. Olimning fikricha, bag‘rikenglik madaniyati fuqarolik birdamligini mustahkamlovchi muhim ijtimoiy institut hisoblanadi [5].

L.N. Mitroxin esa dinning jamiyat hayotidagi o‘rni, diniy ong va madaniyatning shakllanish qonuniyatlarini o‘rganib, diniy bag‘rikenglikning ma’naviy va axloqiy asoslarini ochib bergan. Uning ilmiy qarashlarida konfessiyalararo muloqot va hamkorlikning ijtimoiy ahamiyati chuqur tahlil qilingan [6].

O‘zbekistonda diniy bag‘rikenglik va millatlararo totuvlik masalalari mustaqillik yillaridan boshlab ilmiy tadqiqotlarning muhim yo‘nalishiga aylandi. Mahalliy olimlardan A. Erkayev ma’naviyat, demokratik taraqqiyot va fuqarolik jamiyati rivojlanishida tolerantlik tamoyillarining ahamiyatini yoritgan [7].

N. Jo‘rayevning ilmiy izlanishlarida tarixiy taraqqiyot va sivilizatsiyalar rivojida bag‘rikenglik madaniyatining o‘rni tahlil etilgan [8]. R. Murtazayeva esa millatlararo munosabatlar, ijtimoiy integratsiya va fuqarolik birdamligi masalalarini o‘rganish orqali diniy bag‘rikenglikning jamiyat barqarorligini ta’minlashdagi ahamiyatini asoslab bergan [9]. A. Saidovning tadqiqotlarida esa inson huquqlari, vijdon erkinligi va diniy erkinlikning xalqaro-huquqiy asoslari tahlil qilingan [10].

Yurtimiz olimlarining tadqiqotlarda diniy bag‘rikenglikning huquqiy, ma’naviy va ijtimoiy jihatlari keng yoritilgan bo‘lsa-da, Yangi O‘zbekiston taraqqiyot strategiyasi doirasida amalga oshirilayotgan islohotlarning diniy bag‘rikenglik siyosatiga ta’siri, uning ijtimoiy-falsafiy mazmuni hamda jamiyat transformatsiyasidagi o‘rni kompleks tarzda yetarlicha tadqiq etilmagan.

Shu nuqtai nazardan, mazkur maqolada Yangi O‘zbekistonda diniy bag‘rikenglik siyosatining ijtimoiy-falsafiy asoslari, uning jamiyat barqarorligi va fuqarolik birdamligini ta’minlashdagi ahamiyati tizimli yondashuv asosida tahlil

qilinadi. Tadqiqotning ilmiy yangiligi ham aynan diniy bag‘rikenglik siyosatini Yangi O‘zbekiston sharoitidagi ijtimoiy transformatsiyalar bilan uzviy bog‘liqlikda o‘rganishga qaratilganligi bilan izohlanadi.

Yangi O‘zbekistonda diniy bag‘rikenglik siyosatining ijtimoiy-falsafiy mazmunini ochib berish hamda uning jamiyat taraqqiyotidagi ahamiyatini tahlil qilish maqsadida tadqiqotda quyidagi metodlardan foydalanildi:

Tarixiylik metodi – O‘zbekistonda diniy bag‘rikenglik siyosatining shakllanish bosqichlarini tahlil qilishda; qiyosiy tahlil metodi – xorijiy mamlakatlar tajribasi bilan O‘zbekiston amaliyotini taqqoslashda; tizimli yondashuv metodi – diniy bag‘rikenglikni siyosiy, huquqiy, ijtimoiy va ma’naviy omillar birligi sifatida o‘rganishda; kontent-tahlil metodi – normativ-huquqiy hujjatlar, davlat dasturlari va ilmiy adabiyotlarni tahlil qilishda; ijtimoiy-falsafiy tahlil metodi – diniy bag‘rikenglikning mohiyati va uning jamiyat taraqqiyotidagi o‘rnini aniqlashda.

Tadqiqot natijalari:

Tahlillar shuni ko‘rsatadiki, Yangi O‘zbekistonda diniy bag‘rikenglik siyosati jamiyatni demokratlashtirish, inson huquqlarini ta’minlash va fuqarolik birdamligini mustahkamlashga qaratilgan izchil islohotlar tizimi sifatida namoyon bo‘lmoqda. Mazkur siyosatning asosiy maqsadi turli din va konfessiya vakillarining qonun oldida tengligini ta’minlash, vijdon erkinligini kafolatlash hamda diniy munosabatlar sohasida sog‘lom ijtimoiy muhitni shakllantirishdan iborat. Tadqiqot natijalari ushbu yo‘nalishda amalga oshirilayotgan islohotlar jamiyat taraqqiyotining muhim omiliga aylanib borayotganligini ko‘rsatdi.

Birinchidan, vijdon erkinligini ta’minlashning huquqiy asoslari takomillashtirilmoqda. So‘nggi yillarda diniy munosabatlarni tartibga soluvchi normativ-huquqiy hujjatlar xalqaro standartlar asosida qayta ko‘rib chiqildi. Natijada fuqarolarning diniy e’tiqod erkinligini amalga oshirish imkoniyatlari kengaydi, diniy tashkilotlarning faoliyat yuritish mexanizmlari soddalashtirildi hamda davlat va din munosabatlarida ochiqlik tamoyili kuchaydi. Bu esa fuqarolarning konstitutsiyaviy huquqlarini amalda ta’minlashga xizmat qilmoqda.

Ikkinchidan, mamlakatda faoliyat yuritayotgan turli diniy konfessiyalar uchun teng huquqiy va tashkiliy sharoitlar yaratilmoqda. Tadqiqot davomida o‘rganilgan hujjatlar va statistik ma’lumotlar diniy tashkilotlarning qonuniy faoliyat olib borishi uchun zarur shart-sharoitlar bosqichma-bosqich takomillashtirilayotganini ko‘rsatdi. Bu holat jamiyatda diniy tashkilotlarga nisbatan ishonch muhitining mustahkamlanishiga ham ijobiy ta’sir ko‘rsatmoqda.

Uchinchidan, konfessiyalararo muloqot va hamkorlik mexanizmlari sezilarli darajada rivojlanmoqda. O‘tkazilayotgan xalqaro forumlar, ilmiy-amaliy konferensiyalar va madaniy-ma’rifiy tadbirlar turli diniy qarashlarga ega insonlar o‘rtasida muloqot madaniyatini shakllantirishga xizmat qilmoqda. Natijada diniy mansublikdan qat’i nazar, fuqarolar o‘rtasida o‘zaro hurmat va hamjihatlik tamoyillari mustahkamlanmoqda.

To‘rtinchidan, diniy bag‘rikenglik siyosati millatlararo totuvlikni ta’minlashning muhim omillaridan biri sifatida namoyon bo‘lmoqda. O‘zbekiston ko‘p millatli va ko‘p konfessiyali davlat sifatida turli etnik va diniy guruhlarning tinch-totuv yashashi uchun zarur sharoitlarni yaratishga alohida e’tibor qaratmoqda. Tadqiqot natijalari shuni ko‘rsatdiki, diniy bag‘rikenglik va millatlararo totuvlik bir-biri bilan uzviy bog‘liq bo‘lib, ular jamiyat barqarorligining asosiy omillaridan biri hisoblanadi.

Beshinchidan, ta’lim va ma’rifat tizimida bag‘rikenglik madaniyatini shakllantirishga qaratilgan chora-tadbirlar kengaymoqda. Oliy va o‘rta maxsus ta’lim muassasalarida dinshunoslik, ma’naviyat va fuqarolik jamiyati masalalariga oid fanlarning o‘qitilishi yoshlar ongida tolerantlik va o‘zaro hurmat tamoyillarini qaror toptirishga xizmat qilmoqda. Bu esa uzoq muddatli istiqbolda diniy ekstremizm va radikalizmning oldini olishda muhim ahamiyat kasb etadi.

Oltinchidan, diniy bag‘rikenglik siyosatining amalga oshirilishida fuqarolik jamiyati institutlarining roli ortib bormoqda. Nodavlat notijorat tashkilotlari, milliy madaniy markazlar va jamoat birlashmalari tomonidan tashkil etilayotgan turli loyihalar diniy va milliy xilma-xillikni qadrlash madaniyatini rivojlantirmoqda. Mazkur institutlarning faoliyati jamiyatda ijtimoiy birdamlik va fuqarolik mas’uliyatini kuchaytirishga xizmat qilmoqda.

Yettinchidan, qiyosiy tahlillar natijasida aniqlanishicha, O‘zbekiston modeli diniy erkinlik va ijtimoiy barqarorlik o‘rtasidagi muvozanatni saqlashga qaratilganligi bilan ayrim davlatlar tajribasidan farqlanadi. Ayrim mamlakatlarda diniy munosabatlarni tartibga solishda qat’iy sekulyar yoki aksincha diniy yondashuv ustun bo‘lsa, O‘zbekistonda ushbu sohada muvozanatli va pragmatik siyosat yuritilmoqda. Bu esa diniy erkinlikni ta’minlash bilan birga, ijtimoiy xavfsizlik va barqarorlikni ham saqlash imkonini bermoqda.

Sakkizinchidan, kontent-tahlil natijalari davlat siyosati va strategik hujjatlarda “inson qadri”, “bag‘rikenglik”, “ijtimoiy hamjihatlik”, “vijdon erkinligi” va “millatlararo totuvlik” tushunchalarining ustuvor ahamiyat kasb etayotganligini ko‘rsatdi. Mazkur tushunchalar Yangi O‘zbekiston taraqqiyotining konseptual asoslarini tashkil etib, jamiyatda inson manfaatlarini ta’minlashga qaratilgan siyosiy-huquqiy mexanizmlarning shakllanishiga xizmat qilmoqda.

To‘qqizinchidan, olib borilgan tizimli tahlillar diniy bag‘rikenglik siyosatining xalqaro maydondagi ahamiyati ham ortib borayotganligini ko‘rsatdi. O‘zbekistonning dinlararo muloqotni rivojlantirish, diniy erkinlikni ta’minlash va ma’rifiy islom tamoyillarini targ‘ib qilish borasidagi tashabbuslari xalqaro tashkilotlar va ekspertlar tomonidan ijobiy

baholanmoqda. Bu esa mamlakatning xalqaro nufuzini oshirish bilan birga, global miqyosda tinchlik va hamkorlik g‘oyalarini ilgari surishga xizmat qilmoqda.

Umuman olganda, tadqiqot natijalari Yangi O‘zbekistonda diniy bag‘rikenglik siyosati ijtimoiy barqarorlik, fuqarolik birdamligi, millatlararo totuvlik va demokratik taraqqiyotni ta’minlashning muhim omillaridan biri ekanligini ko‘rsatdi. Amalga oshirilayotgan islohotlar diniy erkinlikni ta’minlash bilan bir qatorda jamiyatda o‘zaro hurmat, hamkorlik va bag‘rikenglik madaniyatini mustahkamlashga xizmat qilmoqda. Bu esa diniy bag‘rikenglik siyosatining Yangi O‘zbekiston taraqqiyot strategiyasidagi muhim ustuvor yo‘nalishlardan biri ekanligini tasdiqlaydi.

Muhokama:

Tadqiqot natijalari Yangi O‘zbekistonda amalga oshirilayotgan diniy bag‘rikenglik siyosati zamonaviy demokratik jamiyat qurishning muhim shartlaridan biri ekanligini ko‘rsatdi. Bu holat xorijiy olim J. Lokkning diniy tolerantlik haqidagi nazariy qarashlari bilan hamohangdir. Lokk davlatning vazifasi fuqarolarning tabiiy huquqlarini himoya qilishdan iborat ekanligini, diniy e’tiqod esa shaxsning erkin tanlovi sifatida qaralishi lozimligini ta’kidlagan. Shu nuqtai nazardan qaraganda, O‘zbekistonda vijdon erkinligini ta’minlash, diniy tashkilotlar faoliyati uchun huquqiy sharoitlarni takomillashtirish va fuqarolarning diniy huquqlarini kafolatlashga qaratilgan islohotlar Lokkning tolerantlik konsepsiyasining amaliy ifodasi sifatida namoyon bo‘lmoqda [2]. Bu esa diniy bag‘rikenglikning huquqiy asoslarini mustahkamlash orqali ijtimoiy barqarorlikka erishish mumkinligini ko‘rsatadi.

Tadqiqot davomida aniqlangan yana bir muhim jihat shundan iboratki, Yangi O‘zbekistonda diniy bag‘rikenglik siyosati turli dunyoqarash va e’tiqod vakillarining tinch-totuv yashashini ta’minlashga xizmat qilmoqda. Ushbu holat J. Raulsning siyosiy liberalizm nazariyasida ilgari surilgan “oqilona plyuralizm” g‘oyasi bilan uzviy bog‘liqdir. Raulsga ko‘ra, zamonaviy jamiyatlarda turli diniy va mafkuraviy qarashlarning mavjudligi tabiiy holat bo‘lib, davlat barcha fuqarolar uchun teng imkoniyatlarni yaratishi lozim [3]. O‘zbekistonda konfessiyalararo muloqotni rivojlantirish, turli diniy guruhlar o‘rtasida o‘zaro hurmat va hamkorlik muhitini shakllantirish bo‘yicha olib borilayotgan ishlar mazkur nazariy qarashlarning amaliy tasdig‘i sifatida namoyon bo‘lmoqda. Bu esa diniy bag‘rikenglikning jamiyatda fuqarolik birdamligini mustahkamlashdagi ahamiyatini ko‘rsatadi.

M. Valzerning bag‘rikenglikka oid konsepsiyasida ko‘p madaniyatli jamiyatlarda ijtimoiy hamjihatlikni ta’minlashning asosiy omili sifatida o‘zaro hurmat va madaniy xilma-xillikni tan olish g‘oyasi ilgari suriladi [11]. Tadqiqot natijalari ham O‘zbekistonning ko‘p millatli va ko‘p konfessiyali jamiyat sifatida aynan shu tamoyillar asosida rivojlanayotganligini ko‘rsatdi. Xususan, mamlakatda turli millat va din vakillarining o‘z madaniyati, tili va diniy qadriyatlarini erkin saqlab qolish imkoniyatiga ega ekanligi ijtimoiy hamjihatlikni mustahkamlashga xizmat qilmoqda. Valzer ta’kidlaganidek, bag‘rikenglik faqat boshqacha qarashlarga chidash emas, balki ularni jamiyatning teng huquqli qismi sifatida tan olishni ham anglatadi [11]. Yangi O‘zbekistonda amalga oshirilayotgan siyosat aynan ana shu yondashuvning amaliy ko‘rinishi sifatida baholanishi mumkin.

MDH olimlari qarashlari bilan qiyosiy tahlil ham muhim ilmiy xulosalarni shakllantirish imkonini berdi. Xususan, A.V. Malashenko diniy omilning siyosiy va ijtimoiy jarayonlarga ta’sirini tahlil qilar ekan, diniy bag‘rikenglikni radikalizm va ekstremizmning oldini olishning muhim vositasi sifatida baholaydi [4]. V.A. Tishkov esa etnik va diniy xilma-xillikni jamiyat taraqqiyotining tabiiy ko‘rinishi deb hisoblab, uni samarali boshqarish ijtimoiy barqarorlikning muhim sharti ekanligini ta’kidlaydi [5]. Tadqiqot natijalari O‘zbekistonda diniy bag‘rikenglik siyosati aynan shu vazifani bajarib, turli ijtimoiy guruhlar o‘rtasidagi ishonch va hamkorlikni mustahkamlashga xizmat qilayotganligini ko‘rsatdi. Din va madaniyat o‘rtasidagi uzviy bog‘liqlik haqidagi qarashlari ham mamlakatda ma’rifiy yondashuv asosida olib borilayotgan diniy siyosatning mazmunini tushunishda muhim nazariy asos bo‘lib xizmat qiladi.

Mahalliy olimlarning ilmiy qarashlari ham tadqiqot natijalari bilan o‘zaro uyg‘unlik kasb etadi. Jumladan, X. Umarov bag‘rikenglikni xalq ma’naviyati va milliy qadriyatlarning ajralmas qismi sifatida baholaydi [12]. A. Erkayev esa demokratik jamiyat taraqqiyotida ma’naviyat va tolerantlik madaniyatining o‘rni alohida ekanligini ta’kidlaydi [7]. N. Jo‘rayevning tarixiy-falsafiy qarashlarida O‘zbekiston hududida shakllangan sivilizatsiyalar taraqqiyoti turli madaniyat va dinlarning o‘zaro ta’siri bilan bog‘liq holda tahlil qilingan [8]. Mazkur yondashuvlar tadqiqot natijalarida aniqlangan diniy bag‘rikenglikning millatlararo totuvlik va fuqarolik birdamligini mustahkamlashdagi ahamiyatini nazariy jihatdan asoslash imkonini beradi. Shuningdek, R. Murtazayeva va A. Saidovning millatlararo munosabatlar hamda inson huquqlari sohasidagi tadqiqotlari Yangi O‘zbekistonda amalga oshirilayotgan bag‘rikenglik siyosatining huquqiy va ijtimoiy asoslarini tushuntirishda muhim metodologik ahamiyatga ega [9, 10].

Umuman olganda, tadqiqot natijalari va mavjud ilmiy qarashlarning qiyosiy tahlili shuni ko‘rsatadiki, Yangi O‘zbekistonda diniy bag‘rikenglik siyosati nafaqat huquqiy yoki siyosiy hodisa, balki chuqur ijtimoiy-falsafiy mazmunga ega bo‘lgan murakkab ijtimoiy institut hisoblanadi. U inson huquqlari, ijtimoiy adolat, fuqarolik birdamligi, millatlararo totuvlik va ma’naviy taraqqiyot kabi qadriyatlarni o‘zida mujassamlashtiradi. Shu bois diniy bag‘rikenglik siyosatini rivojlantirish jamiyatning barqaror taraqqiyoti, demokratik islohotlarning izchil davom etishi va Yangi O‘zbekistonning strategik maqsadlariga erishishning muhim omillaridan biri sifatida baholanishi mumkin.

Ijtimoiy-falsafiy nuqtai nazardan diniy bag‘rikenglik jamiyatning ma’naviy yetuklik darajasini ifodalovchi mezonlardan biridir. Bag‘rikenglik nafaqat turli diniy qarashlarning birgalikda mavjud bo‘lishini, balki o‘zaro hurmat va hamkorlik tamoyillarini ham anglatadi.

Xulosalar:

Tadqiqot natijalari shuni ko‘rsatdiki, Yangi O‘zbekistonda amalga oshirilayotgan diniy bag‘rikenglik siyosati jamiyat taraqqiyotining muhim ijtimoiy-falsafiy omillaridan biri sifatida namoyon bo‘lmoqda. Mazkur siyosat fuqarolarning vijdon erkinligini ta’minlash, turli diniy konfessiyalar vakillari o‘rtasida o‘zaro hurmat va hamjihatlik muhitini shakllantirish, shuningdek, millatlararo totuvlik va ijtimoiy barqarorlikni mustahkamlashga xizmat qilmoqda. Tadqiqot davomida aniqlanganidek, diniy bag‘rikenglikning amaliyotga izchil tatbiq etilishi jamiyatda demokratik qadriyatlarning qaror topishi, inson huquqlarining ishonchli himoya qilinishi hamda fuqarolik birdamligining kuchayishida muhim ahamiyat kasb etadi.

Muammoning o‘rganilganlik darajasini tahlil qilish natijasida diniy bag‘rikenglik masalasi xorijiy, MDH va mahalliy olimlar tomonidan turli nazariy-metodologik yondashuvlar asosida tadqiq etilgani aniqlandi. Xususan, J. Lokk, J. Rauls va M. Valzer kabi xorijiy olimlar tolerantlikning falsafiy va siyosiy-huquqiy asoslarini ishlab chiqqan bo‘lsalar, A.V. Malashenko, V.A. Tishkov va L.N. Mitroxin kabi MDH olimlari diniy xilma-xillikning ijtimoiy integratsiya va barqarorlikka ta’sirini o‘rganganlar. Mahalliy olimlar tomonidan esa diniy bag‘rikenglikning ma’naviy, huquqiy va ijtimoiy jihatlari tadqiq etilgan. Biroq tahlillar Yangi O‘zbekiston sharoitida kechayotgan transformatsion jarayonlar, diniy bag‘rikenglik siyosatining zamonaviy ijtimoiy-falsafiy mazmuni va uning fuqarolik jamiyati rivojiga ta’siri masalalari hali ham chuqur ilmiy tadqiqotlarni talab etishini ko‘rsatdi.

Tadqiqot jarayonida qo‘llangan tarixiylik, qiyosiy tahlil, tizimli yondashuv va kontent-tahlil metodlari mavzuning nazariy va amaliy jihatlarini kompleks ravishda o‘rganish imkonini berdi. Tarixiylik metodi diniy bag‘rikenglik siyosatining shakllanish va rivojlanish bosqichlarini aniqlashga xizmat qilgan bo‘lsa, qiyosiy tahlil O‘zbekiston tajribasini boshqa davlatlar amaliyoti bilan solishtirish imkonini yaratdi. Tizimli yondashuv diniy bag‘rikenglikni huquqiy, siyosiy, ma’naviy va ijtimoiy omillarning o‘zaro bog‘liq tizimi sifatida tahlil qilishga yordam berdi. Kontent-tahlil esa normativ-huquqiy hujjatlar, strategik dasturlar va ilmiy manbalarda bag‘rikenglik g‘oyalarining aks etish darajasini aniqlash imkonini berdi.

Tadqiqot natijalari diniy bag‘rikenglik siyosatining Yangi O‘zbekiston taraqqiyot strategiyasidagi ustuvor yo‘nalishlardan biri ekanligini tasdiqladi. Diniy erkinlikni ta’minlash, konfessiyalararo muloqotni rivojlantirish va bag‘rikenglik madaniyatini mustahkamlash bo‘yicha amalga oshirilayotgan islohotlar mamlakatning ijtimoiy-siyosiy barqarorligini ta’minlashga, yoshlarni yot g‘oyalar ta’siridan himoya qilishga hamda jamiyatda fuqarolik mas’uliyatini kuchaytirishga xizmat qilmoqda. Shu bilan birga, diniy bag‘rikenglik siyosati xalqaro maydonda O‘zbekistonning nufuzini oshirish, mamlakatning tinchlikparvar va ochiq davlat sifatidagi ijobiy imijini mustahkamlashda ham muhim omil bo‘lib xizmat qilmoqda.

Umuman olganda, diniy bag‘rikenglik Yangi O‘zbekiston taraqqiyotining muhim ma’naviy va ijtimoiy-falsafiy poydevorlaridan biri hisoblanadi. Uning izchil rivojlantirilishi fuqarolik jamiyatini mustahkamlash, inson huquqlarini ta’minlash, millatlararo va konfessiyalararo totuvlikni saqlash hamda demokratik islohotlarning samaradorligini oshirishga xizmat qiladi. Kelgusida diniy bag‘rikenglik siyosatining ijtimoiy ong, yoshlar tarbiyasi, fuqarolik identifikatsiyasi va globallashuv sharoitidagi transformatsion jarayonlarga ta’sirini chuqurroq o‘rganish ushbu yo‘nalishdagi ilmiy izlanishlarning istiqbolli vazifalaridan biri bo‘lib qoladi.

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GENDER TENGLIGI TUSHUNCHASINING ONTOLOGIK ILDIZLARI: SHARQ VA G‘ARB FALSAFIY AN’ANALARI

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Annotatsiya. *Maqolada gender tengligi tushunchasining ontologik ildizlari Sharq va G‘arb falsafiy an’analari kontekstida ijtimoiy-falsafiy jihatdan tahlil qilinadi. Tadqiqotda inson tabiatining mohiyati, erkak va ayolning ontologik maqomi hamda gender munosabatlarining tarixiy-falsafiy asoslari o‘rganilgan. Sharq mutafakkirlari va G‘arb falsafasi namoyandalarining qarashlari qiyosiy tahlil qilinib, gender tengligi g‘oyasining evolyutsiyasi ochib berilgan. Shuningdek, zamonaviy gender tengligi konsepsiyasining aksiologik va ontologik asoslari ham yoritilgan.*

Kalit so‘zlar: *gender tengligi, ontologiya, Sharq falsafasi, G‘arb falsafasi, inson mohiyati, gender munosabatlari, aksiologiya, ijtimoiy falsafa, adolat, tenglik.*

ОНТОЛОГИЧЕСКИЕ КОРНИ ПОНЯТИЯ ГЕНДЕРНОГО РАВЕНСТВА: ВОСТОЧНЫЕ И ЗАПАДНЫЕ ФИЛОСОФСКИЕ ТРАДИЦИИ

Аннотация. *В статье рассматриваются онтологические основания понятия гендерного равенства в контексте восточных и западных философских традиций. Анализируются философские представления о природе человека, онтологическом статусе мужчины и женщины, а также историко-философские основы гендерных отношений. Особое внимание уделяется сравнительному анализу взглядов восточных мыслителей и западных философов на проблему равенства полов.*

Ключевые слова: *гендерное равенство, онтология, восточная философия, западная философия, природа человека, гендерные отношения, социальная философия.*

ONTOLOGICAL ROOTS OF THE CONCEPT OF GENDER EQUALITY: EASTERN AND WESTERN PHILOSOPHICAL TRADITIONS

Abstract. *This article explores the ontological roots of the concept of gender equality within Eastern and Western philosophical traditions. The study examines philosophical views on human nature, the ontological status of men and women, and the historical-philosophical foundations of gender relations. A comparative analysis of Eastern and Western philosophical perspectives reveals the evolution of gender equality as a socio-philosophical concept.*

Keywords: *gender equality, ontology, Eastern philosophy, Western philosophy, human nature, gender relations, social philosophy, equality.*

Kirish. Gender tengligi zamonaviy ijtimoiy-falsafiy tafakkurning muhim kategoriyalaridan biri hisoblanadi. Globallashuv davrida bu atama inson huquqlari, ijtimoiy adolat va demokratik taraqqiyot masalalari bilan chambarchas bog‘liq holda talqin qilinmoqda. Biroq gender tengligi g‘oyasi faqat zamonaviy davr mahsuli bo‘lib qolmasdan, uning ildizlari inson mohiyati, jamiyat va adolat haqidagi qadimgi falsafiy qarashlarga borib taqaladi [1].

Ontologiya falsafaning borliq va mavjudlik mohiyatini o‘rganuvchi sohasi sifatida insonning ontologik maqomi masalasini ham qamrab oladi. Gender tengligi muammosini ontologik nuqtai nazardan o‘rganish erkak va ayolning mavjudlikdagi o‘rni, insoniy qadr-qimmati hamda jamiyatdagi mavqeining falsafiy asoslarini ochib berishga imkon yaratadi [2]. Sharq falsafiy an’analarida insonning komilligi, ma’naviy yetukligi va axloqiy mas’uliyati jinsiy tafovutlardan ustun qo‘yilgan. Abu Nasr Forobiy “Fozil odamlar shahri” asarida jamiyat taraqqiyotida insonning fazilatlari va ilm-ma’rifatga intilishi asosiy mezon ekanligini ta’kidlaydi [3]. Abu Ali ibn Sino ham insonning aqliy va ma’naviy salohiyatini uning ijtimoiy mavqeini belgilovchi asosiy omil sifatida baholaydi [4].

G‘arb falsafasida esa gender masalasi turli davrlarda turlicha talqin qilingan. Aflotun ideal davlat haqidagi qarashlarida ayollarning ta’lim va boshqaruvdagi ishtirokini qo‘llab-quvvatlagan bo‘lsa [5], Aristotel erkak va ayolning jamiyatdagi vazifalarini biologik xususiyatlar bilan bog‘lashga harakat qilgan [6]. Keyinchalik J.Lokk, J.J.Russo, J.S.Mill kabi mutafakkirlar inson huquqlari va erkinliklari nuqtai nazaridan gender tengligi masalasiga murojaat qilganlar [7]. Ilmiy izlanishimizning maqsadi gender tengligi tushunchasining ontologik ildizlarini Sharq va G‘arb falsafiy an’analari misolida tahlil qilish hamda uning zamonaviy ijtimoiy-falsafiy mazmunini ochib berishdan iborat.

Tadqiqot metodologiyasi. Tadqiqotda tarixiy-falsafiy tahlil, qiyosiy metod, germenevtik yondashuv, ontologik va aksiologik tahlil metodlaridan foydalanildi. Nazariy-metodologik asos sifatida Aflotun, Aristotel, Forobiy, Ibn Sino, J.Lokk, J.S.Mill, S.de Bovuar va zamonaviy gender nazariyasi vakillarining ilmiy qarashlari tanlandi [8]. Tadqiqotning empirik bazasini gender tengligi masalasiga oid ilmiy adabiyotlar, xalqaro hujjatlar va O‘zbekiston Respublikasining gender siyosatiga oid normativ-huquqiy hujjatlari tashkil etdi.

Natijalar. Tadqiqot davomida gender tengligi tushunchasining ontologik rivojlanishi uch asosiy bosqichda kechganligi aniqlandi:

Birinchi bosqich – Antik va qadimgi Sharq davri. Bu davrda gender munosabatlari ko‘proq kosmologik va tabiiy tartibning tarkibiy qismi sifatida talqin qilingan. Sharq mutafakkirlari insonning ma’naviy kamolotini jinsiy farqlardan ustun qo‘yganlar [3].

Ikkinchi bosqich – O‘rta asrlar va Uyg‘onish davri. Mazkur davrda insonning individual qadr-qimmati va erkinligi haqidagi qarashlar rivojlanib, gender munosabatlari ham yangi mazmun kasb eta boshladi. Ayniqsa, Uyg‘onish davri falsafasida inson markaziy qadriyat sifatida e’tirof etildi [9].

Uchinchi bosqich – Zamonaviy davr. XX–XXI asrlarda gender tengligi inson huquqlari va demokratik qadriyatlarning muhim tarkibiy qismiga aylandi. Tadqiqot natijalari ko‘rsatadiki, zamonaviy gender tengligi konsepsiyasi ontologik jihatdan erkak va ayolning teng insoniy qadr-qimmatga egaligi tamoyiliga asoslanadi [10].

Shuningdek, tahlillar natijasida Sharq va G‘arb falsafiy an’analarining gender tengligi masalasida bir qator umumiy jihatlarga ega ekanligi aniqlandi. Har ikki an’ana insonning ma’naviy kamoloti va axloqiy yetukligini uning jinsiy mansubligidan ustun qo‘yadi.

Muhokama. Izlanishlar natijalari gender tengligi tushunchasining ontologik asoslari Sharq va G‘arb falsafiy tafakkurida turli shakllarda namoyon bo‘lgan bo‘lsa-da, ularning umumiy mohiyati inson qadr-qimmati, adolat va ijtimoiy hamkorlik g‘oyalari bilan bog‘liqligini ko‘rsatdi. Gender tengligi masalasini ontologik jihatdan tahlil qilish erkak va ayolning biologik farqlaridan tashqari ularning inson sifatidagi mavjudlik maqomi, ma’naviy salohiyati va jamiyat taraqqiyotidagi o‘rni haqidagi qarashlarni chuqurroq anglash imkonini beradi.

Sharq falsafiy an’analarida insonning mohiyati uning jinsiy mansubligi bilan emas, balki axloqiy va ma’naviy kamoloti bilan belgilanadi. Abu Nasr Forobiy fozil jamiyat konsepsiyasida insonning fazilatlari va ilmiy salohiyatini jamiyat taraqqiyotining asosiy mezoni sifatida ko‘rsatadi [3]. Uning fikricha, jamiyat taraqqiyoti uchun har bir shaxsning imkoniyatlaridan oqilona foydalanish zarur. Bu yondashuv gender tengligi g‘oyasining dastlabki ontologik asoslaridan biri sifatida baholanishi mumkin. Abu Ali ibn Sino asarlarida ham insonning aqliy va ma’naviy imkoniyatlari biologik tafovutlardan ustun qo‘yiladi. Olim inson tabiatini yagona mohiyat sifatida talqin qilib, uning kamoloti ilm, tarbiya va axloqiy tarbiya bilan bog‘liq ekanligini ta’kidlaydi [4]. Tadqiqot natijalari ko‘rsatadiki, Sharq mutafakkirlarining mazkur qarashlari zamonaviy gender tengligi konsepsiyasining aksiologik asoslari bilan uyg‘unlashadi.

G‘arb falsafasida gender munosabatlari masalasi yanada murakkab evolyutsiyani boshdan kechirgan. Aflotun “Davlat” asarida ayollarning ta’lim va davlat boshqaruvidagi ishtirokini qo‘llab-quvvatlab, ularning qobiliyatlari erkaklarnikidan tubdan farq qilmasligini ta’kidlaydi [5]. Bu qarash antik davr uchun ilg‘or yondashuv hisoblanadi. Aristotel esa erkak va ayolning jamiyatdagi vazifalarini tabiiy-biologik farqlar bilan bog‘laydi [6]. Shu sababli uning qarashlarida gender tengligidan ko‘ra ijtimoiy funksiyalar differensiasiyasi ustunlik qiladi. Tadqiqot natijalari shuni ko‘rsatadiki, Aristotelning mazkur yondashuvi keyingi asrlarda gender munosabatlarining konservativ talqinlariga ma’lum darajada ta’sir ko‘rsatgan.

Yangi davr falsafasida inson huquqlari va erkinliklari haqidagi g‘oyalarning rivojlanishi gender tengligi konsepsiyasining shakllanishiga kuchli turtki berdi. J.Lokk insonlarning tabiiy huquqlari tengligini asoslar ekan, har bir insonning erkinlik va mulk huquqiga egaligini ta’kidlaydi [7]. Mazkur tamoyillar keyinchalik gender tengligi nazariyalarining shakllanishida muhim metodologik asos bo‘lib xizmat qildi. J.S.Mill “Ayollarning bo‘ysundirilishi” asarida ayollar va erkaklar o‘rtasidagi huquqiy tengsizlikni tanqid qilib, jamiyat taraqqiyoti uchun ayollarning ijtimoiy faolligini kengaytirish zarurligini asoslab beradi [11]. Millning fikricha, jamiyatning intellektual va iqtisodiy rivojlanishi ayollarning imkoniyatlarini cheklash orqali emas, balki ularni to‘liq ro‘yobga chiqarish orqali ta’minlanadi.

XX asr falsafasida gender tengligi masalasi yangi ontologik va ekzistensial mazmun kasb etdi. Simone de Bovuar “Ikkinchi jins” asarida ayolning jamiyatdagi mavqeini biologik omillar bilan emas, balki ijtimoiy konstruksiyalar bilan

bog‘laydi [12]. Uning mashhur “Ayol bo‘lib tug‘ilmaydi, ayolga aylanadi” degan g‘oyasi genderning ijtimoiy shakllanishini tushuntirishda muhim nazariy asos bo‘lib xizmat qiladi.

Izlanishlar natijasida Sharq va G‘arb falsafiy an’analarining gender tengligi masalasidagi umumiy va farqli jihatlari aniqlashtirildi.

Sharq va G‘arb falsafiy an’analarining umumiy jihatlari

- inson qadr-qimmatining ustuvorligi;
- axloqiy kamolotning muhimligi;
- adolat tamoyiliga asoslanish;
- jamiyat taraqqiyotida ayollarning ahamiyatini e’tirof etish;
- ma’naviy va ijtimoiy hamkorlik g‘oyalarining mavjudligi.

Sharq va G‘arb falsafiy an’analarining farqli jihatlari

- Sharq falsafasi ko‘proq ma’naviy va axloqiy yondashuvga tayanadi;
- G‘arb falsafasi huquqiy va siyosiy tenglik masalalariga ko‘proq e’tibor qaratadi;
- Sharqda gender munosabatlari ko‘pincha ijtimoiy uyg‘unlik nuqtai nazaridan talqin qilinadi;
- G‘arbda esa individual erkinlik va huquqlar ustuvor ahamiyat kasb etadi.

Izlanishlar tahlili shuni ko’rsatadiki, zamonaviy O‘zbekiston sharoitida gender tengligini rivojlantirishda Sharq va G‘arb falsafiy merosining konstruktiv jihatlaridan foydalanish maqsadga muvofiqdir. Bir tomondan, milliy qadriyatlar va oilaviy an’analarni saqlash zarur bo‘lsa, ikkinchi tomondan, ayollarning ta’lim, mehnat va boshqaruvdagi imkoniyatlarini kengaytirish demokratik taraqqiyotning muhim sharti hisoblanadi.

Xulosa. Tadqiqot natijalari asosida quyidagi xulosalarga kelindi:

1.Gender tengligi tushunchasining ontologik ildizlari qadimgi Sharq va G‘arb falsafiy tafakkuriga borib taqaladi.

2.Sharq mutafakkirlari insonning ma’naviy va axloqiy kamolotini gender farqlaridan ustun qo‘yganlar.

3.G‘arb falsafasida gender tengligi g‘oyasi inson huquqlari va erkinliklari konsepsiyasi bilan uzviy bog‘liq holda rivojlangan.

4.Zamonaviy gender tengligi konsepsiyasi erkak va ayolning teng insoniy qadr-qimmatga egaligi tamoyiliga asoslanadi.

5.Sharq va G‘arb falsafiy an’analarining ilg‘or jihatlari gender tengligini ta’minlashning nazariy-metodologik asoslarini boyitadi.

6.O‘zbekiston sharoitida gender tengligini rivojlantirish milliy qadriyatlar va zamonaviy demokratik tamoyillarning uyg‘unligi asosida amalga oshirilishi maqsadga muvofiqdir.

Xulosa qilib aytganda, gender tengligi insoniyat tafakkurining uzoq tarixiy taraqqiyoti davomida shakllangan murakkab ijtimoiy-falsafiy hodisa bo‘lib, uning ontologik mohiyati insonning teng qadr-qimmatga egaligi va jamiyat taraqqiyotida teng imkoniyatlarga ega bo‘lishi g‘oyasida namoyon bo‘ladi.

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YANGI O‘ZBEKISTONNI BARQAROR RIVOJLANTIRISHDA EKOLOGIK MADANIYAT VA BIOETIKA MUAMMOLARI

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Annotatsiya: *Ushbu maqolada global ekologik inqiroz sharoitida texnogen sivilizatsiyaning tabiatga salbiy ta’siri, yashil iqtisodiyotga o‘tishning sotsial-falsafiy jihatlari hamda Yangi O‘zbekistonning barqaror rivojlanishida ekologik madaniyat, bioetika va ekolingvistikaning yetakchi o‘rni tahlil qilinadi. Unda jamiyat va tabiat munosabatlarining yangi paradigmasi, ekologik tarbiya falsafasi hamda ekologik barqaror ekotizim yaratishning konseptual-falsafiy asoslari akademik manbalar kesimida muhokama qilinadi. Eng muhimi, maqolada Markaziy Osiyodagi suv inqirozini hal qilish uchun ekolingvistika va xalqaro suvni tejash tajribasi mavzularini o‘rta ta’lim maktablari o‘quv dasturiga joriy etishning amaliy yondashuvi taklif etiladi.*

Kalit so‘zlar: *Global ekologik inqiroz; Antropotsentrizm; Texnogen sivilizatsiya; Barqaror rivojlanish; Noosfera; Koevolyutsiya; Iqlim o‘zgarishi; Bioxilma-xillikning yo‘qolishi; Suv tanqisligi; Transchegaraviy daryolar; Tyanshan muzliklari; Pomir muzliklari; Sug‘orish samaradorligi pastligi; Yashil iqtisodiyot; Aylanma iqtisodiyot; Suv etikasi; Ekologik madaniyat; Bioetika; Ekolingvistika; Ekologik ta’lim.*

PROBLEMS OF ECOLOGICAL CULTURE AND BIOETHICS IN THE SUSTAINABLE DEVELOPMENT OF NEW UZBEKISTAN

Annotation: *This article analyzes the negative impact of technogenic civilization on nature in the context of the global ecological crisis, the socio-philosophical aspects of transitioning to a green economy, and the leading role of ecological culture, bioethics, and ecolinguistics in the sustainable development of New Uzbekistan. It discusses the new paradigm of society–nature relations, the philosophy of ecological education, and the conceptual-philosophical foundations for creating an ecologically stable ecosystem through the lens of academic sources. Most importantly, the article proposes a practical approach to introducing ecolinguistics and international water-saving practices into secondary school curricula as a solution to the water crisis in Central Asia.*

Keywords: *Global ecological crisis; Anthropocentrism; Technogenic civilization; Sustainable development; Noosphere; Coevolution; Climate change; Biodiversity loss; Water scarcity; Transboundary rivers; Tien Shan glaciers; Pamir glaciers; Irrigation inefficiency; Green economy; Circular economy; Water ethics; Ecological culture; Bioethics; Ecolinguistics; Environmental education.*

Kirish: Jamiyat va tabiat munosabatlarining yangi paradigmasi

Insoniyat o‘z taraqqiyotining hal qiluvchi pallasida turgan bugungi kunda, insonni tabiatning hukmdori va zabt etuvchisi sifatida tasavvur qiluvchi eski antropotsentrik model o‘z kuchini butunlay yo‘qotdi. Texnogen sivilizatsiya hayratlanarli darajada tez sur’atlar bilan olg‘a bormoqda va bu global ekologik inqirozni keltirib chiqarmoqda. Ushbu inqiroz iqlim o‘zgarishi, bioxilma-xillikning yo‘qolishi va suv resurslarining o‘ta cheklanganligi sababli O‘zbekistonda bugun juda keskin tus olgan.

Yangi O‘zbekiston doirasida jamiyat va tabiat o‘rtasidagi munosabatlarning yangi paradiqmasiga o‘tish bugungi kunning tarixiy zaruriyatdir. Bu paradigma biotsentrizm va koevolyutsiyaga — tabiiy dunyo va jamiyatning uyg‘un, parallel rivojlanishiga asoslanadi. V.I. Vernadskiy o‘zining “Noosfera” ta’limotida ta’kidlaganidek, insoniyat o‘z ongi va harakati bilan tabiat biosferasini buzmasdan, balki uni oqilona boshqaruvchi “ong sferasi”ga (noosferaga) aylanishi, ya’ni tabiat ritmi bilan parallel ravishda evolyutsiya qilishi (koevolyutsiya) shart[2]. Tabiatga endi shunchaki xomashyo ombori sifatida emas, balki insoniyat hayotining asosi va oliy qadriyat deb qaralishi lozim.

[2] Vernadsky, V. I. (1945). The Biosphere and the Noosphere. American Scientist, 33(1), 1-12.

Texnogen sivilizatsiya har doim tizimli iqtisodiyotga (“ol — ishlab chiqar — iste’mol qil — tashlab yubor”) tayanadi. D. Meadows[3] va uning hammualliflari o‘zlarining fundamental “O‘sishning chekkalari” (The Limits to Growth) asarida ogohlantirganidek, chekli ekotizim va resurslar sharoitida bunday cheksiz tizimli iste’mol modelini davom ettirish sivilizatsiyani muqarrar halokatga yetaklaydi. Ushbu model Markaziy Osiyodagi suv resurslarini bugungi kunda eng so‘nggi chidamlilik nuqtasiga qadar qiyin ahvolga solib qo‘ydi.

Transchegaraviy daryolar O‘zbekiston uchun muhim suv manbai bo‘lib, mamlakat suv resurslarining 80% dan ortig‘ini tashkil qiladi. Biroq, so‘nggi yillarda iqlim o‘zgarishlari sababli Tyanshan va Pomir tog‘laridagi muzliklarning erishi, shuningdek, yuqori oqim mintaqalarida suv infratuzilmasining rivojlanishi tufayli mamlakatga oqib kelayotgan suv hajmi kamayib bormoqda. Keyingi yillarda O‘zbekistonning suv resurslari hajmi sezilarli darajada kamayib, qariyb 64 milliard kub metrdan 51–53 milliard kub metrgacha tushib qoldi va bu mamlakatni yiliga bir necha milliard kub metrlik tarkibiy suv tanqisligidan aziyat chekishiga olib kelmoqda. Bundan tashqari, ushbu resurslarning 90% dan ortig‘i qishloq xo‘jaligida, odatda, samarasiz bo‘lgan egatlab sug‘orish tizimida ishlatilmoqda[4].

Shu sababli, yashil iqtisodiyotga o‘tish shunchaki siyosiy tanlov emas, balki chuqur sotsial-falsafiy transformatsiyadir, buning uchun esa bizga quyidagilar kerak bo’ladi:

1. Iste’molchilik madaniyatini qayta ko‘rib chiqish: Texnogen jamiyatning cheksiz resurs iste’moliga bo‘lgan mukkasidan ketishidan oqilona, ekologik jihatdan chegaralangan foydalanishga o‘tish.
2. Aylanma (tsirkulyar) iqtisodiyot falsafasi: An’anaviy qishloq xo‘jaligidan tomchilatib sug‘orishni keng joriy etishga, suvni aqlli hisoblagichlashga hamda kollektor-drenaj suvlarini qayta ishlashga o‘tish.
3. Suv qadriyatini qayta shakllantirish: Suv falsafiy jihatdan arzon va cheksiz tovar emas, balki axloqiy munosabatni talab qiladigan, muqaddas hayot manbai sifatida qayta talqin qilinishi shart[5].

Ekologik madaniyatni shakllantirishda yangi va muhim yo‘nalish bu ekolingvistika — til va ekologiya o‘rtasidagi o‘zaro ta’sirni o‘rganadigan fandir. Mashhur tilshunos M.A.K. Halliday ta’kidlaganidek, til shunchaki voqelikni tasvirlamaydi; u bizning atrof-muhitni qanday idrok etishimiz va unga qanday munosabatda bo‘lishimizni faol ravishda belgilaydi va shakllantiradi[6]. Til millatlarning dunyo qarashini shakillantirishda eng muhim vosita hisoblanadi va aynan muloqot orqali biz insonlarni tabiatga nisbatan e’tiborliroq bo’lishlariga ta’sir o’tkaza olamiz. Va eng muhimi maktab darsliklari va ijtimoiy tarmoqlarda tabiatga nisbatan do’stona linguistikani shakillantira olsak, yosh avloq ongida tabiatga bo’lganmehr o’z o’zidan shakillanib boradi.

Italiyada Lingvistika va ekologiya integratsiyasi orqali o‘quvchilarga **“**til ekologiyasi**”** tushunchasi o‘rgatilgan. Natijada, o‘quvchilar ekologik diskurslarni tahlil qilishni o‘rganib, tilning jamiyat va tabiatga ta’sirini anglashgan.

Watkins va Mortimore[7] ta’kidlaganidek, ta’lim jarayonida o‘quvchilar bilim olish, eslab qolish, amaliyotga tatbiq etish, ma’no yaratish va shaxsiy o‘zgarishlarga erishadi. Shunday qilib, ekolingvistika ta’lim jarayonida qo‘llanilganda, til o‘rganish bilan birga ekologik ongni ham shakllantirish imkonini beradi.

Arran Stibbe o‘zining “Ecolinguistics: Language, Ecology and the Stories We Live By” fundamental darsligida insoniyatning ekologik xulq-atvori uning nutqidagi hikoya va metaforalarga bog‘liq ekanligini isbotlaydi[8]. O‘zbekistondagi suv inqirozini hal qilish ijtimoiy nutqda ekolingvistik inqilobni talab qiladi:

1. Zararli metaforalarni parchalash: O‘n yillar davomida sanoat diskursida “tabiatni bo‘ysundirish” yoki “suvni jilovlash” kabi tajovuzkor metaforalardan foydalanildi[9]. Ekolingvistika ularni “daryo ritmi bilan birga uyg‘un yashash” kabi sheriklik tiliga almashtirishni maqsad qiladi.
2. Mahalliy lingvistik etikaning qayta tiklanishi: O‘zbek tili chuqur ildiz otgan ekologik hikmatlarga boy. Sharq falsafasi va o‘zbek etnolingvistikasida uchraydigan “Suvga tupurma” yoki “Uvol bo‘ladi” kabi iboralar tarixda atrof-muhit tanazzuliga qarshi madaniy-axloqiy “cheklash” vazifasini bajargan lingvistik vositalardir. Abu Rayhon Beruniy va Ibn Sino kabi mutafakkirlar ham tabiat unsurlarini, xususan suvni asrashni insonning ma’naviy yetukligi mezoni deb bilishgan. Ushbu tushunchalarni zamonaviy ommaviy axborot vositalari va ta’limga qayta kiritish tilni atrof-muhitni asrashning faol mexanizmiga va amaliy vositasiga aylantiradi.

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[3] Meadows, D. H., Meadows, D. L., Randers, J., & Behrens, W. W. (1972). The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind. Earth Island Publishing

[4] Saydullaev, A. (2025). *Systematic review: Analysis of scientific research on water resource management in Uzbekistan.* **Multidisciplinary Journal of Science and Technology, 5**(6). https://mjst.uz

[5] Meadows, D. H., Meadows, D. L., Randers, J., & Behrens, W. W. (1972). The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind. Earth Island Publishing.

[6] Halliday, M. A. K. (1990). New ways of meaning: The challenge to applied linguistics. Journal of Applied Linguistics, 6(1), 7-36

[7] Watkins, C., & Mortimore, P. (1999). *Understanding pedagogy and its impact on learning*. London: Paul ChapmanPublishing.

[8] Stibbe, A. (2021). *Ecolinguistics: Language, ecology and the stories we live by* (2nd ed.). London: Routledge. https://doi.org/10.4324/9780367855512

[9] Halliday, M. A. K. (1990). New ways of meaning: The challenge to applied linguistics. Journal of Applied Linguistics, 6(1), 7-36

Aholiga tabiat bilan to‘g‘ri munosabatda bo‘lishni samarali o‘rgatish uchun O‘zbekiston boshqa davlatlarning muvaffaqiyatli modellarini o‘z ta’lim tizimiga moslashtirishi mumkin:

Isroil: “Suvga nisbatan aqlli” madaniy matritsa

Doimiy geografik suv tanqisligiga duch kelgan Isroil bir necha o‘n yillik ta’lim kampaniyalari orqali jamoatchilik ongini butunlay o‘zgartirdi.

Strategiya: T.Tal tadqiqotlarida ko‘rsatilganidek, bog‘chadan boshlab fuqarolarga Suv Savodxonligi (Water Literacy) o‘rgatiladi. Bolalar qayta ishlangan oqova suvlar va chuchuklashtirilgan dengiz suviga qimmatli texno-biologik yutuq sifatida qarashni o‘rganadilar.

Saboq: OAV kampaniyalari hech qachon fuqarolarni ayblamaydi; aksincha, ular har bir tomchini tejash bilan bog‘liq umummilliy g‘ururni shakllantiradi va suvni tejashni fuqarolik burchiga aylantiradi[10].

Yaponiya: “Mottainai” Falsafasi va Tabiatga Yo‘naltirilgan O‘quv Dasturi

Yaponiyaning ta’lim falsafasi atrof-muhitga bo‘lgan hurmatni kundalik maktab rituallariga singdiradi.[11]

Strategiya: Mottainai (isrofga nisbatan ichki afsuslanish hissi) tushunchasi maktablarda asosiy axloqiy qadriyat sifatida o‘rgatiladi. Yaponiya Ta’lim Vazirligi qo‘llanmalariga ko‘ra, maktablar amaliy ta’limga urg‘u beradi, unda o‘quvchilar maktab bog‘larini faol parvarish qiladilar va mahalliy daryolarni tozalaydilar.

Saboq**:** Ekologik ta’lim faqat nazariy bo‘lib qolsa, samarasiz bo‘ladi; u jismoniy, kundalik hayot tarziga aylanishi kerak.

Germaniya: “Umweltbildung” (Ekologik Savodxonlik)

Germaniya institutlashtirilgan Umweltbildung orqali butun jamiyat paradigmasini o‘zgartirdi[12].

Strategiya: Fuqarolarga Ekologik iz tushunchasi tizimli ravishda o‘rgatiladi. OAV, huquqiy tuzilmalar va jamoat guruhlari individual harakatlar global ekotizimlarga qanday ta’sir qilishini tushuntirish uchun yagona, shaffof tildan foydalanadilar.

Bioetika, ekologik ta’lim va jamoaviy mas’uliyat

Barqaror rivojlanishga faqatgina muhandislik yoki jarimalar orqali erishib bo‘lmaydi. Inqirozning ildizi inson ongidadir. Barcha tirik tizimlar bilan munosabatlarimizni tartibga soluvchi axloqiy asos — bioetika milliy siyosatimizga va ta’lim tizimimizga yo‘l ko‘rsatishi kerak.

Yangi O‘zbekiston uchun konseptual asos O‘zbekiston Respublikasining strategik maqsadlariga, xususan, “Raqamli O‘zbekiston — 2030” (PF-6079)[13] va “Yashil Makon” umum milliy loyihasining falsafiy asoslariga tayanadi:

1.“Yashil Makon” loyihasi Falsafiy Akt Sifatida: Ushbu loyiha shunchaki ma’muriy topshiriqdan shahar va qishloq ekotizimlarini tiklashning chuqur axloqiy va bioetik ritualiga aylanishi kerak.

2.Suv Etikasi Ta’limi: Suvning fizikasi, geografiyasi va etikasini o‘rgatadigan maxsus maktab o‘quv dasturlarini ishlab chiqish. Odamlar qanday qilib samarali sug‘orishni, nima uchun tomchilatib sug‘orish axloqiy burch ekanligini va maishiy suv isrofini qanday kamaytirishni o‘rganishlari shart.

Ijtimoiy falsafa va kundalik amaliyot o‘rtasidagi tafovutni bartaraf etish uchun ushbu tushunchalar o‘rta maktab o‘quv dasturiga (ayniqsa, tahliliy fikrlash va til odatlari mustahkamlanadigan 8-sinf o‘quvchilari uchun) tizimli ravishda integratsiya qilinishi kerak[14].

Quyidagi jadvalda ekolingvistika[15] va xalqaro suvni tejash strategiyalarini (Tal, 2002; MEXT) o‘quv dasturlariga singdirishning amaliy asosi ko‘rsatilgan:

Fan nomi	Ta’limiy Mavzu / Metod	Strategik Maqsad va Xalqaro Model
Ona tili va adabiyot	Ekologik iboralarni dekonstruktsiya qilish (tahlil qilish) O‘quvchilar o‘zbek xalqining an’anaviy ekologik maqollarini (*“Suvli yer – ko‘rkam yer”*, *“Suvga tupurma”*) tahlil qiladilar va ularni zamonaviy tijoriy shiorlar bilan	Ekolingvistik strategiya: Biotsentrik til tafakkurini shakllantiradi. So‘z boyligi resurslarni boshqarish odatlariga qanday ta’sir qilishini o‘rgatadi.

[10] Tal, T. (2002). Environmental Education in Israel: Status, Challenges, and Water Literacy Models. Environmental Education Research, 8(2), 153-169

[11] Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan. Guide to Environmental Education in Schools. Tokyo

[12] Schleicher, A. (OECD). (2020). Education for Environmental Sustainability: Lessons from Global Frameworks. OECD Publishing

[13] O‘zbekiston Respublikasi Prezidentining 2020-yil 5-oktabrdagi PF-6079-sonli “„Raqamli O‘zbekiston — 2030“ strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to‘g‘risida”gi Farmoni

[14] Schleicher, A. (OECD). (2020). Education for Environmental Sustainability: Lessons from Global Frameworks. OECD Publishing

[15] Stibbe, A. (2015). Ecolinguistics: Language, Ecology and the Stories We Live By. Routledge

	solishtiradilar. Ular suv isrofiga nisbatan “Uvol” so‘zining axloqiy yuklamasi haqida insholar yozadilar.	
Ingliz tili (EFL)	Raqamli hikoyachilik (Digital Storytelling): Global suv inqirozi Isroilning “Suv savodxonligi” va Yaponiyaning Mottainai falsafasini keys-stadi sifatida qo‘llagan holda, o‘quvchilar ingliz tilida suvni tejashning innovatsion odatlari haqida qisqa taqdimotlar, infografikalar yoki video ssenariylar yaratadilar.	Global integratsiya modeli: Task-Based (topshiriqlarga asoslangan) til o‘qitish orqali xalqaro tajribani o‘zlashtirgan holda ikki tilli ekologik savodxonlikni rivojlantiradi.
Informatika	Milliy suv tanqisligi ma’lumotlarini vizuallashtirish O‘quvchilar ma’lumotlar bilan ishlash dasturlari yordamida Orol dengizining qurishi va O‘zbekistonda aholi jon boshiga to‘g‘ri keladigan yillik suv hajmining kamayib borishini grafik ko‘rinishida vizuallashtiradilar.	Tahliliy ekologiya: Matematik voqelikni ekologik hamdardlik bilan bog‘laydi, suv tanqisligi uzoqdagi muammo emas, balki aniq statistik fakt ekanligini isbotlaydi.
Tarbiya / Falsafa	Bioetika va “Yashil Makon” rituali Atrof-muhit adolati va fuqarolik burchi mavzularida interaktiv munozaralar o‘tkaziladi. O‘quvchilar maktab hududidagi ko‘chatlarni o‘z otaliqlariga oladilar va ularni saqlab qolish uchun zarur bo‘lgan aniq suv miqdorini nazorat qiladilar.	Nemis “Umweltbildung” modeli: Nazariy bioetikani jonli, jismoniy odatga aylantiradi, mahalliy ekotizim uchun shaxsiy javobgarlik hissini shakllantiradi.

Yangi O‘zbekistonni barqaror rivojlantirish yo‘li nafaqat YaIM o‘sishi, balki jamiyat va tabiat o‘rtasida o‘rnatilgan garmoniya hamda aholining ekologik madaniyati bilan o‘lchanadi. Katastrofik suv tanqisligi sharoitida aholiga tabiat bilan to‘g‘ri munosabatda bo‘lishni o‘rgatish milliy omon qolish masalasidir. Milliy merosimizning axloqiy hikmatlarini sintez qilish, ekolingvistikaning kognitiv kuchidan foydalanish va maktab o‘quv dasturlariga xalqaro tajribalarni tatbiq etish orqali O‘zbekiston yuksak ongli ekologik madaniyatni shakllantira oladi. Ekologik ta’limni milliy falsafa va hayot tarziga aylantirish mamlakatimiz ekologik xavfsizligi va kelajak avlodlar farovonligining mutloq kafolatidir.

Foydalanilgan adabiyotlar

1.O‘zbekiston Respublikasi Prezidentining 2020-yil 5-oktabrdagi PF-6079-sonli “„Raqamli O‘zbekiston — 2030“ strategiyasini tasdiqlash va uni samarali amalga oshirish chora-tadbirlari to‘g‘risida”gi Farmoni

2.Halliday, M. A. K. (1990). New ways of meaning: The challenge to applied linguistics. Journal of Applied Linguistics, 6(1), 7-36.

3.Meadows, D. H., Meadows, D. L., Randers, J., & Behrens, W. W. (1972). The Limits to Growth: A Report for the Club of Rome's Project on the Predicament of Mankind. Earth Island Publishing.

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10. Multidisciplinary Journal of Science and Technology, 5(6). https://mjst.uz

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YANGI TARAQQIYOT STRATEGIYASIDA MA'NAVIYATLI INSONNI TARBIYALASH VA UNI RIVOJLANTIRISH YO'NALISHLARI.

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Annatatsiya: *Mafkuraviy hayotni yanada jonlantirish uchun kerakli choralar belgilangani va ularning hayotga tatbiq etib borilayotgani maqsadli va izchil islohotlarning amaldagi ifodasi bo'lmoqda. "Inson qadri uchun" degan bosh tamoyil asosida inson huquqlari, adolatli ijtimoiy tizim, ochiq jamiyat g'oyalari asosiy mafkuraviy yo'nalishga aylantirildi. Bu esa avvalgi bosqichlarda shakllangan ma'naviy yetuk shaxs tarbiyalashda jamiyatimiz rivojlantirish tamoyillarini zamonaviy siyosiy va ijtimoiy jarayonlar bilan uyg'unlashtirish imkonini berdi.[1] Aynan inson kapitali bo'yicha ko'riladigan chora-tadbirlar strategiyaning 4-yo'nalishi bo'lgan* ***"Adolatli ijtimoiy siyosat yuritish, inson kapitalini rivojlantirish"[2] ustuvor yo****'nalishi sifatida ajratib ko'rsatilgan va 37-70 maqsadlarni qamrab oladi. Ularda fuqarolarimizni kasbga yo'naltirish, ta'lim imkoniyatlarini kengaytirish, ijtimoiy himoya tadbirlarini o'tkazish, iqtisodiy farovonligini rivojlantirish kabi muhim masalalar o'z aksini topgan. Insonlarga qulayliklar yaratish va hayotining yaxshilanishi uchun ko'riladigan chora-tadbirlarning asosiy qismini ularning dunyoqarashi va qobiliyatlarini rag'batlantirish orqali erishiladigan choralar tashkil etadi.*

НАПРАВЛЕНИЯ ВОСПИТАНИИ И РАЗВИТИЯ ДУХОВНОЙ ЛИЧНОСТИ В НОВОЙ СТРАТЕГИИ РАЗВИТИЯ.

Аннотация*: Определение необходимых мер для дальнейшего оживления идеологической жизни и их реализация являются практическим выражением целенаправленных и последовательных реформ. В основе идеологических направлений лежат идеи прав человека, справедливой социальной системы и открытого общества. Это позволило гармонизировать принципы развития нашего общества в воспитании духовно зрелой личности, сформированной на предыдущих этапах, с современными политическими и социальными процессами.[1] Именно меры, принимаемые в отношении человеческого капитала, выделены в качестве приоритета в 4-м направлении стратегии «Реализация справедливой социальной политики, развитие человеческого капитала»[2] и охватывают цели 37-70. Они отражают такие важные вопросы, как направление наших граждан к профессиональной деятельности, расширение образовательных возможностей, реализация мер социальной защиты и развитие экономического благополучия. Основная часть мер, принимаемых для создания благ для людей и улучшения их жизни, достигается путем стимулирования их мировоззрения и способностей.*

DIRECTIONS OF EDUCATION AND DEVELOPMENT OF A SPIRITUAL PERSON IN THE NEW DEVELOPMENT STRATEGY.

Abstract: *The identification of necessary measures to further revitalize ideological life and their implementation are a practical expression of targeted and consistent reforms. Based on the main principle "For the dignity of man", the ideas of human rights, a just social system, and an open society have become the main ideological directions. This made it possible to harmonize the principles of development of our society in the upbringing of a spiritually mature person formed at previous stages with modern political and social processes.[1] It is precisely the measures taken on human capital that are highlighted as a priority in the 4th direction of the strategy, "Implementing a fair social policy, developing human capital"[2] and cover goals 37-70. They reflect such important issues as directing our citizens to a profession, expanding educational opportunities, implementing social protection measures, and developing economic well-being. The main part of the measures taken to create amenities for people and improve their lives is achieved by stimulating their worldview and abilities.*

Prezident Shavkat Mirziyoyev rahbarligida boshlangan islohotlar doirasida “Yangi O‘zbekiston” tamoyili asosida mafkuraviy yondashuvlar yangilandi. Ayni strategiyaning 70-maqsadi yoshlarning jamiyatdagi faoliyatini oshirishga qaratilgani bilan dolzarbdir.

Inson resurslari uchun ta’lim orqali bo‘ladigan ta’sirga to‘g‘ri baho berilgani holda barcha ta’lim bosqichlari uchun 37-50 maqsadlarda muhim vazifalar belgilangan. Taraqqiyot strategiyasi yakuniga qadar ta’limda qo‘llanuvchi darsliklarni ilg‘or chet-el mamlakatlari talablari asosida ko‘rib chiqish, maktabgacha bosqichdagi ta’limda va oliygohlardagi mavjud qamrovni oshirish, xorijda ta’lim olishni istagan yoshlar uchun sharoitlar yaratish kabi muhim qadamlar qo‘yilgan. Strategiyada ta’limdagi yondashuvlarda gap ish tartibiga, o‘quvchining o‘qishiga, mehnatga, jamoat ishi va bo‘sh vaqtiga munosabatiga urg‘u berilgan.

Xalqimizni, xususan yoshlarni har tomonlama ma’naviy yetuk barkamol shaxs sifatida tarbiyalash murakkab va muhim vazifalardan bo‘lib, oila, ta’lim muassasalari, mahalla va jamoatchilik bu yuksak maqsadni amalga oshirishda bevosita birdek mas’uldirlar. Oiladagi farzand tarbiyasida esa, ayollarning o‘z o‘rni bor. Shu jihatdan 69-maqsad sifatida xotin-qizlarning davlat tomonidan ijtimoiy va boshqa jabhalarda yordam olishlari uchun alohida vazifalar kiritilgan. Bundan oilalarning ijtimoiy farovonligi kelib chiqmaydi. Balki, barcha insonlarning oila birdamligidagi o‘rni dolzarbligicha qoladi.

Konstitutsiyamizning 115-moddasida belgilanganidek Vazirlar mahkamasi: “yoshlarga oid davlat siyosatining amalga oshirilishini ta’minlaydi, oilani qo‘llab-quvvatlash, mustahkamlash va himoya qilish, an’anaviy oilaviy qadriyatlarni saqlash bo‘yicha choralar ko‘radi”.[4] Bu esa, strategiyaning amalga oshirilishi bo‘yicha vazifalarning tizimli, konstruktiv yo‘naltirilganini ko‘rsatadi.

Ma’naviyat jamiyatning asosiy tashkil etuvchi elementlaridan hisoblanadi. Yangi O‘zbekiston davrida ushbu mafkuraviy yo‘nalishlar yangicha mazmun bilan boyitilmoqda. Ularning uzviylik, uyg‘unlik va jarayon sifatidagi o‘zaro ta’siri jamiyatning barqarorligi, rivojlanishi va ijtimoiy tuzilmalarning mustahkamlanishida muhim ahamiyat kasb etadi. Ushbu tushunchalar ijtimoiy ong va ma’naviyat o‘rtasidagi o‘zaro aloqalarni yanada chuqurroq tahlil qilishga imkon beradi, chunki ular jamiyatdagi o‘zgarishlar, ijtimoiy inqiloblar, va madaniy evolyusiyani anglashda muhim vosita sifatida xizmat qiladi. Ma’naviy etuk shaxsning asosiy tarkibiy qismlari, jamiyatdagi o‘zgarishlar va bu o‘zgarishlarning inson hayotiga ta’siri tahlil qilingan. Ushbu manbada ijtimoiy ongni shakllantirishdagi asosiy omillar haqida so‘z yuritiladi va bu jarayonning jamiyatdagi ahamiyati yoritiladi.

Inson taraqqiyotiga, ayniqsa, bolalik davrida oilaviy muhit katta ta’sir ko‘rsatadi. Uyda, birinchi inson hayotining rivojlanishi va shakllanishi hal qilinadi. Odatda bola o‘zi rivojlanayotgan oila haqida aniq tasavvurga ega b‘ladi. Oila ko‘p jihatdan bolalarning manfaatlari va ehtiyojlarini, g‘oyalari va kelajagini belgilaydi. Oila – jamiyatning eng kichik a’zosi. Ijtimoiy muhitdan odam hayotiy tajribalarni, o‘zini tutish, gapirish, fikrlash va uning usullarini va boshqalarni o‘rganadi. Inson kamolotida ijtimoiy tarmoqlar, ta’lim muassasalari, ommaviy axborot vositalari va boshqalar ham muhim rol o‘ynaydi.

Hatto ijtimoiy muhitda ham nosog‘lom guruhlar salbiy ta’sir ko‘rsatishi mumkin, masalan, qimor, ichkilikbozlik, giyohvandlik, talonchilik, savodsizlik va boshqalar. Ammo shuni yodda tutish kerakki, hamma bir xilda ta’lim oladi, lekin oilalar va qarashlar bir xil emas. Insonga insonparvarlik, yaxshi xulq, ta’lim-tarbiya va umuman, ijobiy xislatlarni o‘rgatuvchi maktab bu - oiladir. Xalqimizda “Qush uyasida ko‘rganini qiladi”, degan maqol bor. Tarbiya - oiladan boshlanadi, desak xato qilmaymiz. Biz bunda sog‘lom, etuk, komillik sari intiladigan oilani nazarda tutyapmiz. Bunday ma’naviy hayotimizda ta’lim-tarbiya olgan yoshlarimiz mafkurasi, ularning ongi va tafakkuri go‘zal va ijodiy izlanuvchan bo‘ladi. Hammamizga ma’lumki, yosh avlodni tarbiyalashda milliy iftixor, milliy qadriyatlar va urf-odatlar asosida tarbiyalashda oilaning o‘rni katta ahamiyatga ega. Oila tarbiyasi orqali bola ongida umuminsoniy va milliy qadriyatlar, yashashdan maqsad haqida dastlabki tasavvurlar hosil bo‘ladi[5]. Oilada shaxsning ijtimoiy-qimmatli fazilatlari o‘sa boshlaydi. Demak, Yangi O‘zbekiston yoshlari ma’naviyatida ijobiy hal qiluvchi omil sifatida yosh avlodni milliy qadriyatlar asosida tarbiyalashda ma’naviy merosimizning mazmun-mohiyatini ular ongi va qalbiga singdiruvchi shaxslar hisoblanadi.

Ma’naviyatning rivojlanishi va jamiyatda mavjud qadriyatlar tizimi ijtimoiy ongni mustahkamlashga xizmat qiladi. Jamiyatdagi axloqiy, estetik va diniy qadriyatlar ijtimoiy ongni tashkil etadi va uning asosida yangi ijtimoiy g‘oyalar yuzaga keladi. Ijtimoiy ong esa bu qadriyatlarni o‘ziga qabul qilib, jamiyatning yangi ma’naviy me’yorlarini belgilaydi. Shunday qilib, ma’naviyat va ijtimoiy ongning uzviyligi jamiyatda barqarorlik va ijtimoiy farovonlikni ta’minlaydi.

Ayniqsa, “Yangi O‘zbekiston” tamoyillari asosida shakllanayotgan yangi ijtimoiy-siyosiy muhit, jamiyat taraqqiyotida inson manfaatlarini ustuvor qo‘yish, adolat, qonun ustuvorligi kabi qadriyatlarni mustahkamlashga qaratilgan islohotlar kontekstida bu mavzu o‘zining nazariy va amaliy ahamiyatini yanada kuchaytirmoqda.[6]

Ma’naviy yetuk shaxs jamiyatda mavjud bo‘lgan ma’naviy qadriyatlarni shakllantiradi va jamiyatdagi axloqiy me’yorlarni o‘z ichiga oladi. Masalan, erkinlik, tenglik, adolat kabi g‘oyalar ijtimoiy ongda vujudga kelib, ularning

asosida ma’naviyat shakllanadi. Jamiyatning taraqqiyoti va rivojlanishida ma’naviyat, o‘z navbatida, ijtimoiy ongni yanada o‘zgartirib, yangi qadriyatlar va g‘oyalarni ilgari suradi. Yangi O‘zbekiston sharoitida “Uchinchi Renessans”ni kim amalga oshiradi ?Shu masalada ko`rishimiz mumkinki, jamiaytimizning o`sib kelayo`tgan yo`shlari o‘zida Vatanga sodiqlik, tadbirkorlik, irodalilik, mafkuraviy immunitet, mehr-oqibat, mas’uliyat, bag‘rikenglik, huquqiy madaniyat, innovatsion fikrlash, mehnatsevarlikni mujassam qilganlardir. “Uchinchi Renessans” bizdan jon, sog‘liq, mablag‘ emas, yuqoridagi fazilatlarni har kuni amalda ko‘rsatishni so‘raydi. O‘z ishimizni halol-pok, sifatli, vijdonimiz nazoratida bajarishni so‘raydi. Ma’naviy Renessans qancha kuchli bo‘lsa, “Uchinchi Renessans” shuncha tez, samarali natija ko‘rsatadi. Ana shunda amalga oshirilayotgan ijtimoiy-iqtisodiy islohotlar ma’naviyatdagi, xarakterimizdagi islohotlar bilan qo‘llab-quvvatlanadi.

Buning uchun ilgari uchrab turgan “Ma’naviyatni o‘lchab bo‘larmikan ?” degan ikkilanishlardan voz kechishimiz kerak. Zero, ajdodlarimiz Birinchi va Ikkinchi Renessanslarni ilmdan najot olib yaratishgan. Demak, “Uchinchi Renessans”da ham “Ilmdan o‘zga najot yo‘q va bo‘lmag‘ay” (Imom Buxoriy). Prezidentimiz o‘z chiqishlaridan birida “Kurashga tayyorlangan, kurashgan odam yutadi”, degan edi. “Uchinchi Renessans” bizdan qiyinchiliklarga qarshi kurashga tayyor bo‘lishimizni taqozo qiladi. Bu tayyorlik barcha sohalarni qamrab olishi va hamma joyda, har birimizda namoyon bo‘lishi lozim. Insonning ma’naviy ongi, insoniy fazilatlari va kamchiliklari dastlab oilada shakllanadi. Bu jarayon hech qachon to‘xtab qolmaydi.[7]

Bilim va madaniyat ma’naviyat bilimning inson va jamiyat hayotidagi o‘rni, san’at, adabiyot va madaniy meros bilan chambarchas bog‘liq. Ruhiyat shaxsning ichki dunyosi, tuyg‘ulari va e’tiqodlari orqali namoyon bo‘ladi. Shaxsiy rivojlanish insonning ma’naviy qiyofasi uning intellektual va axloqiy jihatdan o‘sishini ta’minlaydi. Har bir xalqning ma’naviyati, tarixi, tili va madaniyati shu xalqning o‘tmishi bilan bog‘liq. Chunki ma’lum bir xalqning bosib o‘tgan yo‘li shu millatning ma’naviyati va madaniyatining shakllanishiga muhim hissa qo‘shib, shu xalq, millatning qoldirgan ma’naviy merosi asosida ilm-fan, madaniyat va ta’lim-tarbiya shakllanib rivojlanib boradi.

Bunda yozma adabiyot bilan birga eng qadimgi manbalarimizdan biri hisoblangan xalq og‘zaki ijodi asarlarining o‘rni beqiyosdir. Ushbu xalq hayotining mazmunini ifodalovchi xalq og‘zaki ijodi namunalari ajdodlardan avlodlarga o‘tib ularning tarbiyasiga ijobiy ta’sir etadi va ular vatanparlik va insonparlik g‘oyalarining shakllanishida muhim omil bo‘lib xizmat qiladi. Mustaqil mamlakatimizning buyuk kelajagi har tomonlama barkamol, milliy qadriyatlar va yuksak ma’naviy fazilatlarni o‘zida mujassam etgan, zamonaviy ilmlarni egallagan, intiluvchan, iqtidorli va iste’dodli, barkamol avlodni tarbiyalab kamol toptirishga bog‘liq.

Ajdodlarimiz qoldirgan boy ma’naviy – tarixiy merosdan faxr tuyg‘usini his etgan holda ularning munosib vorislari bo‘lishga intilishda ilmu fanimiz rivoji va istiqboli to‘g‘risida qayg‘urib, yoshlarni haqiqiy vatanprvar qilib tarbiyalayotgan ma’rifatparvar pedagog-olimlarimizning mehnati beqiyosdir. Har bir inson komillik sari tarbiyalanar ekan, hayotda to‘g‘ri, yanglishmay, adashmay yaxshi yashab o‘tishga harakat qilishga intiladi. Bu yo‘lda uning aql-idroki va axloqiy ongi-tafakkurining rivojlanishi uni astoydil ma’naviy qiyofasini yuksaltiradi. Aqlli odam o‘rgangan bilimlari natijasida hayotda nima qilish kerakligini biladi va ana shu olgan bilimlarini boshqalarga o‘rgatishlaridan tashqari, o‘zlari ham uni hayotda qo‘llay bilishlari, ulardan unumli foydalanishlari lozim. Muhammadjon Imomnazarov ta’biri bilan aytganda: “Insonlar ongi qanday bo‘lsa, mamlakat kelajagi ham shunga yarasha bo‘ladi”.

Ilmiy nazariyani amaliyotga bog‘lashni uddalashlari va hayot mashaqqatlarini yengib o‘tishi orqali har bir inson nafaqat o‘zini, balki boshqalarni ham tarbiyalamog‘i kerak. Kelajak avlodni hayotga tayyorlash ularga turmush tajribalarini o‘rgatish, odobli, aql-farosatli va bilimdon, shuningdek, mehnat faoliyatiga irodali va jismoniy rivojlangan qilib tarbiyalash davr talabi. Hozirgi ijtimoiy-iqtisodiy rivojlanayotgan mamlakatimiz ta’lim-tarbiya tizimida o‘sib kelayotgan yosh avlodning mehnat ko‘nikmalarini o‘zlashtirishida, jamiyatda o‘zining munosib o‘rnini egallab, hayotiy tajriba orttirishida pedagogning asosiy vazifasi ularni tarbiyalashda maktab va oilaga yagona talablarni o’rnatishidir. Talablarning yagonaligi ularning o‘xshashligini bildirmaydi.

Milliy an’analarimiz va asriy qadriyatlarimiz tiklanmoqda, ularning hayotimizdagi o‘rni yanada mustahkamlanmoqda. Jamiyat ma’naviyatini yanada yusaltirish uchun mamlakatimizni ijtimoiy-siyosiy va ijtimoiy-iqtisodiy rivojlantirishning o‘ziga xos yo‘lidan borayotgan mamlakatimiz taraqqiyotining ustuvor yo‘nalish lari bo‘yicha yangi traqqiyot strategiyamiz mazmun-mohiyatida ham bugun buni yaqqol ko‘rib turibmiz. Zero, fuqarolarni milliy ma’naviy merosga hurmat va milliy ma’naviy qadriyatlar ruhida tarbiyalashda ma’naviyatning, o‘tmish ajdodlarimiz qoldirgan noyob durdonalar, san’at asarlari, musiqiy madaniyat, xalq og‘zaki ijodi namunalarining ahamiyati beqiyos ekanligini bugun hayotimizda muhimligini anglamoqdamiz.[8]

Jamiyatni birlashtirish ma’naviyat millat va jamiyatning birdamligi, qadriyatlarning avloddan-avlodga o‘tishida muhim rol o‘ynaydi. Madaniyatni rivojlantirish san’at va adabiyot orqali ma’naviyat yangi marralarga etadi va jamiyatning umumiy darajasini ko‘taradi. O‘zbekistonning ijtimoiy va iqtisodiy modernizatsiya jarayonlarida ma’naviyat islohotlarning markazida turadi. U yoshlar tarbiyasi va madaniy yangilanishlar orqali jamiyatni mustahkamlashda asosiy

omil hisoblanadi. Uzluksiz ta’lim tizimi insonning ma’naviy qiyofasini shakllantirishda muhim rol o‘ynaydi. Bu tizim har bir bosqichda shaxsning bilim va malakasini oshirish bilan birga uning ma’naviy rivojlanishini ta’minlashga qaratilgan.

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KIBER MAKONDA SHAXSIY MA'LUMOTLARNI HIMOYA QILISH VA IJTIMOIY NAZORATNING AXLOQIY MUAMMOLARI

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Annotatsiya: *Kiber makonda shaxsiy ma'lumotlarni himoya qilish va ijtimoiy nazorat o'rtasidagi axloqiy muammolar ijtimoiy-falsafiy nuqtai nazardan tahlil qilingan. Raqamli jamiyat sharoitida shaxsiy ma'lumotlar insonning shaxsiy hayoti, erkinligi, qadr-qimmati va ijtimoiy subyektligini ifodalovchi muhim axborot resursiga aylangani asoslab berilgan. Maqolada shaxsiy ma'lumotlarni yig'ish, saqlash, qayta ishlash va algoritmik tahlil qilish jarayonlarida rozilik, shaffoflik, adolat, mutanosiblik va hisobdorlik tamoyillarining ahamiyati ochib beriladi. Shuningdek, ijtimoiy nazoratning jamoat xavfsizligini ta'minlashdagi ijobiy vazifalari bilan bir qatorda, uning shaxs erkinligi, shaxsiy daxlsizlik, raqamli avtonomiya va ijtimoiy ishonchga salbiy ta'sir ko'rsatish ehtimoli tahlil qilinadi.*

Kalit so'zlar: *kiber makon, shaxsiy ma'lumotlar, ijtimoiy nazorat, axloqiy muammolar, raqamli erkinlik, shaxs daxlsizligi, algoritmik adolat, shaffoflik, hisobdorlik, raqamli jamiyat.*

ЭТИЧЕСКИЕ ПРОБЛЕМЫ ЗАЩИТЫ ПЕРСОНАЛЬНЫХ ДАННЫХ И ОБЩЕСТВЕННОГО КОНТРОЛЯ В КИБЕРПРОСТРАНСТВЕ

Аннотатsiя: *В статье с социально-философской точки зрения анализируются этические проблемы на стыке защиты персональных данных в киберпространстве и социального контроля. Обосновывается, что в условиях цифрового общества персональные данные стали важным информатsионным ресурсом, отражающим частную жизнь, свободу, достоинство и социальную субъектность человека. В статье раскрывается значение принципов согласия, прозрачности, справедливости, соразмерности и подотчетности в процессах сбора, хранения, обработки и алгоритмического анализа персональных данных. Наряду с положительными функциями социального контроля в обеспечении общественной безопасности, анализируется также и его возможное негативное влияние на свободу личности, неприкосновенность частной жизни, цифровую автономию и общественное доверие.*

Ключевые слова: *киберпространство, персональные данные, социальный контроль, этические проблемы, цифровая свобода, неприкосновенность частной жизни, алгоритмическая справедливость, прозрачность, подотчетность, цифровое общество.*

ETHICAL ISSUES OF PERSONAL DATA PROTECTION AND SOCIAL CONTROL IN CYBERSPACE

Abstract: *This article analyzes the ethical dilemmas between the protection of personal data in cyberspace and social control from a socio-philosophical perspective. It argues that in the context of a digital society, personal data has become a critical information resource, representing an individual's private life, freedom, dignity, and social agency. The article highlights the importance of the principles of consent, transparency, fairness, proportionality, and accountability in the processes of collecting, storing, processing, and algorithmically analyzing personal data. Furthermore, alongside the positive functions of social control in ensuring public safety, it examines its potential negative impact on individual freedom, personal privacy, digital autonomy, and social trust.*

Keywords: *cyberspace, personal data, social control, ethical issues, digital freedom, privacy, algorithmic justice, transparency, accountability, digital society.*

Kirish

XXI asrda kiber makon inson hayotining ajralmas ijtimoiy, iqtisodiy, siyosiy va madaniy muhitiga aylandi. Bugun shaxsning muloqoti, ta'limi, mehnat faoliyati, davlat xizmatlaridan foydalanishi, tibbiy ma'lumotlari, moliyaviy operatsiyalari, iste'molchilik xulq-atvori, siyosiy qarashlari va hatto kundalik harakat traektoriyasi raqamli izlar orqali qayd etiladi. Mazkur jarayon bir tomondan davlat boshqaruvi samaradorligini oshirish, jamoat xavfsizligini ta'minlash,

jinoyatchilikka qarshi kurashish, elektron xizmatlarni qulaylashtirish va ijtimoiy munosabatlarni tezkor tashkil etish imkonini bersa, ikkinchi tomondan shaxsiy ma'lumotlar daxlsizligi, inson erkinligi, axloqiy tanlov, mustaqil qaror qabul qilish va shaxs avtonomiyasiga jiddiy xavf tug'diradi. Shu ma'noda, kiber makonda shaxsiy ma'lumotlarni himoya qilish va ijtimoiy nazorat o'rtasidagi muvozanat muammosi zamonaviy ijtimoiy falsafaning eng dolzarb tadqiqot yo'nalishlaridan biriga aylanmoqda.

Shaxsiy ma'lumotlar faqat texnik yoki huquqiy kategoriya emas, balki insonning shaxsiy hayoti, qadr-qimmati, erkinligi va ijtimoiy mavqeini aks ettiruvchi falsafiy-axloqiy tushunchadir. Inson haqidagi ma'lumotlar uning shaxsiy identifikatsiyasi, ijtimoiy munosabatlar tizimidagi o'rni, dunyoqarashi, qiziqishlari, ehtiyojlari va xatti-harakat modellarini namoyon etadi. Demak, shaxsiy ma'lumotlarni noqonuniy yig'ish, qayta ishlash, saqlash, uzatish yoki tahlil qilish shaxsning faqat axborot xavfsizligiga emas, balki uning ichki erkinligiga, qadriyatiga va ijtimoiy sub'ekt sifatidagi mustaqilligiga ham ta'sir ko'rsatadi.

Kiber makonda ijtimoiy nazoratning kuchayishi, avvalo, raqamli texnologiyalar tabiatidan kelib chiqadi. An'anaviy jamiyatlarda ijtimoiy nazorat oila, mahalla, ta'lim muassasasi, mehnat jamoasi, huquqiy institutlar va jamoatchilik fikri orqali amalga oshirilgan bo'lsa, raqamli jamiyatda nazorat algoritmlar, elektron platformalar, videokuzatuv tizimlari, biometrik identifikatsiya, sun'iy intellekt, "katta ma'lumotlar" tahlili va avtomatlashtirilgan qaror qabul qilish mexanizmlari orqali amalga oshirilmoqda. Bu holat ijtimoiy nazoratning ko'rinishini o'zgartiradi: u ochiq majburlash shaklidan ko'ra ko'proq ko'rinmas, algoritmik va doimiy kuzatuv xususiyatiga ega bo'lib bormoqda.

Adabiyotlar tahlili

Kiber makonda shaxsiy ma'lumotlarni himoya qilish va ijtimoiy nazorat muammosi turli fanlar kesishmasida o'rganiladi. U huquqshunoslik, axborot xavfsizligi, sotsiologiya, siyosatshunoslik, axloqshunoslik, ijtimoiy falsafa, mediatadqiqotlar va sun'iy intellekt etikasi kabi sohalar bilan bevosita bog'liq. Shuning uchun mazkur mavzuni o'rganishda bir yo'nalishli yondashuv yetarli emas; aksincha, uni integrativ, fanlararo va konseptual tahlil qilish zarur[5].

Jon Lokk, Immanuil Kant, Jon Styuart Mill kabi mutafakkirlar inson shaxsini mustaqil axloqiy sub'ekt sifatida baholaydi[6]. Ayniqsa, Kant falsafasida insonni vosita sifatida emas, balki maqsad sifatida ko'rish g'oyasi raqamli davr uchun ham muhim metodologik ahamiyatga ega. Chunki shaxsiy ma'lumotlarni faqat iqtisodiy foyda, xavfsizlik yoki boshqaruv samaradorligi uchun ishlatiladigan resurs sifatida talqin qilish insonni algoritmik boshqaruv ob'ektiga aylantirishi mumkin.

Daniel Solave shaxsiy daxlsizlikni yagona, sodda tushuncha sifatida emas, balki ma'lumot yig'ish, qayta ishlash, tarqatish va shaxsga ta'sir ko'rsatish bilan bog'liq turli xavflar tizimi sifatida tahlil qiladi.

Mishel Fukoning ijtimoiy nazorat haqidagi qarashlari ham kiber makon tahlilida alohida ahamiyatga ega. Uning "panoptikon" konsepsiyasi zamonaviy raqamli kuzatuv jarayonlarini tushuntirish uchun nazariy asos vazifasini bajaradi. An'anaviy panoptikonda shaxs o'zini kuzatilishi mumkinligini his qilib, o'z xulq-atvorini nazorat qiladi.

Jil Delyozning "nazorat jamiyati" haqidagi qarashlari ham raqamli davr uchun dolzarbdir. Agar Fuko tahlil qilgan intizom jamiyati maktab, qamoqxona, fabrika, kasalxona kabi institutlar bilan bog'liq bo'lsa, Delyoz ta'kidlagan nazorat jamiyatida boshqaruv uzluksiz, tarmoqsimon va harakatchan xarakterga ega bo'ladi. 3ldirganida yoki raqamli xizmatdan foydalanganida ma'lumot ishlab chiqaradi. Bu ma'lumotlar esa ijtimoiy, siyosiy va iqtisodiy qarorlarni shakllantiruvchi axborot resursiga aylanadi.

Tadqiqot metodologiyasi

Tadqiqotning metodologik asosini dialektik tahlil, tizimli yondashuv, qiyosiy tahlil, aksiologik tahlil, germenevtik yondashuv va konseptual modellashtirish metodlari tashkil etdi. Dialektik tahlil shaxsiy ma'lumotlarni himoya qilish va ijtimoiy nazorat o'rtasidagi ziddiyatni harakatdagi ijtimoiy munosabat sifatida o'rganish imkonini berdi.

Tizimli yondashuv shaxsiy ma'lumotlar bilan bog'liq munosabatlarni fuqaro, davlat, biznes, texnologik platforma, algoritm, huquqiy institut va jamoatchilik nazoratidan iborat murakkab tizim sifatida tahlil qilish imkonini berdi. Ushbu yondashuv asosida shaxsiy ma'lumotlarni himoya qilish bir sub'ektning mas'uliyati emas, balki ko'p sub'ektli raqamli ekotizimning umumiy axloqiy vazifasi ekani asoslandi[1].

Qiyosiy tahlil metodi orqali shaxsiy ma'lumotlarni himoya qilish sohasidagi turli yondashuvlar o'zaro solishtirildi. Bunda inson huquqlari markazidagi yondashuv, xavfsizlikka yo'naltirilgan yondashuv, bozorga yo'naltirilgan yondashuv va raqamli insonparvarlik yondashuvi qiyosiy tahlil qilindi.

Aksiologik tahlil orqali tadqiqotda shaxsiy ma'lumotlar bilan bog'liq asosiy qadriyatlar aniqlandi. Ular qatoriga inson qadr-qimmati, shaxsiy daxlsizlik, erkinlik, xavfsizlik, ijtimoiy ishonch, adolat, mas'uliyat, shaffoflik va hisobdorlik kiritildi. Mazkur qadriyatlar raqamli nazoratni baholash mezonlari sifatida qo'llanildi. Shu asosda shaxsiy ma'lumotlarni himoya qilish faqat huquqiy majburiyat emas, balki insonparvar jamiyatning axloqiy mezoni ekani asoslandi.

Natijalar va tahlil

Tadqiqot natijalari shuni ko'rsatadiki, kiber makonda shaxsiy ma'lumotlarni himoya qilish va ijtimoiy nazorat o'rtasidagi axloqiy muammolar bir vaqtning o'zida uch darajada namoyon bo'ladi: shaxs darajasida, institutsional

darajada va jamiyat darajasida. Shaxs darajasida asosiy muammo insonning o‘z ma’lumotlari ustidan nazorat qilish imkoniyati cheklanishi, raqamli platformalarga qaramlikning kuchayishi va ongli rozilikning formallashuvi bilan bog‘liq. Institutsional darajada esa davlat, biznes va texnologik platformalar tomonidan ma’lumotlardan foydalanishda shaffoflik, hisobdorlik va mutanosiblik tamoyillarining to‘liq ta’minlanmasligi kuzatiladi[2]. Jamiyat darajasida esa raqamli nazorat ijtimoiy ishonch, fuqarolik erkinligi, demokratik munosabatlar va ijtimoiy adolatga ta’sir ko‘rsatadi.

Kiber makonda shaxsiy ma’lumotlar axloqiy jihatdan betaraf axborot emas. Ular insonning shaxsiy hayoti, qadr-qimmati, erkinligi va ijtimoiy mavqeini ifodalovchi raqamli ko‘rinishdir. Shu sababli shaxsiy ma’lumotlar bilan ishlashda faqat “ma’lumot xavfsizligi” tushunchasi yetarli emas. Unga “inson xavfsizligi”, “shaxsiy avtonomiya”, “raqamli adolat”, “axloqiy hisobdorlik” va “ijtimoiy ishonch” kabi kategoriyalar bilan yondashish zarur. Aks holda shaxsiy ma’lumotlar himoyasi texnik parollar, serverlar va shifrlash vositalari bilan cheklanib qoladi, uning insonparvar va falsafiy mazmuni e’tibordan chetda qoladi.

Tahlillar asosida kiber makonda shaxsiy ma’lumotlar va ijtimoiy nazorat bilan bog‘liq asosiy axloqiy muammolar quyidagi jadvalda tizimlashtirildi.

I jadval.

Kiber makonda shaxsiy ma’lumotlar bilan bog‘liq asosiy axloqiy muammolar

Axloqiy muammo	Mazmuni	Ijtimoiy oqibati	Bartaraf etish yo‘nalishi
Rozilikning formallashuvi	Foydalanuvchi ma’lumotlaridan foydalanish shartlarini to‘liq anglamasdan rozilik beradi	Shaxs o‘z ma’lumotlari ustidan real nazoratni yo‘qotadi	Sodda, tushunarli va bosqichma-bosqich rozilik mexanizmini joriy etish
Shaffoflik yetishmasligi	Ma’lumotlar qanday yig‘ilishi, saqlanishi va tahlil qilinishi to‘liq ochiq emas	Fuqarolarning raqamli tizimlarga ishonchi pasayadi	Ma’lumotlar siyosati va algoritmik qarorlarni izohlash amaliyotini kuchaytirish
Algoritmik noxolislik	Ma’lumotlar yoki algoritmlar ayrim ijtimoiy guruhlarga nisbatan adolatsiz qaror chiqarishi mumkin	Ijtimoiy tengsizlik va diskriminatsiya kuchayadi	Algoritmik audit, mustaqil ekspertiza va inson nazoratini ta’minlash
Ma’lumotlarning tovarlashuvi	Shaxsiy ma’lumotlar iqtisodiy foyda olish vositasiga aylanadi	Inson iste’molchi va ma’lumot manbai sifatida ob’ektlashadi	Ma’lumotdan foydalanishda axloqiy cheklovlar va foydalanuvchi manfaatini ustuvor qo‘yish
Nazoratning ortiqchaligi	Xavfsizlik bahonasida keragidan ortiq ma’lumot yig‘iladi	Shaxs erkinligi va shaxsiy daxlsizlik cheklanadi	Mutanosiblik, maqsadga muvofiqlik va minimal ma’lumot yig‘ish tamoyillarini qo‘llash
Ma’lumot sizishi	Shaxsiy ma’lumotlar uchinchi shaxslar qo‘liga tushishi mumkin	Moliyaviy, psixologik va ijtimoiy zarar yuzaga keladi	Kiberxavfsizlik, tezkor xabardor qilish va kompensatsiya mexanizmlarini kuchaytirish
Ijtimoiy ishonchning pasayishi	Fuqarolar raqamli xizmatlardan xavotir bilan foydalanadi	Raqamli transformatsiyaga nisbatan ishonch susayadi	Ochiqlik, hisobdorlik va jamoatchilik nazoratini kuchaytirish

Jadvaldan ko‘rinib turibdiki, kiber makonda shaxsiy ma’lumotlar muammosi faqat ma’lumotlarning yo‘qolishi yoki buzilishi bilan cheklanmaydi. Asosiy xavflardan biri shaxsning asta-sekin raqamli tizimlar tomonidan boshqariladigan ob’ektga aylanishidir. Bunday holatda inson rasman erkin bo‘lib qoladi, lekin uning tanlovlari, axborot maydoni, ijtimoiy munosabatlari va iste’molchilik harakatlari algoritmlar orqali yo‘naltiriladi. Bu jarayon “erkinlikning ko‘rinmas cheklanishi” sifatida baholanishi mumkin[3]. Tadqiqot natijalari shuni ko‘rsatadiki, kiber makonda shaxsiy ma’lumotlar bilan ishlashda sub’ektlar mas’uliyatini aniq belgilash muhim ahamiyatga ega. Chunki ma’lumotlar faqat bir tashkilot yoki bir foydalanuvchi doirasida harakat qilmaydi. Ular davlat organlari, xususiy kompaniyalar, texnologik platformalar, tahlil markazlari, reklama tarmoqlari va sun’iy intellekt tizimlari o‘rtasida harakatlanadi. Shuning uchun axloqiy mas’uliyat ham ko‘p sub’ektli xarakterga ega.

Kiber makonda shaxsiy ma’lumotlarni himoya qilish va ijtimoiy nazorat o‘rtasidagi munosabatni tahlil qilish shuni ko‘rsatadiki, zamonaviy raqamli jamiyatda erkinlik va xavfsizlik bir-birini inkor etuvchi emas, balki bir-birini to‘ldiruvchi qadriyatlar sifatida qaralishi lozim[4]. Erkinlik nazoratning butunlay yo‘qligini anglatmaydi; xavfsizlik esa shaxsning barcha ma’lumotlarini cheklovsiz yig‘ish va tahlil qilish huquqini bermaydi. Shu bois kiber makondagi asosiy axloqiy

vazifa shaxs avtonomiyasi va jamoat xavfsizligi o‘rtasida oqilona, adolatli va insonparvar muvozanatni ta’minlashdan iborat.

Muhokama natijalariga ko‘ra, shaxsiy ma’lumotlarni himoya qilish masalasida uchta asosiy xato yondashuv mavjud. Birinchi xato yondashuv — shaxsiy ma’lumotlarni faqat texnik xavfsizlik ob’ekti sifatida tushunishdir. Bu yondashuvda asosiy e’tibor parol, shifrlash, server muhofazasi, ma’lumotlar bazasini himoya qilish va kiberxavfsizlik choralariga qaratiladi. Albatta, bunday choralar zarur, ammo ular shaxsiy ma’lumotlarning axloqiy-falsafiy mazmunini to‘liq qamrab olmaydi. Chunki ma’lumotlar himoyalangan serverda saqlanishi mumkin, ammo ulardan shaxs roziligisiz, adolatsiz yoki manipulyativ maqsadlarda foydalanilsa, axloqiy muammo saqlanib qoladi.

Xulosa

Kiber makonda shaxsiy ma’lumotlarni himoya qilish va ijtimoiy nazoratning axloqiy muammolarini ijtimoiy-falsafiy tahlil qilish quyidagi asosiy xulosalarga olib keldi.

Birinchidan, shaxsiy ma’lumotlar raqamli jamiyatda insonning axborot shaklidagi ijtimoiy mavjudligini ifodalaydi. Ular shaxsning faqat ismi, manzili yoki telefon raqami emas, balki uning ijtimoiy aloqalari, qiziqishlari, qadriyatlari, ehtiyojlari, harakatlari va tanlovlarini aks ettiruvchi raqamli identifikatsiya maydonidir. Shu sababli shaxsiy ma’lumotlarni himoya qilish inson qadr-qimmati, shaxsiy daxlsizlik va erkinlikni himoya qilishning muhim sharti hisoblanadi.

Ikkinchidan, kiber makonda ijtimoiy nazorat mutlaq salbiy hodisa emas. U jamoat xavfsizligi, kiberjinoyatchilikka qarshi kurash, firibgarlikni aniqlash, davlat xizmatlarini samarali tashkil etish va zararli axborotdan himoya qilishda muhim vazifani bajarishi mumkin. Biroq nazorat qonuniylik, zarurlik, mutanosiblik, shaffoflik va hisobdorlik tamoyillari bilan cheklanmasa, shaxs erkinligiga xavf tug‘diradi.

Uchinchidan, raqamli nazoratning eng jiddiy axloqiy xavflari rozilikning formallashuvi, shaffoflik yetishmasligi, algoritmik noxolislik, ma’lumotlarning tovarlashuvi, shaxsiy avtonomiyaning cheklanishi va ijtimoiy ishonchning pasayishida namoyon bo‘ladi. Bu xavflar texnik emas, balki chuqur ijtimoiy-falsafiy xarakterga ega. Chunki ular insonning mustaqil qaror qabul qilish, o‘zini o‘zi belgilash va jamiyatda teng sub’ekt sifatida ishtirok etish imkoniyatiga ta’sir qiladi.

To‘rtinchidan, shaxsiy ma’lumotlarni himoya qilish va ijtimoiy nazorat o‘rtasidagi muvozanat “erkinlik yoki xavfsizlik” ziddiyati sifatida emas, balki “erkinlik va xavfsizlikning insonparvar uyg‘unligi” sifatida talqin qilinishi lozim. Bunday uyg‘unlik shaxs avtonomiyasi, jamoat xavfsizligi, texnologik shaffoflik, ijtimoiy adolat va hisobdorlikning birgalikda amal qilishi orqali ta’minlanadi.

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JAMIYAT BARQARORLIGIGA TAHDID SOLUVCHI JINOYATCHILIK: TINCHLIK VA XAVFSIZLIK MUAMMOLARI

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Annotatsiya. *Mazkur maqolada tinchlik va xavfsizlikka qarshi jinoyatchilikning asosiy ko'rinishlari, ularning kelib chiqish omillari hamda jamiyat taraqqiyotiga salbiy ta'siri ilmiy jihatdan tahlil qilinadi. Terrorizm, ekstremizm, separatizm, transmilliy jinoyatchilik va kiberjinoyatlar kabi xavfli tahdidlarning davlat barqarorligi, inson huquqlari va ijtimoiy xavfsizlikka ta'siri yoritib beriladi. Shuningdek, globallashuv jarayonida mazkur jinoyatlarning ko'lam kengayishi, ularning oldini olishning huquqiy, siyosiy va ma'naviy asoslari haqida fikr yuritiladi. Tadqiqot davomida tinchlik va xavfsizlikni ta'minlashda xalqaro hamkorlik, milliy qonunchilik hamda fuqarolik jamiyati institutlarining o'rni muhim ekanligi asoslab berilgan.*

Kalit so'zlar: *Jinoyat, jamiyat, ma'naviy muhit, jinoyatchilik, huquqbuzarlik, ahloqiy me'yorlar, ijtimoiylashuv, ijtimoiy xavf, ayb, jazo, ma'naviy-madaniy hayot, fuqarolik ma'suliyati, ijtimoiy munosabatlar.*

CRIME THREATENING SOCIAL STABILITY: PROBLEMS OF PEACE AND SECURITY

Abstract. *This article scientifically analyzes the main forms of crimes against peace and security, their causes, and their negative impact on the development of society. It highlights the effects of dangerous threats such as terrorism, extremism, separatism, transnational crime, and cybercrime on state stability, human rights, and social security. The article also discusses the expansion of these crimes in the context of globalization, as well as the legal, political, and spiritual foundations for their prevention. During the research, the important role of international cooperation, national legislation, and civil society institutions in ensuring peace and security is substantiated.*

Keywords: *crime, society, spiritual environment, criminality, delinquency, moral norms, socialization, social danger, guilt, punishment, spiritual and cultural life, civic responsibility, social relations.*

УГРОЗА ПРЕСТУПНОСТИ ДЛЯ СОЦИАЛЬНОЙ СТАБИЛЬНОСТИ: ПРОБЛЕМЫ МИРА И БЕЗОПАСНОСТИ

Аннотация. *В данной статье научно анализируются основные проявления преступности против мира и безопасности, факторы их возникновения, а также их негативное влияние на развитие общества. Освещается воздействие таких опасных угроз, как терроризм, экстремизм, сепаратизм, транснациональная преступность и киберпреступность, на стабильность государства, права человека и общественную безопасность. Также рассматриваются вопросы расширения масштабов данных преступлений в условиях глобализации, а также правовые, политические и духовно-нравственные основы их предупреждения. В ходе исследования обосновывается важная роль международного сотрудничества, национального законодательства и институтов гражданского общества в обеспечении мира и безопасности.*

Ключевые слова: *преступление, общество, духовная среда, преступность, правонарушение, нравственные нормы, социализация, общественная опасность, вина, наказание, духовно-культурная жизнь, гражданская ответственность, общественные отношения.*

Kirish. Yangi asrda harbiy tajovuz bilan bog'liq jinoyatlar ham ko'paydi. O'tgan asr davomida keng e'tirof etilgan xalqaro huquq meyorlari, Birlashgan Millatlar Tashkilotining mintaqalardagi tinchlikni saqlash maqsadidagi sa'y-harakatlari davlatlar o'rtasidagi qurolli to'qnashuvlarni bir qadar cheklab turgan bo'lsa, yangi asrda bu choralar harbiy tajovuzlarning oldini olish uchun kifoya qilmay qo'ydi. Yangi asrdagi geosiyosiy ziddiyat, bir-biriga diametral qarama-qarshi bo'lgan siyosiy va iqtisodiy manfaatlar tajovuzkor siyosatni, harbiy bosimni, harbiy kuch ishlatishni siyosiy maqsadlarga erishishning asosiy vositalaridan biriga aylantirdi. Bugung kunda ayrim davlatlar va siyosiy kuchlar

muxoliflarga harbiy yo‘l bilan ta’sir o‘tkazishni o‘z maqsadlariga erishishning qonuniy vositasi sifatida ko‘rmoqdalar. Bunday yondashuv qator mintaqalarda katta qurbonlarga va gumanitar inqirozlarga olib kelmoqda.

Mavzuga oida adabiyotlar tahlili. Mazkur tadqiqotlar asnosida turli darajadagi ilmiy natijalar olingan. Jumladan, Cambridge Institute of Criminologyda jinoyatchilikning og‘irligi va ta’sirini o‘lchash uchun maxsus o‘lchovlar tizimi ishlab chiqilgan. Criminology, Policing, and Security Research and Innovation Groupda davlat va xalqaro hamjamiyatning jinoyatchilik bilan kurash borasidagi hamkorligi modeli yaratilgan, Institute for Social Justice and Crimeda jinoyat sodir etgan fuqarolarni jamiyatga qayta integratsiya qilish tavsiyalari umumlashtirilgan, Crime. So‘nggi yillarda mavzuga doir qator e’tiborga loyiq monografiya va maqolalar ilmiy jamoatchilik hukmiga havola qilindi. Xususan, xorijiy mamlakatlarda J. Abraxam, Y. Kang, V. Chekkato, P. Nesman, F. Duarte, S. Gao, L. Lyungkvist, F. Chjan, S. Rattiklarning ilmiy ishida ijtimoiy muhit bilan jinoyatchilik darajasi o‘rtasidagi aloqadorlik, M.K. Anser, Z. Yusuf va A.A. Nassani ilmiy ishida jinoyatchilik va ijtimoiy xarajatlar o‘rtasidagi dinamik bog‘liqliklarni o‘rganganlar.

Tadqiqot metologiyasi. Tadiqiqot ishida dialektik tahlil, tarixiy tahlil, ijtimoiy tahlil, mantiqiy tahlil, kontent-tahlil, solishtirma tahlil kabi ilmiy bilish usullaridan foydalanilgan.

Tahlil va natijalar. Xalqaro huquqshunoslar Iroqqa nisbatan 2003 yilda amalga oshirilgan harbiy harakatlarni tajovuz sifatida baholadilar va keskin tanqid ostiga oldilar. Mazkur harakatlar BMT mandatiga asoslanmagani xalqaro huquq meyorlarining qo‘pol ravishda buzilishi sifatida baholandi. Ushbu harbiy tajovuz oqibatida yuz minglab kishilar hayotdan ko‘z yumdilar, mamlakat esa uzoq yillik beqarorlik davriga qadam qo‘ydi[8:33-35]. Ekspertlarning katta qismi 2014 yildan buyon Ukrainada kechayotgan mojarolarni ham harbiy tajovuz sifatida tavsiflamoqdalar. Ularning fikriga ko‘ra, Qrimning anneksiya qilinishi, undan keyingi qurolli to‘qnashuvlar ham xalqaro huquq meyorlari va davlat suvereniteti tamoyillrining buzilishidan boshqa narsa emas. Yaqin Sharqdagi boshqa tajovuzlar, Yamandagi qonli to‘qnashuvlar, G‘azdagi harbiy harakatlar tinch aholiga nisbatan zo‘ravonlik, inson huquqlari va erkinliklarining qo‘pol ravishda buzilishi va insonparvarlik inqirozining chuqurlashishi bilan namoyon bo‘ldi. Bu misollar XXI asrda harbiy tajovuz bilan bog‘liq jinoyatlar kengayganini, davlatlar o‘rtasida kuch ishlatish tendensiyasi yanada kuchayganini aniq namoyon etadi. Mazkur xavfli tendensiya natijasida jahonda xalqaro huquq meyorlarining qadr-qimmati zaiflashib bormoqda, insoniyat tinchligi va barqaror taraqqiyotiga jiddiy tahdidlar yuzaga kelmoqda.

Zamonaviy kishilik jamiyatida tinchlik va xavfsizlikka qarshi jinoyatchilikning bot-bot yuz ko‘rsatayotgan ko‘rinishlaridan biri genotsid bilan bog‘liq. Genotsid - “insoniyatga qarshi qaratilgan eng og‘ir jinoyatlardan biri, biror-bir milliy, etnik, irqiy, diniy yoki boshqa tarixan shakllangan madaniy-etnik guruhni yoki guruh a’zolarini o‘ldirish; ularning sog‘lig‘iga og‘ir zarar yetkazish, bunday guruhda bola tug‘ilishining oldini olishga mo‘ljallangan chora-tadbirlar; oiladan bolalarni olib qo‘yish; bu guruhni butunlay yoki qisman jismoniy yo‘q qilishga mo‘ljallangan turmush sharoitlarini atayin yaratish yo‘llari bilan butunlay yoki qisman yo‘q qilish maqsadida amalga oshiriladigan vayronkor amaliyotdir” [9;254]. O‘tgan asrda tinchlik va xavfsizlikka qarshi jinoyatchilikning mazkur ko‘rinishi xalqaro jinoyat sifatida tan olindi. Xususan, 1948 yilda BMTning “Genotsid jinoyatini oldini olish va uning uchun jazolash to‘g‘risidagi Konvensiyasi” qabul qilindi[10]. Bir qarashda bu sa’y-harakatlar mazkur jinoyatlarning ildiziga bolta uradigandek, uni batamom tarixning chirkin sahifalarida qoldiradigandek edi. Biroq, ko‘rilgan choralarga qaramasdan XX asr mobaynida genotsid jinoyati takror va takror namoyon bo‘lishda davom etdi. Xalqaro hamjamiyat, huquq ekspertlari ikkinchi jahon urushidan so‘ng sodir bo‘lgan quyidagi voqealarni genotsid sifatida e’tirof qildi: a) 1960 yilning avgustida Tibetda tibetliklarni diniy guruh sifatida yo‘q qilishga qaratilgan urinishlar; b) 1975-1979 yillarda Kambodjada Pol Pot va Iyeng Sari tuzu-mi tomonidan uch milliongacha kambodjaliklarning qirib tashlanishi; v) 1987-1989 yillarda Anfal operatsiyasi jarayonida Iroq qo‘shinlari tomonidan Shimoliy Iroqdagi kurd aholisining qirib tashlanishi; g) 1994 yilda Ruandada ommaviy qirg‘in natijasida xutu qabilasi vakillari tomonidan tutsi qabilasidan 800 ming kishining qirib tashlanishi; d) 1995 yilda Srebrenitsada Bosniya serblari tomonidan bosniyalik musulmonlarning ommaviy tarzda o‘ldirilishi[9;254].

Afsuski, genotsid jinoyatlarining sodir etilishi yangi asrda ham barham topganicha yo‘q. Bugun ham ayrim mamlakatlarda bunday jinoyatlarga yo‘l qo‘yilgani qayd etilmoqda. Ularning eng yorqin misollaridan biri Sudanning Darfur mintaqasida sodir etilgan qatag‘onlardir. 2003 yildan boshlangan bu mojaroda hukumat qo‘shinlari va ularga yordam bergan guruhlar qora tanli mahalliy aholiga qarshi ommaviy zo‘ravonliklarni amalga oshirdi. Natijada minglab odamlar halok bo‘ldi, millionlab insonlar qochqinga aylandi[11;120]. Iroqda 2014 yilda “Islom davlati” nomi ostida tanilgan terrorchilik tashkiloti yezidlarga qarshi ommaviy qirg‘inni amalga oshirildi. Qirg‘in natijasida yuzlab ayollar asir olindi, ko‘plab bolalar qul qilib sotib yuborildi, minglab odamlar shafqatsizlarcha o‘ldirildi[12;117-124]. Bularning barchasi yangi asrda ham tinchlik va xavfsizlikka qarshi jinoyatlarning mazkur ko‘rinishi saqlanib qolayotganidan dalolat beradi.

XXI asrda tinchlik va xavfsizlikka qarshi jinoyatlarning eng tahdidlilaridan biri turli harbiy guruhlarga jangchi sifatida yollanish bilan bog‘liq bo‘lib qoldi. Geosiyosiy ziddiyatlar turli siyosiy kuchlar tomonidan qo‘llab-quvvatlanadigan xususiy harbiy kompaniyalar, terroristik guruhlar sonini misli ko‘rilmagan darajada ko‘paytirdi. Bu kompaniya va guruhlar jahonning o‘nlab nuqtalarida harbiy operatsiyalarni amalga oshirmoqdalar. Mazkur

operatsiyalar ko‘plab yollanma jangchilarni jalb qilishni taqozo etadi, albatta. Shuning uchun ham harbiy kompaniyalar va terroristik guruhlar ko‘plab mintaqalarda targ‘ibot va tashviqot ishlariga zo‘r bermoqdalar. “Ahamiyatli jihati shundaki, vayronkor g‘oya va ta’limotlar stixiyali ravishda targ‘ib va tashviq qilinayotgani yo‘q. U shunday targ‘ibotga moslashgan turli markazlar, uyushmalar, institutlar tomonidan puxta o‘ylangan reja va dasturlar asosida, samarali uslub va usullarga tayangan holda olib borilmoqda. Bu markazlar turli axborot byurolari, videomahsulotlar ishlab chiqarish studiyalari, xorijiy tillarda materiallar tayyorlash byurolari, qo‘shiqlar va she’rlar tayyorlash studiyalari, uslubiy bo‘limlarni o‘z ichiga oladi”[13;43].

Barcha mamlakatlarda ana shunday qudratli targ‘ibot mashinasi domiga tushib, harbiy kompaniyalar va guruhlarga yollanganlar soni ortib bormoqda. Jahonda harbiy kompaniya va guruhlarga jangchi sifatida yollanganlarning aniq soni ma’lum emas. Biroq mazkur kompaniya va guruhlarda ja’m bo‘lgan jangarilar soniga qarab xulosa chiqaradigan bo‘lsak, gap ming-minglab yoshlar haqida borayotganiga amin bo‘lamiz.

Yollanish ko‘plab jamiyatlar, davlatlar, butun jahon hamjamiyati uchun qator jiddiy oqibatlarni keltirib chiqarmoqda. Yollangan jangchilar o‘zlari faoliyat olib borgan hududdagi infratuzilmalarni - yo‘llar, ko‘priklar, maktablar, shifoxonalar va muhim strategik obyektlarni qasddan yo‘q qilmoqdalar, shu hududdagi iqtisodiy barqarorlikni izdan chiqarmoqdalar. Bunday vayronagarchilik natijasida harbiy mojarolarga tortilgan hudud iqtisodiyoti keskin qulamoqda, aholi turmush darajasi tushib ketmoqda, ijtimoiy inqirozlar yuzaga kelmoqda. Harbiy tajribaga, qurol ishlatish ko‘nikmasiga, zo‘ravonlik psixologiyasiga ega bo‘lgan holda Vataniga qaytgan yollanma jangchilar o‘z yurtlaridagi osoyishta hayotga ham katta tahdid solmoqdalar. Bunday kishilar o‘z tajribalarini yosh avlodga o‘rgatish va shuning bilan yollanma jangchilarning yangi avlodini shakllantirish xavfini ham yuzaga keltirmoqdalar.

Xulosa va takliflar. Tinchlik va xavfsizlikka qarshi jinoyatchilikning bugungi kundagi eng vayronkor ko‘rinishi terrorizm bo‘lib qolmoqda. Terrorizm muayyan ijtimoiy-siyosiy, mafkuraviy yoxud diniy maqsadlarga erishish yo‘lida jamiyatda beqarorlik, aholi orasida esa qo‘rquv uyg‘otishga qaratilgan amaliyotdir. Odatda terroristik harakatlar tinch aholining kundalik turmushini buzishga, ijtimoiy obyektlarni ishdan chiqarishga, kommunikatsiya tarmoqlariga putur yetkazishga, siyosiy rahbarlar yoki jamoat arboblarini jismonan yo‘q qilishga yo‘naltirilgan bo‘ladi[14;12-16]. Zamonaviy terrorizm siyosiy hokimiyatni o‘zgartirishga qaratilgan siyosiy terrorizm, soxta diniy mafkura asosida tashkil etilgan diniy terrorizm, o‘zga millat vakillariga qarshi kurash tufayli vujudga kelgan terrorizm, zamonaviy raqamli texnologiyalarga asoslangan kiberterrorizm shakllarida namoyon bo‘lmoqda[15;12-16]. Xullas, har qanday ijtimoiy shart-sharoitda jinoyatchilik jamiyatning ijtimoiy-iqtisodiy, siyosiy va ma’naviy barqarorligiga salbiy ta’sir ko‘rsatadigan, ravnaqini sekinlashtiradigan omil sifatida namoyon bo‘ladi. U jamiyatning moddiy poydevori bo‘lmish iqtisodiy tizimga shikast yetkazadi, siyosiy barqarorlik va davlat boshqaruvi samaradorligiga tahdid soladi, ijtimoiy sohasining barqaror va uyg‘un ravnaqiga imkon qoldirmaydi, ma’naviy-madaniy hayotni zaiflashtiradi, oilalardagi muhitni buzadi, jamoat xavfsizligini izdan chiqaradi. Binobarin, jinoyatchilik mohiyati va ko‘lami, ijtimoiy oqibatlari va tahdidi nafaqat huquqiy nuqtai nazardan, balki ijtimoiy, iqtisodiy, siyosiy va ma’naviy-madaniy rakursdan ham tahlil qilinmog‘i va baholanmog‘i lozim.

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OLIY TA'LIM TIZIMIDA MA'NAVIY-AXLOQIY TARBIYANING HOZIRGI HOLATI VA MUAMMOLARI

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Annotatsiya: *Mazkur maqolada oliy ta'lim muassasalarida ma'naviy-axloqiy tarbiyaning hozirgi holati va tizimli muammolari tahlil qilinadi. Tadqiqot davomida an'anaviy deklarativ axloqiy tarbiya usullari zamonaviy talabalarning murakkab ijtimoiy-psixologik ehtiyojlarini qondira olmasligini ko'rsatadi. Teatr san'atining talabalar ma'naviy-axloqiy kompetentligini rivojlantirishda innovatsion pedagogik vosita sifatidagi roli asoslanadi. OTM, teatr jamoalari va ma'naviyat markazlarini birlashtiruvchi «Badiiy-pedagogik klister» modeli kontseptsiyasi taklif etiladi. Maqolada teatr pedagogikasi –Forum-teatr, Psixodrama, Sotsodrama –ni ta'lim jarayoniga integratsiya qilish talabalarning ma'naviy-axloqiy kompetentlik ko'rsatkichlarini 30-40 foizga oshirishi mumkinligi ta'kidlanadi. Tadqiqot natijalari ma'naviy-axloqiy tarbiya faqat axborot uzatish bilan cheklanmay, balki talabaning ichki qadriyatlar tizimini o'zgartiruvchi murakkab psixopedagogik jarayon bo'lishi kerakligini tasdiqlaydi.*

Kalit so'zlari: *ma'naviy-axloqiy kompetentlik, oliy ta'lim, teatr pedagogikasi, Forum-teatr, axloqiy tarbiya, axloqiy immunitet, pedagogik dramaturgiya, innovatsion metodlar, qadriyatlar tizimi, badiiy-pedagogik klister.*

CURRENT STATE AND PROBLEMS OF SPIRITUAL-MORAL EDUCATION IN HIGHER EDUCATION

Abstract: *This article analyzes the current state and systemic problems of spiritual-moral education in higher education institutions. The research reveals that traditional declarative methods of moral upbringing no longer meet the complex socio-psychological needs of modern students. The role of theatrical art as an innovative pedagogical tool for developing students' spiritual-moral competence is substantiated. The concept of the «Artistic-Pedagogical Cluster» model is proposed, combining higher educational institutions, theatrical groups, and spiritual-enlightenment centers. The article emphasizes that integrating theatrical pedagogy –Forum-theatre, Psychodrama, and Sotsodrama – into the educational process can increase students' moral competence indicators by 30-40%. The findings confirm that spiritual-moral education should not be limited to information transfer but should represent a complex psycho-pedagogical process that transforms the student's inner value system.*

Key words: *spiritual-moral competence, higher education, theatrical pedagogy, Forum-theatre, moral upbringing, moral immunity, pedagogical drama, innovative methods, value system, artistic-pedagogical cluster.*

СОВРЕМЕННОЕ СОСТОЯНИЕ И ПРОБЛЕМЫ ДУХОВНО-НРАВСТВЕННОГО ВОСПИТАНИЯ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотатция: *В данной стате анализируется современное состояние и системные проблемы духовно-нравственного воспитания в высших учебных заведениях. В ходе исследования выявлено, что традитсионные декларативные методы нравственного воспитания уже не отвечают сложным сотсиально-психологическим потребностям современных студентов. Обосновывается рол театрального искусства как инновационного педагогического инструмента развития духовно-нравственной компетентности студентов. Предлагается консепсия модели «Художественно-педагогического кластера», объединяющего высшие учебные заведения, театралные коллективы и духовно-просветителсские сентры. В стате подчёркивается, что интеграtсия театралной педагогики – Форум-театра, Психодрамы, Сотсиодрамы –в учебный протсесс может повысит показатели нравственной компетентности студентов на 30–40%.*

Ключевые слова: *духовно-нравственная компетентност, высшее образование, театралная педагогика, Форум-театр, нравственное воспитание, нравственный иммунитет, педагогическая драма, инновационные методы, система сенностей, художественно-педагогический кластер.*

Kirish (Introduction). Hozirgi davrda oliy ta'lim muassasalarida talabalarning ma'naviy-axloqiy kompetentligini shakllantirish jarayoni pedagogik fanning eng ustuvor va murakkab yo'nalishlaridan biri bo'lib qolmoqda. Globallashuv sharoitida yoshlarning dunyoqarashini milliy va umuminsoniy qadriyatlar asosida boyitish shunchaki ijtimoiy ehtiyoj emas, balki davlat xavfsizligi va millat barqarorligini ta'minlovchi strategik vazifa sifatida talqin etilmoqda. Oliy ta'lim tizimida ma'naviy-axloqiy tarbiya kontseptsiyasi bugungi kunda talabaning shaxsiy fazilatlari, ijtimoiy mas'uliyati va professional etikasini uyg'unlashtirishga qaratilgan.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoev ta'lim tizimini isloh qilish, yoshlarning ma'naviy-axloqiy tarbiyasini kuchaytirish masalasiga alohida e'tibor qaratib, "Ta'lim va tarbiya – bu hayot-mamot masalasi, kelajak masalasi" ekanini ta'kidlaydi. Shu nuqtai nazardan, maqolaning maqsadi oliy ta'lim tizimidagi ma'naviy-axloqiy tarbiyaning hozirgi holati va tizimli muammolarini tahlil qilish hamda teatr san'ati asosida innovatsion yechim yo'llarini asoslashdan iborat.

Tadqiqotlar shuni ko'rsatadiki, talaba-yoshlarning axloqiy ongini rivojlantirishda faqatgina nazariy bilimlarni berish yetarli emas; bunda tarbiya jarayonining subekt-subekt munosabatlariga asoslanishi, ya'ni talabaning o'zi bu jarayonning faol ishtirokchisi va yaratuvchisiga aylanishi lozim [1]. Amaldagi pedagogik amaliyotda "Ma'naviyat va ma'rifat" bo'limlari tomonidan olib borilayotgan ishlar mazmunan yangilanayotgan bo'lsa-da, ularning tashkiliy shakllari hamon deklarativ va quruq targ'ibot xarakteridan to'liq xalos bo'lgani yo'q.

Mavzuga oid adabiyotlarning tahlili (Literature review). O'zbekiston pedagogika ilmida ma'naviy-axloqiy tarbiya muammosi umumiy pedagogika va tarbiya nazariyasi doirasida keng yoritilgan. O.Musurmonova ma'naviy qadriyatlar va yoshlar tarbiyasi masalasini o'rganib, tarbiyaviy jarayonning milliy asoslarini aniqlagan [1]. X.I. Ibragimov va Sh.A. Abdullaeva pedagogika nazariyasi darsligida tarbiyaning shaxs kamolotidagi o'rni batafsil tahlil qilingan [2]. K. Hoshimov va S.Safoeva pedagogika tarixi asarida milliy tarbiyaviy an'analarning zamonaviy ta'lim tizimidagi roli ko'rsatilgan [3].

N.T. Omonov va boshqalarning pedagogik texnologiyalar va pedagogik mahorat bo'yicha tadqiqotlarida innovatsion o'qitish metodlarining ma'naviy tarbiyaga ta'siri o'rganilgan [4]. A.Zunnunov va R.A. Mavlonova kabi o'zbek pedagog-olimlari ham axloqiy tarbiyaning tizimli asoslarini ishlab chiqishga muhim hissa qo'shganlar [5, 6]. J.G'. Yo'ldoshev va S.A. Usmonov zamonaviy pedagogik texnologiyalarni amaliyotga joriy qilish bo'yicha tadqiqotlarida ma'naviy-axloqiy tarbiyaning innovatsion mexanizmlarini tahlil qilganlar [7].

Tadqiqotlar tahlili shuni ko'rsatadiki, an'anaviy pedagogik yondashuvlar ma'naviy-axloqiy kompetentlikni rivojlantirishda yetarli samaradorlikni ta'minlay olmaydi. Bu holat innovatsion metodlar, xususan teatr pedagogikasini ta'lim jarayoniga integratsiya qilishni taqozo etadi.

Tadqiqot metodologiyasi (Research Methodology). Tadqiqotda qiyosiy-tahliliy, tizimli va aksiologik metodlardan foydalanildi. Oliy ta'lim muassasalarida olib borilgan pedagogik kuzatishlar, so'rovnomalar va empirik tahlillar asosida holat baholanadi. Mavjud ilmiy adabiyotlar, normativ hujjatlar va xalqaro tajribalar tahlil qilindi. Tadqiqot natijalarining ishonchliligi pedagogik kuzatishlar, statistik ma'lumotlar va qiyosiy tahlil orqali ta'minlandi.

Tadqiqot metodologiyasining asosini shaxsga yo'naltirilgan (faoliyatga asoslangan) yondashuv tashkil etadi. Bu yondashuv talabani ta'lim-tarbiya jarayonining faol subekti sifatida ko'rib, uning ichki motivatsiyasi, qadriyatlari va ijtimoiy tajribasini rivojlantirishga yo'naltiradi. Teatr pedagogikasining tarbiyaviy imkoniyatlarini baholashda Stanislavski ta'limoti, Platon, Aristotel va Kantning falsafiy qarashlari nazariy asos sifatida xizmat qildi.

Tahlil va natijalar (Analysis and results). Oliy ta'lim pedagogikasida ma'naviy-axloqiy kompetentlik tushunchasi talabaning o'z xulq-atvorini ijtimoiy normalar bilan muvofiqlashtira olishi, murakkab hayotiy vaziyatlarda axloqiy tanlovni amalga oshirish qobiliyati sifatida tushuniladi. Bugungi kunda ushbu jarayonni tashkil etishda tizimlilik prinsip yetakchi o'rin egallaydi, biroq tahlillar ko'rsatishicha, ko'plab OTMlarda tarbiyaviy ishlar o'quv jarayonidan uzilib qolgan [2]. Ayniqsa, texnik va muhandislik yo'nalishlarida gumanitar fanlar blokining qisqarishi talabalarning estetik didi va ma'naviy dunyosining torayishiga sabab bo'layotgani sir emas.

Mazkur muammoni sotsial-psixologik jihatdan o'rganish shuni ko'rsatadiki, zamonaviy talabaning qadriyatlar tizimida pragmatizm va individualizm unsuri kuchayib borayotgani kuzatiladi [3]. Bu holat ta'lim tizimidagi tarbiya mexanizmlarini qayta ko'rib chiqishni taqozo etadi. Ma'naviy-axloqiy kompetentlikni rivojlantirishda faqat dars darsliklari bilan cheklanib qolmasdan, talabalarning bo'sh vaqtini mazmunli tashkil etishda san'at va madaniyat muassasalari, xususan, teatr san'ati bilan integratsiyani kuchaytirish zarur.

Hozirgi sharoitda oliy ta'limda ma'naviy-axloqiy muhitni sog'lomlashtirish uchun muhim jihat –bu o'qituvchi va murabbiylarning shaxsiy namunasi masalasidir. Pedagogik etika qoidalariga ko'ra, o'qituvchi faqat axborot yetkazuvchi emas, balki yuksak axloqiy ideal darajasida namoyon bo'lishi kerak [4]. Shu sababli, ma'naviy-axloqiy tarbiya tizimini isloh qilishni, avvalo, pedagoglar tarkibining ma'naviy qiyofasini shakllantirish va ularning metodik mahoratini oshirishdan boshlash lozim.

Oliy ta’lim tizimida talabalar ma’naviy-axloqiy kompetentligini shakllantirish jarayoni bir qator obektiv va subektiv to‘siqlarga duch kelmoqda. Ko‘p hollarda oliy o‘quv yurtlarida ma’naviy-axloqiy tarbiya faqatgina ma’lumot berish, ya’ni deklarativ xarakterdagi targ‘ibot-tashviqot ishlari bilan cheklanib qolmoqda [5]. Bunday yondashuv talabalarda axloqiy bilimlarni shakllantirsa-da, ularni hayotiy e’tiqodga va amaliy ko‘nikmaga aylantira olmayapti.

Yana bir jiddiy muammo – bu oliy ta’lim muassasalarida ma’naviy-axloqiy muhitni baholash va monitoring qilishning ilmiy asoslangan kriteriyalarining yetishmasligidir. Hozirda talabaning ma’naviy kamoloti ko‘pincha uning tadbirlardagi ishtiroki yoki tartib-intizomi bilan o‘lchanadi, biroq uning ichki qadriyatlar tizimi e’tibordan chetda qolmoqda [6]. Ma’naviy-axloqiy kompetentlik – bu murakkab psixopedagogik tuzilma bo‘lib, u kognitiv, motivatsion va operatsion komponentlarni o‘z ichiga oladi.

Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi va ijtimoiy tarmoqlarning talabalar hayotiga chuqur kirib borishi ham tarbiyaviy ishlarga o‘zining salbiy ta’sirini o‘tkazmoqda [7]. “Ommaviy madaniyat” namunalari, axloqsizlikni targ‘ib qiluvchi kontentlar yoshlarning estetik didini o‘tmaslashtirib, ularda milliy o‘zlikka nisbatan bepisandlik kayfiyatini uyg‘otmoqda. Buning o‘rniga talabalarda axborotni filtrlash, tanqidiy tahlil qilish va axloqiy immunitetni shakllantirish bo‘yicha tizimli ishlar olib borilishi zarur.

Bundan tashqari, professor-o‘qituvchilarning ma’naviy-axloqiy tarbiya jarayonidagi metodik tayyorgarligi ham bugungi kun talablariga to‘liq javob bermaydi [4]. Ko‘p hollarda maxsus fan o‘qituvchilari tarbiyaviy ishlarni o‘zlarining bevosita vazifalaridan tashqaridagi faoliyat deb hisoblaydilar. Vaholanki, har qanday fanni o‘qitish jarayoni o‘zida ulkan axloqiy salohiyatni mujassam etadi.

Teatr san’atining o‘ziga xosligi shundaki, u talabadagi empatiya, ya’ni o‘zgalar hissiyotini tushunish va ularga hamdard bo‘lish qobiliyatini rivojlantirishning eng qulay modelidir [7]. Sahnada ma’lum bir rolni ijro etish jarayonida talaba o‘sha qahramonning axloqiy dunyosiga kirib boradi, uning xatolaridan xulosa chiqaradi va bu jarayon uning ongsiz darajasidagi axloqiy filtrlarini shakllantiradi. Bunday yondashuv “pedagogik dramaturgiya” tamoyili asosida qurilib, ta’lim oluvchini passiv tinglovchidan faol ijodkorga aylantiradi.

Tarbiya tizimiga “Sotsodrama” va “Psixodrama” elementlarini olib kirish ham dolzarb ahamiyatga ega. Talabalar hayotida uchraydigan ziddiyatli vaziyatlarni –korrupsiya, loqaydlik, ota-ona bilan munosabatlar – kichik sahna ko‘rinishlari orqali tahlil qilish, ularga axloqiy yechim topish talabalarda amaliy axloqiy kompetensiyalarni rivojlantiradi [2]. Bu metodika talabaga real hayotda xato qilmasdan turib, xato qilishning oqibatlarini anglash imkonini beradi.

Ma’naviy-axloqiy tarbiya jarayonida “katarsis” (poklanish) effekti markaziy o‘rin tutadi [5]. Ya’ni, talaba sahnadagi qahramonning ruhiy azoblari, xatolari va axloqiy yuksalishini ko‘rish orqali o‘z ichki dunyosida ham shu kabi jarayonlarni boshidan o‘tkazadi. Bu esa yoshlarda milliy va umuminsoniy qadriyatlarga nisbatan daxldorlik hissini uyg‘otadi.

Teatr san’atining korreksion imkoniyatlari talabalarda “ommaviy madaniyat” ta’sirida shakllangan yuzaki qarashlarni va axloqiy nihilizmni bartaraf etishda nihoyatda samaralidir [1]. Badiiy-estetik vositalar orqali talabaning axloqiy qarashlariga ta’sir ko‘rsatish, uning ongida «axloqiy immunitet»ning shakllanishini ta’minlaydi. Oliy ta’lim tizimida teatr pedagogikasining joriy etilishi tarbiya mazmunini boyitib, uni quruq pand-nasihatdan jonli muloqot va jonli kechinmaga aylantiradi.

Istiqbolli model sifatida «Badiiy-pedagogik klister» tizimini taklif etish mumkin. Ushbu tizim doirasida OTM, teatr jamoalari va ma’naviyat markazlarining o‘zaro hamkorligi talabalarning bo‘sh vaqtini mazmunli tashkil etish bilan birga, ularning kasbiy etikasini shakllantirishga ham xizmat qiladi. Tadqiqotimiz jarayonida aniqlanganidek, ma’naviy-axloqiy tarbiya jarayonida san’at elementlaridan foydalanish talabalardagi stress darajasini kamaytiradi va ularning ijtimoiy moslashuvini tezlashtiradi.

Ma’naviy-axloqiy kompetentlik – bu faqatgina tartib-intizom emas, balki shaxsning ichki erkinligi va mas’uliyatining uyg‘unligidir. Teatr san’ati aynan mana shu ichki erkinlikni tarbiyalaydi, talabaga o‘zligini namoyon etish uchun maydon beradi. Pedagogik jarayonni san’at bilan sintez qilish orqali talabaning ichki intellektual-axloqiy salohiyatini to‘liq namoyon etishga erishish mumkin.

Xulosa va takliflar (Conclusion/Recommendations). Xulosa qilib aytganda, oliy ta’lim tizimida ma’naviy-axloqiy kompetentlikni rivojlantirishning an’anaviy usullari inqirozga yuz tutayotgan hozirgi bosqichda, ta’lim oluvchilarning emotsional va intellektual sohalariga birdek ta’sir ko‘rsatuvchi innovatsion mexanizmlarni joriy etish ob’ektiv zaruriyatga aylandi. Teatr san’ati shunchaki madaniy hordiq vositasi emas, balki shaxsning axloqiy o‘z-o‘zini anglashini faollashtiruvchi kuchli pedagogik asbob sifatida namoyon bo‘ladi.

Talabalarning ma’naviy-axloqiy kompetentligini rivojlantirishdagi to‘siqlar kompleks xarakterga ega bo‘lib, ularni bartaraf etish tarbiya jarayonini gumanitarizatsiya qilishni, innovatsion badiiy-estetik vositalarni (xususan, teatr san’ati elementlarini) keng joriy etishni hamda pedagogik diagnostikani takomillashtirishni talab etadi. Ma’naviy-axloqiy tarbiya shunchaki axborot almashish emas, balki talaba qalbi va ongida insonparvarlik qadriyatlarini qayta qurish jarayonidir.

Quyidagi tavsiyalar ilgari suriladi: birinchidan, oliy ta’lim muassasalarida teatr pedagogikasiga asoslangan maxsus kurs yoki modul joriy etish; ikkinchidan, «Badiiy-pedagogik klister» tizimini yaratish orqali OTM, teatr jamoalari va ma’naviyat markazlari o‘rtasida hamkorlikni yo’lga qo‘yish; uchinchidan, Forum-teatr, improvizatsiya va sotsodrama metodlarini o‘quv jarayoniga integratsiya qilish; to‘rtinchidan, ma’naviy-axloqiy kompetentlikni baholashda “Axloqiy kundaliklar” va “Refleksiv hisobotlar” kabi innovatsion diagnostik vositalardan foydalanish; beshinchidan, pedagoglar malakasini teatr pedagogikasi metodikasi bo‘yicha oshirish uchun maxsus kurslar tashkil etish.

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YANGI O‘ZBEKISTONDA ADOLAT G‘OYASINING IJTIMOIY-FALSAFIY TALQINI

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Annotatisya. *Mazkur maqolada Yangi O‘zbekistonni barpo etish sharoitida adolat g‘oyasining ijtimoiy-falsafiy mazmun-mohiyati tadqiq etiladi. Muallif adolat tushunchasining huquqiy me’yordan davlatning aksiologik poydevoriga aylanish jarayonini tahlil qiladi. Tadqiqotda “Inson qadri uchun” tamoyili va yangi tahrirdagi Konstitutsiyada belgilangan “ijtimoiy davlat” modelining falsafiy asoslari yoritilgan. Shuningdek, Yusuf Xos Hojibning adolatli davlat boshqaruvi haqidagi qarashlari zamonaviy islohotlar kontekstida qiyoslanadi.*

Kalit so‘zlar. *adolat, Yangi O‘zbekiston, inson qadri, ijtimoiy davlat, Yusuf Xos Hojib, ijtimoiy falsafa, islohotlar, aksiologiya, davlatchilik, adolatli jamiyat.*

ФИЛОСОФСКАЯ СУЩНОСТЬ И РОЛЬ КАТЕГОРИЙ СПРАВЕДЛИВОСТИ, РАВЕНСТВА И СВОБОДЫ В РАЗВИТИИ ОБЩЕСТВА

Аннотатsiя. *В данной статье исследуется социально-философское содержание идеи справедливости в условиях строительства Нового Узбекистана. Автор анализирует процесс трансформатsiи понятия справедливости из правовой нормы в аксиологический фундамент государства. В исследовании освещаются философские основы принципа «Ради достоинства человека» и модели «социального государства», закрепленной в новой редакции Конституции. Также проводится сопоставление взглядов Юсуфа Хос Хаджиба о справедливом государственном управлении в контексте современных реформ.*

Ключевые слова. *справедливость, Новый Узбекистан, достоинство человека, социальное государство, Юсуф Хос Хаджиб, социальная философия, реформы, аксиология, государственность, справедливое общество.*

THE PHILOSOPHICAL NATURE OF THE CATEGORIES OF JUSTICE, EQUALITY, AND FREEDOM AND THEIR ROLE IN THE DEVELOPMENT OF SOCIETY

Annotation. *This article explores the socio-philosophical essence of the idea of justice in the context of building a New Uzbekistan. The author analyzes the transformation of the concept of justice from a legal norm into an axiological foundation of the state. The research highlights the philosophical foundations of the "For Human Dignity" principle and the "social state" model established in the newly revised Constitution. Furthermore, it compares Yusuf Khos Khojib's views on just governance within the context of contemporary reforms.*

Keywords. *justice, New Uzbekistan, human dignity, social state, Yusuf Khos Khojib, social philosophy, reforms, axiology, statehood, just society.*

Insoniyat sivilizatsiyasi tarixida adolat tushunchasi hamisha jamiyatning barqarorligini, davlatning qudratini va insonlar o‘rtasidagi munosabatlarning ma’naviy mezonini belgilovchi markaziy kategoriya bo‘lib kelgan. Yangi O‘zbekistonni barpo etish jarayonida adolat g‘oyasi shunchaki huquqiy tamoyil emas, balki mamlakatni modernizatsiya qilish va Uchinchi Renessans poydevorini qurishning strategik mafkuraviy asosi sifatida namoyon bo‘lmoqda. Ijtimoiy-falsafiy nuqtai nazardan adolat — bu jamiyatdagi ijtimoiy ne’matlarning taqsimlanishi, inson huquq va erkinliklarining ta’minlanishi hamda davlat va fuqaro o‘rtasidagi o‘zaro mas’uliyatning uyg‘unligidir. O‘zbekiston Respublikasi Prezidenti Shavkat Mirziyoev qayd etganidek: **“Adolat — davlatchilikning mustahkam poydevoridir. Qonun ustuvor bo‘lgan jamiyatdagina adolat qaror topadi, inson huquqlari ishonchli himoya qilinadi”** [1; Б. 508].

Yangi O‘zbekistonda adolat g‘oyasining ijtimoiy-falsafiy talqini “Inson qadri uchun” tamoyili bilan uzviy bog‘liq bo‘lib, u shaxsning manfaatlarini davlat manfaatlaridan ustun qo‘yishni nazarda tutadi. Bu jarayonda adolat konsepsiyasi an’anaviy huquqiy tushuncha doirasidan chiqib, aksiologik mazmun kasb etmoqda. Davlat boshqaruvining

yangi bosqichida adolat — ijtimoiy tengsizlikni yumshatish, kambag‘allikni qisqartirish va har bir fuqaroga o‘z salohiyatini ro‘yobga chiqarish uchun imkoniyat yaratish sifatida talqin qilinmoqda. Yangi tahrirdagi Konstitutsiyada O‘zbekistonning “ijtimoiy davlat” deb e’lon qilinishi adolat g‘oyasining huquqiy va falsafiy transformatsiyasining oliy ifodasi bo‘ldi [2]. Zero, ijtimoiy adolatsizlik hukm surgan muhitda jamiyatning ma’naviy yangilanishi va barqaror iqtisodiy o‘sishga erishish imkonsizdir.

Mazkur tadqiqotning dolzarbligi shundaki, bugungi globallashuv va mafkuraviy ziddiyatlar sharoitida milliy davlatchilik asoslarini mustahkamlashda adolat g‘oyasining ijtimoiy-falsafiy jihatlarini ilmiy asoslash hayotiy zaruratga aylandi. Adolat tushunchasining tarixiy-milliy ildizlari, xususan, Amir Temurning “Kuch - adolatdadir” tamoyili va Forobiyning “fozil jamiyat” haqidagi qarashlari zamonaviy islohotlar kontekstida qayta tahlil qilinishi lozim [3; Б. 160].

Maqolaning maqsadi - Yangi O‘zbekistonda adolat g‘oyasining ijtimoiy-falsafiy mohiyatini ochib berish, uning jamiyat hayotidagi funksiyalarini aniqlash va inson qadrini ulug‘lashdagi strategik o‘rnini ilmiy asoslab berishdan iborat.

Yangi O‘zbekiston taraqqiyot bosqichida adolat g‘oyasining ijtimoiy-falsafiy transformatsiyasini tadqiq etishda bir qator ilmiy-falsafiy metodlar majmuasidan foydalanildi. Tadqiqotning metodologik asosini, birinchi navbatda, **qiyosiy-tarixiy tahlil** metodi tashkil etadi. Ushbu metod yordamida sohibqiron Amir Temur davridagi adolat mezonlari, islom falsafasidagi adolat tushunchasi va zamonaviy demokratik jamiyatlardagi adolat konsepsiyalari qiyosiy o‘rganildi. Bu yondashuv Yangi O‘zbekistondagi adolat g‘oyasining nafaqat tarixiy ildizlarini, balki uning zamon talablariga mos ravishda yangilanish qonuniyatlarini aniqlash imkonini berdi [4; Б. 416].

Tadqiqot jarayonida **dialektik metod** markaziy o‘rin tutadi. Ushbu metod yordamida “davlat manfaati” va “inson qadri” o‘rtasidagi dialektik aloqadorlik, ijtimoiy tenglik va individual erkinlik o‘rtasidagi ziddiyatlar hamda ularning adolat g‘oyasi doirasidagi birligi tahlil qilindi. Shuningdek, **aksiologik yondashuv** orqali adolat g‘oyasining Yangi O‘zbekiston mafkurasidagi o‘rni va uning inson qadrini ulug‘lashdagi qadriyat sifatidagi ahamiyati baholandi. Bunda adolat shunchaki huquqiy norma emas, balki jamiyatning ma’naviy barqarorligini ta’minlovchi oliy qadriyat sifatida tadqiq etildi [5; Б. 56–62].

Ijtimoiy munosabatlarni isloh qilishda adolatning rolini o‘rganishda **sistemali-funksional yondashuv** qo‘llanildi. Ushbu metod jamiyatni yaxlit tizim sifatida ko‘rib, adolatni ushbu tizimning samarali ishlashini ta’minlovchi asosiy drayver sifatida talqin qilishga yordam berdi. Shuningdek, O‘zbekiston Respublikasi Prezidentining asarlari, ma’ruzalari va yangi tahrirdagi Konstitutsiya normalarini ijtimoiy-falsafiy jihatdan talqin qilish uchun **germenevtik metod** hamda mazmun-mohiyatni yoritishda deduksiya va induksiya usullaridan foydalanildi. Ilmiy mushohadalar jarayonida mavjud ijtimoiy voqelik, davlat dasturlarining ijrosi va jamiyatdagi ijtimoiy kayfiyatlarning ilmiy umumlashmalariga tayanildi. [6]

Yangi O‘zbekiston taraqqiyot strategiyasi doirasida amalga oshirilayotgan islohotlarni ijtimoiy-falsafiy tahlil qilish natijasida adolat g‘oyasining transformatsiyasi bo‘yicha quyidagi ilmiy natijalarga erishildi.

Birinchidan, adolat tushunchasining an’anaviy huquqiy chegaralardan chiqib, davlatchilikning aksiologik poydevoriga aylangani aniqlandi. Tadqiqot natijalari shuni ko‘rsatadiki, Yangi O‘zbekistonda adolat konsepsiyasi “Inson qadri uchun” tamoyili orqali ontologik mazmun kasb etgan. Ya’ni, adolat endilikda faqat qonun oldida tenglik emas, balki insonning yashashi, bilim olishi va mehnat qilishi uchun zarur bo‘lgan barcha sharoitlarning davlat tomonidan kafolatlanishi sifatida talqin qilinmoqda. Bu esa jamiyatda ijtimoiy barqarorlikni ta’minlovchi yangi ma’naviy muhitni yuzaga keltirgan [7; Б. 102–108].

Ikkinchidan, adolat g‘oyasining ijtimoiy davlat modeli bilan integratsiyalashuvi natijasida kambag‘allikni qisqartirish va ijtimoiy himoya tizimining falsafiy-metodologik asoslari yangilandi. Natijalar shuni tasdiqlaydiki, “Temir daftar”, “Ayollar daftari” va “Yoshlar daftari” kabi mexanizmlarning joriy etilishi adolatning taqsimlovchi funksiyasini amaliy ifodasi bo‘ldi. Bu jarayonda ijtimoiy adolat - jamiyatning eng muhtoj qatlamlarini qo‘llab-quvvatlash orqali umumiy farovonlikka erishish strategik maqsadi sifatida namoyon bo‘ldi. Iqtisodiy islohotlarning ijtimoiy yo‘naltirilganligi adolat g‘oyasining jamiyat taraqqiyotidagi drayverlik rolini isbotlab berdi [8; Б. 144].

Uchinchidan, adolatli jamiyat qurishda huquqiy va axloqiy normalarning dialektik birligi Yangi O‘zbekistonning mafkuraviy ustuniga aylangani asoslab berildi. Tadqiqot davomida aniqlandiki, Sohibqiron Amir Temurning adolat haqidagi o‘gitlari zamonaviy boshqaruv tizimiga “Xalq davlat idoralariga emas, davlat idoralari xalqimizga xizmat qilishi kerak” degan konsepsiya shaklida singdirilgan. Bu natija davlat va fuqaro o‘rtasidagi munosabatlarni “manfaatlar to‘qnashuvi”dan “o‘zaro mas’uliyat va ishonch” bosqichiga olib chiqdi.

To‘rtinchidan, adolatli sud-huquq tizimining shakllanishi inson huquqlarini falsafiy himoya qilishning oliy bosqichi ekanligi va u jamiyatda huquqiy nigilizmni bartaraf etishning asosiy omili ekanligi ilmiy jihatdan tasdiqlandi [9; Б. 73–85].

Yangi O‘zbekistonda adolat g‘oyasining ijtimoiy-falsafiy transformatsiyasini muhokama qilish jarayonida ushbu kategoriyaning davlatchilik tizimidagi o‘rni fundamental o‘zgarishlarga yuz tutgani namoyon bo‘ladi. Falsafa tarixida adolat tushunchasi hamisha “tenglik” va “loyiqlik” o‘rtasidagi muvozanat sifatida talqin etilgan. Agar G‘arb falsafasida

Jon Roulz adolatni ijtimoiy institutlarning birinchi fazilati va ne'matlarni adolatli taqsimlash tartibi sifatida ko'rgan [10; Б. 607], bo'lsa, Yangi O'zbekiston modelida adolat tushunchasi Sharqona insonparvarlik va ma'naviy mas'uliyat bilan boyitilgan. Bu yerda adolat shunchaki "huquqiy mezon" emas, balki Amir Temur bobomizning «Adolat har bir ishda hamrohimiz va dasturimiz bo'lsin!» degan o'lmas vasiyatining zamonaviy davlatchilik tilidagi ifodasidir. Muhokama shuni ko'rsatadiki, Sohibqironning ushbu tamoyili bugungi kunda "davlat organlari xalqqa xizmat qilishi kerak" degan konseptual o'zgarishning ma'naviy poydevori bo'lib xizmat qilmoqda.

Ijtimoiy-falsafiy tahlillar shuni anglatadiki, adolat g'oyasining Yangi O'zbekistondagi talqinida "Inson qadri" markaziy o'rin egallaydi. Bu borada Prezident Shavkat Mirziyoevning adolatni inson huquqlarini amalda his etishi va teng imkoniyatlar bilan bog'lashi, adolatning ontologik mazmunini "davlat manfaati"dan "shaxs manfaati" tomon yo'naltirganini ko'rsatadi. Bu holat ijtimoiy falsafadagi "ijtimoiy shartnoma" nazariyasini yangi bosqichga olib chiqdi. Endilikda davlat va fuqaro o'rtasidagi munosabatlar faqat qonun bilan emas, balki o'zaro ma'naviy ishonch va adolatli ijtimoiy himoya bilan mustahkamlanmoqda. Tadqiqotchi I.I. Yo'ldoshev qayd etganidek, "adolatli jamiyat qurish jarayonida ijtimoiy barqarorlik bevosita adolatning jamiyatning barcha qatlamlariga kirib borishiga bog'liq" [11; Б. 160]. Shu nuqtai nazardan, "Temir daftar" kabi tizimlar adolatning nafaqat nazariy, balki ijtimoiy-iqtisodiy voqelikdagi eng faol ko'rinishi sifatida muhokama qilinishi lozim.

Muhokamaning yana bir muhim jihati shundaki, Yangi O'zbekistonda adolat g'oyasi Uchinchi Renessans maqsadi bilan dialektik birlikni tashkil etadi. Adolat qaror topgan jamiyatdagina ilm-fan, madaniyat va ma'naviyat yuksaladi. Bu jarayonda adolatning axloqiy negizlari huquqiy normalardan ustuvorlik kasb etmoqda. Zero, adolat - bu nafaqat jazo muqarrarligi, balki ezgulik va haqiqatning tantanasidir. Falsafiy mushohadalar shuni ko'rsatadiki, adolatli jamiyat qurish uchun har bir fuqaroning ongida "adolat mezoni" shakllanishi zarur. S. Otamurodov ta'kidlaganidek, "milliy yuksalish jarayonida adolat g'oyasi millatni birlashtiruvchi mafkuraviy kuchga aylangandagina o'z samarasini beradi" [12; Б. 272]. Demak, adolatli davlat qurish - bu nafaqat huquqiy islohot, balki jamiyatning ma'naviy va falsafiy yangilanish jarayonidir.

Yakuniy muhokama sifatida ta'kidlash joizki, adolatli jamiyat qurishda Amir Temurning tarixiy o'gitlari va Shavkat Mirziyoevning zamonaviy strategik qarashlari o'rtasida izchillik mavjud. Bu izchillik Yangi O'zbekistonning o'z milliy qadriyatlariga tayangan holda global demokratik tamoyillarga integratsiyalashayotganini tasdiqlaydi. Adolat g'oyasining ijtimoiy-falsafiy talqini shuni ko'rsatadiki, Yangi O'zbekiston modelida davlatning oliy vazifasi - har bir inson o'z hayotidan rozi bo'lib yashaydigan, huquq va imkoniyatlar teng kafolatlangan adolatli ijtimoiy muhitni barpo etishdir [13; Б. 56–62]. Mazkur falsafiy yondashuv mamlakatning barqaror taraqqiyotini ta'minlovchi asosiy kafolat bo'lib qolmoqda [14].

Yangi O'zbekistonda adolat g'oyasining ijtimoiy-falsafiy transformatsiyasini tadqiq etish asosida quyidagi yakuniy xulosalarga kelindi.

Birinchidan, adolat tushunchasi mamlakatimizda passiv huquqiy kategoriyadan jamiyatni modernizatsiya qiluvchi va millatni birlashtiruvchi faol strategik kuchga aylandi. Adolatning Yangi O'zbekiston modelidagi bosh xususiyati uning "Inson qadri uchun" tamoyili bilan ontologik yaxlitligida namoyon bo'ladi. Bu borada buyuk mutafakkir Yusuf Xos Hojibning: « ***Beglik negizi adolatdir, adolat ustuni esa to'g'rilikdir. Qaysi bek el-yurtni adolat bilan idora etsa, uning davlati kundan-kunga kuchayadi va mustahkam bo'ladi.*****» [15; Б. 964]** degan hikmatli xulosasi bugungi kunda nafaqat boshqaruv tizimining mezoni, balki har bir fuqaroning hayotiy e'tiqodiga aylanishi zarurligi ijtimoiy-falsafiy jihatdan o'z isbotini topdi. Zero, milliy davlatchilik an'analarimiz va zamonaviy taraqqiyot strategiyasining uyg'unligi mamlakat barqarorligini ta'minlashning asosiy kafolatidir.

Ikkinchidan, adolat g'oyasining transformatsiyasi Yangi tahrirdagi Konstitutsiyada O'zbekistonning "ijtimoiy davlat" deb belgilanishi orqali o'zining huquqiy va falsafiy yechimini topdi. Bu natija adolatning taqsimlovchi funksiyasini yangi bosqichga olib chiqdi: endilikda adolat faqat qonun ustuvorligi emas, balki ijtimoiy himoya, kambag'allikni qisqartirish va har bir insonning o'z salohiyatini ro'yobga chiqarishi uchun davlat tomonidan yaratilgan teng imkoniyatlar majmuidir. Davlat organlarining xalqqa xizmat qilishi haqidagi konseptual o'zgarish adolatning ijtimoiy-falsafiy mazmunini "davlat manfaati"dan "inson manfaati" ustuvorligiga yo'naltirdi.

Uchinchidan, ijtimoiy-falsafiy tahlillar shuni ko'rsatadiki, adolatli jamiyat qurish uzluksiz ma'naviy yangilanish jarayoni bo'lib, u huquqiy islohotlar bilan birgalikda jamiyat a'zolarining axloqiy ongi yuksalishini ham talab etadi. Adolatli ijtimoiy muhit Uchinchi Renessans poydevorini qurishning fundamental sharti hisoblanadi.

To'rtinchidan, adolat g'oyasining Yangi O'zbekiston mafkurasidagi o'rni ijtimoiy barqarorlik va milliy yuksalishni ta'minlovchi ma'naviy o'q bo'lib xizmat qiladi. Adolat millatning ruhiy quvvatini birlashtiruvchi va fuqarolarning kelajakka bo'lgan ishonchini mustahkamlovchi eng oliy qadriyat sifatida namoyon bo'lmoqda.

Yakuniy xulosa sifatida ta'kidlash lozimki, Yangi O'zbekistonda adolat g'oyasining ijtimoiy-falsafiy talqini insonni ulug'lash, uning huquq va manfaatlarini har narsadan ustun qo'yish negiziga qurilgan. Ajdodlarimizning adolatli davlatchilik borasidagi o'gitlari va zamonaviy taraqqiyot strategiyasi o'rtasidagi uzviylik mamlakatimizning o'z milliy

o‘zligiga sodiq holda demokratik yuksalish yo‘lidan borayotganini tasdiqlaydi. Ushbu yo‘nalishdagi ilmiy xulosalar jamiyatning ma’naviy-huquqiy asoslarini yanada mustahkamlashga va har bir inson o‘zini adolatli muhitda erkin his etadigan farovon jamiyatni barpo etishga xizmat qiladi. Adolat nafaqat davlatchilik mezoni, balki Yangi O‘zbekistonning porloq kelajagini ta’minlovchi eng mustahkam ma’naviy poydevordir.

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МЕТОДОЛОГИЧЕСКИЕ ПОДХОДЫ К АНАЛИЗУ КОНЦЕПТА «СЕМЬЯ» В ПОСЛОВИЦАХ И ПОГОВОРКАХ

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Аннотация. *В статье рассматриваются методологические основания анализа концепта «семья» на материале пословиц и поговорок как репрезентантов коллективного языкового сознания. Исследование опирается на комплексный подход, включающий когнитивно-семантический, лингвокультурологический, аксиологический и дискурсивный аспекты. Выявляются ключевые смысловые компоненты концепта «семья», отражающие ценностные установки, нормативные модели поведения и культурные коды, закреплённые в паремиологическом фонде. Особое внимание уделяется структурно-семантической организации пословиц и механизмам репрезентации семейных отношений через устойчивые образы и метафоры.*

Ключевые слова: *концепт, семья, пословицы, поговорки, паремиология, лингвокультурология, когнитивная лингвистика, аксиология, языковая картина мира.*

METHODOLOGICAL APPROACHES TO THE ANALYSIS OF THE CONCEPT “FAMILY” IN PROVERBS AND SAYINGS

Abstract. *The article examines the methodological foundations for analyzing the concept of “family” based on proverbs and sayings as representations of collective linguistic consciousness. The study relies on an integrative approach that combines cognitive-semantic, linguocultural, axiological, and discourse-based perspectives. It identifies the key semantic components of the concept “family,” reflecting value orientations, normative patterns of behavior, and cultural codes embedded in the paremiological corpus. Particular attention is paid to the structural and semantic organization of proverbs and to the mechanisms of representing family relations through stable images and metaphors.*

Keywords: *concept, family, proverbs, sayings, paremiology, linguocultural studies, cognitive linguistics, axiology, linguistic worldview.*

KONTSEPTSIYA TAHLILIGA METODOLOGIK YONDASHUVLAR

Annotatsiya. *Ushbu maqolada maqol va matallarni jamoaviy lingvistik ong vakillari sifatida qo’llagan holda ”oila” tushunchasini tahlil qilishning metodologik asoslari ko’rib chiqiladi. Tadqiqot kognitiv-semantik, lingvomadaniy, aksiologik va diskursiv jihatlarni o’z ichiga olgan kompleks yondashuvga asoslangan. ”Oila” tushunchasining asosiy semantik komponentlari aniqlangan bo’lib, ular paremiologik fondda mustahkamlangan qadriyat tizimlari, normativ xulq-atvor naqshlari va madaniy kodlarni aks ettiradi. Maqollarning strukturaviy va semantik tashkil etilishiga hamda oilaviy munosabatlarni barqaror tasvirlar va metaforalar orqali ifodalash mexanizmlariga alohida e’tibor qaratiladi.*

Kalit so’zlar: *tushuncha, oila, maqollar, matallar, paremiologiya, lingvomadaniy tadqiqotlar, kognitiv lingvistika, aksiologiya, lingvistik dunyoqarash.*

Введение

Современная лингвистическая парадигма характеризуется устойчивым смещением исследовательского интереса от описания языковых единиц к изучению языка как формы репрезентации культурного и когнитивного опыта. В этом контексте особую значимость приобретает анализ концептов как ключевых единиц ментального пространства, обеспечивающих связь между языком, мышлением и культурой. Концепт «семья» занимает в

данной системе центральное положение, поскольку относится к числу базовых универсалий, формирующих ценностное ядро языковой картины мира и отражающих фундаментальные формы социальной организации.

Актуальность обращения к паремиологическому материалу обусловлена тем, что пословицы и поговорки представляют собой особый тип языковых единиц, в которых аккумулируется коллективный опыт, нормативные установки и культурные стереотипы. В отличие от свободных высказываний, паремии характеризуются высокой степенью семантической конденсации и устойчивости, что делает их репрезентативным источником для реконструкции концептуальных структур [1, с. 12; 3, с. 45]. Через пословицы и поговорки реализуется механизм трансляции ценностей от поколения к поколению, благодаря чему они выступают не только как лингвистические, но и как социокультурные феномены.

Концепт «семья» в паремиологическом фонде репрезентируется как сложное многослойное образование, включающее представления о родстве, иерархии, взаимной ответственности, гендерных ролях и моральных нормах. Его языковая актуализация осуществляется через устойчивые образные модели, метафоры и бинарные оппозиции, которые фиксируют традиционные формы восприятия семейных отношений. При этом паремии не только отражают существующие культурные установки, но и выполняют регулятивную функцию, формируя нормативные сценарии поведения.

Методологическая значимость исследования определяется необходимостью комплексного подхода к анализу концепта, поскольку его структура не может быть исчерпывающе описана в рамках одной научной парадигмы. В связи с этим представляется целесообразным интегрировать когнитивно-семантический, лингвокультурологический, аксиологический и дискурсивный подходы, каждый из которых выявляет различные аспекты концептуального содержания. Подобная методологическая синтезация позволяет рассматривать концепт «семья» как динамическую систему, функционирующую на пересечении языковых, культурных и социальных факторов.

Научная новизна работы заключается в систематизации методологических оснований анализа концепта «семья» на материале паремий с акцентом на их интегративный потенциал. В отличие от исследований, сосредоточенных преимущественно на описании отдельных семантических характеристик, в данной работе предпринимается попытка выявить совокупность аналитических процедур, обеспечивающих целостное осмысление концепта как многомерного феномена.

Материалом исследования послужили русские пословицы и поговорки, отражающие различные аспекты семейных отношений, отобранные из авторитетных паремиологических источников. В качестве методов используются описательный, семантический, интерпретативный, а также элементы когнитивного моделирования и дискурсивного анализа.

Теоретические основания исследования концепта.

Проблема концепта в современной лингвистике формируется на пересечении когнитивной, культурологической и семиотической парадигм, что обусловливает множественность его интерпретаций и методологических подходов к его изучению. В наиболее общем виде концепт понимается как единица ментального пространства, репрезентирующая культурно значимый фрагмент действительности и закреплённая в языке в виде совокупности лексических, фразеологических и текстовых средств [4, с. 23; 5, с. 18].

В рамках когнитивной лингвистики концепт рассматривается как форма структурирования знания, включающая совокупность представлений, ассоциаций и интерпретационных моделей. Согласно подходу А. Вежбицкой, концепты обладают универсальной семантической основой, однако их конкретная реализация определяется культурным контекстом [4, с. 56–60]. Это положение позволяет рассматривать концепт «семья» как одновременно универсальное и культурно специфическое образование, варьирующееся в зависимости от историко-культурных условий.

Существенный вклад в разработку теории концепта внёс Ю. Степанов, предложивший рассматривать его как многослойную структуру, включающую три взаимосвязанных компонента [10, с. 41–45]. Понятийный компонент отражает логико-дефинитивные характеристики объекта, ассоциативные и метафорические представления, а также аксиологическую значимость концепта в культуре. Подобная трёхчастная модель представляется продуктивной для анализа концепта «семья», поскольку позволяет учитывать не только его номинативные, но и символические и оценочные аспекты.

В лингвокультурологической традиции концепт интерпретируется как единица культурной памяти, в которой фиксируются устойчивые представления, нормы и ценности, разделяемые языковым сообществом. В этом аспекте особую роль играют паремиологические единицы, поскольку они функционируют как «культурные формулы», аккумулирующие коллективный опыт и обеспечивающие его трансляцию [12, с. 67; 6, с. 15]. Пословицы и поговорки выступают своеобразными когнитивными схемами, посредством которых осуществляется интерпретация социальной реальности, в том числе семейных отношений.

Семиотический подход позволяет рассматривать концепт как знак сложной природы, включённый в систему культурных кодов. В этом контексте концепт «семья» выступает не только как отражение социальной структуры, но и как символическая модель, задающая нормативные сценарии поведения. Через устойчивые языковые формы: метафоры, сравнения, оппозиции — формируется особый тип смысловой организации, в которой взаимодействуют вербальные и культурные значения [9, с. 64].

Особое значение для анализа концепта имеет аксиологический аспект, связанный с выявлением ценностных доминант. Концепт «семья» традиционно относится к числу базовых ценностей, определяющих социальную стабильность и идентичность личности [12, с. 89]. В языковом сознании он репрезентируется через категории долга, ответственности, взаимопомощи, уважения и преемственности поколений. Эти ценностные установки находят отражение в паремиологическом фонде, где семья представлена как нормативная модель социального поведения.

Методологически значимым является также положение о динамическом характере концепта. Несмотря на устойчивость его ядра, периферийные компоненты подвержены изменениям, обусловленным социальными трансформациями. Это особенно важно учитывать при анализе паремиологического материала, который, с одной стороны, фиксирует традиционные представления, а с другой, может отражать процессы их переосмысления. Тем самым теоретическое осмысление концепта «семья» предполагает его рассмотрение как сложной многокомпонентной структуры, включающей когнитивные, культурные и аксиологические элементы. Интеграция различных научных подходов позволяет выявить как универсальные, так и специфические черты данного концепта, что создаёт методологическую основу для его анализа на материале пословиц и поговорок.

Методологические подходы.

Исследование концепта «семья» на материале пословиц и поговорок требует опоры на совокупность взаимодополняющих аналитических процедур, каждая из которых выявляет определённый аспект смысловой организации. Паремиологический материал не допускает одностороннего описания: его семантика формируется на пересечении когнитивных моделей, культурных кодов и ценностных установок, закреплённых в языковом сознании [3, с. 72].

Когнитивно-семантический анализ направлен на реконструкцию тех ментальных структур, которые лежат в основе представлений о семье. Пословицы фиксируют устойчивые схемы осмысления: дом как центр собственного пространства, родственные связи как система иерархий, семья как источник защиты и поддержки [5, с. 34]. В языковом материале проявляются типовые модели: *семья как целостность, семья как порядок, семья как преемственность.* Эти модели реализуются через устойчивые семантические корреляции: дом – тепло, род – исток, родители – авторитет.

Когнитивный анализ позволяет выделить ядро концепта, связанное с идеей единства и устойчивости, и периферию, где актуализируются частные аспекты: материальное благополучие, воспитание, социальный статус.

Лингвокультурологический анализ ориентирован на выявление культурно значимых смыслов, закреплённых в паремиологическом фонде. Пословицы функционируют как формулы коллективного опыта, в которых зафиксированы традиционные представления о семье, распределении ролей и норм поведения. Концепт «семья» в данном аспекте раскрывается через устойчивые культурные сценарии: уважение к старшим, приоритет родственных связей, ценность брака и продолжения рода. Семейные отношения осмысляются не как частная сфера, а как фундамент социальной структуры. Образные компоненты паремий опираются на культурно маркированные символы: дом, очаг, родовое дерево. Эти образы не только обозначают семью, но и задают её интерпретацию как пространства устойчивости и порядка.

Аксиологический анализ выявляет ценностные доминанты, формирующие содержание концепта. В пословицах семья представлена как безусловная ценность, превосходящая материальные и внешние факторы. Смысловая организация паремий строится вокруг нормативных установок: гармония отношений, взаимная поддержка, уважение и ответственность. Нарушение этих норм фиксируется в негативно окрашенных высказываниях, что усиливает регулятивную функцию языка. Ценностная структура концепта «семья» характеризуется устойчивостью: она воспроизводится в различных языковых формах и сохраняет значимость независимо от контекста употребления. При этом аксиологический компонент тесно связан с культурным, поскольку ценности закрепляются через традиционные модели поведения.

Дискурсивный анализ позволяет рассмотреть функционирование пословиц в реальной речевой практике. Паремии о семье активно используются в ситуациях воспитания, наставления, оценки поведения. Они выполняют аргументативную и регулятивную функции, выступая как средство интерпретации жизненных ситуаций. Включение пословицы в высказывание усиливает его прагматический эффект: индивидуальное мнение приобретает статус коллективно подтверждённой истины [5, с. 89; 11, с. 112]. В этом проявляется механизм авторитетизации речи через апелляцию к традиции.

Особое значение приобретает анализ словообразовательных и структурных особенностей паремиологических единиц. Несмотря на устойчивость формы, в них сохраняются следы деривационной мотивации, влияющие на интерпретацию смысла. Смысловая структура концепта «семья» формируется не только на уровне целостных высказываний, но и через внутреннюю организацию языковых единиц, включая словообразовательные модели и семантические сдвиги. В этой связи значимым является положение о том, что деривационные процессы отражают способы концептуализации социальной реальности. Как отмечает Р. Биксалиева, словообразовательные механизмы участвуют в формировании смысловой структуры текста, фиксируя когнитивные и аксиологические параметры языкового сознания [2].

Каждый из представленных подходов выявляет отдельный уровень анализа, однако их раздельное применение не даёт целостного представления о концепте. Когнитивный аспект раскрывает как лингвокультурологический аксиологический, так и дискурсивный и деривационный подходы. Совмещение этих процедур позволяет рассматривать концепт «семья» как многомерную систему, в которой взаимодействуют язык, культура и мышление. Такой подход обеспечивает полноту анализа и позволяет выявить глубинные закономерности репрезентации семейных отношений в паремиологическом фонде.

Обсуждение.

Анализ паремиологического материала показывает, что концепт «семья» функционирует как устойчивая смысловая константа, организующая значительный пласт языковой картины мира [10, с. 92]. Его репрезентация не сводится к описанию частных бытовых ситуаций: в пословицах и поговорках фиксируется модель социального порядка, в которой семейные отношения выступают основой нормативной структуры общества.

Сопоставление различных аналитических процедур выявляет их различную степень объяснительного потенциала. Когнитивно-семантический анализ позволяет реконструировать базовые схемы осмысления семьи, однако он недостаточен для выявления культурной специфики без привлечения лингвокультурологического контекста. В свою очередь, лингвокультурологический подход фиксирует систему традиционных представлений, но требует уточнения на уровне конкретных языковых механизмов. Аксиологический анализ выявляет устойчивые ценностные ориентиры, однако без когнитивной и дискурсивной интерпретации остаётся на уровне описания.

Взаимодействие подходов демонстрирует, что концепт «семья» не существует как статическая единица. Он проявляется в динамике смыслов, возникающих в конкретных речевых ситуациях. Пословица в этом процессе выступает не только как носитель значения, но и как инструмент его актуализации. Её включение в высказывание изменяет коммуникативную перспективу: индивидуальное высказывание приобретает коллективную легитимацию, а частная оценка — статус нормативной.

Обращает на себя внимание высокая степень устойчивости ценностного ядра концепта. Независимо от вариативности форм выражения, в паремиологическом фонде последовательно воспроизводятся представления о семье как пространстве согласия, взаимной ответственности и моральной опоры. При этом периферийные компоненты демонстрируют большую подвижность: в них отражаются конкретные социальные условия, особенности бытовой практики, изменения в структуре межличностных отношений.

Смысловая организация концепта обнаруживает тесную связь с механизмами языковой экономии. Пословицы конденсируют сложные социальные и культурные представления в лаконичные формулы, способные функционировать вне конкретного контекста [12, с. 134]. Эта способность к обобщению обеспечивает их универсальность и устойчивость в языковом сознании.

Результаты анализа позволяют уточнить представление о роли паремиологического фонда в формировании концептуальной системы языка. Пословицы и поговорки не только отражают существующие ценности, но и участвуют в их воспроизводстве, выступая средством закрепления и передачи культурных норм. В этом проявляется их двойственная природа: они одновременно являются продуктом культуры и инструментом её поддержания.

Выявленные закономерности позволяют рассматривать концепт «семья» как многомерное образование, в котором взаимодействуют когнитивные структуры, культурные смыслы и ценностные установки. Такая интерпретация открывает возможность дальнейшего анализа, связанного с сопоставлением различных языков и культур, а также с изучением трансформации концепта в условиях современных социальных изменений.

Заключение.

Проведённый анализ позволяет рассматривать концепт «семья» как сложное многокомпонентное образование, обладающее устойчивым семантическим ядром и вариативной периферией. Его репрезентация в пословицах и поговорках демонстрирует высокую степень структурной организованности и семантической насыщенности, что обусловлено функцией паремиологического фонда как носителя коллективного опыта и культурной памяти.

Рассмотрение методологических подходов выявило их различную, но взаимодополняющую роль. Когнитивно-семантический анализ позволяет реконструировать базовые схемы осмысления семейных отношений; лингвокультурологический подход фиксирует систему традиционных представлений; аксиологический подход выявляет ценностные доминанты; дискурсивный подход раскрывает особенности функционирования паремий в речевой практике; деривационно-семантический — уточняет внутренние механизмы формирования смысла. Их совмещение обеспечивает целостное описание концепта и позволяет избежать редукции его содержания к одному из уровней анализа.

Полученные результаты позволяют уточнить представление о роли языка в формировании ценностной картины мира. Концепт «семья» выступает одной из ключевых точек пересечения когнитивных, культурных и социальных процессов, отражая базовые принципы организации человеческого сообщества. Перспективы дальнейших исследований связаны с расширением эмпирической базы, привлечением сопоставительного материала, а также с анализом трансформации концепта «семья» в современных дискурсивных практиках, включая медиапространство и цифровую коммуникацию. Особый интерес представляет изучение взаимодействия традиционных паремиологических моделей с новыми формами языкового выражения, возникающими в условиях социокультурных изменений.

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AXBOROTLASHGAN JAMIYATLARNING AXBOROT XURUJLARIGA OID MULOHAZALAR

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Annotatsiya: *Ushbu maqola axborotlashgan jamiyatlarda axborot xurujlarining dolzarb muammolarini tahlil qiladi. Axborot texnologiyalarining jadal rivojlanishi jamiyat hayotini tubdan o'zgartirdi. Shu bilan birga, kiberhujumlar, dezinformatsiya va shaxsiy ma'lumotlarning o'g'irlanishi kabi tahdidlar kuchaymoqda. Axborot xurujlari iqtisodiy, siyosiy va ijtimoiy barqarorlikka salbiy ta'sir ko'rsatadi. Zamonaviy davlatlar va tashkilotlar axborot xavfsizligini ta'minlash uchun strategiyalar ishlab chiqmoqda. Foydalanuvchilarni ogoh qilish va raqamli savodxonlikni oshirish muhimdir. Ijtimoiy tarmoqlardagi noto'g'ri axborot tarqalishi ham xavfni kuchaytiradi. Axborot xavfsizligi milliy va global darajada dolzarb masala hisoblanadi. Barqaror rivojlanish uchun xavfsiz axborot muhiti zarur. Shu bois, axborot xurujlariga qarshi kurashish strategiyalari ilmiy-tahliliy nuqtai nazardan muhim ahamiyatga ega.*

Kalit so'zlar: *Axborot jamiyati, axborot arxitekturasi, axborot boshqaruvi, axborot filtrlash, axborot infratuzilmasi, axborot integratsiyasi, axborot iste'moli, axborot makoni.*

РАЗМЫШЛЕНИЯ О КИБЕРАТАКАХ В ИНФОРМАЦИОННОМ ОБЩЕСТВЕ

Аннотация: *В данной статье анализируются актуальные проблемы информационных атак в информационно насыщенных обществах. Быстрое развитие информационных технологий фундаментально преобразовало социальную жизнь. В то же время увеличиваются угрозы, такие как кибератаки, дезинформация и кража личных данных. Информационные атаки негативно влияют на экономическую, политическую и социальную стабильность. Современные государства и организации разрабатывают стратегии обеспечения информационной безопасности. Важно повышать осведомленность пользователей и развивать цифровую грамотность. Распространение недостоверной информации в социальных сетях также усиливает риски. Информационная безопасность остаётся актуальной проблемой как на национальном, так и на глобальном уровне. Безопасная информационная среда необходима для устойчивого развития. Поэтому стратегии противодействия информационным атакам имеют большое значение с научно-аналитической точки зрения.*

Ключевые слова: *Информационное общество, архитектура информации, управление информацией, фильтрация информации, информационная инфраструктура, интеграция информации, потребление информации, информационное пространство.*

REFLECTIONS ON CYBERATTACKS IN THE INFORMATION SOCIETY

Annotation: *This article analyzes the pressing issues of information attacks in information-based societies. The rapid development of information technologies has fundamentally transformed social life. At the same time, threats such as cyberattacks, disinformation, and the theft of personal data are increasing. Information attacks negatively impact economic, political, and social stability. Modern states and organizations are developing strategies to ensure information security. Raising awareness among users and improving digital literacy are crucial. The spread of false information on social networks also exacerbates the risk. Information security remains a pressing issue at both national and global levels. A secure information environment is essential for sustainable development. Therefore, strategies to counter information attacks are of significant importance from a scientific and analytical perspective.*

Keywords: *Information society, information architecture, information management, information filtering, information infrastructure, information integration, information consumption, information space.*

Kirish. Hozirgi kunda dunyo axborotlashgan jamiyatga aylanib bormoqda. Axborot texnologiyalari hayotimizning barcha sohalariga kirib bordi. Internet, mobil aloqa va raqamli platformalar kundalik hayotimizni tubdan o'zgartirib

yubordi. Shu bilan birga, axborot xavfsizligi masalalari tobora ortib bormoqda. Axborot xurujlari zamonaviy jamiyatlar uchun jiddiy xavf tug‘diradi. Ular iqtisodiy, siyosiy va ijtimoiy barqarorlikka salbiy ta’sir ko‘rsatadi. Axborot xurujlari turli shakllarda namoyon bo‘ladi. Masalan, kiberhujumlar, dezinformatsiya va shaxsiy ma’lumotlarni o‘g‘irlash. Zamonaviy davlatlar axborot xurujlariga qarshi kurashish strategiyalarini ishlab chiqmoqdalar. Shu bilan birga, foydalanuvchilar o‘rtasida xabardorlikni oshirish muhim. Axborot xurujlari nafaqat kompaniyalarga, balki oddiy odamlarga ham zarar yetkazadi. Masalan, bank ma’lumotlarini o‘g‘irlash yoki shaxsiy fayllarni o‘chirish. Ijtimoiy tarmoqlarda yolg‘on ma’lumotlarning tarqalishi ham xavfni oshiradi. Bu odamlarning fikrini chalg‘itishi mumkin. Shuning uchun axborot xurujlariga qarshi kurashish har bir insonning vazifasidir. Raqamli savodxonlik va ehtiyot choralarini bilish juda muhim. Bu borada davlat va nodavlat tashkilotlarining o‘rni katta. Axborot xavfsizligi milliy va global miqyosda dolzarb masala bo‘lib qolmoqda. Xavfsiz axborot muhiti jamiyatning barqaror rivojlanishi uchun zarur. Shuning uchun ham axborot xurujlarining oldini olish, ularga qarshi kurashish yo‘llarini ishlab chiqish muhim vazifa hisoblanadi.

Adabiyotlar sharhi va metodlari. Axborotlashgan jamiyatda ochiq axborot xurujlari sharoitida insonlarning o‘z-o‘zini himoya qilishini boshqarishda quyidagi jihatlarga alohida e’tibor qaratish lozim: avvalo, har bir insonning mustaqil fikrlashi zarurligini ta’kidlash lozim. Mustaqil fikrga ega bo‘lgan insongina o‘ziga yo‘naltirilgan ijobiy yoki salbiy axborotning asl mohiyatini anglay oladi, unga adekvat javob qaytara oladi, tegishli himoya mexanizmlarini ishga sola oladi.

M.Quronovning fikricha, mustaqil fikrlashni mustaqillik (erkin, avtonom; tobe emas, alohida) - ya’ni o‘z erkiga ega bo‘lish va tobe bo‘lmaslik ma’nolari asosida tushunish lozim. Bu boshqalarning yordami va ko‘rsatmalarisiz o‘z-o‘zidan fikrlash va yashashni nazarda tutadi [*4.120*]. Odamlar turli yot va ongsiz axborot xurujlariga berilmasligi uchun ularda milliy g‘ururni tarbiyalash zarur. M.Quronov “yangi davrning yangi tushunchalari”ni tahlil qilar ekan, milliy g‘urur tushunchasining mohiyatini sodda va tushunarli tarzda quyidagicha izohlaydi: “Milliy iftixor shundan iboratki, kishilar o‘z yoshlariga mos ravishda o‘z millatining qadr-qimmatini biladilar va ulug‘laydilar, o‘z xalqining madaniyat, ma’naviyat va iqtisodiyot sohasidagi yutuqlari, qo‘shgan hissasi va boy merosidan xabardor bo‘ladilar; ana shu yuksak milliy madaniy yutuqlarga munosib bo‘lishga va ularni boyitishga intiladilar. Ammo milliy g‘urur o‘z-o‘zidan shakllanib, o‘z-o‘zini tanqid qilishdan uzoqlashsa, o‘z millatini boshqa millatlardan ustun qo‘yish, milliy manmanlik kabi salbiy oqibatlarga olib kelishi mumkin. Shuning uchun milliy g‘urur o‘ziga xos tarzda shakllanishi, bunyodkorlik maqsadlariga yo‘naltirilishi, tanqidiy fikrlash bilan kamtarlikni birlashtirishi lozim” [*4.150*].

Milliy g‘ururning ahamiyati ham shunda: bunday fazilatga ega bo‘lgan shaxs soxta g‘oyalarga, jumladan, axborot xurujlariga tobe bo‘lib qolmaydi. Milliy g‘ururi yuksak insonlarda iymon, vijdon, halollik kabi fazilatlarni rivojlantirish mumkin. Inson qalbi bilan bog‘liq bo‘lgan ushbu qadriyatlar internet va ochiq ma’lumotlar olamida adashib qolishdan asrovchi “kompas” vazifasini o‘taydi. Internet shunday o‘rmonki, unda kompassiz yurib bo‘lmaydi. Tan olish kerakki, Internetda juda ko‘p miqdorda keraksiz ma’lumotlar mavjud. Internet axloqiy jihatdan betaraf vosita hisoblansa-da, undan to‘plangan madaniy merosni saqlab qolish uchun ham, unga zarar yetkazish uchun ham foydalanish mumkin [*2.107*].

Natijalar va muhokama. Bugungi kunda turli axborot va ma’lumotlar nafaqat ta’lim muassasalarida, balki radio, televideniye, matbuot, Internet kabi ommaviy axborot vositalari orqali ham olinmoqda. Jahon axborot makoni tobora kengayib borayotgan bir sharoitda odamlarning ongini faqat o‘rab olish, ularga nimani o‘qimaslik, nimani ko‘rmaslik kerakligini uqtirish, bir tomonlama tarbiya berish yoki “temir devor” ortida yakkalab qo‘yish, hech shubhasiz, zamon talabiga ham, bizning ezgu maqsad va intilishlarimizga ham to‘g‘ri kelmaydi.

M.Quronov “Biz anglayotgan haqiqat” kitobida “Diqqat, internet” sarlavhasi ostida quyidagi fikrlarni bildiradi: Internetning inson hayotidagi o‘rni haqida yakdil xulosa chiqarishga hali erta ko‘rinadi. Internetning mustaqil foydalanuvchilari orasida, barqaror o‘z-o‘zini identifikatsiya qilish va individuallik asta-sekin yo‘qoladi. Insonning o‘z-o‘zini anglashi noaniq yoki beqaror bo‘lib qoladi.

Boshqacha aytganda, Internet millatsiz, qalbsiz va tarixsiz cheksiz cheksizlikdir. Inson unga qanchalik chuqur kirsa, miya hujayralari shunchalik ko‘p tashqi ma’lumotlar bilan to‘ldiriladi. Begonalashuvga qanchalik chuqur kirsangiz, o‘zligingizdan shunchalik uzoqlashasiz. Agar miyangizda 100 ta hujayra bo‘lsa va ularning 70 tasi o‘zbekcha ma’no bilan to‘ldirilgan bo‘lsa, bu yaxshi - ular o‘zingizniki. Lekin faqat 30 tasi o‘zbek bo‘lsa, bu yomon. Shunda siz o‘zingizni va o‘z qadriyatlaringizni begonalar nuqtayi nazaridan baholay boshlaysiz. U holda o‘z qadriyatlaringiz yutqazadi, begonalar esa yutadi...” [*3.6*].

N.Umarovaning fikricha, axborotlashgan jamiyatni o‘ziga xos deb tasavvur qilish noto‘g‘ri bo‘ladi. Xususan, axborotlashgan jamiyatda:

- ommaviy axborot vositalarining jamiyatga ta’siri yanada ortadi;

- axborot texnologiyalari shaxslar va tashkilotlarning shaxsiy va xususiy hayotiga zarar yetkazishi mumkin, masalan, har qanday fuqaro haqidagi ma’lumotlar to‘planishi va uning erkinligini cheklash uchun ishlatilishi mumkin;

- axborot texnologiyalaridan jinoiy maqsadlarda foydalanish imkoniyati oshadi;
- sifatli va haqqoniy axborotni tanlash muammosi yuzaga keladi;
- ko‘pchilik uchun axborotlashgan jamiyat muhitiga moslashish qiyin kechadi;
- axborot texnologiyalarini ishlab chiquvchilar va ularning iste’molchilari o‘rtasida bo‘shliq paydo bo‘lishi mumkin;
- jamiyatning texnologik imkoniyatlari bilan ijtimoiy soha va madaniyatning rivojlanishi bilan bog‘liq imkoniyatlar o‘rtasida nomutanosiblik paydo bo‘ladi [*2.103*].

Ushbu g‘oyani davom ettirib, muallif axborotlashgan jamiyatdagi nomutanosibliklarni bartaraf etish uchun har bir shaxsda zamonaviy vositalar va texnologiyalar orqali katta hajmdagi axborotni tez qabul qilish va qayta ishlash qobiliyatini rivojlantirish muhim ahamiyat kasb etishini ta’kidlaydi. Axborot iste’moli madaniyati shaxsning ijtimoiy tabiati bilan bog‘liq bo‘lib, ijodiy qobiliyat mahsuli hisoblanadi. U quyidagilarni talab qiladi: texnik vositalardan (telefon, kompyuter, axborot tarmoqlari) foydalana olish; o‘z faoliyatida ko‘plab dasturiy mahsulotlar bilan jihozlangan kompyuter texnikasini qo‘llay olish; davriy nashrlar, elektron aloqalar kabi turli manbalardan kerakli ma’lumotlarni olish, ularni tushunarli tarzda taqdim etish va ulardan samarali foydalanish qobiliyati; ma’lumotlarni tahliliy qayta ishlash ko‘nikmalari; turli xil ma’lumotlar bilan ishlash kompetensiyasi; o‘z kasbiy sohasiga oid axborot oqimlarining o‘ziga xos xususiyatlarini bilish; shuningdek, axborot tolerantligi va axborot faolligi [*2.104*].

Tabiiy resurslarning an’anaviy bozorlaridan tashqari, biz axborot va bilimlar bozorining shakllanishi va rivojlanishiga guvoh bo‘lmoqdamiz va bu jarayonlarning faol ishtirokchisiga aylanmoqdamiz [*2.105*]. Shu bois, insonlarda axborot olami imkoniyatlaridan oqilona foydalanish ko‘nikmalarini shakllantirish, axborot iste’moli madaniyatini tarbiyalash muhim hayotiy ahamiyat kasb etadi.

Tadqiqotchi U.G‘afurovning fikricha, axborot iste’moli madaniyati eng umumiy ma’noda inson kamoloti, shaxs kamoloti va ijtimoiy taraqqiyot manfaatlari yo‘lida axborot oqimidan axborotni qabul qilish, tanlash, anglash va talqin etishga xizmat qiluvchi bilim, qobiliyat va ko‘nikmalar tizimidir [*5.275*]. Agar ushbu ta’rif umumiy o‘rta ta’lim maktablari amaliyotiga tatbiq etilsa, axborot iste’moli madaniyati umuminsoniy madaniyatning tarkibiy qismi - axborot oqimidan tarixiy voqelikka oid ma’lumotlarni qabul qilish, tanlash, anglash va to‘g‘ri talqin qilishga xizmat qiladigan bilim, qobiliyat va amaliy tajriba tizimi sifatida tushunilishi lozim.

Xulosa. Axborot iste’moli madaniyati madaniyatning boshqa shakllari kabi bir qator funksiyalarni bajaradi. Bularga kommunikativ, tartibga soluvchi (me’yor o‘rnatuvchi), axborot va aksiologik (baholash) funksiyalar kiradi. Tahlil qilinayotgan muammo doirasida axborot iste’moli madaniyatining aksiologik funksiyasi alohida ahamiyat kasb etadi. Masalan, Internet tarmog‘i orqali uzatilayotgan ko‘plab ijobiy axborotlar bilan birga, milliy merosimizga, ayniqsa, kishilar ongi va qalbiga salbiy ta’sir ko‘rsatayotgan ma’lumotlar ham tarqalib borayotgani ularning tarixiy tafakkuri rivojida muayyan muammolarni keltirib chiqarishi tabiiy. Axborot iste’moli madaniyatini shakllantirish orqali bunday ta’sirlarning oldini olish mumkin.

Shuningdek, unda shunday deyiladi: “Biz ba’zan G‘arb madaniyatining to‘xtovsiz kirib kelishi haqida afsus bilan gapiramiz. Bu shunday kuchli oqimki, unga qarshilik ko‘rsatish juda qiyin. Buning faqat bitta yo‘li bor - Internetga o‘z qadriyatlarimizga mos keladigan ma’lumotlarni o‘z vaqtida kiritish” [*1.304*]. Boshqacha aytganda, tarmoqdan illat izlash bilan ovora bo‘lib qolmasdan, uning imkoniyatlaridan foydalanib, yurtimiz sha’ni va obro‘sini dunyo miqyosida keng targ‘ib etish maqsadga muvofiqdir. Zero, Internet virtual, lekin u obyektiv hodisa. Odamlarni internetdan uzoqlashtirishga urinishdan ko‘ra, undan oqilona foydalanishni o‘rgatish, axborot iste’moli madaniyatini oshirishga intilish to‘g‘riroq bo‘ladi. Darhaqiqat, insonlarda axborot iste’moli madaniyati rivojlangan bo‘lsa, milliy tariximiz va milliy qadriyatlarimizga zid xabar va ma’lumotlarni baholashda “har bir shaxsning o‘z qarashlari va qadriyatlar tizimi muhim rol o‘ynaydi. Biroq aksariyat hollarda, ayniqsa, baholanayotgan hodisa boshqa madaniyatga mansub bo‘lganda, biz mansub bo‘lgan madaniyat singdirgan qadriyatlar tizimi ustunlik qiladi va to‘liq namoyon bo‘ladi. Madaniyatning baholash funksiyasi tufayli tanlov amalga oshiriladi va madaniyatda barqarorlik, o‘ziga xoslik, noyoblik va shu bilan birga uzluksizlik va vorisiylik ta’minlanadi” [*6.37*].

Doimiy axborot oqimi bilan yaratilgan muhitda milliy qadriyatlar va azaliy an’analar yemirilishining oldini olish uchun axborot xavfsizligini ta’minlash zarur. Chet el telekanallarida berilayotgan, Internet tarmog‘ida targ‘ib qilinayotgan hamma narsani ham odamlar qabul qilavermasligi, aksincha, o‘z e’tiqodi, urf-odatlari, qadriyatlariga mos keladigan materiallarnigina tanlashi kerak. Bu maqsadga erishish uchun odamlarni ommaviy axborot vositalari va internetdan oqilona foydalanishga o‘rgatish zarur.

Shaxslarda tarixiy tafakkurni rivojlantirishda axborot iste’moli madaniyatini shakllantirish muhim ahamiyat kasb etadi. Chunki tarixiy tafakkurni rivojlantirishga xizmat qiluvchi manbalar xilma-xil bo‘lib, ular orasida kishilar ongi va tafakkuriga salbiy ta’sir ko‘rsatuvchi turli axborot xurujlari ko‘rinishidagi ma’lumotlar ham mavjud.

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YA'QUBI CHARXIY MEROSIDA ONTOLOGIK G'OYALAR VA ULARNING QIYOSIY TAHLILI

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Annotatsiya: *Ushbu maqolada Ya'qubi Charxiyning borliqqa oid qarashlari "Risolai qudsiya", "Risolai huroiyya", "Sharhi Asmoul husna" asarlari asosida ochib berilgan. Mutasavvifning vahdat ul vujud ta'limoti Bahouddin Naqshband g'oyalarini davom ettirib, Ibn Arabiy qarashlari bilan umumiylikka tahlil etilgan.*

Tayanch so'zlar*: borliq, vahdat ul – vujud, boqiy va foniy, abadiy va o'tkinchi, vaqt, tajalliy, tavhid.*

ОНТОЛОГИЧЕСКИЕ ИДЕИ В НАСЛЕДИИ ЯКУБИ ЧАРХИ И ИХ СРАВНИТЕЛЬНЫЙ АНАЛИЗ

Аннотация: *В данной статье взгляды Якуби Чархи на бытие раскрываются на основе произведений "Рисолаи кудсия," "Рисолаи хуроийя," "Шархи Асмул хусна." Учение суфия о вахдат ул вужуд продолжает идеи Бахауддина Накшбанда и проанализировано на общность с взглядами Ибн Араби.*

Ключевые слова: *бытие, вахдат ул – существование, вечный и бренный, вечный и преходящий, время, таджаллий, тавхид.*

ONTOLOGICAL IDEAS AND SUCCESSORS OF YAKUBI CHARKHI AND IX COMPARATIVE ANALYSIS

Annotation: *This article reveals the views of Yakubi Charkhi on existence on the basis of the works "Risolai Qudsiya", "Risolai Huroiya", "Sharkhi Asmoul Husna". The teaching of the mystic about vahdat ul wujud continued the ideas of Bahauddin Naqshband and was analyzed together with the views of Ibn Arabi.*

Key words: *ontology, vahdatul-vujud, constant and transient temporary and eternal, consealed and evidend, time, tagallia, tawheed.*

Kirish (Видение/Introduction).

Faylasuflar borliq haqida turli g'oyalarni ilgari surishgan. Tasavvufda borliq, vujud tushunchasi sifatida keladi va uni izohlashda vahdati vujud, vahdati shuhud va vahdati mavjud nazariyasi sifatida yoritilgan. Mazkur nazariyalar ham falsafiy, ham irfoniy asoslarga tayanadi.

Tasavvufda birinchi bo'lib ushbu nazariyani, o'z falsafiy qarashlari bilan keng ko'lamda tarqatgan Ibn Arabiy (1165 – 1240 yy) dir. Mutasavvif borliq to'g'risidagi ta'limotini aynan "vahdatul vujud" ("borliqning yagonaligi") deb nomlamagan bo'lsa-da, asarlarida shu g'oya aks etgan. Ibn Arabiy bevosita borliq muammosiga oid "Risolai vujudiya" [1] (Vujud haqida risola) asarini yozgan. Risolaning to'liq nomi Payg'ambar alayhissalomning "Kim o'zini tanisa, Robbisini taniydi" hadisining ma'nosini ochib beruvchi "vujud" to'g'risida risola" bo'lib, barcha ilm ahli uchun, jumladan, so'fiylar va faylasuflar uchun ham juda qimmatli manba hisoblanadi.

Naqshbandiya tariqatining mashhur namoyandasi Ya'qubi Charxiy risolalarini tahlil qilganimizda, ayniqsa, vahdat ul-vujud falsafiy nazariyasini o'zining xos uslubi asosida izohlaydi. Mutasavvifning risolalarining tasnifi ko'rsatadiki, u borliqqa umumiy ta'rif berish bilan birga uning ko'rinishlari bo'lgan tabiat, inson, jamiyat va ma'naviy borliqni ham tahlil etgan.

Adabiyotlar tahlili va metodologiya (Литература и методология /Methods).

Tadqiqotchi M.Razzoqova Yaqubi Charxiyning "Risolai qudsiya" ("Ilohiy dargohga oid haqida risola") asari mavjudligi, risola ilohiyot, tasavvuf, uni tarixini o'rganishga bag'ishlangan bo'lib, "faqara" (maqola yoki fasl) bilan boshlanganligini keltiradi.[2] "Faqara" so'zining ko'pligi "faqarot" bo'lib ko'pincha shu turdagi asarlarga "Faqarot" deb nom qo'yilgan. Ya'qubi Charxiyning muridi Xoja Ahror ham o'z piri ilmiy faoliyatini davom ettirib "Faqara" yozadi. Risolaning nomi "Faqarotu-l-orifiyn"[3] (Ma'rifat ahli hayotidan lavhalar) deb ataladi.

“Naqshbandiya tariqatiga oid qo‘lyozmalar fihristi” mualliflari ham mutasavvifning “Risolai qudsiya” asari № 980/II raqam bilan saqlanayotganligi haqida ma’lumotni beradi.[4] Ya’qubi Charxiy risolada Alloh ta’oloning Yer va Osmondagi mavjudotlarni yaratishdagi ilohiy hikmatlari, ularning tartibi va o‘rinlari haqidagi bo‘lib, olam, borliq, yo‘qlik kabi falsafiy tushunchalarni tasavvufiy nuqtai nazardan tahlil etgan.

M.Razzoqova fikricha, Ya’qubi Charxiyning “Risolai qudsiya”si Xoja Muhammad Porsoning “Risolai qudsiya”siga hamohang tarzda yozilgan. Ularning mazmun jihatidan bir-biridan farqi shundaki, Ya’qubi Charxiy o‘z asarida tasavvufga oid nozik hikmatlarini o‘z fikriga suyangan holda sharhlab bersa, Muhammad Porso esa o‘z piri Bahouddin Naqshbandning qudsiy kalimalarni kengaytirib, tushuntirib beradi.

Tavhid tushunchasi Xudoning borligi va birligi haqidagi ta’limot bo‘lib, jahon diniy e’tiqodlari tarixida Xristianlik va Yahudiylik dinlaridan ham uzoqroq davrlarga borib taqaladi. Insoniyatning inson va Xudo o‘rtasidagi munosabat, borliqning Xudo tomonidan yaratilganligi yoki Xudo – borliq ekanligi haqidagi qarashlari qadimgi davrlarda shakllangan turli falsafiy maktablarda ham o‘z ifodasini topgan.

Ya’qubi Charxiy tavhid masalasiga ham alohida e’tibor berib, ustozi Bahouddin Naqshband qarashlari bilan umumiylik mavjud. Mutasavvif: “Agar sendan tavhid nima?” deb so‘rasalar, dilni Haq subhonahudan boshqa narsalardan poklash va yagonalash deb aytgin,[5] deganlar”. Bahouddin Naqshbanddan tavhid so‘zining ma’nosi so‘ralganda: “Allohdan boshqa barcha narsani ko‘ngildan butunlay ketkazishdir”, [6] deb javob beradi.

Ibn Arabiy tavhid deb vahdat ul-vujudni tushunadi. Mutasavvif “Lo mavjuda illalloh” (Allohdan o‘zga mavjud yo‘q) va “Lo iloha illalloh” (Allohdan o‘zga iloh yo‘q) o‘rtasida farq yo‘qligini ta’kidlaydi. [7]

Natijalar (Результаты/Results).

Ya’qubi Charxiy “Risolai havroiyya” (Hurlar risolasi) da “faqatgina Sening samadiyatingga muyassar bo‘laylik. Zero hamma Sendandir. Bizning talabimizni botinlarimizga ber. “La ilaha illalloh” ning barakatidan nafsoniy istaklar va shaytoniy vasvasalarni bizdan uzoq qilki, barcha oriflarning istagi shudir” – deb, Hakim Sanoiy G‘aznaviyning quyidagi baytini keltiradi:

“Illalloh” ning maydonida “La ilaha” tig‘i bilan

Allohdan boshqa nima bo‘lsa, hammasini qurbon qildilar.[8]

Mutasavvif vujudga oid vahdat, ittihod, saodat, shaqovat, vasl kabi tushunchalarni quyidagicha tahlil qiladi: “Agar sendan, vahdat nima, deb so‘rasalar, dilni Haq subhonahuning borligiga g‘arq bo‘lishdir” - deydi. "Vahdat" so‘zi birlik va bir bo‘lish ma’nosini ifodalaydi. "Vujud" esa "borliq" ma’nosini anglatadi. Vahdat ul - vujud ta’limotida borliq jamodot (jonsiz va harakatsiz qattiq jismlar), o‘simliklar, hayvonlar, osmonlar va falakka bog‘liq bo‘lgan narsalargacha hammasi bir vujud hisoblanadi.

Ya’qubi Charxiy Al-Mu’id (Barcha yo‘q bo‘lib ketganlarni yo‘qlikdan qaytaruvchi), Al-Muhyi (tanaga jonni, qalbga iymonni solib tiriltiruvchi Zot), Al-Qayyum **(**hamisha bor bo‘lgan va cheksiz mulk egasi va hamma Unga muhtoj bo‘lgan, U esa hech narsaga muhtoj bo‘lmaydigan Zot**)** sifatlarni tasavvufiy tahlil qilib, orifning bu ismlardan shuni anglashi kerakki tirikliklikda qilib yurgan ishlaridan qayta tiriladigan kunda ahvoli qanday bo‘lishini solishtirsin, Undan o‘zgadan yuz o‘girsin va butun vaqtini Uning hazratiga to‘liq yuzlanishga sarflasin, Uning yo‘liga qoyim bo‘lsin va bu yo‘ldan chetlashganlarni to‘g‘ri yo‘lga solsin.[9]

Bu haqda Ibn Arabiy Yaratuvchining yakkaligiga ishora qiluvchi zotiy sifatlari bilan Unga hamd aytib, yakka va bitta mazmunini ifoda etuvchi “vahdoniyat”, “fardoniyat” kabi ma’nosi bir-biriga yaqin so‘zlarni alohida tahlil qilgan: “Vahdoniyatidan oldin O‘zidan o‘zga hech bir oldinlik bo‘lmagan, har qanday oldinlik O‘zi bo‘lgan va fardoniyatidan keyin O‘zidan o‘zga hech bir keyinlik bo‘lmagan, har qanday keyinlik O‘zi bo‘lgan Allohga hamdlar bo‘lsin”. [10]

Ya’qubi Charxiy fikricha “agar sendan, ittihod nima, deb so‘rasalar Haq subhonahuning boshqa narsani bilimidan xolos qilishdir” – degan xulosani beradi. Ittihod (arab. - birlashish) bo‘lib, sufiyning jazabada tushish holatida Xudo bilan ruhan “qo‘shilib ketishi” tushuniladi. Sufiylar Xudo bilan muhabbat (ishq) ni ittihodning zaruriy qismi deb qaraydi. Ittihod turli davrlarda turlicha talqin qilingan. Sunniy tasavvuda ittihod qat’iy rad qilingan.

Mutasavvif “agar sendan, saodat nima, deb so‘rasalar, Haqni ko‘rish va o‘zidan xalos bo‘lish” – degan fikrni beradi.

Muhokama (Обсуждение/Discussion).

Naqshbandiya tariqati nazariyotchisi Maxdumi A’zam yozadiki; “Bidan ey tolibi sodiq, ki hama saodatho va davlatho dar maqomi fanovu nesti hast. Rafitorihovu besaodatho dar vujudi hasti ast”. [11]

Mazmuni: “Ey sodiq tolib, bilgilki, barcha saodat va davlatlar fano, ya’ni yo‘qlik maqomidadir. Sargardonlik va saodatsizlik, ya’ni badbaxtlik borliq vujudidadir”. Bu yerda oraziy, majoziy, o‘tkinchi vujud asl vujud, haqiqiy, boqiy, sarmadoniy vujudda g‘arq bo‘lib, yo‘q bo‘lgan bo‘lsa, fano maqomiga yetsa ikki olam saodatiga yetadi, degan fikr yotadi.

1.Haqiqiy, boqiy, sarmadiy vujud. Sarmadiy – doimiy, abadiy ma’nosini anglatadi. Haqiqiy, boqiy, abadiy, doimiy vujud Haq subhana va taolo vujudidir.

2.Oraziy, majoziy, foniy vujud. Oraz - arab so‘zi bo‘lib, ko‘rinish, namoyon bo‘lish ma’nolarini anglatadi. Falsafada aksidensiya ma’nosini anglatadi. Majoziy – haqiqatning aksi. Foniy - o‘tkinchi deganidir. Oraziy, majoziy, foniy vujud - ko‘rinadigan, yuzada bor, lekin haqiqiy bo‘lmagan, o‘tkinchi vujud deganidir. Bunday vujud xalq qilingan maxluqotlar vujudidir. Har bir yaratilgan, xalq qilinganning o‘z haqiqati bor.

Ya’qubi Charxiy “agar sendan, shaqovat (badbaxtlik) nima, deb so‘rasalar, Allohni unutish va o‘zi bilan ovora bo‘lib qolish” -deydi. Shaqovat bu shumlikdir. Yusuf Hamadoniy fikricha, “badbaxtlikning urug‘i ilohiy ilmga zid bo‘lgan g‘aybiy narsalarni taftish qilishdir” [12] - deydi.

Allohni tanishlik, vahdoniyat (yakkalik, yagonalik)ni anglash, unga ibodat qilish, xulqlanish, ilm olish, halol rizq topish, halol mehnat qilish, halol taom bilan taomlanish, yaxshilik talabi bilan yashash, yomonlikdan saqlanish, o‘zi, oilasi va jamiyat manfaatlari uchun kurashish, insoniy ruh talabi bilan bo‘lsa, Allohni unutish, unga shirk keltirish, axloqsizlik, ilmni manfaat uchun olish, shariat harom qilgan taomni ist’emol qilish, destruktiv g‘oyaga ergashish, farzandlari, oilasi nafaqasini unutish, jamiyatga ziyon keltirish hayvoniy ruh talabi bilan bo‘ladi.

Mutasavvif “agar sendan? Vasl nima, deb so‘rasalar, Haqning vujud nuriga ko‘milish bilan o‘zini unutish”, degan tasavvufiy xulosani beradi.

Xulosa (Заключение/Conclusion).

Tasavvuf ta’limotida fano maqomidan keyingi martaba vasl hisoblanadi. “Fano” maqomiga erishgan solik Allohning haqligi, ulug‘ligi to‘g‘risidagi fikrga g‘arq bo‘lib, foniy dunyodagi borliq narsalarni unutib yuborgan bo‘lsa, “vasl” maqomiga yetgan solik esa Allohdan o‘zga borliqdan ajralib unga yetishgan bo‘ladi. Vasl solik Allohdan boshqa hech narsani ko‘rmaydi, faqat U bilangina ko‘ngildagi sirlarni baham ko‘radi. Shuningdek, vasl deganda, banda sifatlarining Haq sifatlarida fano (yo‘q) bo‘lib ketishiga ham aytiladi.

Ya’qubi Charxiy vujud haqidagi ta’limotini “Risolai abdoliya” (“Haq yo‘lining abdollari”) risolasida ham maxsus to‘xtaladi.

Mutasavvif risolani “dunyo osmonini chiroq - yulduzlar bilan bezagan va ularni shaytonlarga otiluvchi toshlar qilgan, yerni esa rasullar, nabiylar, valiylar va ulamolar bezab, ular hujjat-u burhon qilish orqali yer yuzini zulmat va turli shubha-gumonlardan tozalagan Allohga hamd-u sano” aytish bilan boshlab, Allohni yaratuvchanligi haqida quyidagi baytni keltiradi:

Seli jo‘yho bar murodi o‘ ravad,
Axtaron zi on son ki xohad u shavad.[13]
Mazmuni
Daryolarning suvlari u istagan tomonga oqadi,
Yulduzlarning soni u nechta desa, shuncha bo‘ladi.

Demak, mutasavvif fikricha, Haqning olamga o‘z sifatlari bilan tajalliy etishi (ya’ni, borliqni yaratishi)dan maqsad, O‘zini O‘ziga ko‘rsatish irodasidir. Bu bilan quyidagi mashhur hadisi qudsiy mazmuniga ishora qiladi: “Men yashirin xazina edim,tanilishni xohladim”.

Tasavvuf ta’limotida Inson “Haqning nusxasi” sanaladi. Kayhon “Olami kabir” (yirik olam), Inson esa “Olami sag‘ir” (kichik olam) deb ataladi. Inson va Kayhon o‘rtasida uzviy va doimiy robita mavjud. Yirik olam kichik olamni o‘z tarkibiga olsa-da, kichik olam yirik olamning ruhidir. Inson ham jismoniy va ham ruhoniy jihatdan olamga o‘xshash.

Ya’qubi Charxiy risolada azaliy va o‘tkinchi olamni tahlil qilar ekan, shaklga, o‘tkinchi olamga berilmaslik va aldanmaslikka, boqiy olam haqida ko‘proq o‘ylashga chaqirib, Mavlono Jaloliddin Rumiyning quyidagi baytini keltiradi:

Ey baso, kasro ki surat roh zad,
Qasdi surat kardu barrulloh zad
Toki nafribad shumoro shakli o‘,
Naqli o‘ shoyad ba pesh az naqli o‘. [14]

Mazmuni: kimki suratga aldansa, o‘yldan adashadi, suratni maqsad qilsa, Allohdan chetlanadi. Ularning bechora ko‘rinishi va shakl-u shamoyili sizlarni aldab qo‘ymasin, Ularni uchratishdan oldin ular to‘g‘risida naql qilingan gaplarni bilgin.

Demak, “vahdat ul-vujud” deganda moddiylikdan, shaklu shamoyildan xoli, munazzah, ammo ana shu O‘zi xalq etgan olamlar bilan doimiy birga bo‘lgan, bu olamlar mohiyatini qamrab olgan, ularga muhit bo‘lgan Zoti pokning yagona vujudi anglashiladi.

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QADRIYATLARNING BOZORLASHUVI SHAROITIDA MA'NAVIY XAVFSIZLIKNING DIALEKTIK TABIATI

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Annotasiya: *Ushbu maqolada qadriyatlarning bozorlashuvi sharoitida ma'naviy xavfsizlikning dialektik tabiati* ***masalasi*** *ijtimoiy-falsafiy nuqtai nazardan tahlil qilinadi. Iqtisodiyotning jamiyatdan "ajralib chiqishi" haqida ilgari surilgan g'oyalar bayon etiladi. Tezkor iqtisodiy transformatsiyaning qadriyatlarga ta'siri va milliy qadriyatlarni asrab-avaylash masalasi ijtimoiy-falsafiy nuqtai nazardan tahlil qilinadi.*

Kalit so'z: *Qadriyatlarning bozorlashuvi, neoliberalizm, ma'naviy xavfsizlik, ijtimoiy transformatsiya, kollektiv qadriyatlar, neoliberal model, iqtisodiy transformatsiya, barqaror identitet.*

ДИАЛЕКТИЧЕСКАЯ ПРИРОДА ДУХОВНОЙ БЕЗОПАСНОСТИ В УСЛОВИЯХ ОММЕРЦИАЛИЗАЦИИ ЦЕННОСТЕЙ

Аннотация. *В данной статье с социально-философской точки зрения анализируется диалектическая природа духовной безопасности в условиях коммерциализации ценностей. Излагаются идеи о «отделении» экономики от общества. Также рассматривается влияние стремительной экономической трансформации на систему ценностей и вопросы сохранения национальных ценностей с социально-философской точки зрения.*

Ключевые слова: *коммерциализация ценностей, неолиберализм, духовная безопасность, социальная трансформация, коллективные ценности, неолиберальная модель, экономическая трансформация, стабильная идентичность.*

THE DIALECTICAL NATURE OF SPIRITUAL SECURITY IN THE CONTEXT OF THE COMMODIFICATION OF VALUES

Abstract. *This article analyzes the dialectical nature of spiritual security in the context of the commodification of values from a socio-philosophical perspective. It presents ideas regarding the "disembedding" of the economy from society. The impact of rapid economic transformation on value systems and the issue of preserving national values are also examined from a socio-philosophical standpoint.*

Keywords: *commodification of values, neoliberalism, spiritual security, social transformation, collective values, neoliberal model, economic transformation, stable identity.*

Kirish

Iqtisodiy nazariyada bozor ko'pincha neytral almashinuv mexanizmi sifatida tasvirlanadi. U go'yoki samaradorlikni oshiradi, resurslarni optimal taqsimlaydi va individual tashabbusni rag'batlantiradi. Biroq ijtimoiy-falsafiy tahlil shuni ko'rsatadiki, bozor hech qachon faqat iqtisodiy hodisa bo'lmagan. U o'z mantig'i –rentabellik, raqobat, maksimalizatsiya va tezlik orqali ijtimoiy munosabatlarni qayta tuzadi. Bu jarayon ayniqsa neoliberal model sharoitida keskinlashadi.

Iqtisodiyotning jamiyatdan "ajralib chiqishi" haqida ilgari surilgan g'oya shuni ko'rsatadiki, tarixan iqtisodiy faoliyat ijtimoiy va axloqiy tuzilmalarga singdirilgan holda mavjud bo'lgan [1]. Zamonaviy bozor esa aksincha, jamiyatni o'ziga moslashtiradi. Ijtimoiy institutlar bozor mantig'iga bo'ysundiriladi. Ta'lim samaradorlik bilan, sog'liqni saqlash rentabellik bilan, hatto ijtimoiy munosabatlar ham "foyda" mezoni bilan o'lchana boshlaydi. Bu jarayon oddiy transformatsiya emas, bu – aksiologik siljishdir.

Adabiyotlar tahlili

Qadriyatlarning bozorlashuvi g'oyasiga eng erta ilmiy yondashuvlardan biri **Karl Marks**ning "tovar fetişizmi" konsepsiyasida uchraydi. U kapitalistik jamiyatda insoniy munosabatlar ham tovar shakliga kirishini, ma'naviy

qadriyatlar ham iqtisodiy manfaatga bo‘ysunishini ta’kidlaydi. Shuningdek insoniy munosabatlar “narsa”lashishi, qadriyatlar almashinuv qiymatiga aylanishi va ma’naviylik iqtisodiy foyda bilan o‘lchanishi ta’kidlanadi. **Georg Simmel** pul iqtisodiyotining inson ongiga ta’sirini tahlil qilib, pulning universal ekvivalent sifatida barcha qadriyatlarni tenglashtirib yuborishini ko‘rsatadi. Uning fikricha, pul sifatni miqdorga aylantiradi, ma’naviy farqlarni yo‘qotadi, hayotning barcha sohalarini “hisob-kitobga” bo‘ysundiradi deya ta’kidlaydi.

Maks Veber “ratsionalizatsiya” jarayonini tahlil qilib, zamonaviy jamiyatda an’anaviy va diniy qadriyatlar o‘rnini foyda va samaradorlik egallashini “instrumental ratsionallik” ustun bo‘lishini ko‘rsatadi. Bu jarayon qadriyatlarning bozorlashuvi uchun ijtimoiy zamin yaratadi. **Yurgen Xabermas** “hayot dunyosi” (Lebenswelt) va tizim (System) o‘rtasidagi farqni asoslab beradi. Uning fikricha bozor va davlat tizimi hayot dunyosini “mustamlaka qiladi” kommunikativ qadriyatlar iqtisodiy manfaatga bo‘ysunadi deya ta’kidlaydi. Bu konsepsiya qadriyatlarning bozorlashuvini eng aniq tahlil qilgan zamonaviy nazariyalardan biridir. **Zygmunt Bauman** o‘zining “suyuq zamonaviylik” (liquid modernity) konsepsiyasida, qadriyatlarning barqarorligi yo‘qolishini va iste’mol madaniyati barcha ma’naviy tizimlarni o‘zgartirishini hamda insonning o‘zi ham “iste’mol mahsuliga” aylanishini ta’kidlaydi. **Entoni Giddens** globallashuv sharoitida an’anaviy qadriyatlar transformatsiyaga uchrashini, zamonaviy institutlar (bozor, media) qadriyatlarni qayta shakllantirishini ko‘rsatadi.

O‘zbek falsafa maktabida ham qadriyatlar muammosi keng o‘rganilgan. Jumladan **X.To‘xtayev**ning “Qadriyatlar falsafasi va jamiyat taraqqiyoti” **B. Ismoilov**ning “Ijtimoiy-ma’naviy transformatsiyalar” **F.Inagamov**aning **“**Qadriyatlar transformatsiyasi va globallashuv” kabi tadqiqotlarida quyidagilar ta’kidlanadi. Milliy qadriyatlar global bozor ta’sirida o‘zgaradi, ma’naviy qadriyatlar transformatsiyaga uchraydi “inson qadri” markaziy o‘ringa chiqadi.

Aksiologiya (qadriyatlar falsafasi) doirasida: qadriyatlar jamiyat tomonidan baholanishi, bozor iqtisodiyoti bu baholash mezonlarini o‘zgartirishini va moddiy qadriyatlar ustuvor bo‘lib borishini tadqiq etadi. Tadqiqodlar tahlili shuni ko‘rsatadiki, qadriyatlarning bozorlashuvi kapitalizm va globallashuv natijasida kuchib boradi. Marks, Simmel va Veber bu jarayonning asosiy nazariy asoslarini yaratgan, zamonaviy olimlar (Habermas, Bauman, Giddens, Ritzer) uni global ijtimoiy-madaniy inqiroz sifatida tahlil qilgan. O‘zbek tadqiqotchilari esa bu jarayonni milliy qadriyatlar transformatsiyasi bilan bog‘lab o‘rganmoqda. N.Musinov tadqiqodlarida “Ma’naviy xavfsizlik – jamiyatning mafkuraviy immuniteti va yosh avlodning sog‘lom dunyoqarashi shakllanishida hal qiluvchi omildir” [2] deya ta’kidlanadi.

Tadqiqot metodologiyasi

Qadriyatlarning bozorlashuvi sharoitida ma’naviy xavfsizlik jamiyatning barcha tizimlari – oila, ta’lim, mahalla, davlat siyosati, media muhiti bilan uzviy bog‘liq holda tahlil qilindi. Bu yondashuv mavzuga kompleks qarash imkonini beradi. Aholining ma’naviy holati, yoshlarning qadriyatlarga munosabati, axborot xurujlariga qarshi immuniteti so‘rovnoma, intervyu va kuzatuvlar orqali o‘rganiladi. Neoliberalizm sharoitida bozor faqat tashqi iqtisodiy mexanizm emas, balki subyektivlikni shakllantiruvchi kuchga aylanadi. Inson o‘zini fuqarolik yoki axloqiy mavjudot sifatida emas, balki “o‘z ustida investitsiya qilinuvchi kapital loyihasi” sifatida idrok eta boshlaydi [3]. Bozorning kengayishi bilan yuzaga keladigan yana bir jarayon — qadriyatlarning tovarlashuvi (kommodifikatsiyasi). Ilgari axloqiy yoki ma’naviy maydonga mansub bo‘lgan hodisalar ham tovar shakliga kiradi. Xayriya, e’tibor, hatto ijtimoiy obro‘ ham iqtisodiy aylanish tizimiga qo‘shiladi. “Hamma narsaning narxi bor” degan qarash sekin-asta “hamma narsa sotiladi” degan ongni shakllantiradi [4]. Ammo savol tug‘iladi: agar qadr narx bilan almashtirilsa, qadriyatning o‘zi saqlanadimi?

Bozor mantig‘i birdamlikni inkor etmaydi, lekin uni qayta talqin qiladi. Hamkorlik foydali bo‘lsa – mavjud, foyda bermasa – tugaydi. Bu esa ijtimoiy aloqalarning instrumental tus olishiga olib keladi. Ijtimoiy kapital tadqiqotlari shuni ko‘rsatadiki, bozorlashtirilgan muhitda uzoq muddatli ishonch aloqalari qisqa muddatli manfaatga almashishi mumkin [5]. Ishonch susaygan joyda esa ma’naviy xavfsizlikning poydevori zaiflashadi. O‘zbekiston tajribasi boshqa davlatlarning ma’naviy xavfsizlik tajribasi bilan taqqoslanadi. O‘zbekiston Respublikasi Konstitutsiyasi, ijtimoiy davlat dasturlari va ma’naviy-ma’rifiy sohadagi normativ hujjatlar asosida mavzuning huquqiy bazasi o‘rganiladi. Beruniy, , Navoiy, I. Karimov, Sh. Mirziyoyev, Putnam R. D, Sandel M. J, Polanyi. K va O‘zbekistonlik olimlarning ilmiy qarashlari metodologik asos bo‘lib xizmat qiladi.

Natijalar va ularning tahlili

Neoliberal tezlik fenomeni bu jarayonni yanada chuqurlashtiradi. Tezkor iqtisodiy transformatsiya, doimiy raqobat va o‘zini doimiy ravishda “yangilab borish” talabi insonni refleksiv qadriyatli fikrlashdan uzoqlashtiradi. Tezlik barqarorlikni yemiradi. Qadriyat esa barqarorlikni talab qiladi. Shu yerda asosiy dialektik ziddiyat yuzaga keladi: bozor tezlikni talab qiladi, ma’naviy xavfsizlik esa barqarorlikni.

Shunday ekan, bozorni shunchaki iqtisodiy mexanizm sifatida ko‘rish metodologik soddalashtirish bo‘ladi. U ijtimoiy ongni, o‘zlikni va qadriyaviy tuzilmani qayta shakllantiruvchi kuchdir. Neoliberal shaklda esa u muqarrar ravishda birdamlik qadriyatlariga bosim o‘tkazadi. Bu bosim darhol ko‘zga tashlanmasligi mumkin, biroq u asta-sekin ijtimoiy ishonchni yemiradi, tengsizlikni chuqurlashtiradi va fuqarolik ongini iste’molchilik ongiga aylantiradi.

Savol shunday qo‘yilishi mumkin: bozor kengayishi jamiyatni erkinlashtiryaptimi yoki uni yangi, ko‘rinmas qaramlik shakliga olib kirmoqdami?

Bozor va birdamlik o‘rtasidagi dialektik qarama-qarshilik zamonaviy ijtimoiy transformatsiyaning eng murakkab tugunidir. Bir tomondan, bozor individual tashabbus va samaradorlikni rag‘batlantiradi. Ikkinchi tomondan esa u jamiyatni birlashtirib turuvchi kollektiv qadriyatlarni zaiflashtirishi mumkin. Mazkur ziddiyatni anglamasdan turib, ma’naviy xavfsizlikning mohiyatini tushunish mushkul.

Bozor mantig‘ining destruktiv momenti, avvalo, ijtimoiy atomizatsiya jarayonida namoyon bo‘ladi. Atomizatsiya sharoitida shaxs o‘zini jamoaviy tuzilmaning a’zosi sifatida emas, mustaqil manfaat egasi sifatida anglay boshlaydi. Ijtimoiy aloqalar uzoq muddatli sadoqatdan ko‘ra qisqa muddatli manfaat asosida quriladi. Zamonaviy kapitalizm tahlilida bu jarayon “xarakterning yemirilishi” sifatida tasvirlanadi [6]. Barqaror mehnat va doimiy ijtimoiy ro‘llar o‘rnini moslashuvchanlik va muvaqqatlik (vaqtinchaliklik) egallaydi. Bu esa jamiyatning ichki birdamlik tuzilmasini zaiflashtiradi.

Atomlashuv bilan birga ishonchning erishi kuzatiladi. Ijtimoiy ishonch – bu shunchaki psixologik holat emas, balki ijtimoiy tizimning barqarorligini ta’minlovchi kapitaldir. Bozorlashtirilgan muhitda ishonch ko‘pincha shartnomaviy kafolat bilan almashtiriladi. Axloqiy majburiyat o‘rnini huquqiy majburiyat egallaydi. Natijada, insonlar o‘rtasidagi aloqa instrumental tus oladi. Empirik tadqiqotlar kuchli tengsizlik sharoitida ishonch darajasi sezilarli pasayishini ko‘rsatadi [7]. Ishonch susaygan jamiyatda esa birdamlikning normativ asosi yemirila boshlaydi. Tahlillar natijasida quyidagi ilmiy xulosalarga kelindi;

Birinchidan, ijtimoiy-iqtisodiy transformatsiya jamiyatning iqtisodiy tuzilmasi, ijtimoiy qatlamlanishi, institutsional mexanizmlari va qadriyatlar tizimi o‘zaro bog‘liq holda sifat jihatdan yangilanadigan murakkab tizimli jarayon ekanligi asoslandi. Transformatsiya oddiy miqdoriy o‘zgarish emas, balki strukturaviy va aksiologik darajada yuz beradigan sifat o‘zgarishidir.

Ikkinchidan, klassik va zamonaviy ijtimoiy-falsafiy nazariyalar qiyosiy tahlili transformatsiyaning bir yoqlama deterministik emas, balki ko‘p omilli va ziddiyatli xarakterga ega ekanini ko‘rsatdi. Iqtisodiy modernizatsiya o‘z-o‘zidan ijtimoiy barqarorlikni kafolatlamaydi, u xavf-xatarlar, tengsizlik va legitimlik muammolarini ham yuzaga chiqarishi mumkin.

Uchinchidan, transformatsiyaning iqtisodiy, ijtimoiy, institutsional va madaniy-aksiologik o‘lchamlari o‘zaro uzviy bog‘liqlikda namoyon bo‘lishi asoslandi. Iqtisodiy o‘zgarishlar ijtimoiy stratifikatsiyaga ta’sir qiladi, bu esa institutlar faoliyatini qayta belgilaydi, institutlardagi siljishlar esa qadriyatlar tizimi va ijtimoiy ong transformatsiyasiga olib keladi.

To‘rtinchidan, ma’naviy xavfsizlik jamiyatning aksiologik yaxlitligi, ijtimoiy ishonch darajasi va identifikatsion barqarorligi bilan bog‘liq bo‘lgan ko‘p komponentli kategoriya sifatida talqin qilindi. U faqat mafkuraviy himoya emas, balki jamiyatning uzoq muddatli barqaror rivojlanishini ta’minlovchi normativ-regulyativ va integrativ mexanizmdir.

Beshinchidan, ijtimoiy-iqtisodiy transformatsiya va ma’naviy xavfsizlik o‘rtasida ichki dialektik bog‘liqlik mavjudligi asoslandi. Transformatsiya jarayoni iqtisodiy samaradorlikni oshirishi mumkin, biroq agar u ijtimoiy adolat va qadriyaviy muvozanat bilan uyg‘unlashtirilmasa, ma’naviy fragmentatsiya va ijtimoiy beqarorlikka olib kelishi mumkin.

Xulosa

Mazkur maqolada qadriyatlarning bozorlashuvi va ma’naviy xavfsizlik o‘rtasidagi o‘zaro bog‘liqlik nazariy-metodologik jihatdan kompleks tahlil qilindi. Transformatsiya jarayoni tor iqtisodiy kategoriya sifatida emas, balki jamiyatning strukturaviy, institutsional va aksiologik asoslarini qamrab oluvchi ko‘p qatlamli ijtimoiy jarayon sifatida talqin etildi. Shu asosda ma’naviy xavfsizlik tushunchasi ham an’anaviy mafkuraviy himoya doirasidan chiqarilib, jamiyat barqarorligini ta’minlovchi tizimli ijtimoiy-madaniy mexanizm sifatida qayta talqin qilindi. Bob davomida klassik va zamonaviy nazariy yondashuvlar qiyosiy tahlil qilinib, transformatsiyaning murakkab va ziddiyatli tabiati ochib berildi hamda u bilan ma’naviy barqarorlik o‘rtasidagi dialektik munosabat asoslandi.

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NARKOMANIYA FENOMENINING IJTIMOIY-FALSAFIY VA AKSIOLOGIK TALQINLARI

Oxunov Nabijon Mansurovich
Farg'ona davlat universiteti mustaqil tadqiqotchisi

Annotatsiya. *Mazkur maqolada narkomaniya fenomenining ijtimoiy-falsafiy va aksiologik jihatlari tahlil qilinadi. Tadqiqotda narkomaniya shaxs, jamiyat va qadriyatlar tizimi o'rtasidagi murakkab munosabatlar mahsuli sifatida talqin qilinadi. Narkotik vositalarga qaramlikning shakllanish omillari, uning insonning ma'naviy dunyosi, ijtimoiy ong va qadriyatlar tizimiga ko'rsatadigan ta'siri ijtimoiy-falsafiy yondashuvlar asosida o'rganilgan. Shuningdek, narkomaniyaning globallashuv, iste'molchilik madaniyati va identifikatsiya inqirozi bilan bog'liq jihatlari ochib berilgan. Tadqiqot natijasida narkomaniya nafaqat tibbiy yoki huquqiy muammo, balki zamonaviy jamiyatning aksiologik inqirozini ifodalovchi murakkab ijtimoiy hodisa ekanligi asoslandi.*

Kalit so'zlar: *narkomaniya, qadriyatlar, aksiologiya, ijtimoiy ong, ma'naviy inqiroz, globallashuv, identifikatsiya, ijtimoiy falsafa, deviant xulq-atvor, ijtimoiy transformatsiya.*

СОЦИАЛЬНО-ФИЛОСОФСКИЕ И АКСИОЛОГИЧЕСКИЕ ИНТЕРПРЕТАЦИИ ФЕНОМЕНА НАРКОМАНИИ

Аннотация. *В статье анализируются социально-философские и аксиологические аспекты феномена наркомании. Наркомания рассматривается как сложное социальное явление, возникающее на пересечении личности, общества и системы ценностей. Исследуются факторы формирования наркотической зависимости, её влияние на духовный мир человека, общественное сознание и ценностные ориентации. Особое внимание уделяется взаимосвязи наркомании с глобализацией, потребительской культурой и кризисом идентичности. Обосновывается положение о том, что наркомания представляет собой не только медицинскую или правовую проблему, но и проявление аксиологического кризиса современного общества.*

Ключевые слова: *наркомания, ценности, аксиология, общественное сознание, духовный кризис, глобализация, идентичность, социальная философия, девиантное поведение.*

SOCIO-PHILOSOPHICAL AND AXIOLOGICAL INTERPRETATIONS OF THE PHENOMENON OF DRUG ADDICTION

Abstract. *This article examines the socio-philosophical and axiological dimensions of drug addiction. Drug addiction is interpreted as a complex social phenomenon emerging from the interaction between individual consciousness, social structures, and value systems. The study explores the factors contributing to substance dependence and its impact on personal identity, moral values, and social consciousness. Particular attention is paid to the relationship between drug addiction, globalization, consumer culture, and identity crises. The findings demonstrate that drug addiction should be understood not only as a medical or legal issue but also as a manifestation of the axiological crisis characteristic of contemporary societies.*

Keywords: *drug addiction, values, axiology, social consciousness, spiritual crisis, globalization, identity, social philosophy, deviant behavior, social transformation.*

Kirish. XXI asrda narkomaniya insoniyat oldida turgan eng murakkab global muammolardan biri sifatida namoyon bo'lmoqda. Jahon sog'liqni saqlash tashkiloti ma'lumotlariga ko'ra, narkotik vositalarni iste'mol qiluvchilar sonining ortib borishi nafaqat sog'liqni saqlash tizimi, balki jamiyatning ma'naviy, iqtisodiy va ijtimoiy barqarorligiga ham jiddiy tahdid solmoqda [1]. Mazkur holat natijasida narkomaniya fenomenini faqat tibbiy yoki kriminal hodisa sifatida emas, balki ijtimoiy-falsafiy va aksiologik muammo sifatida tadqiq etish dolzarb ahamiyat kasb etmoqda. Zamonaviy ilmiy adabiyotlarda narkomaniya ko'pincha deviant xulq-atvor shakli sifatida talqin qilinadi. Biroq ijtimoiy-falsafiy nuqtai nazardan qaralganda, mazkur hodisa jamiyatdagi qadriyatlar transformatsiyasi, ma'naviy bo'shliq, identifikatsiya inqirozi va ijtimoiy alienatsiya jarayonlari bilan uzviy bog'liqdir [2].

E.Frommning fikricha, zamonaviy jamiyatda insonning begonalashuvi va ma’naviy qadriyatlarning zaiflashuvi turli qaramlik shakllarining kengayishiga sabab bo‘ladi [3]. Mazkur nazariya narkomaniyani shaxsning ma’naviy ehtiyojlari bilan mavjud ijtimoiy muhit o‘rtasidagi ziddiyatning mahsuli sifatida izohlash imkonini beradi.

Bugungi globallashuv sharoitida iste’molchilik madaniyati va individualistik qadriyatlarning kuchayishi natijasida shaxsning ma’naviy tayanchlari zaiflashmoqda. Natijada ayrim ijtimoiy guruhlar, ayniqsa yoshlar orasida narkotik vositalarga qiziqishning ortishi kuzatilmoqda. Shu jihatdan narkomaniya fenomenining aksiologik asoslarini tadqiq etish dolzarb ilmiy vazifa hisoblanadi.

Tadqiqot maqsadi. Narkomaniya fenomenining ijtimoiy-falsafiy va aksiologik mohiyatini ochib berish, uning zamonaviy jamiyatdagi qadriyatlar tizimi va ijtimoiy ong transformatsiyasi bilan bog‘liqligini ilmiy jihatdan asoslash.

Tadqiqot vazifalari

a) narkomaniya tushunchasining ijtimoiy-falsafiy mazmunini tahlil qilish;
b) narkotik qaramlikning aksiologik omillarini aniqlash;
c) narkomaniyaning zamonaviy jamiyatdagi ijtimoiy oqibatlarini o‘rganish;
d) narkomaniya va ma’naviy inqiroz o‘rtasidagi bog‘liqlikni asoslash;
e) narkomaniyaning oldini olishning qadriyatlarga asoslangan mexanizmlarini ishlab chiqish.

Tadqiqot metodologiyasi. Tadqiqotda ijtimoiy-falsafiy tahlil, aksiologik yondashuv, qiyosiy tahlil, tizimli yondashuv va interpretativ metodlardan foydalanildi. Metodologik asos sifatida E.Frommning begonalashuv nazariyasi, E.Dyurkgeymning anomiya konsepsiyasi, R.Mertonning deviant xulq-atvor nazariyasi va Z.Bauman tomonidan ishlab chiqilgan “suyuq modernlik” konsepsiyasi tanlandi [4].

Aksiologik yondashuv orqali narkomaniyaning inson qadriyatlari tizimiga ta’siri tahlil qilindi. Shuningdek, zamonaviy jamiyatdagi iste’molchilik madaniyatining narkotik qaramlikka ta’siri o‘rganildi.

Natijalar. Tadqiqot natijalari shuni ko‘rsatdiki, narkomaniya ko‘p omilli ijtimoiy hodisa bo‘lib, uning shakllanishida biologik, psixologik va ijtimoiy omillar bilan bir qatorda aksiologik omillar ham muhim o‘rin tutadi.

Birinchidan, narkomaniya shaxsning qadriyatlar tizimida yuzaga kelgan deformatsiyaning mahsuli sifatida namoyon bo‘ladi. Tadqiqot davomida aniqlanishicha, ma’naviy qadriyatlar zaiflashgan muhitda narkotik vositalarga moyillik yuqoriroq bo‘ladi.

Ikkinchidan, narkomaniya ijtimoiy alienatsiyaning shakllaridan biri hisoblanadi. Insonning jamiyatdan, mehnatdan va o‘z “Men”idan begonalashuvi narkotik qaramlikka zamin yaratadi [3].

Uchinchidan, globallashuv va ommaviy madaniyat ta’sirida ayrim yoshlar orasida hedonistik qadriyatlarning kuchayishi narkotik vositalarga nisbatan qiziqishni oshirmoqda.

Tadqiqot davomida narkomaniya fenomenining quyidagi aksiologik indikatorlari aniqlandi:

1) hayot mazmunining yo‘qolishi;
2) ma’naviy qadriyatlarning zaiflashuvi;
3) ijtimoiy mas’uliyat hissining pasayishi;
4) individualizmning kuchayishi;
5) ijtimoiy begonalashuv.

Muhokama. Tadqiqot natijalari narkomaniya fenomenining zamonaviy jamiyatdagi aksiologik inqiroz bilan uzviy bog‘liqligini ko‘rsatdi. E.Dyurkgeym tomonidan ishlab chiqilgan anomiya nazariyasiga ko‘ra, jamiyatdagi me’yoriy tizimning zaiflashuvi deviant xulq-atvor shakllarining kengayishiga olib keladi [6].

Z.Bauman zamonaviy “suyuq jamiyat”da insonning identifikatsiya inqirozi va ma’naviy tayanchlarning zaiflashishini ta’kidlaydi [7]. Muallifning fikricha, narkomaniya aynan mana shu jarayonlarning ekstremal ko‘rinishlaridan biri hisoblanadi.

Shu bilan bir qatorda, narkomaniya fenomeni iste’molchilik madaniyatining salbiy oqibatlari bilan ham bog‘liq. Zamonaviy jamiyatda baxt va muvaffaqiyatning moddiy mezonlar bilan o‘lchanishi ayrim insonlarni sun’iy qoniqish vositalariga murojaat qilishga undaydi.

O‘zbekiston sharoitida narkomaniyaning oldini olishda ma’naviy-ma’rifiy ishlar, ta’lim tizimi, oila instituti va fuqarolik jamiyati institutlarining roli alohida ahamiyatga ega.

Xulosa. Tadqiqot natijalari narkomaniya fenomeni zamonaviy jamiyatning murakkab ijtimoiy-falsafiy va aksiologik muammolaridan biri ekanligini ko‘rsatdi.

Narkomaniya:

a) shaxsning qadriyatlar tizimidagi deformatsiyalar mahsuli;
b) ma’naviy inqirozning ko‘rinishi;
c) ijtimoiy alienatsiyaning natijasi;
d) globallashuv va iste’molchilik madaniyati bilan bog‘liq hodisa;
e) jamiyatning ijtimoiy barqarorligiga tahdid soluvchi omil hisoblanadi.

Yuqoridagilardan kelib chiqib, narkomaniyaga qarshi kurashda faqat huquqiy va tibbiy choralar bilan cheklanib qolmasdan, sog‘lom qadriyatlar tizimini shakllantirish, insonning ma’naviy dunyosini mustahkamlash va fuqarolik mas’uliyatini rivojlantirishga qaratilgan kompleks yondashuv zarur.

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IJTIMOIY-SIYOSIY TIZIMLAR BARQARORLIGIDA VAQT VA MAKON O'LCHOVLARINING DIALEKTIK UYG'UNLIGI

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Annotatsiya: *maqolada barqaror rivojlanishning ijtimoiy-iqtisodiy mohiyati, barqarorlik bugungi farovonlikni kelajak hisobiga ta'minlash emas, balki hozirgi va kelajak o'rtasidagi uzviylikni saqlash strategiyasi sifatida tahlil qilinadi. Shuningdek, barqarorlik va taraqqiyot o'rtasidagi farqli jihatlari va ularning jamiyat farovonligini ta'minlashdagi ahamiyatiga oid ilmiy-nazariy taklif va tavsiyalar keltirilgan.*

Kalit so'zlar: *barqarorlik, taraqqiyot, farovonlik, inson manfaatlari, turmush darajasi, iqtisodiy islohotlar, ijtimoiy himoya, inson qadri, ijtimoiy adolat.*

ДИАЛЕКТИЧЕСКАЯ ГАРМОНИЯ ВРЕМЕННЫХ И ПРОСТРАНСТВЕННЫХ ИЗМЕРЕНИЙ В УСТОЙЧИВОСТИ СОЦИАЛЬНО-ПОЛИТИЧЕСКИХ СИСТЕМ

Аннотация: *в статье анализируется социально-экономическая сущность устойчивого развития, устойчивость как стратегия сохранения преемственности между настоящим и будущим, а не обеспечения сегодняшнего благосостояния за счет будущего. Также представлены научно-теоретические предложения и рекомендации по различным аспектам между стабильностью и развитием и их значению в обеспечении благосостояния общества.*

Ключевые слова*: стабильность, развитие, благополучие, интересы человека, уровень жизни, экономические реформы, социальная защита, человеческое достоинство, социальная справедливость.*

IALECTIC HARMONY OF TIME AND SPACE DIMENSIONS IN THE STABILITY OF SOCIO-POLITICAL SYSTEMS

Annotation: *the article analyzes the socio-economic essence of sustainable development, stating that sustainability is not ensuring today's prosperity at the expense of the future, but rather a strategy for maintaining continuity between the present and the future. Additionally, scientific and theoretical proposals and recommendations are presented regarding the differences between stability and development and their significance in ensuring the well-being of society.*

Key words: *stability, development, prosperity, human interests, standard of living, economic reforms, social protection, human dignity, social justice.*

Kirish. Har qanday mamlakat taraqqiyoti - bu iqtisodiy barqarorlik, ijtimoiy adolat va ekologik muvozanatning o'zaro uzviy birlashuvi bo'lib, u shunchaki moddiy farovonlikka erishish vositasi emas, balki insonning o'z potentsialini erkin ro'yobga chiqarishi hamda kelajak avlodlar oldidagi mas'uliyatni anglagan holda uyg'un yashash muhitini barpo etishning ijtimoiy-falsafiy asosidir. Bu shunchaki rivojlanish yig'indisi emas, balki iqtisodiy barqarorlik, ijtimoiy adolat va ekologik mas'uliyat kabi uch ustunli tizimning uyg'unlikda namoyon bo'lishidir. Agar ushbu uch ustundan biriga e'tibor susaysa, mamlakat taraqqiyoti beqarorlashadi. Bu esa, barqaror rivojlanish falsafasining mazmun-mohiyatida o'z aksini topadi. "…barqaror rivojlanish falsafasi zamonaviy jamiyatning taraqqiyot borasidagi ehtiyojlarini hisobga olish, tabiiy resurslarni saqlash va kelajak avlodlar farovonligini ta'minlash masalalarini o'zaro uyg'un ravishda hal etishni nazarda tutadigan barqaror rivojlanish modelini yaratishga qaratilgan"[16]. Shu bois, O'zbekistonda amalga oshirilayotgan islohotlar Birlashgan Millatlar Tashkilotining barqaror rivojlanish maqsadlari bilan uyg'unlashgan holda, shunchaki xalqaro andozalarga moslashish emas, balki mamlakatning o'z kelajagini uzoq muddatli barqarorlik poydevori asosida mustaqil belgilashga qaratilgan strategik tanlovidir.

[16] Mirziyoyev Sh.M. Hozirgi zamon va Yangi O'zbekiston.-Toshkent: "O'zbekiston", 2024.-B.38.

Mavzuga oid adabiyotlar tahlili. O‘zbekistonda ijtimoiy-iqtisodiy jarayonlar, barqarorlik va inson farovonligi masalalari bugungi kunda jamiyat rivojlanish darajasini belgilovchi mezonlar sifatida qator tadqiqotchilar ilmiy izlanishlarida asosiy obyekt bo‘lib xizmat qilmoqda. Xususan, A.Salimov, A.Razzoqov, S.Safoyev, Q.Nazarov, Sh.Toshmatov, N.O‘rmonov kabi olimlar o‘z tadqiqotlarida barqaror taraqqiyotning iqtisodiy negizlarini tadqiq etib, iqtisodiy tafakkurning tarixiy evolyutsiyasini tizimli yondashuv asosida tahlil qilgan holda, mazkur ta’limotlarning zamonaviy jamiyat taraqqiyotidagi konseptual ahamiyatini asoslab berganlar. Shuningdek, Q.Abduraxmonov “inson taraqqiyotining iqtisodiy omillarini”[17], A.Xudayqulov “Yangi O‘zbekiston sharoitida ijtimoiy-iqtisodiy sohalarda amalga oshirilayotgan islohotlarning mohiyatini”[18], Q.Nazarov “Jamiyatdagi barqarorlik va doimiy o‘zgarish, mutanosiblik va nomutanosiblik, uyg‘unlik va ziddiyatlar, shuningdek, taraqqiyot va tanazzul kabi jarayonlar bir-biridan ajralmas holda, o‘zaro uzviy bog‘liqlik va aloqadorlikda namoyon bo‘lishini”[19], A.Erkayev “Yangi O‘zbekiston : mo‘ljal Uchinchi Renessans”[20] ni qurish natijasida jamiyatda barqarorlik va farovonlikni mustahkamlashga qaratilgan tadqiqotlar olib borgan. Bundan tashqari, jamiyatda barqaror rivojlanish strategiyalarini muvaffaqiyatli amalga oshirish bevosita inson omili va uning atrof-muhitga bo‘lgan munosabati bilan bog‘liq jarayon ekanligi hamda ekologik barqarorlikni ta’minlashda aholining ekologik-huquqiy ongini yuksaltirishga oid konseptual muammolar G. Abdullayeva, M. Najimov, J. Xolmuminov kabi huquqshunos olimlar tomonidan olib borilgan ilmiy izlanishlarida barqarorlik mezonlari huquq kontekstida tahlil qilingan. Zero, jamiyat o‘zining mustahkam va o‘zaro bog‘liq tarkibiy qismlari bilan barqaror tizimni namoyon etsa-da, ayni vaqtda u uzluksiz o‘zgarish va ilgarilanma harakatda bo‘lgan dinamik jarayondir. Bu taraqqiyot yo‘li bir tekis kechmaydi, balki mavjud ziddiyatlar, ijtimoiy tafovutlar va qarama-qarshiliklar muhitida shakllanadi. Shu bois, jamiyat doimiy yangilanish va taraqqiyotni amalga oshirish barobarida, o‘z ichki barqarorligini ham saqlab qoluvchi murakkab, uyg‘un tizim sifatida kelajakka qarab rivojlanib boradi.

Tadqiqot metodologiyasi. Davlatning jamiyat farovonligini yuksaltirishga qaratilgan strategiyasi metodologik jihatdan barqaror rivojlanishning kompleks va uyg‘un yondashuvi asosida shakllantiriladi. Mazkur siyosatning bosh maqsadi faqatgina tizimli islohotlar yoki moddiy ko‘rsatkichlarni oshirish bilan cheklanmaydi, balki erishilgan taraqqiyotning uzoq muddatli, barqaror va sifatli bo‘lishini kafolatlaydi. Shu nuqtai nazardan, ijtimoiy rivojlanish fenomeni shunchaki miqdoriy o‘sish ko‘rsatkichlari bilan emas, balki ijtimoiy tenglik, inson xavfsizligi hamda har bir fuqaroni qamrab oluvchi inklyuziv farovonlik mezonlari orqali baholanadi. Bunday paradigma ijtimoiy-ekologik tizimni bugungi kun ehtiyojlarini qondirish barobarida, kelajak avlodlarning ham munosib hayot kechirish huquqlarini asragan holda rivojlanuvchi uzluksiz strategik jarayon sifatida namoyon bo‘ladi. “…hayotiy muammolarini hal etish, turmush darajasini yuksaltirish, mustaqil ravishda o‘z moddiy farovonligini oshirish uchun yetarli va zarur sharoitlarni yaratish”[21]ga qaratilgan omillar Yangi O‘zbekistonning barqaror taraqqiyotini mustahkamlashga xizmat qiladi. Bu borada barqarorlikni izohlashda eng avvalo, barqarorlik bilan iqtisodiy taraqqiyot tushunchalarini bir-biridan farqli jihatlarini tushunish muhimdir. Shu nuqtai nazardan barqaror iqtisodiy taraqqiyot — bu iqtisodiyotning uzoq muddat davomida izchil va muvozanatli rivojlanishi bo‘lib, unda iqtisodiy o‘sish, ijtimoiy farovonlik uyg‘un holda ta’minlanadi. Barqaror iqtisodiy taraqqiyotning asosiy maqsadi jamiyat farovonligini oshirish va kelajak avlodlar manfaatlarini himoya qilishdan iborat. Iqtisodiy taraqqiyot esa, mamlakat yoki jamiyatning ishlab chiqarish, xizmat ko‘rsatish, daromadlar va farovonlik darajasining vaqt o‘tishi bilan barqaror ravishda oshib borishini ifodalaydigan jarayondir. U nafaqat iqtisodiy ko‘rsatkichlarning o‘sishini, balki resurslardan samarali foydalanish, texnologik rivojlanish, bandlik darajasining oshishi va aholining turmush sifatini yaxshilashni ham o‘z ichiga oladi. Barqarorlik tushunchasi ko‘pincha tor ma’noda — faqat resurslarni tejash yoki iqtisodiy foyda ko‘rish deb tushuniladi. Biroq, aslida bu qarash tubdan noto‘g‘ri. Barqarorlik — bu shunchaki mexanik harakatlar yig‘indisi emas, balki chuqur falsafiy va axloqiy yondashuv, ya’ni yangicha fikrlash tarzidir. Bu tamoyil insoniyat zimmasiga yuksak mas’uliyat yuklaydi. Zero, bu o‘tmish tajribasidan voz kechmasdan, bugungi kun talablariga moslashgan holda kelajak sari harakat qilishdir. Siyosiy jarayonlarda vaqt omili “tezlik” va “sifat” orasidagi muvozanatni talab qiladi. Vaqtning to‘g‘ri boshqarilmasligi, ya’ni islohotlarning haddan tashqari tezlashuvi yoki aksincha, turg‘unlik, tizimning ichki ziddiyatlarini kuchaytirib, inqirozlarga olib kelishi mumkin.

Tahlil va natijalar. Ijtimoiy-siyosiy tizimlar taraqqiyoti va ularning barqarorligini ta’minlash masalalari zamonaviy ijtimoiy falsafaning dolzarb tadqiqot obyekti hisoblanadi. Har qanday ijtimoiy tuzilma ma’lum bir makoniy chegaralar va vaqtinchalik bosqichlar kesishmasida shakllanadi. Shu bois, tizimning barqarorligi nafaqat institutsional mexanizmlar, balki vaqt va makon o‘lchovlarining dialektik uyg‘unligi bilan ham bevosita bog‘liqdir. Ijtimoiy-siyosiy tizimning makoniy o‘lchovi uning geosiyosiy joylashuvi, davlat chegaralari va boshqaruv institutlarining hududiy

[17] Абдураҳмонов Қ. Инсон тараққиёти. -Тошкент: Иқтисодиёт, 2013.- Б. 464.
[18] Xudayqulov A. Jamiyat ijtimoiy rivojlanishida iqtisodiy ongning roli. Fals.f.n. diss. avtoref. – Toshkent: O‘zMU, 2005.
[19] Назаров Қ. Қадриятлар фалсафаси. – Тошкент: Файласуфлар миллий жамияти, 2004. – Б. 66.
[20] Эркаев А. Янги Ўзбекистон: мўлжал – Учинчи Ренессанс.– Тошкент: Маънавият, 2021. –Б. 96.
[21] Mirziyoyev Sh.M. Yangi O‘zbekiston strategiyasi.- Toshkent: “O‘zbekiston”, 2021.- B. 84.

tarqalishini qamrab oladi. Makon nafaqat moddiy-geografik muhit, balki siyosiy jarayonlar kechadigan maydon sifatida ham namoyon bo‘ladi. Tizim barqarorligi ushbu makon ichidagi ijtimoiy munosabatlarning tartibga solinishi, resurslarning taqsimlanishi va boshqaruv subyektlarining hududlar ustidan samarali nazoratni amalga oshirishi bilan belgilanadi. Makoniy birlikning buzilishi yoki uning chegaralaridagi noaniqliklar tizimda parchalanish xavfini keltirib chiqaradi. Bu esa, ijtimoiy-siyosiy tizimning barqarorligini ta’minlashda vaqt va makon omillari bir-birini qanday to‘ldirishi hamda ularning birgalikdagi ta’sirini tushunishga yordam beradi. Siyosiy-ijtimoiy tizim o‘zining ichki elementlari (an’analar, boshqaruv institutlari) va tashqi muhit (makon va geosiyosat) bilan doimiy aloqada bo‘lgan yaxlitlik sifatida qaraladi. Bu yerda vaqt o‘lchovi tizimning ichki xotirasi (barqarorligi)ni, makon o‘lchovi esa tashqi muhit bosimiga beradigan javob reaksiyasini belgilaydi. Har qanday jamiyat rivojlanishi — an’anaviylikdan zamonaviylikka o‘tish dinamikasidir. Jadvaldagi dialektik uyg‘unlik yangilanish fenomenini tushuntirib beradi.

Xulosa va takliflar

Xulosa qilib aytganda “O‘zbekiston-2030” strategiyasi doirasida amalga oshirilayotgan keng ko‘lamli islohotlar ijtimoiy-siyosiy tizimlar barqarorligini ta’minlashda vaqt va makon dialektikasi muvozanatini saqlashning o‘ziga xos konseptual modelini namoyon etmoqda. Shuningdek mamlakatimizda ijtimoiy-iqtisodiy sohalarda olib borilayotgan islohotlarning makon va zamon nuqtai nazardan qiyosiy tahlili quyidagi xulosalarga kelish imkonini beradi:

Birinchidan, Yangi O‘zbekistondagi yangilanishlar tadrijiy yoki tarixiy ildizlardan uzilish fenomeniga asoslanmagan. Aksincha, “Uchinchi Renessans” ezgu g‘oyasi orqali milliy-tarixiy meros va an’anaviy boshqaruv mexanizmlari barqarorligini ta’minlovchi fundamental resurs sifatida safarbar etilgan. Bu jamiyatda institutsional va mental uzviylikni saqlab qolishga xizmat qilmoqda.

Ikkinchidan, davlat tashqi siyosatda Markaziy Osiyo mintaqaviy yaxlitligini ustuvor yo‘nalish etib belgilashi, ichki siyosatda esa “mahallabay” tizimini joriy etishi orqali o‘zining makoniy imkoniyatlarini optimallashtirdi. Bu strategiya tizimning tashqi xavf-xatarlarga nisbatan barqarorligini oshirish bilan birga, islohotlarning eng chekka geografik nuqtalargacha kirib borishini ta’minladi.

Uchinchidan, davlat xizmatlarining raqamlashtirilishi va teskari aloqa mexanizmlarining takomillashuvi tizim ichidagi entropiya va ziddiyatlarni gomeostatik darajada nazorat qilish imkonini bermoqda.

Tadqiqot natijalari va aniqlangan qonuniyatlardan kelib chiqib, “O‘zbekiston 2030” strategiyasining ustuvor yo‘nalish va maqsadlarida keltirilgan vazifalar vaqt va makon muvozanatini yanada mustahkamlash borasida quyidagi ilmiy-amaliy tavsiyalar ilgari suriladi:

- hududlar o‘rtasidagi raqamli, iqtisodiy va ijtimoiy disproporsiyani yanada kamaytirish uchun strategik resurslarni taqsimlashda geografik joylashuv va mahalliy o‘ziga xoslik ko‘rsatkichlarini integratsiya qiluvchi kompleks indeks yaratish;

- jamiyatning ijtimoiy va psixologik moslashuvchanlik darajasini hisobga olgan holda, makroiqtisodiy va tarkibiy islohotlarning vaqtinchalik sur’atlarini prognoz qiluvchi tizimni yaratish va mavjudlarini takomillashtirish;

- Markaziy Osiyo mintaqasidagi geosiyosiy barqarorlik makonini saqlash va mustahkamlash uchun qo‘shma transport-logistika koridorlari hamda ekologik muammolarni (Orol fojiasi, suv taqchilligi) prognoz qiluvchi transchegaraviy ilmiy-tahliliy markazlar tarmog‘ini kengaytirish;

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KOEVOLYUTSIYA NAZARIYASI VA AGRAR ISLOHOTLAR: IJTIMOIY-FALSAFIY TAHLIL

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Annotatsiya. *Ushbu maqola agrar islohotlarga koevolyutsiya nazariyasini qo‘llashni o‘rganadi. Unda jamiyat va qishloq xo‘jaligi transformatsiyalari o‘rtasidagi o‘zaro ta’sirning ijtimoiy-falsafiy tahlili taqdim etiladi. Tadqiqot islohotlar jarayonida ijtimoiy tuzilmalar, iqtisodiy munosabatlar va ekologik omillarning qanday qilib birgalikda rivojlanishini ko‘rib chiqadi. Agrar siyosatning uzoq muddatli oqibatlarini tushunishda yaxlit yondashuvning ahamiyati ta’kidlanadi. Ish qishloq xo‘jaligida barqaror rivojlanish yo‘llarini shakllantirish uchun yangi istiqbollarni taklif etadi.*

Kalit so‘zlar: *Koevolyutsiya nazariyasi, Agrar islohotlar, Ijtimoiy falsafa, Qishloq xo‘jaligi, Barqaror rivojlanish, O‘zaro ta’sir, Sotsial-ekologik tizimlar, Transformatsiya*

ТЕОРИЯ КОЭВОЛЮЦИИ И АГРАРНЫЕ РЕФОРМЫ: СОЦИАЛЬНО-ФИЛОСОФСКИЙ АНАЛИЗ.

Аннотация. *Данная статья посвящена применению теории коэволюции к анализу аграрных реформ. В ней представлен социально-философский анализ взаимовлияния между обществом и сельскохозяйственными преобразованиями. Исследование рассматривает, как социальные структуры, экономические отношения и экологические факторы коэволюционируют в процессе реформ. Подчеркивается важность целостного подхода для понимания долгосрочных последствий аграрной политики. Работа предлагает новые перспективы для формирования устойчивых путей развития в сельском хозяйстве.*

Ключевые слова: *Теория коэволюции, Аграрные реформы, Социальная философия, Сельское хозяйство, Устойчивое развитие, Взаимовлияние, Социо-экологические системы, Трансформация*

COEVOLUTION THEORY AND AGRARIAN REFORMS: A SOCIAL-PHILOSOPHICAL ANALYSIS

Abstract. *This article explores the application of coevolution theory to agrarian reforms. It provides a socio-philosophical analysis of the reciprocal relationship between society and agricultural transformations. The research examines how social structures, economic relations, and ecological factors coevolve during the reform process. The importance of a holistic approach to understanding the long-term consequences of agrarian policies is emphasized. The study offers new perspectives for shaping sustainable development pathways in agriculture.*

Keywords: *Coevolution theory, Agrarian reforms, Social philosophy, Agriculture, Sustainable development, Mutual influence, Socio-ecological systems, Transformation*

Kirish

Jamiyat taraqqiyotining murakkab jarayonlarida agrar islohotlar doimo markaziy o‘rin tutgan, ularning ijtimoiy-iqtisodiy, siyosiy va madaniy hayotga ta’siri keng qamrovli bo‘lgan. Ushbu islohotlar nafaqat iqtisodiy tizimni o‘zgartiradi, balki inson va tabiat o‘rtasidagi munosabatlar, ijtimoiy tuzilmalar va qadriyatlar tizimini ham qayta shakllantiradi. Shu bois, agrar o‘zgarishlarni chuqur tahlil qilish zamonaviy falsafiy tafakkur uchun muhim ahamiyat kasb etadi [1]. Koevolyutsiya nazariyasi, ya’ni turli tizimlar yoki elementlarning o‘zaro ta’sirda birgalikda rivojlanishi g‘oyasi, agrar islohotlarning jamiyat bilan o‘zaro dinamik aloqasini tushunish uchun yangi metodologik imkoniyatlar yaratadi. Bu nazariya agrar tizimlar va ijtimoiy tuzilmalar o‘rtasidagi murakkab, ikki tomonlama ta’sir mexanizmlarini ochib berishga xizmat qiladi.

Bugungi kunda global miqyosdagi oziq-ovqat xavfsizligi, barqaror rivojlanish va qishloq joylarining ijtimoiy-ekologik muammolari fonida agrar islohotlarning koevolyutsion xususiyatlarini o‘rganish alohida dolzarblik kasb etmoqda. O‘zbekiston tajribasi bu borada boy material taqdim etadi, chunki mamlakat XX asrda ikki xil agrar islohotlar to‘lqinini boshdan kechirgan: sovet davridagi milliylashtirish va kollektivlashtirish, hamda mustaqillikdan keyingi bozor

iqtisodiyotiga o‘tish jarayonidagi yer islohotlari [2]. Bu jarayonlar natijasida yer egaligi shakllari, qishloq xo‘jaligi boshqaruvi va dehqonchilik madaniyatida tub o‘zgarishlar yuz berdi. Mamlakatimizda qishloq xo‘jaligi rivojlanishini ta’minlashga qaratilgan doimiy sa’y-harakatlar va muhokamalar ham ushbu mavzuning amaliy ahamiyatini ko‘rsatadi [3].

Ushbu tadqiqotning maqsadi – koevolyutsiya nazariyasi prizmasidan agrar islohotlarning ijtimoiy-falsafiy tahlilini amalga oshirish, ularning jamiyat va tabiat o‘rtasidagi o‘zaro ta’sir mexanizmlarini ochib berishdan iborat. Tadqiqot vazifalari quyidagilardan iborat: koevolyutsiya nazariyasining ijtimoiy-falsafiy asoslarini tahlil qilish; agrar islohotlarning tarixiy konteksti va falsafiy yondashuvlarini o‘rganish; agrar islohotlar va jamiyat o‘rtasidagi koevolyutsion dinamikani aniqlash; ularning ijtimoiy-ekologik va madaniy oqibatlarini baholash; hamda O‘zbekistondagi agrar islohotlarning koevolyutsion xususiyatlarini tahlil qilish va kelajak istiqbollarini belgilash.

Adabiyotlar tahlili. Koevolyutsiya nazariyasi va agrar islohotlar o‘rtasidagi ijtimoiy-falsafiy bog‘liqlikni tahlil qilishga qaratilgan ushbu tadqiqot, mavjud ilmiy adabiyotlarni chuqur o‘rganishni talab etadi. Adabiyotlar tahlili shuni ko‘rsatadiki, har bir yo‘nalish bo‘yicha keng qamrovli tadqiqotlar olib borilgan bo‘lsa-da, ularning o‘zaro kesishgan nuqtalari, ayniqsa ijtimoiy-falsafiy jihatdan, yetarli darajada o‘rganilmagan. Ushbu bo‘limda koevolyutsiya nazariyasining ijtimoiy fanlardagi tatbiqi, agrar islohotlarning falsafiy va ijtimoiy-iqtisodiy tahlili, shuningdek, ularning o‘zaro ta’sir mexanizmlarini yorituvchi adabiyotlar tanqidiy nuqtai nazardan ko‘rib chiqiladi. Asosiy e’tibor 2020 yildan keyin chop etilgan ishlarga qaratiladi, bu esa mavzuning zamonaviy tendensiyalarini aks ettirishga yordam beradi.

Koevolyutsiya nazariyasining ijtimoiy-falsafiy asoslari va uning ijtimoiy fanlardagi tatbiqi so‘nggi yillarda tobora ko‘proq olimlar e’tiborini tortmoqda. Dastlab biologiyada paydo bo‘lgan bu tushuncha, hozirda inson va tabiat o‘rtasidagi murakkab munosabatlarni, texnologik taraqqiyotning jamiyatga ta’sirini va madaniy evolyutsiyaning dinamikasini tushunish uchun samarali metodologik vosita sifatida qabul qilinmoqda. Masalan, Professor A. Karimovning 2021 yildagi “Ijtimoiy tizimlarning koevolyutsion rivojlanishi: falsafiy-metodologik yondashuvlar” nomli monografiyasida [1] koevolyutsiya g‘oyasi ijtimoiy tizimlarning o‘z-o‘zini tashkil etish va o‘zgarish jarayonlarini tahlil qilishda qo‘llanilgan. Muallif inson faoliyati va atrof-muhit o‘rtasidagi ikki tomonlama ta’sirni, shuningdek, ijtimoiy institutlar va qadriyatlar tizimining birgalikdagi evolyutsiyasini falsafiy jihatdan asoslab beradi. Shuningdek, M. Saidovning 2022 yilda chop etilgan “Inson va tabiat o‘zaro ta’sirining falsafiy jihatlari: koevolyutsion paradigma” nomli maqolasi [2] koevolyutsion yondashuvning insoniyatning ekologik muammolarga javob berish qobiliyatini tushunishdagi ahamiyatini yoritadi. Unda insonning tabiatni o‘zgartirishi va shu bilan birga tabiatning insoniyat jamiyatiga ta’sir etishi dialektik birlikda ko‘rib chiqiladi. Bu tadqiqotlar koevolyutsiya nazariyasining nafaqat biologik, balki ijtimoiy-falsafiy tahlil uchun ham mustahkam asos bo‘la olishini ko‘rsatadi. Biroq, ushbu ishlarda koevolyutsiya nazariyasi agrar islohotlar kontekstida bevosita tahlil qilinmagan, bu esa mavjud adabiyotlardagi bo‘shliqni ko‘rsatadi.

Agrar islohotlar mavzusi ijtimoiy fanlarda, xususan, iqtisodiyot, tarix va sotsiologiya sohalarida keng o‘rganilgan. Tarixiy kontekstda agrar o‘zgarishlar jamiyatning ijtimoiy-iqtisodiy tuzilishini, siyosiy barqarorligini va madaniy qadriyatlarini shakllantirishdagi hal qiluvchi rolini tasdiqlovchi ko‘plab tadqiqotlar mavjud. N. Olimovning 2020 yildagi “Agrar islohotlarning ijtimoiy-iqtisodiy oqibatlari: qiyosiy tahlil” nomli monografiyasi [3] turli mamlakatlardagi agrar o‘zgarishlarning ijtimoiy adolat, mulkchilik munosabatlari va qishloq aholisining turmush darajasiga ta’sirini chuqur o‘rganadi. Muallif agrar islohotlarning muvaffaqiyati yoki muvaffaqiyatsizligi ko‘pincha ularning jamiyatning mavjud ijtimoiy-madaniy tuzilmalariga mos kelishi bilan bog‘liqligini ta’kidlaydi. Z. Sobirovning 2023 yilda chop etilgan “Yer munosabatlarining falsafiy asoslari: mulkchilik va adolat muammolari” nomli maqolasi [4] yerga egalik qilishning turli shakllarini falsafiy nuqtai nazardan tahlil qilib, yerning ijtimoiy va iqtisodiy funksiyalari o‘rtasidagi muvozanatni topish zarurligini asoslaydi. Ushbu tadqiqotlar agrar islohotlarning nafaqat iqtisodiy, balki chuqur falsafiy va ijtimoiy ildizlarga ega ekanligini ko‘rsatadi. Biroq, bu ishlarda agrar islohotlar jarayonlari koevolyutsion dinamika nuqtai nazaridan, ya’ni jamiyat va agrar tizimning o‘zaro ta’sirda birgalikdagi rivojlanishi sifatida tizimli ravishda tahlil qilinmagan.

Agrar islohotlarning ijtimoiy-ekologik va madaniy oqibatlari ham ko‘plab tadqiqotlarning diqqat markazida bo‘lgan. Yer resurslarining degradatsiyasi, suv tanqisligi, bioxilmaxillikning yo‘qolishi kabi ekologik muammolar ko‘pincha agrar siyosatning bevosita yoki bilvosita natijasi sifatida ko‘rib chiqiladi. Sh. Ergashovning 2023 yildagi “Agrar o‘zgarishlarning ekologik izi va barqaror rivojlanish muammolari” nomli maqolasi [7] qishloq xo‘jaligi intensivlashuvining atrof-muhitga salbiy ta’sirini tahlil qilib, barqaror agrar amaliyotlarga o‘tish zarurligini asoslaydi. O‘zbekistonda agrar islohotlar mavzusi mustaqillik yillarida ko‘plab mahalliy olimlar tomonidan tadqiq qilingan. B. G‘aniyevning 2023 yilda chop etilgan “Qishloq xo‘jaligida innovatsiyalar va barqaror rivojlanish: O‘zbekiston tajribasi” nomli maqolasi qishloq xo‘jaligini modernizatsiya qilish, yangi texnologiyalarni joriy etish va fermer xo‘jaliklarini qo‘llab-quvvatlash bo‘yicha amalga oshirilayotgan chora-tadbirlarni tahlil qiladi. Ushbu ishlar O‘zbekistonning agrar sektoridagi o‘ziga xos xususiyatlarni va islohotlar natijalarini tushunish uchun qimmatli ma’lumotlar beradi. Biroq, ushbu tadqiqotlarda agrar islohotlarning jamiyat va tabiat bilan o‘zaro koevolyutsion dinamikasi, ya’ni islohotlarning jamiyat va ekotizimlar tomonidan qanday qabul qilinishi, ularga moslashishi va o‘z navbatida islohotlarning keyingi

bosqichlarini shakllantirishi masalasi falsafiy-metodologik jihatdan chuqur tahlil qilinmagan. Mavjud adabiyotlar asosan iqtisodiy samaradorlik, huquqiy asoslar yoki sotsial oqibatlarga e'tibor qaratadi, koevolyutsiya nazariyasining ijtimoiy-falsafiy salohiyatini to'liq ishga solmaydi.

Tadqiqot metodologiyasi. Ushbu tadqiqot koevolyutsiya nazariyasi prizmasidan agrar islohotlarning ijtimoiy-falsafiy tahlilini amalga oshirishga qaratilgan bo'lib, o'zining murakkabligi va fanlararo xususiyatidan kelib chiqib, kompleks metodologik yondashuvni talab etadi. Avvalgi bo'limlarda ta'kidlanganidek, mavjud adabiyotlarda koevolyutsiya nazariyasining agrar islohotlar kontekstida ijtimoiy-falsafiy tahlili, ayniqsa O'zbekiston tajribasi misolida, yetarli darajada o'rganilmagan. Shu bois, ushbu bo'limda tadqiqotning maqsad va vazifalarini amalga oshirishga xizmat qiladigan asosiy falsafiy-metodologik tamoyillar va tahlil mexanizmlari batafsil yoritiladi. Tadqiqotning metodologik asosi dialektik, sistemali, tarixiy-falsafiy va tanqidiy tahlil usullarini o'z ichiga oladi, ular koevolyutsion paradigma bilan uyg'unlashtirilgan holda qo'llaniladi.

Tadqiqotning falsafiy metodologik asosini dialektik yondashuv tashkil etadi. Bu yondashuv agrar islohotlar va jamiyat o'rtasidagi o'zaro ta'sirni statik hodisa sifatida emas, balki doimiy harakat, o'zgarish va rivojlanish jarayoni sifatida ko'rib chiqish imkonini beradi. Dialektika qarama-qarshiliklarning birligi va kurashi, miqdoriy o'zgarishlarning sifat o'zgarishlariga o'tishi kabi tamoyillar orqali agrar tizimlardagi ichki ziddiyatlarni, masalan, iqtisodiy samaradorlik va ijtimoiy adolat o'rtasidagi muvozanatni, shuningdek, inson va tabiat o'rtasidagi munosabatlarning murakkabligini tahlil qilishda muhim ahamiyat kasb etadi. Agrar islohotlar jamiyatning turli qatlamlari manfaatlarining to'qnashuvi, eski mulkchilik shakllarining yangilari bilan almashinishi kabi dialektik jarayonlar bilan chambarchas bog'liq bo'lib, bu yondashuv ularning dinamikasini chuqurroq tushunishga yordam beradi.

Natijalar va ularning tahlili. Sistemali tahlil ham tadqiqotning muhim metodologik tamoyillaridan biridir. Agrar islohotlar alohida, izolyatsiya qilingan hodisa emas, balki jamiyatning iqtisodiy, siyosiy, ijtimoiy, madaniy va ekologik tizimlari bilan o'zaro bog'liq bo'lgan murakkab tizimning bir qismidir. Sistemali yondashuv agrar tizimni (yer, mehnat, texnologiya, ishlab chiqarish munosabatlari) va ijtimoiy tizimni (institutlar, qadriyatlar, ijtimoiy tuzilmalar) o'zaro ta'sirda bo'lgan elementlar majmui sifatida ko'rib chiqishga imkon beradi. Bu esa har bir elementning o'zgarishi butun tizimga qanday ta'sir qilishini va aksincha, tizimning umumiy holati alohida elementlarning rivojlanishini qanday belgilashini tahlil qilishda samaralidir. Koevolyutsiya nazariyasining o'zi ham sistemali fikrlashga asoslangan bo'lib, turli tizimlarning birgalikdagi evolyutsiyasini o'rganadi.

Koevolyutsiya nazariyasi ushbu tadqiqotning markaziy metodologik linzasi bo'lib xizmat qiladi. Dastlab biologiyada paydo bo'lgan bu tushuncha, hozirda ijtimoiy fanlarda, xususan, inson va tabiat o'rtasidagi murakkab munosabatlarni tushunishda samarali vosita sifatida qo'llanilmoqda. Koevolyutsiya agrar tizimlar (qishloq xo'jaligi amaliyotlari, texnologiyalar, yer egaligi shakllari) va ijtimoiy tizimlar (qonunchilik, ijtimoiy institutlar, madaniyat, qadriyatlar) o'rtasidagi ikki tomonlama, o'zaro ta'sirda birgalikdagi rivojlanishni tahlil qilish imkonini beradi. Bu shuni anglatadiki, agrar islohotlar nafaqat jamiyatni o'zgartiradi, balki jamiyatning o'zi ham o'z ehtiyojlari, qadriyatlari va texnologik imkoniyatlari orqali agrar tizimni shakllantiradi. Professor A. Karimovning ijtimoiy tizimlarning koevolyutsion rivojlanishiga oid ishi [1] va M. Saidovning inson va tabiat o'zaro ta'sirining falsafiy jihatlarini yorituvchi maqolasi [2] koevolyutsion yondashuvning ijtimoiy-falsafiy tahlildagi salohiyatini asoslab beradi. Ushbu tadqiqotda koevolyutsiya nazariyasi agrar islohotlarning jamiyat va tabiat bilan o'zaro moslashuv jarayonlarini, ya'ni islohotlarning qanday qilib ijtimoiy-ekologik tizimlarda aks sado berishi va shu tizimlarning o'z navbatida islohotlarning keyingi bosqichlariga ta'sir etishini tahlil qilish uchun qo'llaniladi.

Birinchidan, yerga egalik qilish munosabatlarining falsafiy asoslarini tahlil qilish. Bu yerning nafaqat iqtisodiy resurs, balki madaniy, ijtimoiy va ekologik qadriyat sifatida ham ahamiyatini o'rganishni o'z ichiga oladi. Yerga egalik qilishning turli shakllari (davlat mulki, jamoa mulki, xususiy mulk) ortida turgan falsafiy g'oyalar, adolat tushunchalari va ularning jamiyatga ta'siri chuqur tahlil qilinadi. Z. Sobirovning yer munosabatlari bo'yicha tadqiqoti [4] bu yo'nalishda muhim metodologik asos bo'lib xizmat qiladi.

Ikkinchidan, agrar islohotlarning ijtimoiy tuzilmalar va institutlarga ta'sirini koevolyutsion nuqtai nazardan o'rganish. Bu qishloq jamoalarining transformatsiyasi, ijtimoiy qatlamlarning o'zgarishi, yangi ijtimoiy institutlarning paydo bo'lishi va mavjudlarining evolyutsiyasini o'z ichiga oladi. N. Olimovning agrar islohotlarning ijtimoiy-iqtisodiy oqibatlariga oid qiyosiy tahlili [3] va D. Rahmatovning qishloq xo'jaligi tizimlarining adaptiv evolyutsiyasiga bag'ishlangan ishi [5] bu yo'nalishda qimmatli ma'lumotlar beradi.

Uchinchidan, agrar islohotlarning madaniy va ekologik oqibatlarini falsafiy jihatdan baholash. Bu dehqonchilik madaniyatining o'zgarishi, an'anaviy bilimlarning yo'qolishi yoki transformatsiyasi, insonning tabiatga bo'lgan munosabatidagi o'zgarishlar va ularning ekologik barqarorlikka ta'sirini o'rganishni o'z ichiga oladi. L. To'rayevaning qishloq madaniyatining transformatsiyasiga oid tadqiqoti va Sh. Ergashovning agrar o'zgarishlarning ekologik iziga bag'ishlangan ishi [7] bu tahlil uchun asos bo'ladi. Shuningdek, G. Karimova va S. Valievlarning sotsial-ekologik

tizimlardagi o‘zaro ta’sir dinamikasini o‘rganishi [6] agrar islohotlarning ekologik oqibatlarini koevolyutsion nuqtai nazardan tahlil qilishda muhimdir.

Kontseptual tahlil: Koevolyutsiya nazariyasi, agrar islohotlar, ijtimoiy-falsafiy tahlil kabi asosiy tushunchalarning mazmun-mohiyatini aniqlash va ularning o‘zaro bog‘liqligini nazariy jihatdan asoslash. Bu falsafiy adabiyotlarni chuqur o‘rganish va ularni mavzu kontekstiga tatbiq etishni talab qiladi.

Qiyosiy-tarixiy tahlil: O‘zbekistondagi agrar islohotlarning turli bosqichlarini (sovet davri va mustaqillik davri) koevolyutsion paradigma orqali qiyosiy tahlil qilish. Bu islohotlarning har bir bosqichida jamiyat va agrar tizim o‘rtasidagi o‘zaro ta’sir mexanizmlarini, ularning o‘xshash va farqli jihatlarini aniqlashga yordam beradi. A. Xudoyberdiyevning O‘zbekistondagi yer islohotlarining ijtimoiy-siyosiy tahlili va B. G‘aniyevning qishloq xo‘jaligida innovatsiyalar va barqaror rivojlanishga oid ishi bu tahlil uchun empirik va nazariy asos bo‘ladi.

Sintetik yondashuv: Falsafa, sotsiologiya, iqtisodiyot, tarix va ekologiya kabi turli fan sohalaridan olingan bilimlarni koevolyutsion nazariya doirasida umumlashtirish va sintez qilish. Bu agrar islohotlarning murakkab va ko‘p qirrali tabiatini to‘liq tushunishga imkon beradi.

Ushbu metodologik yondashuvning afzalliklari shundaki, u agrar islohotlarning nafaqat iqtisodiy yoki siyosiy jihatlarini, balki ularning chuqur falsafiy, ijtimoiy, madaniy va ekologik oqibatlarini ham tizimli va kompleks tarzda tahlil qilishga imkon beradi. Koevolyutsion paradigma agrar o‘zgarishlarning bir tomonlama ta’sirini o‘rganishdan voz kechib, jamiyat va agrar tizimning o‘zaro ta’sirda birgalikdagi rivojlanishini, ya’ni ularning o‘zaro moslashuv va o‘zgarish mexanizmlarini ochib beradi. Bu esa kelajakdagi agrar siyosatlarni ishlab chiqishda yanada barqaror va insonparvar yondashuvlarni shakllantirish uchun muhim nazariy asos yaratadi. Shu bilan birga, tadqiqotning metodologik cheklovlari ham mavjud bo‘lib, ular koevolyutsion dinamikaning murakkabligi, tarixiy ma’lumotlarning to‘liqligi va falsafiy tahlilning subyektiv talqinlarga moyilligi bilan bog‘liq bo‘lishi mumkin. Biroq, tanlangan metodologik yondashuv ushbu cheklovlarni minimallashtirish va mavzuni ilmiy asosda chuqur o‘rganish uchun yetarli darajada mustahkam zamin yaratadi.

Xulosa. Ushbu tadqiqot agrar islohotlarning jamiyat va tabiat bilan o‘zaro koevolyutsion dinamikasini ijtimoiy-falsafiy nuqtai nazardan tahlil qilib, ularning murakkab, ikki tomonlama ta’sir mexanizmlarini ochib berdi. Agrar tizimlar va ijtimoiy tuzilmalar o‘zaro moslashuvda birgalikda rivojlanar ekan, islohotlarning yerga egalik munosabatlari, ijtimoiy institutlar, madaniyat va ekologik barqarorlikka chuqur ta’siri falsafiy jihatdan baholandi. O‘zbekiston tajribasi misolida agrar o‘zgarishlarning ko‘p qirraliligi koevolyutsion paradigma orqali yoritilib, kelajakdagi agrar siyosatlarni ishlab chiqishda ijtimoiy-ekologik va madaniy omillarni hisobga olish zarurligi asoslandi. Bu esa barqaror rivojlanish uchun muhim nazariy zamin yaratadi.

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JAMIYAT BOSHQARUVINING TARIXIY-FALSAFIY ASOSLARI

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Annotatsiya: *Mazkur maqolada jamiyat boshqaruvining ijtimoiy-falsafiy va tarixiy rivojlanish bosqichi tadqiq etilgan. Sharq va G‘arb mutafakkirlari qarashlari zamonaviy ilmiy konsepsiyalar bilan aloqadorligi o‘rganilgan. Bu esa bugungi jamiyat taraqqiyoti bilan uzviy tarzda yuksalib borishi, namoyon bo‘lishi va qo‘llanilishi zarurati ochib berilgan.*

Kalit so‘zlar. *Jamiyat, boshqaruv, davlat, ijtimoiy hayot, madaniyat, jamiyatni boshqarish, kengash, ijtimoiy-madaniy.*

ИСТОРИКО-ФИЛОСОФСКИЕ ОСНОВЫ УПРАВЛЕНИЯ ОБЩЕСТВОМ

Аннотация: *В данной статье рассматривается социально-философское и историческое развитие управления обществом. Изучается взаимосвязь между взглядами восточных и западных мыслителей и современными научными концепциями. Это выявляет необходимость его непрерывного развития, проявления и применения в развитии современного общества.*

Ключевые слова: *Общество, управление, государство, общественная жизнь, культура, управление обществом, совет, социокультурный.*

HISTORICAL-PHILOSOPHICAL FOUNDATIONS OF SOCIETY MANAGEMENT

Annotation: *This article examines the socio-philosophical and historical development of society management. The relationship between the views of Eastern and Western thinkers and modern scientific concepts is studied. This reveals the need for its continuous development, manifestation and application in the development of today's society.*

Keywords. *Society, management, state, social life, culture, society management, council, socio-cultural.*

Kirish

Hozirgi paytda ijtimoiy va huquqiy davlat qurish yo‘lidan borayotgan mamlakatimizning kelajagi bevosita Sharq dunyoqarashi, ijtimoiy falsafiy fikr, dunyoviy madaniyat taraqqiyoti bilan bog‘liq hisoblangan jamiyatni boshqarish tajribalari, uni bugungi kun voqeligi, ya’ni jamiyat taraqqiyoti hamohangligi bilan uyg‘un tarzda o‘rganish har qachongidan ham muhim ekanligini ko‘rsatmoqda. Jamiyat to‘g‘risidagi ijtimoiy fikr va boshqarish masalalari, Sharq mutafakkirlari Abu Nasr Forobiy, Ibn Sino, Amir Temur, Nizomulmulk, Nosir Xisrav, Alisher Navoiy, Zahiriddin Muhammad Bobur, Umar Hayyom va boshqa allomalarning ijtimoiy-falsafiy qarashlarida o‘z ifodasini topgan. Ularning asarlarini, tajribalarini, jamiyatni boshqarish masalasiga bag‘ishlangan jihatlarini o‘rganish bugungi kun uchun g‘oyat ahamiyatlidir. Chunki, o‘tmish xotiralarining gavdalanishi ma’naviyat tarzida xalqning uyg‘oq tafakkurini yanada boyitadi, bugungi kun voqeligini chuqur va har tomonlama tushunib, uning qadriga yetishimizga yordam beradi.

Sharq mamlakatlari tarixi jahon madaniyatining tarkibiy qismi hisoblanib, o‘zining takrorlanmasligi bilan G‘arbdan muayyan darajada ajralib turadi. Sharqda jamiyat boshqaruvi masalasining mohiyatini tushunish uchun avvalo o‘sha davr ijtimoiy hayotini belgilab beruvchi jamiyat taraqqiyotiga ta’sir etuvchi omillar va yondashuvlar bilan tanishib chiqish lozim. Ayni paytda, IX-XI asrlarda O‘rta Osiyoda vujudga kelgan dunyoviy ilm-madaniyat, tabiatshunoslik, falsafiy fanlarni o‘rganishning kuchayishi, mahalliy ilmiy va ratsionalistik an’analarning shakllanishi ham O‘rta asr Sharq davlatchiligi va uni boshqarishda muhim ahamiyat kasb etgan.

Mavzuga oid adabiyotlar tahlili

Jamiyatni boshqarishda har tomonlama shakllangan shaxsni tarbiyalash u orqali ijtimoiy tafakkur tarzini o‘zgartirish mumkinligi mazkur tadqiqotning nazariy-metodologik ahamiyatini ko‘rsatadi. Akademik V.Bartold “Musulmon mamlakatlarida boshqarishning mumkin bo‘lgan yagona shakli teokratiya (dinga tayangan hokimiyat)dir”[1.93.], degan fikrni bildirgan edi. Bu fikrga to‘liq qo‘shilish qiyin, sababi dinga tayanish bilan birga boshqarishda amal qilingan tamoyillarni kengroq ko‘rib chiqish kerak bo‘ladi. Davlat rahbari huzurida qurultoy,

mashvarat, kengash kabi maslahat organlari faoliyat koʻrsatgan. Ular urush va tinchlik masalalarida yirik urugʻlar boshliqlarining, amir va sultonlarining maslahatlarini olishi lozim boʻlgan. Shuningdek, keksa otaxonlarning, ya'ni oqsoqollar kengashining pand-nasihatlari, oʻgitlariga quloq tutilgan. Davlat boshqarishida olimu ulamo, fuzalolarning koʻrsatmalari, yoʻl-yoʻriqlari hukmdor tomonidan hisobga olingan. Masalan, Abu Nasr Forobiyning "Fozil odamlar shahri" asarida polis (shahar)ni baxt-saodatga eltuvchi hukmdori oʻzida 12 ta ijobiy xususiyatni shakllantirishi lozimligi uqtiriladi. Ammo birgina shaxsda bunday xislatlar toʻliq shakllanmaganligini hisobga olgan holda, fozil shaharli ikki yoki undan ortiq kishilarning maslahatlariga quloq solingan[2.85.]. Yoki Alisher Navoiy davrida podshoh Husayn Boyqaro hukmronligining gullab-yashnashida, mamlakatda osoyishtalik hukm surishida, har tomonlama komil va dono shaxs Alisher Navoiydek vazirning roli benihoya boʻlgan. Uning nafaqat fazilati, amaliy boshqarishi (Hirot, Xurosondagi qurilish, konlar qazish, saroy, machit, xonaqoxlar, yoʻllar, koʻpriklar qurilishi, olimu ulamolarga yanada rahnamolik qilinishi), balki muntazam tarzda Husayn Boyqaroga dono maslahatlarni berib turishi tufayli oʻsha davr jamiyati koʻp muvaffaqiyatlarga erishgan [3.86.].

Tarixda jamiyat boshqaruvining muhim va yirik manbalardan biri boʻlgan Nizomumulkning "Siyosatnoma" asarida, Muhammad Haydar Doʻgʻlay (1499-1551)ning "Tarixi Roshidiy" asarlarida podshohlarga qarata ibratli maslahatlar berilgan. Uning nazarida podsho davlat boshligʻi, u boylik ketidan quvmasa, mamlakatda adolat va yaxshilik tantana qilsa, e'tiqod rivojlangan boʻlsa – bular uning uchun haqiqiy boylikdir. Agar Allohning sharofati bilan davlatni boshqarish sharafiga muyassar boʻlsa, "Mamlakat fuqarolarining muayyan huquqlari borki, ularni podsho ta'minlashi lozim. Ushbu huquqlar asosida fuqarolarning shikoyat va arizalarini, murojaatlarini oʻz vaqtida odilona koʻrib hal etish yotadi. Adolatli hukmdorning odil sudlovni amalga oshirgan har bir kuni uning barcha ibodatlariga tengdir",[4.710.] - deydi.

Ma'lumki, bugungi kundagi jamiyatni boshqarish koʻrinishi uzoq davom etgan tadrijiylik, vorisiylik asosida jamiyatda amalga oshiriladigan ijtimoiy boshqarishdir. Ijtimoiy boshqarishning asosini esa, davlat va jamiyat boshqaruvi tashkil etadi. Davlat boshqaruvi deganda davlat organlarining hokimiyat vakolati doirasida iqtisodiyot, ijtimoiy-madaniy va ma'muriy-siyosiy sohalarga rahbarlik qilishga qaratilgan ijrochilik faoliyati tushuniladi.

Ijtimoiy hayotning sharqona usuli, boshqarish tartibi oʻziga xos xususiyatga ega boʻlib, hech bir yerda takrorlanmaydigan koʻrinishga ega. Ular bugungi kun davlatchiligini boshqarish va belgilashda, qolaversa, amaliy tarzda uni hayotga tatbiq etishda muhim ahamiyat kasb etadi. Ularning barchasi davlat boshqaruvida oʻchmas va unutilmas shiorga, chaqiriqqa aylanib qolgan "Kuch birlikda, adolat va insofda"[5.58.] kabi oʻgitlarda oʻzining ifodasini topgan. Hattoki, buyuk bobomiz sohibqiron Amir Temur oʻzining tuzuklarida ulugʻ vazir va davlat arbobi Nizomulmulk omillarini hurmat, ehtirom bilan eslab, jumladan shunday deydi: "Malikshoh Saljuqiy oʻz vaziri Nizomulmulkni martabasidan tushurdi. Vazir boshdan-oyoq yaxshi sifatlarga oʻralgan edi. Uning oʻrniga zoti past, yomon bir kishini vazir qilib tayinladi. Bu shumqadam vazirning qabih ishlari, zulmi-sitami va nafsi buzuqligi kasofatidan saltanat binosi buzila boshladi"[6.9.]. Sohibqiron boshqa bir joyda Nizomulmulkni davlatni boshqarishda ibrat qilib koʻrsatib, uning fazilatlariga ta'rif beradi: "Nizomulmulkning yomon qilmishlari kam boʻlib, xayrli ishlari koʻproq edi. U haj safariga bormoqchi boʻlib turgan vaqtda avliyolardan biri unga debdi: "Malikshoh davlatining xizmatida boʻlib, amalga oshirayotgan xayrli ishlaring va Tangri taoloning bandalariga yetkazib turgan yordaming Haj qilish bilan barobardir"[6.10]. Darhaqiqat, rahbar shaxs, hukmdor fazilati uning obyektivlashgan ma'naviyati har bir xatti-harakati, ta'sir kuchi, ibrati minglab, millionlab taqdirni hal qilishi isbot talab qilmaydigan haqiqatdir.

Ijtimoiy taraqqiyot, falsafiy tafakkur tarix shuni koʻrsatadiki, oʻtmish mutafakkirlari oʻzlarining davlat va jamiyatga oid asarlarida[7.] jamiyatni boshqarishga xos boʻlgan fikrlarini bayon etganlar. Ayniqsa, adolatli jamiyat, insonparvar hukmdor siymolari, ularning jamiyat, davlatni boshqarishdagi faoliyati haqida batafsil yoritib berilgan.

Tadqiqot metodologiyasi

Boshqaruv faoliyati tarixiylik va mantiqiylik, qiyosiy tahlil usullaridan davlat boshqaruvining jamiyat hayoti sohalari bilan bogʻliq yoʻnalishlarda rahbar kadrlar tayyorlash, tanlash tizimini strategik ahamiyatga ega ekanligini bilish imkoni yaratiladi.

Tahlil va natijalar

Jamiyat boshqaruvining tarixiy-falsafiy asoslarining zamonaviy talqini sifatida ijro hokimiyati tizimini optimallashtirish orqali uning vakolatlari, mas'uliyati va davlat tizimidagi mavqeini oshirish boʻyicha islohotlarni izchil amalga oshirishga ustuvor ahamiyat qaratilmoqda. Iqtisodiyot va ijtimoiy sohadagi muammolarni chuqur tahlil qilishlari va joylardagi haqiqiy ahvolni oʻrganishga e'tiborni kuchaytirishlari zarur. By haqida Oʻzbekiston Respublikasi Prezidentining 2017-yil 8-sentyabrdagi PF-5185-son Farmoni bilan tasdiqlangan Oʻzbekiston Respublikasida Ma'myriy islohotlar konsepsiyasi [8]da ham yetarli bayon etilgan. Jumladan, mazkur Konsepsiyada davlat boshqaruvini markazlashtirishdan chiqarish, davlat xizmatlari koʻrsatish tizimini yanada takomillashtirish, davlat va xududiy rivojlanish dasturlarini shakllantirishda hududiy ijro etuvchi hokimiyat organlarining tashabbyskorligini oshirish hamda rolini kuchaytirish, davlat xizmatchilarining kasbiy tayyorgarlik, moddiy va ijtimoiy ta'minot darajasini oshirish,

mahalliy davlat hokimiyati organlarining moliyaviy imkoniyatlari, roli va javobgarligini kengaytirish, mahalliy davlat hokimiyati tizimini tashkil etishda hokimiyatlar bo‘linishi prinsipining amalga oshirilishini ta’minlash kabi dolzarb vazifalar belgilab berilgan.

Xorijiy tajribaga ko‘ra, ishlab chiqarish jarayonida insonga bo‘lgan munosabatni aks ettiruvchi yondashuv – “Inson kapitali” nazariyasi bo‘lib, bunga muvofiq ishchi kuchi kapital sifatida, masalan pul tarzida idrok etiladi. Ushbu nazariya doirasida personal boshqaruviga oid holatlarda shuningdek, iqtisodiy atama va kategoriyalarda bayon etilgan. Bu ta’limotga binoan, inson kapitali odatda pul birligida o‘lchanadi. Zamonaviy yondashuvlardan biri-inson resurslarini rivojlantirish konsepsiyasi bo‘lib, bunda tashkilot manfaati yo‘lida xodimning o‘z tashabbusi bo‘yicha samarali mehnat qilishi uchun yaratiladigan sharoitlar markaziy masala deb qaraladi.

Qayd etilgan asosiy boshqaruv konsepsiyalari o‘z davriga xos bo‘lgan personal boshqaruv uslublarini ifodalaydi. Hatto ayni paytda ham turli tashkilot va rahbarlar sanab o‘tilgan yondoshuv elementlarini o‘z faoliyatida qo‘llab keladilar.

Xulosa

Davlat va jamiyat boshqaruvida jamiyatning mohiyatini, tuzilishini, qonuniyatlarini bilish, ularga tayangan holda tashkil etish, o‘zaro muvofiqlashtirish muhim ahamiyat kasb etadi. Shuning uchun jamiyat boshqaruv jarayonlari ijtimoiy qonunlar – jamiyat taraqqiyoti va belgilangan islohotlar jarayonini bilishda muhim omil sifatida o‘rganiladi. Unda ijtimoiy taraqqiyot tamoyillarining o‘zaro munosabatiga e’tibor qaratilib, “Jamiyat boshqaruvining tarixiy-falsafiy asoslari ijtimoiy taraqqiyot mezoni” sifatida jamiyatda o‘zaro bog‘liqlikni ifoda etadigan zaruriy omillar, ehtiyojlar, manfaatlar tizimining ko‘rinishini asoslaydi.

Jamiyat taraqqiyoti mamlakat iqtisodiy potensialining qanchalik yuksakligi bilan emas, balki bu potensial har bir kishining gullab-yashnashi, tomonlama rivojlanishi uchun yo‘naltirilganligi bilan baholanadi. Inson o‘zining amaliy va nazariy yaratuvchilik faoliyati jarayonida uni o‘rab turgan olamni o‘zgartirib, o‘zining qobiliyati va ehtiyojini, bilim va malakasini, ko‘nikma va hissiyotlarini shakllantiradi. Shunday ekan eng avvalo shaxsiy hamda ijtimoiy munosabatlar yig‘indisi va uning konkret ijtimoiy borligi bilan uzviy birlikda bo‘lgan insonning o‘zini shakllantirish kerak bo‘ladi.

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MADANIY SAVIYA-MADANIY BORLIQNING IJTIMOIY-FALSAFIY KO'RSATKICHI

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Annotatsiya. *Mazkur maqolada madaniy saviya tushunchasining mazmun-mohiyati, uning shaxs va jamiyat taraqqiyotidagi o'rni hamda madaniy rivojlanganlikning muhim ko'rsatkichi sifatidagi ahamiyati tahlil qilinadi. Shuningdek, madaniy saviyaning shakllanishiga ta'sir etuvchi ijtimoiy, ma'naviy va ta'limiy omillar yoritilib, zamonaviy jamiyatda madaniy rivojlanganlikni oshirishning dolzarb masalalari ko'rib chiqiladi. Madaniy saviyaning insonning dunyoqarashi, axloqiy qadriyatlari, ijtimoiy faolligi va estetik didini rivojlantirishdagi roli ilmiy-nazariy jihatdan asoslanadi.*

Kalit so'zlar*. Madaniy saviya, madaniy rivojlanganlik, madaniyat, ma'naviyat, shaxs kamoloti, ijtimoiy taraqqiyot, milliy qadriyatlar, madaniy meros, estetik tarbiya, axloqiy qadriyatlar, madaniy kompetensiya, ta'lim va tarbiya.*

CULTURAL LEVEL - A SOCIAL-PHILOSOPHICAL INDICATOR OF CULTURAL BEING

Abstract. *This article analyzes the essence and content of the concept of cultural level, its role in the development of the individual and society, and its significance as an important indicator of cultural advancement. Furthermore, the study highlights the social, spiritual, and educational factors influencing the formation of cultural level and examines current issues related to enhancing cultural development in modern society. The role of cultural level in shaping an individual's worldview, moral values, social activity, and aesthetic taste is substantiated from a scientific and theoretical perspective.*

Keywords: *Cultural level, cultural development, culture, spirituality, personal development, social progress, national values, cultural heritage, aesthetic education, moral values, cultural competence, education and upbringing.*

КУЛЬТУРНЫЙ УРОВЕНЬ — СОЦИАЛЬНО-ФИЛОСОФСКИЙ ПОКАЗАТЕЛЬ КУЛЬТУРНОГО СУЩЕСТВОВАНИЯ

Аннотация. *В данной статье анализируются сущность и содержание понятия культурного уровня, его роль в развитии личности и общества, а также его значение как важного показателя культурной развитости. Кроме того, освещаются социальные, духовно-нравственные и образовательные факторы, влияющие на формирование культурного уровня, и рассматриваются актуальные вопросы повышения культурной развитости в современном обществе. Научно-теоретически обосновывается роль культурного уровня в формировании мировоззрения человека, его нравственных ценностей, социальной активности и эстетического вкуса.*

Ключевые слова: *культурный уровень, культурная развитость, культура, духовность, развитие личности, общественный прогресс, национальные ценности, культурное наследие, эстетическое воспитание, нравственные ценности, культурная компетентность, образование и воспитание.*

Kirish. "Madaniy saviya" tushunchasining vujudga kelishi shaxsning moddiy va ma'naviy qadriyatlarni o'zlashtirilgani darajasini aniqlash zaruriyati bilan bog'liq[1;3-13]. O'tgan asrning 70-yillarida Rossiya Federatsiyasidagi Ural sotsiologiya maktabi vakillari madaniyat bilan bog'liq empirik tadqiqotlarni yo'lga qo'ydilar. Bu izlanishlarni amalga oshirgan olimlar tez orada qadriyatlarning shakllanishi qonuniyatlarini aniqlash, ayni paytda ularning inson tomonidan o'zlashtirilishi jarayonini ilg'ab olish uchun ilmiy muomalaga yangi tushuncha kiritish darkorligini tushunib yetdilar. Yuzaga kelgan ehtiyojga javoban oradan sal o'tib L.Kogan tomonidan ilmiy muomalaga "madaniy saviya" tushunchasi kiritildi[2;3-13].

Albatta, o'tgan vaqt mobaynida inson madaniy faoliyatining o'ziga xos xususiyatlari mufassal tadqiq qilib borildi. Bu tadqiqotlar juz'an "madaniy saviya" tushunchasining mazmunini ham boyitish imkonini berdi. Bugungi kunda madaniy saviya deganda inson ijtimoiy qiyofasining o'ta muhim alomatlaridan biri tushuniladi. Madaniy saviya shaxsning milliy va umuminsoniy qadriyatlardan voqifligi meyorini, insoniyat tomonidan asrlar davomida to'plangan

bilim va g‘oyalarni o‘zlashtirganligi darajasini, mazkur qadriyatlar va bilimlar asosida faoliyat ko‘rsatish malakasini ifodalovchi tushunchadir. Mazkur tushuncha, “bir tomondan, insonning jamiyatda mavjud bo‘lgan, ajdodlar va avlodlar tomonidan yaratilgan milliy va umuminsoniy qadriyatlarni o‘zlashtirish darajasini ifodalasa, ikkinchi tomondan, insonning ongi bilan faoliyati o‘rtasidagi o‘zaro aloqadorlikning mustahkamligini xarakterlaydi. Uchinchidan, madaniy saviya inson ma’naviy-intelektual faoliyatining o‘ziga xos shakli, ko‘rinishi va uning natijasidir.”[2;220].

Ta’kidlash zarurki, tushuncha mazmuni ancha chuqur, boy va murakkab. Bu borada mazkur muammoni maxsus tadqiq qilgan rus olimi A. Jigunovning maqolasida bayon qilingan fikrlarga murojaat etish zarur, deb hisoblaymiz[3]. Uning fikriga ko‘ra, shaxs madaniy saviyasining ikki jihati mavjud: maxsus-madaniy va umummadaniy jihatlar. Shaxs madaniy saviyasini ushbu ikki jihat birligi sifatida tasavvur qilsakkina uni yaxlit tizim sifatida tadqiq qilish imkoni yuzaga keladi. Maxsus-madaniy jihat shaxsning ta’limiy va malakaviy parametrlari, ilmiy-texnik salohiyati, ijodiy imkoniyatlari, hayoti va mehnat faoliyati davomida erishgan yutuqlari bilan tavsiflanadi. Shaxs madaniy saviyasining maxsus-madaniy darajasi jamiyatda hukm surayotgan ijtimoiy-iqtisodiy shart-sharoitlardan kelib chiqib aniqlanmog‘i va baholanmog‘i darkor. Chunki shaxs muayyan ta’lim yo‘nali-shini, egallamoqchi bo‘lgan bilimlari doirasini mavjud iqtisodiy shart-sharoitlardan kelib chiqib belgilaydi. Uning ilmiy-texnik salohiyati, uni ro‘yobga chiqarish meyori ham jamiyatda qaror topgan ijtimoiy shart-sharoit va iqtisodiy vaziyatga monanddir.

Mavzuga oid adabiyotlar tahlili. Madaniy saviya va madaniy rivojlanganlik masalalari ilmiy adabiyotlarda keng yoritilgan bo‘lib, ular falsafa, madaniyatshunoslik va pedagogika fanlarining muhim tadqiqot yo‘nalishlaridan biri hisoblanadi. Ushbu yo‘nalishda olib borilgan tadqiqotlar madaniy saviyani shaxsning ma’naviy-axloqiy kamoloti, bilim darajasi, estetik didi hamda ijtimoiy faolligini ifodalovchi muhim ijtimoiy ko‘rsatkich sifatida talqin qiladi.

Sharq mutafakkirlarining ilmiy merosida madaniyat va ma’naviyat masalalari chuqur tahlil qilingan. Jumladan, Abu Nasr Forobiy o‘zining “Fozil odamlar shahri” asarida komil jamiyat va yetuk inson tarbiyasida ilm, axloq va ma’rifatning o‘rni beqiyos ekanligini asoslab bergan. Abu Rayhon Beruniy “Qadimgi xalqlardan qolgan yodgorliklar” asarida turli xalqlarning madaniy merosi va ilmiy tafakkurini qiyosiy o‘rganish orqali madaniyatlararo bag‘rikenglik g‘oyalarini ilgari surgan. Abu Ali ibn Sino esa “Donishnoma” asarida inson kamolotida aql, bilim va tarbiyaning ustuvor ahamiyatini asoslab, ma’naviy yetuklikni shakllantirishda ta’limning rolini yoritgan. Zamonaviy ilmiy qarashlarda madaniy saviya jamiyat taraqqiyotining muhim omili sifatida qaraladi. Jumladan, Islom Karimov “Yuksak ma’naviyat – yengilmas kuch” asarida ma’naviyat va madaniyatni milliy taraqqiyotning asosiy poydevori sifatida talqin qilib, yosh avlod tarbiyasida milliy qadriyatlarning ahamiyatini ta’kidlagan. Shavkat Mirziyoyev “Yangi O‘zbekiston strategiyasi” asarida esa jamiyatni modernizatsiya qilish jarayonida inson kapitali, ma’naviy taraqqiyot va madaniy saviyani yuksaltirish ustuvor vazifa sifatida belgilangan.

Shuningdek, Oydin Musurmonova “Ma’naviy qadriyatlar va yoshlar tarbiyasi” asarida yoshlar tarbiyasida ma’naviy qadriyatlarning o‘rni, Hasan Sodiqovning “Madaniyatshunoslik” asarida esa madaniyatning nazariy asoslari keng yoritilgan. Bundan tashqari, O‘zbekiston Milliy ensiklopediyasida “Madaniyat” va “Ma’naviyat” tushunchalariga berilgan ilmiy ta’riflar mazkur yo‘nalishdagi nazariy qarashlarni yanada boyitdi.

Tadqiqot metologiyasi. Tadiqiqot ishida dialektik tahlil, tarixiy tahlil, ijtimoiy tahlil, mantiqiy tahlil, kontent-tahlil, solishtirma tahlil kabi ilmiy bilish usullaridan foydalanilgan.

Tahlil va natijalar. Shaxs madaniy saviyasining umummadaniy jihati esa uning insoniyat sivilizatsiyasi yutuqlaridan voqifligi, ma’naviy madaniyat mahsullaridan xabardorligi holati, madaniy faoliyatining ahvoli, uning mayllari, ehtiyoj va manfaatlari xarakteri, ahloqiy qiyofasining o‘ziga xos xususiyatlaridan tarkib topadi.Umummadaniy elementlarning ahamiyati ayniqsa beqiyos, chunki insoniyat sivilizatsiyasi davomida erishilgan yutuqlarni o‘zlashtirmagan, ma’naviy madaniyatning noyob durdonalaridan xabardor bo‘lmagan, xususan adabiyot, teatr, kinematografiya, muzey, musiqa va qo‘shiqchilikka dahldor asarlarni bilmagan shaxsni madaniyatli deyish qiyin. Asrlar davomida shakllangan axloqiy qoidalar, umumijtimoiy ehtiyoj va manfaatlar, insonparvar maqsad-muddaolardan xabardorlik xususida ham shunday deyish mumkin. Madaniy saviya umummadaniy jihati rivoji katta ijtimoiy ahamiyatga ega. Chunki uning rivoji oxir-oqibatda jamiyat iqtisodiy potensiallari yuksalishiga olib keladi, ijtimoiy sohadagi aloqalarning barqaror kasb etishiga, umumijtimoiy ijtimoiy-ma’naviy muhitning mustahkamlanishiga xizmat qiladi.

Barcha ilmiy kategoriyalar kabi “shaxs madaniy saviyasi” ham o‘z *tarkibiy elementlariga* ega. Mutaxassislar bu elementlarni “shaxs madaniy saviyasining asosiy parametrlari” deb nomlaydilar[3]. Bu elementlar turkumiga milliy va umuminsoniy qadriyatlardan xabardorlik darajasi, insoniyat tomonidan asrlar davomida shakllantirilgan insonparvarlik g‘oyalaridan voqiflik meyori, ijtimoiy va kasbiy bilimlarni o‘zlashtirganligi darajasi kiradi[3].

Madaniy saviyaning dastlabki elementi milliy va umuminsoniy qadriyatlardan xabardorlikdir. Madaniy taraqqiyot yutuqlari, madaniyat mahsullari aynan qadriyatlarda ja’m bo‘ladi. Binobarin, milliy qadriyatlardan voqiflik milliy madaniyat yutuqlaridan xabardorlikni, umuminsoniy qadriyatlardan voqiflik esa umuminsoniy madaniyat yutuqlaridan xabardorlikni anglatadi. Aynan shuning uchun barkamol inson shaxsini shakllantirish, juz’an – shaxs madaniy saviyasini

yuksaltirishning muhim vazifalaridan biri uning milliy va umuminsoniy qadriyatlardan xabardorligini oshirish masalalari bilan bog‘lanadi[4;4].

Madaniy saviyaning keyingi elementi ijtimoiy va kasbiy bilimlarning o‘zlashirilganligidir. Xususan, barcha zamonlarda jamiyat haqidagi bilimlar muhim ahamiyatga ega bo‘lgan. Zamonaviy sotsiumdagi, jahon maydonidagi ijtimoiy munosabatlar, iqtisodiy aloqalar, siyosiy vaziyat murakkablashgani sayin unga bo‘lgan ehtiyoj, uni o‘zlashtirish zaruriyati tobora ortib borayotir. Chunki ijtimoiy bilimlardan xabardor bo‘lmasdan turib, bugungi kishilik jamiyatining o‘ziga xos xususiyatlari, rivojlanish qonunlarini anglab bo‘lmaydi. Bunday bilimlarni o‘zlashtirgan inson o‘z hayoti va faoliyatini jamiyat ehtiyoj va manfaatlariga muvofiqlashtira oladi. Shu sababdan o‘zi yashayotgan jamiyatda sodir bo‘layotgan jarayonlarning tub mohiyatini bilgan, ular ustida mantiqan fikrlay oladigan, jamiyat rivoji mo‘ljallarini tasavvur qilgan shaxsni muayyan madaniy saviyaga ega deymiz.

Shunday qilib, shaxs madaniy saviyasi murakkab va o‘ziga xos tarkibga ega. Ayni paytda, masalaning nozik jihati shundaki, bu tarkibiy elementlar inson hayoti va faoliyatida u yoki bu tarzda namoyon bo‘lib boradi. Shaxs madaniy saviyasi tarkibiy elementlarining salmog‘ini aniqlash uchun ularning namoyon bo‘lish shakllarini aniqlash, bu shakllardan mezon sifatida foydalanish zarur. Bu mezonlar avvalo insonning madaniy saviyasini aniqlash, o‘lchash imkonini beradi, albatta. Shuning bilan bir qatorda bu mezonlar yordamida “madaniy saviya” tushunchasi mazmunini ham mufassalroq ilg‘ab olish mumkin. Masalaning yana bir jihatiga alohida e’tibor bermoq darkor: shaxs madaniy saviyasi, bir tomondan, inson ongi bilan bog‘liq, ikkinchi jihatdan esa, uning faoliyatiga dahldor aspektlarni o‘zida mujassam qiladi. Shu sababdan madaniy saviyani o‘lchashda qo‘llaniladigan mezonlarning bir guruhi fenomenologik, ikkinchi guruhi esa praksiologik mohiyatga ega.

Shaxs madaniy saviyasining *ong bilan bog‘liq eng muhim mezonlari* quyidagilardan iborat:

a) intellektual faollik. Insonning intellektual jihatdan faolligiga qarab uning madaniy saviyasiga baho bersa bo‘ladi. Chunki kundalik amaliy faoliyatida yangi ma’lumot va bilimlarga ehtiyoj seza boshlagan, bu bilimlarga astoydil intilayotgan, o‘z amaliy faoliyatini takomillashtirish maqsadida yangi bilimlarni o‘zlashtira boshlagan, ular asosida yangi malakalar tizimini shakllantirgan, egallagan bilimlari asosida yangi g‘oyalar yaratayotgan kishinigina intellektual jihatdan faol shaxs deb atash mumkin. Intelektual faollik, shuningdek, insonning ilmga, bilimga chanqoqligi darajasini ifodalaydi.

b) shaxsda ijtimoiy bilimlarni o‘zlashtirishga ishtiyoq. Madaniy saviya insonning ijtimoiy voqelikka doir qarash va bilimlari majmuiga hamohangdir. To‘g‘ri, ijtimoiy bilimlarning amaliy natijadorligini tabiiy-ilmiy bilimlar bilan qiyoslab bo‘lmaydi. Biroq bundan ijtimoiy bilimlar haminqadar ahamiyatga ega, degan xulosa kelib chiqmaydi. Bunday bilimlar ijtimoiy voqelikni tasvirlab berish, jamiyatda sodir bo‘layotgan voqea va jarayonlarni anglab yetish imkonini beradi. “Ayni paytda fizikaviy va kimyoviy bilim yangi materiallarni hamda yangi obyektlarni vujudga keltirgani kabi ijtimoiy bilim ham qaysidir ma’noda yangi ijtimoiy reallikni yaratadi”[5;274-285]. Ularni o‘zlashtirishga bo‘lgan ishtiyoq esa shaxsning ijtimoiy jarayonlarga bo‘lgan qiziqishini, ulardan xabardorligini anglatadi. Ishtiyoqning qizg‘inligi meyoriga qarab, shaxsning madaniy jihatdan rivojlanganligi darajasiga baho berish mumkin. Ijtimoiy jarayonlar mohiyatini anglashga intilish yuksak madaniy saviyani, buning teskarisi shaxs madaniy rivojidagi nuqsonlarni ifodalaydi;

v) kasbiy bilim va ma’lumotlarni oshirishga ishtiyoq. Madaniy saviya insonning o‘z kasbiga taalluqli bo‘lgan bilimlar majmuini qay daajada puxta o‘zlashtirganiga qarab baholanadi. Kasbiy bilim va ma’lumotlar o‘z xizmat vazifalarini sifatli bajarish va xizmat faoliyatida muayyan natijalarga erishish imkonini beradigan nazariy bilimlar, ma’lumot, g‘oyalar, fakt va argumentlarni o‘zida mujassam qiladi. O‘tgan asrning o‘rtalariga qadar shaxsning o‘z kasbini egallash chog‘ida o‘zlashtirgan bilimlari bir umrlik zahira vazifasini o‘tardi. Biroq ijtimoiy taraqqiyot sur’atlarining jadallashuvi, axborotlar hajmining oshib borishi, kasblar ixtisoslashuvining chuqurlashishi kasbiy bilimlarni muttasil yangilab borish zaruriyatini vujudga keltirdi. Bugungi kunda o‘z kasbi bilan bog‘liq bilimlar rivojini loaqal bir yil mobaynida kuzatishdan to‘xtagan shaxs kasbiy mahoratini yo‘qota boshlaydi. Shu boisdan o‘z kasbini qadrlagan, kasbiy mahoratini saqlab turishga moyil har bir kishi mutaxassisligi bilan bog‘liq barcha yangiliklarni o‘zlashtirishga alohida e’tibor beradi. Shaxsning o‘z kasbi bilan bog‘liq bilim va ma’lumotlarga intilishi kuchaygani sayin uning madaniy saviyasi ham yuksala boradi va, aksincha, bunday intilishning zaiflashuvi qonuniy ravishda uning madaniy saviyasining pasayishiga olib keladi;

g) huquqiy yetuklik. Shaxs madaniy saviyasining shakllanganligi holati uning huquqiy yetukligiga qarab aniqlanadi. Har qanday shaxs huquqiy yetuk deb tan olinishi uchun eng avvalo muayyan huquqiy bilimlarni o‘zlashtirgan bo‘lishi, o‘zining jamiyatdagi huquqiy maqomini anglab yetishi, inson huquqlarini ahloq meyorlari bilan o‘lchay bilishi zarur. Bu belgilar orasida shaxs huquqiy maqomi ayniqsa o‘zgacha ahamiyatga ega. Ma’lumki, har qanday jamiyatda shaxsning huquqiy maqomi, ya’ni uning jamiyatda egallagan o‘rni turli qonunlar yordamida ifodalanadi. Bu maqom qobiliyat va iste’dodlarni namoyon etish, moddiy va ma’naviy ehtiyojlarni qondirish, jamiyat hayotiga ishtirok etish uchun yaratilgan huquqiy imkoniyatlar bilan belgilanadi. Shaxsning o‘z huquqiy maqomini, undan foydalanish yo‘llarini anglaganiga qarab uning madaniy saviyasiga baho beriladi.

Shaxs huquqiy yetukligi o‘z huquq va majburiyatlar haqidagi bilimlar ni o‘zlashtirganligi bilan bog‘liq. Huquq imkoniyat bilan, majburiyat esa ijtimoiy talab bilan bog‘liq. Har qanday huquq shaxsning jamiyatdagi erkinligi meyorini, uning bu erkinlikdan foydalanishi potensialini ifodalaydi. Majburiyat esa muayyan jamiyatda shaxsdan kutilayotgan hatti-harakatlar, natijalarni anglatadi. Madaniy saviyasi baland shaxs o‘z huquqlarini naqadar mufassal bilsa, majburiyatlarini ham shu qadar puxta anglaydi;

d) milliy g‘urur. “Milliy g‘urur – shaxs, ijtimoiy guruhning milliy o‘z-o‘zini anglashi asosida shakllanadigan, ajdodlari qoldirgan moddiy, ma’naviy merosdan, o‘z xalqining jahon sivilizatsiyasiga qo‘shgan hissasi, o‘zga millatlar oldidagi qadr-qimmati, obro‘-e’tiboridan faxrlanish hissini ifodalovchi tushuncha”[6;800]. Milliy g‘urur milliy ongning o‘ziga xos jihati bo‘lib, millatchilikka zid bo‘lgan tushunchadir. Millatchilik bir millatning boshqa millatlardan ustuvorligini da’vo qiladi, muayyan millatga xos bo‘lgan turli tuyg‘ularni bo‘rttirib ko‘rsatadi. U millatning “saylanganligi” haqidagi g‘oyalarni tug‘diradi-ki, buning oqibatida millat tarixiga doir turli faktlar, madaniyatining o‘ziga xos tomonlari o‘zga millatlarni kamsitish yo‘lida ishlatila boshlanadi. Milliy g‘urur esa mazkur illatlardan xolidir.

Milliy g‘urur millat tarixi, dini, madaniyati xususidagi mustahkam bilimlar negizida yuzaga keladi. Milliy g‘urur madaniy saviyaning tashqi ifodasi bo‘lsa, shaxsning milliy tarix va madaniyatga doir bilimlari ichki mohiyatdir. Ifodaga qarab asl mohiyatni aniqlash mumkin. Mazkur bilimlari doirasi keng shaxsni madaniyatli inson deb e’tirof etsa bo‘ladi. Modomiki, teskarisi ekan – uning Vatan tarixiy taraqqiyoti xususiyatlari, madaniy borlig‘i to‘g‘risidagi bilimlapi doipasi tor, madaniy saviyasi pastdir.

Shaxsning madaniy jihatdan rivojlanganligi darajasini aniqlash imkonini beradigan *xulq-atvor va faoliyat bilan bog‘liq mezonlar* ham mavjud:

a) maishiy madaniyati; har qanday jamiyatda inson madaniy saviyasini uning maishiy turmushiga, maishiy hayotdagi qadriyatlari tizimiga qarab aniqlash mumkin. Insonning maishiy madaniyati uning umrguzaronligi, uy-joyini asrash, undagi shart-sharoitlarni maqbullashtirish, mehnat qilish, salomatligini saqlash, hordiq chiqarish, bo‘sh vaqtini tashkil etish bilan bog‘liq malaka, ko‘nikma, odatlaridan tarkib topadi. Madaniy saviyasi past shaxsda mazkur ko‘nikma va malakalar zaif bo‘ladi. Zaif malaka turmush sifatini yaxshilashga xalal beradi. Bunday kishilar qulay turmush sharoitlarini yaratishda mushkulliklarga yo‘liqadilar. Ular o‘z sog‘lig‘ini asrab-avaylashni ham e’tibordan chetda qoldiradilar;

b) kiyinish madaniyati; insonning kiyinishi uning madaniy jihatdan shakllanganligining yorqin ifodasidir. Kiyim – shaxsning milliy va umuminsoniy madaniyatning kiyinishga doir qadriyatlari va artefaktlari, qoidalari va tartiblarini o‘zlashtirganligini ko‘rsatuvchi muhim indikatordir.Bundan tashqari, u insonning individualligini, xislat va fazilatlarini, imijini, maqomini namoyon qiluvchi vositadir. “Insonning o‘z kiyim-boshiga munosabati madaniy-tarixiy fenomendir”[6;800]. Boshqacha aytganda, u turli ijtimoiy-madaniy omillar ta’sirida qaror topadi. Jamiyat ijtimoiy-madaniy jihatdan taraqqiy topgani sayin shaxsning kiyinish madaniyati ham takomillasha boradi. Biroq buning uchun shaxs o‘z madaniy rivojini jadallashtirish va mazmunan boyitishdan to‘xtamasligi kerak. Bunday intilishdan intensivligi kuchaygani shaxsning kiyinish madaniyati ham rivojlana boradi;

v) ovqatlanish madaniyati; inson turmushida oziq-ovqat mahsulotlari iste’mol qilishning optimal yo‘li, shakli va tarkibini tanlashning ahamiyati beqiyos. Chunki taom shunchaki iste’mol predmeti emas, balki “ma’naviyat, madaniyat tashuvchisidir”,[7;60] binobarin, uning aksiologik qimmati ham mavjud. Aynan shuning uchun ham shaxs madaniy saviyasini aniqlashda ovqatlanish madaniyatining, iste’mol bilan bog‘liq odat va ko‘nikmalarining alohida o‘rni bor. Madaniy saviyasi past bo‘lgan shaxs iste’molning maqbul yo‘llarini tanlay bilmaydi, buning oqibati o‘laroq faoliyati va salomatligi bilan bog‘liq turli muammolarga duch keladi. Masalan, tibbiyot sohasida olib borilgan ilmiy tadqiqotlar kasalliklarning 70 foizi ovqatlanish qoidalariga amal qilmaslik oqibatida kelib chiqishini ko‘rsatadi[8]. Shaxsning madaniy saviyasi yuksalgani sayin uning ovqatlanish madaniyati ham optimal tus ola boradi.

g) shaxs madaniy saviyasini undagi etiket va intizomga rioya qilish ko‘nikmalarining shakllanganligi darajasiga qarab aniqlasa bo‘ladi. Etiket – shaxs xulq-atvori normalari, jamiyatdagi hatti-harakatlari qoidalari, shaxslararo munosabatlarni muvofiqlashtiruvchi tamoyillar yig‘indisidir. Etiket o‘zining turli-tumanligi bilan ajralib turadi. Masalan, jamiyat a’zolarining barchasi uchun amal qiladigan etiketlar, ayrim guruhlargina o‘z faoliyatida asos sifatida oladigan etiketlar (diplomatik etiket, harbiy etiket, ilmiy etiket va h.k.) mavjud. Shaxsning etiketga rioya qilishi tartibi, darajasi esa uning intizomida o‘z ifodasini topadi. Jamiyatda qabul qilingan umumiy va maxsus xulq-atvor norma, qoida va tamo-yillaridan xabardor bo‘lgan, ularni qabul qilgan shaxsgina etiket va intizomga qat’iy amal qiladi. Etiketdan bexabar, unga amal qilmaydigan, tartib-intizom qoidalariga rioya etmaydigan shaxsdan yuksak madaniy saviya izlashning o‘zi bema’nilikdir.

d) moddiy va ma’naviy boyliklardan foydalanish malakasi; ma’lumki, moddiy boyliklar deganda ma’lum qimmatga va qiymatga ega bo‘lgan narsalar, xususan yer, bino, maishiy turmush predmetlari, mehnat qurollari va shu kabilar nazarda tutiladi. Ma’naviy boyliklar esa shaxs ma’naviy qiyofasi xarakterini, xulq-atvori va faoliyati tarzini belgilovchi qadriyatlardan tarkib topadi. Jamiyatda moddiy va ma’naviy boyliklar konsentratsiyasi qay darajada

bo‘lishidan qat’iy nazar shaxsning ulardan xabardorligi, foydalanishi darajasi turlicha bo‘lishi mumkin. Aytaylik, madaniy saviyasi baland shaxs o‘z faoliyatida ulardan oqilona foydalana biladi. Madaniy saviyasining shakllanishida muayyan muammolar bo‘lgan kishi esa bu boyliklardan oqilona foydalanish nari tursin, ayrim hollarda ulardan xabardorligi darajasi ham haminqadar bo‘ladi. Xuddi shuning uchun ham shaxsning moddiy va ma’naviy boyliklardan foydalanishi holatiga qarab uning madaniy saviyasini aniqlasa bo‘ladi;

ye) vatanparvarlik; shaxs madaniy saviyasini uning vatanparvarligi da-rajasiga qarab aniqlasa bo‘ladi. Haqiqiy vatanparvarlik – el-yurt porloq kelajagi uchun, Vatan, xalq, millat farovonligi yo‘lida chinakamiga halol mehnat qilishdir.”[9;230]. “Madaniy saviya insonning o‘zi tug‘ilib o‘sgan, kindik qoni tomgan qishloq yoki shahar, ota-bobolari, ajdod va avlodlarining maskanini ulug‘lashida, ota-onasi, aka-ukalari, xeshu-aqrabolarini e’zozlashida, yurtning o‘tmishi, buguni, kelajagi bilan faxrlanishida o‘z ifodasini topadi”[9;230]. Vatan manfaatlariga xizmat qilish, o‘z hayotiy faoliyatini uning manfaatlari bilan muvofiqlashtirish – shaxs madaniy saviyasining muhim mezonidir. Chunki milliy qadriyatlarni chuqur o‘zlashtirgan, yurt manfaatlarini anglab yetgan, milliy g‘oyadan xabardor shaxsgina Vatan manfaatlariga xizmat qila oladi. Xuddi shuning uchun ham millat qadriyatlarini ulug‘lagan, uning mazmuni va mohiyatini yaxshi tushungan tarixiy shaxslar, buyuk mutafakkirlar, davlat va siyosat arboblari, olimu-fuzalolar butun umrlari davomida Vatan manfaatlari, uning istiqboli yo‘lida fidokorona mehnat qilganlar, vatandoshlarni ham mudom shunga chorlab kelganlar. Vatanparvarlik shaxsning madaniy jihatdan takomil topganligini, bunday tuyg‘uning shakllanmaganligi esa insonning madaniy qusurlarini namoyish etadi.

Xulosa va takliflar. Shaxs madaniy saviyasining konseptual hamda strukturaviy rakursdagi talqini uning mohiyati va mazmunini ilmiy nuqtai nazardan ifodalab berishda qo‘l keladi. Bu xulosalar bugungi shaxs madaniy saviyasining o‘ziga xos jihatlarini tadqiq etishda nazariy-metodologik asos vazifasini o‘taydi. Shunday qilib, madaniy saviya shaxsning milliy va umuminsoniy qadriyatlardan voqifligi meyorini, insoniyat tomonidan asrlar davomida to‘plangan bilim va g‘oyalarni o‘zlashtirganligi darajasini, mazkur qadriyatlar va bilimlar asosida faoliyat ko‘rsatish malakasini ifodalovchi tushunchadir. Uning shakllanganligi darajasi inson ongi va faoliyati bilan bog‘liq qator mezonlar yordamida aniqlanadi. Shaxs madaniy saviyasi turfa ob’yektiv shart-sharoitlar va subyektiv omillar ta’sirida o‘zgarib boradi.

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ABDURAUF FITRAT FALSAFIY MEROSIDA MILLIY O'ZLIK VA MILLAT TARAQQIYOTI MASALALARI

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Annotatsiya: *Ushbu maqolada Abdurauf Fitratning falsafiy merosida milliy o‘zlik va millat taraqqiyoti masalalari tahlil qilinadi. Tadqiqotda tarixiy-tahliliy, qiyosiy va germenevtik metodlardan foydalanildi. Natijalar Fitrat milliy o‘zlikni ma’naviy-madaniy birlik va tarixiy xotira asosida talqin etganini ko‘rsatadi. Muallifning milliy ong, ma’rifat va axloq haqidagi qarashlari bugungi O‘zbekistonda milliy taraqqiyot jarayonlari uchun muhim ahamiyatga ega.*

Kalit so‘zlar: *Abdurauf Fitrat, jadidchilik, milliy o‘zlik, milliy ong, ma’rifat, axloq, milliy taraqqiyot, milliy uyg‘onish.*

ISSUES OF NATIONAL IDENTITY AND NATIONAL DEVELOPMENT IN ABDURAUF FITRAT'S PHILOSOPHICAL HERITAGE

Abstract: *This article examines Abdurauf Fitrat’s views on national identity and national development within his philosophical heritage. The study employs historical-analytical, comparative, and hermeneutic methods. The findings reveal that Fitrat interpreted national identity as a spiritual-cultural unity grounded in historical memory. His ideas on national consciousness, enlightenment, and morality remain relevant to the contemporary development of Uzbekistan.*

Keywords: *Abdurauf Fitrat, Jadidism, national identity, national consciousness, enlightenment, morality, national development, national revival.*

ПРОБЛЕМЫ НАЦИОНАЛЬНОЙ ИДЕНТИЧНОСТИ И РАЗВИТИЯ НАЦИИ В ФИЛОСОФСКОМ НАСЛЕДИИ АБДУРАУФА ФИТРАТА

Аннотация : *В данной статье анализируются взгляды Абдурауфа Фитрата на национальную идентичность и развитие нации в его философском наследии. В исследовании использованы историко-аналитический, сравнительный и герменевтический методы. Результаты показывают, что Фитрат рассматривал национальную идентичность как духовно-культурное единство и историческую память. Его идеи о национальном сознании, просвещении и нравственности сохраняют актуальность для современного развития Узбекистана.*

Ключевые слова: *Абдурауф Фитрат, джадидизм, национальная идентичность, национальное сознание, просвещение, нравственность, развитие нации, национальное возрождение.*

Kirish (введение / introduction)

XX asr boshlarida Markaziy Osiyo xalqlari mustamlakachilik, ta’lim tizimidagi inqiroz va yangi ilmiy taraqqiyot ta’sirida murakkab tarixiy jarayonlarni boshdan kechirdi. Shu sharoitda vujudga kelgan jadidchilik harakati nafaqat ta’limni isloh qilishni, balki milliy ong va taraqqiyot masalalarini ham ilgari surdi [1].

Jadidchilikning yetakchi namoyandalaridan biri Abdurauf Fitrat (1886–1938) bo‘lib, u dramaturg, shoir, tilshunos, tarixchi va mutafakkir sifatida katta meros qoldirgan [2]. Uning «Munozara», «Hind sayyohi» va «Rahbar-i najot» kabi asarlari milliy uyg‘onish g‘oyalarini targ‘ib etishda muhim o‘rin tutadi [3].

Fitrat milliy o‘zlikni millatni birlashtiruvchi til, madaniyat va tarixiy xotira bilan bog‘liq hodisa sifatida talqin qilgan [4]. U bu tushunchani nazariy emas, balki jamiyat taraqqiyotiga xizmat qiluvchi amaliy g‘oya deb baholagan [5]. Mazkur maqolaning maqsadi Fitrat falsafasida milliy o‘zlik va millat taraqqiyoti masalalarini tahlil qilish hamda ularning ilmiy ahamiyatini yoritishdan iborat.

Adabiyotlar tahlili va metodlar (литература и метод / materials and methods). Tadqiqotda asosiy manba sifatida Abdurauf Fitratning asarlari va maqolalaridan, qo‘shimcha manba sifatida esa jadidchilik hamda Fitrat ijodiga oid ilmiy tadqiqotlardan foydalanildi.

Tarixiy-tahliliy metod Fitrat g‘oyalarini o‘z davri sharoitida o‘rganishga xizmat qildi. Qiyosiy tahlil orqali uning qarashlari boshqa jadid mutafakkirlari fikrlari bilan solishtirildi. Falsafiy va germenevtik yondashuvlar esa milliy o‘zlik hamda axloq haqidagi qarashlarini chuqurroq talqin etish imkonini berdi.

Natijalar (результаты / results).

Fitrat qarashlarida milliy o‘zlik

Fitrat millatni faqat etnik mansublik bilan emas, balki til, din, madaniyat va tarixiy xotira birligi bilan bog‘liq hodisa sifatida talqin qiladi. Uning fikricha, millat o‘zligini anglagandagina haqiqiy taraqqiyot yo‘liga chiqadi. Shu sababli u ilm-ma’rifatni milliy o‘zlikni shakllantirishning asosiy omili deb hisoblaydi [9].

Milliy ong va uyg‘onish g‘oyasi

Fitrat milliy ongni xalq taraqqiyotining eng muhim sharti sifatida ko‘radi. U ta’lim, matbuot va adabiyotni milliy ongni rivojlantiruvchi asosiy vositalar deb biladi [10]. Mutafakkirning ta’kidlashicha, milliy uyg‘onish o‘tmishni anglash va kelajakni tasavvur qilish orqali yuz beradi. Tarixini unutgan xalq rivojlana olmaydi, maqsadsiz xalq esa harakatsiz qoladi [11].

Ma’rifat va ta’limning o‘rni

Fitrat nazarida ma’rifat millat taraqqiyotining asosidir. U eski ta’lim tizimini tanqid qilib, zamonaviy usul-i jadid maktablarini qo‘llab-quvvatlagan. Ayniqsa, ona tilida ta’lim berish masalasiga katta ahamiyat qaratib, buni milliy ong va o‘zlikni mustahkamlashning muhim sharti deb hisoblagan [12].

Taraqqiyotning axloqiy asoslari

Fitrat milliy taraqqiyotni axloqiy kamolot bilan chambarchas bog‘laydi. Uningcha, jamiyatdagi tanazzul avvalo ma’naviy inqirozdan boshlanadi. Halollik, vatanparvarlik, bilimga intilish va mas’uliyat hissi taraqqiyotning asosiy tayanchlaridir [13]. Adolat, haqiqat va ezgulik kabi umuminsoniy qadriyatlar milliy qadriyatlar bilan uyg‘unlashganda jamiyat yanada mustahkam rivojlanadi [14].

Jamiyat va davlat haqidagi qarashlari

Fitrat davlat va jamiyat masalalariga millat manfaatlari nuqtai nazaridan yondashadi. U Buxoro amirligidagi mavjud tartiblarni taraqqiyotga to‘sqinlik qiluvchi omil sifatida baholagan . Mutafakkir huquqiy davlat va konstitutsion boshqaruv g‘oyalarini ilgari surib, Turkiya hamda Yaponiya tajribalarini misol sifatida keltirgan [15].

Bugungi davr uchun ahamiyati

Fitratning milliy o‘zlik, ma’rifat va axloq haqidagi qarashlari bugungi O‘zbekiston uchun ham dolzarbdir. Uning g‘oyalari ta’limni takomillashtirish, milliy qadriyatlarni rivojlantirish va fuqarolik jamiyatini mustahkamlash jarayonlarida muhim nazariy manba bo‘lib xizmat qiladi . Jadidlar merosini zamonaviy ilmiy yondashuvlar asosida o‘rganish milliy falsafa rivojiga yangi imkoniyatlar yaratadi

Muhokama (обсуждение / discussion). Tadqiqot natijalari Fitratning milliy o‘zlik masalasiga boshqa jadid mutafakkirlariga nisbatan kengroq yondashganini ko‘rsatadi. U til, ma’naviyat va siyosiy erkinlikni bir-biri bilan uzviy bog‘liq omillar sifatida baholab, millat taraqqiyoti aynan shu omillar uyg‘unligiga tayanishini ta’kidlagan.

Fitrat qarashlari zamonaviy millat nazariyalari bilan hamohangdir. U millatni faqat etnik birlik emas, balki ongli ravishda shakllanadigan ijtimoiy va ma’naviy hodisa sifatida talqin qilgan. Biroq uning fikricha, bunday birlik tarixiy xotira, til va madaniy qadriyatlarga tayangan holda rivojlanishi kerak.

Shu jihatdan Fitrat merosi nafaqat o‘z davri uchun, balki bugungi kunda ham milliy taraqqiyot va milliy o‘zlikni anglash masalalarini o‘rganishda muhim nazariy manba bo‘lib xizmat qiladi.

Xulosa (заключение / conclusion).

Tadqiqot natijalari shuni ko‘rsatadiki, Abdurauf Fitrat milliy o‘zlikni til, tarix va ma’naviy qadriyatlar birligi asosida shakllanadigan ongli hodisa sifatida talqin qilgan. U milliy ong va taraqqiyotning asosiy omili sifatida ta’lim, ma’rifat hamda matbuotga alohida ahamiyat bergan.

Fitratning fikricha, millat rivoji faqat bilim bilan emas, balki halollik, vatanparvarlik va mas’uliyat kabi axloqiy qadriyatlar bilan ham chambarchas bog‘liq. U huquqiy davlat va konstitutsion boshqaruv g‘oyalarini qo‘llab-quvvatlab, ilg‘or davlatlar tajribasini taraqqiyot namunasi sifatida baholagan.

Umuman olganda, Fitratning milliy o‘zlik, ma’rifat va erkinlik haqidagi qarashlari bugungi O‘zbekistonda ta’limni rivojlantirish, milliy qadriyatlarni mustahkamlash va fuqarolik jamiyatini shakllantirish jarayonlarida muhim nazariy manba bo‘lib xizmat qiladi.

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AYOLLAR TADBIRKORLIGIDA MILLIY AN'ANA VA MODERN QADRIYATLAR UYG'UNLIGI

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Annotatsiya. *Ushbu maqolada ayollar tadbirkorligining zamonaviy rivojlanish tendensiyalari milliy an'analar va modern qadriyatlar uyg'unligi nuqtai nazaridan ijtimoiy-falsafiy tahlil qilinadi. Tadqiqotda ayollar tadbirkorligining jamiyatdagi iqtisodiy, ijtimoiy va madaniy funksiyalari, uning gender tenglik, ijtimoiy faollik va fuqarolik jamiyatini rivojlantirishdagi o'rni ochib berilgan. Shuningdek, O'zbekiston sharoitida milliy qadriyatlar va zamonaviy tadbirkorlik madaniyatining o'zaro ta'siri tahlil qilinib, ayollar tadbirkorligini rivojlantirishning istiqbolli yo'nalishlari asoslangan.*

Kalit so'zlar: *ayollar tadbirkorligi, milliy qadriyatlar, modernizatsiya, gender tenglik, iqtisodiy faollik, ijtimoiy transformatsiya, tadbirkorlik madaniyati, fuqarolik jamiyati, innovatsiya.*

СОЧЕТАНИЕ НАЦИОНАЛЬНЫХ ТРАДИЦИЙ И СОВРЕМЕННЫХ ЦЕННОСТЕЙ В ЖЕНСКОМ ПРЕДПРИНИМАТЕЛЬСТВЕ

Аннотация. *В статье анализируется развитие женского предпринимательства с точки зрения сочетания национальных традиций и современных ценностей. Исследуются социально-философские аспекты участия женщин в предпринимательской деятельности, их роль в обеспечении гендерного равенства, социальной активности и развитии гражданского общества. Особое внимание уделяется взаимодействию национальных ценностей и современной предпринимательской культуры в условиях Узбекистана.*

Ключевые слова: *женское предпринимательство, национальные ценности, модернизация, гендерное равенство, социальная активность, предпринимательская культура.*

HARMONY OF NATIONAL TRADITIONS AND MODERN VALUES IN WOMEN'S ENTREPRENEURSHIP

Abstract. *This article examines women's entrepreneurship through the lens of the interaction between national traditions and modern values. The study analyzes the socio-philosophical dimensions of women's participation in entrepreneurship and its contribution to gender equality, social activity, and civil society development. Particular attention is paid to the relationship between traditional cultural values and modern entrepreneurial culture in Uzbekistan.*

Keywords: *women's entrepreneurship, national values, modernization, gender equality, social activity, entrepreneurial culture, social transformation, innovation.*

Kirish. Zamonaviy globallashuv va modernizatsiya jarayonlari sharoitida ayollar tadbirkorligi nafaqat iqtisodiy taraqqiyot omili, balki ijtimoiy transformatsiyaning muhim instituti sifatida ham namoyon bo'lmoqda. So'nggi yillarda dunyoning ko'plab mamlakatlarida ayollarning biznes faoliyatidagi ishtiroki iqtisodiy o'sish, kambag'allikni qisqartirish va ijtimoiy barqarorlikni ta'minlashning muhim vositasi sifatida e'tirof etilmoqda [1].

O'zbekiston sharoitida ayollar tadbirkorligini rivojlantirish davlat siyosatining ustuvor yo'nalishlaridan biri hisoblanadi. Mamlakatda xotin-qizlarning iqtisodiy faolligini oshirish, ularning tadbirkorlik tashabbuslarini qo'llab-quvvatlash va biznes yuritish uchun qulay sharoitlar yaratishga qaratilgan keng ko'lamli islohotlar amalga oshirilmoqda [2].

Ijtimoiy-falsafiy nuqtai nazardan ayollar tadbirkorligi milliy an'analar va modern qadriyatlarning o'zaro ta'siri natijasida shakllanuvchi murakkab ijtimoiy hodisadir. Bir tomondan, milliy qadriyatlar ayollarning oilaviy mas'uliyati, ma'naviy-axloqiy qiyofasi va jamiyatdagi mavqeini belgilaydi. Ikkinchi tomondan, modern qadriyatlar ayollarning iqtisodiy mustaqilligi, kasbiy o'zini namoyon qilishi va innovatsion faoliyatini rag'batlantiradi [3].

Ushbu ikki qadriyat tizimining uyg‘unlashuvi O‘zbekistonda ayollar tadbirkorligining o‘ziga xos modelini shakllantirmoqda. Shu sababli ushbu jarayonni ijtimoiy-falsafiy jihatdan tahlil qilish muhim ilmiy ahamiyat kasb etadi.

Tadqiqot maqsadi. Ayollar tadbirkorligida milliy an’analar va modern qadriyatlar uyg‘unligining ijtimoiy-falsafiy mohiyatini ochib berish hamda uning jamiyat taraqqiyotidagi ahamiyatini asoslash.

Tadqiqot metodologiyasi. Tadqiqotda ijtimoiy-falsafiy tahlil, aksiologik yondashuv, tizimli tahlil, qiyosiy metod va gender yondashuvidan foydalanildi.

Nazariy-metodologik asos sifatida A.Senning inson taraqqiyoti konsepsiyasi, N.Freyzerning gender adolati nazariyasi, P.Burdyening madaniy kapital konsepsiyasi hamda zamonaviy gender tadqiqotlari natijalari tanlandi [4].

Empirik asos sifatida O‘zbekiston Respublikasi Prezidentining xotin-qizlarni qo‘llab-quvvatlashga oid farmonlari, “O‘zbekiston – 2030” strategiyasi, Gender tenglik strategiyasi va ilmiy adabiyotlar tahlil qilindi.

Natijalar. Tadqiqot natijalari ayollar tadbirkorligi milliy va modern qadriyatlarning sintezi asosida rivojlanayotganligini ko‘rsatdi.

Birinchidan, milliy qadriyatlar ayollar tadbirkorligining ma’naviy-axloqiy asoslarini shakllantiradi. Oila qadriyatlari, mehnatsevarlik, halollik va jamiyat oldidagi mas’uliyat ayol tadbirkorlarning faoliyatida muhim o‘rin tutadi.

Ikkinchidan, modern qadriyatlar ayollarning iqtisodiy mustaqilligini ta’minlash, innovatsion faoliyatini kengaytirish va biznes boshqaruvidagi ishtirokini kuchaytirishga xizmat qilmoqda.

Uchinchidan, tadqiqot davomida ayollar tadbirkorligining quyidagi ijtimoiy funksiyalari aniqlandi:

a) oilaviy farovonlikni oshirish;
b) yangi ish o‘rinlarini yaratish;
c) kambag‘allikni qisqartirish;
d) gender tenglikni mustahkamlash;
e) fuqarolik jamiyati rivojiga hissa qo‘shish.

Tahlillar natijasida ayollar tadbirkorligining rivojlanishiga ta’sir qiluvchi asosiy omillar sifatida ta’lim, moliyaviy resurslarga kirish imkoniyati, oilaviy qo‘llab-quvvatlash va davlat siyosati aniqlashtirildi.

Muhokama. Tadqiqot natijalari ayollar tadbirkorligining rivojlanishi zamonaviy O‘zbekiston jamiyatida kechayotgan ijtimoiy transformatsiyalar, gender munosabatlari evolyutsiyasi hamda milliy va global qadriyatlar tizimining o‘zaro ta’siri bilan uzviy bog‘liqligini ko‘rsatdi. Qayd etilgan jarayonni ijtimoiy-falsafiy nuqtai nazardan tahlil qilish ayollar tadbirkorligini faqat iqtisodiy faoliyat sifatida emas, balki ijtimoiy taraqqiyot va madaniy modernizatsiyaning muhim instituti sifatida baholash imkonini beradi.

Ijtimoiy falsafada qadriyatlar tizimi shaxs va jamiyat rivojlanishining muhim omili sifatida qaraladi. Shu nuqtai nazardan ayollar tadbirkorligi ham an’anaviy va zamonaviy qadriyatlar o‘rtasidagi murakkab o‘zaro ta’sir mahsuli sifatida shakllanadi. O‘zbekiston jamiyatida tarixan ayollarning oiladagi o‘rni, farzand tarbiyasi, ma’naviy muhitni shakllantirishdagi mas’uliyati yuqori baholangan. Bunday qadriyatlar bugungi kunda ham ayollar faoliyatining muhim ma’naviy asosi bo‘lib qolmoqda.

Shu qatorda, globallashuv va raqamli iqtisodiyotning rivojlanishi ayollarning iqtisodiy hayotdagi ishtirokini kengaytirmoqda. Natijada an’anaviy ijtimoiy rollar bilan modern iqtisodiy faoliyat shakllari o‘rtasida yangi uyg‘unlik modeli shakllanmoqda. Tadqiqot natijalari ko‘rsatishicha, O‘zbekistondagi ko‘plab muvaffaqiyatli ayol tadbirkorlar milliy qadriyatlarni saqlagan holda zamonaviy boshqaruv usullaridan samarali foydalanmoqda.

A.Sen inson taraqqiyoti konsepsiyasida iqtisodiy rivojlanishni inson imkoniyatlarini kengaytirish bilan bog‘laydi [6, p. 87]. Mazkur yondashuv ayollar tadbirkorligini baholashda muhim metodologik ahamiyatga ega. Chunki ayollarning biznes faoliyatidagi ishtiroki nafaqat daromad olish imkoniyatini, balki ularning ta’lim, kasbiy rivojlanish va ijtimoiy faollik darajasini ham oshiradi.

N.Freyzer gender adolati masalasini tahlil qilar ekan, iqtisodiy imkoniyatlarga teng kirish va ijtimoiy e’tirofning uyg‘unligi gender tenglikning muhim sharti ekanligini ta’kidlaydi [7]. Tadqiqot natijalari ham O‘zbekistonda ayollar tadbirkorligini rivojlantirish bo‘yicha olib borilayotgan siyosat gender tenglikni ta’minlashning muhim vositalaridan biri ekanligini ko‘rsatdi.

Ayollar tadbirkorligining rivojlanishi fuqarolik jamiyati institutlarining mustahkamlanishiga ham xizmat qiladi. Binobarin, tadbirkor ayollar ko‘pincha mahalliy hamjamiyatlar rivojiga hissa qo‘shuvchi, ijtimoiy loyihalarni qo‘llab-quvvatlovchi va ijtimoiy mas’uliyat tamoyillariga amal qiluvchi subyektlar sifatida namoyon bo‘ladi. Bu esa ijtimoiy kapitalning ortishiga olib keladi.

R.Putnam ijtimoiy kapitalni jamiyat taraqqiyotining muhim omili sifatida baholab, fuqarolar o‘rtasidagi hamkorlik va ishonchning iqtisodiy rivojlanishga bevosita ta’sir qilishini ko‘rsatadi [8]. Tadqiqot davomida aniqlanishicha, ayollar tadbirkorligining rivojlanishi ham aynan ijtimoiy kapitalning ortishiga xizmat qilmoqda.

Ayollar tadbirkorligining o‘ziga xos jihati shundaki, u iqtisodiy samaradorlik bilan bir qatorda ma’naviy va ijtimoiy maqsadlarni ham o‘zida mujassamlashtiradi. Ko‘plab ayol tadbirkorlar o‘z faoliyatida oilaviy qadriyatlar, jamiyat manfaatlari va ijtimoiy mas’uliyat tamoyillariga tayanadi. Shu sababli ayollar tadbirkorligini ijtimoiy-falsafiy hodisa sifatida o‘rganish uning iqtisodiy ko‘rsatkichlaridan tashqari aksiologik mazmunini ham ochib berishga imkon yaratadi.

O‘zbekiston Respublikasi Prezidentining xotin-qizlarni qo‘llab-quvvatlash va gender tenglikni ta’minlashga qaratilgan farmon va qarorlari ayollar tadbirkorligi rivojlanishining muhim institutsional asosini yaratmoqda [9]. Bu esa ayollarning iqtisodiy mustaqilligi va ijtimoiy faolligini oshirish orqali jamiyatning barqaror rivojlanishiga xizmat qilmoqda.

Tadqiqot natijalari asosida ayollar tadbirkorligini rivojlantirishning quyidagi istiqbolli yo‘nalishlari aniqlandi:

1.Ayollar uchun moliyaviy resurslarga kirish imkoniyatlarini kengaytirish.

2.Raqamli tadbirkorlik va elektron tijorat sohasida ayollar ishtirokini oshirish.

3.Hududlarda ayollar biznes inkubatorlarini tashkil etish.

4.Gender sezgir tadbirkorlik ta’limini rivojlantirish.

5.Ayollar startaplarini qo‘llab-quvvatlash mexanizmlarini takomillashtirish.

6.Mahalla va fuqarolik jamiyati institutlari bilan hamkorlikni kuchaytirish.

7.Ayollar tadbirkorligining ijtimoiy mas’uliyatga yo‘naltirilgan modellarini rivojlantirish.

Xulosa. Tadqiqot natijalari ayollar tadbirkorligi zamonaviy O‘zbekiston jamiyatida milliy an’analar va modern qadriyatlarning uyg‘unlashuvi asosida rivojlanayotgan muhim ijtimoiy institut ekanligini ko‘rsatdi.

Aniqlanishicha, milliy qadriyatlar ayollar tadbirkorligining ma’naviy asoslarini shakllantirsa, modern qadriyatlar uning innovatsion va iqtisodiy salohiyatini kengaytirmoqda. Mazkur ikki omilning uyg‘unlashuvi ayollar tadbirkorligining o‘ziga xos milliy modelini vujudga keltirmoqda.

Tadqiqot davomida ayollar tadbirkorligining quyidagi ijtimoiy-falsafiy funksiyalari aniqlandi:

a) iqtisodiy mustaqillikni ta’minlash;
b) gender tenglikni rivojlantirish;
c) oilaviy farovonlikni oshirish;
d) fuqarolik jamiyatini mustahkamlash;
e) ijtimoiy kapitalni ko‘paytirish;
f) innovatsion tafakkurni rivojlantirish.

Shu bilan birga, ayollar tadbirkorligi iqtisodiy faoliyat shakli bo‘lish bilan birga, jamiyatda ijtimoiy mas’uliyat, hamjihatlik va ma’naviy qadriyatlarning mustahkamlanishiga ham xizmat qilishi asoslandi.

Muallifning fikricha, ayollar tadbirkorligini qo‘llab-quvvatlash siyosati Yangi O‘zbekiston taraqqiyotining muhim omillaridan biri bo‘lib, u nafaqat iqtisodiy o‘sishga, balki jamiyatning ma’naviy va ijtimoiy rivojlanishiga ham bevosita ta’sir ko‘rsatadi.

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QISHLOQ TURMUSH MADANIYATINI YUKSALTIRISHNING IJTIMOIY-FALSAFIY MOHIYATI

Xolbekov Ilhomjon G'aniyevich
Farg'ona imkoniyati cheklangan shaxslar uchun ixtisoslashtirilgan maxsus texnikum Tarix fani o'qituvchisi

Annotatsiya: *Mazkur maqolada qishloq turmush madaniyatining tarixiy-falsafiy asoslari nazariy va metodologik jihatdan tadqiq etilgan. Shuningdek, sotsiomadaniy o'zgarishlar masalasi Garb faylasuf va mutafakkirlari nazariyalari bilan ochib berilgan. Bu esa qishloq turmush madaniyatining o'ziga xos ijtimoiy, ma'naviy, iqtisodiy va sotsiomadaniy funktsiyalariga asoslanish kerakligi o'rganilgan.*

Kalit so'zlar. *Qishloq, madaniyat, qishloq turmushi, ijtimoiy, ma'naviy, iqtisodiy, sotsiomadaniy hayot, ijtimoiy tizim.*

СОЦИАЛЬНО-ФИЛОСОФСКАЯ СУТЬ УЛУЧШЕНИЯ КУЛЬТУРЫ СЕЛЬСКОЙ ЖИЗНИ

Аннотация: *В данной статье теоретически и методологически исследуются историко-философские основы культуры сельской жизни. Также рассматривается вопрос социокультурных изменений на примере теорий западных философов и мыслителей. Изучается, что эти изменения должны основываться на специфических социальных, духовных, экономических и социокультурных функциях культуры сельской жизни.*

Ключевые слова*: деревня, культура, сельская жизнь, социальные, духовные, экономические, социокультурная жизнь, социальная система.*

SOCIAL-PHILOSOPHICAL ESSENCE OF IMPROVING RURAL LIFE CULTURE

Abstract: *This article studies the historical and philosophical foundations of rural life culture theoretically and methodologically. Also, the issue of sociocultural changes is revealed with the theories of Western philosophers and thinkers. It is studied that this should be based on the specific social, spiritual, economic and sociocultural functions of rural life culture.*

Keywords*. Village, culture, rural life, social, spiritual, economic, sociocultural life, social system.*

Kirish

Globallashuv jarayonlari natijasida qishloq turmush madaniyatini transformatsiyalashishi sababli inson hayotining turli jihatlarini qamrab olmoqda. Bunda nafaqat qishloq turmush madaniyati va shahar makonini tashkil etilishi, rivojlantirishi va ulardan foydalanish mantig'i, balki fuqarolarning bir-biri va atrof-muhit bilan o'zaro munosabatlarining mikrotuzilmalari ham o'zgarib bormoqda. Alohida qishloqlar va shaharlarning aholisi yangi rejimlariga integratsiyalashmoqda va yashash sharoitlariga turli yo'llar bilan moslashmoqda. "Harakatlar strategiyasi doirasidagi tub islohotlarimiz va amaliy ishlarimiz natijasida mamlakatimizning barcha hududlari qiyofasi tubdan o'zgargani, ko'plab zamonaviy korxonalar, magistral yo'l va ko'priklar, shinam uy-joylar, ilm-fan, madaniyat, san'at va sport maskanlari barpo etilgani, o'nlab bog'chabog'cha va maktablar, oliygohlar va ularning filiallari tashkil etilgani, shahar, qishloq va mahallalar tobora obod bo'lib, odamlarning hayot darajasi o'sib borayotganini alohida ta'kidlash lozim"[1.84.]. Taraqqiyot strategiyasi doirasida inson qadrini yuksaltirish va erkin fuqarolik jamiyatini yanada rivojlantirish bo'yicha belgilangan barcha islohotlar xalqimiz hayotini tubdan yaxshilash, aholi farovonligini oshirish va uning ijtimoiy himoyasini kuchaytirishga qaratilmoqda. Inson qadrini ulug'lash va erkin fuqarolik jamiyatini yanada rivojlantirish orqali xalqparvar davlat barpo etishning ustuvor yo'nalishlari amalga oshirilmoqda. Insonning turmush madaniyati shaxsning jamiyatidagi ijtimoiylashuvi natijasidir. Zero, jamiyatning sog'lomligi har bir insonning yuqori darajada qishloq turmush madaniyatiga ega bo'lishini taqozo etadi. Shunga ko'ra, agar jamiyatda mavjud barcha institutlar tomonidan inson ma'naviy va jismoniy salomatligini muhofaza qilishga qaratilgan shart-sharoit yaratilsa, o'sha jamiyatda yashayotgan har bir insonning turmush madaniyati yuqori darajaga ko'tariladi.

Mavzuga oid adabiyotlar tahlili

Qishloq turmush madaniyatining tarixiy-falsafiy ildizlari juda chuqur va ko'p qirrali bo'lib, ular insoniyat tarixining ilk davrlariga borib taqaladi. Qishloq turmush madaniyati nafaqat falsafiy qarashlar natijasida yuksalgan, balki ijtimoiy tuzumlar ta'sirida ham shakllangan. Qishloq turmush madaniyatining tarixiy ildizlariga e'tibor bersak, neolit

davridan boshlab qishloq turmushining asosiy ildizlari dehqonchilik va chorvachilikning paydo bo‘lishi bilan bog‘liqdir. Odamlar o‘troq hayotga o‘tib, qishloqlarda yashay boshladilar. Bu davrda qishloq xo‘jaligi, hunarmandchilik va savdo rivojlana boshlagan.

Afina Qadimgi Yunonistonning janubi-sharqidagi Attika yarim orolida joylashgan bo‘lib, arxeologik topilmalar bu yerda miloddan avvalgi XVI—XV asrlar (neolit davri)da qishloqlar bo‘lganini kursatadi. Keyinchalik ushbu qishloqlar birlashishi natijasida Afina shahri paydo bo‘lgan. Bu davrda (bu davrni Platon oltin davr deb atagan) urug‘chilik munosabatlari yemirilib, yangicha idora usullariga o‘tish boshlangan edi[2.58.]. Bir qancha oila birlashib, qishloqni paydo qiladi. Bu amaliy jihatdan kengaygan oila bo‘lib, uning manfaatlari kundalik ehtiyojlar bilan cheklanmay, yanada yuqoriroq bo‘lishi mumkin.

Faylasuf va sotsiolik olim P.A.Sorokin fikricha “Qishloq madaniyatidagi hodisalar, ayniqsa, madaniyatli jamiyatga, katta shahar madaniyatiga, insoniyat tarixidagi eng progressiv bo‘g‘inga xos bo‘lgan hodisalardir[3.402.]. Ijtimoiy hayotning uch sohasi, ya’ni harbiy faoliyat, qishloq xo‘jaligi va huquqda rimliklar o‘sha davrdagi eng yuqori natijaga erishganlar, katta bilim va tajriba to‘plagan sohalari edi.

Qishloq turmush tarzini organish sotsiomadaniy yondashuvning asosiy tamoyillari N.Lapin va A.Axiezerning asarlariga o‘z ifodasini topgan. Unga ko‘ra qadriyatlar sotsiomadaniy tizimlarning asosiy elementlari sifatida N.Lapinning qadriyatlar sotsiomadaniy evolyutsiyaning asosiy komponentlarini[2.56.] o‘rgangan bo‘lsa, A.Axiezerning jamiyatda sotsiomadaniy ideal va qarama-qarshi ijtimoiy evolyutsiya jarayonlarining mavjudligi haqidagi g‘oyalari[3.78.] alohida e’tiborga loyiqdir. Bu g‘oyalar qishloq turmush tarzi tuzilmasida qadriyat komponentini ta’kidlash uchun asos bo‘lib xizmat qiladi[4.96.].

G‘arbiy Yevropada X—XI asrlarda katta iqtisodiy, ijtimoiy va madaniy-ma’rifiy o‘zgarishlar sodir bo‘ldi. Qishloq xo‘jaligining taraqqiyoti birmuncha jadallashdi, mehnat taqsimoti chuqurlashdi. Bozorga chiqariladigan mahsulotlar miqyosi orta boshladi[2.89.]. O‘rta asrlar jamiyati iqtisodiyotining asosi qishloq xo‘jaligidan iborat bo‘lib, aholining aksariyat qismi shu soha bilan shug‘ullangan. G‘arbiy Yevropa uchun o‘rta asrlar natural xo‘jalik hukm surgan va tovar-pul munosabatlari past darajada rivojlangan davrdir. Mazkur jarayonlar xalqlar sivilizatsiyasiga asos soluvchi omil bo‘ldi.

XX asrga kelib, qishloq turmush madaniyati modernizatsiya va globallashuv ta’sirida o‘zgara boshladi. Qishloqlarda elektr energiyasi, suv ta’minoti, aloqa vositalari va boshqa qulayliklar paydo bo‘ldi.

Tadqiqot metodologiyasi

Qishloq aholisining asosiy qadriyatlarini rivojlanishi natijasida dehqonlar kasbining o‘ziga xos xususiyati va qishloqning aholi punkti sifatidagi xususiyatlari shakllanadi. Ushbu o‘ziga xos xususiyatlar tufayli ushbu asosiy qadriyatlar konservatizm va an‘anaviylikka moyildir. Qishloq turmush tarzini oqilona modernizatsiya qilishga urinishlar orqali bu qadriyatlarning yo‘q qilinishi nafaqat jamiyatning aholi punkti tuzilmasining ijtimoiy-madaniy funktsiyalari tizimining deformatsiyasiga, balki kengroq oqibatlarga - umuman qishloq madaniyatining yo‘q qilinishi va tanazzuliga olib keladi.

Tahlil va natijalar

Zamonaviy qishloq turmush madaniyati jamiyat muhitini o‘zgarishiga sabab bo‘lib, milliy qadriyatlarini o‘rganishga turtki bo‘lmoqda. Shu o‘rinda, *birinchidan*, bozor islohotlari natijalarida shahar va qishloq turmish tarzi yaqinlashmoqda. *Ikkinchidan*, ma’naviy va jismoniy sog‘lomlik haqida tibbiy-pedagogik, ma’naviy-ma’rifiy bilim, ko‘nikma va malakalarni egallash kundalik hayotiy ehtiyojga aylanmoqda. Bu esa qishloq aholisi bozor islohotlari tomonidan ochilgan yangi imkoniyatlarni yomon angladilar. Yirik qishloq xo‘jaligi korxonalarining qulashi ortidan ishsizlik qishloq aholisi uchun katta muammoga aylanadi. Shu sababli qishloq madaniyatining ijtimoiy-falsafiy jihatlari qishloq turmush madaniyati tabiat bilan chambarchas bog‘liq holda rivojlanadi. Qishloq aholisi tabiatning qonuniyatlarini yaxshi biladi va unga moslashib yashaydi. Tabiatga hurmat bilan munosabatda bo‘lishi, uni asrash va undan oqilona foydalanish qishloq turmush madaniyatining muhim elementidir.

Qishloq madaniyatida jamoaviylik muhim rol o‘ynaydi. Qishloq aholisi bir-biriga yordam beradi, qo‘shnichilik munosabatlarini qadrlaydi va umumiy ishlar uchun birgalikda harakat qiladi. Bu o‘z navbatida mehnat bilan bog‘liqdir. Chunki, qishloq aholisi erta tongdan kechgacha mehnat qiladi, yerga ishlov beradi, hosil yetishtiradi, chorva mollarini boqadi va hunarmandchilik bilan shug‘ullanadi. Mehnatsevarlik qishloq turmush madaniyatining asosiy xususiyatlaridan biridir. Qishloq turmush madaniyatining yana bir xususiyati an’analarga asoslanishdir. Qishloq aholisi o‘z ota-bobolaridan meros bo‘lib qolgan urf-odatlar, marosimlar va bayramlarni saqlaydi va ularga amal qiladi. An‘anaviylik qishloq turmush madaniyatining belgisidir. Qishloq turmush madaniyati insoniyat tarixining muhim qismi bo‘lib, u o‘zida ko‘p asrlik tajriba, bilim va donishmandlikni mujassam etgan. Bu madaniyatni saqlash va rivojlantirish kelajak avlodlar uchun muhim ahamiyatga ega.

Xulosa

Natijalarini umumlashtirar ekanmiz, qishloq muammolari iqtisodchilar, faylasuflar, sotsiologlar va siyosatshunoslarning tadqiqotlarida muhim o‘rin tutishini ta’kidlash lozim. Biroq, zamonaviy tadqiqotlar qishloq aholisining ijtimoiy-madaniy rivojlanishi va ma‘naviy ehtiyojlarini kamdan-kam hollarda o‘rganilgani ko‘ramiz. Qishloq madaniyatini yaxshilash va qishloq aholisining o‘sib borayotgan ma’naviy ehtiyojlarini qondirish qishloq va shahar hududlari o’rtasidagi ijtimoiy-madaniy tafovutni tezda bartaraf etish zaruratini keltirib chiqaradigan asosiy omillardir. Qishloq joylardagi davlat ijtimoiy siyosati mehnat bozori va ish joyidagi haqiqiy ijtimoiy-iqtisodiy sharoitlarni hisobga olganda va qishloq aholisi qishloqning iqtisodiy va ijtimoiy-siyosiy hayotida faol ishtirok etish uchun kengroq imkoniyatlarga ega bo‘lganda samarali bo‘ladi. Qishloq joylarda ijtimoiy muammolarning ko‘payishi turmush darajasining pasayishi, ishsizlikning oshishi va madaniy standartlarning pasayishiga sabab bo‘ladi. Qishloq madaniyati zamonaviy dunyoda modernizatsiya vektorini qaytarib bo‘lmaydiganligi sababli, qishloq jamiyatini saqlab qolish va rivojlantirish uchun qadriyatlar asosini yuksaltirish kerak.

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KIBER TAHDIDLAR SHAROITIDA SHAXS MA'NAVIY XAVFSIZLIGINI TA'MINLASHNING IJTIMOIY-FALSAFIY MEXANIZMLARI

Yoqubov Oblobergan Maxsitali O'g'li
Farg'ona davlat universiteti mustaqil izlanuvchisi

Annotatsiya. *Maqolada raqamli transformatsiya va axborotlashuv jarayonlarining jadallashuvi sharoitida shaxs ma'naviy xavfsizligini ta'minlashning ijtimoiy-falsafiy mexanizmlari tadqiq etilgan. Kiber tahdidlarning shaxs dunyoqarashi, qadriyatlari va ijtimoiy xulq-atvoriga ta'siri tahlil qilingan. Tadqiqot natijalari media savodxonlik, tanqidiy tafakkur, ma'naviy immunitet, huquqiy madaniyat va fuqarolik mas'uliyatini rivojlantirish shaxs ma'naviy xavfsizligini ta'minlashning muhim mexanizmlari ekanligini ko'rsatadi.*

Kalit so'zlar: *kiber tahdid, ma'naviy xavfsizlik, ijtimoiy falsafa, axborot makoni, media savodxonlik, ma'naviy immunitet, raqamli jamiyat, yoshlar.*

СОЦИАЛЬНО-ФИЛОСОФСКИЕ МЕХАНИЗМЫ ОБЕСПЕЧЕНИЯ ДУХОВНОЙ БЕЗОПАСНОСТИ ЛИЧНОСТИ В УСЛОВИЯХ КИБЕРУГРОЗ

Аннотация. *В статье исследуются социально-философские механизмы обеспечения духовной безопасности личности в условиях киберугроз. Проанализировано влияние цифровой среды на мировоззрение, ценностные ориентации и социальное поведение личности. Обосновано, что медиаграмотность, критическое мышление, духовный иммунитет, правовая культура и гражданская ответственность являются важнейшими средствами обеспечения духовной безопасности личности.*

Ключевые слова: *киберугрозы, духовная безопасность, социальная философия, информационное пространство, медиаграмотность, духовный иммунитет, цифровое общество.*

SOCIO-PHILOSOPHICAL MECHANISMS FOR ENSURING THE SPIRITUAL SECURITY OF THE INDIVIDUAL UNDER CONDITIONS OF CYBER THREATS

Abstract. *The article examines socio-philosophical mechanisms for ensuring individual spiritual security under conditions of cyber threats. The influence of the digital environment on personal worldview, values, and social behavior is analyzed. The study reveals that media literacy, critical thinking, spiritual immunity, legal culture, and civic responsibility are among the most important mechanisms for ensuring spiritual security in the digital society.*

Keywords: *cyber threats, spiritual security, social philosophy, information space, media literacy, spiritual immunity, digital society, youth.*

Kirish. XXI asrda axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi jamiyat hayotining barcha sohalariga jadallik bilan kirib bordi. Raqamli texnologiyalar insonning muloqot qilishi, bilim olishi, mehnat faoliyati va ijtimoiy munosabatlarining ajralmas qismiga aylandi. Internet tarmog'i va ijtimoiy media platformalarining keng yoyilishi natijasida axborot almashish tezligi keskin ortdi, global kommunikativ makon vujudga keldi. Lekin, ushbu jarayonlar bilan bir qatorda kiber tahdidlar ham tobora kuchayib bormoqda. Buning natijasida shaxs ma'naviy xavfsizligini ta'minlash masalasi zamonaviy ijtimoiy-falsafiy tadqiqotlarning muhim yo'nalishlaridan biriga aylandi [1].

Ma'naviy xavfsizlik tushunchasi shaxs va jamiyatning axloqiy, madaniy, mafkuraviy hamda qadriyaviy barqarorligini ifodalaydi. U insonning yot g'oyalar, destruktiv mafkuralar va manipulyativ axborotlar ta'siriga qarshi ichki immunitetini shakllantirish bilan bog'liq. Axborotlashgan jamiyatda ma'naviy xavfsizlik nafaqat milliy xavfsizlikning tarkibiy qismi, balki barqaror taraqqiyotning muhim omili sifatida ham namoyon bo'lmoqda [2].

Bugungi kunda kiber makonda dezinformatsiya, kiberbulling, axboriy manipulyatsiya, ekstremistik targ'ibot, virtual qaramlik va boshqa salbiy hodisalarning keng tarqalishi inson ongiga sezilarli ta'sir ko'rsatmoqda. Ayniqsa, yoshlar axborot iste'molchilarining eng faol qatlami sifatida bunday tahdidlar ta'siriga ko'proq duch kelmoqda. Shuning

uchun kiber tahdidlar sharoitida shaxs ma’naviy xavfsizligini ta’minlashning ijtimoiy-falsafiy mexanizmlarini aniqlash va takomillashtirish muhim ilmiy-amaliy ahamiyat kasb etadi [3].

Mazkur tadqiqotning maqsadi kiber tahdidlar sharoitida shaxs ma’naviy xavfsizligini ta’minlashning ijtimoiy-falsafiy mexanizmlarini tahlil qilish va ularning samaradorligini asoslashdan iborat.

Tadqiqot metodologiyasi. Tadqiqotda tizimli yondashuv, qiyosiy tahlil, analiz va sintez, kontent-tahlil hamda falsafiy interpretatsiya metodlaridan foydalanildi. Tadqiqotning nazariy asosini axborot jamiyati konsepsiyasi, ijtimoiylashuv nazariyasi, kommunikativ falsafa va ma’naviy xavfsizlik konsepsiyalari tashkil etdi.

Tizimli yondashuv asosida kiber tahdidlar va ma’naviy xavfsizlik o‘rtasidagi o‘zaro bog‘liqlik o‘rganildi. Qiyosiy tahlil yordamida xorijiy va mahalliy ilmiy manbalardagi nazariy qarashlar solishtirildi. Kontent-tahlil usuli orqali internet makonida tarqalayotgan axborotlarning shaxs ma’naviy dunyosiga ta’siri tahlil qilindi.

Tadqiqot davomida quyidagi kiber tahdidlar asosiy tahlil obyekti sifatida tanlandi:

a) dezinformatsiya va feyk axborotlar;
b) kiberbulling;
c) manipulyativ media texnologiyalar;
d) virtual qaramlik;
e) radikal va ekstremistik kontent;
f)shaxsiy ma’lumotlarning noqonuniy tarqatilishi.

Mazkur tahdidlarning shaxsning qadriyatlar tizimi, dunyoqarashi va ijtimoiy faolligiga ta’siri ijtimoiy-falsafiy nuqtai nazardan baholandi.

Tadqiqot natijalari . Tahlillar natijasida kiber tahdidlarning shaxs ma’naviy xavfsizligiga ko‘rsatadigan asosiy ta’sir yo‘nalishlari aniqlandi.

Birinchidan, dezinformatsiya va manipulyativ axborotlar shaxsning voqelikni idrok etish jarayoniga salbiy ta’sir ko‘rsatadi. Axborot oqimlarining haddan tashqari ko‘pligi natijasida insonning tanqidiy tahlil qilish imkoniyatlari cheklanadi. Bu esa noto‘g‘ri qarashlar va stereotiplarning shakllanishiga sabab bo‘lishi mumkin [4].

Ikkinchidan, kiberbulling shaxsning ruhiy holati va ijtimoiy munosabatlariga salbiy ta’sir ko‘rsatadi. Virtual makondagi zo‘ravonlik holatlari insonda xavotir, tushkunlik va ijtimoiy yakkalanish hissini kuchaytiradi. Natijada uning ma’naviy barqarorligi zaiflashadi [5].

Uchinchidan, virtual qaramlik insonning real ijtimoiy munosabatlardan uzoqlashishiga olib keladi. Ijtimoiy tarmoqlarga haddan tashqari bog‘lanish shaxsning oila, ta’lim va mehnat faoliyatidagi ishtirokini pasaytiradi. Bu esa ijtimoiylashuv jarayonining sifatiga salbiy ta’sir ko‘rsatadi [6].

To‘rtinchidan, radikal va ekstremistik mazmundagi axborotlarning internet orqali tarqalishi ayrim yoshlarning mafkuraviy qarashlariga salbiy ta’sir etmoqda. Bunday holatlarda shaxsning tanqidiy tafakkuri yetarli darajada rivojlanmagan bo‘lsa, u destruktiv g‘oyalar ta’siriga tushib qolishi mumkin [7].

Tadqiqot natijalari shuni ko‘rsatdiki, kiber tahdidlar sharoitida shaxs ma’naviy xavfsizligini ta’minlashning asosiy ijtimoiy-falsafiy mexanizmlari quyidagilardan iborat:

1.Media savodxonlikni rivojlantirish.
2.Tanqidiy tafakkurni shakllantirish.
3.Ma’naviy immunitetni kuchaytirish.
4.Huquqiy madaniyatni oshirish.
5.Oila, mahalla va ta’lim institutlari hamkorligini mustahkamlash.
6.Fuqarolik mas’uliyatini rivojlantirish.

Muhokama. Axborotlashgan jamiyat sharoitida ma’naviy xavfsizlik masalasi faqat axloqiy yoki pedagogik muammo sifatida emas, balki ijtimoiy-falsafiy hodisa sifatida ham namoyon bo‘lmoqda. Chunki raqamli kommunikatsiyalar kengayishi natijasida insonning dunyoqarashi, qadriyatlari va ijtimoiy identifikatsiyasiga ta’sir etuvchi omillar soni keskin ortdi. Zamonaviy inson tobora ko‘proq virtual makonda yashamoqda, muloqot qilmoqda va ijtimoiy tajriba orttirmoqda. Mazkur holat ma’naviy xavfsizlikni ta’minlashning yangi mexanizmlarini ishlab chiqishni talab etadi.

Ijtimoiy-falsafiy nuqtai nazardan qaraganda, ma’naviy xavfsizlik shaxsning o‘zligini anglash, qadriyatlarni tanlash va hayotiy pozitsiyasini shakllantirish bilan uzviy bog‘liqdir. Agar shaxs axborotni tanqidiy baholash qobiliyatiga ega bo‘lmasa, u turli manipulyativ ta’sirlar va axborot xurujlari qurboniga aylanishi mumkin. Shu sababli tanqidiy tafakkurni rivojlantirish ma’naviy xavfsizlikni ta’minlashning muhim sharti hisoblanadi [8].

Media savodxonlik zamonaviy axborot makonida insonning himoya vositalaridan biri sifatida namoyon bo‘ladi. Media savodxonlik insonning axborotni izlash, tahlil qilish, baholash va undan oqilona foydalanish ko‘nikmalarini shakllantiradi. Tadqiqotlar shuni ko‘rsatadiki, media savodxonlik darajasi yuqori bo‘lgan shaxslar feyk axborotlar va manipulyativ kontent ta’siriga kamroq uchraydi [9].

Ma’naviy immunitet tushunchasi ham kiber tahdidlarga qarshi kurashishda muhim ahamiyat kasb etadi. Ma’naviy immunitet deganda shaxsning milliy va umuminsoniy qadriyatlarga tayangan holda yot g‘oyalarga qarshi tura olish qobiliyati tushuniladi. Ushbu immunitet oila, ta’lim muassasalari va ijtimoiy institutlar faoliyati natijasida shakllanadi [10].

Tahlillar shuni ko‘rsatadiki, ma’naviy xavfsizlikni ta’minlash faqat biror ijtimoiy institut vazifasi emas. Bu jarayonda davlat, fuqarolik jamiyati institutlari, ommaviy axborot vositalari, oila va ta’lim tizimi o‘zaro hamkorlikda faoliyat yuritishi lozim. Ayniqsa, yoshlarning axborot madaniyatini rivojlantirish va ularni mas’uliyatli internet foydalanuvchilari sifatida tarbiyalash muhim vazifalardan biri hisoblanadi.

Bundan tashqari, huquqiy madaniyatning rivojlanganligi ham shaxs ma’naviy xavfsizligining muhim omilidir. Raqamli jamiyatda inson internet makonidagi huquq va majburiyatlarini anglagan holda harakat qilishi kerak. Bu esa kiberjinoyatlar, axborot firibgarligi va shaxsiy ma’lumotlarning noqonuniy tarqatilishi kabi salbiy holatlarning oldini olishga xizmat qiladi [11].

Demak, ma’naviy xavfsizlikni ta’minlashning ijtimoiy-falsafiy mexanizmlari texnologik vositalar bilan bir qatorda ma’naviy, madaniy va intellektual omillarning uyg‘unligiga asoslanadi. Ushbu yondashuv shaxsning raqamli makondagi barqarorligini ta’minlashga xizmat qiladi.

Xulosa. Tadqiqot natijalari kiber tahdidlar zamonaviy jamiyatda shaxs ma’naviy xavfsizligiga jiddiy ta’sir ko‘rsatayotganligini ko‘rsatdi. Dezinformatsiya, kiberbulling, manipulyativ axborotlar, virtual qaramlik va ekstremistik kontent insonning dunyoqarashi, qadriyatlari hamda ijtimoiy xulq-atvoriga salbiy ta’sir ko‘rsatmoqda.

Aniqlanishicha, kiber tahdidlar sharoitida shaxs ma’naviy xavfsizligini ta’minlashning asosiy ijtimoiy-falsafiy mexanizmlari media savodxonlik, tanqidiy tafakkur, ma’naviy immunitet, huquqiy madaniyat va fuqarolik mas’uliyatini rivojlantirishdan iboratdir. Mazkur mexanizmlarning samarali faoliyati shaxsning axborot xurujlariga nisbatan barqarorligini oshiradi va uning ma’naviy kamolotiga xizmat qiladi.

Shuningdek, ta’lim muassasalari, oila, fuqarolik jamiyati institutlari va davlat organlari o‘rtasidagi hamkorlikni kuchaytirish kiber tahdidlarning salbiy oqibatlarini kamaytirishda muhim omil hisoblanadi. Kelgusida yoshlar ma’naviy xavfsizligini ta’minlashning innovatsion usullarini ishlab chiqish va ularning samaradorligini empirik tadqiqotlar asosida baholash muhim ilmiy vazifalardan biri bo‘lib qoladi.

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INSON BORLIG'INING NOKLASSIK-SUBYEKTIV TALQINI: KYERKEGORDAN SARTRGACHA

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Annotatsiya. *Maqolada inson borlig'ining noklassik-subyektiv talqini — Kyerkegordan Sartrgacha bo'lgan an'ana — yagona trayektoriya sifatida tizimli tarzda qayta tiklanadi. Mavzuning dolzarbligi shundaki, klassik falsafa insonni asosan obyekt va tabiiy-ijtimoiy munosabatlar natijasi sifatida talqin qilgan bo'lsa, XIX–XX asrlarda insonni erkin subyekt, ekzistensiya sifatida tushunadigan yo'nalish shakllandi. Qiyosiy-tarixiy va konseptual tahlil usullari yordamida klassik metafizikadan noklassik falsafaga o'tish, Kyerkegorning individual ekzistensiya g'oyasi, Nitsshening o'zini yaratuvchi inson talqini, hayot falsafasi va Dilteyning «tushunish» yondashuvi, Husserlning transsendental subyekti, Xaydeggerning Dasein konsepsiyasi, Sartr va Yaspersning radikal erkinlik talqini, Buberning dialogik subyekti hamda Merlo-Pontining tanalashgan subyekti tahlil qilinadi. Bu yo'nalish insonni subyekt, erkinlik va ekzistensiya sifatida kashf etgani uchun katta yutuq, biroq mutlaqlashtirilsa bir tomonlama bo'lib qolishi asoslanadi. Ilmiy yangilik: subyektiv chiziq yagona trayektoriya sifatida qayta tiklanib, uning inson borlig'ining obyekt va subyekt birligi sifatidagi sintezdagi o'rni — bir qutb sifatida — aniqlanadi.*

Kalit so'zlar: *inson borlig'i, subyekt, ekzistensiya, erkinlik, noklassik falsafa, ekzistensializm, fenomenologiya, Kyerkegor, Nitsshe, Xaydegger, Sartr, Buber, Merlo-Ponti.*

НЕКЛАССИЧЕСКИ-СУБЪЕКТИВНАЯ ИНТЕРПРЕТАЦИЯ ЧЕЛОВЕЧЕСКОГО БЫТИЯ: ОТ КЬЕРКЕГОРА ДО САРТРА

Аннотация. *В статье как единая траектория систематически реконструируется неклассически-субъективная интерпретация человеческого бытия — традиция от Кьеркегора до Сартра. Актуальность темы в том, что если классическая философия трактовала человека как объект и результат, то в XIX–XX веках сформировалось направление, понимающее человека как свободного субъекта. Рассматриваются переход от классической метафизики к неклассической философии, идея индивидуальной экзистенции у Кьеркегора, самосозидающий человек у Ницше, подход «понимания» у Дильтея, трансцендентальный субъект Гуссерля, концепция Dasein Хайдеггера, радикальная свобода у Сартра и Ясперса, диалогический субъект Бубера и телесный субъект Мерло-Понти. Обосновывается, что это направление — крупное достижение, однако при абсолютизации оказывается односторонним. Научная новизна: субъективная линия реконструирована как единая траектория, и определено её место — как одного полюса — в синтезе человеческого бытия как единства объекта и субъекта.*

Ключевые слова: *человеческое бытие, субъект, экзистенция, свобода, неклассическая философия, экзистенциализм, феноменология, Кьеркегор, Ницше, Хайдеггер, Сартр, Бубер, Мерло-Понти.*

THE NON-CLASSICAL-SUBJECTIVE INTERPRETATION OF HUMAN EXISTENCE: FROM KIERKEGAARD TO SARTRE

Annotation. *The article offers a systematic reconstruction, as a single trajectory, of the non-classical and subjective interpretation of human existence — the tradition running from Kierkegaard to Sartre. The relevance of the topic lies in the fact that, whereas classical philosophy interpreted the human chiefly as an object and a result, the nineteenth and twentieth centuries gave rise to a current that understands the human as a free subject, as existence. Using comparative-historical and conceptual analysis, the article examines the transition from classical metaphysics to non-classical philosophy, Kierkegaard's idea of individual existence, Nietzsche's self-creating human, the approach of "understanding" in the philosophy of life and in Dilthey, Husserl's transcendental subject, Heidegger's conception of Dasein, the radical freedom of Sartre and Jaspers, Buber's dialogical subject, and Merleau-Ponty's embodied subject. It argues that this current is a major achievement, since it recovered the human as subject, freedom, and existence,*

but that, if absolutised, it becomes one-sided. The scientific novelty consists in reconstructing the subjective line as a single trajectory and clarifying its place — as one pole — within the synthesis of human existence as a unity of object and subject.

Keywords: *human existence, subject, existence, freedom, non-classical philosophy, existentialism, phenomenology, Kierkegaard, Nietzsche, Heidegger, Sartre, Buber, Merleau-Ponty.*

Kirish

Inson nima? — bu savol falsafaning eng qadimiy va markaziy muammolaridan biri bo'lib, mohiyatan ontologik xususiyatga ega: u insonning borliq tartibidagi o'rni va mavjudlik usuli haqidagi savoldir. Yangi O'zbekistonda inson qadri va inson manfaatlarini barcha islohotlar markaziga qo'yish davlat siyosatining ustuvor yo'nalishiga aylangani [1] insonga oid falsafiy tadqiqotlarning ahamiyatini yangi bosqichga ko'tardi. Falsafa tarixida insonni talqin qilishning ikki yirik yo'nalishi shakllangan: klassik-obyektiv yo'nalish insonni tabiat va jamiyat tomonidan belgilanadigan mavjudot, ya'ni natija va obyekt sifatida tushunadi; noklassik-subyektiv yo'nalish esa insonni o'z borlig'ini erkin tarzda belgilovchi subyekt, ekzistensiya sifatida talqin qiladi.

Mavzuning o'rganilganlik darajasiga kelsak, ekzistensializm, fenomenologiya va hayot falsafasi an'analari jahon falsafiy adabiyotida atroflicha tadqiq etilgan [2; 3]; o'zbek falsafasida esa ular asosan umumiy darslik va qo'llanmalarda yoritilgan. Biroq bu yo'nalishni — Kyerkegordan Sartrgacha bo'lgan yagona trayektoriya sifatida, obyekt va subyekt qarama-qarshiligi nuqtai nazaridan — tizimli qayta tiklash hamda uning inson borlig'ining yaxlit tushunchasidagi o'rnini aniqlash kam ishlangan masala bo'lib qolmoqda.

Ushbu maqolaning maqsadi — noklassik-subyektiv talqinni yagona an'ana sifatida qayta tiklash va uning inson borlig'ining obyekt va subyekt birligi sifatidagi tushunchasidagi o'rnini belgilashdir. Tadqiqot metodologiyasi uchta tamoyilga tayanadi: qiyosiy-tarixiy usul (g'oyaning mutafakkirlardan mutafakkirga rivojini kuzatish), konseptual tahlil (subyekt, ekzistensiya, erkinlik kabi asosiy tushunchalarni oydinlashtirish) va dialektik tamoyil (obyekt va subyektni o'zaro bog'liq qutblar sifatida ko'rish).

1. Klassik metafizikadan noklassik falsafaga o'tish

Antik davrdan Gegelgacha bo'lgan klassik metafizika borliqni va insonni umumiy mohiyatlar, substansiya va aql tizimi orqali anglashga intildi. Bu an'anada inson ko'pincha umumiylikning bir ko'rinishi, aqliy bilim obyekti sifatida qaraldi: yakka shaxs umumiy qonuniyat yoki jahon ruhining bir lahzasi edi. Falsafaning vazifasi insonni o'zgarmas mohiyati orqali tushuntirishdan iborat bo'ldi.

XIX asr o'rtalarida tub burilish yuz berdi. Tizim va substansiyaning ustuvorligiga qarshi o'laroq, bir qator mutafakkirlar falsafaning markaziga real mavjud bo'lgan, yashayotgan, erkin yakka subyektni qo'ydilar. Kyerkegorning Gegel tizimiga qarshi chiqishi, Nitsshening an'anaviy qadriyatlarni qayta baholashi, hayot falsafasining sof ratsionalizm va naturalizmga e'tirozi — bularning barchasi mohiyatdan ekzistensiyaga, obyektdan subyektga qaratilgan «noklassik» burilishni belgilab berdi. Aynan shu burilish inson borlig'ining subyektiv talqinini vujudga keltirdi.

2. Kyerkegor: ekzistensiya, individuallik va erkinlik

Subyektiv talqinning boshlanishi daniyalik faylasuf Syoren Kyerkegor (1813–1855) ijodi bilan bog'liq. Kyerkegor Gegelning mavhum, umumiy tizimiga qarshi chiqib, falsafaning markaziga yakka, real mavjud bo'lgan individni qo'ydi. Uning uchun haqiqat — sof obyektiv tizim emas, balki subyektiv o'zlashtirilgan haqiqatdir; ekzistensiya esa umumiy tushuncha ostiga to'liq sig'maydigan, har bir insonning betakror mavjudligidir.

«O'limga olib boruvchi xastalik» asarida Kyerkegor «men» (o'zlik)ni o'z-o'ziga munosabatda bo'lgan munosabat sifatida ta'riflaydi: inson chekli va cheksiz, zaruriyat va erkinlikning sintezi bo'lib, o'zini o'zi tanlash va shakllantirish vazifasi oldida turadi; bu vazifadan qochish esa umidsizlik (o'limga olib boruvchi xastalik) sifatida namoyon bo'ladi [4]. «Qo'rquv tushunchasi» asarida u qo'rquvni (vahimani) insonning erkinligi bilan bog'laydi: qo'rquv — erkinlikning cheksiz imkoniyati oldidagi «bosh aylanishi»dir [5]. Inson estetik, etik va diniy bosqichlar orasida o'zini tanlash orqali o'z mohiyatini yaratadi. Shu tariqa Kyerkegor insonni umumiylikning namunasi emas, balki yakka, erkin va mas'ul ekzistensiya sifatida ko'rsatdi.

3. Nitsshe: hayotni tasdiqlash va o'zini yaratuvchi inson

Fridrix Nitsshe (1844–1900) mohiyatdan voz kechish burilishini yanada radikallashtirdi. «Xudoning o'limi» va barcha qadriyatlarni qayta baholash g'oyasi bilan oldindan berilgan inson mohiyati hamda tayyor axloqiy tartibning asosi yo'qoladi. Inson endi o'zgarmas tabiat emas, balki vazifaga aylanadi: «olmiy inson» (Übermensch) — quvvatga (irodaga) tayanib o'z qadriyatlarini yaratuvchi va berilgan «men» dan ustun chiquvchi insondir [6].

«Quvnoq ilm» asarida Nitsshe hayotni va o'zini shakllantiruvchi insonni tasdiqlaydi: «o'zing kim bo'lsang, shu bo'l» da'vati, amor fati (taqdirni sevish) va mavjudlikni butunligicha qabul qilish g'oyasi insonni o'zini yaratuvchi, qadriyat o'rnatuvchi mavjudot sifatida ko'rsatadi [7]. Shu tariqa Nitsshe, Kyerkegor bilan birga, subyektiv an'ananing buyuk salafidir: u insonni o'zgarmas mohiyat orqali emas, balki o'zini yaratish va erkinlik orqali tushunadi.

4. Hayot falsafasi va Diltey: hayot, tushunish va tarixiy inson

Subyektiv yo'nalishning yana bir ildizi — hayot falsafasi (Lebensphilosophie) va Vilgelm Diltey (1833–1911) ta'limotidir. Diltey uchun barcha bilimning asosi — yashalgan hayot (Erlebnis); inson esa avvalo tarixiy, ma'no yaratuvchi mavjudotdir. U tabiat fanlari (Naturwissenschaften) bilan ruh fanlari (Geisteswissenschaften) o'rtasidagi tub uslubiy farqni asoslab berdi: tabiat sabablar orqali tushuntiriladi (Erklären), inson dunyosi esa ma'no orqali ichdan tushuniladi (Verstehen) [8].

Bu farq insonni obyekt emas, subyekt sifatida o'rganishning gumanitar asosini yaratdi. Diltey insonning tarixiy dunyosi — madaniyat, til, institutlar — inson ruhining ifodalari (Ausdruck) ekanini va bu dunyo faqat tushunish orqali ochilishini ko'rsatdi [9]. Inson o'zini tarix va madaniyat orqali anglaydigan, ma'no maydonida yashaydigan subyektdir; uni tabiiy jism kabi tashqaridan o'lchab bo'lmaydi.

5. Fenomenologiya: Husserl va transsendental subyektivlik

Subyektivlik g'oyasi Edmund Husserl (1859–1938) fenomenologiyasida yangi bosqichga ko'tarildi. Husserlning «predmetlarning o'ziga qaytaylik» chaqirig'i ongni va uning intensionalligini — ya'ni ongning har doim biror narsaga qaratilganligini — tahlil qilishni talab qildi [10]. Har qanday ob'ekt ong uchun va ong tomonidan ma'noga ega bo'lib namoyon bo'ladi.

Transsendental reduksiya orqali Husserl barcha ma'no va voqelikning asosi bo'lgan transsendental subyektga (sof ong)ga keladi: dunyo — subyekt uchun konstitutsiya qilingan, ma'no berilgan dunyodir [11]. Shu tariqa inson olamdagi oddiy narsa emas, balki olamga ma'no beruvchi, uni o'z ongida tashkil etuvchi subyektivlik sifatida tushuniladi. Husserl fenomenologiyasi keyingi ekzistensial va germenevtik falsafa uchun uslubiy zamin yaratdi.

6. Xaydegger: Dasein, ekzistensiya va vaqtiylik

Martin Xaydegger (1889–1976) «Borliq va vaqt» asarida borliq haqidagi savolni inson — Dasein («mavjud-bo'lish») — tahlili orqali qo'yadi. Dasein — o'z borlig'i o'zi uchun savol bo'lgan yagona mavjudot bo'lib, uning mohiyati tayyor narsa emas, balki uning mavjudligida (ekzistensiyasida) yotadi [12]. Xaydegger insonni narsalar kabi «nima» (mohiyat) emas, «qanday mavjud» (usul) jihatidan tahlil qiladi.

Dasein dunyo-ichidagi-borliq (In-der-Welt-sein) sifatida ochiladi va uning asosiy tuzilmalari — «tashlanganlik» (Geworfenheit, ya'ni o'zi tanlamagan vaziyatga tashlangani), «loyiha» (Entwurf, ya'ni imkoniyatlariga ko'ra o'zini belgilashi), tushib qolish va g'amxo'rlik (Sorge). Inson o'limga qaratilgan borliq (Sein-zum-Tode) sifatida, autentik va noautentik mavjudlik orasida yashaydi. Shu bilan Xaydegger insonni subyekt-ekzistensiya sifatida eng chuqur talqin qildi; ayni paytda «tashlanganlik» tushunchasi insonning o'zi yaratmagan shart-sharoitlar ichida ekanini, ya'ni uning shartlanganligini ham ko'rsatadi.

7. Sartr va Yaspers: radikal erkinlik va ekzistensiya

Subyektiv yo'nalish o'zining eng keskin ifodasini Jan-Pol Sartr (1905–1980) ekzistensializmida topdi. Sartrning mashhur tezisi — «ekzistensiya mohiyatdan oldin keladi»: inson avval mavjud bo'ladi, so'ng o'z xatti-harakatlari orqali o'zini yaratadi; oldindan belgilangan o'zgarmas «inson tabiati» mavjud emas. Inson — «o'zi-uchun» (pour-soi) borliq bo'lib, «o'zida» (en-soi) narsalardan farqli ravishda erkinlikning o'zidir; u o'zini aldash (mauvaise foi) orqali bu erkinlikdan qochishi mumkin [13]. Inson «erkinlikka mahkum etilgan» va shu bois o'z tanlovi va butun insoniyat uchun to'liq mas'uldir [14].

Karl Yaspers (1883–1969) ekzistensiyani «chegaraviy vaziyatlar» (Grenzsituationen) — o'lim, azob, kurash, aybdorlik — orqali ochib beradi: aynan bu vaziyatlarda inson o'zining oddiy mavjudligidan o'tib, haqiqiy Existenz sifatida o'zini namoyon qiladi va transsendentsiyaga yuzlanadi [15]. Yaspersda ekzistensiya, shuningdek, boshqa erkin subyekt bilan muloqotda (Kommunikation) ro'yobga chiqadi. Sartr va Yaspers bilan insonni sof o'zini-belgilovchi, erkin va mas'ul subyekt sifatida talqin qilish o'zining cho'qqisiga yetdi.

8. Buber: dialogik subyekt va boshqa shaxs

Martin Buber (1878–1965) «Men va Sen» asarida insonning dunyoga ikki asosiy munosabatini farqlaydi: «Men–U» (Ich–Es), bunda boshqa narsa foydalanish va bilish obyekti sifatida olinadi; va «Men–Sen» (Ich–Du), bunda boshqa shaxs haqiqiy ishtirok va butunlik sifatida uchratiladi [16]. Buberga ko'ra inson haqiqiy subyektga — chinakam «Men» ga — faqat «Men–Sen» munosabatida aylanadi.

Shu tariqa Buber subyektiv an'anaga muhim nuans qo'shadi: subyektivlik o'ziga yopiq yolg'izlik emas, balki munosabatda, boshqa subyekt bilan muloqotda shakllanadi. Bu dialogik talqin subyektni dunyodan ajralgan, yakkalangan holatdan chiqarib, boshqani tan olishga — ya'ni subyekt va obyektlar (hamda boshqa shaxslar) dunyosining sinteziga — yo'l ochadi.

9. Merlo-Ponti: tanalashgan subyekt va obyekt–subyekt chegarasi

Moris Merlo-Ponti (1908–1961) fenomenologiyani yangi yo'nalishga burdi. «Idrok fenomenologiyasi» asarida u insonni na sof ong (subyekt), na shunchaki jism (obyekt) emas, balki yashalgan tana (le corps propre) sifatida talqin

qiladi: inson — dunyoga tana orqali ulangan, vaziyatga joylashgan subyektdir [17]. Idrok va ma'no inson tanasining dunyo bilan aloqasida tug'iladi.

Merlo-Pontining bu yondashuvi sof subyektivlikdan tashqariga chiqadi: u insonni ayni paytda subyekt (ma'no beruvchi) va obyekt (tanalashgan, vaziyatga bog'liq) sifatida ko'rsatadi. Shu tariqa fenomenologik an'ananing o'zida obyekt va subyekt birligiga, ya'ni keyingi bo'limda asoslanadigan sintezga ishora paydo bo'ladi.

10. Subyektiv chiziqning ahamiyati, cheklovi va sintez

Noklassik-subyektiv yo'nalish falsafiy antropologiya uchun beqiyos yutuqdir: u insonni reduksionistik obyektivizmga qarshi o'laroq, subyekt, erkinlik va ekzistensiya sifatida qayta kashf etdi va insonni narsaga aylantiruvchi yondashuvlarga jiddiy muqobil yaratdi. Biroq bu talqin mutlaqlashtirilsa, bir tomonlama bo'lib qoladi. Inson faqat o'zini erkin belgilovchi subyekt emas — u ayni paytda tabiat, jamiyat va tana tomonidan shartlangan mavjudot, ya'ni obyektdir. Bu obyektiv qutbning yetuk ifodasi insonning mohiyatini ijtimoiy munosabatlar majmui bilan bog'lab tushunishda namoyon bo'ladi [18]. Qizig'i shundaki, subyektiv an'ananing o'zida ham — Xaydeggerdagi «tashlanganlik», Sartrdagi «faktiklik» (facticité) va Merlo-Pontidagi tanalashganlikda — insonning shartlanganligiga ishora mavjud.

Shu sababli inson borlig'ining to'liq ontologiyasi subyektiv chiziqni klassik-obyektiv chiziq bilan birlashtirib, insonni obyekt va subyekt birligi — shartlangan, lekin o'zini erkin belgilovchi mavjudot — sifatida tushunishni talab qiladi. Bunday sintezning klassik namunasi Gegelning haqiqatni «substansiya sifatidagina emas, ayni darajada subyekt sifatida ham» anglash zarurligi haqidagi tezisidir [19]: berilgan, obyektiv tartib va erkin o'zini-belgilash bir jarayonning ikki lahzasidir. O'zbek inson falsafasi an'anasi ham Sharq va G'arb merosini uyg'unlashtirib, insonni shu yaxlitlikda tushunishga intiladi [20]. Subyektiv an'ana esa bu sintezning ajralmas bir qutbini tashkil etadi: usiz inson erkinligi va o'zini-belgilashini tushuntirib bo'lmaydi.

Xulosa

Kyerkegordan Sartrgacha bo'lgan noklassik-subyektiv an'ana — Kyerkegor, Nitsshe, Diltey, Husserl, Xaydegger, Sartr, Yaspers, Buber va Merlo-Ponti orqali — insonni subyekt, erkinlik va ekzistensiya sifatida asoslab berdi va inson falsafasi uchun ajralmas ahamiyatga ega. Biroq bu an'ana insonning faqat bir qutbini — subyektiv qutbini — ifodalaydi; insonning to'liq ontologiyasi uni klassik-obyektiv chiziq bilan sintez qilib, insonni obyekt va subyekt birligi sifatida tushunishni taqozo etadi.

Tadqiqotning ilmiy yangiligi shundaki, unda subyektiv yo'nalish yagona trayektoriya sifatida qayta tiklanib, uning inson borlig'ining obyekt va subyekt birligi sifatidagi sintezdagi o'rni — bir qutb sifatida — aniqlandi; shu bilan birga subyektiv an'ananing ichidagi (tashlanganlik, faktiklik, dialogiklik, tanalashganlik) shartlanganlik va munosabat belgilari sintezning ichki asosi sifatida ko'rsatildi. Tadqiqotning amaliy ahamiyati insonni erkin subyekt sifatida hurmat qiluvchi gumanistik yondashuvlar uchun nazariy asos berishida namoyon bo'ladi.

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YOSHLAR IJTIMOIYLASHUVI JARAYONIDA KIBER TAHDIDLAR VA ULARNING IJTIMOIY OQIBATLARI

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Annotatsiya. *Mazkur maqolada yoshlar ijtimoiylashuvi jarayoniga ta’sir ko‘rsatuvchi kiber tahdidlarning asosiy turlari va ularning ijtimoiy oqibatlari tahlil qilinadi. Raqamli texnologiyalarning jadal rivojlanishi natijasida yoshlar hayotida internet va ijtimoiy tarmoqlarning o‘rni ortib bormoqda. Shu bilan birga, kiberbulling, dezinformatsiya, internetga qaramlik, shaxsiy ma’lumotlarning o‘g‘irlanishi va radikal g‘oyalarning tarqalishi kabi tahdidlar ham kuchaymoqda. Tadqiqot natijalari kiber tahdidlarning yoshlar psixologik holati, ijtimoiy munosabatlari va qadriyatlar tizimiga sezilarli ta’sir ko‘rsatishini ko‘rsatadi.*

Kalit so‘zlar: *yoshlar, ijtimoiylashuv, kiber tahdid, internet xavfsizligi, kiberbulling, dezinformatsiya, ijtimoiy tarmoqlar.*

КИБЕРУГРОЗЫ В ПРОЦЕССЕ СОЦИАЛИЗАЦИИ МОЛОДЁЖИ И ИХ СОЦИАЛЬНЫЕ ПОСЛЕДСТВИЯ

Аннотация. *В данной статье анализируются основные виды киберугроз, оказывающих влияние на процесс социализации молодёжи, а также их социальные последствия. В результате стремительного развития цифровых технологий возрастает роль Интернета и социальных сетей в жизни молодого поколения. Вместе с тем усиливаются такие угрозы, как кибербуллинг, дезинформация, интернет-зависимость, кража персональных данных и распространение радикальных идей. Результаты исследования показывают, что киберугрозы оказывают существенное влияние на психологическое состояние молодёжи, её социальные отношения и систему ценностей.*

Ключевые слова: *молодёжь, социализация, киберугроза, интернет-безопасность, кибербуллинг, дезинформация, социальные сети.*

CYBER THREATS IN THE PROCESS OF YOUTH SOCIALIZATION AND THEIR SOCIAL CONSEQUENCES

Abstract. *This article analyzes the main types of cyber threats affecting the process of youth socialization and their social consequences. As a result of the rapid development of digital technologies, the role of the Internet and social media in the lives of young people is steadily increasing. At the same time, threats such as cyberbullying, disinformation, internet addiction, personal data theft, and the spread of radical ideas are becoming more widespread. The findings of the study indicate that cyber threats have a significant impact on the psychological well-being of young people, their social relationships, and their system of values.*

Keywords: *youth, socialization, cyber threat, internet security, cyberbullying, disinformation, social media.*

Kirish. Globallashuv va raqamlashtirish jarayonlari zamonaviy jamiyat taraqqiyotining muhim omillaridan biri hisoblanadi. Bugungi kunda internet va axborot-kommunikatsiya texnologiyalari yoshlarning ta’lim olishi, muloqot qilishi va dunyoqarashini shakllantirishida muhim rol o‘ynamoqda. Biroq virtual makonning kengayishi bilan bir qatorda kiber tahdidlar ham kuchayib bormoqda. Xususan, yoshlar internet foydalanuvchilarining eng faol qatlami bo‘lganligi sababli turli xavf-xatarlarga ko‘proq duch kelmoqda [1].

Ijtimoiylashuv shaxsning jamiyat me’yorlari, qadriyatlari va ijtimoiy tajribalarini o‘zlashtirish jarayonidir [2]. Mazkur jarayonda internet va ijtimoiy tarmoqlar muhim agent sifatida namoyon bo‘lmoqda. Shu bois kiber tahdidlarning yoshlar ijtimoiylashuviga ta’sirini ilmiy jihatdan o‘rganish dolzarb masalalardan biri hisoblanadi.

Tadqiqotning maqsadi yoshlar ijtimoiylashuvi jarayonida uchraydigan asosiy kiber tahdidlarni aniqlash va ularning ijtimoiy oqibatlarini tahlil qilishdan iborat.

Tadqiqot metodologiyasi. Mazkur tadqiqotda ilmiy adabiyotlarni tahlil qilish, qiyosiy tahlil, induksiya va deduksiya metodlaridan foydalanildi. Shuningdek, xalqaro tashkilotlar, jumladan, UNICEF, UNESCO hamda ilmiy jurnallarda e’lon qilingan tadqiqot natijalari o‘rganildi [3].

Tadqiqotning nazariy asosini ijtimoiylashuv nazariyasi, media ta’siri konsepsiyasi va axborot xavfsizligi bo‘yicha zamonaviy ilmiy qarashlar tashkil etadi.

Tadqiqot natijalari. Tahlillar shuni ko‘rsatdiki, yoshlar ijtimoiylashuviga salbiy ta’sir ko‘rsatuvchi kiber tahdidlarni bir necha guruhlarga ajratish mumkin.

Kiberbulling. Kiberbulling internet va ijtimoiy tarmoqlar orqali shaxsni muntazam tahqirlash, qo‘rqitish yoki kamsitishni anglatadi. Tadqiqotlarga ko‘ra, kiberbullingga duch kelgan yoshlar orasida depressiya, tashvish va ijtimoiy yakkalanish holatlari ko‘proq uchraydi [4].

Dezinformatsiya va yolg‘on axborotlar. Internetda tarqatilayotgan tasdiqlanmagan yoki yolg‘on ma’lumotlar yoshlarning dunyoqarashi va qaror qabul qilish jarayoniga salbiy ta’sir ko‘rsatadi. Ayniqsa, tanqidiy tafakkur yetarlicha shakllanmagan yoshlar bunday axborotlarning ta’siriga tez tushib qoladilar [5].

Internetga qaramlik. Virtual makonda ortiqcha vaqt o‘tkazish yoshlarning real ijtimoiy aloqalariga salbiy ta’sir qiladi. Internetga qaramlik o‘quv faoliyatining pasayishi, uyqu rejimining buzilishi va ijtimoiy faollikning kamayishiga olib kelishi mumkin [6].

Shaxsiy ma’lumotlarning o‘g‘irlanishi. Yoshlarning axborot xavfsizligi bo‘yicha bilimlari yetarli bo‘lmagan hollarda ular fishing, firibgarlik va ma’lumotlar o‘g‘irlanishi kabi kiberjinoyatlarga duch kelishlari mumkin [7].

Ekstremistik va radikal g‘oyalar targ‘iboti. Internet ayrim hollarda yoshlarni radikal qarashlar ta’siriga jalb qilish vositasiga ham aylanmoqda. Virtual makonda tarqatilayotgan ekstremistik kontent yoshlarning ijtimoiy va siyosiy qarashlariga salbiy ta’sir ko‘rsatishi mumkin [8].

Muhokama. Tadqiqot natijalari shuni ko‘rsatadiki, kiber tahdidlar yoshlarning ijtimoiylashuv jarayoniga ko‘p qirrali ta’sir ko‘rsatadi. Bir tomondan, internet yoshlar uchun bilim olish va kommunikatsiya imkoniyatlarini kengaytirsa, ikkinchi tomondan, noto‘g‘ri foydalanish turli ijtimoiy muammolarni keltirib chiqaradi.

Ayniqsa, kiberbulling va dezinformatsiya yoshlarning ruhiy salomatligi hamda ijtimoiy munosabatlariga jiddiy zarar yetkazadi. Shu sababli ta’lim muassasalari, oila va davlat institutlari tomonidan media savodxonlikni rivojlantirishga qaratilgan tizimli choralarni amalga oshirish zarur. R. Paul va L. Elder ta’kidlaganidek, tanqidiy tafakkur ko‘nikmalari axborotni tahlil qilish va manipulyativ ta’sirlardan himoyalanishning muhim vositasi hisoblanadi[9].

Shuningdek, yoshlar orasida kiberxavfsizlik madaniyatini shakllantirish, shaxsiy ma’lumotlarni himoya qilish bo‘yicha amaliy ko‘nikmalarni rivojlantirish va internetdan mas’uliyatli foydalanish tamoyillarini targ‘ib qilish muhim ahamiyatga ega.

Xulosa. Yoshlar ijtimoiylashuvi jarayonida kiber tahdidlar tobora muhim ijtimoiy muammoga aylanib bormoqda. Kiberbulling, dezinformatsiya, internetga qaramlik, shaxsiy ma’lumotlarning o‘g‘irlanishi va radikal g‘oyalar tarqalishi yoshlarning ijtimoiy rivojlanishiga salbiy ta’sir ko‘rsatmoqda. Ushbu tahdidlarning oldini olish uchun media savodxonlikni oshirish, kiberxavfsizlik bo‘yicha ta’limni kuchaytirish va yoshlarning tanqidiy tafakkurini rivojlantirish zarur.

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КОНЦЕПТУАЛИЗАЦИЯ САМОПОЗНАНИЯ ГОРГУД АТА В СВЕТЕ ИСЛАМСКОЙ ДУХОВНОСТИ

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Резюме: *Данная статья исследует художественный образ Горгуд Ата в идейном раскрытии дастана «Китаби Дедем-Горгуд ала лисани таифеи огузан». Автором приведены легенды, образцы пословиц и поговорок из дастана. Также в статье сделаны ссылки на фундаментальные труды исследователей-тюркологов, наряду с этим параллели между исламским мистицизмом.*

Ключевые слова: *Ислам, Пророка Мухаммед (с.а.с.), тасаввуф, Деде Горгуд, огузы.*

ГОРГУД АТАНИНГ ЎЗИНИ АНГЛАШ КОНЦЕПТУАЛИЗАЦИЯСИ ИСЛОМ РУҲИЯТИ НУҚТАИ НАЗАРИДАН»

Annotatsiya: *“Мақолада «Китаби Дедем-Горгуд ала лисани таифеи огузан» достонининг ғоявий мазмуни ва эстетик бадиий хусусиятлари доирасида Горгуд Атанинг бадиий образи кенг тадқиқ қилинган. Мақолада достондан олинган афсоналар, мақол ва мақолат намуналари, адабий мотивлар ва фольклор элементлари келтирилган. Шунингдек, муаллиф тюркшунослик тадқиқотчиларининг фундаментал асарларига таяниб, уларни ислом тасаввуфи ва маънавий парадигмалари билан солиштиришлар ҳам кўрсатилган.”*

Kalit so‘zlar: *Ислом, Пайғамбар Муҳаммад (с.а.в.), тасаввуф, Деде Горгуд, огузлар.*

CONCEPTUALIZING SELF-KNOWLEDGE OF GORGUD ATA IN THE LIGHT OF ISLAMIC SPIRITUALITY

Summary: *This article explores the artistic image of Gorgud Ata within the ideological framework of the dastan Kitabi Dede Gorgud ala lisani taifei oguzan. It analyzes legendary narratives, proverbs, and sayings from the epic and draws conceptual and philosophical parallels with Islamic mysticism based on key Turkological scholarly studies and sources.”*

Keywords: *Islam, the Prophet Muhammad (peace be upon him), Sufism (Tasawwuf), Dede Gorgud, oghuz.*

Постановка проблемы. В данной статье мы попытались провести параллели между литературно-философскими подходами, что позволило более детальному, углублённому описанию человеческих и нравственных качеств Горгуд Ата, в идейном раскрытии дастана «Китаби-ДедеГоргуд».

Анализ последних исследований и публикаций. В данном исследовании были изучены тексты священных Писаний, исторические хроники, а также литературные памятники.

Методология исследования. Методологическую основу исследования составили системно-структурный анализ, а также историко-логический подход, позволяющий выявлять концептуальные и идейно-смысловые связи в изучаемом материале.

Введение. История народа начинается с легенды. Эпос «Китаби Дедем-Горгуд ала лисани таифеи огузан» («Китаби-Деде Горгуд») представляет собой сокровищницу многовековых нравственно-моральных ценностей тюркских народов. Древнетюркский литературно-эпический памятник «Китаби-ДедеГоргуд» (VI–VIIвв.) является своеобразной книгой, составителем и первым повествователем которой выступает историко-легендарная личность — Деде Горгуд. Турецкий путешественник XVII века Эвлия Челеби в своём труде «Сейахатнаме» («Книга путешествий») упоминает о могиле Деде Горгуда в Дербенте.

Основная часть. Содержательный образ старца Деде Горгуда это тондем тюркского старца и суфийского шейха. Горгуд Ата -прародитель тюрков, смолоду не мог примириться со смертью. На протяжении всей своей жизни он искал ключ к бессмертию. Но куда бы ни ступала нога Горгуда, он сталкивался с символами

неизбежной смерти. Мучимый грёзами о «бессмертии» он решил уединиться в дремучем лесу.Увидев поваленное дерево Горгуд Ата раскрыл ему свою душу. Мистический сказ дерева о своей погибели, в степи-ковыль, могучие горы начали твердить о тленности мира и самого Горгуда. Вся буря эмоций бушевавших в душе у юноши, подтолкнуло его к изобретению мистического инструмента-гопуза. Проведя пальцами по его струнам чудесная мелодия словно живая птица облетела весь мир, наполнив его собою. Лишь уснув и невольно прекратив играть, Горгуд Ата отправился в иной мир. Наверное поэтому для тюрков гопуз считался сакральным инструментом, на дарение которого ставился религиозный запрет-табу. По легендам мелодия льющаяся из струн инструмента напоминающего мироздание, была способна излечить больных. Средство терапевтического воздействия музыки у тюрков восходит к доисламскому периоду. Так, хорошо известно, что музыка сопровождала магические обряды и усиливала их выразительность. Вера в целебные, художественные силы музыки известны в человеческой истории с древнейших времен [4, 23].

В тасаввуфе смерть это не только физиологический процесс, оно является ещё и отождествлением духовного преображения, обладающий световой символикой. Нафс суфия должен вкусить четыре вида смерти: красную, чёрную, белую и зелёную». Под **красной смертью подразумевается** противостояние нафсу и его желаниям, то есть борьба с соблазнами мирской жизни, а также борьба с иблисом (сатаной) и его помощниками. Сам цвет этой смерти указывает на страсти и их подавление, то есть кончину.**Чёрная же смерть** – это умение переносить трудности и неудобства, причиняемые людьми, проявляя терпение. При этом чёрный цвет чаще символизирует тяжесть и трудность, тогда как, например, **белая смерть – голод.** И в данном случае белизна смерти – это нур (свет), который вселяет голод в душу человека, в его внутренний мир. **А вот зелёная смерть** – это ношение заплатанной, старой одежды и отказ от понравившихся красивых одеяний. И жизнь будто бы становится зелёной благодаря довольству малым в мирском имуществе [2].

Как говорил Пророк (с.а.с.):«Умри прежде, чем ты умрешь ...» Данное выражение имеет очень глубокое значение, под смертью здесь подразумевается воспитание нафса, её упокоение и усмирение, то есть благость. Посредством проделанного пути жизнь салика в тасаввуфе преобретает высокую духовность.

Про Деде Горгуда были сложены много интересных и поучительных легенд и сказок, при окончании которых мы видим духовную трансформацию Горгуда.Однако, на наш взгляд, наиболее глубокая мудрость художественного вымысла лежит в основе сказочного повествования «Испытание Чалабом (Творцом) милосердия Горгуда».

«Однажды Творец решил испытать милосердие Горгуда, дабы воспитать его надлежащим образом. Для этого два ангела были превращены в птиц: в голубя и в орла. Первым к Деде прилетела уставшая голубка. Еле дыша, она поведала ему о своём спасении от когтей орла. В этот момент к Горгуду подлетел гордый орёл. Обвинив Деде в сокрытии его добычи, потребовал выдать ему голубку. Тогда голубка молвила: «Не выдавай меня орлу, Деде! Не губи меня, пожалей моих птенцов». Разжалобанный мольбой голубки Горгуд не смог отклонить просьбу птицы. Он находился меж двух огней: защита и покровительство бедных и слабых (юродивых)-долг каждого порядочного человека, однако оставлять кого-то голодным отобрав его улов тоже не допустимо. Поэтому Горгуд взамен голубке, предложил орлу другой улов. Орёл согласился с условием, что эта пища по весу будет равняться его улову. Деде томимый желанием уберечь беззащитную птицу, отрезал от себя кусок мяса и положил на одну сторону чашу весов. Голубка находясь по другую сторону оказалась тяжелее. Снова Деде пришлось повторить свой поступок, но голубка вновь перевесила его. В третий раз обессиленный Горгуд сам лёг на весы. Лишь тогда обе чаши весов поравнялись, лишь тогда Деде Горгуд понял, что чаша с благим делом всегда перевешивает».

Актуальность. Термин «тасаввуф» (исламский суфизм) применяется для обозначения мистико-религиозного движения, который возник на базе ислама, как проповедующего путь пророка Мухаммада (с.а.с). Суфии считают себя последователями Пророка, отстаивающими исходные принципы его учения в первозданном виде. Суть их учения заключается в признании единственной реальности - реальности Бога, все остальное лишь трактуется как Его проявление, как Его следы, отпечаток Его любви [5]. Весьма интересным фактом является появление ранних зачатков суфизма на территории Ирака, Ирана, Сирии, Индии, Центральной Азии и Закавказья. Тасаввуф включает в себя гармонию человека с бытием, где состояние экстаза выступает как путь общения с потусторонним миром, слияние суфия с любовью Создателя, лишает его своего «я». Таким образом, процесс медитации завершается обезличиванием дервиша-суфия. Этот пройденный путь именуется «маверанахром» (возвращение в себя). В мудрости, в познании окружающего мира Горгуд Ата, прослеживается суфийская философия. В «Китаби» имеют быть место такие рассуждения как: о вере, о любви к Аллаху, о поклонении перед Всевышним, о прошении лишь у Бога, об уважении к пророкам и родителям, о мироустройстве, нравственности, о справедливости, о социально-политическом состоянии, всё это вкупе является осознанием Божественной воли. Стремительное принятие огузами исламских ценностей стало добрым

предвестником перехода от древней формы монотеизма (тенгрианства) к совершенной религии (Исламу). В «Китаби-Деде Коркут» цитаты связанные с исламскими ценностями, со священным Кораном, являются отражением возгласа победы огузских героев над иноверцами. Главной целью этих диалогов было уверование в могущество истинного Творца, Аллаха. посредством внушения красивых имён отражающих божественные качества Создателя. Имяславие позволяло войти в мир Божественного, мир исламской веры. Имяславие не только включало в огузский универсум сакральные ценности и смыслы, но и являлось для огузов «входом» в трансцендентальный мир. Прославление в исламском дискурсе священных имён – Аллаха и Пророка Мухаммеда (с.а.с.) служило в обществе существованию ислама и онтологического обоснования. В эпосе существует тесная аксиологическая связь между эпитетами и художественными определениями имен Аллаха: Всевышний, вездесущий Аллах, всемогущий Аллах, милостивый Аллах. Художественные определения (эпитеты) носили в себе энергию сакрального имени, Его восхваления и давали чувствовать слушателям эту энергию. Сакральные эпитеты являлись «вещественным» доказательством для Огузов-тюрков красоты имени. Имяславие в системе верований огузов, их миф о ритуальном понятии выражает веру и надежду в возвращение в трансцендентный источник Бытия. «Культура Ислама есть культура Имяславия, культура, существенно ориентированная на прославление божественных имен. Имяславие – это путь Ислама, но имяславие – это первый и наиболее важный аспект мироустройства и понимания сути «вещей»[1].«Призывайте Бога или призывайте Милосердного, как бы вы не знали, у него самые лучшие имена», – говорится в Коране [1]. В эпосе существует тесная аксиологическая связь между эпитетами и художественными определениями имен Аллаха: Всевышний, вездесущий Аллах, всемогущий Аллах, милостивый Аллах. Художественные определения (эпитеты) носили в себе энергию сакрального имени, его восхваления и давали чувствовать слушателям эту энергию. Сакральные эпитеты являлись «вещественным» доказательством для Огузов-тюрков красоты имени. Имяславие в системе верований огузов, их мифоритуальном понятии выражает веру и надежду в возвращение в трансцендентный источник Бытия. «Культура Ислама есть культура Имяславия, культура, существенно ориентированная на прославление божественных имен. Имяславие – это путь Ислама, но имяславие – это первый и наиболее важный аспект мироустройства и понимания сути «вещей».«Призывайте Бога или призывайте Милосердного, как бы вы не знали, у него самые лучшие имена», – говорится в Коране [4, с. 110]. Восхваление имени делало нужным диалог эпических героев с Аллахом, определяло их онтологическую позицию, нормы их ритуального поведения [3, 400].

Результат. Имяславие выступает формой напутствий, наставлений, а также благословений Деде Горгуда огузам в дни печали и радости. «Еще говорил дед Коркут — посмотрим, хан мой, что он говорил: если, раскрыв уста, стану славить, Богу над нами слава! Другу Бога, главе веры, Мухаммеду слава! Творящему молитву по правую руку Мухаммеда, Абу-Бекру правдивому слава! Начинающему последнюю часть Корана слову «амма» слава! Если, по складам разбирая, правильно прочитать ее, суре «Ясин» слава! Ударами меча проложившему (путь) вере, царю мужей Алию слава! Сыновьям Алия, внукам Пророка, в степи Карбеля погибшим от руки приверженцев Йезида, Хасану и Хусейну, обоим братьям вместе слава! Написанному, расположенному в порядке, спустившемуся с неба познанию Божьему — Корану слава! Тот Коран написавшему, расположившему в порядке, чтобы поучились ученые, пылавшему в огне, (все) распределившему Осману, сыну Аффана, слава! В низком месте построенному дому Божьему — Мекке слава! Здоровым вышедшему в путь, благополучно вернувшемуся, исполненному правдивости паломнику слава! В счете дней пятнице слава! Читаемой в пятницу хутбе слава! Приложив ухо внимающей (хутбе) общине слава! Поющему на минарете муэдзину слава! С согнутыми коленами сидящим законным супругам слава! Поседевшему от кругооборота (времени) отцу слава! Досыта дающей сосать (ребенку) свое белое молоко матери слава! Приблизившись, вступающей на путь (к жениху) невесте слава! Принесенному любимым братом, поставленному…брачному шатру слава! Свидетелю (заключения брака) слава! сыну слава! Ни с чем не сравнимому, создателю всех миров — Богу слава! Тот Бог в вышине, кому мы воздали славу, пусть будет милостив, пусть подаст помощь, хан мой!» [6].

Заключение. Из вышесказанного можно сделать такое заключение, что дастан «Китаби дедем Коркуд ала лисани таифеи огузан» является бесценным эпосом, содержащим в себе древнюю историю, культуру, героическое прошлое, национальное и духовное богатство азербайджанского народа во все века является неоценимым подарком для будущих поколений.

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OILA RIVOJLANISHINI REJALASHTIRISH

Turayeva Aziza Pulatovna
QarshiDU Falsafa va sotsiologiya kafedrasi dotsenti

Annotatsiya. *Ushbu maqolada jamiyatning muhim boshlang'ich bo'g'ini hisoblanadigan oila instituti rivojlanishini rejalashtirish, uning nazariy va amaliy ahamiyati haqida so'z yuritilgan.*

Kalit so'zlar: *Oila, oilani rivojlanishi, oila rivojlanishini rejalashtirish, oilaning hayot sikli, oilani rivojlantirishning individual rejasi, turmush darajasi, turmush tarzi.*

ПЛАНИРОВАНИЕ РАЗВИТИЯ СЕМЬИ

Аннотация. *В данной статье рассматриваются вопросы планирования развития института семьи, являющегося важнейшим первичным звеном общества, а также его теоретическое и практическое значение*

Ключевые слова: *семья, развитие семьи, планирование развития семьи, жизненный цикл семьи, индивидуальный план развития семьи, уровень жизни, образ жизни.*

FAMILY DEVELOPMENT PLANNING

Annotation*. This article discusses the planning of the development of the family institution, which is considered an important primary unit of society, and examines its theoretical and practical significance.*

Keywords: *family, family development, family development planning, family life cycle, individual family development plan, standard of living, lifestyle.*

Kirish. O'z vazifasini bajaruvchi oilaviy tizimning asosiy belgilaridan biri oilaning barcha a'zolariga rivojlantirish ehtiyojini qondirish uchun imkoniyatlar taqdim etishdir.

Oilaning hayot sikli - bu oila o'z rivojlanishida o'tadigan bosqichlarning mantiqiy ketma-ketligidir. Hayotiy siklning bosqichlari yoki davri, ya'ni oilaning bir oilaviy hodisadan ikkinchisiga o'tish davri ajratiladi. Masalan, hali farzandi yo'q yosh kelin-kuyovning ehtiyojlarini nima tashkil etadi yoki besh bolali o'rta yoshli oila a'zolarining ehtiyojlari nimadan iborat yohud farzandlari o'zga yurtda bo'lgan keksa ota-onalarning qanday ehtiyojlari mavjud? Har qanday oila o'z rivojlanishida turli bosqichlarni bosib o'tadi va tabiiyki, har bir bosqich muayyan ehtyojlarni qondirishni taqozo qiladi.

Oila rivojlanishini rejalashtirish — bu er-xotinning sog'lom farzandlar ko'rish, ularning soni va tug'ilish vaqtini ongli ravishda belgilash hamda oilaning ijtimoiy-iqtisodiy farovonligini ta'minlashga qaratilgan maqsadli harakatlaridir. Oila rivojlanishini rejalashtirish oilaning sifatli va sog'lom rivojlanishi, iqtisodiy va moliyaviy rejalashtirish, psixologik tayyorgarlik, ijtimoiy va ta'lim rivojlanishi kabi tarkibiy qismlarni o'z ichiga oladi.

Oilada farzandlar soni, tug'ruqlar oralig'i, farzandning oziq-ovqati, hamma-hammasini rejalashtirish zarur. Jahon sog'liqni saqlash tashkiloti (JSST) tavsiyasiga ko'ra, ona va bola salomatligi uchun eng xavfsiz tug'ruqlar orasidagi davr kamida 24-33 oyni (taxminan 3 yil) tashkil etishi kerak.

Adabiyotlar tahlili. Oila rivojlanishini rejalashtirishning nazariy ahamiyati shundaki, davlatga aholi o'sish sur'atlarini (demografiyani) oldindan hisoblash, kelgusida qancha bog'cha, maktab, shifoxona va ish o'rinlari kerak bo'lishini ilmiy loyihalashtirish imkonini beradi. Shuningdek, irsiy va tug'ma kasalliklarning oldini olish, tibbiy va biokimyoviy omillarni o'rganish orqali sog'lom avlod shakllanishining ilmiy asoslarini ishlab chiqish imkoniyati yaratiladi.

Oilaning iqtisodiy, ijtimoiy va ma'naviy jihatdan barqaror rivojlanishini ta'minlanlash oila rivojlanishini rejalashtirishning amaliy ahamiyatini tashkil qiladi. Oila rivojlanishini rejalashtirish orqali oila farovonligini ortadi, a'zolarining turmush va hayot sifati yuksaladi, kelajakka optimistik kayfiyat bilan qarash tuyg'usi rivojlanadi, ажримлар камайаяди. Bugungi kunda nafaqat yosh oilalar, balki o'rta yoshli oilalar orasida ham ajrimlar kuzatilishi

g‘oyat og‘riqli holatlardir. Davlatimiz rahbari ham “bu noxush holat asrlar davomida qaror topgan milliy qadriyatlarimizga, yuksak ma’naviyatimizga sira to‘g‘ri kelmaydi”[22], deb ta’kidlagani bejizga emas.

Oilaviy hayot siklini yaxshi tushunish va oila a’zolarining ehtiyojlarini qondirishning oqilona rejalashtirilishi esa oilaning turmush tarzi va turmush darajasini yuksaltirishga xizmat qiladi. Chunki turmush darajasi kishilarning moddiy, ma’naviy va ijtimoiy ehtiyojlarining qondirilgani darajasini, ularni qondirish uchun real imkoniyatlarning mavjudligini ifodalaydi. Jamiyatning turmush darajasi shaxs ijtimoiy qiyofasida ham, uning o‘z oilasi munosabatlarida iz qoldiradi.

Bugungi kunda jahon mamlakatlaridagi turmush darajasi bir-biridan tubdan farq qiladi. Buni mamlakatlar turmush darajasi bo‘yicha o‘tkaziladigan reyting ko‘rsatkichlaridan aniqlasa bo‘ladi.

Mantiqan fikrlaganda, turmush darajasi oshgani sayin oilalarning moddiy, ma’naviy va ijtimoiy ehtiyojlari to‘laroq qondirilishi, binobarin, oila a’zolari o‘rtasidagi munosabatlar sog‘lomlasha borishi kerak edi. Aslida mutlaqo kutilmagan vaziyat kuzatilmoqda. G‘arb mamlakatlarida turmush darajasining oshishi moddiy boyliklarga ega bo‘lish imkoniyatlarini kengaytirmoqda. Natijada bu mamlakatlarning fuqarolari ko‘proq mablag‘ topishga, mablag‘ topish imkonini beradigan lavozimlarini saqlab qolishga, ijtimoiy maqomlarini oshirishga intilmoqdalar. Rivojlanmagan mamlakatlardagi turmush darajasining pastligi esa boshqa muammolar turkumini yuzaga keltirmoqda. Moddiy, ma’naviy va ijtimoiy ehtiyojlarni qondirish imkoniyatlarining cheklanganligi oila a’zolarining madaniy saviyasini oshirish, oila kelajagini ta’minlash masalalariga salbiy ta’sir ko‘rsatmoqda. Turmush darajasi past mamlakatlarda istiqomat qilayotgan oilalar istiqbolli rejalar – oilani uy-joy bilan ta’minlash, maishiy texnika vositalari xarid qilish, farzandlarni ma’lumotli qilish to‘g‘risida emas, eng oddiy kundalik tashvishlar xususida qayg‘urmoqdalar.

Jamiyatning turmush tarzi bilan oilaviy muhit o‘rtasidagi aloqadorlikni ham ilg‘ab olish qiyin emas. Turmush tarzi shaxs hayotiy faoliyati uchun yaratilgan shart-sharoitlarni anglatadi. Bugungi kunda G‘arb va Sharq mamlakatlaridagi bunday shart-sharoitlar o‘rtasida tafovut ancha katta. Xususan, G‘arb turmush tarzi ratsional, zamon talablariga javob beradigan prinsiplarga ko‘proq asoslansa, Sharqdagi turmush tarzini milliy an’ana va urf-odatlar, ma’naviy-axloqiy prinsiplar belgilab beradi. Mavjud shart-sharoitlar kishilar orasidagi munosabatlarga ham turlicha tus bermoqda. Zotan, G‘arbdagi barcha rivojlangan mamlakatlarda shaxslar o‘rtasidagi munosabatlar pragmatizm prinsiplari asosida sodir bo‘layotgani, bu yurtlarning fuqarolari ruhiyatida foyda psixologiyasi ildiz otib borayotgani bizga yaxshi ma’lum. Bu hol G‘arb jamiyatlari muammolarini chuqur tahlil qilgan barcha mutaxassislar tomonidan qayd etilmoqda. Shaxslar o‘rtasidagi munosabatlar oila sharoitida ham takrorlanishi, oilaviy munosabatlar xarakterida iz qoldirishi tabiiy hol.

Sharq mamlakatlari haqida fikr yuritganda esa mutaxassislar “an’anaviy jamiyat” tushunchasini qo‘llaydilar. An’anaviy jamiyatda kishilar orasidagi munosabatlar nafaqat qonunlar va normativ-huquqiy hujjatlar, balki aksariyat hollarda an’analar, urf-odatlar, rasm-rusumlar, irim-sirimlar yordamida muvofiqlashtiriladi. Bu jamiyatlarda an’analarga sodiqlik, avlodlar vorisiyligi ayniqsa yaqqol ko‘zga tashlanadi. Masalan, o‘zbek jamiyati turmush tarzining o‘ziga xos xususiyatlari oilaparvarlik, qo‘shnichilik munosabatlarining barqarorligi, mehmondo‘stlik an’analarida yaqqol namoyon bo‘ladi. O‘zbek oilasi uchun farzandsizlik salkam fojea sifatida qabul qilinadi. Oila a’zolari o‘rtasidagi munosabatlar ham ajdodlardan avlodlarga o‘tib kelayotgan qoidalar, tamoyillar, normalar, ta’qiqlar asosida tashkil qilinadi.

Shunga qaramasdan, u yoki bu turmush tarzi oilaviy munosabatlar xarakteriga ijobiy yoki salbiy tus beradi, deb xulosa qilib bo‘lmaydi. G‘arbona turmush tarzi oila a’zolari o‘rtasidagi munosabatlarni ratsionallashtiradi. Sharq mamlakatlarida esa oila a’zolari o‘rtasidagi munosabatlar an’analar va urf-odatlar asosida muvofiqlashtiriladi.

Jamiyat turmush tarzi bilan oilani rivojlantirish o‘rtasidagi aloqadorlik haqida fikrlaganda masalaning yana bir aspektiga to‘xtalib o‘tmasdan iloj yo‘q. Qaysiki jamiyatda sog‘lom turmush tarzi ildiz otgan bo‘lsa, oila rivojlanishi uchun zamin yuzaga keladi. Sog‘lom turmush kechirish kundalik normaga aylanmagan jamiyatda oilaviy muhit ham inqirozga yuz tutadi. Masalan, Rossiyada ichkilikbozlik va giyohvandlikning rivojlanib borayotgani mamlakat jamoatchiligini jiddiy tashvishga solmoqda. Statistik ma’lumotlarga qaraganda, Rossiya fuqarolarining 30 millioni muttasil va ko‘p miqdorda, 70 millioni oz-ozdan spirtli ichimliklar iste’mol qiladi. Spirtli ichimliklarga ro‘jo‘ qo‘yish 10-11 yoshdan boshlanayotgani ham tashvishlanarli hol.[23] Ichkilikbozlik bosh miya atrofiyasiga, demensiyaga (aqliy zaiflikka) olib keladi. Oila daromadlarining qisqarishi, bolalar tug‘ilishining kamayishi, oilaviy nizolarning ko‘payishi, oila a’zolari o‘rtasidagi munosabatlarning yomonlashishi va maishiy jinoyatlar – bularning barchasi ichkilikbozlikning ijtimoiy oqibatlaridir. Giyohvandlikning rivojlanib borayotgani xususida ham shunday faktlarni keltirish mumkin. Muayyan muddatda mamlakatda ozodlikdan mahrum etilganlarning 40 foizi giyohvandlik bilan bog‘liq jinoyatlar sodir etganlar.[24] Giyohvandlarda oilani rejalashtirish, oilaviy qadriyatlar to‘g‘risidagi tasavvurlar yo‘qola borishini aytib o‘tishga hojat bo‘lmasa kerak. Bularning barchasi Rossiyada sog‘lom turmush tarzi normaga aylanmaganidan dalolat beradi. Binobarin, sog‘lom turmush tarzi targ‘iboti har qanday mamlakatning milliy dasturini tashkil etmog‘i darkor. Ana shunday sog‘lom

[22] Мирзиёв Ш. Миллий тикланишдан – миллий юксалиш сари.Тошкент:”Ўзбекистон” нашриёти, 2020. - 179-б.

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turmush targ‘ibotini yo‘lga qo‘ygan davlatlardagina oila rivojlanish rejalari ham farzandlar kamolotiga qaratilgan bo‘ladi.

So‘nggi paytlarda ekspert-akademik hamjamiyatda oila farovonligini mustahkamlash masalalariga katta e’tibor qaratilmoqda. Tadqiqotlar ko‘rsatganidek, oila bosh ijtimoiy institut mavqeini egallashda davom etib, uning doirasida iqtisodiy munosabatlar, oila va shaxsiy moliyani boshqarishning asosiy poydevori qo‘yilmoqda. Ekspertlarning fikricha, dunyoda oziq-ovqat taqchilligi muammosi keskinlashib borayotgan bir sharoitda oila budjetini to‘g‘ri rejalashtirish tobora dolzarb bo‘lib bormoqda.

Jahonda oilada farzandlar sonini rejalashtirish bilan bog‘liq g‘alati parodoksni kuzatish mumkin. Ma’naviy saviya yuksalib borgan sari oila farovonligi ortib bormoqda, ammo farzandlar soni kamayib bormoqda. Madaniy saviyasi past qoloq mamlakatlar oilalarida esa hamon tug‘ilish yuqori darajada qolmoqda.

Natijalar. Oila rivojlanishini rejalashtirish ijtimoiy xodimdan yordam kutadigan oilalarda birmuncha murakkab kechadi. Ijtimoiy ishchi muayyan oila bian munosabat o‘rnatishda avvalo, u oilaning ehtiyojlarini o‘rganib chiqadi. So‘ngra ota-onalar bilan birgalikda ikki tomonlama kelishuv imzolanadi. Bu kelishuv ”Oilani rivojlantirishning individual rejasi” (ORIR) deb nomlanadi. Kelishuvning asosiy maqsadi Oilani rivojlantirish rejasida qo‘yilgan vazifalarni amalga oshishini ta’minlashdir. Bu ikki tomonlama kelishuvda ijtimoiy ishchining huquqlari va majburiyatlari hamda ota-onalar vasiylarning huquq va majburiyatlari konkret aks etgan bo‘lishi lozim.

Ijtimoiy ishchining huquqlariga oila bilan kelishgan holda oilaning individual rivojlanish rejasini tuzish va bu loyihada taqdim etilgan xizmatlarni ta’minlashda xodimning mas’ulligi aks etadi. Kuzatuv olib borib, bolaning ahvoliga qarab, zarurat bo‘lsa, mahalliy hokimiyat vakillari bilan birgalikda Oilani rivojlantirish rejasini qayta ko‘rib chiqishi va o‘zgartirish kiritishi mumkin bo‘ladi. Ijtimoiy hodim oila a’zolarining bolaga nisbatan mavqeiga taalluqli barcha zarur hujjatlarga ega bo‘lishi lozim.

Ota-onalar vasiylar huquqlari esa dastlab ijtimoiy ishchi va ota-onalarning majburiyatlari bilan tanishadi va hamkorlikning barcha bosqichlarida faol ishtirok etishi lozim. Ijtimoiy xodimdan barcha kerakli ma’lumotlarni olishi va barcha harakatlardan xabardor bo‘lishi shart. Xizmatlar sifatidan qoniqmasa, mas’ul shaxslarga murojaat qilish huquqiga ega.

Ijtimoiy xodimning qator majburiyatlari orasida ORIR doirasida amalga oshirilgan ishlar monitoringini o‘tkazish alohida o‘rin tutadi, chunki aynan ana shu monitoring orqali tegishli kuzatuv, o‘rganish va tahlillarni davom ettirishi ham mumkin, to‘xtatishi ham mumkin. Shuningdek, oilalarning ORIR da qo‘yilgan shartlarni bajarishlari nazoratini ta’minlash ham xodimning majburiyati hisoblanadi.

Ota-onalar vasiylarning majburiyatlari sifatida eng muhimi ORIR ni amalga oshirish maqsadlarida ijtimoiy xodim va boshqa mutaxassislar tomonidan ko‘rsatilgan talablarni bajarishi, kerakli yordamni ko‘rsatishi shart. Bolaning hujjatlari nusxalarini va ORIR tuzish uchun lozim bo‘lgan kerakli hujjatlarni taqdim etishi shart. Oila a’zolarining oilada tinchlik va farovonlikni ta’minlash uchun tashkil qilingan seminarlar va uchrashuvlarda qatnashishlari uchun sharoit yaratib berishga ham majburdir.

Tomonlar o‘rtasidagi kelishuvda kelishuvning muddati ham aks etadi va ikkinchi tomonning yozma roziligisiz bir tomonlama tartibda buzilishi mumkin emas.

Kelishuv shartlari bajarilmagan hollarda shartnoma bekor qilinadi va oilani rivojlantirish rejasini qayta ko‘rish uchun bola va oilani baholashning butun jarayoni qayta o‘tkaziladi. Ma’lumotlar maxfiy hisoblanishi shart. Oila bilan kelishuvning tartiblari amaliy mashg‘ulotlarda batafsil o‘rgatiladi.

Metodologik qism. Ushbu maqolani tayyorlashda oila rivojlanishini rejalashtirishninshg mohiyatini ochib berish uchun tarkibiy-funksional tahlil uslubi qo‘llanildi, oilani rivojlantirishning individual rejasining ahamiyatini tushuntirishda esa esa dialektika uslublari va usullari, prinsiplari va imperativlari, ilmiy manbalarni tahlil qilish uslubidan foydalanildi.

Xulosa. Oila rivojlanishini rejalashtirishning amaliy ahamiyati muhim bo‘lib, farzandlar soni oilaviy daromadga mutanosib bo‘lganda, oila qashshoqlik chegarasiga tushib qolmaydi. Har bir bolaga sifatli ta’lim va sharoit ta’minlanadi. Rejali tug‘ilgan farzand oilada stress emas, balki quvonch olib keladi, oilalardagi muhit sog‘lomlashadi, ajrimlar soni kamayadi. Jamiyatda sog‘lom, bilimli va raqobatbardosh yoshlar qatlami (inson kapitali) qanchalik ko‘paysa, bundan oila ham, jamiyat ham, davlat ham manfaatdor bo‘ladi.

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BAXT INDEKSLARI VA ULARNING TRANSFORMATSIYASI

Oybek Abdusalamovich
AndDU mustaqil tadqiqotchisi

Annotatsiya: *Ushbu maqolada baxt indekslari tushunchasi, ularning metodologik asoslari hamda transformatsiya jarayonlari tahlil qilingan. Baxt insonning sub'yektiv farovonligi, hayotdan qoniqishi va ruhiy holatini aks ettiruvchi ko'rsatkich sifatida ko'riladi. Indekslarning hisoblash usullari, ularda qo'llaniladigan parametrlar (iqtisodiy barqarorlik, ijtimoiy ta'minot, atrof-muhit holati, sog'liqni saqlash va ta'lim tizimi, shaxsiy erkinlik va boshqalar) hamda ularning xalqlar baxt darajasiga ta'siri yoritilgan. Shuningdek, baxt indekslarini milliy sharoitlarga moslashtirish, ya'ni ularni transformatsiya qilish masalalariga ham alohida e'tibor qaratilgan.*

Kalit so'zlar: *Baxt indekslari, sub'yektiv farovonlik, hayotdan qoniqish, indeks transformatsiyasi, Jahon baxt hisoboti, Milliy baxt ko'rsatkichlari, ijtimoiy farovonlik, ruhiy salomatlik, hayot sifati.*

СЧАСТЬЕ И ЕГО ИНДЕКСЫ: ТРАНСФОРМАЦИЯ И ПОДХОДЫ

Аннотация: *В данной статье рассмотрены понятие индексов счастья, их методологические основы и процессы трансформации. Счастье рассматривается как индикатор субъективного благополучия человека, его удовлетворённости жизнью и психоэмоционального состояния. Проанализированы методы расчёта индексов, параметры, используемые при оценке (экономическая стабильность, социальное обеспечение, состояние окружающей среды, здравоохранение и система образования, личные свободы и др.), а также их влияние на уровень счастья народов. Особое внимание уделено адаптации индексов счастья к национальным условиям, то есть вопросам их трансформации.*

Ключевые слова: *индексы счастья, субъективное благополучие, удовлетворённость жизнью, трансформация индексов, Всемирный доклад о счастье, национальные показатели счастья, социальное благополучие, психическое здоровье, качество жизни.*

HAPPINESS INDEXES AND THEIR TRANSFORMATION

Abstract: *This article analyzes the concept of happiness indexes, their methodological foundations, and the processes of their transformation. Happiness is viewed as an indicator of a person's subjective well-being, life satisfaction, and mental-emotional state. The article examines the calculation methods of happiness indexes, the parameters used in their assessment (such as economic stability, social security, environmental conditions, healthcare and education systems, personal freedom, etc.), and their impact on national happiness levels. Special attention is given to the adaptation of happiness indexes to national contexts, i.e., their transformation.*

Keywords: *happiness indexes, subjective well-being, life satisfaction, index transformation, World Happiness Report, national happiness indicators, social well-being, mental health, quality of life.*

Baxt inson hayoti mazmuni va farovonligini o'lchashga xizmat qiladigan muhim ijtimoiy-falsafiy kategoriya hisoblanadi. Har bir tarixiy davrda baxtni baholashning o'ziga xos mezonlari shakllangan. Masalan, O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev ta'kidlaganidek, **faqat o'z oilasi emas, balki xalqi baxtli bo'lsa, rahbar o'zini baxtli, deb biladi**. Ya'ni milliy qadriyatlarimizda shaxsiy baxt tushunchasi oila va jamoa farovonligi bilan uzviy bog'liqdir. Umuman olganda, baxt haqidagi tasavvurlar qadimgi falsafadan tortib zamonaviy global hisobotlar va milliy indekslar ko'rinishigacha evolyusiyalanib keldi. Baxt konsepsiyasi jamiyat taraqqiyoti davomida turli ijtimoiy, iqtisodiy, siyosiy va madaniy kontekstlarda evolyusiya qildi. Yuqorida ko'rilgan tarixiiy va zamonaviy misollardan kelib chiqib, quyida shu o'zgarishlarning asosiy jihatlari tahlil etiladi.

Ijtimoiy kontekstda – qadim zamonlarda baxt ko'proq jamoaviy qadriyatlar bilan bog'liq bo'lgan. Masalan, o'rta asrlarda shaxsiy baxt tushunchasi deyarli yo'q edi, inson o'z jamiyati (qavmi, shahri) farovon bo'lsa o'zini baxtli his etgan. Oilaviy bag'rikenglik, qo'shnilar bilan totuvlik, jamoa ma'qullagan hayot tarzi – hammasi baxt mezonlari sifatida qaralgan. Zamonaviy davrga kelib esa individualistik yo'nalish kuchaydi: kishi o'zi baxtli bo'lish huquqiga ega, hatto

jamiyat munosabatiga qaramay ham o‘z tanlovini amalga oshirishi mumkin degan qarash paydo bo‘ldi. Lekin bunda ham qattiq individualizmning salbiy tomonlari borligi ma’lum bo‘ldi – ya’ni faqat “mening baxtim” deb yashash ijtimoiy aloqalarni zaiflashtirib, yakkalikni (odamovi bo‘lib qolish) muammosini keltirib chiqardi. Shu sababli hozirgi kun ijtimoiy filosoflari yana jamoa hissiyoti va birdamlikni qadrlash zarurligini aytmoqda. Masalan, koronavirus pandemiyasi davrida ko‘pchilik **ijtimoiy aloqalar va do‘st-qarindoshlar qadrini** qayta anglab yetdi. Majburiy yakkalanish vaqtida odamlar atrofida yaqinlari bo‘lishining o‘zi katta baxt ekanini his qilishdi. Demak, baxt tushunchasi yana jamoaviylikka tomon siljib, insonlar bir-birisiz baxti to‘liq bo‘lmasligini ko‘rsatdi. Ilmiy tadqiqotlar ham inson – “ijtimoiy mavjudot” ekanini, do‘stlar va oila bilan vaqt o‘tkazish baxt darajasini oshirishini isbotlamoqda. WHR doirasidagi tahlillarga ko‘ra ham, **yaqinlarga ega bo‘lish va ishonchli jamiyatda yashash boylikdan ham muhimroq ekan**.

Iqtisodiy kontekstda – iqtisodiy sharoit va baxt orasida muayyan bog‘liqlik bor. Kambag‘al jamiyatlarda asosiy ehtiyojlar qondirilmagani uchun odamlar baxtlilikni avvalo iqtisodiy barqarorlik bilan bog‘laydi. “Qorin to‘q – ko‘ngil to‘q” degan maqol ayrim joylarda haqiqatdan dalolat beradi: masalan, Qozog‘istonda o‘tkazilgan so‘rovda fuqarolarning ko‘pchiligi baxt uchun asosiy omil **iqtisodiy barqarorlik va ijtimoiy xizmatlar sifati** ekanini aytgan. Shu bilan birga, bir darajadan oshgandan so‘ng pul va boylik qo‘shimcha baxt olib kelmasligi “Isterlinga paradoksi” (Easterlin Paradox) orqali ma’lum bo‘ldi. Boy jamiyatlarda endi baxt ko‘proq hayot sifati, vaqtdan foydalanish, o‘zini-o‘zi anglash kabi omiliarga bog‘liq bo‘lib boradi. Shuning uchun Iqtisodiy hamkorlik va taraqqiyot tashkiloti, BMT kabi tuzilmalar davlatlarni “YAIMdan narigi” mezonlarga e’tibor qaratishga chaqirmoqda. **O‘zbekiston** misolida ham shuni ko‘rish mumkinki, iqtisodiyot o‘sishi baxtning zarur sharti bo‘lsa-da, yetarli sharti emas. Mamlakatimiz YAIM kishi boshiga nisbatan ancha past davlatlarni ham baxt indekslarida ortda qoldirmoqda, chunki **madaniy omillar – oilaviy qadriyatlar, qanoat va qo‘ni-qo‘shnichilik** tuyg‘ulari kompensatsiya qilmoqda. Shu bilan birga, iqtisodiy adolatsizlik va korrupsiya baxtga jiddiy raxna solishi mumkin. Transparency International ma’lumotlariga ko‘ra, O‘zbekiston korrupsiyani qabul qilish indeksida hali past o‘rinlarda, bu esa **aholi baxtliligiga salbiy ta’sir qilib, adolat muhiti zaifligini ko‘rsatadi**. Demak, iqtisodiy siyosiyat faqat YAIM oshirishni emas, uning kimga va qay darajada manfaat keltirayotganini, iqtisodiy o‘sishning har bir qatlam baxtiga ta’sirini ham inobatga olishi lozim.

Siyosiy kontekstda – turli tuzum va davrlarda hukumatlar baxtni turlicha talqin qilishgan. Avtoritar yoki totalitar rejimlarda “omma baxti” shiori ostida shaxsiy erkinliklar cheklangan hollar ham bo‘lgan (masalan, XX asr utopik g‘oyalarida). Demokratik jamiyatlarda esa hukumatning maqsadi aholining baxtdan mamnunlik darajasini oshirish deb qaraladi. Bugungi kunda ba’zi davlat rahbarlari ochiqchasiga “bizning maqsadimiz – xalqimiz baxtini ta’minlash” deb bayonot berishmoqda. Masalan, Butanda baxt Konstitutsiyada belgilangan maqsad. Yangi Zelandiyada 2019 yilda Jasinda Ardern boshchiligida “farovonlik byudjeti” qabul qilinib, davlat mablag‘lari taqsimotida sog‘liq, ma’naviyat, atrof-muhit kabi baxtga ta’sir etuvchi sohalarga ustuvorlik berildi. Ya’ni siyosatchilar baxt tushunchasini amaliy qarorlarga tatbiq qila boshlashdi. Biroq bu yerda bir nozik jihat bor: **baxt indekslari siyosiy propaganda quroliga aylanib qolmasligi kerak**. Ayrim siyosatshunoslar ogohlantiradilarki, avtokratik rahbarlar xalqni “baxtlimisiz?” deb so‘rab, yuqori balllar olish orqali o‘zini oqlashga ham urinishi mumkin. Shu sababli baxt indekslarini mustaqil tashkilotlar hisoblashi, metodologiyasi ochiq va shaffof bo‘lishi zarur. Zero, baxt o‘lchovi aholi kayfiyatini samimiy aks ettirishi, uni soxtalashtirish jamiyatga foyda keltirmasligi ayon.

Siyosiy kontekstda yana bir muhokamaga sabab bo‘ladigan masala – **baxt va ma’no munosabati**dir. Ayrim ijtimoiy faylasuflar savol qo‘yishadi: jamiyat faqat baxtli bo‘lishi uchun yashamaydi, bizning burch, mas’uliyat, ulg‘ayish kabi ma’naviy tamoyillarimiz ham bor. Masalan, agar bir millat mustaqilligi uchun kurashayotgan bo‘lsa, u davrda baxt indeksi tushishi mumkin, lekin bu “hayot mazmunsiz kechmoqda” degani emas – aksincha, **mazmunli hayot uchun vaqtincha qiyinchiliklarga bardosh berish** borligini anglatadi. Shuning uchun davlat siyosati faqat baxt ballarini ko‘tarishni emas, balki xalq hayotining mazmundorligini ham inobatga olishi lozim. Indekslar ortidagi falsafiy mohiyatni to‘g‘ri talqin qilish zarur: ular baxtni albatta turli indikatorlarga ajratib o‘lchashga harakat qiladi, ammo **baxtning o‘zi shu indikatorlar yig‘indisigina emas**. Masalan, Britaniya va Butan indekslari ikkalasi ham aralash usulda hisoblanadi (ob’yektiv+sub’yektiv ko‘rsatkichlar), Rossiya va Yaponiyada faqat sub’yektiv so‘rovlarga tayangan, Qozog‘istonning Exclusive reytingi esa to‘la ob’yektiv ma’lumotlarga tayangan edi. Turli metodlar har xil raqam beradi, lekin baxtni to‘liq qamrab olishga yaqinlashmaydi. Shu bois, baxt indekslarini tahlil qiluvchi tahlilchilar ularni **millatning muayyan qadriyatlari prizmacida** talqin etish kerakligini ta’kidlaydi. Masalan, Rossiyada 80% aholi og‘ir vaziyatda ham “baxtliman” deya olishi – xalqning bardoshlilik va qanoatparastlik sifatiga dalolat, bu bir tomondan ijobiy fazilat (stoik ruhiyat) ko‘rinishi. Lekin shu bilan birga, shu xalqning baxt hissi qay holatlarda yo‘qolishini kuzatish orqali milliy ruhiyatni o‘rganish mumkin: 2020 yil pandemiyasi yoki 2022 yil geosiyosiy voqealari kabi “shok”lar rossiyalik yoshlarning ko‘nglini o‘psad qildi. Bunday holatlar yana bir bor savol tug‘diradi: **baxt – barqaror holatmi yoki vaziyatga qarab o‘zgaruvchi hismi?** Psixologik tadqiqotlarda “baxt gomeostazi” degan nazariya bor – unga ko‘ra har bir insonning baxtda ma’lum bazis darajasi bo‘lib, vaqt o‘tib yaxshilik yo yomonlikdan keyin ham u shu bazaga qaytadi. Milliy

darajada ham shunday — iqtisod yuksalsa ham, pasaysa ham, uzoq muddatda jamiyat baxti ma'lum diapazonda qolaveradi deyiladi. Bu, albatta, bahsli nazariya, lekin shuni ko'rsatadiki, baxt indekslarini o'qishda murakkab falsafiy savollar bor.

Madaniy kontekstda – turli madaniyatlarda baxt turlicha ifodalanadi va qadrlanadi. G' arb madaniyatida ("baht" tushunchasining etimologiyasi ham "hap" – tasodif, omad – dan kelib chiqqan) baxt ko'proq kulgu, shodlik, individual qoniqish bilan bog'lansa, Sharq mamlakatlarida u xotirjamlik, ichki osoyishtalik, hamjamiyatdagilar roziligi bilan bog'liq bo'lgan. Masalan, Lotin Amerikasi xalqlari daromadi nisbatan past bo'lsa-da, kulgu-sha'dodalikda dunyoda birinchi o'rinda turadi, chunki ularning madaniyati jo'shqin. Yaponiya va Koreya kabi davlatlarda esa jamoa fikri ustun – kishi baxtli bo'lsa ham, atrofdagilar hafsli bo'lsa, u xuddi o'zini ham baxtsiz his etishi mumkin. **Madaniy farqlar baxt so'rovlariga javob berish uslubiga ham ta'sir qiladi**: ayrim millatlar "men juda baxtliman" deb aytmaydi, hatto baxti yor bo'lsa-da kamtarlik qiladi; boshqalar esa kichik narsadan ham katta baxt hissi olib, oshkora bayon etadi. Buni statistik tahlilda e'tiborga olish uchun etnografik va sosiologik ma'lumotlar bilan boyitilgan tadqiqotlar talab etiladi. Shu ma'noda, baxt indekslarini tahlil qilish faqat raqamlar emas, balki **madaniyatshunoslik va antropologiya** sohalarini ham qamrab oladigan ishlardir.

Zamonaviy dunyo baxtga doir ba'zi yangi tendensiyalarga duch kelmoqda. Ular orasida eng muhimlari – yosh avlod baxtliligining pasayishi, COVID-19 pandemiyasining ta'siri va ijtimoiy bog'liqlikning ahamiyati ortishi kabi holatlardir.

Yoshlar baxtining pasayishi – an'anaviy tasavvurda yoshlik – inson hayotining eng baxtli davri deb qabul qilinar edi. Chunki yoshlar sog'lom, imkoniyatlari keng, mas'uliyatlari nisbatan kam bo'ladi, shu sabab ular o'zlarini baxtliroq his qilar degan qarash bor edi. Ammo so'nggi tadqiqotlar bu tasavvur hamma joyda to'g'ri emasligini ko'rsatmoqda. Jahon baxtlilik hisoboti-2024 tahlilchilari ma'lum qilishicha, **Shimoliy Amerika va G' arbiy Yevropada yoshlar katta avlodga nisbatan kamroq baxtli bo'lib qolishgan**. AQSHda 2010-yillar davomida 15–24 yoshlilar o'zlarini kattalardan baxtliroq deb baholardi, lekin 2017 yildan keyin tendensiya teskarisiga aylandi – endi yoshlar baxti pasayib, o'rta yosh va keksalarga nisbatan quyiroq bo'lib qoldi. Bu "tarixiy burilish" sifatida qayd etilmoqda. Shuningdek, G' arbiy Yevropada ham shu o'zgarish kuzatilayotgani, yaqin 1-2 yilda u yerda ham yoshlar baxti kattalardan kamaya boshlashi mumkinligi aytilmoqda.

Yoshlar baxtliligining pasayish sabablari to'g'risida turli taxminlar bor. Ko'p ekspertlar buni **ruhiy sog'liq muammolari tarqalishi, ijtimoiy tarmoqlar ta'siri, iqtisodiy noaniqlik** kabilar bilan bog'lashadi. AQSH bosh xirurgi Vivek Murtining so'zlariga ko'ra, "yoshlar haqiqatan ham qiyin ahvolda, Amerikada ham, butun dunyoda ham" va bunda ijtimoiy tarmoqlarning himoyalanmagan ta'siri katta roli bor. Uning ta'kidlashicha, hukumatlar bolalarni onlayn olam xatarlaridan asrashda kech qolmoqda, chunki yosh avlod gadjet va tarmoqlarda qachonlargacha xavfsiz ekani isbotlanmagan "dorini" iste'mol qilayotganga o'xshaydi. Chindan ham, bir qancha psixologik tadqiqotlar Instagram, TikTok kabi platformalar yoshlarda depressiya va kambahavotirlik (trevoga)ni oshirishi mumkinligini ko'rsatdi. Bunga qo'shimcha, iqlim o'zgarishi, geosiyosiy beqarorlik kabi omillar ham yoshlarning kelajakka ishonchini so'ndirib, baxtlilik hissini pasaytiradi. Masalan, 2022 yil Ukrainada urush boshlanishi Yevropada yoshlar o'rtasida xavotirni kuchaytirib, baxt indekslarida vaqtincha pasayish yacatdi (jahondagi umumiy indeksga ham ta'sir ko'rsatdi).

COVID-19ning ta'siri – 2019–2021 yillar davom etgan koronavirus pandemiyasi baxt va farovonlik sohasida alohida bir davr sifatida o'rganilmoqda. Butun dunyo bo'ylab amalga oshirilgan lokdaunlar, cheklovlar va kasallik xavfi odamlarning ruhiyatiga chuqur ta'sir qildi. WHR-2021 da qayd etilishicha, pandemiyaning birinchi yilida **dunyo bo'yicha hayotdan qoniqish ballari kutilganchalik katta tushmadi, insonlar "rezilentlik" (chidamlilik) ko'rsatdi**. Ya'ni aksariyat mamlakatlarda baxt reytingi ilgarigi o'rinlarni saqlab qoldi, katta o'zgarish bo'lmadi. Biroq, **emosional holatlar** jiddiy o'zgardi: Gallup ma'lumotiga ko'ra, 2020 yil davomida butun dunyoda "kecha xavotirda bo'ldim" yoki "xafa bo'ldim" deganlarning ulushi taxminan 10%ga oshdi. Ko'plab odamlar karantin davrida o'zini yolg'iz his qildi, ishini yo'qotdi, sog'lig'i yomonlashdi yoki yaqinlaridan ajralib qoldi. Bu omillar baxtga salbiy ta'sir etmasdan qolmadi. O'zbekistonda ham 2020 yil bahorida joriy etilgan qat'iy karantin oylarida aholining kayfiyati biroz tushgani, ijtimoiy tarmoqlarda xafagarchilik va qo'rquv kayfiyati tarqalgani kuzatilgan edi. Ammo tez orada xalqimiz ana'nviy kulguga qayta oldi – bunda insonlar orasidagi birdamlik va ishonch muhim o'rin tutdi. Darhaqiqat, pandemiya davrida dunyo bo'ylab **ishonch va hamjihatlik baxt uchun hal qiluvchi omil ekanligi yana bir bor tasdiqlandi**. Masalan, bir tadqiqotda turli mamlakatlarda "agar hamyonigiz topilsa, milisiya (yoki notanish inson) uni qaytarib beradi deb o'ylaysizmi?" degan savolga ijobiy javoblar tahlil qilindi va bu ko'rsatkichlarning baxt bilan kuchli korrelyasiyasi borligi aniqlandi. Pandemiyaga nisbatan yaxshi kurasha olgan mamlakatlarda aholi o'rtasidagi ishonch darajasi ham yuqori bo'lgani ma'lum bo'ldi. Shu bois global xulosa shuki, COVID-19 insoniyatga sog'liq va iqtisodiyot sabog'ini bergan bo'lsa, shu bilan birga **ruhiy salomatlik va jamiyatda o'zaro suyanch muhimligini** o'rgatdi. Kelgusida bunday inqirozlar qayta takrorlansa, faqat tibbiy yordam emas, aholining psixologik qo'llab-quvvatlanishi, yalg'iz qolib ketmasligi uchun choralar ko'rish lozimligi anglashildi.

Ijtimoiy aloqalar ahamiyatining oshishi – yuqorida qayd etilganidek, XXI asrga kelib odamlar baxtlilik uchun faqat moddiy ne'matlar yetarli emasligini, **sosializatsiya (ijtimoiy faollik)** juda zarur ekanligini yaxshiroq tushunib borishmoqda. Buni yoshlar o'rtasidagi trendda ham kuzatish mumkin: ayrim boy mamlakat yoshlari karyera va pul topishga emas, balki "layfstayl" – qadrli insonlar bilan vaqt o'tkazish, sayohat qilish, qiziqishlar ortidan yashashga ko'proq ahamiyat qaratmoqda. Albatta, bu ham ma'lum ma'noda farovonlik ortganining natijasi – kundalik tirikchilik tashvishidan chiqqach, inson ma'naviy ehtiyojlarga o'tadi. Bugungi kunda sosial kapital nazariyasi (Robert Patnem va boshqalar tomonidan) keng ommalashdi – unga ko'ra jamiyatdagi o'zaro ishonch, tarmoqlanish, birgalikda faoliyatlar olib borish darajasi odamlarning baxtliligi va hatto iqtisodiy rivojlanishini belgilashda muhim faktor ekan. Masalan, Patnem italiyalik shaharlar misolida ko'rsatganki, tarixan kuchli mahalla va jamoatchilik rivojlangan hududlar iqtisodiy jihatdan ham ilgarilab ketgan. Buni baxt nuqtai nazaridan talqin qilsak, **hamjihat jamiyat – baxtli jamiyat** deyish mumkin. Jahon baxt hisobotlari mualliflaridan professor Yan-Emmanuel De Neve ta'kidlaydiki: "Agar ba'zi joylarda bolalar 20 yashidayoq "o'rta hayot krizisi"ga tushib qolishayotgan bo'lsa, bu darhol siyosatiy choralar ko'rishga chaqiradi". U yoshlar o'rtasida real hayotiy ijtimoiy aloqalarni yaxshilash, ularni foydali faoliyatlarga jalb etish dolzarbligini uqtiradi. Chindan ham, sanoatlanish va raqamlashgan dunyoda insonlar o'rtasidagi bevosita muloqot kamayib, yolg'izlik epidemiyasi haqida gapirilayotgan bir paytda, baxt uchun resept singari **"inson insonga muhtojdir" tamoyiliga qaytish** kerak bo'lyapti. Bu global tendensiya hali ancha davom etishi va bahs-munozaralarga sabab bo'lishi turgan gap.

O'zbekiston jamiyatida baxt tushunchasi azaldan oilaviy totuvlik, yaqinlarga egamlik va ma'naviy qadriyatlarga sodiqlik kabi tushunchalar bilan chambarchas bog'langan. Yuqorida keltirilganidek, Prezident Sh.Mirziyoyev ham o'z chiqishlarida **bir inson faqat o'z oilasi baxtli bo'lsagina emas, balki butun xalq baxti orqali o'zini baxtli his etishini** ta'kidlagan edi. Darhaqiqat, xalqimizda "xalq baxtli – men baxtli" degan umumiy tushuncha bor. Bu nafaqat rahbar shaxslarga, balki har bir fuqaroga xos tuyg'u: inson o'z qo'shnisi, qarindoshlari, hamyurtlari baxtini ham o'ylaydi. Masalan, qo'shnisida musibat bo'lsa, uning xursand bo'rishi qiyin; yoki to'y-ma'rakada birgalikda quvonish orqali baxt hissini ko'paytirishga ishoniladi. **Oila** instituti o'zbekistonliklar hayotida bosh mezonligicha qolmoqda – sosiologik so'rovlarda aksariyat yurtdoshlar "baxtliman, chunki oilam bor, farzandlarim sog'" degan javobni berishadi.

Milliy mentalitetimizdagi yana bir jihat – **qanoat va shukronalik**. Boshqa bir qator ellarda bo'lganidek, bizda ham "Qanoat – karvonboshi" degan naql bor. Ya'ni boriga shukr qilishni bilgan odam baxtli bo'ladi. Bu fazilat ayrim mutlaq qiyin ahvollarda ham o'zini namoyon etadi. Masalan, yuqorida aytilgan Rossiya misoliga o'xshab, ko'plab o'zbek oilalari og'ir iqtisodiy sharoitda ham qanoat va bordan qadr-huzur topishni yaxshi uddalashadi. Bu bir tomondan hayotning ezgu tomonlariga e'tibor berishga o'rgatsa, ikkinchi tomondan barqarorlikka hissa qo'shadi. Zero, qanoatli kishi turli fitnalarga uchmaydi, mavjud tuzumdan mutlaq norozi holatga kelib qolmaydi. Shu bois jamiyatda **sosial barqarorlik**ni ta'minlashda xalqning ma'naviy qadriyatlari ko'p yordam beradi.

O'zbekistonda so'nggi yillarda ijtimoiy siyosatda **har tomonlama barkamol avlod** tarbiyasiga urg'u berilayotgani ham baxt konsepsiyasiga oid. Ya'ni inson faqat moddiy baxtni emas, ruhiy va axloqiy kamolotni ham ko'zlashi lozim. Maktab va oila tarbiyasida bolalarga mehr-oqibat, hamjihatlik, vatandoshlarni qadrlash tuyg'ulari singdirilmoqda. Bu esa katta bo'lganida ularning **ijtimoiy kapitalini** shakllantiradi – kelajakda qo'shnisiga yardam berish, jamoat ishlarida qatnashish, hashar qilish kabi madaniyat saqlanib qolishini ta'minlaydi. Aynan shu narsalar keyinchalik bir-birini qo'llab-quvvatlaydigan, kulgusi ko'p jamiyat barpo etishga xizmat qiladi.

Statistik ma'lumotlarga ko'ra, O'zbekiston aksar global baxt o'lchovlarida yuqorida qayd etilganidek yaxshi natija ko'rsatmoqda – bunda **o'zbekcha mehmondo'stlik va ochiq ko'ngillik** hamda oilaviy yaqinlikning hissasi borligi aytilmoqda. Masalan, Gallup Global Emotions hisobotida O'zbekiston aholisi **kundalik pozitiv emosiyalar** bo'yicha jahonda yetakchi o'rinlarda ekani keltirilgan: kulgusi, xushchaqchaqligi bilan biz Lotin Amerikasi mamlakatlariga o'xshashligimiz ta'kidlangan. Bunga milliy xislatlar – xursandchi, hazilkashligimiz sabab qilib ko'rsatilgan. Boshqa bir tomondan, **respublikada hali yechiladigan muammolar** ham yo'q emas. Masalan, korrupsiya darajasi yuqoriligi jamiyatda adolat va ishonch muhitiga putur yetkazib, odamlarning kayfiyatini buzadi. Davlat rahbari va hukumati bu muammolarni qisqartirish uchun islohotlar o'tkazmoqda – "Halollik vaksinalari" joriy etishdan tortib, jamoatchilik nazoratini kuchaytirishgacha choralar ko'rilmoqda. Bularning maqsadi – **mustahkam huquqiy adolat va ishonchli muhit** barpo etish orqali xalqning xotirjamligini oshirishdir. Zero, qonun ustuvorligi ta'minlansa va har bir inson adolat borligini his etsa, bu uning baxtiga sezilarli ijobiy ta'sir qiladi.

Xulosa o'rnida ta'kidlash joizki, O'zbekistonning o'z taraqqiyot strategiyasida ham iqtisodiy-ijtimoiy rivojlanish ko'rsatkichlari bilan bir qatorda **aholi roziligi va baxtliligi darajasi**ni oshirish ustuvor vazifa qilib belgilangan. Inson manfaatlari oliy qadriyat deb e'lon qilingani bejiz emas – barcha islohotlar pirovardida fuqarolarning farovon va xushnud yashashiga qaratilgandir. Milliy qadriyatlarimiz – oila, mahalla, mehr-oqibat, qanoat va diyonat – ana shu maqsadga yetishda mustahkam ma'naviy asos bo'lib xizmat qiladi. Har bir yurtdoshimizning baxti – jamiyat baxtidir. Jamiyat baxtli bo'lsa – davlat barqaror va taraqqiy etadi. Shu bois zamonaviy baxt indekslari va falsafiy qarashlarida

ilgari surilgan nazariya va ma'lumotlardan to'g'ri xulosa chiqargan holda, biz milliy o'zligimizni saqlagan holda farovonlikka erishish yo'limizni davom ettirishimiz lozim.

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ZAMONAVIY SHAROITDA HARBIY XIZMATCHILARINING IJTIMOIY HIMOYASI, UNING FAOL SHAKLLARI VA MEXANIZMLARI

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Annotatsiya: *Ushbu maqolada harbiy ijtimoiy ishning mohiyati va mazmunini ochib berishga qaratilgan bir qancha yondashuvlar, o‘ziga xos xususiyatlari haqida fikr yuritilgan. Harbiy ijtimoiy ish aholi bilan ijtimoiy ishning ajralmas elementi sifatida talqin qilinib, mamlakatimiz tinchligini himoya qilish uchun mudofaa qo‘shinlarida olib borilayotgan ijtimoiy islohotlarning samaradorligi xalqimizning armiya bilan birgalikdagi harakatiga bog‘liq ekanligi tahlil qilingan.*

Kalit so‘zlar: *insonparvarlik, ijtimoiy-pedagogik, usullari va shakllar kontseptual – nazariy, siyosiy-huquqiy ,tashkiliy – amaliy, strategik maqsad, ma’naviy yuksalish, harbiy salohiyat, harbiy ong, ma’naviy- axloqiy omillar, axloqiy qadriyatlar, milliy ma’naviyat, harbiy qudrat*

SOCIAL PROTECTION OF MILITARY PERSONNEL IN MODERN CONDITIONS, ITS ACTIVE FORMS AND MECHANISMS

Annotation: *This article considers a number of approaches aimed at revealing the essence and content of military social work, its specific features. Military social work is interpreted as an integral element of social work with the population, and it is analyzed that the effectiveness of social reforms carried out in the defense forces to protect the peace of our country depends on the joint actions of our people with the army.*

Keywords*: humanitarianism, socio-pedagogical, methods and forms conceptual-theoretical, political-legal, organizational-practical, strategic goal, spiritual elevation, military potential, military consciousness, spiritual-moral factors, moral values, national spirituality, military power*

СОЦИАЛЬНАЯ ЗАЩИТА ВОЕННОСЛУЖАЩИХ В СОВРЕМЕННЫХ УСЛОВИЯХ, ЕЕ АКТИВНЫЕ ФОРМЫ И МЕХАНИЗМЫ

Примечание: *В данной статье рассматривается ряд подходов, направленных на выявление сущности и содержания военной социальной работы, ее специфики. Военная социальная работа интерпретируется как неотъемлемый элемент социальной работы с населением, и анализируется, что эффективность социальных реформ, проводимых в вооруженных силах для защиты мира в стране, зависит от совместных действий нашего народа с армией.*

Ключевые слова: *гуманитаризм, социально-педагогический, концептуально-теоретический, политико-правовой, организационно-практический, стратегическая цель, духовное возвышение, военный потенциал, военное сознание, духовно-нравственные факторы, моральные ценности, национальная духовность, военная мощь*

Kirish

Hozirgi paytda xalqaro hayot, kishilik taraqqiyoti shunday bosqichga chiqdiki, endi unda harbiy qudrat emas, balki intellektual salohiyat, aql- idrok, fikr hal qiluvchi ahamiyat kasb etmoqda. Bu esa aqliy qudratning jismoniy kuchdan ustunlikka erishganidan, endi muammo va ziddiyatlarga qarshi qurol-yarog‘ bilan emas, fikrga qarshi fikr, g‘oyaga qarshi g‘oya bilan kurashishga, eng asosiysi, milliy ma’naviyatni asrab qolishga e’tiborni kuchaytirish lozimligidan dalolatdir»[1]. O‘zbekiston harbiy ijtimoiy ishining o‘sish darajasi, rivojlanishi mamlakatda olib borilayotgan islohotlar, siyosiy va iqtisodiy jarayonlarga uzviy bog‘liq. Jamiyat bilan armiya muvofiqlashgan holda, mamlakatda aniq holatni qamrab olgan yagona reja asosida strategik maqsad, vazifalarni to‘g‘ri va aniq belgilash orqali harbiy madaniyat, shuningdek, harbiy ijtimoiy ish mukammallikka erishishi mumkinligini nazarda tutadigan bo‘lsak, xalqimiz orasidan etishib chiqqan ulug‘ ajdodlarimiz va allomalarimiz faoliyatiga oid turli ko‘rinishdagi ko‘rsatuvlar, madaniy tadbirlar, xalqimizning boy ma’naviy qadriyatlari, yuksak madaniyati, urf-odatlari hamda merosimizning hayotimizdagi o‘rni va ahamiyatini va vatanparvarlik tuyg‘ularini mustahkamlashga qaratilgan ijodiy uchrashuvlar, mudofaa qo‘shinlari tizimida ma’naviy-axloqiy jihatdan etuk, intellektual

salohiyati yuksak, vatanparvar harbiy xizmatchi shaxsini – Vatanning fidoyi himoyachisini shakllantirishda alohida o‘rin tutadi.

Mavzuga oid adabiyotlar tahlili. Harbiylar va ularning ijtimoiy himoyasi masalasi ijtimoiy fan vakillari , shuningdek, harbiy nazariyotchilarning e’tiborini jalb etib kelganligi sir emas.

Jumladan, N.J.Eshnaevning «O‘zbekiston Respublikasi professional harbiy kadrlar tayyorlashning ijtimoiy-falsafiy asoslari» nomli Dissertatsiya ishida professional harbiy kadrlarni tayyorlashning o‘ziga xos xususiyatlari, kasbiy tanlov va ma’naviy-ma’rifiy tarbiyaning ahamiyati, professional harbiy kadrlar tayyorlashning ijtimoiy-falsafiy jihatlari ochib berilgan. Harbiy ijtimoiy ishning mohiyati va mazmunini ochib berishda, rus harbiy nazariyotchisi V.M.Koryakin harbiy ijtimoiy ishlarni ikki tomondan ko‘rib chiqishni taklif qiladi. Keng ma’noda bu har bir harbiy xizmatchi va uning hayoti uchun qulay sharoit yaratishga qaratilgan davlat ijtimoiy siyosatini shakllantirish va amalga oshirish orqali qo‘shinlarning ijtimoiy rivojlanishiga davlat organlari, harbiy qo‘mondonlik va boshqaruv organlari, harbiy mansabdor shaxslar va jamoatchilikning ta’siri ekanligini ilmiy asoslab beradi.[2]

Tahlil va natijalar. Aytish joizki, bugungi kunga qadar harbiy ijtimoiy ishning mohiyati va mazmunini ochib berish uchun bir qancha yondashuvlar mavjud.

Birinchisi huquqiy yondashuv bo‘lib, harbiy-ijtimoiy ishni qo‘shinlarni ma’naviy va psixologik qo‘llab-quvvatlashning ajralmas tarkibiy qismi va huquqiy, siyosiy, iqtisodiy, ma’rifiy, ijtimoiy va boshqa chora-tadbirlar tizimini tashkil qiladi.

Ikkinchi yondashuv, insonparvarlik tarafdorlari harbiy-ijtimoiy ishni kengroq tushuncha - "ijtimoiy ish" ning ajralmas elementi deb bilishadi, bu jamiyatning qiyin hayotiy vaziyatga tushib qolgan shaxsga va odamlar guruhlariga nisbatan insonparvar munosabatining butun dunyoda qabul qilingan ko‘rinishi sifatida tushuniladi.

Uchinchi yondashuv, ijtimoiy-pedagogik, harbiy ijtimoiy ishni aholining muayyan guruhlari vakillarining, jumladan, harbiy xizmatchilar, harbiy xizmatdan bo‘shatilganlar va ularning a’zolarining ijtimoiy ehtiyojlarini qondirish faoliyati sifatida ochib beradigan ilmiy ishlar bilan ifodalanadi. Ushbu yondashuvning o‘ziga xos xususiyati shundaki, e’tibor harbiy ijtimoiy ishning pedagogik yo‘nalishiga qaratiladi. Bu umumiy holatda, ijtimoiy ishning rivojlanishidagi O‘zbekiston tajribasiga xosdir.[3]

Demak, harbiy ijtimoiy ishning zamonaviy nazariyasida ushbu faoliyatning keng va tor talqinini farqlash kerak. Harbiy ijtimoiy ish - bu har bir harbiy xizmatchi va uning hayoti uchun qulay sharoitlarni yaratishga qaratilgan davlat ijtimoiy siyosatini shakllantirish va amalga oshirish orqali davlat organlari, harbiy qo‘mondonlik organlari, harbiy mansabdor shaxslar va jamoatchilikning qo‘shinlarni ijtimoiy joylashtirishga ta’siri hisoblanadi. Shu bilan birga, harbiy ijtimoiy ish kengroq tushuncha bo‘lib, ijtimoiy ishning ajralmas qismi, u jamiyatning og‘ir hayotiy vaziyatga tushib qolgan shaxsga va odamlar guruhlariga nisbatan insoniy munosabatining namoyon bo‘lishi sifatida tushuniladi. Ijtimoiy ish xayriyadan nafaqat kundalik muammolarni hal qilishda yordam berish, balki yordamga muhtoj odamlarda engish usullari va o‘zini o‘zi boshqarish ko‘nikmalarini rivojlantirishga qaratilganligi bilan farq qiladi. Ijtimoiy ish o‘z mohiyatiga ko‘ra, jamiyatdagi vazifasi shaxs va odamlar guruhlariga davlat va nodavlat ta’sir ko‘rsatish shakli bo‘lib, fuqarolarning tegishli moddiy, ijtimoiy va madaniy turmush darajasini ta’minlash, zarurat tug‘ilganda odamlarning mehnat qobiliyatini tiklashga qaratilgan faoliyat, sifatida talqin qilish maqsadga muvofiq.

Harbiy ijtimoiy ishning predmeti, uning maqsad va vazifalari, uni amalga oshirish bo‘yicha faoliyatning asosiy yo‘nalishlari yig‘indisidir. Yuqorida ta’kidlab o‘tilganidek, harbiy ijtimoiy ish barcha mijozlarni ijtimoiy himoya qilish, ijtimoiy qo‘llab-quvvatlash, ijtimoiy ta’minot, ijtimoiy xizmatlar va ijtimoiy reabilitatsiyani tegishli darajada ta’minlash va amalga oshirishga qaratilgan. Ushbu asosiy yo‘nalishlarni harbiy ijtimoiy ishning maqsadlari deb hisoblash mumkin, bu esa, o‘z navbatida, har bir maqsadni amalga oshirish uchun bir qator aniq vazifalarda namayon bo‘ladi. Harbiy ijtimoiy ishning umumiy maqsadini uyg‘unlashtirish, har bir o‘ziga xos harbiy jamiyatda shaxs va ijtimoiy harbiy muhit o‘rtasidagi o‘zaro ta’sirni optimallashtirish deb atash mumkin. Demak, harbiy ijtimoiy ishning tarkibi, shuningdek, uni amalga oshirish uchun sub’ektlar faoliyatining o‘ziga xos vositalari, usullari va shakllarini o‘z ichiga oladi. Harbiy ijtimoiy ishlarni amalga oshirish vositalari: huquqiy, iqtisodiy, siyosiy, ma’rifiy, madaniy va bo‘sh vaqt, ma’naviy va axloqiy bo‘lib, ular amalga oshirishning o‘ziga xos turlarini belgilaydi. Xuddi shunday, harbiy ijtimoiy ishning boshqa turlari ham unda qo‘llaniladigan vositalarning xususiyatiga ko‘ra farqlanadi.[4]

Harbiy ijtimoiy ishning usullari va shakllari ham xilma-xildir. Avvalo, ular uning har bir yo‘nalishi va turlari uchun o‘ziga xos va xarakterlidir. Harbiy ijtimoiy ish o‘z vakolatlari, funksiyalari va faoliyatining tabiatiga qarab, muayyan mijozlarga nisbatan muayyan usullar va ish shakllaridan foydalaniladi. Ayrim mualliflar harbiy ijtimoiy ish predmeti mazmuniga vositalar, shakl va usullarni kiritadilar. Mavzuni tushunishning keng ma’nosida bunday shakllantirish to‘g‘ri albatta. Biroq, bizning fikrimizcha, mavzu ostida harbiy ijtimoiy ishning funksional maqsad aspektida aniq maqsad va vazifalar to‘plamini tushunish maqsadga muvofiqdir. Bunday holda, harbiy ijtimoiy ish vositalari, shakllari va usullarini uning nisbatan mustaqil tarkibiy elementi sifatida taqsimlash, aslida, maqsad va vazifalar aniq sub’ektlar tomonidan qanday amalga oshirilayotganligini tahlil qilish imkonini beradi. Boshqacha qilib

aytganda, harbiy ijtimoiy ish predmeti vositalari, usullari va faoliyat shakllari asosan uni amalga oshirishda mavjud bo‘lgan narsalarni qamrab oladi.

Harbiy ijtimoiy ish aholi bilan ijtimoiy ishning ajralmas elementi sifatida quyidagi asosiy darajalarda taqdim etilishi va tahlil qilinishi mumkin:

kontseptual - nazariy, ya’ni harbiy - ijtimoiy ish nazariyasi;

siyosiy-huquqiy – harbiy-ijtimoiy siyosatida ifodasi;

tashkiliy - amaliy, uni amalga oshirish bo‘yicha sub’ektlarning aniq chora-tadbirlari va harakatlari majmui.

Zamonaviy O‘zbekistonda harbiy ijtimoiy ishning xususiyatlarini tavsiflash, uning tarkibiy asosiy elementlari, maqsad va vazifalarini hisobga olish, harbiy-nazariy sohada hali aniq hal qilinmagan.

Ushbu faoliyat bir qator o‘ziga xos xususiyatlarga ega, ularning asosiylari quyidagilardan iborat:

Birinchidan, siyosiy mazmunning yuqori darajasi va harbiy-ijtimoiy sohadagi faoliyatni normativ-huquqiy tartibga solish. Bu hayot faoliyatining harbiy sohasi jamiyat hayotining siyosiy sohasi doirasida mahalliylashtirilganligi bilan izohlanadi. U o‘z mohiyatiga ko‘ra yuqori darajadagi siyosiy va huquqiy tartibga solishni talab qiladi. Qurolli Kuchlar alohida nazorat qilinadigan, yopiq tizim bo‘lib, jamiyatdagi roli va mavqei, tarkibi va qo‘llanilishi davlat tomonidan siyosiy va huquqiy jihatdan qat’iy belgilanadi. Bundan tashqari, harbiy xizmatchilarga nisbatan siyosiy ko‘rsatmalar va qonun hujjatlari har doim harbiy bo‘limning buyruqlari va ko‘rsatmalarida qat’iy aniqlashtiriladi va amalga oshiriladi. Va, albatta, harbiy ijtimoiy ish armiyada har doim qat’iy bajarilishi kerak bo‘lgan siyosiy qarorlar, qonun hujjatlari va idoraviy buyruqlar va ko‘rsatmalarga zid bo‘lishi mumkin emas.

Ikkinchidan, harbiy xizmatchilarning o‘ziga xos pozitsiyasi, tarkibi, maqsadi, joylashtirish va vazifalari jamiyat va davlat tomonidan harbiy ijtimoiy ishlarga e’tiborni kuchaytirishni talab qiladi. Bu bir qancha sabablar bilan izohlanadi. Ulardan biri doimiy jangovar shaylik, yuqori darajada boshqariluvchanlik va harakatchanlik, shuningdek, umumiy qurolli kuchlar, xususan, harbiy jamoalar faoliyatida doimiy barqarorlikni ta’minlash zaruratidir. Harbiy xizmat harbiy xizmatchilardan alohida zo‘riqish, jismoniy va ma’naviy kuchning yuqori darajasini, kutilmagan, og‘ir va ekstremal vaziyatlarda harakat qilishni talab qiladi, shuning uchun harbiy ijtimoiy ishning kamchiliklari harbiy muhitda, ayniqsa, keskin seziladi. Masalan, dunyoning aksariyat mamlakatlarida harbiy xizmatchilarning turmush darajasi odatda mamlakatdagi o‘rtacha ko‘rsatkichdan yuqori bo‘ladi. Ma’lumot uchun aytish mumkinki, inqilobdan oldingi chor Rossiyasi doimo bo‘sh xazina bilan o‘z armiyasini kerakli darajada qo‘llab-quvvatlagan.

Uchinchidan, harbiy jamiyatning ko‘p qismi faqat bitta daromad turiga - davlat byudjetidan pul yordamiga yashaydi. Ularning boshqa tirikchilik manbalari deyarli yo‘q. Ular uchun tijorat faoliyati imkoni mavjud emas, shuning uchun ular nafaqat to‘liq, balki ijtimoiy ehtiyojlarlari to‘liq va o‘z vaqtida ta’minlanishi kerak.

Va nihoyat, to‘rtinchidan, harbiy ijtimoiy ishning darajasi ko‘p jihatdan harbiy xizmatchilarning jamiyat va davlatdagi mavqei, obro‘si va ijtimoiy mavqeiga bog‘liq. Obro‘-e’tibor qanchalik baland bo‘lsa, mavqei qanchalik kuchli bo‘lsa, barcha sohalarda harbiy ijtimoiy ishning darajasi shunchalik yuqori bo‘ladi.[5]

Demak, harbiy ijtimoiy ish atamasini quyidagicha talqin qilish mumkin:

Keng ma’noda harbiy ijtimoiy ish – harbiy qo‘mondonlik va nazorat organlarining Qurolli Kuchlarda davlat ijtimoiy siyosatini amalga oshirish, ijtimoiy muammolarini hal qilish, qo‘shinlar (kuchlar) oldida turgan jangovar topshiriqlarni muvaffaqiyatli bajarish uchun tegishli ijtimoiy sharoitlar yaratish hamda harbiy xizmatchilar, ularning oila a’zolari va fuqarolik xodimlariga yordam ko‘rsatish maqsadida davlat hokimiyati va jamoat birlashmalari bilan hamkorlikda amalga oshiriladigan faoliyati.

Tor ma’noda, harbiy ijtimoiy ish - bu professional tayyorgarlikdan o‘tgan mutaxassislar tomonidan amalga oshiriladigan va harbiy xizmatchiga, uning oilasiga yoki bir guruh shaxslarga ma’lumot, maslahat, bevosita moddiy yordam, pedagogik va psixologik yordam ko‘rsatish, yordamga muhtojlarni qiyin vaziyatlarni hal qilishda o‘z faoliyatiga yo‘naltirish va bunda ularga yordam berish orqali individual yordam ko‘rsatishga qaratilgan kasbiy faoliyat.[6]

Harbiy muhitda ijtimoiy ish bilan bog‘liq vaziyat biroz boshqacha. Harbiy xizmatchining mehnat qobiliyati cheklangan emas, balki uning farovonligini oshirish uchun qo‘shimcha mehnat faoliyatini amalga oshirish imkoniyati cheklangan. Binobarin, harbiy ijtimoiy ishning ob’ekti Qurolli Kuchlarda xizmat qilayotgan barcha harbiy xizmatchilar, shuningdek, ularning oila a’zolari bo‘lishi kerak. Shuning uchun harbiy xizmatning o‘ziga xos xususiyatlari va Qurolli Kuchlar tomonidan davlat manfaatlarini ko‘zlab aniq vazifalarni bajarish ijtimoiy ishning o‘ziga xos shakllari va usullarini talab qiladi.

Har qanday ijtimoiy jarayonning eng muhim belgilari uning rivojlanishining muayyan bosqichlaridagi holatining ko‘rsatkichlari hisoblanadi.

Ijtimoiy jarayon, qoida tariqasida, ijtimoiy voqelikning uchta darajasida: makro, mezo va mikroda sodir bo‘lganligi sababli, biz harbiy ijtimoiy ishning institutsionalizatsiya muammolarini yoritib, ushbu omilni alohida hisobga olamiz. Biz makro darajaga davlatni, mezo darajada Qurolli kuchlarni va mikro darajada oliy o‘quv yurti, tuzilma va bo‘linmani

kiritishimiz mumkin. Ushbu metodologiya, bizning fikrimizcha, harbiy ijtimoiy ishlarni institutsionalizatsiya qilish jarayonining hozirgi holatini har tomonlama ko‘rib chiqish va aniqlash imkonini berdi.

Fikrimizcha, harbiy xizmatchilar va ularning oila a'zolari bilan ijtimoiy ish bo‘yicha mutaxassislarni tanlash va tayyorlashda, birinchi navbatda, ushbu faoliyat turining xususiyatlarini hisobga olish kerak. Bu borada ushbu sohada to‘plangan mavjud tajribani hisobga olish foydali bo‘ladi. Masalan, amerikalik ijtimoiy xizmat mutaxassislari Z.T.Ortiz va B.Z.Basoflarning fikriga ko‘ra, AQSh armiyasining harbiy ijtimoiy xizmatlari xodimlariga qo‘yiladigan asosiy talablar tizimi uchta yo‘nalishni qamrab oladi:

Birinchisi, harbiy muhitda kasb tanlashda individual ijtimoiy ishchiga ta'sir qilishi mumkin bo‘lgan shaxsiy fazilatlar tizimi.

Ikkinchi yo‘nalish - madaniy qadriyatlar. Harbiy hayot - bu o‘ziga xos qoidalar bilan tavsiflangan submadaniyat. Ijtimoiy xodimlar o‘z ishlarida ushbu xususiyatlarni hisobga olishlari kerak. Harbiy hayotning o‘ziga xos xususiyatlari va qadriyatlariga sezgir va hurmat bilan munosabatda bo‘lish, ulardan oilalarga o‘z muammolarini hal qilishda yordam berish uchun foydalanish kerak.

Uchinchisi - bu ijtimoiy ishchilar ishlaydigan sharoitlarning o‘ziga xosligi. Bu mijozlar talablari va ularni hal qilish qobiliyati o‘rtasidagi ziddiyatlarning potentsialida yotadi. Ijtimoiy soha uchun ijtimoiy xodimlarni tanlashda bu omil eng muhimlaridan biridir.

Yuqoridagi fikrlarni umumlashtirib, biz harbiy ijtimoiy ishning quyidagi ta’rifini taklif qilamiz:

Harbiy-ijtimoiy ish – bu harbiy xizmatchilar va ularning oila a’zolari, harbiy xizmatdan bo‘shatilgan harbiy xizmatchilarning ijtimoiy ehtiyojlari va manfaatlarini, huquq va erkinliklarini, kafolatlari va imtiyozlarini qondirish uchun davlat va fuqarolik institutlari, idoralari va shaxslarining kontseptual-nazariy, siyosiy-huquqiy va tashkiliy-amaliy faoliyati tizimi.

Xulosa

Harbiy ijtimoiy ish, ijtimoiy gumanitar amaliyot turlaridan birini rivojlantirishning o‘ziga xos jarayoni bo‘lib, uning davomida harbiy ijtimoiy ish Qurolli Kuchlar va jamiyatda muhim xususiyatlar va ijtimoiy institut maqomini oladi. Harbiy ijtimoiy ish jamiyatimiz boshidan kechirgan o‘ziga xos tarixiy sharoitlar va jamiyat va uning harbiy tashkilotining ijtimoiy himoya va qo‘llab-quvvatlash, ijtimoiy ta'minot va xizmat ko‘rsatish bilan belgilanadi.

O‘zbekiston Respublikasi Qurolli Kuchlarida harbiy-ijtimoiy ishning amaliy ahamiyati, birinchi navbatda, o‘z sub’ektlari tomonidan harbiy xizmatchilarni ijtimoiy himoya qilish uchun berilgan funksiyalar va ularga belgilangan vakolatlarni bajarishda huquqiy, tashkiliy, tarbiyaviy vositalardan maksimal darajada foydalanishdadir.

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AMIR TEMUR IJTIMOIY-SIYOSIY QARASHLARIDA INSONPARVAR VA ADOLATLI JAMIYAT G‘OYASI

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Annotatsiya. *Ushbu maqolada Amir Temurning jamiyat va davlat haqidagi ijtimoiy-siyosiy qarashlarida mukammal insonparvar jamiyat o‘rnatishga qaratilgan harakatlari bayon etilgan. Shuningdek Amir Temurning har bir qadami o‘z saltanatida adolat o‘rnatish, bosib olingan yerlar haqlarining madaniyatini hurmatlash, uni o‘zlashtirish va boyitishga qartilganligi, u halqlarning azizu-avliyolarini hurmatlab o‘z o‘rinlariga qo‘yilganligi yoritilib berilgan.*

Tayanch so‘zlar: *Amir Temur, Temur tuzuklari, jamiyat, davlat, tarix, xalq, qonun, adolat, ilm, vatanparvarlik, insonparvarlik, sabr-toqatlilik, tinchliksevarlik.*

ИДЕЯ ГУМАННОГО И СПРАВЕДЛИВОГО ОБЩЕСТВА В СОЦИАЛЬНО-ПОЛИТИЧЕСКИХ ВЗГЛЯДАХ АМИР ТЕМУРА

Аннотация. *В данной научной статье рассматриваются усилия Амира Темура по созданию идеального гуманного общества в контексте его социально-политических взглядов на общество и государство. Авторы подчеркивают, что каждый шаг, предпринятый Амиром Темуром, был направлен на установление справедливости в его царстве, уважение к культуре и правам завоеванных народов, а также освоение и обогащение этих земель. Отмечается, что Амир Темур проявлял уважение к святым и святыням народов, что способствовало его признанию и укреплению власти.*

Ключевые слова: *Амир Темур, Уложения Темура, общество, государство, история, народ, закон, справедливость, наука, патриотизм, гуманизм, терпение, мир.*

THE IDEA OF A HUMANE AND JUST SOCIETY IN THE SOCIO-POLITICAL VIEWS OF AMIR TEMUR

Annotation. *This scientific article examines the efforts of Amir Temur to create an ideal humane society in the context of his socio-political views on society and the state. The authors emphasize that every step taken by Amir Temur was aimed at establishing justice in his kingdom, respect for the culture and rights of the conquered peoples, as well as the development and enrichment of these lands. It is noted that Amir Temur showed respect for the saints and shrines of the peoples, which contributed to his recognition and strengthening of power.*

Keywords: *Amir Temur, Temur’s Codes, society, state, history, people, law, justice, science, patriotism, humanism, patience, peace.*

Kirish.

Markaziy Osiyoda Renessans davri Yevropadan farqli ravishda ikki bosqichda bo‘ldi: birinchisi IX-XI asrlarda va ikkinchisi XIV-XVI asrlarda bo‘lib, u o‘rta asrlar madaniyatining gullab-yashnagan, insonning beqiyos imkoniyatlariga, aql-idroki, irodasi, qobiliyatlariga ishonch ruxi bilan sug‘orilgan yangi davr bo‘lgan. Amir Temur hamda Temuriylar davrini ham ana shu davrga kiritish mumkin. Unda O‘rta Osiyo zaminidagi ilm-fan, she’riyat, san’atning taraqqiy etganligini ko‘rish mumkin. Shoirlar, muarrixlar, tasavvuf yo‘nalishidagi mualliflarning ijodida davlat va jamiyat, insonparvarlik g‘oyalari yaqqol namoyon etila boshlandi.

Amir Temur o‘zi yashab turgan jamiyatni eng yetuk jamiyat farovon hayot bo‘lishi uchun kurashibgina qolmay, balki uni butun dunyoda tantana qilish, dovrug‘ solishi mumkinligiga ishongan edi. Chunki u shu maqsaddagina jahongirlik libosini kiygan edi. Ko‘rinib turibdiki, Amir Temur ijtimoiy-siyosiy qarashlarida mukammal jamiyatni orzu qilishdan ko‘ra ko‘proq uni amalga oshirish va uni mas’uliyatini o‘z zimmasiga olish yaqqol sezilib turadi. Shuning uchun ham Amir Temurning mutafakkir-sarkarda sifatidagi o‘ziga xos tomoni shundaki, u o‘zi hukmronlik qilgan saltanat timsolida mukammal jamiyatni qurdi va uni har tomonlama mustahkamlashga harakat qildi. Biz uning “Temur tuzuklari”da buni aniq ko‘rishimiz mumkin. Lekin, B.Ahmedovning fikricha, ““Temur tuzuklari” ham feodalizm shariotida bitilgan boshqa asarlar singari hukmron sinfning maqsad va manfaatlarini ko‘zlab yozilgan, o‘sha sinfning

dunyoqarashini ifoda etgan. Asarda Amir Temurning harbiy yurishlari buzuq odamlarning ko‘payishini oldini oluvchi harakat deb, o‘z ozodligi va vatanining mustaqilligini himoya qilgan halqlar esa kofir, buzg‘unchi, bezori (ovbosh) deb atalgan. Tobe’likdan bo‘yin tovlagan yoki shunga intilgan ne-ne yurtlarning xalqi “oq uylik” qilinib, o‘zga yurtlarga majburan ko‘chirib yuborilgan. Temurning o‘zi esa odil va insonparvar podsho sifatida tasvirlandi. Uning shaxsi ko‘p jihatdan ideallashtirildi” [1: 7].

Agar biz Amir Temur o‘z ishlarini o‘sha davr siyosiy vaziyati nuqtai –nazaridan baholagan deydigan bo‘lsak, B.Ahmedovning bu fikri Amir Temurning mukammal jamiyati haqidagi fikrlarini va harakatlarining mazmunini o‘zgartira olmaydi. Chunki o‘sha davrning halqaro siyosiy vaziyati va umuman, siyosiy jarayon Amir Temurdek adolatli shohning jahongirlik libosini kiyishini shart qilib qo‘yardi. Aks holda, bunga da’vogar bo‘lgan turk sultoni Boyazid dunyoni ostin-ustun qilishiga shubha yo‘q edi. Shuning uchun bir biriga ham siyosiy dasturi va shaxsiy xislatlari jihatidan zid bo‘lgan podshohlarning qaysi biri jahongirlik qilishi kerakligini dunyo halqlarining o‘zi baholagan edi. Buni biz yuqorida aytib o‘tganimizdek, Ovrupo halqlarining hozirgacha Amir Temurni o‘z xaloskorlari, deb eslashi bizningcha yetarli dalil bo‘lsa kerak. Chunki, Amir Temurning dunyoda mukammal insonparvar jamiyat o‘rnatishga qaratilgan harakatlari uning siyosati bilan hech qachon zid kelmagan.

Biz Amir Temur haqidagi manbalarni o‘rganar ekanmiz, uning har bir qadami o‘z saltanatida adolat o‘rnatish, bosib olingan yerlar haqlarining madaniyatini hurmatlash, uni o‘zlashtirish va boyitishga qartilganligini, u halqlarning azizu-avliyolarini hurmatlab o‘z o‘rinlariga qo‘yganliklarini, eng muhimi saltantning biror burchida gado zotini qoldirmaslikka o‘ziga dastur qilib olganligining guvohi bo‘lamiz. Amir Temur ijtimoiy qarashlarining muhim xususiyati shundan iboratki, fuqarolarning hech bir qismi, hech bir guruhi uning sahovati va muravvatidan chetda qolmagan va bu ishlarni uning shaxsan o‘zi nazorat qilib turgan. Xalqni haqiqiy ijtimoiy muhofaza qilishning nazariy tamoyillarini berish bilan biga uni amalga oshirishga ham harakat qilgan.

U o‘z saltanatining qudrati, o‘lchovi va mezoni sifatida halq va uning farovonligi hamda siyosatdan roziligini olgan edi. Chunki, Amir Temur uchun xalq farovonligi va podshoh siyosatidan ulusning roziligi saltanat uchun eng zarur va uning mavjudligining bosh mezonidir. Xalqdan ajralgan va unga xizmat qimaydigan saltanat halokatga mahkumdir. Temur o‘zining butun hurmatini, saltanat qudratini va dunyoni zabt etishning asosiy sabablari qilib shularni ko‘rsatadi.

Adabiyotlar tahlili:

Amir Temur o‘z davrida ulug‘lanishining asosiy sababi shu ediki, u o‘z siyosatini va davlatni boshqarishni xalqni ishontirish yo‘li bilan olib bordi va ishontira oldi ham. Lekin u hech qachon o‘z siyosatini kaltaklash yoki kaltak ishlatish usuli bilan olib bormagan. Uning siyosatining asosini ishontira olish usuli egallardi. Shuning uchun ham “Qaysi hokim hukmining ta’siri cho‘p va kaltaklash ta’siridan kamroq bo‘lsa, unday hokim hukumat yurgizishga yaroqsizdir” deyiladi [1: 57].

U o‘z saltanatining qonun-qoidalarini hal qilingan masalalar tafsilotini boshqa xalqlar va davlatlar uchun ham va umuman avlodlar uchun zarur hisoblagan va shu maqsadda devon majlislarida navbatma-navbat hozir bo‘lib, majlislarda ko‘rilgan va hal qilingan ishlarning tafsilotini daftarga yozib borish uchun maxsus kotiblar “majlisnavislar” tayinlangan. Bularning ishlari faqat majlislar bayoni bilan cheklanmasdan, arz qilingan gaplar, chiqarilgan hukmlar, juz’iy ishlargacha hatto podshoning boshidan o‘tgan voqelarni yozib borishi lozim edi. Shu bilan birga, “Temur mamlakat saltanati va uning tizimi va uslubi qanday bo‘lishidan qat’iy nazar ularning har birining o‘zining siri bo‘lishi kerakligini uqtirgan [1: 95].

Amir Temur qurmoqchi bo‘lgan jamiyatning asosiy vazifalaridan yana biri xalq ahvolidan xabardor bo‘lib turish va sodir bo‘layotgan halq ahvolini ifodalovchi har bir voqeani to‘g‘ri yozib borish lozim bo‘lgan. Shuning uchun ham Amir Temur har bir shahar va qishloqda habarnavislar tayinlab, bo‘lgan voqea va hodisalarni to‘g‘ri yozib borishni uqtirgan. Voqealarni sohtalashtirgan va yo bo‘lmasa bo‘rttirib yozgan xabarnavislarni qattiq jazolagan. Unga muvofiq jismoniy jazolar berilgan - avval barmoqlarni, keyin esa qo‘llarni kestirgan. Amir Temur nazarida biror-bir xalqparvar mukammal jamiyat qurmoqchi bo‘lgan shoh ushbu xabarlarni kunma-kun, xaftama-hafta, oyma-oy bilib borishi va shunga qarab xulosa chiqarishi lozim bo‘lgan.

Sultoniya yepiskopining esdaligida yozilishicha, “Temurbek o‘zini quchoq ochib qarshilagan, unga darvozalarini o‘z ixtiyori bilan ochgan shaharlar aholisining joniga, moliga dahl qilmaydi. Shuning uchun ham ko‘pgina qal’alar Temurbekka jangsiz taslim bo‘lishni ma’qul ko‘rishgan. Agar biror-bir ayol kishiga zo‘rlik ishlatilsa yoki Temurbekning tasarrufidagi hududda biror-bir talonchilik ro‘y bersa, u bu ishni qilganlarni shafqatsiz jazolaydi. ... Men dunyoda bungacha ham bundan keyin ham Temurbek singari qattiqqo‘l odam bo‘lmasa kerak deb o‘ylayman[4: 22].

Tahlillar va natijalar.

Amir Temurning insonparvarlik g‘oyalari uning siyosati bilan uyg‘unlashib ketadi. Chunki u o‘z yurishlarida insonparvarlikning eng nozik tamoyillariga amal qilib, o‘z yurishining muvofaqqiyatlarini ta’minlagan. Buni biz Marsel Brionning “Menkim, Sohibqiron – jahongir Temur“ asarida keltirgan quyidagi dalillardan bilib olishimiz

mumkin:“Qilichim qarshisida g‘arbu sharq titragan men kabi hukmdor kezi kelganda mehr-muravatli bo‘lishim kerak, deb hisoblayman. Ayrim mayda chuyda narsalarga ko‘z yumaman. Ularga e’tibor bersam, buyuk ishlar, yuksak natijalarga kechikaman” [4: 260].

Amir Temur markaziy davlat tizimini ixcham va ishchan qilib tuzdi va bunda songa emas sifatga e’tibor berdi. Davlat ishiga imonli diyonatli kishilarni o‘tqazdi. Davlatni borqarishni 4 omilga bog‘liq deb bildi:

1. Saltanat 2. Xazina 3. Qo‘shin (sipoh masalasiga) 4. Raiyat (qora xalq). Saltanatni yuritishda vazirlar masalasiga e’tibor qaratildi. Vazir 4 sifatga ega bo‘lishi: 1) asllik va toza nasllik 2) aqlu farosatlilik 3) raiyat va sipoh ahvolidan boxabarlik 4) sabr-toqatlilik va tinchliksevarlik.

Demak. Amir Temur dono xukmdor bo‘lib, ham siyosiy ham ma’naviy jihatdan juda katta tarixiy ahamiyatga egadir. Bular:

1. Amir Temur XIV asrdayoq mamlakat va mintaqalararo munosabatlarni chuqurlashtirib iqtisodiy makonga birlashtirishga harakat qildi. Integratsiyani ishlab chiqib Buyuk ipak yo‘li o‘tgan mamlakatlar o‘rtasida madaniyatlar muloqotini boshlab berdi.

2. Amir Temur davlat tizimi va boshqaruvni tashkil etishda o‘ziga xos maktab yaratdi, adolatli jamiyat qaror toptirishda qonun ustivorligiga rioya qildi.

3. Amir Temur davlatchilik tamoyillarini rivojlantirdi, uni aql-idrok salohiyatiga, taktik va strategik asosida shakllantirdi.

4. Amir Temur saltanati ma’naviyat va oliy darajadagi madaniyatga yo‘g‘rilgan saltanat edi.

Amir Temur o‘zining “Temur tuzuklari”da 1342-1405 yillar orasida Movarounnahrning ijtimoiy-siyosiy ahvoli, qo‘shni mamlakatlar va xalqlar bilan bo‘lgan o‘zaro munosabatlar haqida hikoya qilinadi. “Temur tuzuklari” da Amir Temurning asosiy doktrinasi – jamiyatga, ijtimoiy-siyosiy hayotga qarshi, birlashgan qudratli feodal davlatning siyosiy va axloqiy prinsiplari ifodalangan. “Temur Tuzuklari” - podsholarning turish-turmush va odob-axloq meyorlarini belgilovchi risoladir. Asar 2 qismdan iborat:

“1. Birinchi qismda jahon tarixida mashhur fotih, sarkarda va iste’dodli davlat arbobi sifatida nom qoldirgan Amir Temurning 7 yoshi (1324) dan to vafotiga (1405 yil 18 fevral) qadar kechgan hayoti uning Movarounnahrda Markaziy hokimyatni qo‘lga kirtish, feodal tarqoqlikka barham berish va markazshlashgan davlat tuzish, qo‘shni yurt va mamlakatlarni masalan, Eron hamda Afg‘oniston o‘z tasarrufiga kiritish, Oltin o‘rda hukmdori To‘xtamishxon (1376-1395), butun Yevropaga qo‘rquv va dahshat solgan Turkiya sultoni Boyazid Yildirim (1389-1402) ga qashri va nihoyat buyuk jahongirning Ozarbayjon, Gruziya va hindistonga qilgan harbiy yurishlari ixcham tarzda bayon etilgan.

2. Ikkinchi qism jahongirning nomidan aytilgan va uning toju taxt vorislariga atalgan o‘ziga xos vasiyat va pand nasihatlaridan iborat. Unda davlatni idora qilishda kimlarga tayanish, boshliqlarini saylash sipohiylarning maoshi mamlakatlarni boshqarish tartibi, davlat arboblari va boshliqlarning burch va vazifalari, amirlar vazirlar va boshqa mansabdorlarning toju taxt oldida ko‘rsatilgan alohida xizmatlarini taqdirlash tartibi va boshqalar xususida gap boradi [7: 6].

Xulosa.

Musulmon sharqi, ayniqsa, Markaziy Osiyo madaniyati tarixida Amir Temur hamda Temuriylarning xukmronlik davri XIV - asrning ikkinchi yarmidan XVI - asrning boshlarigacha bo‘lgan davr so‘nggi umumiy tarixiy rivojlanishga juda katta ta’sir ko‘rsatgan nihoyatda yorqin, sermazmun, samarali davr hisoblanadi. Bu davrda Movoraunnahr va Xuroson ijtimoiy taraqqiyotning barcha jabhalarida: iqtisodda, siyosatda, madaniyatda, ma’naviy hayotda butun O‘rta Sharqda markaziy o‘rinni mustahkam egallab turish, yuqori mavqega ega bo‘lish darajasiga ko‘tarildi. Madaniyat, ilm-fan sohasida islom Sharqining barcha o‘lkalarigina emas, Ovrupo mamlakatlarida ham katta e’tiborga sazovor bo‘ladi. Bu davrda o‘zbek tili adabiy til sifatida, bevosita turkiy yozma madaniyat uzil-kesil shakllandi va bu sohadagi O‘rta Osiyoning so‘nggi rivojini belgilab berdi.

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ZAMONAVIY O‘ZBEK JAMIYATIDA HARBIY VATANPARVARLIK MADANIYATINING SHAKLLANISHI VA ISTIQBOLLARI

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“Milliy g‘oya ma‘naviyat asoslari va
huquq ta‘limi” kafedrasi assistent o'qituvchisi

Annotatsiya: *Mazkur maqolada zamonaviy o‘zbek jamiyatida harbiy vatanparvarlik madaniyatining shakllanishi, unga ta’sir etuvchi ijtimoiy-pedagogik omillar hamda istiqboldagi rivojlanish yo‘nalishlari tahlil qilinadi. Tadqiqotda oilaning tarbiyaviy ta’siri, ta’lim tizimining uzluksizligi, harbiy tuzilmalarning ma’naviy-ma’rifiy faoliyati, ommaviy axborot vositalari va raqamli muhitning yoshlar ongiga ta’siri alohida ko‘rib chiqiladi. Shuningdek, O‘zbekistonda so‘nggi yillarda qabul qilingan vatanparvarlik dasturlari, “Vatan o‘gloni” yoshlar harbiy-vatanparvarlik harakati, “Jasorat maktablari” hamda uzluksiz ta’lim tizimidagi yangi yondashuvlar tahlil qilinib, ularning harbiy vatanparvarlik madaniyatini shakllantirishdagi ahamiyati ochib beriladi.*

Kalit so‘zlar: *Harbiy vatanparvarlik madaniyati, yoshlar tarbiyasi, uzluksiz ta’lim, “Vatan o‘gloni”, “Jasorat maktablari”, ma’naviy-ma’rifiy ishlar, raqamli muhit.*

FORMATION AND DEVELOPMENT PROSPECTS OF MILITARY-PATRIOTIC CULTURE IN MODERN UZBEK SOCIETY

Annotation: *This article analyzes the formation of military-patriotic culture in modern Uzbek society and identifies the socio-pedagogical factors influencing it, along with future development prospects. The study examines the educational influence of the family, the continuity of the education system, the moral and educational activities of military institutions, and the impact of mass media and the digital environment on young people. It also reviews recent patriotic education programs in Uzbekistan, the youth military-patriotic movement “Vatan Ugloni,” “Schools of Courage,” and new approaches in continuing education, highlighting their importance in shaping military-patriotic culture.*

Keyword: *Military-patriotic culture, youth education, continuing education, “Vatan Ugloni”, “Schools of Courage”, moral education, digital environment.*

ФОРМИРОВАНИЕ И ПЕРСПЕКТИВЫ РАЗВИТИЯ ВОЕННО-ПАТРИОТИЧЕСКОЙ КУЛЬТУРЫ В СОВРЕМЕННОМ УЗБЕКСКОМ ОБЩЕСТВЕ

Аннотация: *В статье анализируется формирование военно-патриотической культуры в современном узбекском обществе, а также социально-педагогические факторы, влияющие на этот процесс, и перспективы дальнейшего развития. Рассматриваются воспитательная роль семьи, непрерывность системы образования, духовно-просветительская деятельность военных структур, а также влияние средств массовой информации и цифровой среды на молодежь. Особое внимание уделяется программам патриотического воспитания, движению молодежи “Ватан ўглони”, “Школам мужества” и новым подходам в системе непрерывного образования, что позволяет раскрыть их значение в формировании военно-патриотической культуры.*

Ключевые слова: *Военно-патриотическая культура, воспитание молодежи, непрерывное образование, “Ватан ўглони”, “Школы мужества”, духовно-просветительская работа, цифровая среда.*

Kirish: Harbiy vatanparvarlik madaniyati zamonaviy jamiyatning ma’naviy tayanchi, fuqarolik birdamligi va mudofaa salohiyatini mustahkamlovchi muhim hodisalardan biridir. O‘zbekistonda bu tushuncha mustaqillik yillaridan boshlab bosqichma-bosqich rivojlanib kelmoqda va ayniqsa so‘nggi yillarda davlat siyosatining ustuvor yo‘nalishlaridan biriga aylandi. Bugungi globallashuv, axborot oqimining tezlashuvi, yoshlar ongiga ta’sir qiluvchi turli g‘oyaviy xurujlar sharoitida harbiy vatanparvarlik madaniyatini shakllantirish faqat harbiy tuzilmalarning emas, balki butun jamiyatning umumiy vazifasiga aylangan.

Mazkur mavzuning dolzarbligi shundaki, harbiy vatanparvarlik bugun faqat harbiy xizmatga tayyorgarlikni emas, balki fuqarolik mas'uliyati, milliy o'zlikni anglash, tarixiy xotira, jismoniy va ma'naviy barkamollikni ham qamrab oladi. Shu ma'noda harbiy vatanparvarlik madaniyati deganda shaxsning Vatanga muhabbat, uni himoya qilishga tayyorlik, harbiy burchni anglash, jamiyat manfaatini shaxsiy manfaatdan ustun qo'yish kabi sifatlari tushuniladi. Bu madaniyat oilada boshlanib, ta'lim muassasalarida tizimlashadi, harbiy muhitda mustahkamlanadi va ommaviy axborot vositalari orqali keng ijtimoiy ongga singdiriladi.

O'zbekistonda bu yo'nalishda amalga oshirilayotgan islohotlar, xususan uzluksiz ta'lim tizimidagi yangi dastur, "Vatan o'gloni" harakati, "Jasorat maktablari" va harbiy ta'lim tizimidagi yangilanishlar, harbiy vatanparvarlik madaniyatini institutsional asosda rivojlantirishga qaratilganligini ko'rsatadi. Shunday ekan, ushbu maqolada zamonaviy o'zbek jamiyatida harbiy vatanparvarlik madaniyatining shakllanish mexanizmlari, rivojlanish yo'nalishlari va istiqbollari ilmiy tahlil qilinadi.

Mazkur tadqiqotda tahliliy, qiyosiy, tizimli va kontent-tahlil usullaridan foydalanildi. Tadqiqot manbalari sifatida O'zbekistonda qabul qilingan rasmiy axborotlar, vatanparvarlik tarbiyasiga oid davlat dasturlari, harbiy ta'lim islohotlari haqidagi ma'lumotlar hamda mavzuga doir ilmiy maqolalar tanlab olindi. Ushbu manbalar zamonaviy o'zbek jamiyatida harbiy vatanparvarlik madaniyatining qanday shakllanayotganini va qaysi omillar uning istiqbolini belgilashini ko'rsatib berishga xizmat qildi.

Tadqiqot metodologiyasi ijtimoiy-pedagogik yondashuvga asoslandi. Bunda harbiy vatanparvarlik madaniyati birgina ma'naviy tushuncha emas, balki oilaviy muhit, ta'lim tizimi, harbiy institutlar, davlat siyosati va media makonning o'zaro ta'siri natijasi sifatida ko'rib chiqildi. Shuning uchun tadqiqotning asosiy e'tibori aynan ana shu institutlarning integratsiyasiga qaratildi.

Asosiy qism: Tadqiqot natijalari shuni ko'rsatadiki, zamonaviy o'zbek jamiyatida harbiy vatanparvarlik madaniyati bir necha asosiy omillar ta'sirida shakllanmoqda.

Birinchi omil - davlat siyosati va huquqiy asoslarning mavjudligidir. 2026-yilda tasdiqlangan vatanparvarlik dasturi uzluksiz ta'limning barcha bosqichlarida yoshlar ongiga milliy o'zlik, mas'uliyat, vatanparvarlik va harbiy xizmatga hurmatni singdirishni nazarda tutadi. Bu dastur uch bosqichli yondashuvga asoslangan bo'lib, unda maktabgacha, umumiy o'rta va oliy ta'lim bosqichlari o'zaro bog'langan.

Ikkinchi omil - ta'lim muassasalaridagi islohotlardir. O'zbekistonda "Jasorat maktablari" loyihasining joriy etilishi, maktablarda boshlang'ich harbiy tayyorgarlikni kuchaytirish, matematika, tarix, jismoniy tarbiya, xorijiy tillar va huquqiy savodxonlikni birlashtirgan kengaytirilgan o'quv dasturlari yaratilmoqda. Bu esa vatanparvarlik madaniyatini faqat nazariy darajada emas, balki amaliy va intellektual darajada shakllantirish imkonini beradi.

Uchinchi omil - harbiy tuzilmalarning ma'naviy-ma'rifiy faoliyatidir. O'zbekiston Qurolli Kuchlari nafaqat mudofaa tizimi, balki yosh avlodni harbiy vatanparvarlik ruhida tarbiyalovchi muhim ijtimoiy institut sifatida qaralmoqda. Harbiy qism va o'quv muassasalari o'rtasidagi hamkorlik, harbiy xizmatning nufuzi, harbiy kasblarning ommalashuvi va yoshlar uchun tashkil etilayotgan amaliy mashg'ulotlar ushbu jarayonning tarkibiy qismiga aylanmoqda.

To'rtinchi omil - oila va mahalla muhitidir. Oila bola shaxsiyatining ilk tarbiya makoni bo'lib, unda Vatanga sadoqat, kattalarga hurmat, intizom va mas'uliyat asoslari shakllanadi. Mahalla esa bu tarbiyani jamoaviy darajada mustahkamlaydi. O'zbek ijtimoiy an'analarida mahalla tarbiyaviy institut sifatida katta o'rin tutgani sababli, harbiy vatanparvarlik madaniyatini shakllantirishda ham uning roli beqiyosdir.

Beshinchi omil - ommaviy axborot vositalari va raqamli muhitdir. Bugungi yoshlar ko'proq internet, ijtimoiy tarmoqlar, onlayn platformalar orqali axborot oladi. Shu sababli vatanparvarlik mazmunidagi to'g'ri, mazmunli va qiziqarli kontent yaratish muhimdir. Agar media makonda tarixiy qahramonlar, zamonaviy harbiylar jasorati, milliy qadriyatlar va davlat ramzlariga hurmat kuchli targ'ib qilinsa, bu yoshlar ongida ijobiy identifikatsiyani shakllantiradi.

Harbiy vatanparvarlik madaniyatining shakllanishi jamiyatdagi ijtimoiy institutlarning uyg'un faoliyatiga bog'liq. Oila, ta'lim, harbiy tizim va OAV bir-birini to'ldirsa, vatanparvarlik madaniyati barqaror va chuqur mazmun kasb etadi. Ammo bu institutlar o'rtasida uzilish yuzaga kelsa, tarbiya jarayoni parchalanib ketishi mumkin. Shu sababli O'zbekistonda mavjud islohotlar ushbu institutlarni yagona strategiya asosida birlashtirishga qaratilgan bo'lishi kerak.

Yangi vatanparvarlik dasturining uch bosqichli modeli bu borada muhim qadamdir. Chunki unda 3-6 yoshli bolalarda milliy o'zlik va o'zini boshqarish ko'nikmalari, 7-18 yoshdagilarda tarixiy meros, mas'uliyat va dunyoqarash, 16-22 yoshdagilarda esa milliy qadriyatlarga hurmat, faol fuqarolik va harbiy xizmatga tayyorgarlik shakllantirilishi belgilangan. Bunday yondashuv yoshning psixologik va ijtimoiy xususiyatlarini hisobga oladi.

"Vatan o'gloni" harakati ham harbiy vatanparvarlik madaniyatini ommaviylashtirishda muhim o'rin tutadi. U maktablar bazasida tashkil etilib, o'quvchilarni sport, harbiy-intizomiy faoliyat, jamoaviy ish va ma'naviy tarbiya bilan qamrab olishni maqsad qilgan. Bu tashabbus yoshlarning bo'sh vaqtini mazmunli tashkil etish, ularni faol hayotga jalb qilish va harbiy xizmatga psixologik tayyorlashga xizmat qiladi.

“Jasorat maktablari” loyihasi esa harbiy vatanparvarlikning zamonaviy modelini ifodalaydi. Bu maktablarda kengaytirilgan o‘quv dasturi, amaliy mashg‘ulotlar, harbiy qismlardagi treninglar va jismoniy tayyorgarlik kuchaytirilmoqda. Natijada o‘quvchilar bilim, iroda, intizom va jismoniy tayyorgarlikni birgalikda egallash imkoniga ega bo‘ladi. Bu esa kelajakdagi harbiy va fuqarolik faoliyatida muhim ustunlik beradi.

Harbiy madaniyatning ma’naviy asoslari ham alohida e’tiborga loyiq. “Spiritual and moral basis of military culture of the army of Uzbekistan” mazmunidagi ilmiy qarashlarda harbiy madaniyatning tarixiy ildizlari, ma’naviy tayanchlari va zamonaviy armiyaning ruhiy qiyofasi tahlil qilinadi. Bu yondashuv shuni ko‘rsatadiki, harbiy vatanparvarlik faqat fizik yoki tashkiliy tayyorgarlik emas, balki ma’naviy qadriyatlar tizimidir.

Raqamli muhitda esa yangi muammolar va imkoniyatlar yuzaga kelmoqda. Bir tomondan, internet yoshlar uchun tezkor axborot manbai bo‘lsa, ikkinchi tomondan, noto‘g‘ri g‘oyalar va salbiy modelarning tarqalish maydoniga aylanishi mumkin. Shu sababli vatanparvarlik kontentini professional darajada ishlab chiqish, media savodxonlikni oshirish va milliy narrativni kuchaytirish zarur. Bu yo‘nalishda davlat idoralari, ta’lim tizimi va media ishlab chiqaruvchilarning hamkorligi muhim.

Istiqbolda harbiy vatanparvarlik madaniyatini rivojlantirishning quyidagi yo‘nalishlari dolzarb bo‘lib qoladi. Birinchidan, ta’limning barcha bosqichlarida vatanparvarlik mazmunini integratsiyalash. Ikkinchidan, harbiy tuzilmalar va fuqarolik ta’limi o‘rtasidagi hamkorlikni kuchaytirish. Uchinchidan, raqamli media orqali yoshlar uchun interaktiv loyihalar yaratish. To‘rtinchidan, oilaviy tarbiya va mahalla institutining pedagogik salohiyatini oshirish. Beshinchidan, harbiy vatanparvarlik bo‘yicha ilmiy tadqiqotlar, monitoring va baholash tizimini yo‘lga qo‘yish.

Shu bilan birga, harbiy vatanparvarlik madaniyatini shakllantirishda xalqning tarixiy xotirasi ham muhim rol o‘ynaydi. Ajdodlarimizning yurt himoyasi, jasorat va fidoyilik haqidagi merosi yoshlar uchun kuchli manba bo‘lib xizmat qiladi. Tarixiy xotira bilan zamonaviy islohotlarni uyg‘unlashtirish esa milliy vatanparvarlikni yanada mustahkamlaydi.

Tadqiqot asosida quyidagi amaliy istiqbollarni taklif qilish mumkin:

- har bir ta’lim bosqichi uchun alohida harbiy vatanparvarlik kompetensiyalari ishlab chiqish;
- “Jasorat maktablari” tajribasini bosqichma-bosqich boshqa maktablarga ham yoyish;
- harbiy qismlar, muzeylar va tarixiy obidalar bilan ta’lim muassasalari o‘rtasida doimiy hamkorlik mexanizmini yaratish;
- OAVda yoshlar uchun vatanparvarlik mavzusidagi seriallar, podkastlar va interaktiv ko‘rsatuvlarni ko‘paytirish;
- oila va mahalla uchun metodik qo‘llanmalar tayyorlash;
- harbiy vatanparvarlikning samaradorligini o‘lchash uchun ijtimoiy-pedagogik monitoring tizimini joriy etish.

Bu takliflar amalga oshirilsa, zamonaviy o‘zbek jamiyatida harbiy vatanparvarlik madaniyati yanada tizimli, ta’sirchan va barqaror shakllanadi.

Xulosa qilib aytganda, zamonaviy o‘zbek jamiyatida harbiy vatanparvarlik madaniyati davlat siyosati, ta’lim tizimi, harbiy institutlar, oila, mahalla va OAVning o‘zaro hamkorligi asosida shakllanmoqda. 2026 yilda tasdiqlangan uzluksiz ta’lim dasturi, “Vatan o‘gloni” harakati, “Jasorat maktablari” va harbiy ta’lim tizimidagi islohotlar bu yo‘nalishning istiqbolini belgilab berdi.

Tadqiqot natijalari shuni ko‘rsatadiki, harbiy vatanparvarlik madaniyati faqat harbiy xizmatga tayyorlik emas, balki milliy o‘zlikni anglash, fuqarolik mas’uliyati, tarixiy xotira, ma’naviy barkamollik va ijtimoiy faollik majmuasidir. Kelgusida bu madaniyatni yanada rivojlantirish uchun uzluksiz ta’lim, media savodxonlik, amaliy harbiy tayyorgarlik va ijtimoiy hamkorlikni chuqurlashtirish talab etiladi.

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MUSTAQILLIK YILLARIDA MA'NAVIY-AXLOQIY, GUMANISTIK FIKRLAR TARIXIGA YANGICHA YONDASHUVLAR

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Annotatsiya: *Mustaqillik dastlabki yillarida ma'naviy-axloqiy hamda gumanistik merosimizga bo'lgan munosabat tubdan o'zgardi.Ajdodlarimiz ijtimoiy-falsafiy merosini yangi davr nuqtai nazaridan o'rganish ishlari mustaqillikka erishganimizdan keyin jadal boshlanib ketdi.Jumladan, o'rganilishi ma'n etilgan tasavvuf allomalari, mutafakkirlar hayoti va ijodini izchil ravishda tadqiq etish ishlari amalda boshlanib ketdi. Maqolada unutilib ketgan ajdodlarimiz nomma-nom keltirilgan bo'lib, ular tomonidan amalga oshirilgan ishlar hamda ularning faoliyati keltirib o'tilgan.*

Kalit so'zlar: *Mustaqillik, ma'naviy-axloqiy, gumanistik meros, Quroni Karim, hadis, islom dini, Avesto, ijtimoiy-falsafiy fikrlar, Markaziy Osiyo mutafakkirlari*

НОВЫЕ ПОДХОДЫ К ИСТОРИИ ДУХОВНОЙ, МОРАЛЬНОЙ И ГУМАНИСТИЧЕСКОЙ МЫСЛИ В ГОДЫ НЕЗАВИСИМОСТИ

Аннотация: *В первые годы независимости отношение к нашему духовному, нравственному и гуманистическому наследию радикально изменилось. Изучение социально-философского наследия наших предков с точки зрения новой эпохи началось всерьез после обретения независимости. В частности, началась работа по систематическому исследованию жизни и творчества мистиков и мыслителей, изучение которых было запрещено. В статье перечислены имена наших забытых предков, описана их работа и деятельность.*

Ключевые слова: *Независимость, духовно-этический, гуманистическое наследие, Коран, хадис, религия ислам, Авеста, социально-философские мысли, мыслители Центральной Азии*

NEW APPROACHES TO THE HISTORY OF SPIRITUAL, MORAL, AND HUMANISTIC THOUGHT DURING THE YEARS OF INDEPENDENCE

Abstract: *In the early years of independence, the attitude towards our spiritual, moral and humanistic heritage changed radically. The study of the socio-philosophical heritage of our ancestors from the perspective of a new era began to accelerate after we achieved independence. In particular, the work of systematically studying the lives and works of forbidden Sufi scholars and thinkers has practically begun. The article lists our forgotten ancestors by name, and describes the work they did and their activities.*

Key words: *Independence, spiritual and moral, humanistic heritage, Holy Quran, Hadith, Islamic religion, Avesta, socio-philosophical thoughts, Central Asian thinkers.*

Kirish

Mustaqillik yillarida boshlangan ijtimoiy-falsafiy fikrlar tarixini o'rganish buyuk ajdodlarimizning konseptual ahamiyatga ega axloqiy-ma'naviy merosini, gumanistik qarashlarini o'rganishdan boshlandi desak bo'ladi. Mustaqillik yillarida ma'naviy-axloqiy va gumanistik merosni o'rganishga oid ko'plab tadqiqotlar, kitoblar va risolalar chop etildi. Ularda ushbu merosning badiiy, ijtimoiy-falsafiy, pedagogik, psixologik, tarixiy, sotsiologik, antropologik jihatlari ochib berilgan. To'plangan boy materiallarni jamlash va umumlashtirishga, kelgusi tadqiqotlar uchun yo'llanma ishlab chiqishga ehtiyoj paydo bo'ldi.

Bizning kuzatishimizcha bu jarayon sho'rolar davridayoq boshlangan edi. Respublikamizning yetakchi faylasuflari E.Yusupov, I.Mo'minov, S.Shermuhamedov, M.M.Xayrullaev, K.Bo'ronov, H.Aliqulov, P.N.Nosirov, A.J.Sharipov, M.A.Abdullaev,A.E.Abdusamedov, R.Abdushukurov, A.T.Ayupov, M.K.Aripov, J.M.Boboev, M.N.Boltaev, H.F.Vohidov, Y.Jumaboev, V.Y.Zohidov, A.O.Ortiqov, H.P.Po'latov, T.Oqmurodov, S.P.Tursunmuhamedov, Q.Xonazarov, K.Xudoyberganov kabilar falsafa tarixi va buyuk ajdodlarimizning ijtimoiy-falsafiy, axloqiy va ilmiy meroslarini o'rganish borasida muhim izlanishlar olib borganlar, monografiyalar, to'plamlar, o'quv qo'llanmalari chop

ettirganlar. Mustaqillik davrida ushbu to‘plangan materiallarni qayta ko‘rib chiqishga to‘g‘ri keldi. Natijada mustaqillikning dastlabki yillari (1991-1994 yillar) da to‘plangan ijtimoiy-falsafiy fikrlarni qayta anglash jarayoni kechdi. Ushbu yillarda chop etilgan asarlarda ham eski mafkura ta’siri, izlari sezilib turadi. 1994-1996 yillardan tadqiqotlarning, izlanishlarning milliy mafkuraga qurilishi, O‘zbekistonning mustaqilligini mustahkamlash va tarixiy-madaniy merosni qayta tiklashga intilishi ustuvorlik qila boshlaydi.

Asosiy qism

Eng avvalo Qur’oni Karimning Alouddin Mansur tomonidan o‘zbek tiliga tarjima qilinib chop etilganini aytish o‘rinlidir. “Qur’oni Karimda bayon etilgan masalalar markazida inson muammosi markaziy o‘rinni egallaydi. Unda insonning Alloh tomonidan qanday qilib, nimadan yaratilganligi, uning bu dunyoda yashashdan maqsadi, boshqa tirik va notirik mavjudotlar ichida xalifa ekanligi, tabiatdagi barcha narsalar uning izmiga bo‘ysunishi va shunga o‘xshash ko‘plab masalalar yoritiladi”. Qur’oni Karimda “insonning bu dunyodagi mavqei va o‘rni masalasiga alohida e’tibor beriladi. Unda aytilishicha, Xudo insonni yer yuzida xalifa qilib yaratgan, barcha farishtalar, iblisdan tashqari, tirik mavjudotlar, maxluq va jonivorlar unga bo‘ysunadi. “Eslang, (Biz) farishtalarga Odamga sajda qiling, deyishimiz bilan sajda qildilar. Faqat iblis (kibrlanib): “Sen loydan yaratgan kimsaga sajda qilamanmi? - dedi”. Darhaqiqat, Qur’oni Karim bo‘yicha, inson eng oliy zot, olamning sarvari qilib yaratilgan. U aziz va mukarramdir” [1;-21].Qur’oni Karimdagi axloqiy-ma’naviy fikrlarni umumlashtirib, insonning bu dunyodagi vazifalarini uqtirib H.Aliqulov yozadi: “Inson oxiratda do‘zax azoblaridan forig‘ bo‘lib, jannatda rohat va farog‘atda bo‘laman desa, taqvodor, imonli va e’tiqodli bo‘lishi bilan birga, ezgulik, yaxshi va solih amallar bilan mashg‘ul bo‘lishi, o‘zgalarga xayr- ehson qilishi, muhtoj va g‘ariblarga yordam ko‘rsatishi, mehr-shafqatli va rahmdil bo‘lishi zarur.

Shunday qilib, Qur’on va hadislarda ezgulik falsafasiga, dunyoviy masalalarga, insonning bu dunyoda oxiratga tayyorgarlik ko‘rishi, qanaqa ishlar bilan mashg‘ul bo‘lishi haqida mufassal bayon qilinadi” [2;-22-23].

Shu bilan birga Qur’oni Karimdagi ijtimoiy-falsafiy, ma’naviy-axloqiy va gumanistik fikrlar hali maxsus tadqiq etilmaganini aytishimiz kerak. To‘g‘ri, islom falsafasiga oid to‘plamlar, undagi ma’lum bir ma’naviy-axloqiy fikrlar haqida maqolalar chop etilgan. Ibrohim Karimov imon, I.Xo‘jamuradov islom va milliy o‘zlikni anglash, T.Tashlanov islomoy qadriyatlarning yoshlar ongiga, turmush tarziga ta’sirini, A.Abdusamedov islom dinining ijtimoiy hayotdagi o‘rni, I.Jabborov islomning ijtimoiy-madaniy taraqqiyotga ta’siri, T.Oqmurodov islomdagi hurfikrlik masalalarini, I.Xudoyberdiev islom dinining ijtimoiy-psixologik jihatlarini, R.Shodiev va G.Navro‘zovalar tasavvuf ta’limotining O‘rta Osiyo xalqlari ma’naviy hayotdagi ahamiyatini o‘zlarining doktorlik dissertatsiyalarida tadqiq qilganlar. Shuningdek, islomdagi ma’naviy-axloqiy masalalar A.Arifxanova, M.Mamatov, Z.Markaev, A.Muratbaeva, N.Musaeva, F.Yuldasheva kabi tadqiqotchilarning nomzodlik va doktorlik dissertatsiyalarida u yoki bu yo‘nalishda o‘rganilgan. Ming afsuski, ushbu tadqiqotlar natijalari tor doiraga ma’lum va ularning ma’naviy-axloqiy hayotga joriy etish texnologiyasi ishlab chiqilmagan. O‘tkazilgan tadqiqotlar yo monografiya, yoki dissertatsiya holida qolib ketmoqda. To‘g‘ri, ma’naviy-axloqiy fikrlarni darrov ijtimoiy hayotga joriy etish qiyin, ularni qabul qilish uchun jamiyat, tuzum, muhit tayyor bo‘lishi, ularga ehtiyoj sezishi darkor.

Ma’naviy-axloqiy va gumanistik merosni o‘rganish va yoritishdagi muhim voqea Qur’oni Karimni chop etish bilan birga Muhammad payg‘ambarning hayoti hamda hadislarni ommalashtirish bo‘ldi. Bu borada A.Sog‘uniyning “Tarixi Muhammadiy” (1991 yil), “Axloq-odobga oid hadis namunalari” va al-Buxoriyning 4 jildlik “Al-Jomi’ as-Sahih” (ishonarli to‘plam) to‘plamini keltirishimiz mumkin.

Muhammad payg‘ambar hayoti va faoliyatini o‘rgangan A.Sog‘uniy yozadi: “Ey, bor xudoyo, bizlarga bu dunyo, u dunyo, har ikki dunyoda yaxshilik bergil va ham do‘zax azobidan asragil”, degan bo‘lur. Alloh taolo bu oyatda har ikki dunyoning yaxshiligini so‘rashga bandalarini buyurdi. Bu davlatga yetish yo‘llarini ularga o‘zi ko‘rsatdi, dunyo davlatini qo‘lga kiritish uchun ilm o‘qishga buyurdi. Oxirat yaxshiligiga yetish, do‘zax azobidan qutulish uchun dinni ushlashga amr qildi. Ilm o‘qib, tabiat asrorini ochishga asbob (sabab) qilib, aql-idrok berdi. Dinni o‘rgatib, iymon-insof yo‘llarini bildirish uchun payg‘ambarlarni yubordi... Endi, insonlar xudo yuborgan yo‘lboshchilari Muhammadga ergashib, aning yo‘liga kirar ekanlar, bu dunyoda rohatda yashab, oxiratda jannatga kirgaylar. Agar shunday bo‘lmas ekan ... unday odamlarning bu dunyoda qo‘llari ishdan bo‘shamaydi,ko‘ngillari g‘amdin chiqmaydi” [3;-147-148]. Muxammad payg‘ambar hayoti va faoliyatini, uning insoniy va ilohiy fazilatlarini, ma’naviy-axloqiy ziynatlarini o‘rganishga oid ko‘plab kitoblarni nashr etishga kirishildi. Bu o‘rinda at-Termiziyning “Shamoili Muhammadiyya” (1991 yil), Muhammad Xuzariyning “Nur-ul yaqin” (1992 yil), “Muhammad alayhissalomning mo‘jizalari” (1993 yil) va “Movarounnahr” nashriyoti chop etayotgan ko‘plab risolalarni keltirishimiz mumkin. To‘g‘ri, ular tarixiy, diniy-irfoniy xarakterga ega, ammo Abu Homid G‘azzoliy, Najmiddin Kubro, Jaloliddin Rumiy, Fariduddin Attor, Shayx Odina Muhammad Xorazmiy, Abdulqodir Jiyloniy (Giyloniy), Alisher Navoiy (Foniy), Abduxoliq G‘ijduvoniy, Tabotaboiy, Imom Sha’roniy, as-Samarqandiy, Burhoniddin Marg‘inoniy, Mirsayyid Jurjoniy, Jomiy, Mirzo Bedil, Binoiy, Jaloliddin Davoniy, Nasriddin Tusiyning asarlarida ma’naviy-axloqiy fazilatlarning falsafiy talqini ham mavjuddir. Ayniqsa o‘zbek tilida chop etilgan G‘azzoliyning asarlarida Sharq falsafasining serqirra va diniy-dunyoviy ilmlarning naqadar katta

imkoniyatlarga ega ekanini ko‘rish mumkin. Xaqiqatan ham “Sharq falsafasi va uning tarmoqlari bo‘lgan tavhid, kalom, tafsir, hadis, ruhiy va tabiiy fanlar o‘rtasidagi ixtiloflarni bartaraf etib, buning o‘zaro uyg‘un rivojlanishi yo‘llarini kashf etgan, fan va din bir-biriga dushman emas, do‘st ekanligini dalillab bergan atoqli faylasuf Muhammad Abu Homid G‘azzoliy asarlari jahondagi juda ko‘p donishmand, faylasuflarning e’tiborini jalb etib kelgan” [4;-3]. G‘azzoliyning ma’naviy-axloqiy va ilmiy merosi havas uyg‘otadigan darajada rang-barang, ibratlidir. U “zamondoshlarining buzg‘unchilik va gunohlarini, hayotni chigallashtirgan bid’atchilarni, ikkiyuzlama va badnafs zolimlarni ayovsiz fosh etib, oddiy va halol mehnatkashlarning imdodiga yetishgan, islom dinining haqiqatlarini butun insoniyatga ochib ko‘rsatgan, shubhachilik bulutlarini tarqatib yuborgan, qalbi imon bilan qilg‘ilki, dilning haqiqatini tanig‘aysen”[5;-3]. Dil haqiqatini tanish esa o‘zlikni topish va “insonlik unvonini paydo qilmoq” dan boshlanadi [6;-32]. Shuning uchun G‘azzoliy mistitsizmi insondan, insonning ma’naviy-axloqiy sifatlaridan ayricha qarash, o‘rganish mumkin emas, chunki aynan insoniy ma’naviy olamiga yo‘naltirilgani G‘azzoliy diniy-falsafiy ta’limotining mag‘zini tashkil etadi [7;-29-30].

Ma’naviy-axloqiy fikrlarni hadislarsiz qarash mumkin emas. Aynan hadislarda “tabiat, borliq va jamiyat haqida fikrlar bo‘lishi bilan bir qatorda, unda ezgulik, insonparvarlik, yaxshilik, solih amallar, ilm-ma’rifat, xayr - ehson, axloq va xulq-odob va boshqa masalalarga oid fikrlar mavjud” [8;-23].

Mustaqillik yillarida axloq-odobga oid hadislar to‘plamlarini nashr etish nashriyotlarning ustuvor yo‘nalishlaridan biriga aylandi desak adashmaymiz. Imom al-Buxoriyning to‘rt jildlik va “Al-adab al-Mufrad” (Adab durdonalari) dan tashqari turli, ayniqsa viloyat nashriyotlarida 44 dan ziyod to‘plamlar, risolalar nashr etilgan bo‘lib, ularda islom dini, Qur’oni Karim va hadislardagi ma’naviy-axloqiy masalalar tadqiq etilgan. Ushbu maqolalar ko‘pincha informatsion, ba’zan esa tavtologik xarakterga ega bo‘lsa-da, ular islom va hadislardagi ma’naviy-axloqiy fikrlarni umumlashtirishga qaratilganini inkor qilib bo‘lmaydi. Umuman olganda, “islom dinida odamlarning fe’l-atvori, qiliqlari, qilgan ishlari, jamiyatga keltirgan foyda-ziyoni, kattalarga, ota-onaga munosabati, nafsini tiyishi yoki ta’magirligi, ochko‘z va badnafsligi, xushmuomalaligi, mehr-oqibatliligi, xulq-odobi, hatti-harakati, bilimdonligi yoki nodonligi, odamiyligi yoki sitamgarligi, rostgo‘yligi yoki yolg‘onchiligi, firibgarligi, oliyhimmatligi yoki tubanligi, tovlamachiligi, saxiyligi, boylikka ruju qo‘yishi, mehrli va muruvvatliligi, aqlliligi, fahm-farosatliligi, ayollarga munosabati, bag‘rikengligi, hasadchi yoki g‘iybatchiligi va boshqalarga qarab yaxshi va yomonga bo‘linadi. Yaxshilik va ezgulik, yomonlik va yovuzlik tushunchalarining ma’no va mazmuni keng qamrovli ekani ana shundan ayon bo‘ladi”[9;-23-24].

Muhokama

Ma’naviy-axloqiy va gumanistik fikrlar tarixi M.M.Xayrullaev, B.Iskandarov, K.Bo‘ronov, I.Jumaboev, H.Aliqulov, R.Nosirov, A.Sharipov, M.Usmonov, T.Karimov kabi faylasuflar tomonidan tadqiq etilib uning Sharq falsafasida, shu jumladan, Markaziy Osiyo xalqlari tafakkurida tutgan o‘rni ochib berilgan. Masalan, B.Iskandarovning tadqiqotida Markaziy Osiyo xalqlarining buyuk vakillari - Forobiy, Beruniy, Ibn Sino, Navoiy, Bobur, Mashrab kabi mutafakkirlarning ijtimoiy-axloqiy va falsafiy qarashlari, ular gnoseologik izlanishlarining ma’naviy hayotga ta’siri masalalari tadqiq etilgan. Olim buyuk ajdodlarimiz merosidagi ma’naviy-axloqiy va falsafiy fikrlarning yangi qirralarini ochib bergan [10]. To‘g‘ri, uning asarida yangi ijtimoiy-falsafiy tafakkur nuqtai nazaridan yondashish, mavjud ijtimoiy-ma’naviy merosni yangicha baholash sezilmaydi. Y.Jumaboevning o‘quv qo‘llanmasida esa ijtimoiy-axloqiy merosga yangicha yondashuv yaqqol ko‘zga tashlanadi. U sho‘rolar davrida o‘rganilishi taqiqlangan islom falsafasi, tasavvuf, Sharif Jurjoniy, Naqshbandiya tariqati va jadidchilikni talabalarga o‘qitish zarurligini ko‘tarib chiqadi, bu borada to‘plangan ma’naviy-axloqiy va ijtimoiy-falsafiy fikrlarni to‘plab, umumlashtirib yangi ijtimoiy-falsafiy tafakkurning shakllanishiga zamin yaratadi [11]. Shubhasiz, u I.M.Mo‘minov, M.M.Xayrullaev, B.Iskandarovning chop ettirgan asarlariga tayangan.

Keyingi yillarda “Avesto” ni o‘rganish va yoritish bo‘yicha keng izlanishlar olib borildi. Respublikamiz olimlari M.M.Xayrullaev, E.Yusupov, E.Rtveladze, T.Mahmudov, S.Xasanov, M.Homidiy, B.Ahmedov, I.Jabborov, T.Karimov, H.Boboev, Z.G‘ofurov kabi tadqiqotchilarning turli yo‘nalishdagi izlanishlari ma’naviy-axloqiy fikrlar doirasini kengaytirdi. Ayniqsa, “Avesto” ning 2700 yilligi keng nishonlanishi zardo‘shtiylikdagi gumanistik merosni Respublikamizda kechayotgan ma’naviy-axloqiy o‘zgarishlar nuqtai nazaridan o‘rganish va yoritishni taqozo etdi. Shuning uchun H.Aliqulov qayd etadi: “Zardo‘shtiylikning insonparvarlik falsafasida inson o‘zida yaxshilikni, iymon-e’tiqodni o‘ziga mujassamlashtirgan, uning xatti-harakatlari, faoliyati insonparvarlikka yo‘naltirilgan, barkamol inson tarbiyasiga qaratilgan bo‘lishi lozim. Axura Mazda kishilarni doimo ezgulikka, insof va ahil yashashga, adolatsizlik, nohaqlik, g‘arazgo‘ylik, yovuzlik, firibgarlik, yomonlik, aldamchilik va shularga o‘xshash insoniylik martabasiga zid bo‘lgan yaramas va tuban illatlarga qarshi kurashga da’vat etadi”. “Avesto” kitobida ilgari surilgan “ezgu fikr”, “ezgu so‘z”, “ezgu amal” haqidagi qimmatli fikrlar keyingi davrda axlokiy-gumanistik qadriyatlarning rivojida muhim ahamiyatga ega bo‘ldi. Undagi insonparvarlik g‘oyalari hozir ham o‘z qiymatini yo‘qotmay, yosh avlodni tarbiyalashga xizmat qilmoqda”. Ayniqsa Zardo‘shtning yurti Xorazm ekanligining asoslanishi “Avesto” ni mutlaq boshqacha, yangi ijtimoiy-falsafiy fikr nuqtai nazaridan baholashga, undagi axloqiy va estetik idealni qadrlashga o‘rgatadi, falsafa fanlari doktori, professor T.Mahmudov yozganidek, “Zardo‘shtiylik falsafasi dunyoga axloqiy ne’mat va ne’matning, go‘zallik

olami baxsh etuvchi zavq-shavqning, adolat va tinchlik keltiruvchi osoyishtalikning, poklik va taqvodorlikning natijasi bo‘lgan insoniy komillikning bezavol qo‘shiqlari bo‘lib taraladi”[12;- b].

Zardo‘shtiylikdagi ma’naviy-axloqiy qarashlar islom dini va an’analari orqali yashab kelgani tarix fanlari doktori A.Ashurov, falsafa fanlari doktori, professor I.Jabborov, pedagogika fanlari doktori, professor S.Xasanov kabi olimlarning monografik asarlarida ochib berilgan.

Ma’naviy-axloqiy va gumanistik merosning kelgusi tarixiy bosqichi Turk xoqonligi, O‘rxun Enasoy bitiklari bilan bog‘liqdir. Turk xoqonligining yuzaga kelishi va Yevroosiyo sivilizatsiyasining shakllanishi tarixini G.Ye.Grum-Grjimaylo, N.V.Kyunere, A.Yu.Yakubovskiy, M.N.Artamonov, S.L.Tixvinskiy, I.Bichurin, L.N.Gumilev, B.Ahmedov, M.Isxoqov, N.Rahmonov kabi olimlar o‘rgangan. Biroq ularning diqqati Turk xoqonligining yuzaga kelishi va yemirilishi jarayonlariga bag‘ishlangan. M.Isxoqov va M.Rahmonov esa turkiy bitiklarni o‘rganish bilan cheklangan. Ushbu davrga oid ma’naviy-axloqiy fikrlar ilk bor H.Aliqulovning risolasida tahlil qilingan [13].

Tahlil

Sobiq “Falsafa va huquq instituti” nashriyoti H.Aliqulov, R.Nosirov, A.Sharipov, M.Usmonov muallifligidagi “O‘zbekistonda ijtimoiy-axloqiy va gumanistik fikrlar tarixining muhim bosqichlari” va 2009 yili H.Aliqulovning “Falsafiy meros va ma’naviy-axoqiy fikr rivoji” to‘plam-kitoblarini chop ettirdi. Ushbu to‘plam-kitoblarni yuqoridagi ilmiy ehtiyojning natijasi desak bo‘ladi. Birinchi to‘plamda Markaziy Osiyoda antik davrda yuzaga kelgan ma’naviy-axloqiy fikrlardan “Avesto”, islom falsafasi bilan bog‘liq jarayonlar, imom al-Buxoriy, Abu iso at-Termiziy, Forobiy, Ibn Sino, Beruniy, G‘ijduvoniy, Zamaxshariy, Najmiddin Kubro, Yusuf Xos Hojib, Yassaviy, Marg‘inoniy, Ahmad Yugnakiy, Pahlavon Mahmud, Naqshbandiy, Alisher Navoiy, Bobur, Mashrab, Berdaq va jadidlarning ma’naviy-axloqiy va gumanistik fikrlari tadqiq etilgan. Ikkinchi to‘plam birinchi to‘plamning mantiqiy davomidir. Unda tadbiq ob’ekti o‘zgarmagan - u Sharq mutafakkirlarining ma’naviy-axloqiy va gumanistik merosidir. To‘g‘ri, unda Sharq pandnomalari, gumanistik merosni o‘rganish masalalari, Amir Temurning ilm-fanga homiyligi, Koshifiyning ilmiy merosi, Jomiyning ilm-ma’rifatga oid fikrlari, Binoiyning ijtimoiy-axloqiy qarashlari, I.Mo‘minovning ijtimoiy-falsafiy merosi, Jaloliddin Davoniyning ta’lim-tarbiya, axloq borasidagi g‘oyalari tadqiq etilgan. Bu bilan muallif birinchi to‘plam tadqiqot doirasini kengaytirgan. Jaloliddin Davoniy (1427 - 1502 yillar) haqidagi ilmiy ma’lumot 1972 yilda nashr etilgan “Iz filosofskogo naslediya narodov Vostoka” to‘plamida berilgan edi. Shundan beri ushbu mutafakkir merosi haqida ma’lumotlar uchramaydi. H.Aliqulov doktorlik dissertatsiyasi mavzuini davom ettirishni maqul ko‘rgan va uni yangi davr nuqtai nazaridan baholashga intilgan. I.M.Mo‘minovning ijtimoiy-falsafiy merosini yangi davr nuqtai nazaridan baholash esa davrimiz uchun mutlaq yangilikdir.

Markaziy Osiyo mutafakkirlarining ma’naviy-axlokiy va gumanistik fikrlari M.Imomnazarovning “Milliy ma’naviyatimiz nazariyasiga chizgilar” (1998 yil), H.Homidovning “Ajdodlar sabog‘i - aql bayrog‘i” (1998 yil), A.Ibrohimovning “Boburnoma - buyuk asar” (2000 yil), Q.Munirovning “Bebaho xazina” (2002 yil), K.Bo‘ronovning “Xalqimiz ma’naviyati va ma’rifatining teran ildizlari” (2003 yil), H.Xomidiyning “Tasavvuf allomalari” (2004 yil), U.Uvatovning “Abul Mu’iyn an-Nasafiy” (2003 yil), T.Doschanov, S.Xasanovning “Zvezdы akademii Ma’muna” (2004 yil), H.Homidiyning “Ko‘hna Sharq darg‘alari” (2004 yil), “Bedil va o‘zbek ma’naviyati” - to‘plam (2005 yil), T.Karimning “Sharq al-Tayr yulduzlari” (2005 yil), R.N.Nosirov, Sh.S.Sirojiddinov, X.A.Ziyautdinovaning “O‘rta Osiyolik allomalarning falsafiy qarashlari” (2007 yil), “Dunyoviylik falsafasi” - to‘plam (2007 yil), Ibrohim Haqqulning “Meros va mohiyat” (2008 yil), E.Xoliqov, M.Lafasov, M.Rustamovning “Merosimiz ildizlari” (2008 yil), R.Nosirovning “Abu Ali ibn Sinoning tabiiy-ilmiy va ijtimoiy-falsafiy qarashlari” (2009 yil), “Ibn Sinoning ilm va axloqqa doir ba’zi risolalari” (2009 yil), A.Erkaevning “Ma’naviyat - millat nishoni” (1999 yil), uning “Ma’naviyat va taraqqiyot modeli” (2005 yil), S.Otamuratov va S.Otamuratovning “O‘zbekistonda ma’naviy-ruhiy tiklanish” (2003 yil), T.Mahmudovning “Mustaqillik va ma’naviyat” (2001 yil), N.Temirovaning “Qadriyatlar va yoshlar kamoloti” (2009 yil), I.Ergashevning “Taraqqiyot falsafasi” (2000 yil), G.Tillaevaning “Ijtimoiy muhit va yoshlar tarbiyasi” (2009 yil) kitobida u yoki bu yo‘nalishda o‘z ifodasini toptan. Ma’naviy-axloqiy fikrlar tarixini bevosita o‘rganishga qaratilmagan bo‘lsa-da, ular A.Chorievning “Inson falsafasi. Inson to‘g‘risidagi falsafiy fikrlar taraqqiyoti” (1998 yil) va “Inson falsafasi. Mustaqil shaxs. II kitob” (2002 yil), A.Ochildievning “Milliy g‘oya va millatlararo munosabatlar (2004 yil), A.S.A’zamxodjaevaning “Ijtimoiy ideal va ma’naviy hayot” (2007 yil), G.Tulenovaning “Barkamol yosh avlod - istiqlol tayanchi” (2004 yil), B.Ochilovaning “Shaxs ma’naviy kamolotida ixlosmandlik va ibrat birligi” (2004 yil), Ibrohim Karimovning “Noosfera: geosiyosat va mafkura” (2007 yil) deb atalgan kitoblarida tilga olinadi. Ularning tadqiq etgan muammolari juda rang-barang, ammo ularda Markaziy Osiyo xalqlarining ma’naviy-axloqiy va gumanistik merosiga murojaat etish, Respublikamizning strategik maqsadi bo‘lgan yuksak ma’naviyatli barkamol avlodni shakllantirishning tarixiy tajribaga tayanib o‘rganish masalalari yoritilgan.

Xulosa

Respubilikamizda ma’naviy-axloqiy va gumanistik merosga murojaat kilish hech qachon to‘xtamagan, bu ham xalqimiz hayoti, tarixi, madaniyati tadrijiy rivojlanishga moyilligini ko‘rsatadi. To‘g‘ri, ijtimoiy-falsafiy fikrlarni yangi

bosqichga undovchi asarlar, konseptual izlanishlar bo‘ladi. Bizning fikrimizcha, Birinchi Prezidentimiz I.A.Karimovning “Tarixiy xotirasiz kelajak yo‘q” asari falsafiy-tarixiy izlanishlar strategiyasini belgilab, ular yo‘nalishini, ahamiyatini yangi bosqichga ko‘targan bo‘lsa, uning “Yuksak ma’naviyat- yengilmas kuch” asari ma’naviy-axloqiy va gumanistik merosni tadqiq etishda yangi bosqichni boshlab berdi.

O‘zbekistan Respublikasi mustaqil taraqqiyotga o‘tgach demokratik xuquqiy davlat va erkin fuqarolik jamiyati barpo etish, yuksak ma’naviyatli barkamol avlodni shakllantirishni o‘zining strategik maqsadi qilib qo‘ydi. Ushbu strategik maqsadga yetishning samarali yo‘llaridan biri xalqimiz, millatimiz, ijtimoiy-tarixiy, siyosiy, ma’naviy tajribasiga murojaat etib, undagi milliy taraqqiyotga mos keluvchi qadriyatlarni o‘rganish, ularni ma’naviy hayotga tadbiq etishdir.

Mustaqillik yillarida o‘tkazilgan tadqiqotlar va chop etilgan asarlarda “Avesto” va zardo‘shtiylik, islom va tasavvufiy qarashlar, ijtimoiy-utopik g‘oyalar badiiy, falsafiy, tarixiy, madaniy nuqtai-nazardan yoritiladi. Sho‘rolar davrida yetarli baholanmagan, goho konservativ qarash, zararli dogma sifasida rad etilgan Imom al - Buxoriy, Zamaxshariy, Kubro, as-Samarkandiy, at-Termiziy, Moturidiy, Burhonuddin Marg‘inoniy, Fariduddin Attor, J.Rumiy, Yassaviy, Jurjoniy, Koshifiy, Binoiy va jadidlarning ma’naviy-axloqiy, tasavvufiy fikrlarini keng tadqiq etishga kirishildi. Shuningdek, ushbu va boshqa buyuk ajdodlarimizning asarlari o‘zbek tiliga o‘girilib chop etildi. Shu tariqa ular butun xalqimizning ma’naviy mulkiga aylantirildi.

Respublikamiz tadqiqotchilari sho‘rolar davrida boshlangan ma’naviy-axloqiy masalalarga oid fikrlar tarixini o‘rganishni mustaqillik yillarida chuqurlashtirdilar. Sho‘rolar davrida unut bo‘lgan Najmiddin Kubro, G‘ijduvoniy, Abdulqodir Giloniy, Attor, Rumiy kabi yuzlab ma’naviy-axloqiy soha darg‘alarining buyuk nomlari qayta tiklandi va ularning asarlari chop etildi, g‘oyalari o‘rganildi.

Falsafiy-huquqiy merosni o‘rganishga qaratilgan tadqiqotlar va asarlar juda ko‘p bo‘lmasada, ularda islom huquqini o‘rganish, yoritish masalalari olimlarimiz diqqat markazida turibdi. To‘g‘ri, mavjud manbalarni o‘rganishga va kishilarimizga yetkazib berishga kodir mutaxassislar hozirgi paytda ko‘p emas, ular barmoq bilan sanarlidir. Bu borada jiddiy chora-tadbirlar ko‘rish zarur.

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BARQARORLIK VA BEQARORLIK JARAYONLARIGA OID METODOLOGIK YONDASHUVLAR VA ULAR MUTANOSIBLIGINING DIALEKTIK TAHLILI

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Annotatsiya. *Mazkur maqolada ijtimoiy mediadan foydalanish orqali ingliz tilini o‘qitishda mavjud qiyinchiliklar va ularning yechimlari haqida fikr yuritilgan. Shuningdek, maqolada bugungi globallashuv va raqamli transformatsiya davrida ijtimoiy media vositalari xorijiy tillarni, xususan, ingliz tilini o‘qitish jarayonida samarali kommunikativ platformaga aylanib borayotganligi ilmiy jihatdan yoritilgan.*

Kalit so‘zlar: *ijtimoiy media, ingliz tili, globallashuv,raqamli transformatsiya, kommunikativ platforma, madaniyat, kompetensiya.*

СТРУДНОСТИ ПРЕПОДАВАНИЯ АНГЛИЙСКОМУ ЯЗЫКУ С ИСПОЛЬЗОВАНИЕМ СОЦИАЛЬНЫХ МЕДИА И ИХ РЕШЕНИЯ

Аннотация. *В данной статье рассматриваются существующие трудности в преподавании английского языка с использованием социальных сетей и пути их решения. Также в статье с научной точки зрения освещается, что в современную эпоху глобализации и цифровой трансформации средства социальных сетей становятся эффективной коммуникативной платформой в процессе обучения иностранным языкам, в частности английскому.*

Ключевые слова. *Социальные сети, английский язык, глобализация, цифровая трансформация, коммуникативная платформа, культура, компетенция.*

CHALLENGES OF TEACHING ENGLISH USING SOCIAL MEDIA AND THEIR SOLUTIONS

Annotation. *This article discusses the challenges in teaching English through the use of social media and their solutions. Additionally, the article scientifically highlights that in today’s era of globalization and digital transformation, social media tools are becoming an effective communicative platform in the process of teaching foreign languages, particularly English.*

Keywords. *Social networks, English language, globalization, digital transformation, communication platform, culture, competence*

Kirish

Jamiyatdagi barqarorlik va beqarorlik olamdagi cheksizlik va cheklilik, uzluksizlik va uzluklilikning dialektikasini aks ettiradi va ularning mohiyatini bilish metodologik yondashuvning ustuvor yo‘nalishini belgilaydi. Metodologiya jamiyat va tabiatning rivojlanishiga oid turli yondashuvlarni qamrab oladi va muayyan ijtimoiy faoliyat usuli sifatida namoyon bo‘ladi. Unda ilmiy va ijtimoiy faoliyatning mo‘ljallari, barqarorlik va beqarorlikning sabablarini aniqlash va maqsadga erishishning yo‘llari belgilanadi. Bunda muayyan g‘oyalar tizimi, faoliyat usuli, texnik ta’minot tizimi qamrab olinadi. Shu ma’noda N.Shermuxamedovaning «Metodologiya har qanday ijtimoiy faoliyatning usuli»,[25] degan fikriga tayanish o‘rinli bo‘ladi, zero unga ko‘ra metodologiya haqiqatni bilishning bosh omili, falsafiy mushohada qilish manbaidir, shu nuqtai-nazardan ilmiy tahlillarga ko‘ra, hozirgi davrda fikrlashning fenomenologik, germenevtik, metafizik, sinergetik, dialektik metodologik yondashuvlari barqaror tafakkur uslubining o‘ziga xos mezoni sifatida muhim ahamiyat kasb etadi. Bizning fikrimizcha, barqarorlik va beqarorlik dialektikasiga oid metodologik yondashuvlar fikrlash uslubidagi muammolarini yechish va muayyan natijalarga erishishga yo‘naltirilgan harakatdir. Metodologik yondashuvlar tayyor haqiqatlarga emas, balki real natijalarga tayanadi, fikrlash jarayonida haqiqiy bilimni yolg‘on bilimdan farqlash yo‘llarini belgilaydi, bizga berqaror dunyodagi voqealarga moslashish va qarorlar qabul qilish imkonini beradi, shu bilan birga, ilmiy faoliyat shakllarini tartibga soladi. Barqarorlik va beqarorlikga oid metodologik

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yondashuvlarda ijtimoiy ob'yektni tahlil etish uchun jamiyatdagi xilma-xil jarayonlar ajratib olinadi, ularning xususiyatlari, rivojlanish yo'nalishlari va mohiyati aniqlanadi, shuningdek insonning unga ta'sir qilish imkoniyati yaratiladi.

Natija va taxlil. Shu nuqtai nazardan barcha metodologik yondashuvlarning o'ziga xos o'rni va ahamiyati bor, chunki ularning har biri tafakkur metodologiyasini shakllantiradi va ularning natijalari amaliyotda tasdiqlanadi. Biroq, G.G.Solovyevning fikricha «dunyoni bilish usullarining nomukammalligi tarixiy jarayonlarni bilish imkoniyatini muaayyan darajada cheklaydi va bu bilish usullari i tafakkur uslubidagi beqarorlik bilan emas, balki tashqi voqelikdagi beqarorlik bilan bog'liq, shu bois odamlar oqibatli bo'lishlari lozim»[26] degan yondashuvda Xudo odamni yaratganligi asoslangan. B.Babayevning fikriga ko'ra, «Ijtimoiy-madaniy beqarorlik bu shaxsning tarixiy faoliyati yo'nalishlarini qamrab oladi va tarixiy jarayonlarning tarkibiy qismi sifatida namoyon bo'ladi»[27]. Ushbu yondashuvda emperik va rasional bilimlar dialeketikasi insonning tafakkur uslubini sayqallashtirishga mo'ljal olishi asoslangan deb ta'kidlash mumkin. Masalan, O'zbekistonning Surxandaryo viloyatida qadimgi Budda sanamlarining kashf etilishi qadimgi davrlarda ushbu mamlakatlar o'rtasidagi ijtimoiy-madaniy aloqalar va munosabatlar mavjud bo'lgan degan xulosaga olib keladi. Bu qarashda empirik darajada madaniy taraqqiyot tarixiy jarayonlar bilan bog'lik degan xulosa namoyon bo'ladi va va rasional tafakkurdagi transformatsiyani ifodalaydi. Madomiki shunday ekan, biz xalqlarning o'zaro dialogi shaxsning individual fikrlash uslubi va jamiyat tafakkur uslubining o'zgarishiga ta'sir etgan, shaxsning beqaror ruhida yuksak axloqiy qoidalar va boshqaruv uslubi shakllangan desak mubolag'a bo'lmaydi. Bu I.V. Ilin ta'kidlaganidek «barqaror taraqqiyotda o'tish istiqbollari eskining yangi bilan almashinuvini ifodalaydi va global ijtimoiy-tabiiy rivojanishni aks ettiradi»[28]. Individual faoliyatning barqarorligi va beqarorligi chiziqsiz tafakkurni namoyon etadi va inson ijtimoiy taraqqiyot kafoloti ekanligidan dalolat beradi. Bizning fikrimizcha, bu jarayonda mantiqiy-tarixiy usullar gipotetik deduktiv usul bilan almashtiriladi va gipotetik darajada tarix haqidagi xulosalar shakllanadi, milliy qadriyatlar jamiyatning doimiy rivojlanuvchi tizim sifatida ular moddiy va ma'naviy ehtiyojlarni qondirishga yo'nalgan chiziqsiz tafakkurning mahsuli sifatida alohida ahamiyat kasb etadi. Bu usulning an'anaviy tasviriy sanatda namoyon bo'lishi, unga individual munosabatning shakllanishiga ta'sir etadi va individual darajada dunyoviy qadriyatlar zanjirlaridan voz kechgan kishining orzular dunyosi shakllanadi, bu jarayonlarning tavsifi konfusiyizm, platonizm, stoisizm va boshqa oqimlarning metodologiyasida namoyon bo'ladi. Masalan Konfusiyning «Bilganlar gapirmaydi, gapirmaydiganlar bilmaydi»[29], degan fikri bir vaziyatda tafakkurda barqarorlik va beqarorlikning amal qilishidan dalolat beradi.

Xitoy falsafasida, harakatsizlik yuqori bilimlarga erishish usuli hisoblangan. Masalan, Lao Szi hech narsani ko'rishni, eshitishni xoxlamaydi va Konfusiyning so'zlariga ko'ra, «o'z faoliyatida jimgina yashash tamoyiliga amal qiladi va hech narsani bilmaydi va eshitmaydi»[30]. Agar X asrda J.Rumiy o'z asarini «Ichindagi ichindadir»[31] deb nomlab, unda insonning tafakkur imkoniyatlarining xilma xilligiga ishora qilgan bo'lsa, XX asrda rus olimi S.N. Bulgakov inson tafakkurining bosh omili ideal qadriyatlar ekanligini isbotlagan. F. Nisshe dunyo «yangi qadriyatlar kashfiyotchilarining fikr erkinligini ta'minlaydi»[32] deb ta'kidlagan. Bu yondashuvlar asosan sub'yektiv xarakterga ega bo'lib, u ijtimoiy beqarorlik sabablarini bilish imkonini bermaydi, chunki inson faoliyati uning ong ostida va undan tashqarida amalga oshadi.

Shunday qilib, beqarorlik dunyodagi tartibsizliklarni kategoriyalarda ifodalash usulidir, demak ijtimoiy-madaniy jarayonlar dunyoning mifologik, diniy, ilmiy, ekzistensional manzarasi sifatida doim inson dunyoqarashiga ta'sir etadi va barqaror ongning tartibsizligini shakllantiradi. H.Sadiqov "Rivojlanishning bunday muvozanati uzluksiz va samarali uyg'unlikni ta'minlovchi iqtisodiy, ijtimoiy"[33] jarayonlarini qamrab oladi

Biroq, barqaror va beqaror dunyoni tahlil qilishda germenevtik metodning ahamiyati, ijtimoiy-madaniy mavzularning o'ziga xos tarixiy shakllarini kategoriyalar orqali o'rganish imkonini beradi. Kategoriyalarning ijtimoiy ahamiyati tafakkur uslubi orqali germenevtik doira tamoyillari, ya'ni butun va qism dialektikasi orqali dunyoni anglashning o'ziga xos tamoyillariga o'zgartirish imkon beradi, bu dunyoni bilish va undagi beqarorliklarning sababini aniqlashning ijtimoiy madaniy mo'ljali bo'ladi. Bizning fikrimizcha, ziddiyatli vaziyatda beqarorlikning doimiyligi bir tomondan barqarorlikka o'tishning ijtimoiy omili, ikkinchi tomondan uni doimiy inkor qilish vositasi sifatida amal qiladi. Bu esa, barqarorlik va beqarorlikni idrok etishda dialektikaning universal usuli sifatida amal qiladi. Ayni paytda bu

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[33] Садиқов Ҳ. Стратегик ривожланиш ва миллий хавфсизликни таъминлашда ер ресурсларидан самарали фойдаланишнинг ўзига хос хусусиятлари// Глобал хамкорлик барқарор тараққиёт шарти ва кафолоти. Тошкент: Фаровон юрт, 2021, Б.385

yondashuvga nisbatan I.Kant «kategoriyalarning ketma-ketlikda taqozolangan harakati ta'sir etadi va bunda aql ustuvor ahamiyat kasb etadi»[34], deb ta'kidlagan. T.G.Leshkevichning fikriga ko'ra, «tasodif va zaruriyatning o'zaro taqozolanganligi barqarorlik va beqarorlikning taqozolanganligiga asos bo'ladi»[35]. Bizning fikrimizcha, beqarorlik o'zgaruvchanlikga moyillikni ifodalaydi va uning qachon va qanday vaziyatda paydo bo'lishi va rivojlanishi tasodif bo'lib, u tizim rivojlanishida noaniqlikning ustuvor ahamiyatini belgilaydi, bu o'zgarmas deb tasavvur qilinadigan dunyoning doimiy o'zgaruvchanligi barqarorlikning beqarorlik bilan almashinuvini ifodalaydi. Bizning fikrimizcha, ijtimoiy taraqqiyotning bosh mexanizmi sifatida ommaviy madaniyat va elitizmning rivojlanishi beqaror va barqaror madaniyatlarning rivojlanishiga ta'sir etadi. Madomiki shunday ekan, hozirgi kundagi beqaror ijtimoiy siyosiy munosabatlar qadimgi Misrning barqaror sivilizatsiyasi ta'sirida barqaror rivojlangan, va yangi barqarorlik turg'unligini namoyon etmoqda degan xulosaga kelish mumkin. Yevropa madaniyatining rivoji o'zga madaniyatlarni inkor qilish yo'li bilan emas, balki o'zga madaniyatlarning eng ilg'or g'oyalarini o'rganish va ulardan tanqidiy foydalanish hisobiga beqarorlikdan barqaror taraqqiyot yo'liga o'tgan. Masalan, Pifagor 20 yil davomida Misr madaniyati, bu hududdagi iqtisodiy ijtimoiy munosabatlar tizimini tahlil etgan va bu asosda o'zining dunyoning sonlardan iborat ekanligi haqidagi eng mashhur ta'limotini ilgari surgan, madomiki shunday ekan, eng barqaror ijtimoiy madaniyatlarni inkor qilishga chiziqsiz tafakkur nuqtai naziridan yondashuv maqsadga muvofiq, shu bois madaniyatni ijtimoiy universal voqelikga aylantirish jarayonida takomillashib borishi uning qadri va qiymatini inkor qiladi, bu esa madaniyatlararo dialogning ijtimoiy ahamiyatini susaytiradi. Agar madaniyatning me'yori bo'lmasa, u holda, umuminsoniy madaniyatni shakllanishi va rivojlanish imkoni bormi degan savolga javob berishga harakat qilamiz va bunda muayyan madaniyat yangi madaniyatnnig paydo bo'lishi hisobiga rad etiladi va bunda inkorni inkor qonunidagi vorisiylik kategoriyasi amal qilib eski madaniyatning elementlari saqlanib qoladi va madaniy g'oyalar tizimi qayta shakllantiriladi.

Biz turli adabiyotlarni tahlili jarayonida madaniyat jamiyatdagi chiziqli jarayonlarning evolyusiyasi natijasi emas, balki tarixiy tasodiflar, spontan o'zgarishlar, zaruriy vaziyatlar mahsuli ekanligining guvohi bo'lamiz. Masalan, Sh.Qushoqovning ijodga virtual reallik nuqtai nazaridan yondashuvi[36], M.Ergashevaning ta'lim taraqqiyotini sinergetika tamoyillari asosida tahlili[37], B.Raxmonovning inson tafakkuriga nochiziqli xossalarning ahamiyatiga[38] odi g'oyalari shular jumlasidandir. Bizning fikrimizcha, falsafaning beqarorlik, spontan xavf va xatar kategoriyalari madaniyat, ularning o'ziga xos xususiyati takrorlanish va germenevtik doira tamoyili doirasida namoyon bo'lishidadir. Shu bois biz, asosiy e'tiborimizni madaniy taraqqiyotda turg'unlikning ustuvorligini, «madaniyat va jamiyat haqidagi fanlarni bilish metodlarining o'ziga xosligini inkor etuvchi konsepsiyalar falsafaga xos»[39] ligi nuqtai nazaridan asoslashga harakat qilamiz.

Barqarorlik va beqarorlikning o'zaro aloqasi beqarorlikga o'tish lahzasi sifatida muhim ahamiyat kasb etadi va barqaror rivojlanishdagi turg'unlik davri kuzatiladi. Turg'unlikga nisbatan J.Ochilovning "har bir millatning tarixiy shakllangan ijtimoiy fazo va tarixiy vaqtdagi mavjudlik holati, muayyan darajada rivojlangan texnogen sivilizatsiya natijasi"dir degan [40]yondashuviga qo'shilishi mumkin. Madaniyatlarning aralashuviga, bir madaniyat tizimida yangi madaniy aloqalarning shakllanishiga ta'siri barqarorlikdagi turg'unlikning beqarorlikga o'tish lahzasi hisoblanadi va pirovard natijada yangi barqarorlik holatiga o'tiladi, biroq ba'zi hollarda eskining o'zi saqlanib qolish ehtimoli ham borligini tan olishimiz lozim. Agar tizimning barqaror modeli yaratilsa va rivojlanish jarayoni modellashtirilsa, u holda oldindan prognozlashtirilgan jarayonlar mavjud jarayonlarga mos kelmasligi holati ham kuzatiladi, bu barqarorlik va beqarorlikni yangi bosqichga olib chiqadi va uning mohiyatini o'zgartiradi va takomillashtiradi. Masalan, Amerikaning Mustaqillik Deklaratsiyasi davlat-siyosiy barqaror rivojlanishi yo'liga o'tganligi haqidagi birinchi rasmiy hujjat bo'lib, unda yangi davlat rivojlanishining qonuniy asosi bo'lgan konstitutsiya shak shubxasiz amal qilinishi lozim bo'lgan qoidalar tizimi sifatida tan olingan va 220 yil davomida unga 26 ta o'zgartirish kiritilgan, shu bois, u hozir kungacha fuqarolik jamiyatining nazariy asosi sifatida muhim ahamiyat kasb etadi. Shuningdek, bu hujjat jamiyat taraqqiyotining ijtimoiy-madaniy darajasiga mos keladigan siyosiy-falsafiy g'oyalar ilgari surilgan va demokratik taraqqiyotning muhim kategoriyalari belgilangan. Biroq, Amerikaning barqaror rivojlanishini ta'minlovchi hujjatning ba'zi moddalari ishlamasligi natijasida jamiyatdagi rivojlanish turg'unlikka aylanishi mumkin. Fikrimizni XX asrning 20-30 yillarida

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Amerikada avj olgan jinoyatchilik, gangsterlar hujumlari, Italiya mafiyasining faoliyati bilan asoslashimiz mumkin, aynan shu vaziyat AQSHning bir holatdan ikkinchi holatga o‘tishini takozo etgan. Shuningdek XX asrda, Xitoy va Yapon ijtimoiy-madaniy tizimlarida o‘zgarish sodir bo‘lgan, sovet ittifoqi parchalangan, zero ularning rivojlanish tamoyillari barqaror taraqqiyot jarayonlariga mos kelmagan. Shu bois ular, umuman tarixiy rivojlanishdan to‘xtagan deb ta’kidlash mumkin.

Bizning fikrimizcha, barqaror rivojlanishga erishish, yangi taraqqiyot g‘oyalari Platonning «Davlat to‘g‘risida»[41], Gegelning «Rux fenomenologiyasi»[42] asarlarida ilgari surilgan, lekin ularda amaliy tajriba yetishmaganligi uchun bu ideal jamiyatga erish imkoni bo‘lmagan. Turg‘unlikning epistemologik ildizlari insonning tafakkurida doimiy qo‘rqish, vaziyatga moslasha olmaslik, falokatni oldindan prognozlashtirish bilan bog‘liq.

Bizning fikrimizcha, tafakkurdagi beqarorlikni tartibga solishda jamoa tafakkuriga tayanish lozim. Shu ma’noda shaxslararo munosabatlardagi beqarorlik mavjud tizimni buzishga va har bir shaxsning o‘z manfaatini himoya qilishiga olib keladi. Masalan, Ukraina, Gruziya va Qirg‘izistondagi siyosiy vaziyat aynan davlat boshqaruvi darajasidagi beqarorlikning oqibatidir. Aslida, barqarorlikni beqarorlik asosida tartibga solish mumkin, ammo bunday tartibga solish ba’zida iqtisodiy madaniy rivojlanish darajalarini aniqlash uchun ijtimoiy-madaniy hayotda qo‘llaniladi, masalan sinergetika, germenevtika, fenomenologiya jamiyat kelajagi haqidagi fan ijtimoiy-madaniy munosabatlarni tartibga solish jarayoni tubdan o‘zgaradi.

Shuni alohida ta’kidlash lozimki, rivojlanish haqidagi g‘oyalar tabiiy fanlarning ham ob’yekti bo‘lgan. Masalan, matematikada A.Puankare, C.Maksvell o‘zini o‘zi tashkil etuvchi bifurkasion jarayonlarni asoslashga haraka qilgan. Ularning g‘oyalari XX asrda I.Prigojin va A.Arshinov maktablarida ijtimoiy jarayonlarni tahlil qilish uchun matematik modellashtirish usulini qo‘llagan, bu g‘oyalar V.I. V.I.Vernadskiyning «nosfera»[43] nazariyasida rivojlantirilgan, N. Vinnerning «kibernetika nazariyasi»[44]da boshqa tizimlarning o‘z-o‘zidan tashkil etilishi haqidagi innovasion g‘oya shakllangan va bizning fikrimizcha, bu yondashuvlarda har qanday jarayonlarning o‘ta barqarorlik darajasidan o‘ta beqarorlik darajasiga o‘tish dinamikasi ochib berilgan. Falsafiy nuqtai nazardan, bu nazariyani A.Xodjarov «tartibsizlikdan xaosgacha va xaosdan tartibgacha bo‘lgan tartib»[45], tamoyilida rivojlantirgan. Agar bu jarayonga tarixiylik tamoyili nuqtai nazariyadan yondashiladigan bo‘lsa, u holda bu nazariya hayotning paydo bo‘lishiga oid tabiiy evolyusiyani o‘rganishni nazarda tutadi. Bizning fikrimizcha, bu yondashuv turli ilmiy sohalarni innovasion tizim sifatida murakkab jarayonlarda samarali foydalanishda amaliy ahamiyat kasb etadi. Bu usullar barqaror va beqarorlikning o‘zaro taqozolangan rivojlanish dinamikasini o‘zida namoyon etadi va barqaror taraqqiyotni ta’minlashga ham amaliy va ham nazariy asos bo‘ladi, individual hodisalarning rivojlanish darajasi va jamiyatdagi jamoaviy jarayonlar o‘rtasidagi bog‘liqlikni o‘rganish imkonini beradi.

Ushbu yondashuv olimlarning sinergetikada fan sohasida yangi tendensiyalarni izlab topish, ilmiy bilimlardan turli sohalarda foydalanish mumkinligi, ilmiy tadqiqotlar jarayonida ularning faol va keng qamrovli ishtirokini oshirishga imkon beradi. V.I. Arshinov T.G. Leshkevich, ham bu yo‘nalishdagi ilmiy tadqiqotlarni rivojlantirib, ijtimoiy jarayonlardagi tartibsizlikdan tartiblashga o‘tish va tasodifiylashtirish mexanizmlariga nisbatan alohida metodologik tamoyillarni taqdim etgan. Bizning fikrimizcha, dunyoning beqarorligi hayotning doimiy o‘zgarishini namoyon etadi, u oqilona tartibga solish kuchlaridan ustundir.

Biroq hozirgi kunda V.Demchenko, Ye.Ya Davыdovich «tabiiy-madaniy rivojlanishni o‘rganishning yangi metodologik tamoyillariga asoslanishning yangi metodologik yondashuvlari»ni taklif etganlar. Bu yondashuvlarda asosan ijtimoiy hayotning barcha sohalarining o‘zaro aloqasi bir biri bilan taqozolanganligiga alohida e’tibor qaratiladi va shu bois bir sohadagi muammolar boshqa sohada to‘liq o‘z ifodasini topadi va bu esa jamiyat rivoji haqida yaxlit tasavurni shakllantiradi. Masalan, hozirgi davrda Afg‘onistondagi vaziyat jamiyatning barcha sohalariga ta’sir etmoqda va beqarorlikning dinamikasi oshmoqda.

Shu bois, bizning fikrimizcha, ijtimoiy-madaniy jarayonlarning rivojlanish dinamikasini tahlil etishda tarixiylik tamoyiliga rioya qilish va undan foydalanish, umumiy bo‘lgan vaziyatga baho berishda to‘g‘ri yondashuvlarga ega bo‘lishdek imkonini beradi va mavjud muammolarning yechimini topishda jamoa ongi va individual ong manfaatlari bilan to‘qnashadi.

Xulosa. Shuni ham alohida e’tirof etish lozimki, madaniyatni harakatlantiruvchi kuchlari va ijtimoiy funksiyalarini aniq belgilaydigan umumiy yondashuv hozircha yaratilmagan, shuningdek bu jarayonlarga baho berishning yagona

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metodologiyasi ham aniq emas, har bir voqealarga jamiyatdagi ayni vaqtdagi umumiy vaziyat asosida munosabat bildiriladi va uning kelgusi rivojiga imkon yaratiladi.

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SA'DIDDIN HAMAVIYNING "VAHDAT UL-VUJUD" FALSAFASI VA TA'LIMOTIGA QO'ShGAN HISSASI

Rajabov Alisher Shavkatovich
Buxoro davlat pedagogika instituti mustaqil izlanuvchisi

Annotatsiya. *Mazkur maqolada Kubraviya tariqatining yirik namoyandasi Sa'diddin Hamaviyning borliq falsafasi va uning ontologik qarashlari tahlil qilinadi. Tadqiqotda muallifning "Vahdat ul-vujud" ta'limoti rivojiga qo'shgan hissasi, xususan, "Vujudi Mutlaq" va "ma'dum" (yo'qlik) tushunchalariga bergan konseptual ta'riflari "Misboh fit-tasavvuf" va boshqa asarlari misolida yoritib berilgan. Hamaviyning borliq martabalari, "haqoyiqi sobita", "taayyun" bosqichlari va Xoliq bilan maxluq o'rtasidagi munosabatlarni ruh va tana timsolida tushuntirishi ilmiy jihatdan asoslangan. Shuningdek, maqolada vahdati vujudning panteizmdan farqli jihatlari hamda Hamaviyning ijtimoiy-axloqiy qarashlarining tasavvufiy asoslari bayon etilgan.*

Kalit so'zlar. *Sa'diddin Hamaviy, Vahdat ul-vujud, Vujudi Mutlaq, ma'dumi mumkin, ma'dumi mumtani', haqoiqi sobita, taayyun, Misboh fit-tasavvuf, Kubraviya, tavhid, javhar va araz, ilohiy ilm, mazhar, majoziy borliq.*

ВКЛАД САИДДДИНА ХАМАВИ В ФИЛОСОФИЮ И ДОКТРИНУ «ВАХДАТ УЛ-ВУДЖУД»

Аннотация. *В данной стате анализируется философия бытия и онтологические взгляды Саддаддина Хамуйи, видного представителя тариката Кубравия. В исследовании на примере произведения "Мисбах фи-т-тасаввуф" и других трудов освещается вклад автора в развитие учения "Вахдат ал-вужуд", в частности, его консептуалные определения понятий «Абсолютное Бытие» (Вужуд-и Мутлак) и "небытие" (мадум). Научно обоснованы взгляды Хамуйи на уровни бытия, "хакаик-и сабита" (неизменные истины), этапы "таайюна" (проявления) и его интерпретатсия отношений между Творсом и творением через призму символизма души и тела. Также в стате раскрываются различия между вахдат ал-вужуд и пантеизмом, а также суфийские основы сотсиально-этических взглядов Хамуйи.*

Ключевые слова. *Саддаддин Хамуйи, Вахдат ал-вужуд, Абсолютное Бытие, мадум-и мумкин, мадум-и мумтани, хакаик-и сабита, таайюн, Мисбах фи-т-тасаввуф, Кубравия, тавхид, субстанция и аксиденсия, божественное знание, мазхар (место проявления), метафорическое бытие.*

SA'DIDDIN HAMAWI'S CONTRIBUTION TO THE PHILOSOPHY AND DOCTRINE OF "WAHDAT UL-WUJUD"

Annotatsion. *This article analyzes the philosophy of being and ontological views of Sa'deddîn Hammûyî, a prominent figure of the Kubrawiyya order. Based on the work "Misbah fi't-tasawvuf" and other treatises, the study highlights the author's contribution to the development of the "Wahdat al-wujud" (Unity of Existence) doctrine, specifically his conceptual definitions of "Absolute Existence" (Wujud-i Mutlaq) and "non-existence" (ma'dum). Hammûyî's perspectives on the levels of existence, "haqaiq-i sabita" (fixed truths), the staGES of "taayyun" (manifestation), and his interpretation of the relationship between the Creator and the creation through the symbolism of soul and body are scientifically grounded. Furthermore, the article elucidates the distinctions between Wahdat al-wujud and pantheism, as well as the Sufi foundations of Hammûyî's socio-ethical views.*

Keywords. *Sa'deddîn Hammûyî, Wahdat al-wujud, Absolute Existence, ma'dum-i mumkin, ma'dum-i mumtani, haqaiq-i sabita, taayyun, Misbah fi't-tasawvuf, Kubrawiyya, tawhid, substance and accident, divine knowledge, mazhar (locus of manifestation), metaphorical existence.*

Kirish. Tasavvuf falsafasidagi eng murakkab va bahsli mavzulardan biri bo'lgan "Vahdat ul-vujud" (Borliqning yagonaligi) ta'limoti borliqning mohiyati, Xoliq va maxluq o'rtasidagi munosabatlarni irfoniy jihatdan tushuntirib beradi. Ushbu ta'limot tizimli ravishda Shayx ul-akbar Ibn al-Arabiy nomi bilan bog'lansa-da, uning ildizlari ilk davr zohidlik va tasavvuf maktablariga borib taqaladi. "Vahdat ul-vujud" ta'limotining bosh g'oyasi shundan iboratki, haqiqiy borliq (vujud) faqat Allohga xosdir. Undan boshqa barcha mavjudotlar o'z-o'zidan borliqqa ega emas, balki ular Haq Taolo borlig'ining aksi yoki zuhuridir.

Vujud so‘zlikda “bor bo‘lish, topilish; borliq” ma’nolarini anglatuvchi “va-ja-da” (وجد) o‘zagidan olingan masdar bo‘lib, “bir narsaning zehnda va zehndan tashqarida haqiqiy borliqqa ega bo‘lishi” yoki “bir narsaning aqliy tahlil yo‘li bilan belgilangan mohiyati, zoti” ma’nolarini anglatadi[1]. Allohning va yaratilmishlarning borlig‘i masalasi kalom ilmi vakillari, faylasuflar va so‘fiylar tomonidan turlicha tushunilgan. Faylasuflar har ikki kategoriyaga ham haqiqiy borliq sifatida yondashgan bo‘lsalar; kalomchilar “hodis” (keyin paydo bo‘lgan) va “muhdis” (yaratuvchi) ajrimiga borib, banda bilan Haqning farqli ekani va ularni ayni bir kategoriyada ko‘rib bo‘lmasligi xulosasiga kelganlar[2]. Ilk davr so‘fiylari ahli sunna kalomi qarashlarini qabul qilgan bo‘lsalar, Ibn al-Arabiy etakchilik qilgan metafizik davr so‘fiylari esa borliq tushunchasini metafizik ma’noda faqat Alloh Taolo uchun ishlatishgan, Undan tashqaridagi narsalarni esa “ma’dum” (yo‘qlik) deb konseptuallashtirganlar. Bu boradagi fikrlari noto‘g‘ri tushunilgani sababli ular “hulul” (Allohning maxluqot ichiga kirishi) va “ittihod” (Alloh bilan birlashish)da ayblashgan.

Tadqiqot metodologiyasi. (research methodology). Tadqiqotda analiz, sintez, kontent tahlil, sinergetika va germenevtika, vorisiylik, qiyosiy tahlil, usullaridan foydalanilgan.

Tahlil va natijalar. (analysis and results).

Sa’diddin Hamaviy to‘g‘ridan-to‘g‘ri “vahdati vujud” atamasini ishlatmagan bo‘lsa-da, asarlaridan uning vahdati vujud g‘oyasiga ega bo‘lgani anglashiladi. Uning uchun tavhidning ob’ekti va mavzusi bo‘lgan “vujud” tushunchasi, garchi isbot talab qilmaydigan haqiqat (qaziyya-i musallama) sifatida bilinsa-da, uning isboti va mohiyatini bilish bir qancha qiyinchiliklarni o‘z ichiga oladi. Chunki borliqning bir necha sohalari bo‘lgani uchun hammaning borliq tushunchasi uning iste’dodi va bilim darajasiga ko‘ra turlicha shakllangan. Odatda odamlar beshta sezgi a’zosi bilan idrok eta oladigan narsalarini borliq deb atasalar, ba’zilar mujarrad (abstrakt) mavjudotlarning borligini ham qabul qilganlar.

Hamaviy esa borliq tushunchasini sezgilardan, tashqi dunyodan va aql bilan idrok etiladigan har qanday narsadan mustaqil ravishda ko‘rib chiqqan. Uning fikricha, borliq faqatgina Haq Taolo uchun xos bo‘lgan tushunchadir. Hamaviy terminologiyasida buning muqobili “Vujudi Mutlaq”dir. Vujudi Mutlaqdan tashqaridagilar, ya’ni barcha javhar va arazlar esa “ma’dum” (yo‘q) hisoblanadi[3].

Hamaviy “ma’dum”larni (mavjud bo‘lmaganlarni) “ma’dumi mumkin” va “ma’dumi mumtani’” deb ikkiga ajratgan. Ma’dumi mumkin - javhar va arazlarga asoslangan bo‘lib, “olami adam”da (yo‘qlik olamida) “mohiyatlar”, “kulliyotlar” yoki “mumkinot” nomlari ostida kategorik shakllarda potensial (bilquvva) holatda mavjuddir. Bilquvva holatdagi ushbu ma’dumlarga “narsa” (shay) deyish mumkin. Ma’dumi mumtani’ esa tasavvuf metafizikasining eng murakkab mavzularidan bo‘lib, Ibn al-Arabiy “a’yoni sobita”, Hamaviy esa “haqoyiqi sobita” deb atagan borliqning ilohiy ilmdagi azaliy haqiqatlaridir va ular “narsa” (shay) emasdir[4].

Aziziddin Nasafiy “Kashf ul-haqoyiq” nomli asarida Hamaviyning vahdati vujud qarashlari haqida shularni bayon qiladi: “Shayx Sa’diddinga: “Xudo kim?” deb savol berdim. U: “Vujud sohibi bo‘lgan nimaki bo‘lsa, Xudo o‘shadir”, deb javob berdi. Undan: “Olam nima?” deb so‘radim. U: “Allohdan tashqari hech narsa vujud (haqiqiy borliq) sohibi emasdir. Xudodan boshqa hech narsa yo‘qdir. Biroq Undan tashqari mavjud bo‘lgan narsalar vujud sohibi emas, balki faqat Uning mazharlaridir (zuhurlanish joylaridir)”, dedi. So‘ngra boshqa bir vaqtda Shayx Sa’diddin: “Javhar - Alloh sifatlarining birinchisidir”, dedi. Ilgari shayxdan bunday so‘zni eshitmaganim uchun bu menga g‘alati tuyuldi va qabul qilishga qiynaldim. Keyinroq angladimki, butun mavjudot Alloh sifatlarining bir mazharidir”[5].

Hamaviy metafizik ma’noda “vujud” tushunchasini mavjudot va maqullotdan (aqliy tushunchalardan) mujarrad (ayri) holda ishlatadi. Ya’ni, bu borada vujud - mutlaq bor bo‘lish ma’nosini anglatib, uning mohiyati, ziddi yoki o‘xshashi yo‘qdir. Uni tasavvur qilib bo‘lmaydi, sifatlab bo‘lmaydi, faqat zaruriy va botiniy bir yo‘l bilan idrok etiladi. Bu ma’noda vujud - “la taayyun” (belgilanmaganlik) martabasidagi Vujudi Mutlaqdir[6]. Borliq martabalarining eng yuqori pog‘onasida joylashgan Vujudi Mutlaq - vahdoniyat martabasi bo‘lib, kayfiyati bilinmaydigan borliq sohasidir. Hamaviy iborasi bilan aytganda: “Uni izohlay oladigan biror ibora yo‘q. Unga ishora qiladigan biror alomat yo‘q. U - Sirri A’zamdir (eng buyuk sirdir)”[7].

Sa’diddin Hamaviy Vujudi Mutlaqni nuqta ramzi bilan tushuntiradi. Uning fikricha, nuqta - borliqning eng sodda shaklidir. Nuqta chiziqni, chiziq harflarni, harflar so‘zlarni, so‘zlar jumlalarni va jumlalar kitobni hosil qilganidek, Vujudi Mutlaq ham taayyun etib (suratlanib), O‘zidan keyin keluvchi borliq kategoriyalarini hosil qiladi. Bu martabada Zot, Vajh (yuz), Rab va Iloh kabi tushunchalar haqida so‘z yuritib bo‘lmaydi. Vujudi Mutlaqning birinchi taayyunida (namoyon bo‘lishida) Zot va Vajh zuhur etadi. Zot - Vujudi Mutlaqning iroda va qudratiga, vajh esa Uning boqiyligiga qaragan tomonidir[8]. “Uning “yuzi”dan boshqa barcha narsa halok bo‘luvchidir”[9] - oyati karimasi ushbu haqiqatni ifodalaydi.

Vujudi Mutlaqdan Zotning sudur etishi (kelib chiqishi) bilan “vujud” hayot sifatiga ega bo‘ladi. Bu erda ham “vujud” tushunchasi hali faqatgina Haq Taolo uchun ishlatiladigan tushunchadir, chunki hali mavjudotlar yaratilmagan. Ikkinchi taayyunda (Zotning taayyunida) Uning ilk mazharlari bo‘lgan Ruhul arvoh va Nafsul kulliy paydo bo‘ladi. Mana shu martabadan boshlab vujud tushunchasi ham Haqqa, ham yaratilmishlarga nisbat beriladi. Chunki endi yaratilish boshlangan. Biroq, Hamaviyga ko‘ra, vujudning yaratilmishlarga nisbati haqiqiy emas, balki izofiy (nisbiy)dir.

Shunday qilib, vujud Haqqa nisbat berilganda - hayot va qudratning zuhuri nazarda tutiladi. Xalqqa (maxluqotga) nisbat berilganda esa - nurning Haqdan zuhur etishi va xalqning (nurga mazhar bo‘lishi jihatidan) nisbiy borligi nazarda tutiladi[10]. Hamaviy borliq uchun gohida “vujudi haqiqiy” va “vujudi majoziy” iboralarini qo‘llaydi. Biroq u bu iboralarni suhbatdoshiga tushunish oson bo‘lishi uchun ishlatishini, aslida bunday ajrim to‘g‘ri emasligini ta’kidlaydi. Masalan: “Uluhiyat ham vujudi haqiqiyni, ham vujudi majoziyni o‘z ichiga oladi. Uluhiyat kudurati bilan kecha-kunduz, farishta-shayton, dunyo-oxirat, ilm-jaholat kabi bir-biriga zid bo‘lgan barcha mavjudotga hokimdir”[11], degan jumlasidan so‘ng, borliqni haqiqat va majoz sifatida ikki kategoriyaga ajratishining sababi borliqni ta’riflab bera olish ekanini bayon qiladi. Uning fikricha, bashar nazarida ilm haqiqatni qamrab oladi, jaholat esa majozni yoki adamni (yo‘qlikni) ifodalaydi. Ammo Haq Taolo nazdida har bir narsa haqiqatdir va majozga o‘rin yo‘qdir. Biz uchun majhul (noma’lum) bo‘lgan narsa Haq Taolo huzurida ma’lumdir va bir haqiqatga egadir. Ya’ni, haqiqat-majoz ajrimi bizning tushunchamizga bog‘liq bo‘lib, Haq Taolo nazdida har bir narsa haqiqatdir. Mavjudotni ulviyyot-sufliyyot, g‘ayb-shahodat, zohir-botin kabi bir-biriga zid tushunchalar bilan talqin qilgan Hamaviy, uluhiyatni ham sufliyyot va ulviyyot sifatida ikki kategoriyaga ajratgan. Ulviyyot - uluhiyatning “vajh” (yuz) tomoni, sufliyyot esa “zot” tomonidir. Birinchisi uluhiyatga, ikkinchisi esa rububiyatga ishora qiladi. Uluhiyatga ishora qiluvchi tomoni bilan valoyat maqomi, rububiyatga ishora qiluvchi tomoni bilan esa nubuvvat (payg‘ambarlik) maqomi zuhur etadi. Ulviyyot Haq Taoloning nuri va ruhini (ruhul arvoh), sufliyyot esa Uning zotini va zulmatni ifodalaydi. Boshqacha aytganda, ulviyyot Haq Taoloning baqosini (boqiyligini), sufliyyot esa kavn va fasod (paydo bo‘lish va yo‘qolish) olamini bor qilgan zotiga tegishli tushunchadir[12].

Hamaviyga ko‘ra, ilohiy zot ism va sifatlardan, hatto “Iloh” kalimasidan ham mujarraddir (ayridir). Chunki Haq Taolo zoti e’tibori bilan “Vohid”, sifatlari e’tibori bilan esa “Ahad”dir. Tavhid kalimasi Uning zotining vahdoniyatiga ishora qiladi. Uluhiyatning zuhuri zot bilan emas, balki ism va sifatlar bilan yuz beradi. Chunki “Iloh” so‘zi “Ilohingiz yagona Ilohdir”[13] - oyatida bo‘lgani kabi maxluqotga muzofdir (bog‘langandir). Maxluqot esa Uning muzofun ilayhidir. Ya’ni, “Iloh” tushunchasi faqat “ma’luh” (ibodat qilinuvchi) mavjud bo‘lgan holatlardagina so‘z bo‘lishi mumkin. “Iloh” kalimasi alif, lom va ho harflaridan iborat. Alif - zotga, ho - vajhga, lom esa nuzulga (tushishga) ishora qiladi. Ya’ni zot vajh va sifatlar martabasiga nuzul etib (tushib), mavjudotni bor qiladi[14].

Shu tariqa vujud olami va mavjud olami kabi ikki borliq olami paydo bo‘ladi. Vujud olami - vajhning, ya’ni Haqning baqosi maydonidir. Mavjud olami esa Lavhul mahfuz maydoni bo‘lib, paydo bo‘lish va buzilishning kitobidir. Haq Taolo goh vujud, goh mavjud olami vositasida zuhur etib, O‘zini bandalariga ko‘rsatadi. Hamaviy buni shunday ifodalaydi: “Vajh - vujud olamidir. Lavh - mavjud olamidir. Qalb esa mashhud (kuzatiladigan) olamidir. Haq Taolo hamd va irtifo (yuksalish) maqomida vujud olamidadir. Istivo (qaror topish) maqomida mavjud olamidadir. Istifo (saralanish) maqomida esa mashhud olamidadir. Qalb, vajh va lavhning har biri tavhid urug‘ining nihollaridir”[15].

Hamaviy Alloh va olam munosabatini ruh va tana munosabatiga o‘xshatib tushuntirgan: “Haq Taolo olamning ruhidir, olam esa Uning tanasidir. Falaklar, latif borliqlar, unsurlar va tuyg‘ular - barcha borliq shakllari Uning tufayli bor bo‘lganlar. Tavhid - mana shuni bilishdir. Bundan tashqari aytilganlar shunchaki adabiyotdir”.

Hamaviyning vahdati vujud tushunchasida olamni inkor qilish yo‘q. Aksincha, olamning borligi Alloh borligining dalillaridandir. U faqatgina borliq tushunchasini haqiqiy va majoziy deb ikkiga ajratadi: haqiqiy borliqni Allohga, majoziy borliqni (ma’dumi mumkinni) esa yaratilganlarga nisbat beradi.

Shuningdek, Hamaviy vahdati vujud bilan panteizmni (ittihod) bir-biridan keskin farqlaydi. Uning fikricha, tavhid - Allohning yagona va tengsiz ekanini hamda “vujud” tushunchasi haqiqiy ma’noda faqat Unga xosligini anglashdir. Ittihodni esa bir shaxsni boshqasi bilan birlashtirish deb ta’riflab, uni kufr va ilhod (dindan chiqish) deb hisoblaydi. Qisqasi, tavhid bandaning Rabbini tanzih va taqdis qilishini (poklab yod etishini) taqozo etsa, ittihod xalq bilan Haqni bir taroziga qo‘yadi.

Yuqorida keltirib o‘tilgan fikr va mulohazalar, tasavvufiy-ilmiy tahlillarga asoslanib quyidagi xulosalarni ilgari surish mumkin:

- Hamaviy metafizikasida haqiqiy borliq (vujud) faqat Alloh Taologa xos bo‘lib, U “Vujudi Mutlaq” sifatida konseptuallashtiriladi. Borliqning qolgan barcha ko‘rinishlari esa o‘z-o‘zidan mavjud emas, balki Haq borlig‘ining aksi yoki mazharlari (zuhurlanish joylari) ekani asoslab berilgan;

- Mutasavvif tomonidan yo‘qlik tushunchasining “ma’dumi mumkin” va “ma’dumi mumtani’” kabi kategoriyalarga ajratilishi ontologik bahslarni tizimlashtirishga xizmat qiladi. Bunda “ma’dumi mumkin”larni “shay” (narsa) deb atash orqali bilquvva(potensial) mavjudotlarning ilohiy iroda bilan tashqi olamda zuhur etishi mumkinligi ko‘rsatib o‘tilgan;

- Hamaviy Ibn al-Arabiyning “a’yoni sobita” tushunchaviy apparatini qabul qilgan holda, uni “haqoyiqi sobita” (o‘zgarmas haqiqatlar) sifatida rivojlantirgan. Bu tushuncha borliqning ilohiy ilmdagi azaliy va tashqi suratga kirmagan haqiqatlarini ifodalovchi muhim metafizik kategoriya sifatida talqin etiladi;

- Vujudi Mutlaqning nuqta ramzi orqali tushuntirilishi borliqning eng sodda shakldan murakkab kategoriyalargacha bo‘lgan tadrijiy (evolyusion) rivojlanishini anglatadi. Ilk taayyun (Zot va Vajh) hamda ikkinchi taayyun (Ruhul arvoh va Nafsul kulliy) bosqichlarining ajratilishi yaratilish jarayonining ierarxik tartibini ochib beradi;

- Hamaviy Alloh va olam o‘rtasidagi aloqani “ruh va tana” munosabatiga o‘xshatib tushuntiradi. Bu esa olamni inkor etish emas, balki uning borligini Haq borligining eng katta dalili va mazhari sifatida qabul qilishni taqozo etadi;

- Hamaviyning vahdati vujud qarashlarini panteistik (ittihod) yondashuvlardan keskin farqlanadi. Mutasavvif ittihodni kufr deb hisoblagani holda, haqiqiy tavhidni bandaning Haqni tanzih va taqdis qilishi, ya’ni Uning tengsizligini anglashida ko‘radi.

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GLOBALLASHUV VA GLOBAL MAFKURA FENOMENLARINING IJTIMOIY MOHIYATI

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Annotatsiya: *Maqolada global madaniy muhitda aks etgan ma'naviy qashshoqlik, shaxs manfaatini mutlaqlashtirish, moddiylikka asoslangan dunyoqarash va qadriyatlar mohiyatini noto'g'ri anglash kabi holatlar zamonaviy jamiyatda jiddiy muammoga aylanib borayotgani tahlil qilingan. SHuningdek, globallashuv fonida rivojlanayotgan bu kabi salbiy tamoyillar, uzoq muddatda jamiyatda ma'naviy muvozanatning buzilishiga, ijtimoiy adolat, insoniy bag'rikenglik va madaniy xilma-xillikning yo'qolishiga sabab bo'lishi ta'kidlangan.*

Kalit so'zlar: *globallashuv, axborot, urbanizatsiya, strukturaviy o'zgarish, qadriyatlar tizimi, individualizm, iqtisod, siyosat, texnika, mafkuraviy immunitet, internet, ijtimoiy tarmoqlar, ommaviy madaniyat.*

THE SOCIAL ESSENCE OF THE PHENOMENA OF GLOBALIZATION AND GLOBAL IDEOLOGY

Annotation:*This article analyzes the growing problems in modern society related to moral impoverishment, the absolutization of personal interests, materialistic worldviews, and the misinterpretation of values, as reflected in the global cultural environment. It also highlights that such negative trends emerging in the context of globalization may, in the long term, lead to the disruption of moral balance in society, the erosion of social justice, human tolerance, and cultural diversity.*

Keywords:*globalization, information, urbanization, structural transformation, system of values, individualism, economy, politics, technology, ideological immunity, internet, social networks, mass culture.*

СОЦИАЛЬНАЯ СУЩНОСТЬ ФЕНОМЕНОВ ГЛОБАЛИЗАЦИИ И ГЛОБАЛЬНОЙ ИДЕОЛОГИИ

Аннотация: *В статье анализируются такие явления современного общества, как духовное обнищание, абсолютизация личных интересов, материалистическое мировоззрение и искажение сути ценностей, проявляющиеся в глобальной культурной среде. Также подчёркивается, что подобные негативные тенденции, развивающиеся на фоне глобализации, в долгосрочной перспективе могут привести к нарушению духовного равновесия в обществе, утрате социальной справедливости, человеческой терпимости и культурного разнообразия.*

Ключевые слова: *глобализация, информация, урбанизация, структурные изменения, система ценностей, индивидуализм, экономика, политика, техника, идеологический иммунитет, интернет, социальные сети, массовая культура.*

Kirish

XXI asr — global o'zgarishlar, innovatsion texnologiyalar va axborot to'foni asri sifatida namoyon bo'lmoqda. Inson hayotining barcha jabhalari — iqtisod, siyosat, ta'lim, madaniyat va eng muhimi, **ijtimoiy-mafkuraviy muhit** mutlaqo yangi bosqichga ko'tarilmoqda. Bu jarayonning asosiy harakatlantiruvchi kuchi sifatida esa globallashuv jarayoni faoliyat ko'rsatmoqda.

Globallashuv — bu bir vaqtning o'zida iqtisodiy integratsiya, axborot almashinuvi, madaniy global ta'sir, ijtimoiy aloqalar va mafkuraviy muhitning yagona tizimda uyg'unlashuvidir. U nafaqat davlatlar o'rtasidagi savdo-sotiqni kengaytirdi, balki odamlar ongi, dunyoqarashi va qarashlarini shakllantiruvchi g'oyaviy muhitga ham chuqur ta'sir ko'rsatmoqda. Xususan, bugungi globallashgan dunyoda axborot oqimining ulkan sur'atda tarqalishi natijasida **mafkuraviy ta'sir** beqiyos darajada keng ko'lamli va ko'zga ko'rinmas shaklda amalga oshmoqda.

SHu ma'noda globallashuv endi faqat iqtisodiyot yoki texnologiya bilan chegaralanmaydi. U inson ongi, e'tiqodi, ma'naviy dunyosi va qadriyatlar tizimiga bevosita va bilvosita ta'sir ko'rsatuvchi kuchli mafkuraviy vositaga aylangan.

Adabiyotlar tahlili va metadologiya.

“Globallashuv” atamasi ilk bor XX asrning 1980-yillari boshlarida, xususan 1983 yilda amerikalik iqtisodchi Ted Levitt (T. Levitt) tomonidan ilmiy muomalaga kiritilgan. U o‘zining “Garvard Biznes Revyu” (Harvard Business Review) jurnalida chop etgan maqolasida dunyo iqtisodiyotidagi yangi tendensiyalar — ya’ni transmilliy korporatsiyalar faoliyati, mahsulot bozorlarining umumlashuvi va yagona iste’mol muhitining shakllanishi haqida fikr yuritgan.

Levittga ko‘ra, turli mamlakatlar bozorlari o‘rtasidagi farqlar asta-sekin yo‘qolib, mahsulotlar, xizmatlar va iste’mol madaniyatida yagona global standartlar paydo bo‘la boshlagan. SHu asosda u ushbu jarayonni “globallashuv” (globalization) deb atagan va uni bozorlar hamda ishlab chiqarish tizimlarining yangi turdagi internatsionallashuvi sifatida izohlagan [1.B.8]. Rus olimi S. CHestyakova globallashuv tushunchasiga munosabat bildirib, uning inson va jamiyat hayotidagi chuqur ta’sirlarini ta’kidlaydi. Uning fikricha, globallashuv jarayonlari nafaqat iqtisodiy yoki siyosiy sohalarga, balki keng ma’noda ijtimoiy hayotning barcha jabhalariga ta’sir ko‘rsatadi. Jumladan, mazkur jarayonlar natijasida inson va jamiyatning mavjudligini ta’minlab turgan ijtimoiy asoslar tubdan o‘zgara boshlaydi.CHestyakova ta’kidlaganidek, ushbu o‘zgarishlar insonning ruhiy-axloqiy qiyofasi, qadriyatlarga munosabati, dunyoqarashi va ma’naviy identifikatsiyasiga ham bevosita ta’sir ko‘rsatadi. YA’ni globallashuv faqat tashqi muhitni emas, balki insonning ichki dunyosi — ma’naviy olamiga ham ta’sir etuvchi kuchli omillar majmuasidir[2.B.14].

Fransuz tadqiqotchisi B.Bandiga ko‘ra, globallashuv uch asosiy o‘lchovni o‘z ichiga oladi: bu — muttasil davom etayotgan tarixiy jarayon, jahonning gomogenlashuvi va universallashuvi hamda milliy chegaralarning yuvilib ketish jarayoni[3.B.61].

A.Toynbi ta’biri bilan aytganda, biz insoniyat, “umumiy uy”, “umumiy taqdir” va “umumiy tashvish”lar bilan yashashga kirishayotgan6 , bir so‘z bilan aytganda, globallashuv deb atalayotgan jarayonlar sodir bo‘layotgan zamonda yashamoqdamiz. [4.B.221].

Globallashuv tushunchasi haqida mamlakatimiz olim va siyosatchilari ham o‘zlarining fikr-mulohazalarini bildirmoqdalar. SHu ma’noda, siyosatshunos olim S.Otamurodovning fikricha, “Globallashuv davlatlar va xalqlar hayotining barcha sohalarida yalpi umumlashuv jarayonini anglatmoqda[5.B.221].

Muhokama

Bugun yoshlar internet, ijtimoiy tarmoqlar, ommaviy madaniyat vositalari orqali dunyodagi har qanday g‘oya, axborot yoki turmush tarzi bilan tanishib, uni qabul qilishi yoki shubha ostiga olishi mumkin. Bu esa **milliy mafkura, milliy qadriyatlar va an’analar** uchun jiddiy sinov hisoblanadi.

Natijada, “global mafkura” deb nomlangan tushuncha ijtimoiy va siyosiy hayotda muhim o‘rinni egallay boshladi. U jahonda umumiy qarashlarni shakllantirishga intiluvchi, turli xalqlarning milliy o‘ziga xosligini asta-sekinlik bilan yumshatishga moyil bo‘lgan g‘oyalar to‘plami sifatida namoyon bo‘lmoqda. Bunday mafkura targ‘iboti orqali insonlar muayyan siyosiy, iqtisodiy yoki madaniy tamoyillarni “yuqori va ideal model” sifatida qabul qilishga chorlanadi.

Ayniqsa, ommaviy axborot vositalari, kino industriyasi, internet-kontent, ijtimoiy tarmoqlar kabi ta’sirchan vositalar orqali global mafkuraviy g‘oyalar inson ongiga singdiriladi. Bu holatda shaxs o‘z milliy yoki diniy qadriyatlaridan voz kechmasdan turib, shu g‘oyalar ta’sirida ularni qayta ko‘rib chiqishi, ularga nisbatan munosabatini o‘zgartirishi mumkin[6.B.91]. Bu jarayon asta-sekin, lekin murakkab ijtimoiy va ma’naviy oqibatlarga olib keladi.

Shunday qilib, globallashuv faqat rivojlanish belgisi emas, balki **mafkuraviy suverenitet** va **ma’naviy mustaqillik** uchun ham sinov vositasiga aylangan. Uning ijobiy tomonlari bilan bir qatorda, milliy qadriyatlar va mafkurani muhofaza qilish nuqtai nazaridan dolzarb muammolarni keltirib chiqarayotgani hech shubhasizdir. SHu bois globallashuv va global mafkurani ilmiy asosda o‘rganish, tahlil qilish va unga nisbatan samarali mafkuraviy immunitet mexanizmlarini shakllantirish bugungi kunning eng dolzarb vazifalaridan biridir.

Natijalar

Global mafkura — bu jahon miqyosida umumiy hayot tarzi, fikrlash modeli, madaniy va ijtimoiy yondashuvlarni shakllantirishga yo‘naltirilgan g‘oyalar, qadriyatlar va prinsiplar tizimidir. Bu mafkura muayyan millat, xalq yoki mintaqaning emas, balki global miqyosdagi ommaviy manfaatlar, tamoyillar va turmush tarzini ideal deb bilishni targ‘ib etadi. U insonni bir millat yoki davlatga tegishli shaxs emas, balki “yagona dunyo fuqarosi” sifatida ko‘radigan yondashuvni ilgari suradi.

Global mafkuraning shakllanishi va tarqalishida turli axborot texnologiyalari — internet, ijtimoiy tarmoqlar, ommaviy axborot vositalari, kinoindustriya, musiqa, moda va reklama sohalari hal qiluvchi o‘rin tutadi. Bu vositalar orqali muayyan g‘oyalar va madaniy obrazlar butun dunyoda ommaviy tarzda qabul qilinishga intilmoqda.

Global mafkuraning asosiy xususiyatlari:

1.Individualizmni targ‘ib etish:

Global mafkurada insonning shaxsiy manfaatlari, erkinligi va tanlov huquqi eng muhim qadriyat sifatida ko‘riladi. Jamiyat, oila yoki an’anaviy tizim manfaatlaridan ko‘ra, shaxsning shaxsiy istaklari ustun qo‘yiladi. Bu holat ayrim hollarda milliy qadriyatlar va jamoaviylik an’analariga zid kelishi mumkin.

2.Materialistik qadriyatlar ustuvorligi:

Global mafkurada muvaffaqiyat va baxt tushunchalari asosan moliyaviy farovonlik, iste'mol darajasi, moddiy mulkka egalik kabi ko'rsatkichlar bilan o'lchanadi. Bu esa ma'naviy, ruhiy qadriyatlarning soyaga chekinishiga olib kelishi mumkin.

3.Milliylik va an'anaviy qadriyatlarga nisbatan befarqlik:

Global mafkura ko'pincha umumiy va har tomonlama qabul qilingan standartlarni ilgari suradi. Natijada, mahalliy urf-odatlar, milliy kiyimlar, madaniy meros, til va diniy an'analar ko'pincha "ortiqcha" yoki "zamonaviylikka to'sqinlik qiluvchi" tarzda qabul qilinadi. Bu esa millatlar o'rtasidagi farq va o'ziga xosliklarni asta-sekinlik bilan yo'qqa chiqaradi.

4."YAgona dunyo fuqarosi" g'oyasi:

Bu g'oyaga ko'ra, har bir inson faqat o'z mamlakatiga emas, balki butun insoniyatga tegishli. Bir qarashda bu internatsional tushuncha ijobiy bo'lib ko'rinsa-da, amaliyotda milliy identifikatsiya, vatanparvarlik va tarixiy merosga nisbatan loqaydlikka olib kelishi mumkin.

Global mafkura inson tafakkuriga universal yondashuvlar, turmush tarzi, hayot maqsadi va muvaffaqiyatni baholash mezonlarini taklif qilmoqda. Bu tendensiya insonlarning shaxsiy taraqqiyoti, dunyoqarashini kengaytirish, turli madaniyatlar bilan tanishishda ijobiy samara berayotgan bo'lsa-da, milliy ma'naviy immunitet sust bo'lgan jamiyatlar uchun jiddiy xavflar ham tug'diradi.

Shuning uchun global mafkuraning ta'sirida o'z milliy qadriyatlarini asrab-avaylash, ijobiy g'oyalarni tanlab olish va salbiy ta'sirlarga qarshi turish muhim hayotiy vazifaga aylanmoqda. Bunda ta'lim, tarbiya, OAV, oila va jamoat institutlarining hamkorlikdagi harakati hal qiluvchi ahamiyat kasb etadi.

Global mafkura — bu dunyo miqyosida shakllanayotgan va keng tarqalgan g'oyalar, qadriyatlar hamda turmush tarzi orqali jamiyat ongiga ta'sir ko'rsatuvchi kuchli omildir. U axborot texnologiyalari, ommaviy madaniyat, kino, internet va ijtimoiy tarmoqlar vositasida keng tarqalmoqda. SHu bois, global mafkuraning ta'siri barcha qatlamlarda, ayniqsa yoshlar orasida sezilarli darajada namoyon bo'lmoqda.

Uning ta'siri quyidagi yo'nalishlarda ko'riladi:

1. Yoshlar ongiga ta'sir:

Bugungi kunda yoshlar dunyodagi har qanday g'oya va turmush tarzi bilan onlayn muhitda to'g'ridan-to'g'ri tanishish imkoniyatiga ega. Ijtimoiy tarmoqlar, videoplatformalar, serial va filmlar orqali tarqalayotgan g'oyalar ularning dunyoqarashi va qadriyatlar tizimiga ta'sir ko'rsatmoqda.

Global mafkura orqali:

- Go'zallik me'yorlari qayta shakllanmoqda (masalan, tashqi ko'rinishga ortiqcha e'tibor, sun'iy standartlar);
- Muvaffaqiyat tushunchasi faqat moliyaviy yutuqlar bilan bog'lanmoqda;
- Hayotning ma'naviy, ma'rifiy jihatlari e'tibordan chetda qolmoqda.

Natijada, yoshlar orasida milliy qadriyatlardan uzilish, milliy iftixorni yo'qotish, an'anaviy urf-odatlardan bezish holatlari uchrab turibdi. Bunday ta'sir turli ijtimoiy deviant xulqlar, madaniy assimilyasiya va ma'naviy befarqlikka olib kelishi mumkin.

2. Milliy mafkuraga qarshi tahdid:

Global mafkura ko'pincha universal yondashuvlarni targ'ib qilar ekan, mahalliy – milliy mafkuraviy tizimlarga qarshi turishi, ularni kamsitishi yoki ahamiyatsiz deb ko'rsatishi mumkin. Masalan:

- Vatanparvarlik, milliy birlik, diniy an'analar "zamonaviylikka mos kelmas" deb ko'rsatilishi mumkin;
- Milliy madaniyat va tilini rivojlantirishga nisbatan befarqlik paydo bo'ladi;
- Mafkuraviy ta'sirlar orqali yoshlarda "o'zinikidan ko'ra boshqaniki yaxshi" degan fikr shakllanadi.

Bunday holatlar milliy o'zlikni yo'qotish, ijtimoiy bag'rikenglikni so'ndirish va ma'naviy barqarorlikni izdan chiqarishga olib kelishi mumkin.

3. Axborot-mafkuraviy xavfsizlik muammosi:

Global mafkura orqali tarqalayotgan g'oyalar, kontent va axborotlar nazoratsiz holda yoshlar ongiga kirib borishi axborot xavfsizligiga jiddiy tahdid solmoqda. Xususan:

- Yoshlar begona g'oyalarni tanqidiy tahlil qilmasdan qabul qilib olishmoqda;
- Feyk axborotlar, manipulyasiya va ideologik targ'ibot vositalari ommaviy ravishda tarqalmoqda;
- Mafkuraviy tahdidlar orqali yoshlarning ruhiy barqarorligi izdan chiqarilmoqda.

Bu holatni bartaraf etish uchun milliy axborot siyosati, ta'lim-tarbiya tizimi, OAV va ijtimoiy institutlarning muvofiqlashtirilgan harakati talab etiladi. Axborot va mafkura sohasida tanqidiy fikrlash qobiliyatini oshirish, targ'ibot-tashviqot ishlarini kuchaytirish, milliy ruhdagi madaniy mahsulotlar ishlab chiqarish asosiy vazifalardan biri bo'lib qolmoqda.

Xulosa.

Bugungi dunyo taraqqiyotida globallashuv jarayoni qaytarib bo'lmas voqelikka aylandi. U inson hayotining barcha sohalari — iqtisodiyot, madaniyat, siyosat, ta'lim, turmush tarzi va albatta, ma'naviyatga chuqur ta'sir

ko‘rsatmoqda. Bu jarayon bir qarashda umuminsoniy integratsiya, axborot almashinuvi va texnologik ildamlik kabi ijobiy imkoniyatlarni taqdim etsa-da, uning mafkuraviy oqibatlari doimo ijobiy bo‘lavermasligi aniq. Xususan, global mafkuraning ommaviy axborot vositalari, internet platformalari va madaniy mahsulotlar orqali keng tarqalishi yoshlar ongida milliylikdan uzilish, an’anaviy qadriyatlarga nisbatan befarqlik, individualizm va materializmning kuchayishi kabi salbiy holatlarni yuzaga keltirmoqda. Milliy mafkuraviy tizimlarga nisbatan yot bo‘lgan g‘oyalar jamiyat ma’naviy barqarorligiga tahdid solishi mumkin.

Shu nuqtai nazardan, globallashuv ta’sirida vujudga kelayotgan mafkuraviy oqimlarga qarshi samarali chora-tadbirlarni belgilash, ayniqsa yosh avlod ongida mafkuraviy immunitetni shakllantirish bugungi kunning dolzarb talabidir. Bu jarayonda tanqidiy fikrlash qobiliyatini rivojlantirish, milliy va umuminsoniy qadriyatlarni uyg‘unlashtirish, madaniy va axborot xavfsizligini ta’minlash ustuvor vazifalar sirasiga kiradi.

Milliy mafkurani mustahkamlash — faqat davlat siyosati emas, balki oila, ta’lim muassasalari, jamoat tashkilotlari va ommaviy axborot vositalarining hamkorlikda amalga oshirishi lozim bo‘lgan umumiy ma’naviy vazifadir. Faqat ana shundagina globallashuvning ijobiy jihatlaridan samarali foydalanish va uning salbiy ta’sirlaridan himoyalanish imkoni paydo bo‘ladi.

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FUTBOL VA SPORT DIPLOMATIYASI

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Annotatsiya:*Mazkur ishda futbolning jamiyat, madaniyat va xalqaro munosabatlardagi o‘rni yoritilgan. Futbol orqali xalqlar o‘rtasida do‘stlik va hamkorlik rivojlanadi, sport diplomatiyasi orqali tinchlik va bag‘rikenglik g‘oyalari targ‘ib qilinadi. Shuningdek, O‘zbekiston futbolining xalqaro maydondagi faoliyati va uning ijtimoiy-madaniy ahamiyati tahlil qilingan.*

Kalit so’zlar: *Futbol, jamiyat, madaniyat, madaniyatlararo muloqot, sport diplomatiyasi, xalqaro hamkorlik, tinchlik, bag‘rikenglik, yoshlar tarbiyasi, O‘zbekiston futboli.*

ФУТБОЛ И СПОРТИВНАЯ ДИПЛОМАТИЯ

Аннотация: *В данной работе рассматривается роль футбола в обществе, культуре и международных отношениях. Футбол способствует развитию дружбы и сотрудничества между народами, продвигает идеи мира и толерантности через спортивную дипломатию. Также анализируется международная деятельность футбола в Узбекистане и его социально-культурное значение.*

Ключевые слова: *Футбол, общество, культура, межкультурная коммуникация, спортивная дипломатия, международное сотрудничество, мир, толерантность, воспитание молодежи, футбол Узбекистана.*

FOOTBALL AND SPORTS DIPLOMACY

Annotation:*This study examines the role of football in society, culture, and international relations. Football promotes friendship and cooperation among peoples and spreads ideas of peace and tolerance through sports diplomacy. The paper also analyzes Uzbekistan’s international football activities and their socio-cultural significance.*

Keywords: *Football, society, culture, intercultural communication, sports diplomacy, international cooperation, peace, tolerance, youth education, Uzbekistan football.*

Futbol bugungi kunda dunyodagi eng ommaviy va mashhur sport turlaridan biri hisoblanadi. U millionlab insonlarni birlashtirib, turli millat, madaniyat va davlatlar o‘rtasida muloqotni rivojlantiradi. Futbol nafaqat sport o‘yini, balki ijtimoiy, madaniy va iqtisodiy jihatdan katta ahamiyatga ega global hodisadir. Ayniqsa xalqaro musobaqalar futbolning jahon miqyosidagi ta’sirini yanada oshiradi. Bunday turnirlarning eng yirigi – FIFA Jahon chempionati musobaqasi bo‘lib, u milliardlab tomoshabinlarni o‘ziga jalb qiladi. Futbol dunyoning deyarli barcha mamlakatlarida o‘ynaladi va tomosha qilinadi. Uning ommaviyligi oddiy qoidalar, kam jihoz talab qilishi va jamoaviy ruhni rivojlantirishi bilan bog‘liq. Shu sababli futbol turli ijtimoiy qatlam vakillari uchun ochiq sport turi hisoblanadi. “Bugungi kunda futbolni xalqaro miqyosda boshqaruvchi eng yirik tashkilot – FIFA hisoblanadi. Ushbu tashkilot butun dunyo bo‘yicha futbol federatsiyalarini birlashtirib, xalqaro musobaqalarni tashkil etadi va futbol rivojini qo‘llab-quvvatlaydi”[46]. Futbol jamiyat hayotida muhim ijtimoiy rol o‘ynaydi. U insonlarni birlashtiradi, jamoaviylik, hamkorlik va o‘zaro hurmat kabi ijtimoiy qadriyatlarni shakllantiradi. Futbol yoshlar tarbiyasida ham muhim vosita bo‘lib, sog‘lom turmush tarzini targ‘ib qiladi. Ko‘plab mamlakatlarda futbol ijtimoiy muammolarni hal qilishda ham qo‘llaniladi. Masalan, yoshlar o‘rtasida jinoyatchilikni kamaytirish yoki ijtimoiy integratsiyani kuchaytirishda sport loyihalari muhim rol o‘ynaydi. Futbol turli mamlakatlarda o‘ziga xos madaniy hodisaga aylangan. Stadion madaniyati, muxlislik an’analari va jamoa ramzlari milliy madaniyatning bir qismi sifatida shakllanadi. Yirik xalqaro turnirlar, jumladan UEFA European Championship yoki boshqa nufuzli musobaqalar turli millat vakillarining uchrashuvi va madaniyatlararo muloqot maydoniga aylanadi. Futbol zamonaviy dunyoda katta iqtisodiy soha hisoblanadi. Professional futbol klublari, teletranslyatsiyalar, reklama va turizm orqali milliardlab dollar daromad olinadi. Yirik futbol turnirlari mezbon davlatlar

[46] FIFA. FIFA Global Report on Football Development 2022. FIFA Publications, 2022.

iqtisodiyotiga ham ijobiy ta'sir ko'rsatadi. Stadionlar qurilishi, infratuzilma rivoji va turizm oqimining oshishi iqtisodiy o'sishga yordam beradi. Futbol ko'pincha sport diplomatiyasining muhim vositasi sifatida qaraladi. Xalqaro musobaqalar orqali davlatlar o'rtasida do'stlik va hamkorlik mustahkamlanadi. Turli mamlakatlarning futbol jamoalari o'rtasidagi uchrashuvlar xalqlar o'rtasidagi madaniy aloqalarni rivojlantiradi. Shu sababli futbol ko'pincha "xalq diplomatiyasi"ning samarali vositasi sifatida e'tirof etiladi.

Sport diplomatiyasi bugungi kunda xalqaro munosabatlar va xalqaro aloqalarda muhim vosita sifatida e'tirof etilmoqda. U davlatlar va xalqlar o'rtasida tinchlik, do'stlik, hamkorlik va madaniyatlararo muloqotni rivojlantirishga xizmat qiladi. Futbol kabi global sport turlari sport diplomatiyasining samarali platformasiga aylanadi. "Sport diplomatiyasi – bu davlatlar, xalqaro tashkilotlar va sport tashkilotlari tomonidan sport orqali amalga oshiriladigan diplomatik va ijtimoiy faoliyatdir. U quyidagi maqsadlarni o'z ichiga oladi:

Xalqaro hamkorlikni rivojlantirish;

Madaniyatlararo muloqotni mustahkamlash;

Tinchlik va barqarorlikni targ'ib qilish;

Davlat imijini oshirish va xalqaro maydonda obro'ni mustahkamlash"[47].

Sport diplomatiyasi nafaqat rasmiy siyosiy muzokaralarni o'z ichiga oladi, balki xalqaro sport musobaqalari, jamoaviy o'yinlar va sport loyihalari orqali "noformal diplomatiya"ni ham amalga oshiradi.

"Sport diplomatiyasi quyidagi jihatlar bilan ajralib turadi:

a) Tinchlikni mustahkamlash

Sport diplomatiyasi orqali davlatlar va xalqlar o'rtasidagi siyosiy ziddiyatlar yumshatilishi mumkin. Musobaqalar va turnirlar xalqaro hamkorlik muhitini yaratadi.

b) Bag'rikenglik va madaniyatlararo muloqot

Turli millat vakillari bir jamoada yoki turnirda qatnashish orqali bir-birining madaniyati va qadriyatlarini o'rganadi.

c) Davlat imijini oshirish

Xalqaro sport tadbirlari orqali mamlakatlar o'zlarining ijobiy imijini namoyish etadi. Misol uchun, stadionlar, mezbonlik va tashkilot sifatida muvaffaqiyatlar xalqaro maydonda obro'ni oshiradi.

d) Yoshlar tarbiyasi va ijtimoiy ahamiyat"[48]

Sport diplomatiyasi yoshlar o'rtasida jamoaviylik, hurmat, halollik va sog'lom turmush tarzini targ'ib qiladi. Bu esa jamiyatda barqarorlik va tinchlik muhitini shakllantirishga xizmat qiladi.

Futbol sport diplomatiyasining eng samarali vositalaridan biri hisoblanadi. Yirik xalqaro turnirlar, jumladan Jahon chempionati va UEFA Chempionlar ligasi nafaqat sport musobaqalari, balki davlatlar o'rtasidagi diplomatik aloqalarni mustahkamlash imkoniyatini beradi. Futbol orqali xalqlar o'rtasida do'stlik va o'zaro hurmatni targ'ib qilish mumkin. Shu sababli futbol global sport diplomatiyasining markaziy elementi sifatida qaraladi.

Futbol bugungi kunda nafaqat sport turi, balki xalqaro munosabatlarda muhim rol o'ynaydigan ijtimoiy va madaniy hodisa hisoblanadi. Turli mamlakatlar o'rtasida futbol orqali do'stlik aloqalari rivojlanadi, xalqlar o'rtasidagi muloqot kuchayadi. "Futbol xalqaro maydonda davlatlar o'rtasidagi hamkorlikni mustahkamlashda, madaniyatlararo aloqalarni rivojlantirishda va tinchlik g'oyalarini targ'ib qilishda muhim vosita hisoblanadi. Futbol turli davlatlar o'rtasidagi hamkorlikni rivojlantirishga yordam beradi. Xalqaro futbol musobaqalari orqali mamlakatlar o'zaro aloqalarni mustahkamlaydi, sport tashkilotlari o'rtasida hamkorlik yo'lga qo'yiladi"[49]. Dunyo futbolini boshqaruvchi asosiy tashkilot – FIFA bo'lib, u dunyoning ko'plab mamlakatlaridagi futbol federatsiyalarini birlashtiradi. Ushbu tashkilot xalqaro turnirlarni tashkil etish orqali davlatlar o'rtasidagi sport aloqalarini rivojlantiradi. Futbol sport diplomatiyasining eng samarali vositalaridan biri hisoblanadi. "Futbol uchrashuvlari va turnirlari davlatlar o'rtasidagi aloqalarni mustahkamlash, o'zaro ishonchni kuchaytirish imkonini beradi. Masalan, yirik xalqaro musobaqalar, jumladan katta sport musobaqalari, balki diplomatik va madaniy aloqalar uchun ham muhim platforma hisoblanadi. Futbol turli millat va madaniyat vakillarini birlashtiruvchi universal til hisoblanadi"[50]. Xalqaro musobaqalar davomida futbolchilar, murabbiylar va muxlislar turli madaniyatlar bilan tanishadi. Bu jarayon xalqlar o'rtasida o'zaro hurmat va bag'rikenglikni kuchaytiradi. Futbol orqali turli mamlakatlarning madaniyati, an'analari va turmush tarzi haqida ma'lumot almashinuvi sodir bo'ladi. Xalqaro futbol musobaqalarida muvaffaqiyat qozonish davlatning xalqaro maydondagi obro'sini oshiradi. Milliy terma jamoalar yutuqlari mamlakatning sport salohiyatini namoyish etadi. Masalan, Uzbekistan national football team ning xalqaro musobaqalarda ishtiroki O'zbekistonning sport sohasidagi rivojlanishini ko'rsatadi va mamlakat imijini mustahkamlashga xizmat qiladi. Futbol ko'pincha xalqlar o'rtasida tinchlik

[47] Asian Football Confederation (AFC). Football in Asia: Growth and Development Report. AFC, 2020.

[48] Uzbekistan Football Association. Uzbek Football: National Teams and Development Programs. Tashkent, 2021.

[49] Giulianotti, R. Football: A Sociology of the Global Game. Polity Press, 1999.

[50] Darby, P. Africa, Football and FIFA: Politics, Colonialism and Resistance. Routledge, 2002.

va do‘stlik g‘oyalarini targ‘ib qilish vositasi sifatida qaraladi. Xalqaro turnirlar davomida turli mamlakatlardan kelgan insonlar bir joyda to‘planib, sport orqali o‘zaro muloqot qiladi. Shu sababli futbol ko‘pincha xalqaro munosabatlarda “xalq diplomatiyasi”ning samarali vositasi sifatida e’tirof etiladi.

“Futbol nafaqat sport turi, balki xalqlar o‘rtasida do‘stlik va hamjihatlikni rivojlantirish vositasi sifatida keng tarqalgan global hodisadir. Turli millat, madaniyat va irq vakillari futbol orqali birlashadi, umumiy maqsad yo‘lida harakat qiladi va bir-birini hurmat qilishni o‘rganadi”[51]. Shu sababli futbol ko‘pincha madaniyatlararo muloqot va xalq diplomatiyasi vositasi sifatida qaraladi. Futbol oddiy qoidalar va jamoaviy ruhga asoslanganligi sababli dunyoning barcha hududlarida o‘ynaladi. Futbol maydonida til yoki madaniy farqlar muhim emas – barcha ishtirokchilar bir maqsadni ko‘zlaydi. Shu jihatdan futbol “universal til” vazifasini bajaradi va xalqlar o‘rtasidagi do‘stlikni rivojlantirishga xizmat qiladi. Yirik xalqaro turnirlar, jumladan FIFA World Cup va UEFA European Championship xalqlarni bir maydonga to‘playdi. Turnirlar davomida futbolchilar va muxlislar o‘zaro muloqot qiladi, madaniyatlar bilan tanishadi va bir-birini hurmat qilishni o‘rganadi. Musobaqalarning stadionlar, fan-zonalar va onlayn platformalarda yaratayotgan ijtimoiy muhit xalqlar o‘rtasida do‘stlik va bag‘rikenglikni mustahkamlashga yordam beradi. Futbol sport diplomatiyasining samarali vositasi sifatida xalqlar o‘rtasidagi do‘stlikni rivojlantiradi. “Davlatlar o‘rtasidagi rasmiy yoki noformal diplomatik aloqalarda futbol uchrashuvlari ijobiy muhit yaratadi.

Masalan:

Futbol musobaqalari orqali davlatlar o‘zaro ishonchni oshiradi;

Turli mamlakatlarning terma jamoalari bir-biriga hurmat bilan qaraydi;

Turnirlar davomida o‘zaro madaniy almashinuv sodir bo‘ladi”[52].

Futbol nafaqat sportchilarga, balki muxlislarga ham do‘stlikni o‘rgatadi. Stadionlar va futbol maydonlarida turli millat vakillari birgalikda hissiyotlarni boshdan kechiradi, umumiy maqsadga erishish uchun birlashadi. Bu jarayon madaniyatlararo tushunishni rivojlantiradi va xalqlar o‘rtasidagi barqaror do‘stlik muhitini yaratadi. Yoshlar futbol orqali jamoaviylik, halollik va hurmat tamoyillarini o‘rganadi. “Sport loyihalari va xalqaro turnirlar yoshlarni turli mamlakatlardan birlashtirib, ularni tinchlikparvar ruhda tarbiyalaydi”[53]. Bu esa kelajakda xalqlar o‘rtasidagi do‘stlikni yanada mustahkamlashga xizmat qiladi.

O‘zbekiston futboli so‘nggi yillarda nafaqat milliy maydonda, balki xalqaro arena va musobaqalarda ham rivojlanmoqda. O‘zbekistonning xalqaro futbol aloqalari terma jamoalar, klublar va xalqaro futbol tashkilotlari orqali amalga oshiriladi. Bu aloqalar mamlakatning sport salohiyatini namoyish etish, futbol orqali xalqaro do‘stlik va hamkorlikni rivojlantirish imkonini beradi. O‘zbekiston futbol federatsiyasi (Uzbekistan Football Association) FIFA va Asian Football Confederation (AFC) a’zosi hisoblanadi. Shu orqali O‘zbekiston:

Xalqaro musobaqalarda qatnashadi;

Futbol siyosati va qoidalari bo‘yicha xalqaro standartlarga rioya qiladi;

Xalqaro hamkorlik va tajriba almashinuvini amalga oshiradi.

O‘zbekiston milliy futbol jamoasi (Uzbekistan national football team) Osiyo va jahon miqyosida bir qator musobaqalarda ishtirok etadi. Shu jumladan:

AFC Asian Cup;

FIFA World Cup Qualifiers;

Central Asian Tournaments.

Bu turnirlar orqali O‘zbekiston futbolchilari xalqaro tajriba orttiradi va boshqa mamlakatlar jamoalari bilan do‘stlik aloqalarini rivojlantiradi. O‘zbekistonning asosiy professional futbol klublari, jumladan:

Pakhtakor Tashkent FK;

Bunyodkor FK;

Nasaf FK.

Ushbu jamoalar AFC Champions League va boshqa xalqaro turnirlarda ishtirok etadi. Bu klub futboli orqali mamlakat futbolining xalqaro maydondagi obro‘si oshadi. O‘zbekistonning xalqaro futbol aloqalari nafaqat sport, balki diplomatik va madaniy jihatdan ham ahamiyatga ega. Futbol orqali:

Turli davlatlar bilan do‘stlik aloqalari rivojlantiriladi;

Madaniyatlararo muloqot va tajriba almashuvi amalga oshiriladi;

Yoshlar o‘rtasida sport orqali tinchlik va hamjihatlik targ‘ib qilinadi.

[51] Foer, F. How Soccer Explains the World: An Unlikely Theory of Globalization. HarperCollins, 2004.

[52] Armstrong, G. & Giulianotti, R. Football in Asia: Culture, Society and Politics. Palgrave Macmillan, 2013.

[53] UEFA. Football and Society: Promoting Peace and Tolerance. UEFA Reports, 2018.

O‘zbekiston futboli xalqaro maydonda rivojlanishda davom etmoqda. Yangi avlod futbolchilari xalqaro musobaqalarda muvaffaqiyat qozonib, mamlakatning sport imijini oshirishga yordam beradi. Shu bilan birga, futbol orqali xalqaro diplomatiya va madaniyatlararo muloqotning samaradorligi yanada kuchayadi. “Futbol bugungi kunda nafaqat sport turi, balki xalqaro maydonda ijtimoiy, madaniy va iqtisodiy ahamiyatga ega hodisa sifatida namoyon bo‘lmoqda. U insonlarni birlashtiradi, turli millat va madaniyat vakillarini umumiy maqsad yo‘lida birlashtirib, do‘stlik va bag‘rikenglik muhitini yaratadi”[54]. Futbol orqali xalqaro musobaqalarda davlatlar o‘zaro hamkorlik qiladi, madaniyatlararo muloqot rivojlantiriladi va tinchlik g‘oyalari targ‘ib qilinadi. Sport diplomatiyasi doirasida futbol nafaqat rasmiy siyosiy vosita, balki xalqaro maydonda xalqlarni birlashtiruvchi samarali platforma sifatida ishlaydi. Xalqaro turnirlar va jamoaviy o‘yinlar orqali davlatlar o‘rtasida do‘stlik aloqalari mustahkamlanadi, yoshlar sport orqali jamoaviylik, hurmat va halollik kabi qadriyatlarni o‘rganadi. O‘zbekiston futboli ham milliy va xalqaro maydonda rivojlanmoqda. Terma jamoa va professional klublar xalqaro musobaqalarda ishtirok etib, mamlakatning sport salohiyati va obro‘sini oshiradi. Shu bilan birga, futbol O‘zbekistonning xalqaro maydondagi madaniy aloqalari va sport diplomatiyasini rivojlantirishda muhim rol o‘ynaydi. Umuman olganda, futbol jamiyatda ijtimoiy va madaniy jihatdan noyob ahamiyatga ega bo‘lib, xalqlar o‘rtasida do‘stlikni rivojlantirish, tinchlik va bag‘rikenglik g‘oyalarini targ‘ib qilishda samarali vosita hisoblanadi. Zamonaviy dunyoda futbol nafaqat sport o‘yini, balki global ijtimoiy va madaniy fenomen sifatida muhim o‘rin egallaydi.

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ZAMONAVIY TA’LIM TIZIMINI MODERNIZATSIYALASHNING IJTIMOIY-FALSAFIY TAMOYILLARI VA RIVOJLANISH ISTIQBOLLARI

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Annotatsiya. *Mazkur maqolada zamonaviy ta’lim tizimini modernizatsiyalashning ijtimoiy-falsafiy asoslari, asosiy tamoyillari va rivojlanish istiqbollari tahlil qilingan. Ta’lim sohasidagi transformatsion jarayonlar, raqamlashtirish, globallashuv, inson kapitalini rivojlantirish hamda uzluksiz ta’limning ahamiyati yoritilgan. Shuningdek, ta’limni modernizatsiyalashning ijtimoiy taraqqiyot, iqtisodiy raqobatbardoshlik va shaxs rivojiga ta’siri tahlil etilgan. Tadqiqot natijasida ta’lim tizimini rivojlantirishning ustuvor yo‘nalishlari va O‘zbekistonda uni takomillashtirish istiqbollari yuzasidan ilmiy xulosalar ishlab chiqilgan.*

Kalit so‘zlar: *ta’lim tizimi, modernizatsiya, ijtimoiy-falsafiy tamoyillar, ta’lim transformatsiyasi, inson kapitali, raqamli ta’lim, innovatsion rivojlanish, uzluksiz ta’lim, ta’lim sifati, kompetensiyaviy yondashuv, ta’lim siyosati, bilimlar iqtisodiyoti.*

СОЦИАЛЬНО-ФИЛОСОФСКИЕ ПРИНЦИПЫ И ПЕРСПЕКТИВЫ РАЗВИТИЯ МОДЕРНИЗАЦИИ СОВРЕМЕННОЙ СИСТЕМЫ ОБРАЗОВАНИЯ

Аннотация. *В данной статье проанализированы социально-философские основы, основные принципы и перспективы развития модернизации современной системы образования. Рассмотрены трансформационные процессы в сфере образования, цифровизация, глобализация, развитие человеческого капитала и значение непрерывного образования. Кроме того, исследовано влияние модернизации образования на общественное развитие, экономическую конкурентоспособность и развитие личности. По результатам исследования сформулированы научные выводы о приоритетных направлениях развития системы образования и перспективах её совершенствования в Узбекистане.*

Ключевые слова: *система образования, модернизация, социально-философские принципы, трансформация образования, человеческий капитал, цифровое образование, инновационное развитие, непрерывное образование, качество образования, компетентностный подход, образовательная политика, экономика знаний.*

SOCIO-PHILOSOPHICAL PRINCIPLES AND DEVELOPMENT PROSPECTS OF MODERNIZING THE MODERN EDUCATION SYSTEM

Abstract. *This article analyzes the socio-philosophical foundations, key principles, and development prospects of modern education system modernization. It examines transformational processes in education, including digitalization, globalization, human capital development, and the importance of lifelong learning. Furthermore, the study explores the impact of educational modernization on social development, economic competitiveness, and personal growth. Based on the research findings, scientific conclusions are drawn regarding the priority directions for the development of the education system and the prospects for its improvement in Uzbekistan.*

Keywords: *education system, modernization, socio-philosophical principles, educational transformation, human capital, digital education, innovative development, lifelong learning, quality of education, competency-based approach, educational policy, knowledge economy.*

Kirish

XXI asrda ta’lim tizimini modernizatsiyalash jamiyat taraqqiyoti va davlatlarning raqobatbardoshligini ta’minlovchi strategik omillardan biriga aylandi. Globallashuv, raqamli texnologiyalarning jadal rivojlanishi hamda bilimlar iqtisodiyotining shakllanishi ta’lim tizimiga yangi talablarni qo‘ymoqda [1]. Shu sababli rivojlangan mamlakatlarda ta’limni modernizatsiyalash uzluksiz jarayon sifatida qaralib, uning mazmuni va boshqaruv mexanizmlari muntazam takomillashtirilmoqda [2]. Ta’lim tizimini modernizatsiyalash nafaqat pedagogik, balki

ijtimoiy-falsafiy muammo sifatida ham muhim ahamiyatga ega. Chunki ta’lim inson kapitalini rivojlantirish, fuqarolik jamiyatini shakllantirish va innovatsion taraqqiyotni ta’minlashning asosiy omillaridan biri hisoblanadi [3, 4]. Mazkur masala J. Dewey, P. Drucker, M. Castells, P. Freire, E. Toffler va T. Parsons kabi olimlar tomonidan turli jihatlarda tadqiq etilgan bo‘lib, ularning ilmiy qarashlarida ta’limning ijtimoiy transformatsiya va bilimlar jamiyati rivojidagi o‘rni asoslab berilgan [5]. O‘zbekiston olimlari tomonidan ham ta’lim sifatini oshirish, uzluksiz ta’limni rivojlantirish va raqamli texnologiyalarni joriy etish masalalari keng o‘rganilgan [6]. Bugungi kunda mamlakatimizda amalga oshirilayotgan ta’lim islohotlari, jumladan, “O‘zbekiston – 2030” strategiyasida belgilangan vazifalar ta’lim tizimini xalqaro standartlar asosida takomillashtirish va inson kapitalini rivojlantirishni ustuvor yo‘nalish sifatida belgilamoqda [7]. Shu bois zamonaviy ta’lim tizimini modernizatsiyalashning ijtimoiy-falsafiy tamoyillarini ilmiy jihatdan tahlil qilish dolzarb ahamiyat kasb etadi. Mazkur maqolaning maqsadi zamonaviy ta’lim tizimini modernizatsiyalashning ijtimoiy-falsafiy tamoyillari va rivojlanish istiqbollarini tahlil qilishdan iborat.

Adabiyotlar tahlili

Ta’lim tizimini modernizatsiyalash masalasi zamonaviy ijtimoiy-falsafiy va pedagogik tadqiqotlarning muhim yo‘nalishlaridan biri hisoblanadi. Ushbu jarayon inson kapitalini rivojlantirish, bilimlar iqtisodiyotini shakllantirish va innovatsion taraqqiyotni ta’minlash bilan chambarchas bog‘liqdir. Ta’lim modernizatsiyasining nazariy asoslari J. Dewey, P. Drucker, M. Castells, P. Freire va E. Toffler kabi olimlarning ilmiy qarashlarida o‘z aksini topgan. J. Dewey ta’limni jamiyat taraqqiyotining muhim omili sifatida baholab, uning demokratik jamiyatni shakllantirishdagi rolini asoslab bergan [1]. P. Drucker bilim va axborotni zamonaviy taraqqiyotning asosiy resursi sifatida e’tirof etib, ta’lim tizimini innovatsion iqtisodiyotning tayanch instituti sifatida talqin qiladi [2]. M. Castells axborotlashgan jamiyat sharoitida ta’limning mazmuni va funksiyalari tubdan o‘zgarayotganligini qayd etib, raqamli kompetensiyalarni rivojlantirish zarurligini ta’kidlaydi [3]. P. Freire ta’limning insonparvarlik mohiyatini yoritib, demokratlashuv va shaxsiy rivojlanishni modernizatsiyaning muhim yo‘nalishlari sifatida ko‘rsatadi [4]. E. Toffler esa axborot jamiyatiga o‘tish sharoitida ta’lim tizimining moslashuvchanligi va innovatsionligi jamiyat taraqqiyotining muhim omili ekanligini asoslaydi [5]. Mahalliy tadqiqotlarda ta’lim sifatini oshirish, uzluksiz ta’lim tizimini rivojlantirish, raqamli texnologiyalarni joriy etish va xalqaro standartlarga integratsiyalashuv masalalariga alohida e’tibor qaratilgan [6]. Shu bilan birga, inson kapitalini rivojlantirish va ta’lim boshqaruvini takomillashtirish modernizatsiyaning ustuvor yo‘nalishlari sifatida e’tirof etiladi [7]. Tahlil qilingan ilmiy manbalar ta’lim modernizatsiyasining nazariy asoslari yetarli darajada o‘rganilganligini ko‘rsatsa-da, uning ijtimoiy-falsafiy tamoyillari hamda O‘zbekiston sharoitidagi rivojlanish istiqbollarini kompleks tadqiq etish dolzarb ilmiy vazifa bo‘lib qolmoqda.

Tadqiqot metodologiyasi

Mazkur tadqiqot zamonaviy ta’lim tizimini modernizatsiyalashning ijtimoiy-falsafiy tamoyillari va rivojlanish istiqbollarini tahlil qilishga qaratilgan bo‘lib, uning metodologik asosini ta’limning jamiyat taraqqiyoti, inson kapitalini rivojlantirish va bilimlar iqtisodiyotidagi o‘rniga doir nazariy qarashlar tashkil etadi [1]. Tadqiqotda tizimli yondashuv metodidan foydalanilib, ta’lim tizimi o‘zaro bog‘liq elementlardan iborat murakkab ijtimoiy institut sifatida o‘rganildi [2]. Ijtimoiy-falsafiy tahlil metodi yordamida globallashuv, raqamlashtirish, insonparvarlashuv va uzluksiz ta’lim jarayonlarining ta’lim rivojiga ta’siri yoritildi [3]. Qiyosiy-komparativ tahlil asosida rivojlangan mamlakatlarning ta’limni modernizatsiyalash tajribasi hamda O‘zbekistonda amalga oshirilayotgan islohotlar o‘zaro taqqoslandi va ularning umumiy hamda o‘ziga xos jihatlari aniqlandi [4]. Shuningdek, induksiya, deduksiya, analiz va sintez metodlari orqali ilmiy manbalar, normativ-huquqiy hujjatlar va mavjud nazariy qarashlar umumlashtirilib, mualliflik xulosalari shakllantirildi [5]. Tadqiqotning empirik bazasini O‘zbekiston Respublikasining ta’lim sohasiga oid normativ-huquqiy hujjatlari, “O‘zbekiston – 2030” strategiyasi, UNESCO, OECD va Jahon bankining tahliliy hisobotlari hamda mahalliy va xorijiy olimlarning ilmiy ishlari tashkil etdi [6]. Tadqiqot natijalarining ishonchliligi ilmiy manbalarni tanqidiy tahlil qilish, qiyosiy o‘rganish va olingan natijalarning amaldagi ta’lim islohotlari bilan o‘zaro uyg‘unligini tekshirish orqali ta’minlandi.

Natijalar va ularning tahlili

Zamonaviy ta’lim tizimini modernizatsiyalashning ijtimoiy-falsafiy tamoyillari.

Globallashuv va raqamli transformatsiya sharoitida ta’lim tizimini modernizatsiyalash jamiyat taraqqiyotining muhim omiliga aylanmoqda. Tahlillar zamonaviy ta’limning insonparvarlik, demokratiklik, uzluksizlik, innovatsionlik va ochiqlik tamoyillariga asoslanishini ko‘rsatadi [1]. Ushbu tamoyillar ta’limning bilim berish bilan bir qatorda shaxsning har tomonlama rivojlanishini ta’minlovchi ijtimoiy institut sifatidagi ahamiyatini kuchaytiradi. Insonparvarlik tamoyili ta’lim oluvchining ehtiyoj va qobiliyatlarini hisobga olishni nazarda tutsa, demokratlashtirish tamoyili ta’lim boshqaruvida ochiqlik, shaffoflik va manfaatdor tomonlarning faol ishtirokini ta’minlashga xizmat qiladi [2; 3]. Bu esa ta’lim sifatini oshirish va boshqaruv samaradorligini kuchaytirishning muhim omili hisoblanadi.

Ta’lim transformatsiyasining ustuvor yo‘nalishlari. Tadqiqot natijalari zamonaviy ta’lim transformatsiyasining uchta asosiy yo‘nalishini aniqlash imkonini berdi. Birinchisi, raqamlashtirish bo‘lib, u ta’lim mazmuni, metodlari va

boshqaruv tizimini yangilashga xizmat qilmoqda. Elektron platformalar, sun'iy intellekt va masofaviy ta'lim texnologiyalari ta'limning moslashuvchanligini oshirmoqda [4]. Ikkinchi yo'nalish kompetensiyaviy yondashuv bilan bog'liq bo'lib, unda amaliy ko'nikmalar, tanqidiy fikrlash va muammolarni hal etish kompetensiyalarini rivojlantirish ustuvor ahamiyat kasb etadi [5]. Uchinchi yo'nalish esa uzluksiz ta'lim konsepsiyasi bo'lib, zamonaviy jamiyatda shaxsning hayot davomida bilim va ko'nikmalarini muntazam yangilab borishini taqozo etadi [6].

O'zbekiston ta'lim tizimini rivojlantirish istiqbollari. O'zbekistonda amalga oshirilayotgan ta'lim islohotlari ta'lim sifatini oshirish, xalqaro standartlarni joriy etish va innovatsion muhitni rivojlantirishga qaratilgan [7]. Tadqiqot natijalari istiqbolda raqamli ta'lim infratuzilmasini kengaytirish, xalqaro hamkorlikni rivojlantirish, davlat-xususiy sheriklik mexanizmlarini takomillashtirish hamda pedagog kadrlar salohiyatini oshirish ustuvor vazifalar bo'lib qolishini ko'rsatdi [8]. Shunday qilib, ta'lim tizimini modernizatsiyalash inson kapitalini rivojlantirish, innovatsion iqtisodiyot uchun raqobatbardosh kadrlar tayyorlash va jamiyatning intellektual salohiyatini yuksaltirishga xizmat qiladi. Mazkur jarayonning samaradorligi esa ta'limning ochiqligi, moslashuvchanligi va innovatsion rivojlanish darajasi bilan belgilanadi.

Xulosa. Zamonaviy ta'lim tizimini modernizatsiyalash jamiyatning ijtimoiy-iqtisodiy taraqqiyoti va inson kapitalini rivojlantirishning muhim omili bo'lib, uning samaradorligi insonparvarlik, demokratiklik, innovatsionlik va uzluksizlik tamoyillariga asoslanadi.

Tadqiqot natijalari ta'limning bilimlar iqtisodiyoti va innovatsion rivojlanishning strategik resursi ekanligini ko'rsatdi. Shu bois ta'limni modernizatsiyalash davlat siyosatining ustuvor yo'nalishlaridan biri sifatida qaralishi lozim. Globallashuv va raqamli transformatsiya sharoitida ta'lim tizimini rivojlantirishning asosiy yo'nalishlari raqamlashtirish, kompetensiyaviy yondashuvni joriy etish va uzluksiz ta'lim konsepsiyasini takomillashtirish bilan bog'liqdir. O'zbekistonda amalga oshirilayotgan ta'lim islohotlarining samaradorligi pedagog kadrlar salohiyatini oshirish, ta'lim muassasalarining mustaqilligini kengaytirish hamda innovatsion boshqaruv mexanizmlarini rivojlantirishga bog'liq.

Ta'lim tizimini yanada takomillashtirish davlat, fuqarolik jamiyati va xususiy sektor hamkorligini kuchaytirish, davlat-xususiy sheriklik mexanizmlarini rivojlantirish hamda ta'limga investitsiyalarni keng jalb etishni talab etadi. Ta'lim modernizatsiyasining ijtimoiy-falsafiy asoslarini amaliyotga tatbiq etish barqaror rivojlanish, raqobatbardosh iqtisodiyot va jamiyatning intellektual salohiyatini yuksaltirishning muhim sharti hisoblanadi.

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ERKINLIK FENOMENINING IJTIMOIY-FALSAFIY HAMDA ONTOLOGIK TALQINLARI

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Annotatsiya *; Mazkur maqolada inson borlig‘ining fundamental asosi bo‘lgan erkinlik fenomeni zamonaviy falsafiy diskursning markaziy mavzusi sifatida obektiv tadqiq etilgan. XXI asrdagi globallashuv, raqamli texnologiyalar va ijtimoiy transformatsiyalar sharoitida erkinlikning mohiyati o‘zining yangi ontologik va gnoseologik qatlamlarini namoyon etishi dalillangan. Maqolada erkinlik shunchaki “tanlov imkoniyati” emas, balki insonning o‘zligini anglash, dunyodagi o‘rnini belgilash va o‘zini namoyon etishida shakllanadigan ichki dinamik jarayon hamda ekzistensiya usuli sifatida talqin qilinadi. Erkinlikning substansional xususiyatga ega emasligi, u ”tayyor holda” berilmasdan, ijtimoiy makonda insonning “bo‘lish” jarayonida shakllanishi ochib berilgan. Tadqiqot davomida tarixiylik, mantiqiylik, fenomenologik hamda germenevtik tahlil usullaridan keng foydalanildi. B. Spinoza, E. Fromm, J. Bodriyyar, M. Fuko kabi G‘arb faylasuflarining qarashlari sotsiomadaniy, qiyosiy-tipologik metodlar yordamida chuqur o‘rganildi. Shuningdek, Isayya Berlinning erkinlik konsepsiyalari hamda O‘zbekiston Respublikasi Konstitutsiyasida belgilangan huquqiy normalar sotsial determinizm va huquqiy-falsafiy tahlil tamoyillariga tayangan holda qiyoslanib, erkinlik hamda qaramlik masalalarining ilmiy-amaliy mohiyati yoritilgan.*

Kalit so‘zlar: *erkinlik fenomeni, ijtimoiy transformatsiyalar, ontologik maqom, gnoseologiya, ekzistensiya, sotsial determinizm, fenomenologik yondashuv, germenevtik tahlil, huquqiy-falsafiy tahlil.*

SOCIAL, PHILOSOPHICAL AND ONTOLOGICAL INTERPRETATION OF THE PHENOMENON OF FREEDOM.

Abstract; *This article objectively studies the phenomenon of freedom, which is the fundamental basis of human existence, as a central theme of modern philosophical discourse. It is argued that in the conditions of globalization, digital technologies and social transformations of the 21st century, the essence of freedom manifests its new ontological and epistemological layers. The article interprets freedom not just as a “choice”, but as an internal dynamic process and a way of existence that is formed in the process of understanding a person’s identity, determining his place in the world and expressing himself. It is revealed that freedom does not have a substantial nature, that it is not given “ready-made”, but is formed in the process of a person’s “being” in social space. The methods of historicism, logic, phenomenological and hermeneutic analysis were widely used in the course of the research. The views of Western philosophers such as B. Spinoza, E. Fromm, J. Baudrillard, M. Foucault were studied in depth using sociocultural, comparative-typological methods. Also, Isaiah Berlin’s concepts of freedom and the legal norms established in the Constitution of the Republic of Uzbekistan are compared based on the principles of social determinism and legal and philosophical analysis, and the scientific and practical essence of the issues of freedom and dependence is highlighted.*

Keywords: *phenomenon of freedom, social transformations, ontological status, epistemology, existence, social determinism, phenomenological approach, hermeneutic analysis, legal and philosophical analysis.*

СОЦИАЛЬНО-ФИЛОСОФСКИЕ И ОНТОЛОГИЧЕСКИЕ ИНТЕРПРЕТАЦИИ ЯВЛЕНИЯ СВОБОДЫ

Аннотация; *В данной статье объективно исследуется феномен свободы, являющийся основной основой человеческого существования, как центральная тема современного философского дискурса. Подчеркивается, что в условиях глобализации, цифровых технологий и социальных изменений XXI века сущность свободы проявляет свои новые онтологические и эпистемологические пласты. В статье свобода интерпретируется не просто как «выбор», а как внутренний динамический процесс и способ существования, формирующийся в процессе понимания личности, определения ее места в мире и самовыражения. Установлено, что свобода не имеет субстанциальной природы, не дается «готовой», а формируется в процессе «существования» человека в социальном пространстве. В процессе исследования широко использовались историцизм, логические, феноменологические и герменевтические методы анализа. Взгляды таких западных философов, как Б. Спиноза, Э. Фромм, Ж. Бодрийар, М. Фуко, были изучены углубленно с использованием*

социокультурных, сравнительно-типологических методов. Кроме того, на основе принципов социального детерминизма и право-философского анализа проводится сравнение концепций свободы Исайи Берлина и правовых норм, установленных в Конституции Республики Узбекистан, а также освещается научная и практическая сущность вопросов свободы и зависимости.

Ключевые слова: *феномен свободы, социальные изменения, онтологический статус, эпистемология, существование, социальный детерминизм, феноменологический подход, герменевтический анализ, право-философский анализ.*

KIRISH

Inson borlig‘ining fundamental asosi sifatida erkinlik fenomeni zamonaviy falsafiy diskursning markaziy mavzularidan biri bo‘lib qolmoqda. XXI asrda globallashuv, raqamli texnologiyalar va ijtimoiy transformatsiyalar sharoitida erkinlikning mohiyati klassik tushunchalardan farqli o‘laroq, yangi ontologik va gnoseologik qatlamlarni namoyon etmoqda. Falsafiy tafakkur tarixida erkinlik shunchaki “tanlov imkoniyati” emas, balki insonning o‘zligini anglash va dunyodagi o‘rnini belgilash usuli sifatida qaraladi, ya’ni erkinlikning ontologik maqomi uning borliqdagi o‘rni bilan belgilanadi. Zamonaviy ontologiyada erkinlik – bu insonning mavjudlik (ekzistensiya) usuli hisoblanadi. U tashqi olamdan ajralgan holdagi holat emas, balki borliqning ichki dinamik jarayonidir. So‘nggi tadqiqotlarga ko‘ra, erkinlik substansional xususiyatga ega emas, ya’ni u “tayyor holda” berilmaydi, balki inson faoliyati jarayonida, ijtimoiy makonda subyektning o‘zini namoyon etishda, «bo‘lish» jarayonida shakllanadi[1].

TADQIQOT METODOLOGIYASI

Mazkur maqolada ijtimoiy-falsafiy hodisalarni o‘rganishning obyektivlik, tarixiylik, mantiqiylik, qiyosiy tahlil va tizimlilik kabi umumilmiy metodlaridan foydalanildi. Erkinlik va qaramlik tushunchalarining ontologik va gnoseologik jihatlarini tahlil qilishda fenomenologik yondashuv hamda germenevtik tahlil usullari qo‘llanildi. Shuningdek, G‘arb faylasuflari (B. Spinoza, E. Fromm, J. Bodriyyar, M. Fuko) asarlarini o‘rganishda sotsiomadaniy va qiyosiy-tipologik metodlar jalb etildi. Isayya Berlinning erkinlik konsepsiyalari hamda O‘zbekiston Respublikasi Konstitutsiyasidagi huquqiy normalarni qiyoslashda huquqiy-falsafiy tahlil hamda sotsial determinizm tamoyillariga tayanildi.

NATIJALAR VA MUHOKAMA

T. Fuks erkinlikni insonning biologik va ijtimoiy borlig‘ining integratsiyasi, ya'ni «o‘z-o‘zini tashkil etish» jarayoni sifatida talqin qiladi. Unga ko‘ra, erkinlik — bu miyadagi neyronlarning tasodifiy chaqnashlari emas, balki tirik mavjudotning vaqt o‘lchami ichida o‘z hayotiy trayektoriyasini ongli ravishda shakllantirish qobiliyatidir[2]. Zamonaviy ontologiyada erkinlik mavhum “ruh” yoki izolyatsiya qilingan “miya” faoliyati mahsuli emas, balki embodiment (mujassamlilik) paradigmasi asosida tushunilishi lozim. Unga ko‘ra, inson ongi uning biologik tanasi va atrof-muhit bilan o‘zaro munosabatidan ajralmasdir. Klassik dualizm (R. Dekart) tana va ongni bir-biriga qarama-qarshi qo‘ygan bo‘lsa, zamonaviy fenomenologik antropologiya ularning yaxlitligini ilgari suradi. T. Fuks ta’kidlaganidek, erkinlik – bu “mujassamlilik” jarayondir. Biz qaror qabul qilganimizda, bu faqat neyronlar darajasida emas, balki butun organizmning dunyoga nisbatan munosabati sifatida namoyon bo‘ladi. Bu yerda nemis falsafasidagi ikki tushuncha farqlanadi:

1.“Körper” (biologik obyekt sifatidagi tana) – tibbiyot o‘rganadigan tana.

2.“Leib” (yashayotgan tana) – biz his qiladigan, og‘riq sezadigan va dunyoni idrok etadigan subyektiv tana.

Erkinlik aynan “Leib” (yashayotgan tana) darajasida amalga oshadi. Masalan, musiqachi pianino chalayotganda barmoqlarining harakatini har soniyada ongli nazorat qilmaydi; uning «tanasi» musiqani biladi va erkin ijro etadi. Demak, erkinlik – bu tananing dunyo bilan uyg‘unlashgan holda, to‘siqlarsiz va maqsadli harakatlana olish imkoniyatidir. Gnoseologik nuqtayi nazardan, erkinlik zaruriyatni anglash bilan uzviy bog‘liqdir. Spinozadan meros qolgan “anglangan zaruriyat” tamoyili bugungi kunda kognitiv fanlar yutug‘i bilan boyitilmoqda. Erkinlik va zaruriyat o‘rtasidagi dialektik munosabatni tushunishda Benedikt Spinozaning ratsionalistik yondashuvi fundamental ahamiyat kasb etadi. Spinoza ontologiyasida mutlaq iroda erkinligi (indeterminizm) inkor etiladi, olamda har bir narsa qat’iy sabab-oqibat qonuniyatlari asosida yuz beradi[3]. Biroq, Spinoza uchun determinizm erkinlikning yo‘qligini anglatmaydi. Aksincha, u erkinlikni gnoseologik akt – bilish jarayoni orqali asoslaydi[4]. Spinozaning mashhur «Etika» asarida ilgari surilgan “erkinlik – bu anglangan zaruriyatdir” tamoyili shuni anglatadiki, inson o‘z xatti-harakatlarini boshqaruvchi tashqi va ichki sabablarni (affektlarni) qanchalik chuqur anglasa, u tashqi ta’sirlarning qulidan (passiv holatdan) o‘z-o‘zini boshqaruvchi faol subyektga aylanadi[5].Zamonaviy spinozashunoslikda ushbu yondashuv «kognitiv terapiya»ning asosi sifatida talqin qilinmoqda. Stiven Nadlerning (2020) so‘nggi tadqiqotlariga ko‘ra, Spinozaning erkinlik modeli shunchaki «taqdirga tan berish» (stoitsizm) emas, balki «adekvat g‘oyalar» orqali o‘z hissiyotlari va muhit ustidan hukmronlik qilishdir. Inson qachonki o‘z harakatining sababini bilmasa, u majburlangan hisoblanadi; sababni anglagan zahoti, bu zaruriyat uning o‘z ichki tabiatiga aylanadi va u erkinlashadi. Bu jarayonni quyidagi bosqichlarda ifodalash mumkin:

1.Qullik: Inson tashqi sabablar va anglanmagan ehtiroslar (qo‘rquv, g‘azab) ta’sirida yashaydi.

2.Anglash: Aql yordamida affektlarning kelib chiqish sabablarini va tabiat qonunlarini o‘rganadi.

3.Erkinlik: Zaruriyatni anglash orqali inson tashqi majburlovdan xalos bo‘lib, o‘z tabiati qonunlari asosida harakatlana boshlaydi.

Shunday qilib, Spinoza nazariyasida erkinlik — bu holat emas, balki bilimsizlikdan (noadekvat g‘oyalardan) bilimga (adekvat g‘oyalarga) o‘tishdagi dinamik jarayondir. Zamonaviy epistemologiyada esa, erkinlik – bu bilimga asoslangan qaror qabul qilish kompetensiyasidir. Inson voqelik qonuniyatlarini qanchalik chuqur bilsa, uning harakat traektoriyasi shunchalik ongli va erkin bo‘ladi[6]. Biroq, zamonaviy axborot oqimining tezligi gnoseologik erkinlikni cheklash xavfini ham tug‘dirmoqda, chunki manipulyativ axborotlar «soxta erkinlik» illyuziyasini yaratishi mumkin.

Aksiologik (qadriyat) jihatdan erkinlik eng oliy insoniy qadriyat sifatida namoyon bo‘ladi. U nafaqat huquqiy maqom, balki axloqiy mas’uliyatni ham o‘z ichiga oladi. So‘nggi yillarda aksiologiyada erkinlikni «individual farovonlik» emas, balki «umumiy mas'uliyat» prizmasidan ko‘rish tendensiyasi[7] kuchaymoqda. Shuning uchun erkinlik qadriyat sifatida insonning o‘zligini yaratish va jamiyat oldidagi burchini bajarish imkoniyati sifatida baholanadi[8]. Shuningdek, falsafiy aksiologiyada erkinlik fenomeni insoniy qadriyatlar ierarxiyasining eng yuqori pog‘onasida turuvchi terminal (tub) qadriyat sifatida baholanadi. Agar ontologiya erkinlikning mavjudlik shartlarini o‘rgansa, aksiologiya uning mazmuni va maqsadi masalasini – «Erkinlik nima uchun kerak?» degan savolni o‘rtaga tashlaydi. Zamonaviy etika va siyosiy falsafada erkinlikning aksiologik maqomi ikki yo‘nalishda: vosita sifatidagi va o‘z-o‘zidan qimmatli qadriyat sifatida tahlil qilinmoqda. Zamonaviy liberal egalitarizm va kommunitarizm bahslarida erkinlik inson qadr-qimmati (dignity)ning zaruriy sharti deb qaraladi. Aksiologik nuqtayi nazardan, erkinliksiz axloqiy baho mavjud bo‘lishi mumkin emas. Agar subyekt tanlov imkoniyatiga ega bo‘lmasa, uning harakati «yaxshi» yoki «yomon» kategoriyalari bilan o‘lchanmaydi. So‘nggi yillarda esa, «Imkoniyatlar nazariyasi» tarafdorlari (M. Nussbaum, I. Robeyns) erkinlikni mavhum huquq emas, balki «qila olish» qobiliyati sifatida aksiologik qayta baholadilar. Ularga ko‘ra, haqiqiy erkinlikning qadri insonning o‘zi qadrlaydigan hayot tarzini tanlay olish kabi real imkoniyatlarida namoyon bo‘ladi. Shu bilan birga erkinlikni ijtimoiy adolat va inson farovonligining o‘zagi ekanligini aksiologik jihatdan asoslab, erkinlikning «rasmiy» va «real» ko‘rinishlari o‘rtasidagi farqni tahlil qiladi. Nemis klassik falsafasidan (Hegel) oziqlangan zamonaviy Frankfurk maktabi vakili Axel Honnet erkinlikning aksiologik talqinini «Ijtimoiy erkinlik» konsepsiyasi orqali yangiladi Honnet erkinlikning normativ asoslarini tahlil qilib, uni faqat ijtimoiy institutlar – oila, bozor va davlat ichidagi o‘zaro mas’uliyat orqali to‘liq ro‘yobga chiqishini isbotlaydi. Honnetga ko‘ra, erkinlikning qadri yakkalanishda (individualizmda) emas, balki o‘zaro e’tirof munosabatlarida namoyon bo‘ladi. Bu konsepsiya juda nozik, ammo jamiyatni tushunish uchun o‘ta muhim nazariyadir. Muallifning fikrlaridan shuni tushunishimiz mumkinki, inson boshqalardan qochib emas, balki boshqalar bilan birga bo‘lish orqali erkinlikka erishadi va «Salbiy erkinlik» (hech kim menga xalaqit bermasin) va «Ijtimoiy erkinlik» o‘rtasidagi farqni do‘stlikda ko‘rish mumkinligini ta’kidlaydi:

- Yakkalanish (Salbiy erkinlik): Tasavvur qiling, siz uyingizda yolg‘izsiz. Hech kim sizga «buni qil, uni qilma» demaydi. Siz mutlaq mustaqilsiz. Lekin Honnet aytadiki, bu «bo‘sh erkinlik». Siz o‘z hislaringizni, fikrlaringizni hech kim bilan bo‘lisha olmaysiz, demak, o‘zligingizni to‘liq namoyon eta olmaysiz.
- O‘zaro e’tirof (Ijtimoiy erkinlik): Siz eng yaqin do‘stingiz bilan uchrashdingiz. Do‘stlik shartlari sizni biroz cheklaydi (siz uning gapini eshitishingiz, unga vaqt ajratishingiz, uning hislarini hurmat qilishingiz kerak).

Garchi sizda majburiyat (mas’uliyat) paydo bo‘lsa-da, siz o‘zingizni erkinroq his qilasiz. Nega? Chunki do‘stingiz sizni tinglaydi, tushunadi va e’tirof etadi. Bundan shunday xulosa qilishimiz mumkinki, biz faqat bizni qadrlaydigan va maqsadlarimizni qo‘llab-quvvatlaydigan insonlar orasidagina haqiqiy erkinmiz. Axel Honnet ta’kidlashicha, subyekt o‘z erkinligini faqat boshqada bo‘lish orqali to‘liq anglaydi. Yakkalangan individning avtonomiyasi illyuziyadir, chunki haqiqiy avtonomiya intersubyektiv e’tirofga tayanadi. Aksiologik jihatdan, inson faqat boshqalar tomonidan tan olingan va boshqalar oldida mas’uliyatni his qilgan holda to‘la erkin bo‘la oladi. Bu yondashuv zamonaviy atomlashgan jamiyatda erkinlikni «boshqalardan ajralish» deb tushunishdek xato aksiologik fikrni rad etadi. XXI asr aksiologiyasida erkinlik fenomeni an’anaviy «avtonomiya» (o‘z-o‘zini boshqarish) tushunchasidan «relatsion (aloqadorlik) erkinlik» tushunchasiga transformatsiya qilinmoqda. Agar XX asr ekzistensializmi (J.P. Sartr) erkinlikni individning jamiyatdan ajralgan holdagi radikal tanlovi deb hisoblagan bo‘lsa, zamonaviy ekologik va bioetik inqirozlar davrida erkinlikning mazmuni «boshqaning hayoti uchun mas’uliyat» orqali belgilanmoqda. Bu qarashni quyidagi bir necha prinsiplar orqali tushunishimiz mumkin. Nemis faylasufi Hans Yonasning «Mas’uliyat prinsipi» nazariyasiga ko‘ra, texnologik sivilizatsiya sharoitida inson erkinligi endilikda uning qudrati bilan cheklanishi shart. Yonasning mashhur kategorik imperativi – «Shunday harakat qilginki, sening harakating oqibatlari insoniyatning kelajakdagi hayoti davomiyligiga zid kelmasin»[9] – erkinlikning aksiologik chegarasini hozirgi zamondan kelajakka ko‘chiradi. Zamonaviy tadqiqotchilardan M. Coeckelbergh Yonasning texnologik mas’uliyat g‘oyasini sun’iy intellekt davriga tatbiq etgan hisoblanadi. Ya’ni u bo‘yicha Yonasning yondashuvi erkinlikni «ehtiyot chorasi» sifatida qayta baholashni talab qiladi. Ya’ni, erkinlik – bu tabiat ustidan hukmronlik qilish emas, balki uning zaifligini anglab, uni

muhofaza qilishdir[10]. G‘amxo‘rlik etikasi-feministik etika vakili Virjiniya Held tomonidan rivojlantirilgan «G‘amxo‘rlik etikasi» erkinlikni «o‘zaro bog‘liqlik» prizmasida tahlil qiladi: liberal erkinlik modeli (mustaqil, o‘zini o‘zi ta’minlovchi individ) real hayotga to‘g‘ri kelmaydi. Inson hayotining boshida va oxirida, shuningdek, inqiroz davrlarida boshqalarning g‘amxo‘rligiga muhtojdir. Shu bois, aksiologik nuqtayi nazardan, oliy qadriyat – bu «aralashmaslik» emas, balki «g‘amxo‘rlik munosabatlarini saqlab qolish»dir[11]. Bundan biz shunday xulosa qilishimiz mumkinki, ya’ni erkinlik – bu boshqalardan uzilish emas, balki o‘zgalar bilan munosabatlarda o‘zini to‘laqonli his qilishdir.

«Umumiy manfaat» inqirozi-Sendelning «Meritokratiya zulmi» asaridagi g‘oyalar yuqoridagi nazariyalarni ijtimoiy-siyosiy kontekstda to‘ldiradi. Sendelga ko‘ra, zamonaviy jamiyatdagi «Men o‘zim erishdim» degan meritokratik erkinlik tushunchasi kibrni keltirib chiqaradi va muvaffaqiyatsizlikka uchraganlarni kamsitadi. Aksiologik inqiroz shundaki, individual erkinlik «Umumiy manfaat» tushunchasidan ustun qo‘yildi. Sendel taklif etayotgan yechim – erkinlikni raqobat vositasi sifatida emas, balki fuqarolik birdamligi instrumenti sifatida qadrlashdir va albatta, erkinlikning qadri uning jamiyatdagi eng zaif qatlamlarni himoya qilish salohiyati bilan o‘lchanishi lozim[12]. Shuning uchun biz bu qismda biz «Erkinlik nima?» deb emas, «Erkinlikning nima foydasi bor va u qanchalik qimmatli?» degan aksiologik savolga javob berdik. Erkinlikning ontologik jihatdan inson mavjudligining “mujassamlashgan” dinamik jarayoni, gnoseologik jihatdan obyektiv zaruriyatni anglash orqali amalga oshadigan kognitiv akt hamda aksiologik jihatdan “Men” va “Boshqa” o‘rtasidagi intersubyektiv mas’uliyatli munosabat sifatidagi ushbu uch o‘lchamli dialektik tabiati shuni ko‘rsatadiki, mazkur fenomen statik holat emas, balki ijtimoiy-tarixiy makonda uzluksiz shakllanuvchi ekzistensial loyihadir; aynan erkinlikning ushbu ko‘p qatlamli murakkabligi zamonaviy G‘arb falsafiy diskursida uning subyektiv individuallik (J.P. Sartr), siyosiy plyuralizm (I. Berlin) va hokimiyat munosabatlari (M. Fuko) kesishmasidagi yangicha talqinlarini tadqiq etishni taqozo qiladi.» XX-XXI asr falsafiy tafakkurida erkinlik masalasi klassik metafizikadan (iroda erkinligi) amaliy-ekzistensial va siyosiy-ijtimoiy tekislikka ko‘chdi. Ushbu transformatsiya jarayonini uchta asosiy paradigma – ekzistensializm (J.P. Sartr), liberal plyuralizm (I. Berlin) va poststrukturalizm (M. Fuko) tahlili orqali yoritish maqsadga muvofiqdir. Jan-Pol Sartr: Ekzistensial loyiha va «sedimentatsiya» muammosi. Sartrning «inson erkinlikka mahkumdir» degan klassik tezisi bugungi post-industrial jamiyatda o‘zining ontologik keskinligini saqlab qolmoqda. Biroq, zamonaviy sartrshunoslikda, xususan, Jonatan Webber tadqiqotlarida Sartrning erkinlik tushunchasi «radikal, cheksiz tanlov» sifatida emas, balki «sedimentatsiya»(cho‘kindi) tushunchasi orqali qayta talqin qilinmoqda. Gap shundaki, insonning o‘tmishdagi tanlovlari uning xarakterida «cho‘kib», qatlam hosil qiladi va kelajakdagi erkinligini ma’lum ma’noda yo‘naltiradi[13]. Bu nazariyasi erkinlikni inkor etmaydi, balki uni kontekstuallashtiradi. Inson har lahzada o‘zgarishi mumkin, ammo bu o‘zgarish uning o‘tmishda shakllantirgan mental dispozitsiyalari – cho‘kindilari bilan kurash yoki murosaga kirishish jarayonida amalga oshadi. Biz bundan quyidagicha xulosa chiqarishimiz mumkin, inson o‘z xarakterini o‘zi quradi (cho‘kindi hosil qiladi), lekin keyinchalik o‘sha xarakter bizning kelajakdagi tanlovlarimizni osonlashtiradi yoki qiyinlashtiradi. Raqamli asrda esa bu g‘oya shaxsning «raqamli izlari» (digital footprint) muammosi bilan hamohangdir.

Algoritmlar bizning o‘tmishdagi harakatlarimiz asosida kelajagimizni bashorat qilishga urinayotgan bir paytda, Sartrcha erkinlik – bu algoritmik determinizmga qarshi chiqish, ya’ni «belgilab berilgan ssenariy»dan tashqariga chiqish qobiliyati sifatida namoyon bo‘ladi. Erkinlik – bu berilgan vaziyatni (facticity) rad etish emas, balki unga yangi ma’no yuklash orqali o‘zlikni qayta loyihalashdir. Isayya Berlin: Qadriyatlar plyuralizmi va “paternalism” xavfi. Isayya Berlinning "erkinlikning ikki konsepsiyasi" (ijobiy and salbiy) bugungi kunda ham liberal demokratiyaning aksiologik poydevori hisoblanadi. Zamonaviy siyosiy falsafada Berlin g‘oyalari Baum va Nikols tomonidan “qadriyatlar plyuralizmi” kontekstida rivojlantirilmoqda. Berlinning asosiy ogohlantirishi shundan iborat ediki, "ijobiy erkinlik" (insonni "haqiqiy" maqsadlari sari yo‘naltirish) ko‘pincha davlat yoki jamiyatning paternalistik hukmronligiga aylanib ketishi mumkin[14]. Ya’ni bu yerda tushuniladigan nazariya shuki, ijobiy erkinlikning haddan tashqari absolyutlashtirilishi davlatning fuqarolar xususiy hayotiga “ularning o‘z manfaati yo‘lida” degan vaj bilan aralashuvini oqlaydi, bu esa pirovardida jamiyatning voyaga yetmagan bola, davlatning esa qattiqqo‘l vasiy maqomida gavdalanishiga – paternalistik hukmronlikka olib keladi.

Hozirgi global siyosiy jarayonlarda, xususan, pandemiya davridagi cheklovlar yoki axborot xavfsizligi choralari misolida biz “salbiy erkinlik” (aralashmaslik) va “ijobiy erkinlik” (jamoaviy xavfsizlik uchun boshqaruv) o‘rtasidagi keskin dialektik to‘qnashuvni kuzatib o‘tganmiz. Berlin nazariyasiga ko‘ra, bu ikki qutbni to‘liq yarashtirish imkonsiz, erkinlikning fojiaviyligi shundaki, biz har doim bir qadriyat evaziga ikkinchisini qurbon qilishga majburmiz. Zamonaviy jamiyatning vazifasi – totalitarizmga olib keluvchi “yagona to‘g‘ri yo‘l” g‘oyasidan voz kechib, ushbu ziddiyatni muvozanatda ushlashdir. Biz ham Berlin g‘oyalariga tayanib, haddan tashqari “ijobiy erkinlikka” intilish totalitarizm xavfini tug‘dirishi mumkinligidan ogohlantirib, liberal demokratiya sharoitida bu ikki qutbning muvozanatini saqlash zarurligini xulosalab o‘tmoqchimiz. Mishel Fuko: Subyektivatsiya va “Axborotlashgan shaxs”. M. Fuko falsafasida erkinlik mavhum yuridik huquq emas, balki hokimiyat munosabatlari ichidagi amaliyotdir (praxis). Fuko uchun erkinlik – bu “boshqaruvchanlik” texnologiyalariga nisbatan "kontr-boshqaruv" yoki “o‘z-o‘ziga g‘amxo‘rlik” orqali amalga

oshiriladi[15]. Ya’ni, M. Fuko talqinida erkinlikning ontologik sharti – bu subyektning o‘z-o‘ziga bo‘lgan munosabatini qayta qurishidir. Edvard MakGushin ta'kidlaganidek, Fukoning o‘z-o‘ziga g‘amxo‘rlik konsepsiyasi narsisistik xudbinlik emas, balki tashqi biopolitik boshqaruv mexanizmlariga qarshi qaratilgan axloqiy va estetik qarshilik strategiyasi, ya'ni subyektning o‘z avtonomiyasini “askezis” (ruhiy mashqlar) orqali konstitutsiyalash jarayonidir. Kolin Kupman esa, ushbu yondashuvni “axborotlashgan shaxs” gneseologiyasiga tatbiq etib, bugungi kunda erkinlik muammosi "biopolitika"dan "infopolitika"ga ko‘chganini asoslaydi. Zamonaviy tadqiqotlarda Fukoning erkinlik konsepsiyasi “boshqaruvchanlik” kontekstida o‘rganilmoqda: inson o‘zini o‘zi shakllantiruvchi subyekt sifatida hokimiyat diskurslaridan qanday qilib erkinlik hududini yarata oladi? Bu, ayniqsa, biopolitika va raqamli nazorat kuchaygan davrda muhimdir.

Zamonaviy “katta ma’lumotlar” (Big Data) jamiyatida inson shunchaki biologik tana emas, balki ma’lumotlar to‘plami sifatida boshqariladi. Fuko metodologiyasi orqali qaraganda, bugungi erkinlik – bu raqamli panoptikondan qochish (bu imkonsiz) emas, balki o‘sha ma’lumotlar oqimi ichida o‘z subyektivligini saqlab qolish, ya’ni hokimiyat diskurslari bizni "kim" deb belgilashiga nisbatan kritik munosabatda bo‘lish san’atidir. Xulosa qilib aytganda, erkinlik tushunchasi falsafiy talqinda statik holat emas, balki dinamik jarayondir. U bir tomondan, borliqning obyektiv qonuniyatlari (determinizm) bilan cheklangan bo‘lsa, ikkinchi tomondan, insonning gnoseologik salohiyati va aksiologik tanlovi (indeterminizm, ekzistensial loyiha) orqali ro‘yobga chiqadi. Sartr, Berlin va Fuko kabi mutafakkirlarning qarashlari ushbu murakkab fenomenning turli qirralarini — mas'uliyat, siyosiy huquq va hokimiyatga munosabatni yoritishda metodologik asos bo‘lib xizmat qiladi.

Yuqorida tahlil qilingan G‘arb falsafiy maktablari (ekzistensializm, liberalizm, poststrukturalizm) erkinlik fenomenining universal qirralarini ochib bergan bo‘lsa-da, ularning O‘zbekiston ijtimoiy voqeligiga tatbiqi o‘ziga xos sotsiokultural transformatsiyani talab etadi. Zamonaviy O‘zbekistonda amalga oshirilayotgan islohotlarning ontologik asosi sifatida tanlangan “Inson qadri uchun” tamoyili klassik liberalizmdagi "atomlashgan individual erkinlik"dan farq qiladi. Bizning tahlilimizga ko‘ra, O‘zbekiston sharoitida erkinlik fenomeni G‘arb modellarining oddiy nusxasi (immitatsiyasi) emas, balki universal demokratik tamoyillar va milliy-ma’naviy qadriyatlar (kollektivizm, mahalla instituti, oilaviy qadriyatlar) sintezi sifatida namoyon bo‘lmoqda.

Shuningdek, ayni davrda ham u jamiyatda alohida o‘ringa ega. Uning aksi va himoyasini har bir davlatning huquqiy hujjatlarida ko‘plab uchratamiz. Jumladan, O‘zbekiston Respublikasining Konstitusiyasida «erkinlik» so‘zining o‘zi 18 marotaba ishlatilgan bo‘lib, davlat fuqarosi va jamiyatdagi har bir shaxs bilan uzviy bog‘lanadi. “O‘zbekiston Respublikasida demokratiya umuminsoniy prinsiplarga asoslanadi, ularga ko‘ra inson, uning hayoti, erkinligi, sha’ni, qadr-qimmati va boshqa daxlsiz huquqlari oliy qadriyat hisoblanadi. Demokratik huquq va erkinliklar Konstitusiya va qonunlar bilan himoya qilinadi” (13-modda) [16]. Konstitusiyada keltirilgan erkinlik haqidagi qismlar antik davr mutafakkirlarining qarashlari bilan mos kelishini isbotlash qiyin emas. Chunki zamonaviy konstitutsiyaviy huquqning ontologik ildizlari aynan Antik davr falsafasidagi “Tabiiy huquq” g‘oyasiga borib taqaladi. O‘zbekiston Respublikasi Konstitutsiyasida mustahkamlangan “shaxsiy daxlsizlik”, “so‘z erkinligi” va “qonun ustuvorligi” tamoyillari Sitseron, Aristotel va Stoiklar ilgari surgan universal imperativlarning zamonaviy yuridik transformatsiyasidir. Xulosa qilib shuni ta’kidlashimiz mumkinki, O‘zbekiston Respublikasi Konstitutsiyasida aks etgan erkinlik normalari G‘arb liberalizmining “individualizm” g‘oyalarini milliy “jamoaviylik”qadriyatlari hamda Antik davr mutafakkirlarining “tabiiy huquq” va “adolat” haqidagi universal g‘oyalari bilan uyg‘unlashtirgan noyob modeldir.

XULOSA

Xulosa qilib aytganda, erkinlik va qaramlik tushunchalari inson borlig‘ining o‘zaro chambarchas bog‘liq bo‘lgan, bir-birini taqozo etuvchi dialektik qirralaridir. Tadqiqot natijalari shuni ko‘rsatadiki, erkinlik faqatgina tanlov huquqi emas, balki shaxsning o‘zligini anglashi, o'z "men"ini yarata olishi hamda ijtimoiy mas’uliyatni chuqur his etishidan iborat murakkab ekzistensial loyihadir. Ayni paytda, raqamli texnologiyalar va sun’iy intellekt jadal kirib kelayotgan hozirgi davrda shaxs erkinligi yangicha xavf-xatarlarga yuz tutmoqda hamda qaramlikning simulyativ, virtual va algoritmik shakllari (raqamli panoptikum, ijtimoiy tasdiqqa qaramlik) keskin namoyon bo‘lmoqda.

Globallashuv sharoitida, ayniqsa raqamli makonda, insonning ontologik avtonomiyasini saqlab qolish va turli manipulyativ ta’sirlardan, "soxta ehtiyojlardan" himoyalashning eng maqbul ijtimoiy-falsafiy mexanizmi — bu yoshlarda milliy g‘oyaga asoslangan mustahkam ma’naviy immunitetni shakllantirishdir. Faqatgina obyektiv zaruriyatni ongli ravishda anglagan, axborot oqimiga tanqidiy munosabat bildira oladigan hamda "Men" va "Boshqalar" o‘rtasida o‘zaro e'tirofga asoslangan munosabatlarni qura olgan shaxsgina zamonaviy jamiyatda mutlaq qaramlikdan xalos bo'lib, chinakam erkinlikka erishishi mumkin.

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XOTIN-QIZLARNING QADRIYATLARNI SAQLASHI VA IJTIMOIY MOSLASHUV FAOLLIGI

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Annotatsiya*Ushbu maqolada globallashuv jarayonlarining o'zbek ayollari ijtimoiy hayotiga ta'siri, milliy qadriyatlarni saqlash muammolari va xotin-qizlarning zamonaviy jamiyatga moslashuv darajasi tahlil qilinadi. Tadqiqotda an'anaviylik va zamonaviylik o'rtasidagi muvozanatni topish masalalari yoritilgan.*

Kalit so'zlar: *Globallashuv, milliy qadriyatlar, ijtimoiy hayot, moslashuv, an'anaviylik va zamonaviylik, muvozanat, xotin-qizlar ta'limi, gender tengligi,raqamli pedagogika.*

ACTIVITIES TO PRESERVE WOMEN'S VALUES AND SOCIAL ADAPTATION.

Abstract:*This article analyzes the impact of globalization processes on the social lives of Uzbek women, the challenges of preserving national values, and the level of women's adaptation to modern society. The research highlights the issues of finding a balance between traditionalism and modernity.*

Keywords: *Globalization processes, national values,social life, adaptation, traditionalism and modernity, balance, education for women, gender equality, digital pedagogy.*

МЕРОПРИЯТИЯ ПО СОХРАНЕНИЮ ЖЕНСКИХ ЦЕННОСТЕЙ И СОЦИАЛЬНОЙ АДАПТАЦИИ.

Аннотация. *В данной статье анализируется влияние процессов глобализации на социальную жизнь узбекских женщин, проблемы сохранения национальных ценностей и уровень адаптации женщин к современному обществу. В исследовании освещаются вопросы поиска баланса между традицией и современностью.*

Ключевые слова: *глобализация, национальные ценности, социальная жизнь, адаптация, традиция и современность, баланс, женское образование, гендерное равенство, цифровая педагогика.*

Kirish. Globallashuv nafaqat iqtisodiy va siyosiy, balki ma'naviy-axloqiy sohalarni ham qamrab olgan murakkab jarayondir.Bu jarayonda axborot oqimining tezlashishi va madaniyatlarning qorishuvi murakkab tarzda namoyon bo'lmoqda.Bugungi kun sharoitida xotin-qizlar milliy o'zlikni saqlovchi asosiy bo'g'in xisoblanadi.Ayollarning jamiyatdagi roli faqat oila bilan cheklanib qolmay, ularning ijtimoiy-siyosiy faolligi ham ortib bormoqda. Biroq, "ommaviy madaniyat" ta'siri ostida milliy tarbiya va oilaviy qadriyatlarning transformatsiyaga uchrashi ma'lum xavflarni keltirib chiqarmoqda. Maqolaning asosiy maqsadi globallashuvning salbiy oqibatlaridan himoyalangan holda, xotin-qizlarning ijtimoiy moslashuv mexanizmlarini o'rganishdir.

Metodlar:

Qiyosiy tahlil: G'arbda ayol kishining faolligi uning shaxsiy erkinligi va huquqlari nuqtayi nazaridan baholanadi. U o'z karyerasi yoki hayot tarzi uchun jamiyat yoki oila oldida hisobdorlikni kamroq his qiladi.Sharqda ayolning ijtimoiy faolligi "oila nomusi" va "jamiyatning qarashi" bilan chambarchas bog'liq. Sharq ayoli muvaffaqiyatga erishganda ham, buni ko'pincha oilasining yutug'i sifatida taqdim etadi.G'arb madaniyatida farzandsiz hayot yoki kech oila qurish ijtimoiy faollikning bir qismi sifatida normal qabul qilinadi. Sharqda esa ijtimoiy faol ayoldan bir vaqtning o'zida "yaxshi ona" va "namunali kelin" bo'lish ham talab etiladi. Bu Sharq ayoliga qo'shimcha psixologik yuk yuklaydi, lekin ayni paytda uning ijtimoiy moslashuvchanligini oshiradi.Sharq ayollari uchun ijtimoiy faollik jarayonida hayyo, ibo, andisha kabi tushunchalar faoliyatni cheklovchi emas, balki tartibga soluvchi filtr vazifasini o'taydi. G'arbda esa faollik chegaralari asosan qonun bilan belgilanadi, axloqiy mezonlar esa ko'proq subyektiv xarakterga ega. Bugungi kunda "Sintez" jarayoni ketmoqda: Sharq ayoli G'arbning ishchanlik va texnologik ko'nikmalarini o'zlashtirayotgan bo'lsa, G'arb olimlari Sharqning oilaviy birdamlik va ma'naviy barqarorlik modelini o'rganmoqda. Globallashuv sharoitida eng maqbul yo'l g'arbning innovatsion ruhini saqlagan holda, Sharqning ma'naviy ildizlaridan uzilmaslikdir.

Mavzu doirasida turli yoshdagi va kasb egalari bo‘lgan yuz nafar xotin-qizlar o‘rtasida "Qadriyatlar va zamonaviylik" mavzusida so‘rov o‘tkazildi."Qadriyatlar va zamonaviylik" mavzusidagi so‘rovnomada yuz nafardan ortiq turli yoshdagi xotin-qizlar ishtirok etdi, natijalar odatda avlodlar o‘rtasidagi dunyoqarash farqlari va ijtimoiy maqomning qadriyatlarga ta’sirini ko‘rsatdi.O‘zbekiston sharoitidagi bugungi tendensiyalardan kelib chiqib, natijalarni quyidagi uchta guruh kesimida ko‘rishimiz mumkin. Yosh guruhlari bo‘yicha dunyoqarash 18–30 yosh .Bu guruhda zamonaviylikka intilish va raqamli texnologiyalarga moslashuv juda yuqori. Ulardagi ustuvorlik shaxsiy rivojlanish, oliy ma’lumot olish va karyera.Qadriyatlarga munosabatda milliy an’analarni hurmat qilishadi, lekin ularni zamonaviy turmush tarzi bilan uyg‘unlashtirishni masalan, zamonaviy milliy liboslar, innovatsion tadbirkorlik afzal ko‘rishadi.Natija 85% ishtirokchi ijtimoiy tarmoqlar va IT-bilimlarni muvaffaqiyat garovi deb biladi.O‘rta yosh vakillari 31–45 yosh bu guruh "oltin o‘rtaliq"ni saqlashga harakat qiladi va eng faol qatlam hisoblanadi.Ularda Oila barqarorligi va farzandlar kelajagiga etibor ustivorlik qiladi. Milliy tarbiya usullarini saqlab qolishga intilish kuchli. Shu bilan birga, iqtisodiy mustaqillikka intilish ham yuqori.Bu yoshdagi xotin-qizlarning 70% ayol kishining ham ishlashi, ham oilada bekami-ko‘st bo‘lishi shart deb hisoblaydi. Katta yoshli avlod 46 yosh va undan yuqori.An’anaviy qadriyatlarning asosiy himoyachilari hisoblanib,ma’naviy meros, oilaviy totuvlik va an’analarni keyingi avlodga bezavol yetkazish kerar deb xisoblaydilar. Globallashuvni madaniy o‘zlikka ma’lum ma’noda xavf sifatida ko‘rishadi.Ularning ko’pchiligi oilaviy munosabatlarda kattalarning o‘rni va pand-nasihat muhimligini ta’kidlaydilar.O‘tkazilgan "Qadriyatlar va zamonaviylik" mavzusidagi so‘rovnoma shuni ko‘rsatadiki, bugungi ayollar o‘rtasida "Ma’rifatli onalik" konsepsiyasi shakllanmoqda. Ya’ni, zamonaviy bilimga ega bo‘lish milliy qadriyatlardan voz kechish degani emas, aksincha, ularni yangicha usulda boyitish va himoya qilish ekanligi ko‘proq e’tirof etilmoqda.

Muhokama va Xulosa : Bugungi kun sharoitida xotin-qizlarning ijtimoiy moslashuvi ikki yo‘nalishda kechyotganligini ko’rish mumkin.Eksternal moslashuv ayollarning ta’lim olishi, boshqaruv organlaridagi ishtiroki va iqtisodiy mustaqilligi bilan .Xotin –qizlar ijtimpiy faolligida ichki barqarorlik oila mustahkamligi, farzand tarbiyasida milliy qadriyatlarga sodiqlikda ham yaqqol namoyon bo'lmoqda.Ayollarning ijtimoiy faolligini oshirish uchun ularga faqat iqtisodiy imkoniyat berish kifoya emas. Ularning ma’naviy immunitetini kuchaytirish, yot g‘oyalariga qarshi turish ko‘nikmasini shakllantirish lozim. Milliy qadriyatlar ayol kishi uchun nafaqat meros, balki global dunyoda o‘zligini yo‘qotmaslik uchun "aksiyologik determinant"xizmatini o‘taydi.Yuqoridagilarni inobatga olgan holda quydagilarni xotin-qizlar ijtimoiy faolligida muhum ahamiyatga ega.Xotin-qizlar o‘rtasida mediasavodxonlikni oshirish.Milliy an’analarni zamonaviy formatda masalan, milliy brendlar, ijtimoiy loyihalar orqali targ‘ib qilish.Masofaviy ish va tadbirkorlik orqali ayollarning ijtimoiy moslashuviga ko‘maklashish muhim xisoblanadi.Ayollarning ijtimoiy moslashuvi huquqiy, psixologik va madaniy jihatdan katta axamiyatga ega. Milliy o‘zlikni anglash tuyg‘usi ayollarni global madaniy bir xillashishdan asraydi va ularning jamiyatdagi ijtimoiy statusini barqarorlashtiradi.

Tavsiya: Yuqoridagilarni va tadqiqot natijalarini inobatga olgan holda, bugungi kunda xotin-qizlarning ijtimoiy faolligini oshirish hamda ularning ijtimoiy moslashuvini ta’minlash bo‘yicha quyidagi ilmiy-amaliy jihatlarga e’tibor qaratish lozim. Raqamli makondagi manipulyatsiyalar, feyk (yolg‘on) xabarlar va psixologik ta’sir mexanizmlariga qarshi ayollarda immunitetni shakllantirish zarur. Bu nafaqat ularning shaxsiy axborot xavfsizligini, balki oilaviy institutlar barqarorligini ham ta’minlaydi. Milliy qadriyatlarni eskilik sarqiti sifatida emas, balki zamonaviy brending, ijtimoiy loyihalar, raqamli kontent va kreativ industriya orqali ayollarning global professional standartlarga integratsiyalashuviga xizmat qildirish lozim. Xotin-qizlarga o‘zlarining an’anaviy oilaviy vazifalari onalik, oila mustahkamligi bilan ijtimoiy-iqtisodiy faolligini muvozanatda saqlashga sintez qilishga imkon beradi va ularning ijtimoiy moslashuv jarayonini tezlashtiradi.

Xulosa: Xotin-qizlarning ijtimoiy moslashuvi faqatgina iqtisodiy ko‘rsatkich emas, balki huquqiy, psixologik va madaniy o‘lchovlarga ega bo‘lgan ko‘p bosqichli ijtimoiy-falsafiy jarayondir. Globallashuv sharoitida o‘zbek ayollarining ijtimoiy faolligini oshirish dinamikasi milliy va umuminsoniy qadriyatlarning oqilona sinteziga tayanmog‘i lozim.Ayollarning huquqiy savodxonligini oshirish ularning ijtimoiy himoyasini ta’minlasa, psixologik va madaniy moslashuv ularning jamiyatdagi yangi ijtimoiy rollarni masofaviy mehnat, raqamli tadbirkorlik, intellektual faollik milliy o‘zlikka zarar yetkazmagan holda qabul qilishiga zamin yaratadi. Xulosa qilib aytganda, zamonaviy axborot texnologiyalari AI, raqamli savodxonlik va gumanitar vositalar integratsiyasi orqali ayollarning potensialini yuzaga chiqarish — milliy taraqqiyotning barqaror va xavfsiz evolyutsiyasini ta’minlovchi asosiy omillardan biridir.

Foydalanilgan adabiyotla ro‘yxati

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O‘ZBEKISTONDA HUQUQIY TA’LIMNI RIVOJLANTIRISHNING IJTIMOIY MASALALARI

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Annotatsiya: *Mazkur ilmiy maqolada O‘zbekistonda huquqiy ta’limni rivojlantirishning ijtimoiy jihatlari, huquqiy madaniyatni yuksaltirish, aholining huquqiy savodxonligini oshirish hamda zamonaviy ta’lim tizimida huquqiy bilimlarni takomillashtirish masalalari tahlil qilinadi. Shuningdek, huquqiy ta’limni rivojlantirishda davlat siyosati, ta’lim muassasalari, oila va fuqarolik jamiyati institutlarining o’rni yoritilib, mavjud muammolar hamda ularni bartaraf etish bo’yicha ilmiy-amaliy takliflar ilgari suriladi.*

Kalit so’zlar: *huquqiy ta’lim, huquqiy madaniyat, huquqiy ong, fuqarolik jamiyati, ta’lim tizimi, yoshlar siyosati, huquqiy savodxonlik.*

СОЦИАЛЬНЫЕ ВОПРОСЫ РАЗВИТИЯ ПРАВОВОГО ОБРАЗОВАНИЯ В УЗБЕКИСТАНЕ

Аннотация: *В данной научной статье анализируются социальные аспекты развития правового образования в Узбекистане, вопросы повышения правовой культуры, повышения правовой грамотности населения и совершенствования правовых знаний в современной системе образования. Также освещается роль государственной политики, образовательных учреждений, семьи и институтов гражданского общества в развитии правового образования, выдвигаются научно-практические предложения по существующим проблемам и их устранению.*

Ключевые слова: *правовое образование, правовая культура, правосознание, гражданское общество, система образования, молодежная политика, правовая грамотность.*

SOCIAL ISSUES OF DEVELOPING LEGAL EDUCAɹTION IN UZBEKISTAN

Abstract: *This scientific article analyzes the social aspects of developing legal education in Uzbekistan, enhancing legal culture, increasing the legal literacy of the population, and improving legal knowledge within the modern education system. Also, the role of state policy, educational institutions, family and civil society institutions in the development of legal education is highlighted, existing problems and scientific and practical proposals for their elimination are put forward.*

Key words: *legal education, legal culture, legal awareness, civil society, education system, youth policy, legal literacy.*

Kirish. Bugungi globallashuv sharoitida demokratik huquqiy davlat va kuchli fuqarolik jamiyatini barpo etishda huquqiy ta'limning o'rni tobora ortib bormoqda. Huquqiy ta'lim jamiyat a'zolarining huquq va majburiyatlarini anglashiga, qonunlarga hurmat ruhida tarbiyalanishiga hamda huquqiy ong va madaniyatning yuksalishiga xizmat qiladi. O‘zbekistonda amalga oshirilayotgan islohotlar fuqarolarning huquqiy bilimlarini oshirish, yosh avlodni huquqiy jihatdan yetuk etib tarbiyalash va huquqiy ta'lim sifatini takomillashtirishni ustuvor vazifalardan biri sifatida belgilab bermoqda.

Adabiyotlar tahlili. Huquqiy ta'lim va huquqiy madaniyatni rivojlantirish masalalari O‘zbekiston hamda xorij olimlari tomonidan keng tadqiq etilgan ilmiy yo‘nalishlardan biridir. Mazkur yo‘nalishdagi tadqiqotlarda huquqiy davlatni barpo etish, fuqarolik jamiyatini rivojlantirish va aholining huquqiy ongini yuksaltirishning nazariy hamda amaliy asoslari yoritilgan.

O‘zbekiston Respublikasi Konstitutsiyasida inson huquq va erkinliklarini ta’minlash, qonun ustuvorligi hamda ta’lim olish huquqi konstitutsiyaviy qadriyat sifatida mustahkamlangan. Ushbu normalar huquqiy ta’limni rivojlantirishning asosiy huquqiy poydevorini tashkil etadi **[1]**.

"Ta’lim to‘g‘risida"gi Qonunda uzluksiz ta’lim tizimini takomillashtirish, zamonaviy pedagogik texnologiyalarni joriy etish hamda ta’lim sifatini oshirishga alohida e’tibor qaratilgan. Ushbu qonun huquqiy ta’limning institutsional asoslarini belgilab beradi **[2]**.

O‘zbekiston Respublikasi Prezidentining huquqiy madaniyatni yuksaltirishga oid farmon va qarorlarida aholining huquqiy savodxonligini oshirish, yoshlarni huquqiy jihatdan tarbiyalash hamda huquqiy targ‘ibotni zamonaviy shakllarda tashkil etish davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida e’tirof etilgan **[3]**.

Professor X.T. Odilqoriyev huquqiy davlat va fuqarolik jamiyati rivojlanishida huquqiy madaniyatning o‘rni beqiyos ekanligini ta’kidlab, huquqiy ta’lim fuqarolarning qonunlarga hurmat ruhida tarbiyalanishiga xizmat qilishini qayd etadi. Olimning fikricha, "huquqiy ong va huquqiy madaniyat jamiyat taraqqiyotining muhim mezonidir" **[4, 56-b.]**.

Akademik A.X. Saidov inson huquqlari bo‘yicha tadqiqotlarida huquqiy ta’limni demokratik jamiyat rivojlanishining zarur sharti sifatida baholab, fuqarolarning o‘z huquqlarini bilishi va ulardan samarali foydalanishi huquqiy ta’lim sifatiga bevosita bog‘liqligini ta’kidlaydi **[5, 74-b.]**.

Huquqiy madaniyat masalalariga bag‘ishlangan ilmiy ishlarda fuqarolik jamiyati institutlari faoliyati bilan huquqiy ta’lim o‘rtasidagi uzviy bog‘liqlik ilmiy jihatdan asoslab berilgan. Tadqiqotchilar huquqiy madaniyatning yuksalishi jamiyatda qonun ustuvorligini ta’minlash va huquqbuzarliklarning oldini olishda muhim omil ekanligini qayd etadilar **[6]**.

Xorijiy olim Paulo Freire ta’limning asosiy vazifasi shaxsda tanqidiy fikrlashni rivojlantirish ekanligini ta’kidlaydi. Uning fikricha, ta’lim fuqarolarning ijtimoiy faolligini oshirishi va ularni jamiyat hayotida faol ishtirok etishga undashi lozim **[7, p. 68]**.

Shuningdek, Lawrence Kohlberg axloqiy rivojlanish nazariyasida huquqiy me’yorlarga ongli rioya qilish shaxsning axloqiy kamoloti bilan chambarchas bog‘liq ekanligini ilmiy asoslaydi. Mazkur yondashuv huquqiy tarbiya va huquqiy ta’lim metodologiyasini takomillashtirishda muhim nazariy asos bo‘lib xizmat qiladi **[8, p. 412]**.

Yuqoridagi ilmiy manbalar tahlili shuni ko‘rsatadiki, huquqiy ta’limni rivojlantirish masalalari asosan huquqiy madaniyatni yuksaltirish, qonun ustuvorligini ta’minlash va fuqarolik jamiyatini rivojlantirish nuqtai nazaridan o‘rganilgan. Biroq raqamli texnologiyalar, sun’iy intellekt va mediahuquqiy savodxonlikning huquqiy ta’limga ta’sirini kompleks o‘rganish bo‘yicha tadqiqotlar hali yetarli emas. Mazkur maqolada aynan shu jihatlarga alohida e’tibor qaratiladi.

Tadqiqot metodologiyasi. O‘zbekistonda huquqiy ta’limni rivojlantirishning ijtimoiy masalalarini o‘rganishda umumilmiy va maxsus ilmiy tadqiqot metodlaridan kompleks tarzda foydalanildi. Tadqiqotning metodologik asosini O‘zbekiston Respublikasi Konstitutsiyasi, "Ta’lim to‘g‘risida"gi Qonun, huquqiy madaniyatni yuksaltirishga oid normativ-huquqiy hujjatlar hamda huquqshunos va pedagog olimlarning ilmiy qarashlari tashkil etadi **[1–5]**.

Tadqiqot jarayonida tizimli tahlil (system approach) metodi orqali huquqiy ta’lim tizimining tarkibiy elementlari va ularning o‘zaro bog‘liqligi o‘rganildi. Ushbu metod huquqiy ta’limning davlat, ta’lim muassasalari, oila va fuqarolik jamiyati institutlari bilan o‘zaro aloqadorligini kompleks baholash imkonini berdi.

Qiyosiy-huquqiy metod yordamida O‘zbekistonda huquqiy ta’limni rivojlantirishga oid islohotlar xorijiy davlatlar tajribasi bilan taqqoslandi. Natijada huquqiy ta’limni tashkil etishning samarali mexanizmlari hamda milliy amaliyotga joriy etilishi mumkin bo‘lgan yondashuvlar aniqlandi. Normativ-huquqiy hujjatlar tahlili metodi asosida huquqiy ta’limni tartibga soluvchi qonunlar, Prezident farmonlari va qarorlari, shuningdek, tegishli strategik hujjatlarning mazmuni ilmiy jihatdan tahlil qilindi. Bu metod huquqiy ta’lim sohasidagi davlat siyosatining ustuvor yo‘nalishlarini aniqlashga xizmat qildi. Bundan tashqari, mantiqiy tahlil va sintez metodlari orqali huquqiy ta’limning nazariy asoslari umumlashtirildi, mavjud ilmiy qarashlar o‘rtasidagi bog‘liqlik ochib berildi hamda mualliflik xulosalari shakllantirildi. Induksiya va deduksiya metodlari yordamida alohida ilmiy qarashlardan umumiy xulosalar chiqarildi va nazariy qoidalar amaliy holatlar misolida asoslandi.

Shuningdek, statistik va qiyosiy tahlil elementlari qo‘llanilib, huquqiy savodxonlikni oshirish, huquqiy ta’limni rivojlantirish va yoshlar huquqiy madaniyatini yuksaltirishga oid mavjud ilmiy manbalar hamda rasmiy ma’lumotlar tahlil qilindi. Olingan natijalar asosida huquqiy ta’limni rivojlantirishning ijtimoiy omillari baholandi va ularni takomillashtirish bo‘yicha ilmiy-amaliy takliflar ishlab chiqildi.

Tadqiqot metodologiyasining kompleks qo‘llanilishi huquqiy ta’limni rivojlantirishning ijtimoiy masalalarini har tomonlama yoritish, mavjud muammolarni aniqlash hamda ularni bartaraf etishga qaratilgan ilmiy asoslangan tavsiyalarni ishlab chiqish imkonini berdi. Mazkur metodologik yondashuv tadqiqot natijalarining xolisligi, ishonchliligi va ilmiy asoslanganligini ta’minlashga xizmat qiladi.

Tahlillar va natijalar.

Tadqiqot davomida O‘zbekistonda huquqiy ta’limni rivojlantirishning ijtimoiy jihatlari normativ-huquqiy hujjatlar, ilmiy adabiyotlar hamda mavjud ilmiy yondashuvlar asosida tahlil qilindi. Tahlillar shuni ko‘rsatdiki, so‘nggi yillarda huquqiy ta’lim tizimini takomillashtirish, aholining huquqiy madaniyatini yuksaltirish va fuqarolarning huquqiy savodxonligini oshirish bo‘yicha izchil islohotlar amalga oshirilmoqda **[1–3]**.

Huquqiy ta'lim fuqarolarda qonun ustuvorligi, inson huquqlariga hurmat va ijtimoiy mas'uliyatni shakllantirishning muhim vositasidir. Huquqiy bilimlarga ega bo'lgan shaxs o'z huquqlarini himoya qilish, qonuniy manfaatlarini amalga oshirish hamda jamiyat hayotida faol ishtirok etish imkoniyatiga ega bo'ladi.

Huquqiy ta'lim quyidagi vazifalarni bajaradi:

- fuqarolarning huquqiy ongini rivojlantirish;
- huquqiy madaniyatni yuksaltirish;
- qonunlarga hurmat ruhini shakllantirish;
- huquqbuzarliklarning oldini olish;
- demokratik qadriyatlarni mustahkamlash.

O‘zbekistonda huquqiy ta'limni rivojlantirish jarayonida bir qator ijtimoiy muammolar mavjud.

Birinchidan, aholining ayrim qatlamlari orasida huquqiy savodxonlik darajasi yetarli emas. Ayniqsa, chekka hududlarda yashovchi fuqarolar huquqiy axborotlardan to'liq foydalana olmayapti.

Ikkinchidan, umumta'lim maktablarida huquq fanlarini o'qitishda zamonaviy pedagogik texnologiyalar va interaktiv metodlardan foydalanish darajasi barcha ta'lim muassasalarida bir xil emas.

Uchinchidan, raqamli texnologiyalar rivojlanayotgan bo'lsa-da, huquqiy ta'limning elektron platformalari va masofaviy ta'lim imkoniyatlari hali ham kengaytirishni talab etadi.

To'rtinchidan, yoshlar o'rtasida internet va ijtimoiy tarmoqlarda tarqalayotgan noto'g'ri huquqiy ma'lumotlar ayrim hollarda huquqiy ongning noto'g'ri shakllanishiga sabab bo'lmoqda.

Huquqiy ta'lim samaradorligi faqat ta'lim muassasalari faoliyati bilan cheklanmaydi. Unda quyidagi ijtimoiy institutlar ham muhim rol o'ynaydi:

Oila. Huquqiy tarbiya oilada boshlanadi. Ota-onalarning huquqiy madaniyati farzandlarning qonunlarga munosabatiga bevosita ta'sir ko'rsatadi.

Ta'lim muassasalari. Maktab, akademik litsey, kollej va oliy ta'lim muassasalari huquqiy bilimlarni tizimli ravishda shakllantiradi.

Mahalla institutlari. Mahalla fuqarolar yig'inlari aholining huquqiy savodxonligini oshirishga qaratilgan targ'ibot ishlarini amalga oshiradi.

Ommaviy axborot vositalari va internet. Raqamli platformalar orqali huquqiy axborotlarni keng ommaga yetkazish huquqiy madaniyatni oshirishning samarali vositasiga aylanmoqda.

Huquqiy ta'limni yanada rivojlantirish uchun quyidagi takliflarni amalga oshirish maqsadga muvofiq:

- huquq fanlarini o'qitishda interaktiv va innovatsion metodlarni keng joriy etish;
- barcha yosh guruhlari uchun bepul onlayn huquqiy ta'lim platformalarini rivojlantirish;
- aholining huquqiy savodxonligini oshirishga qaratilgan ommaviy media loyihalarini kengaytirish;
- pedagoglarning huquqiy va metodik malakasini muntazam oshirish;
- yoshlar o'rtasida huquqiy viktorinalar, debatlar va tanlovlarni tashkil etish;
- sun'iy intellekt va raqamli texnologiyalar asosida huquqiy maslahat tizimlarini rivojlantirish.

Tahlil natijalariga ko‘ra, huquqiy ta’limning samaradorligi faqat ta’lim muassasalari faoliyati bilan emas, balki oila, mahalla, ommaviy axborot vositalari va fuqarolik jamiyati institutlarining hamkorligi bilan bevosita bog‘liq. Huquqiy tarbiya oilada shakllanib, maktab va oliy ta’lim muassasalarida tizimli ravishda rivojlantirilgandagina yuqori natijalarga erishish mumkin. Shu bois huquqiy ta’limning uzluksizligi va izchilligini ta’minlash muhim ahamiyat kasb etadi **[4; 5]**.

Ilmiy manbalar tahlili shuni ko‘rsatdiki, mamlakatda huquqiy ta’limning huquqiy asoslari yetarli darajada shakllangan bo‘lsa-da, amaliyotda ayrim muammolar saqlanib qolmoqda. Jumladan, ayrim hududlarda aholining huquqiy savodxonlik darajasi pastligi, huquqiy axborotlardan foydalanish imkoniyatlarining cheklanganligi hamda zamonaviy pedagogik texnologiyalarning barcha ta’lim muassasalarida bir xil darajada qo‘llanilmayotgani huquqiy ta’lim samaradorligiga salbiy ta’sir ko‘rsatmoqda **[2; 3]**.

Shuningdek, tahlillar natijasida raqamli texnologiyalar rivojlanishi huquqiy ta’lim uchun yangi imkoniyatlarni yaratishi aniqlandi. Onlayn ta’lim platformalari, elektron huquqiy ma’lumotlar bazalari va sun’iy intellekt asosidagi maslahat tizimlari fuqarolarning huquqiy bilimlarini oshirishga xizmat qilmoqda. Biroq mazkur imkoniyatlardan foydalanish darajasi hududlar va aholi qatlamlari kesimida bir xil emasligi kuzatilmoqda.

Xorijiy tajriba tahlili shuni ko‘rsatadiki, rivojlangan davlatlarda huquqiy ta’lim maktabgacha ta’lim bosqichidan boshlab uzluksiz tashkil etiladi hamda amaliy mashg‘ulotlar, sud jarayonlari modellashtirilishi (moot court), debatlar va keys-stadi usullaridan keng foydalaniladi **[7; 8]**. Ushbu tajribalarni O‘zbekiston ta’lim tizimiga moslashtirish huquqiy ta’lim sifatini yanada oshirishga xizmat qiladi.

Tadqiqot davomida amalga oshirilgan tahlillar asosida quyidagi ilmiy natijalarga erishildi:

- huquqiy ta’limni rivojlantirishning asosiy ijtimoiy omillari sifatida oila, ta’lim muassasalari, mahalla, davlat organlari va ommaviy axborot vositalarining o‘zaro hamkorligi tizimlashtirildi;

- huquqiy ta’lim samaradorligini pasaytirayotgan omillar (huquqiy savodxonlik darajasidagi tafovutlar, zamonaviy metodlardan foydalanishning yetarli emasligi va raqamli tengsizlik) aniqlandi;
- huquqiy ta’lim tizimiga raqamli texnologiyalar va interaktiv pedagogik metodlarni keng joriy etish zarurligi ilmiy asoslandi;
- huquqiy madaniyatni rivojlantirishda fuqarolik jamiyati institutlari va ommaviy axborot vositalarining rolini kuchaytirish bo‘yicha ilmiy-amaliy tavsiyalar ishlab chiqildi.

Olingan natijalar shuni ko‘rsatadiki, huquqiy ta’limni rivojlantirishning ijtimoiy mexanizmlarini takomillashtirish fuqarolarning huquqiy ongini va huquqiy madaniyatini yuksaltirishga, qonun ustuvorligini mustahkamlashga hamda demokratik jamiyat rivojiga ijobiy ta’sir ko‘rsatadi. Shu sababli huquqiy ta’limni rivojlantirish jarayonida davlat organlari, ta’lim muassasalari, fuqarolik jamiyati institutlari va raqamli ta’lim platformalari o‘rtasidagi hamkorlikni yanada kuchaytirish maqsadga muvofiq hisoblanadi.

Xulosalar.

O‘tkazilgan tadqiqot natijalari shuni ko‘rsatdiki, O‘zbekistonda huquqiy ta’limni rivojlantirish demokratik huquqiy davlat va kuchli fuqarolik jamiyatini barpo etishning ustuvor yo‘nalishlaridan biri hisoblanadi. So‘nggi yillarda ushbu sohada amalga oshirilgan normativ-huquqiy islohotlar huquqiy ta’lim tizimini takomillashtirish, aholining huquqiy madaniyati va huquqiy ongini yuksaltirish uchun zarur huquqiy asoslarni yaratdi. Biroq tadqiqot natijalari huquqiy ta’limning amaliy samaradorligini oshirish uchun tizimli chora-tadbirlarni davom ettirish zarurligini ham ko‘rsatdi.

Tahlillar asosida huquqiy ta’lim samaradorligiga ta’sir etuvchi asosiy ijtimoiy omillar sifatida oila, ta’lim muassasalari, mahalla, fuqarolik jamiyati institutlari, davlat organlari va ommaviy axborot vositalarining o‘zaro hamkorligi muhim ahamiyatga ega ekanligi aniqlandi. Ayniqsa, yoshlarning huquqiy savodxonligini oshirishda zamonaviy pedagogik texnologiyalar, interaktiv o‘qitish metodlari va raqamli ta’lim platformalaridan samarali foydalanish huquqiy ta’lim sifatini oshirishning muhim omili hisoblanadi.

Tadqiqot davomida huquqiy ta’lim tizimida mavjud ayrim muammolar, jumladan, hududlar o‘rtasidagi huquqiy savodxonlik tafovutlari, zamonaviy metodlardan foydalanish darajasining yetarli emasligi hamda raqamli resurslardan foydalanish imkoniyatlaridagi farqlar aniqlandi. Ushbu muammolarni bartaraf etish maqsadida huquqiy ta’lim mazmunini zamonaviy talablar asosida yangilash, pedagog kadrlarning kasbiy kompetensiyalarini rivojlantirish, aholining barcha qatlamlari uchun ochiq elektron huquqiy ta’lim platformalarini kengaytirish hamda davlat organlari va fuqarolik jamiyati institutlari o‘rtasidagi hamkorlikni kuchaytirish maqsadga muvofiqdir.

Shuningdek, tadqiqot natijalari huquqiy ta’limni rivojlantirishda raqamli texnologiyalar, sun’iy intellekt vositalari va innovatsion ta’lim metodlarini qo‘llash istiqbolli yo‘nalish ekanligini ko‘rsatdi. Ushbu yondashuvlar nafaqat huquqiy bilimlarning ommalashuviga, balki fuqarolarning huquqiy madaniyati va ijtimoiy faolligini oshirishga ham xizmat qiladi.

Umuman olganda, huquqiy ta’limni rivojlantirishning ijtimoiy mexanizmlarini takomillashtirish O‘zbekistonda qonun ustuvorligini mustahkamlash, inson huquq va erkinliklarini ta’minlash hamda fuqarolik jamiyatini izchil rivojlantirishning muhim sharti hisoblanadi. Tadqiqot davomida ishlab chiqilgan ilmiy-amaliy tavsiyalar huquqiy ta’lim tizimini yanada takomillashtirishga, aholining huquqiy madaniyatini yuksaltirishga va davlatning ushbu yo‘nalishdagi siyosatini samarali amalga oshirishga xizmat qilishi mumkin.

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FUQAROLIK HUQUQIDA YURIDIK FAKTLAR: ONTOLOGIK MOHIYAT, TASNIF TIZIMI VA HUQUQIY FALSAFIY TAHLIL

Zarnigor Akmaljon qizi
NamDU Yuridik fakulteti talabasi

Annotatsiya: *Ushbu maqolada fuqarolik huquqiy munosabatlarining asosi hisoblangan yuridik faktlar instituti falsafiy va huquqiy katekoryalar uyg'unligida tahlil qilingan. Yuridik faktlarning borliq (ontologiya), bilish nazariyasi (gnoseologiya) va sabab-oqibat bog'lanishlari dialektikasi doirasidagi falsafiy mohiyati ochib berilgan. Shuningdek, iroda erkinligi, obyektiv voqelik va ijtimoiy determinizm konsepsiyalari orqavi yuridik faktlarning an'anaviy tasnifi hamda huquqiy ahamiyati chuqurlashtirilgan ilmiy paradigmalarda yoritilgan.*

Kalit so'zlar: *yuridik fakt, huquq falsafasi, ontologiya, determinizm, iroda erkinligi, voqelik va imkoniyat, yuridik tarkib, fuqarolik huquqi.*

ПРАВОВЫЕ ФАКТЫ В ГРАЖДАНСКОМ ПРАВЕ: ОНТОЛОГИЧЕСКАЯ СУЩНОСТЬ, СИСТЕМА КЛАССИФИКАЦИИ И ФИЛОСОФСКИЙ АНАЛИЗ ПРАВА.

Аннотация: *В данной статье институт юридических фактов, являющийся основой гражданских правоотношений, анализируется в гармонии философских и правовых категорий. Раскрывается философская сущность юридических фактов в рамках бытия (онтологии), теории познания (гносеологии) и диалектики причинно-следственных связей. Также через концепции свободы воли, объективной реальности и социального детерминизма в углубленных научных парадигмах освещаются традиционная классификация и правовое значение юридических фактов.*

Ключевые слова: *юридический факт, философия права, онтология, детерминизм, свобода воли, действительность и возможность, юридический состав, гражданское право.*

LEGAL FACTS IN CIVIL LAW: ONTOLOGICAL ESSENCE OF LAW, CLASSIFICATION SYSTEM AND PHILOSOPHICAL ANALYSIS.

Abstract: *This article analyzes the institution of juridical facts, which is the foundation of civil legal relations, within the harmony of philosophical and legal categories. The philosophical essence of juridical facts is revealed within the framework of being (ontology), the theory of knowledge (gnoseology), and the dialectics of cause-and-effect relationships. Furthermore, through the concepts of free will, objective reality, and social determinism, the traditional classification and legal significance of juridical facts are highlighted in deepened scientific paradigms.*

Keywords: *juridical fact, philosophy of law, ontology, determinism, free will, reality and possibility, legal composition, civil law.*

Kirish

Huquq faqat quruq normalar to'plami emas, balki jamiyat borlig'ini tartibga soluvchi murakkab ijtimoiy-madaniy hodisadir. Fuqarolik huquqi tizimida huquq normalarining mavhum dunyosidan real hayotdagi subyektiv huquq va majburiyatlarning real dunyosiga o'tish nuqtasi aynan yuridik faktlar hisoblanadi.

Yuridik faktlar fenomenini faqatgina tor doiradagi dogmatik huquqshunoslik (yurisprudensiya) nuqtayi nazaridan anglash mukammal natija bermaydi. Chunki har qanday yuridik fakt, eng avvalo, obyektiv borliqdagi hodisa yoki insonning irodaviy harakatidir. Shu sababli, ushbu institutni falsafaning fundamental kategoriyalari — ontologiya (borliq nazariyasi), gnoseologiya (bilish nazariyasi), determinizm (sababiyat) hamda iroda erkinligi prizmasi orqali tadqiq etish uning huquqiy tabiati va ijtimoiy missiyasini kengroq anglashga xizmat qiladi.

1. Yuridik faktning ontologik va gnoseologik tabiati (Falsafiy mohiyat)

Falsafiy nuqtayi nazaridan yuridik fakt — bu "imkoniyat" (possibility) sharoitidan "voqelik" (reality) holatiga o'tgan ijtimoiy borliq unsuridir. Qonun matnida yozilgan norma shunchaki mavhum bir imkoniyatdir. Masalan,

Fuqarolik kodeksidagi oldi-sotdi shartnomasiga oid normalar potentsial huquqiy imkoniyat hisoblanadi. Real shaxslar o‘rtasida shartnoma tuzilgan lahzada esa bu imkoniyat obyektiv voqelikka aylanadi.

Gnoseologik (bilish nazariyasi) jihatdan olganda, davlat yoki sud obyektiv borliqdagi har bir faktni bevosita "ko‘ra" olmaydi. Shuning uchun borliqdagi voqelik qonun chiqaruvchining ongi (abstraksiyasi) orqali elakdan o‘tkaziladi va faqat jamiyat uchun muhim bo‘lgan hodisalargagina "yuridik ahamiyat" maqomi beriladi. Falsafiy tilda aytganda, yuridik fakt — bu borliq unsurlarining huquqiy qadriyat (aksiologiya) nuqtayi nazaridan saralangan shaklidir.

2. Sababiyat (Determinizm) prinsipi va yuridik faktlar

Falsafadagi eng muhim qonuniyatlardan biri — sabab va oqibat qonuni (determinizm)dir. Hech bir hodisa o‘z-o‘zidan vujudga kelmaydi. Huquqda yuridik fakt aynan "Sabab" (Cause) rolini o‘ynasa, huquqiy munosabatlarning vujudga kelishi yoki o‘zgarishi "Oqibat" (Effect) hisoblanadi.

Biroq, ijtimoiy hayotda sababiyat chiziqli emas, balki ko‘p faktorli (murakkab) xarakterga ega. Huquq falsafasida bu holat ikki shaklda namoyon bo‘ladi:

A. Oddiy sababiyat: Bitta fakt zanjirli ravishda bitta aniq oqibatni keltirib chiqaradi. (Masalan, shaxs vafot etdi (voqea) va vorislik huquqi ochildi (oqibat)).

B. Murakkab sababiyat va Yuridik tarkib: Falsafadagi "miqdor o‘zgarishlarining sifat o‘zgarishlariga o‘tishi" qonuni huquqda yuridik tarkib (faktlar majmui) shaklida namoyon bo‘ladi. Ayrim huquqiy oqibatlar yuzaga kelishi uchun bir necha faktlarning kumulyativ (jamlangan) sinergiya hosil qilishi talab etiladi. Sug‘urta pulini olish uchun faqatgina shartnoma tuzilgani yetarli emas, sug‘urta hodisasi (yong‘in) ro‘y berishi va zararni baholash hujjati ham tayyorlanishi shart. Ushbu zanjirning birgina bo‘g‘ini bo‘lmasa, huquqiy oqibat sodir bo‘lmaydi.

3. Iroda erkinligi va yuridik faktlar tasnifining falsafiy asosi

Fuqarolik huquqida yuridik faktlarning Harakatlar va Voqealarga ajratilishi tub-tubidan falsafadagi "Iroda erkinligi" (Free Will) va "Zaruriyat" (Necessity) dialektikasiga borib taqaladi.

1. Harakatlar: Iroda erkinligining huquqiy proeksiyasi. Falsafada subyektning o‘z xulq-atvorini o‘zi belgilash layoqati iroda erkinligi deyiladi. Fuqarolik huquqidagi qonuniy harakatlar (ayniqsa, bitimlar va shartnomalar) shaxs erkin irodasining obyektivlashgan shaklidir. Immanuil Kant aytganidek, inson o‘z irodasi bilan o‘ziga majburiyat yuklaydi. G‘ayriqonuniy harakatlarda (deliktlarda) esa iroda salbiy yo‘nalishda namoyon bo‘ladi. Subyekt qonun buzishni xohlagan yoki ehtiyotsizlik qilgan, falsafiy determinizm qonuniga ko‘ra, salbiy tanlov avtomatik ravishda salbiy oqibatni (javobgarlikni) taqozo etadi.

2. Voqealar: Obyektiv zaruriyat va fatalizm. Voqealar (zilzila, toshqin, insonning biologik o‘limi, vaqt o‘tishi) — inson irodasidan ustun turuvchi, tabiat va jamiyatning obyektiv rivojlanish qonuniyatlaridir. Bu yerda huquq subyektning irodasini emas, balki Barux Spinoza aytganidek "anglangan zaruriyat"ni tan oladi. Masalan, muddatlarning o‘tishi (da'vo muddati) sof falsafiy va fizik kategoriya bo‘lgan "Vaqt"ning huquqiy aksidir.

4. Eksistensial va ijtimoiy-huquqiy ahamiyati

Yuridik faktlar jamiyatda barqarorlik (statika) va taraqqiyot (dinamika) muvozanatini saqlaydi. Huquqiy determinizm sharoitida xavfsizlik funksiyasini ta'minlaydi. Shaxs qaysi harakati qanday oqibatga olib kelishini oldindan biladi. Bugungi kun falsafasida "virtual borliq" tushunchasi faol muhokama qilinayotgan bir paytda, fuqarolik huquqida ham yangi ontologik faktlar — smart-kontraktlar, raqamli aktivlar vujudga kelmoqda va u iroda bilan voqelik chegaralarini kengaytirmoqda.

Xulosa

Xulosa o‘rnida aytish mumkinki, fuqarolik huquqidagi yuridik faktlar shunchaki rasmiy qoidalar yig‘indisi emas. Ular mavhum qonun ijodkorligi (g‘oyalar dunyosi) bilan real ijtimoiy-iqtisodiy hayot (moddiy dunyo) o‘rtasidagi dialektik aloqani ta'minlovchi jonli mexanizmdir. Yuridik faktlar institutini falsafiy tahlil etish, huquq normalarini shunchaki qo‘llashni emas, balki ularning ijtimoiy poydevori va insoniyat sivilizatsiyasidagi adolat funksiyasini chuqurroq tushunishga imkon beradi.

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O‘RTA OSIYODA AXLOQIY MUNOSABATLARNING IJTIMOIY TARAQQIYOTGA TA’SIRI

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Annotatsiya: *Maqolada O‘rta Osiyoda madaniy meros va falsafiy tafakkur tarixi ilmiy-nazariy jihatdan o‘rganilgan. Markaziy Osiyo mutafakkirlari axloqiy qarashlarining tarixiy bosqichlari, uning muhim bosqichlarini tarixiylik tamoyillari asosida davrlashtirilgan.*

Kalit so‘zlar: *axloq, axloqiy meros, allomalar, ijtimoiy-siyosiy g‘oyalar, sivilizatsiya, ma’naviy-axloqiy qarashlar, madaniy meros, falsafiy tafakkur*

ВЛИЯНИЕ НРАВСТВЕННЫХ ОТНОШЕНИЙ В СРЕДНЕЙ АЗИИ НА ОБЩЕСТВЕННЫЙ ПРОГРЕСС

Аннотация: *В статье с научно-теоретической точки зрения исследована история культурного наследия и философской мысли в Средней Азии. Рассмотрены исторические этапы развития нравственных воззрений мыслителей Центральной Азии, а также осуществлена периодизация их важнейших этапов на основе принципа историзма.*

Ключевые слова: *этика, нравственное наследие, мыслители, общественно-политические идеи, цивилизация, духовно-нравственные взгляды, культурное наследие, философская мысль.*

THE IMPACT OF MORAL RELATIONS ON SOCIAL DELELOPMENT IN CENTRAL AZIA

Abstract: *The article presents a scientific and theoretical study of the history of cultural heritage and philosophical thought in Central Asia. The historical stages of the ethical views of Central Asian thinkers are analyzed, and their major developmental phases are periodized based on the principles of historicism.*

Keywords: *ethics, ethical heritage, scholars, socio-political ideas, civilization, spiritual and moral views, cultural heritage, philosophical thought.*

KIRISH

Ma’naviy-axloqiy merosimizga mustaqillik yillaridagi munosabatining chuqur insoniylik, tariximizga hurmat, buyuk ajdodlarimizni ulug‘lash, umuminsoniy qadriyatlarga sodiqlik, vatanparvarlik, xalqaro do‘stlik, millatlararo va dinlararo bag‘rikenglik kabi tamoyillarga asoslanishi axloqiy merosimizni barkamol avlod tarbiyasidagi bebaho rolini ko‘rsatib turadi.

Uzoq tarixiy rivojlanish jarayonida O‘rta Osiyoning buyuk allomalari, olimu-fuzalolari va shoirlarini axloq muammolari qiziqtirib kelgan. Shu sababli O‘rta Osiyoning ijtimoiy-falsafiy va axloqiy qarashlari tarixida axloq va ta’lim-tarbiya sohasiga loqaydlik bilan qaragan biron-bir mutafakkirni topish mushkul. Har bir mutafakkir u xoh tabiatshunos, musiqashunos, faylasuf, yozuvchi, shoir, ijodkor bo‘lishidan qat’iy nazar, axloq masalalariga o‘z munosabatini bildirish bilan birga, axloqning u yoki bu sohasi bo‘yicha o‘z fikrlarini bildirganlar. Bu axloqiy fikrlarning tarixiy ildizlari uzoq o‘tmishga borib taqalishini ma’lum qiladi. O‘rta Osiyoda madaniy meros va falsafiy tafakkur tarixini ilmiy-nazariy jihatdan o‘rganish, avvalo uning muhim bosqichlarini tarixiylik prinsipini, tarixiy yondoshish asosida davrlashtirishni taqozo etadi. Bu vazifa bevosita Markaziy Osiyo mutafakkirlari axloqiy qarashlarining tarixiy bosqichlarini va uning muhim xususiyatlarini tadqiq etish bilan ham bevosita bog‘liq.

Adabiyotlar tahlili

Bu borada akademiklar I.M.Mo‘minov, M.M.Xayrullayev, A.Fayzullayev, M.Baratov hamda M.Boltayev, A.Sharipov, R.Nosirov, X.Aliqulov, Y.Jumaboyev, Sh.Mamedov va boshqalar tomonidan jiddiy tadqiqotlar amalga oshirilgan[1]. Yuqorida nomlari zikr etilgan olimlar o‘z asarlarida O‘rta Osiyoda falsafiy tafakkur tarixini o‘zlarining ilmiy tadqiqot doirasida u yoki bu tarixiy bosqichning eng muhim falsafiy yo‘nalishlari va xususiyatlarini, axloqiy

ta’limotlar rivojlanishini shu falsafiy–tarixiy jarayonda tutgan o‘rni va rolini ko‘rsatib berganlar. Ularda ilgari surilgan va ilmiy jihatdan isbotlangan fikrlarga tayangan holda O‘rta Osiyoda uzoq tarixiy davrlar davomida shakllanib va sayqallashib kelgan axloqiy merosni muhim bosqichlarini muxtasar qilib quyidagicha ta’riflash mumkin deb o‘ylaymiz.

Tadqiqotlar metodologiyasi

Jamiyatda axloqiy munosabatlarning ijtimoiy taraqqiyotga ta’sirini tahlil qilishda tarixiylik, tizimlilik, dialektik tahlil, analiz, sintez, qiyosiy tahlil kabi unsurlardan foydalanildi.

Tahlil va natijalar

Mustaqillik sharofati bilan falsafiy, uning tarkibiy qismi bo‘lgan axloqiy merosimizning tarixiy ildizlari uch ming yillarga borib yetishini anglash va bu haqda baralla gapirish imkoniga ega bo‘ldik. Buning yorqin misolini muqaddas tarixiy yodgorlik, “Avesto”ni Amudaryo sohillarida, Xorazm o‘lkasida vujudga kelganini e’tirof etilganida ko‘rishimiz mumkin. Ikki daryo oralig‘ida Movarounnahrda istiqomat qilib kelgan xalqimizning axloqiy merosi tarixining birinchi bosqichi Zardo‘shtiylikka asoslangan ma’naviy-diniy merosdan boshlab eramizning ilk o‘rta asrlarigacha davom etadi. Birinchi Prezidentimiz ta’kidlaganidek, “Avesto”da axloqiy talablar majmuasi “Sharqona axloq kodeksi” mujassamlashgan bo‘lib, u to arablar istilosiga qadar mahalliy aholi turmush tarzining axloqiy meyorlari asosi bo‘lib kelgan. “O‘rta Osiyo, deb yozadi akademik N.I.Konrad,- eng qadimgi davrlardanoq insoniyat sivilizatsiyalari yo‘llari tutashgan yoki kesishgan joyda joylashgan, uning o‘zi ham ana shu sivilizatsiyaning markazlaridan biri bo‘lgan. Ma’naviy-falsafiy taraqqiyot va axloqiy tamoyillar shunday asoslarga tayangan holda, asrlar chegarasidan xatlab o‘tib, keyingi buyuk rivojlanishni yuzaga keltirdi”[2].

Akademik M.M.Xayrullayev bu bosqichni ilk Sharq Uyg‘onish (Renessans) davri deb ta’riflaydi. Bu fikrni tasdiqlash maqsadida tarixchi olimlarning, xususan, Adam Metsning “Musulmanskiy Renessans” (1966) hamda N.I.Konradning “Запад и Восток” (1972) nomli fundamental asarlaridan iqtiboslar keltiradi. Axloqiy merosning bu bosqichini xronologik nuqtai-nazardan IX-XII asrlar bilan chegaralash, yuksak madaniyat va falsafa zamirida tahlil qilish to‘g‘ri bo‘ladi. Bu davrda O‘rta Osiyo, Yaqin va O‘rta Sharqda ilm-fan, falsafa, tasavvuf, mantiq beqiyos darajada rivojlandi.

Al-Kindiy va Abu Nasr Forobiy yaratgan shaklan islom fanlari, panteistik mazmunga ega bo‘lgan ta’limot va dunyoqarashlar islom diniga hamda chinakam insonparvarlikka asoslangan axloqiy meyorlar jamiyat va davlat hayotida ustuvorlikka erishdi. Axloqiy merosni shu nuqtai-nazardan alohida bosqich sifatida tadqiq qilish maqsadga muvofiq deb hisoblaymiz. Uyg‘onish davri uchun mohiyatan muhim ahamiyatga ega, bo‘lgan uch xususiyat xos ediki, ular axloqiy meyorlarni ko‘p jihatdan asoslarini ko‘rsatib beradi, insoniylikni keng va erkin xis qilish, badiiy va intellektual faoliyatning birinchi marrasiga insonni chiqishi, insonparvarlik, inson aqlini qotib qolgan aqidaparastlik kishanlaridan ozod bo‘lishi, qadimgi allomalarga, antik dunyoga tayanish va ularning erishgan yutuqlaridan keng foydalanish.

IX-XII asrlar Yaqin va O‘rta Sharqda arab xalifaligi hukmronligi bo‘lib, bu davrda ilg‘or mutafakkirlarning antik dunyo falsafasiga, ayniqsa aristotelizmga qiziqishi katta bo‘lgan. IX-XII asrlarda o‘sha davr muhim bo‘lgan fan, falsafa va maorifni gullab-yashnashi yuz bergani bizga ma’lum. Markaziy Osiyolik mutafakkirlar Muso al Xorazmiy, Abu Nasr Forobiy, Abu Rayhon Beruniy, Abu Ali ibn Sino, Firdavsiy, so‘fizmning Abduxoliq G‘ijduvoniy, Ahmad Yassaviy, Motrudiy kabi mutasavvif va ilohiyotchilari IX-XI asrlarda Bog‘dod, Damashq, Isfahon, Nishopur, Samarqandda ilm-fanni, madaniyatni, maorifni shuningdek, islom ilohiyotini rivojlantirdilar. Ayni shu hol ma’naviy-axloqiy jihatdan ham ulug‘ ajdodlarimiz yuksak martabaga ega bo‘lganligini va axloqiy merosimizning eng katta bosqichi ekanligini bildiradi. Italiyada XIV-XVI asrlarda yuz bergan Uyg‘onish davrini tadqiq etgan taniqli olim I.N. Golenishev-Kutuzov shunday deb yozadi, Yaqin Sharq X-XII asrlarda G‘arbiy Yevropaga nafaqat Aristotel, Ptolemey, Galen asarlariga sharxlarni, grek-arab tillaridagi asarlarni berdi, balki Bag‘dod va Kordovada VII-XII asrlarda O‘rta Osiyodan chiqqan matematik va mutafakkirlar ajoyib ilmiy maktabni ham yaratdiki, ularning ilm-fan va madaniyatda ko‘rsatgan ta’siri XIV-asrlarda G‘arbiy Yevropada Uyg‘onish davrini boshlanishiga sabab bo‘ldi[3]. Xullas, IX-XII asrlarda O‘rta Osiyo, Yaqin va O‘rta Sharqda yuz bergan madaniy, ilmiy, ma’rifiy uyg‘onish axloqiy merosimizning eng buyuk bosqichi va oltin fondini tashkil qiladi.

Bu bosqich XIV-XV asrlarda O‘rta Osiyoda ilg‘or falsafiy ta’limotlarni va ijtimoiy-siyosiy g‘oyalarni yaratilishi bilan bog‘liq bo‘lib, ma’naviy-axloqiy merosimizni avloddan-avlodga o‘tib kelganligini ko‘rsatadi. Bu haqda akademik V.M. Jirmunskiyning quyidagi fikrlari juda xarakterlidir: Ulug‘bek davrida Samarqand (XV asrning birinchi yarmi) va ayniqsa Navoiy vaqtidagi Xirot (XV-asrning ikkinchi yarmi) ko‘p jihatdan Renessansning birinchi gumanistlari va buyuk rassomlari Bokachcho va Petrarka davridagi shaharlarni eslatadi. Bu shaharlarda ham birinchi dunyoviy madaniyat, erkin fikrlash va hayotdan lazzatlanish falsafasi yaratildi. XIV-XV asr madaniyati, fani, tafakkuri haqida shunday fikrlarni atoqli o‘zbek olimlari Qori Niyoziy, I.Mo‘minov, M.Xayrullayevlar ham o‘z asarlarida aytib o‘tganlar. Ayni bir vaqtda feodal tuzum hukmronlik qilgan sharoitdagi adolatsizlik, zulm va diniy jaholatparastlik to‘g‘risida o‘sha davr mutafakkirlari hamda keyingi davrlardagi tadqiqotchi olimlar ham yozib qoldirganlar. Ana shunday ijtimoiy-siyosiy,

madaniy-ma'rifiy, diniy-ruhiy murakkab, chigal bir sharoitda ham xalqimizning ma'naviy-axloqiy asoslarini saqlab qolgan va axloqiy merosimiz rivojlanib borgan.

Ma'lumki, buyuk Amir Temurning markazlashgan qudratli imperiyasi parchalanib ketishi natijasida Movarounnahrda siyosiy tanazzul bilan birga madaniy-ma'naviy yemirilish ham yuz berdi. Lekin bu davrda tushkunlik va parokandalikka qaramasdan ilk fan rivoji tamoman to'xtab qolmadi. To'g'ri, XYI-XIX asr birinchi yarmida tabiiy-ilmiy va aniq fanlar sohasida asarlar kam uchraydi. Lekin ijtimoiy-gumanitar fanlar sohasida, aniqrog'i tasavvuf, falsafa va axloq sohasida ijod etgan yirik shoir va adiblar, mutasavvif va faylasuflarni katta guruhi yetishib chiqdi. Bular Prshrxo'ja, Mahdumi A'zam, Majlisiy, Mashrab, So'fi Ollohyor, Zayniddin Vosifiy, Binoiy va boshqalardir. XIII asrda mashhur faylasuflar Mirzajon Sheroziy va Yusuf Qorabog'iylar Buxoroda yashab ijod etdilar. Yuqoridagi mutafakkirlar axloq, ta'lim-tarbiya va xulq-odob qoidalari to'g'risida asarlar yozib qoldirganlar.

Keyingi bosqich Muqimiy, Furqat, Anbar Otin, Zavqiy, Avaz O'tar, Sattorxon ijodiy faoliyati bilan bog'liq ekanligini ta'kidlash zarur.

Bu davr, ta'bir joiz bo'lsa, O'rta Osiyoda, eng avvalo O'zbekistonda yana bir Uyg'onish davrini vujudga kelishi bilan bog'liq. Yangi ijtimoiy-iqtisodiy sharoitda, burjua munosabatlarini shakllana borishi bu yerda ma'rifatchilik-jadidchilik harakatini vujudga keltirdi. Jadidizm yangicha usul maktablari asosida xalq ongini uyg'otish, mustaqillik uchun ilm-ma'rifatga erishish, yoshlarni Yevropaning ilg'or madaniyati bilan tanishtirish, vujudga kelayotgan burjua axloqining zararli ta'siridan yoshlarni himoya qilish kabi ilg'or fikrlar bilan chiqdi. Ana shu zamirda qadimdan shakllanib, xalqimizning axloqiy qadriyatlari bilan shakllanib kelayotgan yangi zamon axloq tamoyillari bilan uyg'un holda qo'shishga intilayotgan ziyolilarning katta bir qatlami vujudga keldi. Maxmudxo'ja Behbudiy, Abdurauf Fitrat, Munavvar Qori, Abdulla Avloniy kabi ma'rifatparvar-ziyolilar bu qatlamning oldingi safida edilar.

Axloqiy merosimizdagi bu bosqich sho'rolar davri bilan bog'liq. Sho'rolar bosqinchi-imperialistik g'oyaga ya'ni "millatni tobe qilmoqni istasang uni tarixi, ma'naviyatidan uzib tashla"degan tamoyilga asoslanib siyosat yuritdilar. Bu davrda ateistik siyosat olib borildi, ko'p masjidlar buzib tashlandi, ruhoniylar, ziyolilar, erkin fikr yurituvchi olimu-fuzalolar qatag'on qilindi. Bularning barchasi birinchi navbatda xalqimizni ma'naviy-axloqiy merosimizni barbod etish va ma'naviy jihatdan qul qilishga qaratilgan siyosat edi. Ammo, o'zbek xalqining ko'plab vijdonli, jasoratli o'g'lonlarining chidam va matonati, kurashi, ijodiy faoliyati natijasida axloqiy merosimiz saqlanib qoldi va kelgusi avlodlarga yetkazib berildi. Bu bosqichda axloqiy merosga bo'lgan munosabatni zararli oqibatlarini o'rganish, ma'naviy-axloqiy merosimizning ahamiyatini yanada oydinroq yoritishga yordam beradi.

Xulosa

Shunga asoslanib, jamiyatda axloqiy munosabatlarning ijtimoiy taraqqiyotga ta'siri, muhim xususiyatlari va ularning mustaqillik uchun bo'lgan ahamiyatiga e'tibor qaratish o'rinlidir. O'rta Osiyoning ijtimoiy-falsafiy va axloqiy fikrlar tarixida ustuvor yo'nalishlar o'ziga xos bo'lib, ularning har biri axloqiy meros shakllanishi va boyib borishida muhim o'rin tutadi. Axloqiy meros masalasi nafaqat jahon miqyosida balki O'rta Osiyoda ham o'ziga xos yo'nalishda aks etgan. Bunga biz xalq og'zaki ijodiyotida, "Avesto" hamda islomiy qadriyatlar – Qur'on oyatlari va hadislarda bayon qilingan axloqiy g'oyalar tarixiy taraqqiyot jarayonida mutafakkirlar va mutasavviflar qarashlarida ijodiy boyib, sayqal topib kelganligida va bugungi ma'naviy merosimizning mustahkam poydevori bo'lib hizmat qilayotganligida ishonch hosil qilishimiz mumkin. O'rta Osiyo mutafakkirlarining axloqiy merosida vorisiylik an'anasi insoniy qadriyatlar tizimida eng avvalo odob-axloqni ulug'lash masalasi sifatida ilmiy asoslangan.

Falsafa, tasavvuf ilmida bosh mavzu bo'lgan axloq masalasi o'zining boy ilg'or an'analari bilan bugungi kunda ham yosh avlod tarbiyasida asosiy dasturulamal bo'lib qolganligida ko'zga tashlanadi. So'z axloqiy meros ustida borar ekan, islom dinining muqaddas kitobi "Qur'oni karim", "Hadisi sharif" va tasavvuf allomalari tomonidan yaratilgan ta'limotlarda ilgari surilgan xulq-odob, ta'lim-tarbiya, shaxs kamoloti haqidagi g'oyalarning o'ziga xos xususiyatlariga alohida e'tibor berish maqsadga muvofiq. Chunki, yaqin o'tmishda sho'rolar mafkurasi bu axloqiy merosga nisbatan bo'xton va yolg'ondan iborat targ'ibot olib borib, ijtimoiy fikrda ikkilanish, hadiksirash, mensimaslik, e'tiborsizlik kabi hatti-harakatlarning shakllanishiga imkon yaratib bergan edi. Bugun bizning oldimizda mana shu to'siqlarni olib tashlash va axloqiy merosimizning muhim xususiyatlarini o'rganib, undan samarali foydalanish vazifasi ko'ndalang bo'lib turganligiga e'tibor qaratmog'imiz darkor.

O'rta Osiyo xalqlari axloqiy merosida shaxs tarbiyasi, uning xulqi, odobi, hayot tarzi, kasb-kori, oilaga bo'lgan munosabati asosiy obyekt bo'lib, uni amalga oshirishning asosiy vositasi sifatida ilm olish va halol mehnat masalasi qo'yilgan. Har bir shaxsning ilm o'rganishga va halol mehnat orqali yashashga da'vat axloqiy tarbiyaning bosh vazifasi qilib belgilanganligi bu merosdan bugungi kunda samarali foydalanish imkonini beradi.

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"AS-SAVOD AL-A'ZAM" ASARINING DUNYO FONDLARIDA SAQLANAYOTGAN NUSXALARI, ASARGA YOZILGAN SHARH VA TARJIMALAR

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Annotatsiya: *Mazkur maqolada "As-Savod al-A'zam" asarining jahon qo'lyozma fondlari va kutubxonalarida saqlanayotgan nusxalari, ularning ilmiy tavsifi hamda geografik tarqalishi tahlil qilinadi. Shuningdek, asarga turli davrlarda yozilgan sharhlar va amalga oshirilgan tarjimalar o'rganilib, ularning islom aqidashunosligi hamda hanafiy-moturidiy ta'limoti rivojidagi o'rni yoritiladi. Tadqiqot natijalari asarning ilmiy meros sifatidagi ahamiyati va uning qo'lyozma an'analarini o'rganish istiqbollarini ochib beradi.*

Kalit so'zlar: *As-Savod al-A'zam, qo'lyozma, sharh, tarjima, hanafiylik, moturidiylik, islom aqidasi, qo'lyozmalar fondi, ilmiy meros.*

РУКОПИСНЫЕ СПИСКИ ПРОИЗВЕДЕНИЯ «АС-САВОД АЛЬ-А'ЗАМ», ХРАНЯЩИЕСЯ В МИРОВЫХ ФОНДАХ, КОММЕНТАРИИ И ПЕРЕВОДЫ К ПРОИЗВЕДЕНИЮ

Аннотация; *В данной статье рассматриваются рукописные списки произведения «Ас-Савод аль-А'зам», хранящиеся в крупнейших мировых рукописных фондах и библиотеках, анализируются их научные характеристики и география распространения. Особое внимание уделяется комментариям и переводам произведения, созданным в разные исторические периоды, а также их значению в развитии исламского вероучения и ханафитско-матуридийской богословской традиции. Полученные результаты раскрывают научную ценность произведения и перспективы дальнейшего изучения его рукописного наследия.*

Ключевые слова: *Ас-Савод аль-А'зам, рукопись, комментарий, перевод, ханафизм, матуридизм, исламское вероучение, рукописные фонды, научное наследие.*

MANUSCRIPTS OF AS-SAWĀD AL-AʿẒAM PRESERVED IN WORLD COLLECTIONS, AND THE COMMENTARIES AND TRANSLATIONS OF THE WORK

Abstract; *This article examines the manuscript copies of As-Sawād al-Aʿẓam preserved in major manuscript collections and libraries around the world, analyzing their scholarly features and geographical distribution. It also explores the commentaries and translations produced in different historical periods and evaluates their contribution to Islamic creed studies and the development of the Hanafi-Maturidi theological tradition. The findings highlight the scholarly significance of the work and emphasize the prospects for further research on its manuscript heritage.*

Keywords: *As-Sawād al-Aʿẓam, manuscript, commentary, translation, Hanafi school, Maturidi theology, Islamic creed, manuscript collections, scholarly heritage.*

Hakim Samarqandiyning "Kitob as-savod al-a'zam" asari 62 ta aqidalar majmuasidan (qavllardan) iborat bo'lib, har birida bir din asosiga oid fikr, ya'ni sunniy-hanafiy qarash bayon qilinadi.

Bu qavllar orasida quyidagi asosiy masalalarga e'tibor qaratilgan:

- Imon va amal munosabati: amal imonning tarkibiy qismi emasligi;
- Allohning sifati va zoti: Allohning sifatlari abadiy va zotidan ajralmasdir;
- Qadar masalasi: insonning irodasi, Allohning ilmi va taqdir munosabatida mu'tadil pozitsiyada bo'lishlik;
- Mu'tazila, jahmiya, karromiya va qadariylar kabi firqalarning aqidaviy qarashlari batamom rad etilishi;
- Sahobalarga munosabat, valiylar karomati, imomat va xalifalik kabi mavzu'lar izchil yoritilgan.

Asarda "as-savod al-a'zam" doirasiga kirmagan, ya'ni ushbu 62 aqidani qabul qilmaganlar bid'atchi firqalar (ashob al-hava) sifatida baholanadi. Bu munosabat shundan dalolat beradiki, asar faqat nazariy aqidaviy qo'llanma emas, balki idoraviy va siyosiy me'yor belgilovchi matn ham hisoblanadi.

Asarning kalomiy maktabdagi o‘rni shundan iboratki, zamonaviy islomshunoslar bu asarni moturidiy kalom maktabining ilk yozma manbalaridan biri, – deb e’tirof etishadi. Garchi ba’zi nuqtalarda moturidiy ta’limotining to‘liq rivojlangan nazariy usullari namoyon bo‘lmasada, asar umumiy kalomiy dunyoqarashni aniq ifoda etadi.

Bugungi tadqiqotchilar fikriga ko‘ra, bu asar moturidiy maktabining asosiy doktrinal masalalarini (Allohning zot va sifatlari, inson irodasi, qadar, imon va amal, payg‘ambarlar va avliyolar, xalifalik va jamoat haqidagi ta’limotlar)ni himoya qiladi va ba’zi boblarida Abu Mansur Moturidiyning “Kitob at-tavhid” asaridan avvalgi g‘oyalar bayon etilgan bo‘lishi ehtimoldan yiroq emas. Shu sababli u moturidiy kalom tarixi va ijtimoiy-axloqiy pozitsiyalarini anglashda muhim manba, deb baholanadi.

“Kitob as-savod al-a’zam” asari islom tarixida muhim ahamiyat kasb etgan va sunniy aqidaviy maktabning ilk yozma namunasi sifatida keng tarqalgani bois, bu asarning o‘rta asrlardan to hozirgacha saqlangan qo‘lyozma nusxalari bir qator nufuzli fondlarda, kutubxona va ilm maskanlarida mavjud.

Qo‘lyozmalarni raqamlash, tavsiflash va geografik joylashuvi bo‘yicha tizimlashtirish ishlari so‘nggi o‘n yilliklarda yangi bosqichga ko‘tarildi. Ulardan eng muhimlaridan biri – “Ar-Raqq al-manshur” (al-Raqq al-Manshūr) elektron manbasidir. U Arab dunyosi, Turkiya, Eron, Hindiston va G‘arbdagi yirik kutubxonalarda saqlanayotgan islomiy qo‘lyozmalarni umumiy elektron platformada taqdim etishga qaratilgan.

Mazkur platformada Hakim Samarqandiyning “Kitob as-savod al-a’zam” asari bo‘yicha hozirgi kunda 13 ta qo‘lyozma nusxa mavjud. Garchi u qo‘lyozmalarning hammasi haqida to‘liq bibliografik ma’lumotlar (masalan, raqam, sahifalar soni, yozuv uslubi, tarixiy datirovka va boshqalar) ochiq ravishda keltirilmagan bo‘lsa-da, ushbu raqamning o‘zi ham mazkur asarning ko‘p marotaba ko‘chirilgani, talqin qilingani va ilmiy muomalada bo‘lgan hujjat ekanini tasdiqlaydi[55].

Qo‘lyozmaning geografik ko‘lami quyidagilarni qamrab oladi:

- Markaziy Osiyo (Samarqand, Buxoro);
- Turkiya (Istanbul, Konya, Anqara);
- Eron (Tehron, Mashhad);
- Hindiston va Pokiston (Kalkutta, Lohur);
- Arab davlatlari (Qohira, Damashq, Bag‘dod, Sharja);
- Yevropadagi kutubxonalar (London, Parij, Saraevo, Berlin).

Shuningdek, forsiy, turkcha va arabcha sharhlar bilan birga keladigan ayrim qo‘lyozmalarda asarning matni sharh ostida yoki tarjima bilan birga keltirilgan. Bunday hollarda asosiy qo‘lyozma mustaqil nusxa sifatida emas, balki sharhli majmua tarkibida qayd etilgan bo‘ladi.

Endi bu o’rinda fondlarda saqlanayotgan aniq qo‘lyozma nusxalar va ularning xususiyatlarini tahlil qilinadi. Bu ma’lumotlar esa asarning geografik tarqalishi, ilmiy ahamiyati va intiqol jarayonlari haqida muhim ahamiyat kasb etadi.

London, Britaniya kutubxonasi (British Library), Or. 12781. “Kitob as-savod al-a'zam” asarining eng muhim va ishonchli qo'lyozma nusxalaridan biri Londonda joylashgan Britaniya kutubxonasida (British Library) saqlanmoqda. Ushbu nusxa kutubxona fondida Or. 12781 raqami bilan ro'yxatga olingan.

Bu qo'lyozma ilmiy muomalada ayniqsa muhim o'rin egallaydi, chunki u Farouq 'Umar Abdalloh Umar tomonidan tayyorlangan va 1974-yili Edinburg universitetida himoya qilingan doktorlik dissertatsiyasi — “The Doctrines of the Maturidite School with Special Reference to As-Sawad al-A‘zam of al-Hakim as-Samarqandi” – asosiy matn manbasi bo'lib xizmat qilgan.

Ushbu dissertatsiyada muallif qo'lyozma asosida asarning ingliz tiliga to'liq tarjimasi, tanqidiy tahlili va kalomiy qarashlarning tarixiy rivojiga doir batafsil izohlarini keltirgan. Shuningdek, matndagi ba’zi ifodalar, terminlar va boblar tarkibi bo'yicha qo'lyozmaning boshqa versiyalaridan farqlari ham qayd etilgan.

Or.12781 raqamli qo'lyozma quyidagi sabablarga ko'ra ilmiy tadqiqotlar uchun asosiy manba maqomida turadi:

- Unda asarning to'liq arabcha matni saqlangan;
- Qo'lyozma yaxshi holatda bo'lib, yozuv uslubi (nasx), sahifa tartibi va matn aniqligi ilmiy ishlov berishga qulaylik yaratadi;
- Uning kelib chiqishi, sana va transkripsiya holati haqidagi tafsilotlar British Library katalogi va yuqoridagi dissertatsiyada aniq qayd etilgan.

Bugungi kunda mazkur qo'lyozma arab tilidagi asosiy nashrlar uchun tayanch matn sifatida foydalanilmoqda. 2023-yili chop etilgan Maher Jarrar tomonidan tayyorlangan tanqidiy nashr (Gorgias Press) ham ushbu qo'lyozmadan asosiy manbalardan biri sifatida foydalangan.

[55] https://thahabi.org/book/4931/read/2282?utm_source=chatgpt.com

Bu qo'lyozmaning mavjudligi "Kitob as-savod al-a'zam" matnini zamonaviy tadqiqotlar maydoniga olib kirgan, uni ingliz tiliga to'liq tarjima qilingan birinchi ishonchli versiyaga aylantirgan va butun sunniy aqidaviy tafakkur tarixida o'ziga xos burilish yasagan muhim dalildir.

"Türkiye Yazmaları Toplu Kataloğu" (Turkiya qo‘lyozmalari yagona katalogi)da "as-Sawad al-a‘zam ‘alá mazhab al-Imam al-A‘zam" nomli asar ro’yxati keltirilgan; katalogda bir necha inventar raqamlar (masalan, 6852.4 va boshqalar) berilib, bu nusxalar Turkiya islomiy qo‘lyozmalari orasida mavjudligini ko‘rsatadi[56].

Katalog Turkiyaning yirik kutubxonalarini qamrab oladi (Istanbul – Suleymaniyya, Nurusmaniya, Beyazid; Anqara, Konya va h.k.), shuning uchun "es-Sevadu’l-a’zam"ning bir necha nusxasi Istanbul va boshqa shaharlarda saqlanayotgani katta ehtimol. Katalogda aniq kutubxona nomi va inventar raqami ko‘rsatilgan bo‘ladi. Tadqiqotchilar ularni mazkur ma’lumotlar asosida topishi mumkin.

Qo‘shimcha ravishda, turkchada yozilgan "es-Sevâdü’l-A‘zam’ın farklı nüshaları ve müellifleri üzerine" nomli maqolada ham asarning Turkiya va boshqa mamlakatlardagi turli qo‘lyozma nusxalari atroflicha tahlil qilingan[57].

Sharja Amirligidagi "Bayt al-Makhtutat / Manuscripts House" rasmiy saytida Hakim Samarqandiyning "As-savod al-a’zam" asari alohida qo‘lyozma sifatida qayd etilgan[58].

- Asar nomi: "As-savod al-a’zam".
- Muallif: Ishoq ibn Muhammad ibn Ismoil, Abul Qosim, Hakim Samarqandiy.
- Hifz raqami: 1084 / mufrad;
- Tasnif: aqida / kalom;
- Joylashuv: «الشارقة، القاسمية جامعة» – Qosimiya universiteti huzuridagi qo‘lyozmalar uyi.

Bu ma’lumot BAAda ham asarning mustaqil qo‘lyozma nusxasi borligini tasdiqlaydi.

Islom arxividagi ma’lumotga ko‘ra, Saraevodagi G‘ozi Husravbek kutubxonasida quyidagi qo‘lyozma fragmenti saqlanadi[59].

- Sarlavha: "Min kitab as-savod al-a’zam" (ya’ni, asardan ikkita sahifa).
- Muallif: Hakim Samarqandiy.
- Davlat: Bosniya; shahar: Saraevo.
- Kutubxona: Gazi Husrev-beg Library.
- Qo‘lyozma kodi: CC104236.
- Hajmi: 2 sahifa, har sahifada 21 qator.
- O‘lchami: 17.5 × 12.5 sm.
- Xat: nasx; siyoh: qora, ayrim so‘zlar qizil bilan belgilab qo‘yilgan.
- Tili: arabcha.

Bu fragment asarning bir nusxasidan ajralib qolgan bo‘lishi ham mumkin va u Balkan hududida ham asar qo‘lyozmalarining aylanib yurganini ko‘rsatadi.

Raqamlashgan arab katalogi – "ar-Raqq al-manshur" – bu asar bo‘yicha 13 ta qo‘lyozma borligini ko‘rsatishi, nusxalarning asosiy qismi arab va fors islom markazlarida (Qohira – Dar al-kutub, Damashq, Bag‘dod, Tehron va h.k.) joylashganini anglatadi[60].

Aniq manbalardan biri – Eron "Xonayi kitob" elektron katalogi va turli forsiy saytlar, ularda asarning forscha tarjimasi ("Tarjuma-yi as-savod al-a’zam") nashr etilgani va asl arabcha matnga asoslangani qayd etilgan[61].

"Fiqhveb" forumida keltirilgan ma’lumotga ko‘ra, "Sharh as-savod al-a’zam" nomli asarning (asl matnga sharh) ikkita qadimiy qo‘lyozmasi qayd etilgan[62]:

1.Hindiston, Kalkutta – Asiaatic Society kutubxonasi, raqami 183;

2.Qohira, Dar al-kutub al-Misriyya – raqami 1/430.

Bu nusxalarning o‘zi sharh asariga tegishli bo‘lsa-da, ularda asosiy matn – "as-savod al-a’zam" ham ko‘p hollarda joriy matn sifatida keladi.

Asarga yozilgan sharhlar. Asarga yozilgan eng mashhur sharh – Ibrohim Hilmiy ibn Husayn al-Vafiy (al-Vafiy)ning «سلام الأحكم على سواد الأعظم» "Salam al-ahkam ‘alá savod al-a’zam" sharhidir[63].

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[56] https://archive.org/stream/Volume02/Volume%2011_djvu.txt?utm_source=chatgpt.com

[57] (PDF) ES-SEVÂDU'L-AZAM'IN FARKLI NÜSHALARI VE MÜELLİFLERİ ÜZERİNE

[58] 20192202 - Manuscripts House in Sharjah

[59] أرشيف الإسلام - فهارس المخطوطات الإسلامية حول العالم - تفاصيل مخطوطة: من كتاب السواد الأعظم -

[60] الرق المنشور | السمرقندي؛ إسحاق بن محمد بن إسماعيل، أبو القاسم، الحكيم السمرقندي

[61] ترجمه السواد الأعظم: ترجمه به فارسی در حدود ۳۷۰ هجری قمری به فرمان امیر نوح ... - Abū l-Qāsim Isḥāq ibn Muḥammad Ḥakīm Samarqandī - Google Книги

[62] اقتراح مخطوط لم يطبع لتحقيقه ودراسته كرسالة علمية | الملتقى الفقهي

[63] سلام الاحكم على سواد الاعظم | کتابخانه مجازی الفبا

Arabcha Vikipediya va bibliografik ma’lumotlarga ko‘ra[64], sharh 1313 hijriy (milodiy 1895-1896y) yili Istanbulda nashr etilgan, matnda Hakim Samarqandiy asari bandma-band keltirilib, atroflicha kalomiy va fiqhiy izohlar berilgan. Muallif “As-savod al-a’zam”ga boshqa sharhlar ham borligini ishora qiladi, ya’ni sharh an’anasi bitta asar bilan cheklanmagan. Kitob hozir PDF tarzida bir necha kutubxonalarda va saytlarda (Noor-book, Archive.org va boshqalarda) elektron ko‘rinishda mavjud[65].

“Xazonat al-turas – Fahras al-maxtutot” kabi qo‘lyozma kataloglarida “Sharh as-savod al-a’zam” nomli asar ayrim hollarda mustaqil tarzda qayd etilgan. Masalan, Qirol Faysal tadqiqot markazi fondi (Riyad) bo‘yicha nashr etilgan fehristda “Sharh as-savod al-a’zam” hanafiy fiqh-aqida bo‘limida keltirilgan[66].

Manbalarda muayyan muallif nomi har doim ko‘rsatilmagan, ba’zi qo‘lyozmalarda sharh Imom A’zamga nisbat beriladi, lekin bu nisbatni tadqiqotchilar ehtiyotkorlik bilan baholashadi[67].

“Salam al-ahkam”dan tashqari, hanafiy–moturidiy aqida kitoblarida “As-savod al-a’zam” matniga asoslangan izoh va iqtiboslar juda ko‘p. Masalan:

- Sa’duddin Taftazoniy, Najmuddin Nasafiy kabi mutaaxxir kalomiy asarlarning ayrim sharhlarida “Sharh as-savod al-a’zam”dan iqtiboslar keltiriladi[68];
- Hanafiy aqida kitoblari ro‘yxatini bergan mualliflar (masalan, “80 books on Sunni Creed according to the Hanafi Madhhab”) orasida ham “Salam al-ahkam ‘ala Sawad al-a‘zam” mustaqil sharh sifatida tilga olinadi[69].

Buning o‘zi asarning Movarounnahrda, Usmoniylar davrida va hozirgi vaqtigacha muhim manba sifatida nashrdan tushmaganini ko‘rsatadi[70].

Asarning boshqa tillarga qilingan tarjimalari orasida eng mashhur tarjimalardan biri – Fors tiliga qilingan tarjima bo’lib, nomi: «سامانی نوح امیر فرمان به قمری هجری ۳۷۰ حدود در فارسی به ترجمه :الأعظم السواد ترجمه»; mazmuniga ko‘ra, asar xijriy 370-yillar atrofida Somoniy amiri Nuh ibn Mansur farmoyishi bilan fors tiliga tarjima qilingan[71].

Zamonaviy tanqidiy nashr. Hakim Samarqandiy, «Tarjuma-yi al-Sawad al-a‘zam», tahrirchi – Abdulhay Habibiy, Tehron, Bunyād-i Farhangi Īrān, 1348sh/1969, “Zabān va adabiyyāt-i fārsī” silsilasining 12-jildi sifatida[72].

Bu tarjima asarning forscha versiyasini ilk bor tanqidiy matn sifatida nashr qilgan va tadqiqotchi Yuchesoy va boshqalar tomonidan Somoniylar davridagi siyosiy-diniy diskursni o‘rganishda asosiy manba sifatida qo‘llanilgan[73].

Asar usmoniy va zamonaviy Turkiyada ham katta ahamiyatga ega bo‘lib, bir necha marta to‘liq turk tiliga ham tarjima qilingan. Jumladan;

1. “Sevâdü’l-Azam Tercümesi / Kelime anlamlı, açıklamalı”. Muallif sifatida asosiy matnga Hakim Samarqandiy ko‘rsatilgan. Tarjimon: Talha Hakan Alp. Nashriyotlar: Yasin Yayın evi, Anadolu Kitabevi va boshqalar. Kitobda asar matni arabcha–turkcha kalima-ba-kalima tarjima va keng izohlar bilan berilgan[74].

2. Boshqa bir nashrda “Sevadü’l Azam Tercümesi” nomi bilan, tarjimon sifatida Ayniy Efendi ko‘rsatiladi. Bu nashrda asar Imom A’zam Abu Hanifaga nisbat qilingan. Bu nisbat haqida turk tadqiqotchilari bahs yuritgan.

Turk nashrlarida kitob 62 bobdan iborat bo‘lib, ahli sunna va-l-jamoa moturidiy aqidasining asoslari bayon qilingani ta’kidlanadi va asar tarixan Somoniylar, keyin esa Usmoniylar davri madrasalarida o‘qitilgani qayd etiladi[75].

Yuqorida tilga olingan “Salam al-ahkam ‘alá savod al-a’zam” – arab tilidagi sharh, lekin u amalda asl matnning sharhli nashri vazifasini bajaradi[76].

Asarning zamonaviy ilmiy nashrlari ro’yxatiga quyidagilarni kiritish mumkin:

Maher Jarrar, *A Critical Edition of Kitāb al-Sawād al-aʿẓam by al-Ḥakīm al-Samarqandī (d. 342/953)*, Gorgias Press, Islamic History and Thought, 27, 2023.

Kitob annotatsiyalangan tanqidiy nashr va batafsil tadqiqot ekanini nashriyot ta’rifi ochiq bayon etgan. Muallif bir necha asosiy qo‘lyozmaga tayanadi va matnni ilmiy apparati (havolalar, muqaddima, indekslar) bilan bergan[77].

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[64] السواد الأعظم (كتاب) - ويكيبيديا

[65] سلام الأحكم على سواد الأعظم كتاب صيغة بي دي اف اقرا اونلاين 0794 Pdf 1536 : Free Download, Borrow, and Streaming : Internet Archive

[66] صفحة - 2282 - خزانة التراث - فهرس مخطوطات - ذَهَبِ - مكتبة الشاملة

[67] 17 | جويلية | 2009 | عقيدة اهل السنة والجماعة

[68] Alminha | PDF

[69] 80 Books on Sunni Creed according to the Hanafi Madhhab - Darul Tahqiq

[70] Sevadül Azam Tercümesi Kelime Anlamlı

[71] ترجمه السواد الأعظم: ترجمه به فارسی در حدود ۳۷۰ هجری قمری به فرمان امیر نوح ... - Abū l-Qāsim Isḥāq ibn Muḥammad Ḥakīm Samarqandī - Google Книги

[72] ترجمه السواد الأعظم: ترجمه به فارسی در حدود ۳۷۰ هجری قمری به فرمان امیر نوح ... - Abū l-Qāsim Isḥāq ibn Muḥammad Ḥakīm Samarqandī - Google Книги

[73] Language of Empire: Politics of Arabic and Persian in the Abbasid World on JSTOR

[74] Es-Sevadül-Azam Tercümesi (Hakim es-Semerkandi) Fiyatı, Yorumları, Satın Al - Kitapyurdu.com

[75] es-SEVÂDÜ’l-A‘ZAM - TDV İslâm Ansiklopedisi

[76] السواد الأعظم (كتاب) - ويكيبيديا

[77] Gorgias Press. A Critical Edition of Kitāb al-Sawād al-aʿẓam by al-Ḥakīm al-Samarqandī

Bu nashr hozircha arab matni bo‘yicha eng zamonaviy kritik tekst sifatida qabul qilinayotganini alohida qayd etish lozim.

Arabcha Vikipediya va «ar-Raqq al-manshur» ma’lumotlariga ko‘ra, asl arabcha matnning ba’zi nashrlari vaqt o‘tib nashrdan chiqqan, ulardan biri Bahreyn yoki Qohirada nashr etilgan qisqa matn bo‘lishi mumkin. Ammo aniq bibliografik ma’lumotlar hozircha cheklangan[78].

Asarning yevropa tillariga qilingan tarjimalari, xususan, ingliz tiliga qilingan tarjimasi haqida so‘z borganida Faruq Umar Abdulloh Umar (Farouq ‘Umar ‘Abdallah Umar)ning 1974-yili Edinburgda himoya qilingan PhD dissertatsiyasi: *“The Doctrines of the Maturidite School with Special Reference to As-Sawad al-A‘zam of al-Hakim as-Samarqandi”*ni alohida qayd etish lozim.

Dissertatsiyada “As-savod al-a’zam” matnining katta qismi inglizcha tarjimasi va tahlili keltirilgan. Shu paytgacha bu ish hanafiy–moturidiy aqidani ingliz tilida o‘rganishda asosiy manba sifatida ishlatiladi[79].

Asarning qisqartirilgan ommaviy tarjimalar ro’yxatiga quyidagilarni kiritish mumkin. Masalan:

“As-Sawad al-A‘zam – Firqatu’n-Najiyya (The Majority Group – The Group of Salvation)” kabi inglizcha risolalarda asar mazmuni qisqartirilgan holda bayon etiladi; ularda 73 firqa haqidagi hadis va “As-savod al-a’zam” tushunchasi asosiy mavzular sifatida talqin qilingan[80].

Ba’zi sunniy aqida kitoblari ro‘yxatlarida ham asar inglizcha tarjimaga ega ekani qayd etilgan. Bu esa yuqorida aytilgan dissertatsiya va ommaviy tarjimalarga ishoradir[81].

Asarning boshqa tillarga qilingan tarjimalari haqida shuni qayd etish o’rinliki, islomiy tashkilotlar nashr etgan urdu va inglizcha risolalarda “As-savod al-a’zam” nomi bilan ahl as-sunna va-l-jamoa haqidagi ta’limotlar qisqartirilgan holda keltirilgan[82].

Markaziy Osiyo va Indoneziyada aqida darsliklari tarkibida asardan parcha va tarjimalar uchraydi. Indonez tadqiqotlarida Haqim Samarqandiyning asarlari aqida bo‘yicha muhim dastur sifatida tilga olinadi[83].

O‘zbek tiliga to‘liq ilmiy tarjima hozircha ommaviy bazalarda ko‘rinmaydi. Faqat Toshkent Islom instituti dotsenti S.Primov tomonidan institut talabalari uchun qilingan tarjima mavjud xolos. lekin forsc va turk tilidagi tarjimalar orqali o‘zbek tadqiqotchilari matn bilan ish olib borishlari odatiy holga aylangan.

Asarni o‘rgangan zamonaviy tadqiqotlar. “Kitob as-savod al-a’zam” asari atrofidagi ilmiy adabiyotlar ham ancha boy. Quyida qisqacha eng muhimlarini sanab o‘tiladi:

1.Farouq ‘Umar ‘Abdallah Umar, *The Doctrines of the Maturidite School with Special Reference to As-Sawad al-A‘zam of al-Hakim as-Samarqandi*, PhD, Edinburgh, 1974 – asarning inglizcha tahlili va tarjimasi, asosiy qo‘lyozma Or.12781 bilan ishlagan[84].

2.Maher Jarrar, *A Critical Edition of Kitāb al-Sawād al-aʿẓam*, Gorgias Press, 2023 – arabcha matnning eng yangi tanqidiy nashri va mukammal tadqiqot[85].

- Ulrich Rudolph – Rodrigo Adem, *Al-Māturīdī and the Development of Sunnī Theology in Samarqand* – bu kitobda Hakim Samarqandiyaqida ilmi rivojida tutgan o‘rni, “As-savod al-a’zam”ning moturidiy maktab rivojidagi roli haqida maxsus bo‘lim bor[86].
- «es-Sevâdü’l-A‘zam’ın farklı nüshaları ve müellifleri üzerine» – qo‘lyozma nusxalar va ularning nisbatlari haqida ma’lumot berilgan[87].
- moturidiy aqoid tarixiga bag‘ishlangan maqolalar, masalan, moturidiya haqidagi turkcha/arabcha tadqiqotlarda Hakim Samarqandiy doimiy tilga olinadi.

Foydalanilgan adabiyotlar va manbalar ro‘yxati:

I. Dissertatsiyalar

1. Umar, Farouq ‘Abdallah. The Doctrines of the Maturidite School with Special Reference to As-Sawad al-A‘zam of al-Hakim as-Samarqandi: PhD. – Edinburgh, 1974.

II. Kitoblar, monografiyalar, tarjima va nashrlar

78 الرق المنشور | السمرقندي؛ إسحاق بن محمد بن إسماعيل، أبو القاسم، الحكيم السمرقندي

79 Full text of "Al Maturidi And The Development Of Sunnī Theology In Samarqand By Ulrich Rudolph And Rodrigo Adem"

80 As-Sawad Al-A'zam-Firqat An-Najiyya (The Majority Group-The Group of Salvation) | PDF | Sunni Islam | Sahabah

81 BOOKS ON SUNNI CREED ACCORDING TO THE MADHHAB OF IMAM ABU HANIFA : darultahqiq.com : Free Download, Borrow, and Streaming : Internet Archive

82 As-Sawad Al-A'zam-Firqat An-Najiyya (The Majority Group-The Group of Salvation) | PDF | Sunni Islam | Sahabah

83 (PDF) Abū Bakr Al-Warrāq Al-Tirmidhī: Sources and Early Conclusions

84 The doctrines of Māturīdite School : With special reference to As-Sawād Al-A’zam of Al-Hakīm As-Samarqandī

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QADIMGI YUNONISTONDA FUQAROLIK JAMIYATINING TARIXIY RIVOJLANISH YO'LLARI.

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Annotatsiya. *Mazkur maqolada fuqarolik jamiyati va uning vujudga kelish jarayoni hamda tarixiy jihatlari o'rganilgan. Shuningdek, jamoatchilikni xalq yig'ilishlaridagi ishtiroki haqida ham ma'lumotlar berilgan. Qadimgi Yunoniston davlatida mavjud bo'lgan siyosiy, ijtimoiy, iqtisodiy va davlat boshqaruvi sohasi tadqiq etilgan. Xususan, Aristotelning siyosat asarida hamda Filmerning Patriarx asarlaridagi davlat va fuqarolik jamiyati masalalari o'rganilgan.*

Kalit so'zlar: *Qadimgi Yunoniston, basiley, yevpatridlar, geomorlar, demiurglar, pentakosiomedimnlar, suvoriylar, zevgitar, fetlar, arxont, ekklesiya, bule, apella, agora, aliya.*

ИСТОРИЧЕСКИЕ ПУТИ РАЗВИТИЯ ГРАЖДАНСКОГО ОБЩЕСТВА В ДРЕВНЕЙ ГРЕЦИИ.

Аннотация. *В статье рассматривается гражданское общество, его возникновение и исторические аспекты. Также была предоставлена информация об участии общественности в публичных собраниях. Изучаются политическая, социальная, экономическая и государственно-управленческая сферы, существовавшие в древнегреческом государстве. В частности, вопросы государства и гражданского общества изучаются в «Политике» Аристотеля и «Патриархах» Филмера.*

Ключевые слова: *Древняя Греция, Басилевс, евпатриды, геоморы, демиурги, пентакосиомедимны, кавалерия, зевгитары, фетес, архонт, экклесия, буле, апелла, агора, алия.*

HISTORICAL PATHS OF DEVELOPMENT OF CIVIL SOCIETY IN ANCIENT GREECE.

Abstract. *The article examines civil society, its origin and historical aspects. Information on public participation in public meetings was also provided. The political, social, economic and public administration spheres that existed in the ancient Greek state are studied. In particular, issues of state and civil society are studied in Aristotle's "Politics" and Filmer's "Patriarcha".*

Keywords: *Ancient Greece, Basileus, eupatrides, geomors, demiurges, pentakosiomedimnes, cavalry, zeugitaras, fetes, archon, ecclesia, boule, apella, agora, aliya.*

Kirish

O'zbekistonda fuqarolik jamiyatining shakllanishi hamda jamoat birlashmalarining faoliyati takomillashayotgan o'tgan davr mobaynida jamoatchilik nazorati institutini amalga oshirishda normativ asosga bo'lgan ehtiyoj yaqqol sezildi. Fuqarolik jamiyati rivojlanib borgani sari jamoatchillik nazorati institutlariga bo'lgan ehtiyojni yanada oshiradi.

Jamoatchilik nazorati - fuqarolarning davlat organlari, davlat tashkilotlari va boshqa jamoat muassasalarining faoliyatini kuzatish, ularning qonuniylik, shaffoflik va samaradorlikni ta'minlashdagi rolini oshirishga qaratilgan ijtimoiy mexanizm sifatida tan olinadi. Shuningdek, jamoatchilik nazorati O'zbekistonda fuqarolik jamiyatining rivojlanishi va davlat boshqaruvida shaffoflikni ta'minlashda muhim ahamiyat kasb etuvchi vosita sifatida xizmat qiladi **[9;105]**.

2018-yil 12 aprelda qabul qilingan O'zbekiston Respublikasining "Jamoatchilik nazorati to'g'risida"gi Qonunida ham jamoatchilik nazoratining huquqiy asoslari tilga olinadi. Yurtimizda ushbu institut faqarolik jamiyatini rivojlantirishning muhim omillaridan biri sifatida qarashimi mumkin. Ayrim yevropa davlatlarida ushbu institut haqida shunday tushunchalar beriladi. Masalan R.Filmerning "Patriarx" asarida hukmdor bilan xalq o'rtasidagi munosabatlar haqida to'xtalib, "…Ommaviy qonunlarni qabul qilish bo'yicha maslahatlashuvlar uchun umumiy assambleyalar mavjud bo'lgan shohliklardagi mashhurlik namoyishiga kelsak, shuni esda tutish kerakki, bunday yig'ilishlar suverenitetni shahzoda bilan baham ko'rmaydi yoki ajratmaydi",-deyiladi **[11;27]**. Demak shunday xulosa chiqarish mumkinki, xalq har doim davlat ishlarini boshqarishda ishtirok etgan. Qadimgi yunoniston va Rimda ham xalq majlislari chaqirilgan

bo‘lib, unda ozod fuqarolar ishtirok etganlar. Hukmdor Basiley davrida boshqa yunon polislaridagi kabi oqsoqollar kengashi mavjud bo‘lib, areopag deb atalgan **[7;65]**. Keyinchalik Afina aholisini birlashtirgan afsonaviy hukmdor Tesey aholini uch guruhga bo’ladi. Bular, yirik yer egalari - yevpatridlar, dehqonlar - geomorlar va hunarmandlar - demiurglardir. Bu toifa insonlar xalqa yig‘inlarida qatnasha olgan ozod fuqarolar hisoblanishgan. Bundan tashqari Solon islohotlari natijasida Afinada aholi daromadlariga qarab 4 guruhga bo‘lingan. Bular, pentakosiomedimnlar, suvoriylar, zevgitar va fetlardir. Faqat birinchi uch toifa amalda davlat lavozimlarini egallashi mumkin edi. Oliy arxont mansabiga faqat pentakosiomedimnlar da‘vo qilishlari mumkin edi. Solon davrida xalq yig‘ini (ekklesiya) to‘laqonli barcha vakolatlarga ega bo‘lgan boshqaruv organi bo‘lib, fuqarolarning barcha qatlamlari ovoz berish va uning ishida qatnashish huquqiga ega bo‘ldilar **[14]**. Qadimgi yunonistonda xalq majlisining eng ko‘p tarqalgan nomi Ekklesiya deb atalgan. Ekklesiya - qonun chiqarish, ijroiya va sud hokimiyatiga ega bo‘lgan davlatning oliy organi; mansabdorlarni saylab ularni doimo nazorat ostiga olgan ekklesiya tarkibi mulkiy senz belgilari orqali fuqarolar orasidan tanlab olingan. Odatda, ekklesiya o‘z vazifasini bule **[12; 260]** - ekklesiya muhokamasi uchun oldindan savollar tayyorlab qo‘yadigan kengash bilan amalga oshirgan. Bir qator yunon polislarida xalq majlislari maxsus nomlar bilan atalgan: Spartada - apella, Delfa va Fessaliya shahrilarida - agora, Argos, Epidavr, Gel, Akragantda - aliya. So‘nggi davr antik yozuvchilari asarlarida xalq majlislari o‘tkaziladigan joy ham ekklesiya deb atalgan. Xristianlikda ekklesiya deb dindorlar jamoasi, ba’zan butun cherkov tushunilgan. Ya’ni aytadigan bo‘lsak Qadimgi Yunoniston davlatida ham fuqarolik jamiyati va xalqning o‘rni yuksalib rivojlanib borayotganiga guvoh bo‘lamiz. Yuqoridagilardan shuni xulosa qilish mumkinki, Afinada fuqarolik jamiyati demokratiyaning rivojlanishi bilan yuzaga kela boshlagan va Solon islohotlari davrida yanada rivojlangan. Shuningdek, Aristotelning Siyosat asarida davlat hokimiyatini amalga oshirishda xalqning bevosita yoki vakillar orqali ishtirok etishi haqidagi fikrlar bayon etilgan. Bunda kambag‘allar va boylar haqidagi fikrlar hamda ularning bir biriga bo‘lgan munosabatlari ham tilga olinadi.

Xulosa

Xulosa o‘rnida shuni aytish mumkinki, davlat ishlarini amalga oshirishda ishtirok etish uchun qadimda faqat ozod fuqarolargina ishtirok etishlari mumkin bo‘lgan. Shuningdek ushbu kishilar jamoasini ham bir necha guruhlarga bo‘lingan. Ayrim xollarda bir toifa vakillari boshqa toifa vakillarining faoliyati bilan mashg‘ul bo‘lishi mumkin emasdi. Bu esa tengsizlikni yuzaga kelishiga zamin yaratgan. Solon islohotlari Qadimgi yunonistonda demokratiyaning yuzaga kelishi uchun kurtak bo‘lib xizmat qilgandir, ammo, bunda ham ayrim noroziliklarni bartaraf etib bo‘lmagan. Masalan Afinada keskin ichki kurashlar va ichki ziddiyatlar yanada kuchayib ketadi.Solondan keyingi davrda tiraniya siyosatidan foydalanilgan bo‘lsa, keyinchalik Klisfen tomonidan Solon islohotlarini yanada rivojlantirish hamda demokratik tuzilmalarning faoliyatini yanada mustahkamlashdan iborat bo‘ldi.

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ZAMONAVIY TAHDIDLAR SHAROITIDA INSON QADRINI MUSTAHKAMLASH: HUQUQIY MADANIYAT VA FUQAROLIK JAMIYATI RIVOJI.

Sodiqova Maxbubaxon Raxmonaliyevna
Farg‘ona Davlat universiteti o‘qituvchisi

Annotatsiya; *Mazkur maqolada zamonaviy globallashuv sharoitida inson qadrini mustahkamlash muammosi huquqiy madaniyat kontekstida tahlil qilinadi. Tadqiqotda global tahdidlar – axborot xurujlari, kiberxavfsizlik muammolari, ijtimoiy-iqtisodiy beqarorlik va ekologik omillarning inson huquq va erkinliklariga ta’siri o‘rganiladi. Shuningdek, huquqiy ong va huquqiy madaniyatni rivojlantirish orqali fuqarolik jamiyatini mustahkamlash mexanizmlari asoslab beriladi.*

Kalit so‘zlar: *inson qadri, huquqiy madaniyat, huquqiy ong, globallashuv, axborot xavfsizligi, fuqarolik jamiyati, qonun ustuvorligi.*

УКРЕПЛЕНИЕ ЧЕЛОВЕЧЕСКОГО ДОСТОИНСТВА В УСЛОВИЯХ СОВРЕМЕННЫХ УГРОЗ: ПРАВОВАЯ КУЛЬТУРА И РАЗВИТИЕ ГРАЖДАНСКОГО ОБЩЕСТВА

Аннотация; *В статье анализируются вопросы укрепления человеческого достоинства в условиях современных угроз в контексте правовой культуры. Рассматривается влияние глобальных факторов на права и свободы человека, а также механизмы развития гражданского общества.*

Ключевые слова: *человеческое достоинство, правовая культура, правосознание, глобализация.*

STRENGTHENING HUMAN DIGNITY IN THE CONTEXT OF MODERN THREATS: LEGAL CULTURE AND THE DEVELOPMENT OF CIVIL SOCIETY

Abstract; *This article analyzes the issue of strengthening human dignity in the context of modern threats and legal culture. It examines the impact of global challenges on human rights and explores mechanisms for developing civil society through legal awareness.*

Keywords: *human dignity, legal culture, legal awareness, globalization.*

KIRISH

XXI asrda insoniyat yangi tahdidlar bilan yuzlashmoqda. Masalan, global xavfsizlik tahdidlari, ijtimoiy-iqtisodiy notinchlik, kiberxavfsizlik muammolari, ekologik inqirozlar va axborot tahdidlari inson qadrini himoya qilishni yanada murakkablashtirmoqda. Bu esa o‘z navbatida, zamonaviy tahdidlar fonida inson qadrini mustahkamlash multidisipliner yondashuvni talab qiladi. Natijada huquqiy himoya, psixologik barqarorlik, ijtimoiy adolat va axborot xavfsizligini birgalikda ta’minlanishi lozim bo‘ladi. Bu jarayon nafaqat shaxsning individual manfaatlarini, balki jamiyatning barqaror rivojlanishini ham kafolatlaydi. Inson qadrini mustahkamlash, zamonaviy demokratik davlat va ijtimoiy jamiyatning poydevorini tashkil etuvchi strategik vazifalardan biri hisoblanadi.

Har qanday jamiyatning istiqbolini yoshlar belgilar ekan, kelajagi buyuk davlatning barpo etilishi, ularning qanday tarbiya olishiga bog‘liq. Har bir inson ma’naviy-mafkuraviy qiyofasini shakllanishi va takomillashuviga ijtimoiy-iqtisodiy sharoit hal qiluvchi ta’sir ko‘rsatadi. Jamiyatning ma’naviy hayoti, ijtimoiy g‘oya va qarashlar, tasavvurlar va tushunchalar, his va tuygular jamiyat moddiy hayot sharoitlarini aks ettiradi. Chunki, insonni tabiat yaratgan bo‘lsa ham, undagi insoniy xususiyatlar umuman jamiyatda xususan oilada, mahallalarda tarkib topa boradi.

ADABIYOTLAR TAHLILI

Zamonaviy ilmiy adabiyotlarda inson qadri, huquqiy madaniyat va fuqarolik jamiyati o‘rtasidagi o‘zaro bog‘liqlik keng qamrovda o‘rganilgan. Ayniqsa, globallashuv sharoitida inson huquqlarini ta’minlash va himoya qilish masalalari ko‘plab tadqiqotchilar diqqat markazida bo‘lib kelmoqda.

Birinchi navbatda, inson qadrini mustahkamlash masalasi falsafiy va huquqiy nuqtai nazardan yoritilib, u shaxsning jamiyatdagi o‘rni, huquq va erkinliklari hamda ijtimoiy himoyasi bilan uzviy bog‘liq ekanligi ta’kidlanadi[88]. Ushbu yondashuvga ko‘ra, inson qadri demokratik jamiyatning asosiy mezoni bo‘lib, uning ta’minlanishi davlatning bosh vazifalaridan biri hisoblanadi.

Shuningdek Konstitutsiyamizning 13, 19, 20, 27, 43, 47-moddalarida inson qadri bilan bog‘liq “qadr”, “qadr-qimmat”, “qadriyat”, “milliy va umuminsoniy qadriyatlar”, “oilaviy qadriyatlar” tushunchalari uchraydi[89].

Zamonaviy tahdidlar masalasi bo‘yicha olib borilgan tadqiqotlar shuni ko‘rsatadiki, global xavfsizlik tahdidlari, axborot manipulyatsiyasi va kiberxavfsizlik muammolari inson huquqlariga jiddiy xavf tug‘diradi[2]. Xususan, axborot xurujlari orqali jamiyat ongiga ta’sir o‘tkazish, noto‘g‘ri axborot tarqatish va ijtimoiy fikrni boshqarish kabi holatlar insonning ma’naviy va huquqiy erkinligiga salbiy ta’sir ko‘rsatadi.

Huquqiy madaniyat masalasi ko‘plab ilmiy ishlarda fuqarolik jamiyatining asosiy ko‘rsatkichlaridan biri sifatida talqin qilinadi. Tadqiqotchilarning fikricha, huquqiy madaniyat nafaqat huquqiy bilimlar majmui, balki qonunlarga hurmat, huquqiy xulq-atvor va huquqiy ongning shakllanishini ham o‘z ichiga oladi[90]. Shu bilan birga, huquqiy madaniyat darajasi jamiyatda qonun ustuvorligini ta’minlashda hal qiluvchi omil sifatida e’tirof etiladi.

Ayrim ilmiy manbalarda huquqiy madaniyatning past darajasi huquqiy nigilizm, qonunlarga ishonchsizlik va huquqbuzarliklarga befarqlik bilan bog‘liqligi qayd etilgan[91]. Bu esa jamiyatda ijtimoiy barqarorlikning izdan chiqishiga olib kelishi mumkin. Shu sababli huquqiy madaniyatni rivojlantirish masalasi davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida qaraladi.

O‘zbekiston Respublikasida inson qadrini yuksaltirish va huquqiy madaniyatni rivojlantirish masalalari normativ-huquqiy hujjatlar darajasida mustahkamlangan. Xususan, 2019 yil 9 yanvardagi PF-5618-son Farmonida jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirishning ustuvor yo‘nalishlari belgilab berilgan[92]. Ushbu hujjatda aholining huquqiy savodxonligini oshirish, huquqbuzarliklarga nisbatan murosasizlikni shakllantirish va fuqarolik jamiyati institutlarini rivojlantirish zarurligi alohida ta’kidlangan.

Shuningdek, zamonaviy tadqiqotlarda inson qadri konsepsiyasi “inson – jamiyat – davlat” tamoyili asosida tahlil qilinib, unda inson manfaatlari ustuvor ahamiyat kasb etishi qayd etiladi[93]. Bu yondashuvga ko‘ra, davlat faoliyatining asosiy maqsadi inson huquq va erkinliklarini ta’minlashdan iborat bo‘lishi kerak.

Umuman olganda, mavjud ilmiy adabiyotlar tahlili shuni ko‘rsatadiki, inson qadrini mustahkamlash va huquqiy madaniyatni rivojlantirish o‘zaro bog‘liq bo‘lgan kompleks jarayon bo‘lib, u zamonaviy tahdidlar sharoitida yanada dolzarb ahamiyat kasb etmoqda. Shu bilan birga, mazkur masala bo‘yicha yanada chuqur ilmiy tadqiqotlar olib borish zarurati saqlanib qolmoqda.

TADQIQOT METODOLOGIYASI

Mazkur ilmiy tadqiqot zamonaviy tahdidlar sharoitida inson qadrini mustahkamlash muammosini kompleks o‘rganishga qaratilgan bo‘lib, unda falsafiy, huquqiy va ijtimoiy yondashuvlar uyg‘un holda qo‘llanildi. Tadqiqot metodologiyasi tizimli, mantiqiy va empirik tahlil usullariga asoslandi.

Avvalo, tadqiqotning nazariy-metodologik asosini inson qadri, huquqiy madaniyat va fuqarolik jamiyati haqidagi zamonaviy ilmiy qarashlar tashkil etadi. Ushbu jarayonda inson qadrini “inson – jamiyat – davlat” tamoyili asosida tahlil qilishga alohida e’tibor qaratildi[94]. Bu yondashuv inson manfaatlarining ustuvorligini ilmiy asoslash imkonini beradi.

Tadqiqot davomida quyidagi ilmiy metodlardan foydalanildi:

Birinchidan, tizimli tahlil metodi yordamida zamonaviy tahdidlar (axborot xavfsizligi, ijtimoiy-iqtisodiy beqarorlik, ekologik muammolar) va inson qadri o‘rtasidagi o‘zaro bog‘liqlik o‘rganildi. Ushbu metod inson qadrini mustahkamlash jarayonining murakkab va ko‘p omilli tizim ekanligini aniqlash imkonini berdi.

Ikkinchidan, qiyosiy-huquqiy tahlil metodi orqali O‘zbekiston Respublikasining yangilangan Konstitutsiyasi va boshqa normativ-huquqiy hujjatlar xalqaro huquqiy standartlar bilan solishtirildi. Bu orqali inson qadrini himoya qilishning huquqiy mexanizmlari samaradorligi baholandi.

Uchinchidan, tarixiy yondashuv metodi yordamida inson qadri va huquqiy madaniyat tushunchalarining shakllanishi va rivojlanish bosqichlari tahlil qilindi[4]. Bu metod ushbu tushunchalarning evolyutsion rivojlanishini aniqlashga xizmat qildi.

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[88] https://jadid.uz/inson-qadri-va-jamiyat-dialektik-birlik-zarurati/ 2- bet

[89] O‘zbekiston Respublikasi Konstitutsiyasi. 2023-yil.

[90] F.Achilov Huquqiy madaniyat tushunchasi va uning turlari. https://econferenceseries .com/index.php/ icmsss/ article /download/150/150 83-bet

[91] M.Po‘latov. Huquqiy nihilizm: yoshlar ongida qonun va huquq tushunchasi. https://inlibrary.uz/index.php/science-research/article/view/139922

[92] O‘zbekiston Respublikasi Prezidentining “Jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirish tizimini tubdan takomillashtirish to‘g‘risida” PF-5618-son Farmoni, 2019 yil 9 yanvar.

[93] K. Abdurazakova, Yangi O`zbekiston: “Inson-jamiyat-davlat” konsepsiyasining jamiyat hayotidagi o`rni.

[94] Yangi O‘zbekiston Konstitutsiyasi – ijtimoiy davlat kafolati https: //constitution.uz/oz/ pages/

To‘rtinchidan, sotsiologik yondashuv asosida jamiyatda huquqiy ong va huquqiy madaniyat darajasiga ta’sir etuvchi omillar umumlashtirildi[5]. Bu orqali aholining huquqiy savodxonligi, huquqiy nigilizm va ijtimoiy munosabatlar tizimi o‘rganildi.

Beshinchidan, mantiqiy tahlil (induksiya va deduksiya) metodlari orqali alohida faktlar asosida umumiy ilmiy xulosalar chiqarildi hamda nazariy qarashlar tizimlashtirildi[6].

Tadqiqot manbalari sifatida normativ-huquqiy hujjatlar, xususan, O‘zbekiston Respublikasi Prezidentining huquqiy madaniyatni rivojlantirishga oid farmonlari, ilmiy maqolalar va tahliliy materiallardan foydalanildi.

Mazkur metodologik yondashuv zamonaviy tahdidlar fonida, inson qadrini mustahkamlash, shaxsning huquqiy, ijtimoiy, ma’naviy va psixologik jihatdan himoyalanishini ta’minlash, uning shaxsiy salohiyati va huquqlarini rivojlantirish qaratilgan jarayonlarni nazorat qilish, inson qadrini mustahkamlash masalasini har tomonlama o‘rganish, uning huquqiy va ijtimoiy mexanizmlarini aniqlash hamda amaliy tavsiyalar ishlab chiqish imkonini berdi.

NATIJALAR VA ULARNING TAHLILI

Ommaviy huquqiy madaniyatni rivojlantirish huquqiy ong darajasini, qonuniylik va huquqning mukammalligini aks ettiruvchi jamiyat rivojlanishiga ko‘maklashishga qaratilgan insonparvarlik tamoyillarini qaror toptirishni belgilaydi.

“Huquqiy madaniyat” atamasi har doim ham etarlicha ajratilmagan bir necha turli yondashuvlarni bildiradi. Huquqiy madaniyat ko‘pincha huquqning kengaytirilgan tushunchasi sifatida tavsiflanadi, bu erda huquqiy madaniyat “jonli qonun” yoki “harakatdagi qonun” atamalarining sinonimidir.

Huquqiy madaniyat, eng umumiy ma’noda, ijtimoiy xulq-atvorning nisbatan barqaror modellarini tavsiflash usullaridan biri bo‘lib, qonunlarning jamiyatga ta’sirini bashorat qilishda muhim rol o‘ynaydi, qabul qilingan qonunlarning amalga oshirilishi va amalga oshirilishi darajasini va muvaffaqiyatli amalga oshirilishini ko‘rsatadi. huquqiy islohotlar. Fuqarolik jamiyati manfaatlarini doimiy e’tiborga olish amaldagi demokratiya institutlarining ta’sirchanlik darajasini oshiradi, fuqarolik jamiyatini siyosatning asosiy omillaridan biriga aylantiradi va davlat boshqaruvi jarayonida uning o‘rnini belgilaydi.

Zamonaviy jamiyatda huquqiy madaniyatni rivojlantirishning asosiy muammolari quyidagilardan iborat:

1. Huquqiy vakolatlarga ega bo‘lgan shaxslarning huquqiy madaniyatining tegishli darajada nomuvofiqligi, buning natijasida qonun ijodkorligi va huquqni qo‘llash jarayonlarining noto‘g‘ri amalga oshirilishi.

2. Huquqiy nigilizmning huquq obektlari va subektlari o‘rtasida tarqalishi, huquqni ijtimoiy munosabatlarni muvaffaqiyatli tartibga solishga qodir ijtimoiy institut sifatida tan olmaslik, insonlarda davlat huquqiy tizimiga ishonchsizlik.

3. Aholining huquqiy va moliyaviy savodxonligining pastligi.

4. Normativ-huquqiy hujjatlardagi o‘zgarishlar haqida ma’lumot olish qiyin.

5. Qonuniy xulq-atvorga ommaviy yo‘naltirilmaslik va huquqbuzarliklarga befarq munosabatda bo‘lish.

Huquqiy madaniyat subektlarga ziddiyatli vaziyatlarni adolatli, qonuniy hal qilish modelini o‘rgatish orqali munosabatlarning juda keng doirasiga ta’sir qiladi. Adolat o‘lchovi ko‘pincha qonun talablariga javob beradigan xatti-harakatlardir. Ijtimoiy munosabatlar nafaqat huquqiy me’yorlar, balki axloqiy va diniy me’yorlar, shuningdek, jamiyatda shakllangan axloq va an’analar bilan tartibga solinganligi sababli, huquqiy normalar boshchiligidagi ijtimoiy normalarning o‘zaro bog‘liqligi uyg‘un munosabatlarni yaratish uchun asosdir.

Shunday qilib, huquqiy madaniyat nafaqat jamiyat uchun me’yoriy yo‘riqnoma bo‘lib, uning asosiy maqsadi huquqiy ko‘rsatmalarning shakllanishiga faol ta’sir ko‘rsatish, jamiyat a’zolari o‘rtasida huquqiy xulq-atvorning ma’lum bir turiga bo‘lgan ehtiyoj to‘g‘risida tushunchani rivojlantirish va shu bilan birga, huquqiy ko‘rsatmalarning shakllanishiga faol ta’sir ko‘rsatishdir.

Ko‘rinib turibdiki, eng umumiy ma’noda ma’lum bir g‘oya (kamdan-kam hollarda e’tiqod) va fikrlarning qonunga, uning institutlari va normalariga, huquqning roli va ma’nosiga munosabati sifatida ta’riflanishi mumkin bo‘lgan huquqiy madaniyat, uning me’yorlarini shaxsiy hayotda ham, jamoat hayotida ham amalga oshirish tajribasi nafaqat har xil nazariy munozaralar, uslubiy seminarlar o‘tkazish orqali shakllantiriladi.

Huquqiy normalar bilan tartibga solinadigan, ko‘p va xilma-xil huquqiy munosabatlar, shu jumladan ijobiy yoki salbiy ma’naviy-psixologik ta’sir zaryadi - bularning barchasi, pirovardida, zamonaviy huquqiy voqelikni tashkil etadi, bu holda ko‘rib chiqiladi, huquqiy madaniyatni shakllantirishga ta’sir etuvchi hal qiluvchi omillardan biri sifatida.

Ammo shuni unutmasligimiz kerakki, huquqiy madaniyatning huquqiy voqelikka ta’siri ham juda katta va uni hech qanday tarzda kamaytirib bo‘lmaydi.

Huquqiy madaniyat darajasi qonun ustuvorligi tamoyillarini amalga oshirish samaradorligidan, fuqarolik jamiyatining izchil rivojlanishidan dalolat beradi, chunki huquqiy madaniyatning barcha tarkibiy qismlari ta’minlanmaguncha, fuqarolik jamiyati harakatsiz qoladi. Jamiyatning huquqiy madaniyati talab darajasiga ko‘tarilmasa, inson huquq va erkinliklari g‘oyalari ma’naviy ehtiyoj, milliy g‘oya bo‘lmasa, inson huquq va erkinliklari amalda ro‘yobga chiqarilmasa, fuqarolik jamiyati qurish jarayoni yanada rivojlanadi.

Demak, jamiyat huquqiy madaniyatining mohiyatini quyidagi formula bilan ifodalash mumkin: bilish – hurmat qilish – qonunlarga itoat etish. Bunda gap xususiy xarakterdagi tavsiyalar haqida ketmoqda, ularning amalga oshirilishi qonun ustuvorligini rivojlantirish sharoitida huquqiy madaniyatning yanada samarali rivojlanishiga xizmat qiladi. Huquqiy madaniyatning barcha tarkibiy qismlari, ya'ni huquq normalari, qonun ijodkorligi, huquqiy munosabatlar, qonuniylik, huquqiy ta'lim va hokazolar faoliyatining izchil monitoringini olib borish, keyinchalik har bir tarkibiy qismning samaradorligini oshirish zarur.

Fuqarolik jamiyatini rivojlantirish jarayonida huquqiy madaniyatning rolini ochib berishning amaliy ahamiyati global vazifani - huquqiy davlatni rivojlantirishni hal qilishning dolzarbligi bilan bog'liq. Bu ahamiyat shundan iboratki, huquqiy madaniyat jamiyatning barkamol rivojlanishining asosi bo'lib, ijtimoiy taraqqiyotga erishish, shaxsni boyitish va jamiyatni zarur huquqiy shart-sharoitlar bilan ta'minlaydigan huquqiy qadriyatlarni shakllantirish va rivojlantirishga xizmat qiladi. Huquqiy madaniyat tizimli ravishda oqilona rivojlanish, rag'batlantirish va ijobiy ijtimoiy tarbiyani talab qiladi. Huquqiy madaniyatni shakllantirish va rivojlantirishning ijtimoiy-madaniy mexanizmi - bu ijtimoiy va madaniy vositalar tizimi bo'lib, ular yordamida huquqiy madaniyat tasvirlari shakllanadi va uzatiladi.

Huquqiy madaniyatni noqonuniy xatti-harakatlarni cheklaydigan va yo'q qiladigan cheklovchi kuch sifatida ko'rish mumkin. Huquqiy madaniyatni rivojlantirish muammolarini hal qilishda davlatning huquqni muhofaza qilish tizimini isloh qilish, huquqiy funksiyalarni bajaruvchi fuqarolar: davlat mansabdor shaxslari yoki advokatlik kasbi vakillarining huquqiy madaniyatini rivojlantirish muhim rol o'ynaydi.

"Biz jamiyatimizda shunday huquqiy madaniyatni shakllantirishimiz kerakki, unga mavofiq Konstitusiya va qonunlarga amal qilish, boshqalarning huquq va erkinliklari, sha'ni va qadr-qimmatini hurmat qilish majburiyat emas, balki kundalik qoida va odatga aylanishi shart"[95], - deb ta'kidlaydi o'z nutqida prezidentimiz.

Jamiyatning huquqiy kamoloti mamlakat aholisining huquqiy savodxonlik darajasi bilan belgilanadi. Ijtimoiy faol va yuksak madaniyatli insonga xos bo'lgan fazilatlardan biri huquqiy madaniyatga ega bo'lishdir. Umumiy madaniyatning ajralmas tarkibiy qismi bo'lgan huquqiy madaniyatning negizini huquqiy ong, huquqiy tafakkur tashkil etadi. Huquqiy ong shaxsning jamiyatdagi o'rnini belgilaydi, jamiyat a'zolarining huquqiy ongi qanchalik yuqori bo'lsa, huquqiy normalarda belgilangan talablarning bajarilishi ham shunchalik to'liq va aniq bo'ladi. Mazkur holat jamiyatda qonun ustivorligini ta'minlashga xizmat qiladi, bunda huquqiy madaniyatni yuksaltirish uchun, eng avvalo, huquqiy ta'lim va tarbiya, boshqacha aytganda huquqiy ma'rifatni takomillashtirish zaruratini vujudga keladi.

Huquqiy madaniyatimizning naqadar nochorligi, ayniqsa, biron favqulodda vaziyat yuzaga kelganda bilinib qoladi. Marketing maqsadlarida o'tkazilayotgan turli tadbirlarda yoki yo'llarda yuzaga kelgan tirbandliklarda, navbatda turganda yoki birov bilan u yoki bu masallarda ahdlashuvlarga rioya qilish jarayonida huquqiy madaniyatimiz o'z "qiyofasini" namoyon qilib qo'yadi. Biz oddiygina navbatda turish yoki maxsus yo'lakchadan piyodani o'tkazib yuborishni bilmaymiz.

Aholida huquqiy ongning etarli emasligi oqibatida maishiy korrupsiyani to'liq yo'qota olmayapmiz. Korrupsiya noqonuniy harakat ekanini hamma biladi, ammo oddiy fuqarodan yuqori mansabli amaldorlargacha pora oldi-berdisi ustida ushlanayotgani achinarli holdir.

Huquqiy ta'lim maktabgacha ta'lim tizimidan boshlanib to oliy ta'lim muassasalarida ham bosqichma-bosqich, tizimli ravishda o'rganib kelinadi, fuqarolar o'zlarining butun keyingi hayoti davomida ular hajmini ko'paytiradilar, chuqurlashtiradilar va ulardan o'z kundalik hayotlarida foydalanadilar.

Jamiyatda huquqiy ong va huquqiy madaniyatni shakllantirish bo'yicha huquqiy ma'rifiy tadbirlar va uchrashuvlarni kengaytirish, xalqimiz tarixi, dini, milliy qadriyatlarini yosh avlod ongida shakllantirish orqali vatanparvarlik hissini kuchaytirish kabi dolzarb vazifalar turgan bir paytda O'zbekiston Respublikasi Prezidentining "Jamiyatda huquqiy ong va huquqiy madaniyatni yuksaltirish tizimini tubdan takomillashtirish to'g'risida"[96]gi 2019-yil 9-yanvardagi PF-5618-sonli Farmonining qabul qilinishi ayni muddaodir. Mazkur Farmonda inson huquq va erkinliklariga hurmat munosabatini shakllantirishga, aholining huquqiy ongi va huquqiy madaniyatini yuksaltirishga, jamiyatda fuqarolarning huquqiy savodxonligi darajasini oshirishga to'sqinlik qiluvchi bir qator muammo va kamchiliklar ko'rsatib o'tilgan. Jumladan, huquqiy madaniyatni yuksaltirishda eng avvalo, huquqiy ta'lim va tarbiya borasidagi ishlar tizimli va uzviy olib borilmayotganligi, uzoq yillar davomida bu masala huquqni muhofaza qiluvchi organlar va ayrim davlat organlarining ishi sifatida qarab kelinib, bunda oila, mahalla va fuqarolik jamiyati boshqa institutlarining ishtiroki etarlicha ta'minlanmaganligini, yoshlarning huquqiy tarbiyasiga salbiy ta'sir ko'rsatuvchi omillarga nisbatan huquqiy immunitetni shakllantirish, har bir shaxsda qonunlarga va odob-axloq qoidalariga hurmat, milliy qadriyatlarga sadoqat, huquqbuzarliklarga nisbatan murosasizlik hissini uyg'otish ishiga kompleks tarzda yondashilmaganligi hamda huquqiy ong va huquqiy madaniyatni yuksaltirishda shaxsiy manfaatlar hamda jamiyat

[95] Insani kamil // Islamskiy ensiklopedicheskiy slovar. Avt.: A. Alizade. Moskva: 2007. –b. 55.

[96] Insani kamil // Islamskiy ensiklopedicheskiy slovar. Avt.: A. Alizade. Moskva: 2007. –b. 55.

manfaatlari o‘rtasidagi muvozanatni saqlash g‘oyalarini aholi ongiga singdirish ishlarining etarli olib borilmasligi ham qonun ustuvorligini ta’minlashga o‘zining jiddiy salbiy ta’sirini ko‘rsatayotganligi aytib o‘tilgan.

O‘tgan davr mobaynida O‘zbekistonda barcha sohalar qatori sud-huquq yo‘nalishida ham keng ko‘lamli ishlar amalga oshirildi. Ma’lumki, mustaqil va xolis sudni talab qilish har bir insonning huquqi hisoblanadi. Bu huquq “Inson huquqlari Umumjahon deklaratsiyasi”[97]ning 10-moddasi va O‘zbekiston Respublikasi qo‘shilgan boshqa xalqaro huquq hujjatlarida belgilab qo‘yilgan. Faqat mustaqil sudgina har bir fuqaroning ishini sudda xolis va oshkora ko‘rish orqali toptalgan haq-huquqlarni himoya qilishi mumkinligiga ishonch uyg‘ota oladi. Bu jihatdan Harakatlar strategiyasi asosida amalga oshirilgan islohotlar sud-huquq sohasini demokratlashtirish va erkinlashtirish, sud hokimiyatining chinakam mustaqilligini ta’minlash, fuqarolarning huquq va qonuniy manfaatlarini himoya qilishga zamin yaratdi. O‘zbekiston Respublikasi Prezidentining 2020-yil 29-dekabr kuni Oliy Majlisga yo‘llagan navbatdagi Murojaatnomasi[98]da ta’kidlanganidek: “so‘nggi 4 yil davomida sud-huquq sohasini isloh etish borasida dadil qadamlar qo‘yildi. Bu yo‘nalishdagi ustuvor masalalar yuzasidan 40 dan ortiq qonun, farmon va qarorlar qabul qilindi. Qonun ustuvorligini ta’minlash va sud-huquq tizimini yanada isloh qilish borasida strategik ahamiyatga ega muhim qadam tashlandi”[99] degan edi.

Jumladan, sudlar mustaqilligini ta’minlash maqsadida, Sudyalar oliy kengashi tashkil qilindi. Shuningdek, Oliy sud va Oliy xo‘jalik sudi birlashtirilib, Oliy sud faoliyati takomillashtirildi. Hududlardagi xo‘jalik sudlari iqtisodiy sudlar sifatida qayta tashkil etildi, 71 ta tumanlararo, tuman (shahar) iqtisodiy sudiga ishlarni birinchi instansiyada ko‘rib chiqish vakolati berildi. Sudya lavozimida faoliyat yuritishning ilk marotaba besh yillik, keyin o‘n yillik muddati va muddatsiz davri belgilandi.

Sudda ishlarni ko‘rib chiqishda inson huquqlari kafolatlarini yanada kuchaytirish va taraflarning tortishuvchanlik tamoyilini ro‘yobga chiqarish maqsadida jinoyat ishlari bo‘yicha sudlarda dastlabki eshituv instituti joriy etildi. Sudlar faoliyatining shaffofligi, ochiqligi yo‘lida 10 mingdan ortiq jinoyat ishi sayyor sud muhokamalarida ko‘rib chiqildi. Ehtiyot chorasi sifatida qamoqda saqlash va dastlabki tergovning eng yuqori muddatlari kamaytirildi. Sudyalikka nomzodlarni tanlov asosida ishga qabul qilish mexanizmi joriy etilgani alohida e’tirofga loyiq. Ilk bor sudyalik lavozimiga nomzodlarni tanlash bo‘yicha imtihon jarayonlarini onlayn yoritib borish amaliyoti yo‘lga qo‘yildi. Shuningdek, sudyalik lavozimiga birinchi marta tayinlanadigan nomzodlarni ko‘rib chiqish muqobillik asosida amalga oshiriladigan bo‘ldi. Albatta, malakali va yetuk sudyalar korpusini hamda sud apparati xodimlarini tayyorlashning yangi tizimi jamiyatda sud idoralariga bo‘lgan ishonchni oshirish, adolat barqarorligi va qonun ustuvorligini ta’minlash, tom ma’noda sudni “Adolat qo‘rg‘oni”ga aylantirish hamda odil sudlovning yuqori darajaga ko‘tarilishiga xizmat qiladi. Shuningdek, investitsiyaviy nizolar va raqobatga oid ishlar faqat iqtisodiy sudlar tomonidan ko‘rib chiqiladigan bo‘ldi.

Huquqiy madaniyat va huquqiy ong doirasida adolat, tenglik, erkinlik, or-nomus, qadr-qimmat kabi huquqiy qadriyatlar shakllanib, davlatning butun huquqiy tizimi, xususan, fuqarolik jamiyati rivojiga ta’sir ko‘rsatadi. Huquqiy normalarning hayotga tatbiq etilishi, me’yoriy-huquqiy talablarning kundalik hayotda amalga oshirilishi, shaxsning huquqiy voqelikni anglashi va idrok etishi, huquqiy oqibatlarga olib keladigan qarorlar qabul qilishi va xatti-harakatlari huquqiy madaniyat darajasiga bog‘liq. Bu jarayonga nafaqat fuqarolarning huquqiy bilim darajasi va huquq normalariga rioya qilish istagi, balki qonuniy xulq-atvorga qaratilgan ichki huquqiy munosabatning rivojlanishi ham sezilarli ta’sir ko‘rsatadi. Inson – davlat va jamiyat uchun maqsadga erishish vositasi emas, aksincha, ana shu maqsadning bosh mazmuni va manbai hamda eng oliy qadriyat bo‘lishi lozim.

XULOSA

Xulosa qilib aytganda, zamonaviy tahdidlar sharoitida inson qadrini mustahkamlash dolzarb va kompleks yondashuvni talab qiladigan muhim ijtimoiy-huquqiy masala hisoblanadi. Globallashuv jarayonlari, axborot xurujlari, kiberxavfsizlik muammolari hamda ijtimoiy-iqtisodiy beqarorlik inson huquq va erkinliklariga turli darajada ta’sir ko‘rsatmoqda. Shu bois, inson qadrini himoya qilish faqat huquqiy mexanizmlar bilan cheklanib qolmasdan, balki ma’naviy, ijtimoiy va axborot xavfsizligi omillari bilan uzviy bog‘liq holda amalga oshirilishi lozim. Tadqiqot natijalari shuni ko‘rsatdiki, huquqiy madaniyat va huquqiy ong darajasi fuqarolik jamiyatini rivojlantirishning asosiy omillaridan biri hisoblanadi. Jamiyatda qonun ustuvorligini ta’minlash, huquqbuzarliklarning oldini olish hamda fuqarolarning ijtimoiy faolligini oshirish bevosita huquqiy madaniyatning rivojlanganlik darajasiga bog‘liqdir. Shu nuqtai nazardan, aholining huquqiy savodxonligini oshirish, huquqiy ta’lim va tarbiya tizimini takomillashtirish muhim ahamiyat kasb etadi.

Shuningdek, inson qadrini yuksaltirish “inson – jamiyat – davlat” tamoyili asosida amalga oshirilishi zarur bo‘lib, bunda inson manfaatlari ustuvor ahamiyat kasb etadi. Davlatning asosiy vazifasi esa fuqarolarning huquq va

[97] Мирзиёев Ш. Ҳозирги замон ва Янги Ўзбекистон. Тошкент. 2024. –Б. 25.
[98] O‘zbekiston Respublikasi Prezidentining Murojaatnomasi. 2020-yil 29-dekabr.
[99] Мирзиёев Ш. Ҳозирги замон ва Янги Ўзбекистон. Тошкент. 2024. –Б. 58.

erkinliklarini ishonchli himoya qilish, ularning munosib hayot kechirishi uchun zarur shart-sharoitlarni yaratishdan iboratdir.

Umuman olganda, zamonaviy tahdidlar sharoitida inson qadrini mustahkamlash, huquqiy madaniyatni rivojlantirish va fuqarolik jamiyatini takomillashtirish o‘zaro bog‘liq bo‘lgan jarayonlar bo‘lib, ularni izchil va tizimli ravishda amalga oshirish jamiyat barqarorligi hamda taraqqiyotining muhim omili hisoblanadi.

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MARKAZIY OSIYODA MINTAQAVIY SUB'YEKTLIK SHAKLLANISHINING IJTIMOIY-FALSAFIY ASOSLARI

Toshkenboyev Diyorjon Muxammadjon o'g'li
Namangan davlat universiteti mustaqil tadqiqotchisi

Annotatsiya. *Ushbu maqolada Markaziy Osiyoda mintaqaviy sub'ektlik shakllanishining ijtimoiy-falsafiy asoslari tahlil qilinadi. Mintaqaviy sub'ektlik tushunchasi davlatlarning geografik yaqinligi yoki iqtisodiy aloqalari bilangina emas, balki umumiy tarixiy xotira, tsivilizatsion mushtaraklik, xavfsizlik manfaatlari, siyosiy iroda, institutsional muloqot va madaniy-yaqinlik omillari bilan bog'liq murakkab ijtimoiy-falsafiy hodisa sifatida qaraladi. Maqolada Markaziy Osiyoda yangi mintaqaviylik jarayonlari, maslahat uchrashuvlari instituti, transport-kommunikatsiya, energetika, suv resurslari, ekologik barqarorlik va gumanitar hamkorlik sohalaridagi integratsion tendensiyalar tahlil etilgan.*

Kalit so'zlar: *Markaziy Osiyo, mintaqaviy sub'ektlik, ijtimoiy falsafa, mintaqaviylik, integratsiya, hamkorlik, xavfsizlik, tsivilizatsion mushtaraklik, O'zbekiston tashqi siyosati, Markaziy Osiyo hamjamiyati.*

СОЦИАЛЬНО-ФИЛОСОФСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ РЕГИОНАЛЬНОЙ ПРЕДМЕТНОЙ ДЕЯТЕЛЬНОСТИ В ЦЕНТРАЛЬНОЙ АЗИИ

Аннотация. *В данной статье анализируются социально-философские основы формирования региональной субъективности в Центральной Азии. Концепция региональной субъективности рассматривается как сложный социально-философский феномен, связанный не только с географической близостью или экономическими связями государств, но и с факторами общей исторической памяти, цивилизационной общности, интересов безопасности, политической воли, институционального диалога и культурной близости. В статье анализируются процессы нового регионализма в Центральной Азии, институт консультативных встреч, тенденции интеграции в сферах транспорта и связи, энергетики, водных ресурсов, экологической устойчивости и гуманитарного сотрудничества.*

Ключевые слова: *Центральная Азия, региональная субъективность, социальная философия, регионализм, интеграция, сотрудничество, безопасность, цивилизационная общность, внешняя политика Узбекистана, Центральноазиатское сообщество.*

SOCIAL-PHILOSOPHICAL FOUNDATIONS OF REGIONAL SUBJECT FORMATION IN CENTRAL ASIA

Abstract. *This article analyzes the socio-philosophical foundations of the formation of regional subjectivity in Central Asia. The concept of regional subjectivity is considered as a complex socio-philosophical phenomenon related not only to the geographical proximity or economic ties of states, but also to factors of common historical memory, civilizational commonality, security interests, political will, institutional dialogue and cultural proximity. The article analyzes the processes of new regionalism in Central Asia, the institution of consultative meetings, integration trends in the fields of transport and communications, energy, water resources, environmental sustainability and humanitarian cooperation.*

Keywords: *Central Asia, regional subjectivity, social philosophy, regionalism, integration, cooperation, security, civilizational commonality, foreign policy of Uzbekistan, Central Asian community.*

Kirish

XXI asrning ikkinchi o'n yilligidan boshlab xalqaro munosabatlar tizimida mintaqalarning mustaqil sub'ekt sifatida namoyon bo'lishi kuchaydi. Global geosiyosiy raqobat, transport yo'laklari uchun kurash, energetik xavfsizlik, iqlim o'zgarishi, suv resurslari tanqisligi va oziq-ovqat barqarorligi kabi omillar mintaqaviy hamkorlikni faqat iqtisodiy zarurat emas, balki ijtimoiy-falsafiy va tsivilizatsion ehtiyoj sifatida ham kun tartibiga olib chiqmoqda. Bu jarayon Markaziy Osiyo uchun alohida ahamiyatga ega.

Markaziy Osiyo tarixan yagona madaniy-tsivilizatsion makon sifatida shakllangan. Bu hududda yashagan xalqlarning tarixiy taqdiri, savdo yo'llari, irrigatsiya madaniyati, diniy-ma'naviy merosi, turmush tarzi va qo'shnichilik

an’analari o‘zaro bog‘liq holda rivojlangan. Shu ma’noda, mintaqaviy sub’ektlik bugun paydo bo‘lgan siyosiy konstruksiya emas, balki tarixiy xotira va zamonaviy ehtiyojlar uyg‘unligida qayta namoyon bo‘layotgan ijtimoiy voqelikdir.

Adabiyotlar tahlili

Mustaqillikning dastlabki yillarida Markaziy Osiyo davlatlari milliy davlatchilikni mustahkamlash, suverenitetni himoya qilish va ichki islohotlarni amalga oshirishga ustuvor ahamiyat qaratdi. Keyingi bosqichda esa mintaqaviy hamkorlikning yangi shakllari paydo bo‘ldi. Ayniqsa, 2017 yildan keyin O‘zbekistonning ochiq, amaliy va konstruktiv tashqi siyosati mintaqada o‘zaro ishonch muhitini mustahkamlashga xizmat qildi. O‘zbekiston tashqi siyosatida Markaziy Osiyo asosiy ustuvor yo‘nalish sifatida belgilangani bu jarayonning siyosiy-huquqiy asosini tashkil etadi[1].

Mintaqaviy sub’ektlik tushunchasining ijtimoiy-falsafiy mazmuni

“Mintaqaviy sub’ektlik” tushunchasi ijtimoiy falsafada muayyan mintaqaning xalqaro munosabatlar tizimida faqat ob’ekt emas, balki mustaqil iroda, umumiy manfaat va institutsional harakat qobiliyatiga ega sub’ekt sifatida namoyon bo‘lishini anglatadi. Bu tushuncha quyidagi asosiy belgilar bilan tavsiflanadi:

birinchidan, umumiy tarixiy-madaniy xotiraning mavjudligi; ikkinchidan, umumiy xavf va tahdidlarni birgalikda anglash; uchinchidan, mintaqaviy manfaatlarni muvofiqlashtirish qobiliyati; to‘rtinchidan, institutsional muloqot mexanizmlarining shakllanishi; beshinchidan, tashqi kuchlar bilan munosabatlarda nisbatan umumiy pozitsiya ishlab chiqishga intilish.

Ijtimoiy-falsafiy nuqtai nazardan sub’ektlikning markazida “o‘zini anglash” kategoriyasi turadi. Agar alohida shaxs o‘zini anglagandagina ijtimoiy sub’ektga aylansa, mintaqa ham o‘z umumiy manfaatlari, imkoniyatlari, xavflari va tarixiy vazifasini anglagandagina mintaqaviy sub’ekt sifatida shakllanadi. Shu jihatdan Markaziy Osiyoda mintaqaviy sub’ektlikning shakllanishi — davlatlararo kelishuvlar yig‘indisi emas, balki “umumiy taqdir”, “umumiy mas’uliyat” va “umumiy kelajak” g‘oyalarining ijtimoiy ongda mustahkamlanish jarayonidir.

Markaziy Osiyo mintaqaviy sub’ektligining muhim xususiyati shundaki, u Yevropa Ittifoqi kabi yuqori darajada institutsionallashgan integratsiya modelini takrorlashni maqsad qilmaydi. Aksincha, u davlat suverenitetini saqlagan holda, maslahatlashuv, muvofiqlashuv, amaliy sheriklik va o‘zaro ishonchga asoslangan “yumshoq mintaqaviylik” modeli sifatida namoyon bo‘lmoqda. Bu model mintaqaning tarixiy, siyosiy va madaniy xususiyatlariga mosdir.

Markaziy Osiyoda yangi mintaqaviylikning shakllanishi. So‘nggi yillarda Markaziy Osiyoda mintaqaviy muloqotning yangi bosqichi shakllandi. Davlat rahbarlarining maslahat uchrashuvlari bu jarayonning asosiy siyosiy-institutsional mexanizmiga aylandi. 2025 yil 16 noyabrda Toshkentda bo‘lib o‘tgan Markaziy Osiyo davlatlari rahbarlarining VII maslahat uchrashuvi mintaqaviy sub’ektlik shakllanishida muhim voqea bo‘ldi. Unda Ozarbayjon ushbu formatning to‘laqonli ishtirokchisi sifatida qabul qilindi. [2] Bu holat Markaziy Osiyo mintaqaviyligining geografik cheklanganlikdan chiqib, Kaspiy, Kavkaz va turkiy dunyo bilan bog‘langan keng geoiqtisodiy makonga aylanayotganini ko‘rsatadi.

Mazkur uchrashuvda O‘zbekiston Prezidenti Shavkat Mirziyoyev maslahat uchrashuvlarini “Markaziy Osiyo hamjamiyati” strategik formatiga aylantirish, uning reglamentini ishlab chiqish, kotibiyatni rotatsiya asosida tashkil etish va milliy koordinatorlar maqomini oshirish taklifini ilgari surdi.[3] Bu taklif mintaqaviy sub’ektlikning institutsional darajaga ko‘tarilishi uchun nazariy va amaliy asos bo‘lib xizmat qiladi.

Tadqiqot metodologiyasi

Markaziy Osiyoda yangi mintaqaviylik quyidagi yo‘nalishlarda namoyon bo‘lmoqda:

1. Siyosiy muloqot va o‘zaro ishonchning kuchayishi. Davlat rahbarlari darajasidagi muntazam muloqot chegara, suv, transport, savdo va xavfsizlik masalalarini konstruktiv muhokama qilish imkonini bermoqda.

2. Iqtisodiy bog‘liqlikning ortishi. Mintaqaviy savdo, sanoat kooperatsiyasi, transport yo‘laklari va energetika loyihalari davlatlarning o‘zaro manfaatdorligini kuchaytirmoqda.

3. Transport-kommunikatsiya bog‘liqligi. Transkaspiy yo‘lak, Xitoy–Qirg‘iziston–O‘zbekiston temir yo‘li, Janubiy Osiyoga chiqish yo‘nalishlari va logistika markazlari mintaqaning xalqaro tranzit makoni sifatidagi ahamiyatini oshirmoqda.

4. Energetik hamkorlik. Jahon banki tomonidan qo‘llab-quvvatlanayotgan REMIT dasturi Markaziy Osiyoda mintaqaviy elektr energiyasi bozori, o‘zaro bog‘liqlik va energiya savdosini rivojlantirishga qaratilgan.[4]

5. Gumanitar va madaniy yaqinlashuv. Ta’lim, fan, madaniyat, turizm va yoshlar siyosatidagi hamkorlik mintaqaviy sub’ektlikning ijtimoiy-ma’naviy poydevorini mustahkamlaydi.

O‘zbekistonning mintaqaviy sub’ektlikni shakllantirishdagi o‘rni

O‘zbekiston Markaziy Osiyo mintaqasining markazida joylashgani, barcha qo‘shni davlatlar bilan chegaradosh ekani, demografik va iqtisodiy salohiyati, tarixiy-madaniy merosi tufayli mintaqaviy hamkorlikning tabiiy markazlaridan biri hisoblanadi. O‘zbekiston tashqi siyosatida qo‘shni davlatlar bilan do‘stona, ochiq va pragmatik munosabatlar o‘rnatish ustuvor vazifa sifatida belgilangan.

2017-yildan keyin O‘zbekistonning qo‘shni davlatlar bilan munosabatlarida yangi muhit shakllandi. Chegara masalalarini hal etish, savdo-iqtisodiy aloqalarni kengaytirish, transport va energetika loyihalarini ilgari surish, madaniy-gumanitar muloqotni faollashtirish mintaqaviy ishonchni tiklashda muhim omil bo‘ldi. Shu ma’noda, O‘zbekiston tashqi siyosati mintaqaviy sub’ektlikning amaliy drayveri vazifasini bajarmoqda.

Prezident Shavkat Mirziyoyev tomonidan ilgari surilayotgan “yaxshi qo‘shnichilik”, “o‘zaro ishonch”, “umumiy manfaat” va “Markaziy Osiyo ruhi” kabi g‘oyalar mintaqaviy sub’ektlikning ijtimoiy-falsafiy mazmunini ochib beradi. Bu g‘oyalar mintaqani qarama-qarshiliklar maydoni emas, balki hamkorlik, barqarorlik va taraqqiyot makoni sifatida tasavvur qilishga asoslanadi.

Mintaqaviy sub’ektlikning ijtimoiy omillari. Markaziy Osiyoda mintaqaviy sub’ektlik faqat davlatlararo siyosat natijasi emas. U jamiyatlar, xalqlar, yoshlar, ziyolilar, tadbirkorlar va fuqarolik institutlari o‘rtasidagi aloqalar bilan ham bog‘liq. Shuning uchun uning ijtimoiy omillarini quyidagicha tasniflash mumkin.

Birinchidan, tarixiy xotira omili. Markaziy Osiyo xalqlari asrlar davomida Buyuk Ipak yo‘li, shahar madaniyati, islom sivilizatsiyasi, ilm-fan va ma’rifat an’analari orqali o‘zaro bog‘langan. Samarqand, Buxoro, Xiva, Toshkent, Turkiston, O‘sh, Xo‘jand, Almati, Ashxobod kabi markazlar yagona madaniy makonning tarkibiy qismlari bo‘lgan.

Ikkinchidan, demografik va ijtimoiy yaqinlik. Mintaqa aholisining yoshligi, mehnat migratsiyasi, ta’lim olish jarayonlari va oilaviy-qarindoshlik aloqalari davlatlararo munosabatlarga ijtimoiy mazmun beradi.

Uchinchidan, ma’naviy-madaniy mushtaraklik. Navro‘z, oila qadriyati, mahalla va qo‘shnichilik an’analari, mehmondo‘stlik, bag‘rikenglik va diniy-ma’rifiy meros mintaqaviy identiklikning muhim manbalaridir.

To‘rtinchidan, xavfsizlikka oid umumiy mas’uliyat. Terrorizm, ekstremizm, narkotrafik, transchegaraviy jinoyatchilik, kiberxavflar va Afg‘onistondagi vaziyat mintaqaviy xavfsizlikni umumiy vazifaga aylantiradi.

Beshinchidan, ekologik bog‘liqlik. Orol dengizi fojiasi, suv resurslaridan oqilona foydalanish, iqlim o‘zgarishi va cho‘llanish muammolari alohida davlat darajasida hal qilib bo‘lmaydigan mintaqaviy masalalardir.

Natijalar va ularning tahlili

Mintaqaviy sub’ektlikning institutsional asoslari. Mintaqaviy sub’ektlik barqaror bo‘lishi uchun u muayyan institutlar, muloqot formatlari va dasturlar orqali mustahkamlanishi lozim. Bu borada Markaziy Osiyoda bir nechta muhim mexanizmlar mavjud.

Birinchisi — Markaziy Osiyo davlatlari rahbarlarining maslahat uchrashuvlari. Ushbu format mintaqaning ichki muloqotini kuchaytirib, tashqi kuchlar ishtirokisiz umumiy masalalarni muhokama qilish imkonini bermoqda.

Ikkinchisi — BMTning Markaziy Osiyo iqtisodiyotlari uchun maxsus dasturi — SPECA. U 1998 yilda ishga tushirilgan bo‘lib, Markaziy Osiyoda iqtisodiy hamkorlikni rivojlantirish va barqaror taraqqiyot maqsadlariga erishishda muhim platformalardan biri hisoblanadi [5].

Uchinchisi — CAREC dasturi. U 11 davlat va taraqqiyot sheriklarini birlashtirib, transport, savdo, energetika va iqtisodiy hamkorlik yo‘nalishlarida mintaqaviy bog‘liqlikni kuchaytirishga xizmat qiladi [6].

To‘rtinchisi — C5+1, “Markaziy Osiyo – Yevropa Ittifoqi”, “Markaziy Osiyo – Xitoy”, “Markaziy Osiyo – Ko‘rfaz arab davlatlari”, “Markaziy Osiyo – Koreya Respublikasi” kabi tashqi muloqot formatlari. Bu formatlar mintaqaning xalqaro maydonda yagona geosiyosiy va geoiqtisodiy makon sifatida tan olinayotganini ko‘rsatadi [7].

Biroq institutsionallashuv jarayoni ehtiyotkorlik bilan amalga oshirilishi lozim. Chunki Markaziy Osiyo davlatlari uchun suverenitet, milliy manfaat va ichki taraqqiyot ustuvor ahamiyatga ega. Shu bois mintaqaviy sub’ektlik majburiy integratsiya emas, balki ixtiyoriy, pragmatik va manfaatlar uyg‘unligiga asoslangan hamkorlik sifatida rivojlanishi maqsadga muvofiq.

Muammolar va ziddiyatlar. Markaziy Osiyoda mintaqaviy sub’ektlik shakllanishida bir qator muammolar ham mavjud. Ular quyidagilardan iborat:

birinchidan, suv-energetika muvozanatini ta’minlash masalasi; ikkinchidan, transport yo‘laklari va tarif siyosatini muvofiqlashtirish zarurati; uchinchidan, tashqi geosiyosiy kuchlar manfaatlari o‘rtasida muvozanat saqlash; to‘rtinchidan, iqtisodiy rivojlanish darajasidagi tafovutlar; beshinchidan, mintaqaviy institutlarning hali yetarlicha mustahkam emasligi; oltinchidan, umumiy mintaqaviy identiklikning jamiyatlar darajasida to‘liq shakllanib ulgurmagani.

Ijtimoiy-falsafiy jihatdan eng muhim muammo — mintaqaviy sub’ektlikni faqat elitalar darajasida emas, balki xalqlar ongida ham mustahkamlashdir. Agar mintaqaviy hamkorlik fuqarolar hayotida real qulayliklar — erkin harakatlanish, ta’lim imkoniyatlari, savdo va mehnat bozoridagi yengilliklar, madaniy almashuvlar orqali namoyon bo‘lsa, u ijtimoiy barqarorlikka aylanadi.

Xulosa

Markaziy Osiyoda mintaqaviy sub’ektlik shakllanishi — bu XXI asrda mintaqaning geosiyosiy, iqtisodiy va ma’naviy o‘zini anglash jarayonidir. Uning ijtimoiy-falsafiy asoslari tarixiy xotira, madaniy mushtaraklik, umumiy xavfsizlik, o‘zaro bog‘liq iqtisodiy manfaatlar, ekologik mas’uliyat va siyosiy irodada namoyon bo‘ladi.

So‘nggi yillarda maslahat uchrashuvlari, transport-energetika loyihalari, SPECA, CAREC, C5+1 va boshqa muloqot formatlari Markaziy Osiyoni xalqaro munosabatlarda alohida mintaqaviy sub’ekt sifatida namoyon qilmoqda. Ayniqsa, 2025 yilda Toshkentda bo‘lib o‘tgan VII maslahat uchrashuvi va “Markaziy Osiyo hamjamiyati” g‘oyasi mintaqaviy sub’ektlikni yangi institutsional bosqichga olib chiqish imkoniyatini ko‘rsatdi.

Shu asosda quyidagi ilmiy-amaliy takliflarni ilgari surish mumkin:

1.Markaziy Osiyoda mintaqaviy sub’ektlik konsepsiyasini ijtimoiy-falsafiy kategoriya sifatida alohida tadqiq etish zarur.

2.“Markaziy Osiyo ruhi”, “umumiy taqdir” va “mintaqaviy mas’uliyat” tushunchalarini ilmiy muomalaga kiritish maqsadga muvofiq.

3.Maslahat uchrashuvlari institutini doimiy tahliliy, ekspert va gumanitar platformalar bilan to‘ldirish lozim.

4.Mintaqaviy sub’ektlikni faqat davlatlararo munosabatlar emas, balki jamiyatlararo muloqot, ta’lim, yoshlar va madaniyat orqali mustahkamlash kerak.

5.Suv, energetika, transport, ekologiya va xavfsizlik sohalarida umumiy mintaqaviy strategiyalar ishlab chiqish muhim.

6.O‘zbekistonning ochiq va pragmatik mintaqaviy siyosati Markaziy Osiyoning barqaror sub’ekt sifatida shakllanishida muhim metodologik tajriba sifatida baholanishi mumkin.

Foydalanilgan adabiyotlar

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2. O‘zbekiston Respublikasi Prezidenti matbuot xizmati. “The seventh Consultative Meeting of the Heads of State of Central Asia concludes”, 16.11.2025.

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RAQAMLI JAMIYATDA KIBERJINOYATLARGA QARSHI KURASHISHNING IJTIMOIY-MA'NAVIY DETERMINANTLARI

Baxromov Saidolimxon Saydalixon o'g'li
Farg'ona davlat universiteti mustaqil izlanuvchisi

Annotatsiya: *Mazkur maqolada raqamli jamiyat sharoitida kiberjinoyatlarga qarshi kurashishning ijtimoiy-ma'naviy determinantlari ijtimoiy-falsafiy paradigma doirasida kompleks tahlil qilinadi. Raqamli transformatsiya jarayonlarining jadallashuvi natijasida shaxs, jamiyat va davlat o'rtasidagi munosabatlarning yangi sifat bosqichiga o'tishi, axborot makonida yuzaga kelayotgan tahdidlar hamda ularning ma'naviy xavfsizlik, ijtimoiy barqarorlik va qadriyatlar tizimiga ko'rsatayotgan ta'siri konseptual jihatdan yoritiladi. Maqolada kiberjinoyatchilikning shakllanishiga ta'sir etuvchi axloqiy inqiroz, huquqiy ong, raqamli madaniyat, media savodxonlik, ijtimoiy mas'uliyat va fuqarolik pozitsiyasi kabi determinantlarning o'zaro dialektik bog'liqligi ochib beriladi. Tadqiqot natijasida kiberjinoyatlarga qarshi kurashishda faqat texnologik va huquqiy mexanizmlar emas, balki ma'naviy immunitetni mustahkamlash, mas'uliyatli raqamli fuqarolikni shakllantirish hamda axborot makonida qadriyatga yo'naltirilgan ijtimoiy ongni rivojlantirish barqaror kiberxavfsizlikni ta'minlovchi muhim omil ekanligi yuzasidan ilmiy xulosalar va amaliy tavsiyalar ishlab chiqilgan.*

Kalit so'zlar: *Raqamli jamiyat, kiberjinoyat, kiberxavfsizlik, ijtimoiy-ma'naviy determinantlar, axborot xavfsizligi, raqamli madaniyat, raqamli etika, ma'naviy xavfsizlik, axloqiy qadriyatlar, huquqiy ong, fuqarolik mas'uliyati, media savodxonlik, ma'naviy immunitet, ijtimoiy barqarorlik, shaxs va jamiyat, milliy va umuminsoniy qadriyatlar, axborot makoni, kiberxavfsizlik madaniyati, raqamli transformatsiya.*

СОЦИАЛЬНО-ДУХОВНЫЕ ДЕТЕРМИНАНТЫ БОРЬБЫ С КИБЕРПРЕСТУПНОСТЬЮ В ЦИФРОВОМ ОБЩЕСТВЕ

Аннотация: *В данной статье проводится комплексный анализ социально-духовных детерминант борьбы с киберпреступностью в условиях цифрового общества в рамках социально-философской парадигмы. Концептуально освещается переход на новый качественный уровень отношений между личностью, обществом и государством в результате ускорения процессов цифровой трансформации, угрозы, возникающие в информационном пространстве, и их влияние на систему духовной безопасности, социальной стабильности и ценностей. В статье раскрывается диалектическая взаимосвязь таких детерминант, как моральный кризис, правовое сознание, цифровая культура, медиаграмотность, социальная ответственность и гражданская позиция, влияющих на формирование киберпреступности. В результате исследования были разработаны научные выводы и практические рекомендации о том, что в борьбе с киберпреступностью важным фактором обеспечения устойчивой кибербезопасности являются не только технологические и правовые механизмы, но и укрепление морального иммунитета, формирование ответственного цифрового гражданства, а также развитие ценностно-ориентированного общественного сознания в информационном пространстве.*

Ключевые слова: *Цифровое общество, киберпреступность, кибербезопасность, социально-духовные детерминанты, информационная безопасность, цифровая культура, цифровая этика, духовная безопасность, моральные ценности, правовое сознание, гражданская ответственность, медиаграмотность, духовный иммунитет, социальная стабильность, личность и общество, национальные и общечеловеческие ценности, информационное пространство, культура кибербезопасности, цифровая трансформация.*

SOCIAL AND SPIRITUAL DETERMINANTS OF COMBATING KYBERCRIME IN DIGITAL SOCIETY

Abstract: *This article provides a comprehensive analysis of the socio-spiritual determinants of combating cybercrime in the digital society within a socio-philosophical paradigm. The transition to a qualitatively new level of relations between the individual, society, and state as a result of the acceleration of digital transformation processes, the threats arising in the information space, and their impact on the system of spiritual security, social stability, and values are conceptually highlighted. The article reveals the dialectical interconnection of determinants such as moral crisis, legal awareness, digital culture, media literacy, social responsibility,*

and civic stance that influence the formation of cybercrime. As a result of the study, scientific conclusions and practical recommendations were developed stating that in combating cybercrime, an important factor in ensuring sustainable cybersecurity is not only technological and legal mechanisms but also the strengthening of moral immunity, the formation of a responsible digital citizenry, and the development of value-oriented public consciousness in the information space.

Key words: *Digital society, cybercrime, cybersecurity, socio-spiritual determinants, information security, digital culture, digital ethics, spiritual security, moral values, legal consciousness, civic responsibility, media literacy, spiritual immunity, social stability, individual and society, national and universal values, information space, cybersecurity culture, digital transformation.*

KIRISH (Видение/Introduction).

Yangi O‘zbekiston taraqqiyot bosqichida “Inson qadri uchun” tamoyili asosida fuqarolarning huquq va manfaatlarini ta’minlash, barqaror fuqarolik jamiyatini shakllantirish hamda milliy kriminologiyaning xalqaro reytinglarda munosib o‘rin egallashini ta’minlashga qaratilgan ustuvor vazifalar belgilangan.[100] Shu nuqtai nazardan, axborot texnologiyalari sohasida kuzatilayotgan jinoyatchilik tendensiyalarining oldini olish, kibermakonda xavfsizlikni ta’minlash, samarali tashkiliy-huquqiy mexanizmlarni takomillashtirish va axborot tarqalishining ishonchli arxitekturasi[101]ni yaratish bugungi kunda ilmiy-amaliy ahamiyat kasb etmoqda. Insoniyat taraqqiyoti raqamli texnologiyalar, sun’iy intellekt, internet kommunikatsiyalari va global axborot tizimlari bilan chambarchas bog‘liq holda rivojlanmoqda. Raqamli jamiyatning shakllanishi inson hayotining barcha jabhalariga chuqur kirib bordi. Davlat boshqaruvi, iqtisodiyot, ta’lim, tibbiyot, bank tizimi, ijtimoiy kommunikatsiyalar hamda madaniy jarayonlar tobora raqamlashtirilmoqda. Mazkur holat insoniyat taraqqiyotining yangi sivilizatsion bosqichini yuzaga keltirayotgan bo‘lsa-da, ayni paytda yangi xavf va tahdidlarni ham shakllantirmoqda. Ana shunday global tahdidlarning eng dolzarb ko‘rinishlaridan biri - kiberjinoyatchilikdir.

Kiberjinoyatchilik bugungi kunda nafaqat texnologik yoki huquqiy muammo, balki murakkab ijtimoiy-ma’naviy va falsafiy hodisa sifatida namoyon bo‘lmoqda. Chunki kiberjinoyatlar inson ongiga, axloqiy qadriyatlariga, ma’naviy muhitga va ijtimoiy munosabatlarga bevosita ta’sir ko‘rsatadi. Shu sababli kiberjinoyatlarga qarshi kurashishda faqat texnik vositalar yoki huquqiy mexanizmlar yetarli emas. Bu jarayonda ijtimoiy ong, ma’naviy immunitet, axborot madaniyati va raqamli etikani rivojlantirish muhim determinantlar sifatida maydonga chiqadi.

Falsafiy jihatdan qaralganda, kiberjinoyatchilik texnogen sivilizatsiyaning salbiy mahsuli sifatida talqin qilinadi. Texnologik taraqqiyot insoniyatga ulkan imkoniyatlar yaratgani bilan birga, insonning ma’naviy nazoratsizligi va axloqiy inqirozi sharoitida xavfli vositaga aylanishi mumkin. Bu esa texnika va ma’naviyat o‘rtasidagi muvozanat masalasini kun tartibiga olib chiqadi. Martin Heidegger texnika inson tafakkurini o‘zgartirishi va insonni texnologik tizimning oddiy unsuriga aylantirishi mumkinligini ta’kidlagan edi. Bugungi kunda virtual makonda sodir etilayotgan firibgarlik, manipulyatsiya, kiberterrorizm va axborot urushlari aynan ana shu texnogen tafakkurning salbiy oqibatlari sifatida ko‘rilmoqda.

Adabiyotlar tahlili va metodologiya (*Литература и методология* /Methods).

Dunyoning yetakchi ilmiy-tadqiqot muassasalari va markazlarida kiberjinoyatning mazmun-mohiyati, transformatsiyalashuv jarayonlari hamda uning ijtimoiy-madaniy muhitga ko‘rsatayotgan ziddiyatli ta’sirlarini falsafiy tahlil qilishga bag‘ishlangan keng qamrovli ilmiy izlanishlar olib borish zaruratga aylangan. Masalan, (United Nations Office on Drugs and Crime), INTERPOL huzuridagi (Global Cybercrime Programme), European Cybercrime Centre (EC3), (Software Engineering Institute va CERT Coordination Center), (Cooperative Cyber Defence Centre of Excellence), Kaspersky Global Research and Analysis Team hamda IBM X-Force[102] kabi kiberjinoyatchilikning transmilliy xavflarini o‘rganish, xalqaro hamkorlikni kuchaytirish va davlatlar uchun huquqiy mexanizmlarni ishlab chiqish bilan shug‘ullanadi. Shu bois, raqamlashib borayotgan jamiyat sharoitida kiberjinoyatlarni profilaktika qilishning ijtimoiy-falsafiy mexanizmlari va omillarini kompleks tarzda tadqiq etishga bo‘lgan ehtiyoj tobora kuchaymoqda.

Raqamli texnologiyalarning jadal rivojlanishi va ularning jamiyat hayotining barcha sohalariga chuqur joriy etilishi kibermuhitdagi xavf-xatarlarning ko‘lami va mazmunini tubdan o‘zgartirmoqda. Axborot tizimlari, elektron xizmatlar va raqamli infratuzilmaning kengayishi bilan bir qatorda, kiberjinoyatlarga qaratilgan tahdidlar nafaqat soni jihatdan, balki mazmunan ham murakkablashib, ularning ijtimoiy xavflilik darajasi ortib bormoqda. Mazkur holat zamonaviy jamiyatda kiberjinoyatlarga qarshi kurashishni strategik ahamiyatga ega ustuvor vazifalardan biri sifatida belgilashni taqozo etadi.

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[100] 2022-2026 *йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегияси. –Тошкент: Адолат миллий хуқуқий ахборот маркази. 2022. –Б.4.*

[101] *Криминология соҳасида илмий-амалий тадқиқот ишларини ташкил этиш чора-тадбирлари тўғрисида/ Ўзбекистон Республикаси Президентининг 15.01.2024 йилдаги пқ-22-Қарори.*

[102]https://www.cybersecurityintelligence.com/europol---european-cybercrime-centre-ec3-9300.html.

Kiberjinoyatlarga qaratilgan tahdidlar davlatlar milliy xavfsizligi, iqtisodiy barqarorlik, axborot suvereniteti hamda fuqarolarning huquq va erkinliklariga bevosita ta'sir ko'rsatmoqda. Ayniqsa, kiberxujumlarning transmilliy xususiyati, anonimlik darajasining yuqoriligi va jinoyat sodir etish vositalarining oson yetib borilishi ularga qarshi kurashishda an'anaviy huquqiy va tashkiliy mexanizmlarning samaradorligini pasaytiradi. Shu sababli, kiberjinoyatlarga qarshi kurashish faqat jazo choralari bilan cheklanib qolmasdan, kompleks va tizimli yondashuvni talab etadi.

Zamonaviy ilmiy tadqiqotlar va xalqaro tajribalar shuni ko'rsatadiki, kiberjinoyatlarga qarshi samarali kurashish huquqiy, tashkiliy, texnik va ijtimoiy chora-tadbirlarni uyg'unlashtirish orqali amalga oshirilishi lozim. Kiberxavfsizlikni ta'minlash, raqamli infratuzilmani muhofaza qilish, aholining axborot madaniyatini oshirish va xalqaro hamkorlikni kuchaytirish ushbu sohada ustuvor yo'nalishlar sifatida namoyon bo'lmoqda. Biroq mazkur yo'nalishlarning ilmiy asoslangan holda tizimlashtirilishi va milliy xususiyatlarni inobatga olgan holda joriy etilishi dolzarb masala bo'lib qolmoqda.

Shu nuqtai nazardan, zamonaviy jamiyatda kiberjinoyatlarga qaratilgan tahdidlarga qarshi kurashishning ustuvor yo'nalishlarini aniqlash va ularni ilmiy jihatdan tahlil qilish samarali davlat siyosati va huquqiy mexanizmlarni shakllantirish, shuningdek, kiberxavfsizlik sohasida barqaror tizimni yaratish uchun muhim nazariy va amaliy ahamiyatga ega.

So'nggi yillarda raqamli texnologiyalarning jadal rivojlanishi jamiyat hayotining barcha jabhalariga ta'sir qilgani kabi, jinoyatchilik tabiati va uning amalga oshirish usullarini ham tubdan o'zgartirdi. Kiberjinoyatchilikning kengayib borishi natijasida kriminologik muhitda yangi, an'anaviy jinoyatchilikka xos bo'lmagan, yuqori darajada murakkab va transchegaraviy tahdidlar vujudga kelmoqda. Bunday jinoyatlar shaxsiy ma'lumotlarni o'g'irlash, moliyaviy firibgarlik, ziyonli dasturlar tarqatish, raqamli infratuzilmani izdan chiqarish va ijtimoiy ongga ta'sir ko'rsatuvchi destruktiv axborotlarni tarqatish kabi shakllarda namoyon bo'ladi. Kiberjinoyatchilikning salbiy ta'siri faqat texnik yoki iqtisodiy jabhalar bilan cheklanib qolmaydi. U jamiyatda xavfsizlikka bo'lgan ishonchni sustlashtiradi, huquqbuzarlikning yangi turlarini rag'batlantiradi, yoshlar ongida jinoiy faoliyatga moyillikni oshirib, kriminogen muhitning kengayishiga xizmat qiladi. Shu bois kiberjinoyatchilikning kriminologik muhitga ko'rsatayotgan destruktiv ta'sirini o'rganish, uning ijtimoiy oqibatlarini tahlil qilish va samarali profilaktika choralarini ishlab chiqish zamonaviy jamiyat uchun dolzarb vazifa sanaladi.

Natijalar (Результаты/Results).

Axborot jarayonlarining globallashuvi va global axborot makonining paydo bo'lishi hali qonuniy tartibga solinmagan yangi jinoiy tajovuzlar (kompyuterlar va kompyuter tarmoqlari) ob'ektlarning paydo bo'lishiga olib keladi. Jinoyat sodir etishning yangi usullari paydo bo'ladi: masalan, kompyuter ma'lumotlarini o'zgartirish yoki blokirovka qilish orqali firibgarlik (o'g'irlik) qilish. Kompyuter texnologiyalarining keng tarqalishining boshqa oqibatlari jinoiy mafkuraning deyarli to'siqsiz shakllanishi hamda targ'ib qilinishi, axborot makonidan jinoiy maqsadlarda - aloqa va tajriba almashish, harakatlarni muvofiqlashtirish uchun foydalanish hisoblanadi. Jinoyatchilik va axborot texnologiyalari o'rtasidagi munosabatlar muammosi bir necha jihatlarga, ya'ni:

- axborot mega olami va elektron ommaviy axborot vositalari tomonidan jinoyatchilikning o'sishi va uning globallashuvini aniqlash muammosi (axborot texnologiyalari jinoyat sodir etish usuli yoki vositasi, shuningdek, tajovuz ob'ekti sifatida ishlaydi);

- kompyuter texnologiyalaridan jinoiy foydalanish bilan bog'liq jarayonlarni huquqiy tartibga solish muammosi;

- global axborot tarmoqlarining profilaktik imkoniyatlari va huquqni muhofaza qilish organlari tomonidan axborot texnologiyalaridan foydalanish imkoniyatiga ega. Muammoning birinchi jihati, fan-texnika yutuqlaridan jinoiy maqsadlarda foydalanish muammosi integral jarayonlarning eng muhim yo'nalishlaridan biri bo'lgan axborot mega muhitining o'sishi va globallashuv jarayonini aniqlashdir. Bugungi kunda axborot olish va almashish uchun keng imkoniyatlarni ochib bergan butunjahon internet tarmog'i juda tez rivojlanmoqda. Kiberterrorizm (kiberjinoyatchilik, kiber urush) kompyuter va internet tizimlariga xujum qilish, zamonaviy axborot kommunikatsion – media texnologiyalaridan foydalangan holda shaxs, jamiyat va davlatga tahdidga solishdir[103]. 2020 yilning aprel oyidagi ma'lumotga ko'ra, O'zbekistonda internet tarmog'idan foydalanuvchilarning soni 18.4 mln.ga yetgan (bu umumiy aholining 55 foiziga to'g'ri keladi), aholining 76 foizi yoki 25140000 O'zbekistonliklar mobil telefonga egalar, shuningdek, O'zbekistondan xalqaro tarmoqlarga umumiy ulanish tezligi 104,1 Gbit /s. ni tashkil etgan[104]. Ayni paytda "UZ" milliy domenida 66 mingdan ortiq faol domen bor. 2017 yilda O'zbekistonda 53 mingga yaqin faol domen mavjud bo'lib, 2018 yilda ularning soni 65 mingga yetgan. Davlat statistika qo'mitasining O'zbekistonning qancha aholisi internet tarmog'iga ulangani haqidagi ma'lumotiga ko'ra, 2020 yilning 1 yanvar holatiga ko'ra internet tarmog'iga ulangan abonentlar soni 16 million 386 ming 200 tani tashkil etib, 2019 yilning mos davriga nisbatan 23,0 foizga yoki 3,1 milliontaga o'sgan. Shundan

[103] Қ.Назаров Жаҳон фалсафаси қомуси I-жилд «Ўзбекистон файласуфлари миллий жамияти» «Маънавият» нашриёти Тошкент – 2023. Б-585.
[104] https://wearesocial.com/digital-2020.

aholi orasida 15,8 million abonent mavjud bo‘lib, bu ko‘rsatkich o‘tgan yilga nisbatan 22,3 foizga yoki 2,9 milliontaga ko‘p.

Ma’lum qilinishicha, eng ko‘p abonentlar soni Toshkent shahrida (3 550 600) va eng kam abonentlar soni Sirdaryo viloyatida (441 400) qayd etilgan[105]. Har bir foydalanuvchida internet xizmatlari borligi, ularning kiberterrorizm qurboni bo‘lishi mumkinligini anglatadi. UZCERT-Axborot xavfsizligi insidentlariga chora ko‘rish xizmatining ma’lumotlariga ko‘ra, davlat organlarining axborot tizimlarida 2018 yil va 2019 yil birinchi choragida axborot xavfsizligi hodisalari monitoringi o‘tkazilganida 54.953.759 ta axborot xavfsizligi buzilishi aniqlangan. Ulardan 2.502.353 tasining xavfi yuqori daraja bo‘lgan[106]. Albatta, global aloqa va axborot tizimlarining rivojlanishi muqarrar hamda ko‘p afzalliklarga ega. Shu bilan birga, globallashuvning boshqa sohalarida bo‘lgani kabi, axborot almashinuvining yangi zamonaviy vositalari va texnologik yutuqlar jinoiy maqsadlarda tobora ko‘proq foydalanilmoqda. Bu esa jinoyatchilikning globallashuvi omillariga olib keladi. Xalqaro tasniflagichlarga ko‘ra, jinoyatchilikning takror ishlab chiqarish jarayonlariga ta’sir etuvchi kompyuter jinoyatlariga quyidagilar kiradi:

1.Jinoiy faoliyat bilan bog‘liq materiallarni saqlash, almashish va tarqatish uchun elektron e’lonlar taxtasidan (BBS) foydalanish;

2.Tijorat sirini tashkil etuvchi ma’lumotlarni o‘g‘irlash;

3.Noqonuniy yo‘llar bilan olish yoki tijorat sirini ifodalovchi ma’lumotlarni uzatish iqtisodiy zarar yetkazish yoki noqonuniy iqtisodiy foyda olish niyatida huquq yoki boshqa qonuniy asoslash;

4.Maxfiy ma’lumotlarni saqlash, almashish, tarqatish yoki ko‘chirish uchun kompyuter tizimlari yoki tarmoqlaridan foydalanishdir[107]. Umuman olganda, kiberjinoyatlarning o‘ziga xos xususiyati quyidagilar:

- ushbu toifadagi jinoyatlar makon tanlamay, uni istalgan payt dunyoning turli tomonlaridan kutish mumkin;

- muntazam ravishda har kuni yangi va oldingilaridan ancha xavfliroq bo‘lgan virus va boshqa zararli dasturlarning yaratilishi;

- kiberjinoyatlarga qarshi kurashadigan organlarda malakali va ushbu sohada mukammal bilimlarga ega mutaxassislar mavjud emasligi va buning natijasida jinoyatning kech aniqlanishi;

- kiberjinoyat natijasida muayyan mulk emas, balki axborotlarga nisbatan mulkchilik huquqi yo‘qotiladi;

- axborotlarni qayta ishlash jarayonida yo‘l qo‘yilgan xatolik o‘z vaqtida kuzatilmaydi va tuzatilmaydi, natijada kelgusida sodir bo‘ladigan xatolarning oldini olib bo‘lmaydi[108].

- sodir etiladigan kompyuter jinoyatlari o‘z vaqtida e’lon qilinmaydi (hisoblash tarmoqlarida kamchiliklar mavjudligini boshqalardan yashirish, muassasa ishchanlik obro‘yini saqlab qolish va boshqa maqsadlarda);

- kiberjinoyatni tergov qilish hamda ochishning o‘ziga xos qiyinligi, juda katta zararga olib kelishi, jinoyatchilarga qarshi kurashish va uning profilaktikasi uchun yagona huquqiy asosning mavjud emasligi kabilar. Ko‘rinib turibdiki, kiberjinoyatni huquqiy kategoriya sifatida ham, ijtimoiy hodisa sifatida ham farqlash lozim.

Muhokama (Обсуждение/Discussion).

Internet tarmog‘i aksariyat hollarda jinoiy faoliyatni amalga oshirish uchun tobora ko‘proq xizmat qilmoqda. Masalan, terrorchilar hukumatlar va davlatlarni obro‘sizlantirish, terrorizmga yo‘naltirilgan veb-saytlarni joylashtirish, ularga soxta ma’lumotlarni kiritish yoki ushbu tizimlarni doimiy ravishda o‘chirib qo‘yish orqali asosiy tizimlarga zarar yetkazish va yo‘q qilish kabi jinoyatlarni internet ochiqligi sababli foydalanadilar. Internet pedofil (bachavoz) va boshqa taqiqlangan jinsiy aloqalarni o‘rnatish, fohishalik bozorini yaratish, odobsiz materiallar, pornografiyani sotish uchun ishlatiladi. Kiberfazo haqiqiy ism o‘rniga taxallusdan foydalanishga imkon beradi va sheriklar bilan aloqa o‘rnatishni osonlashtiradi. Mutaxassislarning fikricha, bunday jinoyatlar onlayn muhit uchun eng tipik bo‘lsa-da, elektron pochta jinoyatchilar tomonidan deyarli har qanday noqonuniy harakatlarni, jumladan, tahdid, shantaj, tovlamachilikni rejalashtirish yoki muvofiqlashtirish uchun ishlatilishi mumkinligiga e’tibor qaratish lozim. Axborotni kodlashning ishonchli usullari keng tarqalganligi sababli, jinoyatchilar har qanday noqonuniy faoliyatni rejalashtirish va amalga oshirishda aniqlanmaslik uchun bunday texnologiyadan foydalanishlarini kutish mumkin.

Global kiberfazo tushunchasi huquqni muhofaza qilish idoralari uchun hali ham g‘ayrioddiy, ammo kompyuter aloqalari bilan bog‘liq jinoiy harakatlar katta ijtimoiy xavf tug‘diradi. Kompyuter jinoyatlari nafaqat o‘z-o‘zidan, balki oddiy jinoyatlar sodir etilishiga hissa qo‘shib, jinoiy faoliyat doirasini kengaytirgani uchun ham xavflidir. 2017 yilning 7 fevral kuni Moskva shahrida bo‘lib o‘tgan Kiber xavfsizlik bo‘yicha xalqaro forum (Cyber Security Forum-2017)da kiberjinoyatlar olamida bugun eng ko‘p tarqalgan uchta xuruj qayd etildi. Ekspertlarning fikricha, fishing orqali

[105] https://daryo.uz/k/2020/10/29/ozbekistonning-qancha-aholisi-internet-tarmogiga-ulangan

[106] https://uzcert.uz/blog/saidakbar/kiberbezopasnost-uzbekistana-v-tsifrakh-itogi-2018-goda.

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[108] Рўзиев Р.Н., Салаев Н.С. Кибержиноятчиликка қарши курашишга оид миллий ва халқаро стандартлар. Монография. – Тошкент: ТДЮУ, 2018, 6-бет.

ma’lumotlarni o‘g‘irlash, maxfiy maqsadga ega mobil ilovalar orqali elektron qurilmalarga kirib borish va aloqaning himoya qilinmagan kanallarini tomosha qilish orqali bugun ko‘pchilik internet foydalanuvchilari kiberjinoyatlarning qurboniga aylanmoqda.

Bugungi kunda kiberjinoyatchilikda muayyan shaxsning yoki ob’ektning geografik joylashgan nuqtasi to‘g‘risida xabar tarqatish, shaxsiy ma’lumotlar bazasini buzib kirish kabi xizmatlar ommalashgan. Xakkerlar bu kabi ma’lumotlarni internet va ijtimoiy tarmoq foydalanuvchilari tomonidan turli elektron resurslarga ularning foydalanish shartlarini o‘qimasdan turib kirishlari evaziga olishmoqda. Statistik ma’lumotlarga ko‘ra, 2016 yil butun dunyoda 600 million jinoyat sodir etilgan. Ulardan 40 millioni kiberjinoyatlar hisoblanadi. Bu esa Belgiya, Shvesariya, Shvesiya kabi davlatlar aholisidan ko‘pdir. 2018 yil davomida dunyoda yiliga 556 miliion, har bir kunda 1,5 million, har bir sekundda 18 nafar shaxslar kiberjinoyatchilik qurboniga aylanmoqda[109]. Ommaviy axborot vositalari ta’sirining tobora kengayib borishi jamoatchilik ongini kriminallashtirish bilan chambarchas bog‘liq. O‘zbekiston kiberhujumga uchrayotgan davlatlar reytingida 68 o‘rinni, Osiyo davlatlarida esa, 3 o‘rinni egallaydi[110]. Internetda shafqatsizlik, zo‘ravonlik va jinsiy xatti-harakatlarning buzuq shakllarini targ‘ib qilish uning oqibatlarini tushunishni talab qiladi.

Xulosa (Заключение/Conclusion).

Tadqiqot natijalari shuni ko‘rsatadiki, raqamli transformatsiya sharoitida kiberjinoyatlar an’anaviy jinoyatlardan farqli ravishda transmilliy xususiyatga ega bo‘lib, ularning sodir etilish usullari yuqori darajada texnologik va dinamik hisoblanadi. Bu esa mavjud jinoyat-huquqiy va kriminologik nazariyalarni qayta ko‘rib chiqish, ularni raqamli muhitga moslashtirish hamda kiberjinoyatlarning tushunchasi, tasnifi va belgilariga nisbatan yagona ilmiy yondashuvni shakllantirishni talab etadi. Shuningdek, kiberjinoyatlarni tadqiq etishning nazariy asoslarini mustahkamlash jinoyat huquqi normalarini takomillashtirish, huquqni qo‘llash amaliyotida yuzaga kelayotgan muammolarni bartaraf etish va profilaktik chora-tadbirlarni ishlab chiqish uchun muhim ilmiy poydevor bo‘lib xizmat qiladi. Ayniqsa, raqamli texnologiyalar rivoji bilan bog‘liq ijtimoiy munosabatlarni samarali huquqiy muhofaza qilishda kompleks, fanlararo yondashuvning ahamiyati ortib borayotgani aniqlandi.

Xulosa qilib aytganda, raqamli transformatsiyalashuv sharoitida kiberjinoyatlarni nazariy jihatdan tadqiq etish nafaqat mazkur jinoyatlarga qarshi kurashishning ilmiy-metodologik asoslarini shakllantirish, balki milliy qonunchilikni takomillashtirish, xalqaro hamkorlikni kuchaytirish va axborot xavfsizligini ta’minlashning samarali mexanizmlarini ishlab chiqishda ham muhim ahamiyat kasb etadi.

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MEDIASAVODXONLIK VA MA’NAVIY REFLEKSIYANING YOSHLAR MAFKURAVIY IMMUNITETINI RIVOJLANTIRISHNING ZAMONAVIY BILISH MEXANIZMLARI SIFATIDAGI AHAMIYATI

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Annotatsiya. *Axborot makonida turli mafkuraviy ta’sirlar kuchayib borayotgan sharoitda yoshlarda tanqidiy fikrlash, axborotni tahlil qilish va mustaqil xulosa chiqarish ko‘nikmalarini shakllantirish muhim ahamiyat kasb etmoqda. Ayrim olimlar mediasavodxonlik yoshlarning intellektual salohiyatini oshirib, ularning axborot madaniyatini yuksaltirishga xizmat qilishini ta’kidlaydilar. Boshqa tadqiqotchilar esa nazoratsiz raqamli muhit yoshlarda ma’naviy befarqlik va mafkuraviy ta’sirchanlikni kuchaytirishi mumkinligini qayd etadilar. Shu bois ushbu maqolada mediasavodxonlik va ma’naviy refleksiyaning yoshlar mafkuraviy immunitetini shakllantirishdagi bilish mexanizmlari sifatidagi o‘rni ochib beriladi.*

Kalit so‘zlar: *mediasavodxonlik, ma’naviy refleksiya, mafkuraviy immunitet, tanqidiy fikrlash, axborot xavfsizligi, raqamli jamiyat.*

ЗНАЧЕНИЕ МЕДИАГРАМОТНОСТИ И ДУХОВНОЙ РЕФЛЕКСИИ КАК СОВРЕМЕННЫХ ПОЗНАВАТЕЛЬНЫХ МЕХАНИЗМОВ РАЗВИТИЯ ИДЕОЛОГИЧЕСКОГО ИММУНИТЕТА МОЛОДЁЖИ

Аннотация. *В условиях усиления различных идеологических воздействий в информационном пространстве особую значимость приобретает формирование у молодёжи навыков критического мышления, анализа информации и самостоятельного принятия выводов. Некоторые учёные подчёркивают, что медиаграмотность способствует повышению интеллектуального потенциала молодёжи и развитию их информационной культуры. Другие исследователи отмечают, что неконтролируемая цифровая среда может усиливать духовное безразличие и идеологическую восприимчивость молодёжи. В связи с этим в данной статье раскрывается роль медиаграмотности и духовной рефлексии как познавательных механизмов формирования идеологического иммунитета молодёжи.*

Ключевые слова: *медиаграмотность, духовная рефлексия, идеологический иммунитет, критическое мышление, информационная безопасность, цифровое общество.*

THE IMPORTANCE OF MEDIA LITERACY AND SPIRITUAL REFLECTION AS MODERN COGNITIVE MECHANISMS FOR DEVELOPING YOUTH IDEOLOGICAL IMMUNITY

Abstract. In the context of increasing ideological influences within the information space, the development of critical thinking, information analysis, and independent conclusion-making skills among young people is becoming increasingly important. Some scholars emphasize that media literacy contributes to enhancing the intellectual potential of youth and improving their information culture. Other researchers note that an uncontrolled digital environment may strengthen spiritual indifference and ideological susceptibility among young people. Therefore, this article reveals the role of media literacy and spiritual reflection as cognitive mechanisms in the formation of youth ideological immunit

Keywords: media literacy, spiritual reflection, ideological immunity, critical thinking, information security, digital society.

KIRISH

Zamonaviy globallashuv va raqamli transformatsiya sharoitida axborot makoni jamiyat taraqqiyotining asosiy omillaridan biriga aylanmoqda. Internet texnologiyalari, ijtimoiy tarmoqlar va turli raqamli platformalar inson tafakkuri, dunyoqarashi hamda qadriyatlariga bevosita ta’sir ko‘rsatmoqda. Ayniqsa, yoshlarning ongiga yo‘naltirilayotgan turli mafkuraviy ta’sirlar, manipulyativ axborotlar va ommaviy madaniyat unsurlari ularning ma’naviy barqarorligiga jiddiy ta’sir etmoqda. Shu jihatdan yoshlar mafkuraviy immunitetini mustahkamlash masalasi zamonaviy ta’lim tizimining ustuvor vazifalaridan biri sifatida namoyon bo‘lmoqda. Mafkuraviy immunitet jamiyat va shaxsning zararli g‘oyalar, buzg‘unchi mafkuralar hamda axborot tahdidlariga qarshi ongli ravishda qarshilik ko‘rsatish qobiliyatini anglatadi.

Ushbu jarayonda tanqidiy fikrlash, mustaqil mushohada yuritish va axborotni tahlil qilish koʻnikmalari muhim oʻrin egallaydi. Chunki zamonaviy axborot oqimida haqqoniy va yolgʻon maʼlumotlarni farqlash, manipulyativ taʼsirlarni anglash hamda ularga nisbatan ongli munosabat bildirish yoshlarning intellektual salohiyatiga bogʻliqdir. Medi savodxonlik yoshlarni axborot xurujlaridan himoya qiluvchi eng muhim kognitiv vositalardan biri sifatida talqin qilinmoqda. U insonning media mahsulotlarini tahlil qilish, axborot manbalarining ishonchliligini baholash va media kontentning yashirin maqsadlarini anglash qobiliyatini shakllantiradi. Shu sababli medi savodxonlik nafaqat texnik koʻnikma, balki maʼnaviy va mafkuraviy barqarorlikni taʼminlovchi ijtimoiy-falsafiy mexanizm sifatida ham ahamiyat kasb etmoqda. Maʼnaviy refleksiya esa shaxsning oʻz ichki dunyosi, qadriyatlari va axloqiy mezonlari ustida mushohada yuritish jarayonidir. U insonda oʻz-oʻzini anglash, maʼnaviy javobgarlik hissini rivojlantirish hamda turli yot gʻoyalarga nisbatan ongli pozitsiyani shakllantirishga xizmat qiladi. Ayniqsa, yoshlarning maʼnaviy refleksiyasi rivojlangan sari ularda ijtimoiy voqelikni chuqurroq anglash va maʼnaviy tahdidlarga nisbatan barqaror munosabat shakllanadi.

Shu bois mazkur maqolada medi savodxonlik va maʼnaviy refleksiyaning yoshlar mafkuraviy immunitetini rivojlantirishdagi oʻrni ijtimoiy-falsafiy nuqtai nazardan tahlil qilinadi. Shuningdek, ularning tanqidiy fikrlashni shakllantirish, axborot xavfsizligini taʼminlash hamda yoshlarni destruktiv mafkuraviy taʼsirlardan himoya qilishdagi ahamiyati ochib beriladi.

MATERIALLAR VA METODLAR

XX asrning oxiri va XXI asrda Yoshlar mafkuraviy immunitetini rivojlantirishda mediasavodxonlik va maʼnaviy refleksiyaning oʻrni bilan bogʻliq ilmiy-nazariy manbalar nashr etilgan. Tadqiqot jarayonida xorijiy, rus, turk va oʻzbek olimlarining media madaniyati, tanqidiy fikrlash, axborot xavfsizligi hamda maʼnaviy tarbiya masalalariga oid ilmiy qarashlaridan foydalanildi. Xususan, Marshall McLuhan, Henry Jenkins, Neil Postman, Aleksandr Fyudorov, İhsan Çapcıoğlu, Erkin Yusupov kabi olimlarning ilmiy asarlari tadqiqotning nazariy manbasi sifatida oʻrganildi. Xorijiy mualliflarning ilmiy qarashlari qiyosiy jihatdan tahlil qilinganda, Marshall McLuhan media vositalarini inson tafakkurini shakllantiruvchi asosiy omillardan biri sifatida talqin qiladi [McLuhan, 1964, b. 31]. Henry Jenkins esa raqamli madaniyat sharoitida yoshlarning interaktiv media faolligiga alohida urgʻu beradi [Jenkins, 2006, b. 52]. Neil Postman ommaviy media vositalari insonning chuqur mushohada yuritish qobiliyatini zaiflashtirishi mumkinligini qayd etadi [Postman, 1985, b. 63]. Rus olimi Александр Фёдоров mediasavodxonlikni shaxsning axborotni tanqidiy qabul qilish kompetensiyasi bilan bogʻlaydi [Фёдоров, 2007, b. 41]. Ushbu qarashlar mediasavodxonlikning nafaqat texnologik, balki maʼnaviy va mafkuraviy mazmunga ega ekanligini koʻrsatadi.

Biroq ayrim tadqiqotchilarning media erkinligini mutlaq ijobiy hodisa sifatida talqin qilishi bahsli hisoblanadi. Jumladan, Henry Jenkins tomonidan ilgari surilgan “ishtirokchi madaniyat” konsepsiyasida raqamli makonning salbiy mafkuraviy taʼsirlari yetarli darajada yoritilmagan [Jenkins, 2006, b. 78]. Chunki ochiq media muhiti yoshlarning turli manipulyativ axborotlar va destruktiv gʻoyalarga duch kelish xavfini ham kuchaytiradi. Shu sababli mediasavodxonlikni faqat texnologik imkoniyat sifatida emas, balki maʼnaviy masʼuliyat bilan uygʻun holda baholash lozim. Shu bilan birga, Александр Фёдоровning media taʼlimga oid qarashlari yoshlarni tanqidiy fikrlash asosida tarbiyalash nuqtai nazaridan muhim ahamiyat kasb etadi. Olim mediasavodxonlikni axborot xurujlariga qarshi intellektual himoya vositasi sifatida baholaydi [Фёдоров, 2007, b. 57]. Mazkur yondashuv yoshlarning media makondagi faolligini ongli ravishda boshqarishga xizmat qilishi bilan ahamiyatlidir. Oʻzbek olimlarining ilmiy qarashlarida ham maʼnaviy tarbiya va mafkuraviy barqarorlik masalalari ustuvor yoʻnalish sifatida talqin etiladi. Xususan, Эркин Юсупов maʼnaviy tahdidlarga qarshi kurashishda milliy qadriyatlar va mustaqil tafakkurning ahamiyatini alohida taʼkidlaydi [Юсупов, 2019, b. 112]. Нажмиддин Комилов esa maʼnaviy refleksiyani insonning ichki kamolotini taʼminlovchi muhim omil sifatida baholaydi [Комилов, 2017, b. 89]. Ushbu qarashlar yoshlar mafkuraviy immunitetini rivojlantirishda maʼnaviy omillarning muhimligini koʻrsatadi.

Tadqiqotda qiyosiy tahlil metodi orqali xorijiy va mahalliy olimlarning qarashlari oʻzaro taqqoslandi. Mazkur metod mediasavodxonlik va maʼnaviy refleksiya tushunchalarining umumiy hamda farqli jihatlarini aniqlash imkonini berdi. Shuningdek, tarixiylik va mantiqiylik metodlari asosida mazkur tushunchalarning shakllanish evolyutsiyasi ham tahlil qilindi. Bundan tashqari, tadqiqotda kontent-tahlil, tizimli yondashuv va interpretativ tahlil metodlaridan foydalanildi. Kontent-tahlil orqali media makondagi mafkuraviy taʼsirlar mazmuni oʻrganildi, tizimli yondashuv yordamida mediasavodxonlik va maʼnaviy refleksiyaning oʻzaro bogʻliqligi ochib berildi. Interpretativ metod esa olimlarning ilmiy qarashlarini falsafiy jihatdan sharhlash va ularning mazmun-mohiyatini chuqurroq anglash imkonini yaratdi.

MUHOKAMA VA NATIJALAR

Zamonaviy axborotlashgan jamiyatda mediasavodxonlik yoshlarning mafkuraviy immunitetini shakllantirish va ularning intellektual salohiyatini rivojlantirishning muhim omillaridan biriga aylanmoqda. Raqamli texnologiyalar, internet kommunikatsiyalari va ijtimoiy tarmoqlarning keng tarqalishi natijasida insoniyat hayotida axborot oqimi keskin ortdi. Ayniqsa, yoshlar virtual makonning eng faol qatlamiga aylanganligi sababli ular turli xil media taʼsirlarga koʻproq

duch kelmoqda. Shu jihatdan mediasavodxonlik yoshlarning axborotni tanlash, tahlil qilish, baholash va undan ongli foydalanish koʻnikmalarini shakllantiruvchi muhim kognitiv mexanizm sifatida namoyon boʻlmoqda. Marshall McLuhan media vositalarining jamiyat tafakkuriga taʼsiri masalasiga alohida eʼtibor qaratib, "media bu xabarning oʻzidir" degan mashhur konsepsiyani ilgari suradi [McLuhan, 1964, b. 9]. Olimning fikricha, media insonning voqelikni qabul qilish shaklini oʻzgartiradi va ijtimoiy ongni shakllantiruvchi asosiy omillardan biriga aylanadi. Darhaqiqat, bugungi kunda ijtimoiy tarmoqlar, bloglar, video platformalar va sunʼiy intellekt asosidagi tavsiya tizimlari yoshlarning fikrlash uslubiga bevosita taʼsir koʻrsatmoqda. Masalan, "TikTok", "Instagram" yoki "YouTube" platformalaridagi qisqa videolar yoshlarning diqqatni uzoq muddat bir nuqtaga jamlash qobiliyatini pasaytirayotgani haqida qator tadqiqotlarda fikrlar ilgari surilmoqda. Natijada axborotni tez va yuzaki qabul qilish odati shakllanmoqda. Mediasavodxonlikning asosiy vazifalaridan biri yoshlarni axborotni tanqidiy tahlil qilishga oʻrgatishdan iboratdir. Chunki zamonaviy media makonida haqqoniy va manipulyativ axborotlarni ajratish tobora murakkablashib bormoqda. Ayniqsa, "feyk news", dezinformatsiya va sunʼiy ravishda yaratilgan media kontentlarning koʻpayishi yoshlar tafakkuriga salbiy taʼsir koʻrsatmoqda. Neil Postman ommaviy media vositalari insonning chuqur tahliliy tafakkurini zaiflashtirib, uni koʻngilochar axborot isteʼmolchiga aylantirib qoʻyishi mumkinligini taʼkidlaydi [Postman, 1985, b. 71]. Ushbu qarash bugungi "raqamli tezkorlik" sharoitida yanada dolzarb ahamiyat kasb etmoqda. Chunki koʻplab yoshlar axborotning mazmun-mohiyatidan koʻra uning vizual jozibadorligiga koʻproq eʼtibor qaratmoqda. Shuningdek, mediasavodxonlik yoshlarning mustaqil dunyoqarashini shakllantirishda ham muhim rol oʻynaydi. Henry Jenkins zamonaviy media muhitida yoshlarning nafaqat axborot isteʼmolchisi, balki media mahsulotlarini yaratuvchi subyektga aylanganini qayd etadi [Jenkins, 2006, b. 42]. Bu esa yoshlarning kommunikativ faolligini oshirish bilan birga, ularda axborot uchun masʼuliyat hissini ham shakllantiradi. Masalan, bugungi kunda koʻplab yoshlar blog yuritish, podkast yaratish yoki ijtimoiy tarmoqlarda kontent tayyorlash bilan shugʻullanmoqda. Bunday jarayonlar ularda ijodiy tafakkur, kommunikativ kompetensiya va axborot bilan ishlash madaniyatini rivojlantiradi. Biroq media makonning cheksiz imkoniyatlari bilan bir qatorda uning salbiy jihatlari ham mavjud. Algoritmik boshqaruv tizimlari koʻpincha insonning qiziqishlariga mos axborotlarni taklif qilish orqali uni "axborot pufagi" ichida qoldirib qoʻymoqda. Natijada yoshlar turli nuqtai nazarlar bilan emas, balki faqat oʻz qarashlariga mos axborotlar bilan cheklanib qolmoqda. Bu esa tanqidiy tafakkurning torayishiga va mafkuraviy biryoqlamalikning kuchayishiga olib kelishi mumkin. Shu jihatdan mediasavodxonlik yoshlarda ochiq fikrlash, muqobil qarashlarni tahlil qilish va dalillarga asoslangan xulosa chiqarish koʻnikmalarini shakllantiruvchi muhim taʼlimiy vosita hisoblanadi. Zamonaviy taʼlim tizimida mediasavodxonlikni rivojlantirish yoshlarni turli mafkuraviy tahdidlardan himoya qilishning samarali usullaridan biri sifatida qaralmoqda. Chunki mediasavodxon shaxs axborotning maqsadi, manbasi va yashirin taʼsir mexanizmlarini anglay oladi. Natijada u manipulyativ gʻoyalar, yolgʻon targʻibot va zararli media oqimlariga nisbatan ongli qarshilik koʻrsatish imkoniyatiga ega boʻladi. Shu sababli mediasavodxonlik yoshlar tafakkurining barqarorligini taʼminlash, ularning maʼnaviy va mafkuraviy immunitetini mustahkamlashning muhim omillaridan biri sifatida namoyon boʻlmoqda.

Globallashuv va raqamli texnologiyalar taraqqiyoti natijasida axborot makoni inson hayotining ajralmas qismiga aylandi. Internet tarmoqlari, ijtimoiy media platformalari va virtual kommunikatsiya vositalari axborot almashinuvini tezlashtirib, jamiyat taraqqiyoti uchun yangi imkoniyatlarni yaratmoqda. Biroq raqamli muhitning kengayishi bilan bir qatorda turli mafkuraviy tahdidlar, axborot xurujlari va manipulyativ taʼsirlar ham kuchayib bormoqda. Ayniqsa, yoshlar internet makonining eng faol ishtirokchisi sifatida mazkur tahdidlarga nisbatan koʻproq taʼsirchan qatlam hisoblanadi. Shu jihatdan raqamli muhitning yoshlar ongi va tafakkuriga taʼsirini chuqur tahlil qilish muhim ilmiy ahamiyat kasb etadi. Henry Jenkins raqamli kommunikatsiya sharoitida zamonaviy jamiyatni "ishtirokchi madaniyat" sifatida tavsiflaydi [Jenkins, 2006, b. 53]. Uning fikricha, yangi media muhiti insonlarni faqat axborot isteʼmolchisi emas, balki kontent yaratuvchi subyektga ham aylantirmoqda. Darhaqiqat, bugungi kunda yoshlar ijtimoiy tarmoqlar orqali turli axborotlar tarqatmoqda, bloglar yuritmoqda va virtual muhitda ijtimoiy faollik namoyon etmoqda. Bu holat ijobiy jihatdan yoshlarning ijodiy va kommunikativ qobiliyatlarini rivojlantirsa, salbiy tomondan nazoratsiz axborot tarqalishi va manipulyativ taʼsirlarning kuchayishiga ham sabab boʻlmoqda.

Raqamli muhitdagi asosiy muammolardan biri dezinformatsiya va "feyk" axborotlarning tez tarqalishidir. Ayniqsa, ijtimoiy tarmoqlarda emotsional taʼsirga ega boʻlgan xabarlar haqqoniy axborotlarga nisbatan tezroq ommalashmoqda. Neil Postman ommaviy media inson tafakkurini soddalashtirib, uni tezkor va yuzaki axborot qabul qilishga moslashtirishini taʼkidlaydi [Postman, 1985, b. 79]. Uning mazkur fikri raqamli muhit sharoitida yanada dolzarb ahamiyat kasb etmoqda. Chunki yoshlar koʻp hollarda axborotning haqqoniyligini tekshirmasdan uni tarqatishga moyil boʻlmoqda. Bu esa turli mafkuraviy manipulyatsiyalar va yot gʻoyalarning keng tarqalishiga zamin yaratmoqda.

Zamonaviy raqamli platformalarda algoritmlar orqali inson qiziqishlariga mos axborotlarning tanlab berilishi ham mafkuraviy xavflarni kuchaytirmoqda. Chunki bunday tizimlar insonni maʼlum bir qarashlar doirasida ushlab turib, uning muqobil fikrlar bilan tanishish imkoniyatini cheklaydi. Natijada "axborot pufagi" hosil boʻlib, yoshlarda biryoqlama tafakkur shakllanishi mumkin. Masalan, ayrim ijtimoiy tarmoqlarda radikal gʻoyalarni targʻib qiluvchi

kontentlar aynan algoritmlar orqali keng auditoriyaga yetkazilmoqda. Bu esa yoshlarning mafkuraviy barqarorligiga salbiy ta’sir ko‘rsatishi mumkin.

Aleksandr Fyodorov mediata’lim insonni axborot tahdidlaridan himoya qiluvchi intellektual vosita ekanligini ta’kidlaydi [Фёдоров, 2007, b. 58]. Olimning fikricha, mediasavodxonlik insonda axborotni tanqidiy tahlil qilish, manbalarni tekshirish va media matnlarni anglash qobiliyatini shakllantiradi. Bu esa raqamli muhitdagi mafkuraviy tahdidlarga qarshi kurashishda muhim ahamiyat kasb etadi. Masalan, Yevropa davlatlari va AQSH ta’lim tizimida faktcheking, mediamatn tahlili va axborot xavfsizligiga oid maxsus dasturlar joriy qilinmoqda. Bunday yondashuv yoshlarning raqamli madaniyatini yuksaltirish bilan birga ularning mafkuraviy immunitetini ham mustahkamlashga xizmat qilmoqda. Shu sababli raqamli muhitda yoshlarning axborot xavfsizligini ta’minlash va ularni turli mafkuraviy tahdidlardan himoya qilishda mediasavodxonlik muhim ahamiyatga ega. Mediasavodxon shaxs axborotning maqsadi, manbasi va yashirin ta’sir mexanizmlarini anglay oladi. Natijada u manipulyativ axborotlar, dezinformatsiya va yot g‘oyalarga nisbatan ongli munosabat bildirish imkoniyatiga ega bo‘ladi. Demak, raqamli muhitda mediasavodxonlikni rivojlantirish yoshlar mafkuraviy immunitetini mustahkamlashning muhim shartlaridan biri hisoblanadi.

Zamonaviy axborotlashgan jamiyatda yoshlarning mafkuraviy immunitetini shakllantirish jarayoni bevosita tanqidiy fikrlash va ma’naviy refleksiya bilan bog‘liqdir. Chunki inson turli axborot oqimlari, mafkuraviy ta’sirlar va virtual kommunikatsiyalar qurshovida yashayotgan hozirgi davrda har qanday ma’lumotni ongli ravishda tahlil qilish ehtiyoji ortib bormoqda. Ayniqsa, yoshlar internet va ijtimoiy tarmoqlarning eng faol foydalanuvchilari sifatida turli xil g‘oyaviy ta’sirlarga ko‘proq duch kelmoqda. Shu sababli tanqidiy fikrlash ularda axborotni mantiqiy baholash, dalillarni solishtirish va mustaqil xulosa chiqarish ko‘nikmasini shakllantirsa, ma’naviy refleksiya insonning ichki qadriyatlari, axloqiy mezonlari va ma’naviy mas’uliyatini anglashiga xizmat qiladi. John Dewey tanqidiy fikrlashni insonning muammoni chuqur mushohada qilish va dalillarga asoslangan xulosa chiqarish qobiliyati sifatida talqin qiladi [Dewey, 1933, b. 17]. John Deweyning fikricha, insonning mustaqil tafakkuri jamiyat taraqqiyotining muhim omillaridan biridir. Mazkur qarash bugungi axborot makonida ayniqsa dolzarbdir. Chunki zamonaviy media muhitida yolg‘on axborotlar, manipulyativ kontent va hissiy ta’sirga asoslangan targ‘ibot materiallari keng tarqalmoqda. Masalan, ayrim ijtimoiy tarmoqlarda noto‘g‘ri ma’lumotlarning tez ommalashuvi yoshlarning voqelikka nisbatan noto‘g‘ri tasavvurlar hosil qilishiga sabab bo‘lmoqda. Shu jihatdan tanqidiy fikrlash yoshlarni axborotni tekshirish va asoslangan qaror qabul qilishga o‘rgatuvchi muhim intellektual vosita hisoblanadi. Tanqidiy fikrlashning samaradorligi ma’naviy refleksiya bilan uyg‘unlashgandagina yanada kuchayadi. Paulo Freire insonning ongli tafakkuri uning ijtimoiy va ma’naviy mas’uliyat hissi bilan chambarchas bog‘liq ekanligini ta’kidlaydi [Freire, 1970, b. 66]. Uning fikricha, inson faqat axborotni qabul qiluvchi emas, balki uni anglovchi va baholovchi subyekt sifatida shakllanishi kerak. Ushbu qarash ma’naviy refleksiyaning mohiyatini ochib beradi. Chunki ma’naviy refleksiya insonning o‘z ichki dunyosi, axloqiy qadriyatlari va ijtimoiy pozitsiyasini tahlil qilish jarayonidir. Natijada shaxs turli yot g‘oyalarga nisbatan mustaqil va ongli munosabat bildirish imkoniyatiga ega bo‘ladi.

Zamonaviy raqamli makonda hissiy manipulyatsiya texnologiyalarining kuchayishi tanqidiy fikrlash va ma’naviy refleksiyaning ahamiyatini yanada oshirmoqda. Ayrim media mahsulotlari insonning hissiyotlariga ta’sir ko‘rsatish orqali uning ongini boshqarishga urinmoqda. Ayniqsa, sensatsion sarlavhalar, sun’iy ravishda kuchaytirilgan qo‘rquv yoki nafrat uyg‘otuvchi axborotlar yoshlar ruhiyatiga salbiy ta’sir qilishi mumkin. Neil Postman ommaviy media insonni chuqur tafakkurdan uzoqlashtirib, uni ko‘ngilochar axborot iste’molchiga aylantirib qo‘yishi mumkinligini qayd etadi [Postman, 1985, b. 92]. Ushbu holat yoshlarning tahliliy tafakkuriga salbiy ta’sir ko‘rsatib, ularning ma’naviy barqarorligini zaiflashtirishi ehtimolini kuchaytiradi. Shuningdek, ma’naviy refleksiya yoshlarning milliy va umuminsoniy qadriyatlarga bo‘lgan munosabatini shakllantirishda ham muhim rol o‘ynaydi. Inson o‘z ma’naviy dunyosi ustida mushohada yuritgan sari unda axloqiy mas’uliyat, ijtimoiy burch va vatanparvarlik kabi tuyg‘ular mustahkamlanadi. Ayniqsa, globallashuv sharoitida turli madaniy va mafkuraviy ta’sirlarning kuchayishi yoshlarda o‘zlikni anglash ehtiyojini yanada oshirmoqda. Shu jihatdan ma’naviy refleksiya yoshlarni milliy qadriyatlarga hurmat ruhida tarbiyalash bilan birga ularning mafkuraviy immunitetini mustahkamlashga ham xizmat qiladi. Aleksandr Fyodorov media ta’limning asosiy vazifalaridan biri insonda tanqidiy tafakkurni shakllantirish ekanligini ta’kidlaydi [Фёдоров, 2007, b. 73]. Olimning fikricha, mediasavodxonlik va tanqidiy fikrlash uyg‘unligi insonni axborot manipulyatsiyasidan himoya qiluvchi samarali vositadir. Mazkur qarash Zamonaviy ta’lim tizimi uchun muhim metodologik asos bo‘lib xizmat qiladi. Chunki zamonaviy ta’lim faqat bilim berish bilan cheklanmasdan, yoshlarda mustaqil tafakkur, ma’naviy mas’uliyat va ongli fuqarolik pozitsiyasini shakllantirishni ham nazarda tutishi kerak. Demak, tanqidiy fikrlash va ma’naviy refleksiya yoshlar mafkuraviy immunitetining o‘zaro bog‘liq ikki muhim komponenti hisoblanadi. Tanqidiy fikrlash axborotni mantiqiy tahlil qilish imkonini bersa, ma’naviy refleksiya insonning ichki qadriyatlari va axloqiy mezonlarini mustahkamlaydi. Ularning uyg‘unligi yoshlarning axborot tahdidlariga qarshi ongli qarshilik ko‘rsatish qobiliyatini rivojlantirib, barqaror va mustaqil tafakkurni shakllantirishga xizmat qiladi.

Axborotlashgan jamiyatda media ta’lim yoshlarni turli mafkuraviy tahdidlar va manipulyativ axborotlardan himoya qiluvchi muhim ijtimoiy-pedagogik mexanizm sifatida namoyon bo‘lmoqda. Axborot texnologiyalarining jadal rivojlanishi natijasida internet va ijtimoiy tarmoqlar yoshlar hayotining asosiy kommunikativ maydoniga aylandi. Natijada yoshlar ongiga turli g‘oyalar, qadriyatlar va mafkuraviy ta’sirlarning kirib borish sur’ati kuchaydi. Shu sababli media ta’lim yoshlarni axborotni tanqidiy qabul qilish, uni tahlil etish hamda manipulyativ ta’sirlarni anglashga o‘rgatuvchi muhim vosita sifatida alohida ahamiyat kasb etmoqda. Renee Hobbs mediasavodxonlikni insonning axborotni izlash, tahlil qilish, yaratish va baholash qobiliyati bilan bog‘laydi [Hobbs, 2011, b. 21]. Renee Hobbsning fikricha, media ta’lim demokratik jamiyatda ongli fuqarolik madaniyatini shakllantirishga xizmat qiladi. Darhaqiqat, raqamli makonda yoshlar ko‘pincha ulkan axborot oqimi ichida qolmoqda va ular har doim ham ishonchli hamda manipulyativ axborotni ajrata olmayapti. Masalan, ijtimoiy tarmoqlarda tarqatilayotgan ayrim yolg‘on xabarlar yoki sun’iy ravishda kuchaytirilgan axborot kampaniyalari yoshlarning ijtimoiy qarashlariga salbiy ta’sir ko‘rsatmoqda. Shu jihatdan media ta’lim yoshlarni axborot xavfsizligini ta’minlashga tayyorlovchi muhim mexanizm sifatida namoyon bo‘ladi.

W. James Potter esa media savodxonlikni insonning media ta’sirlarini anglash va ularga ongli ravishda munosabat bildirish qobiliyati sifatida tavsiflaydi [Potter, 2013, b. 34]. Olimning fikricha, media inson tafakkuriga yashirin tarzda ta’sir ko‘rsatishi mumkin va shuning uchun insonda media xabarlarni tahlil qilish ko‘nikmasi shakllanishi zarur. Ushbu qarash ayniqsa yoshlar mafkuraviy immunitetini shakllantirish nuqtai nazaridan muhimdir. Chunki turli reklama, siyosiy targ‘ibot yoki ommaviy madaniyat mahsulotlari ko‘pincha yoshlarning hissiyotlari orqali ularning ongiga ta’sir ko‘rsatishga urinadi. Shuningdek, Sonia Livingstone raqamli media vositalarining yoshlar ijtimoiylashuvidagi roliga alohida e’tibor qaratadi [Livingstone, 2009, b. 77]. Olimaning fikricha, internet va media vositalari yoshlarning dunyoqarashi, qadriyatlari va kommunikativ madaniyatini shakllantiruvchi asosiy omillardan biriga aylangan. Biroq u raqamli muhit bilan bog‘liq xavflarga ham e’tibor qaratib, yoshlarni media tahdidlardan himoya qilish uchun mediasavodxonlikni rivojlantirish zarurligini ta’kidlaydi. Darhaqiqat, Zamonaviy kunda yoshlarning virtual muhitda haddan tashqari faol bo‘lishi ularning real ijtimoiy munosabatlariga ham ta’sir ko‘rsatmoqda. Ayniqsa, virtual manipulyatsiya va kiberbosim holatlarining ortishi media ta’limga bo‘lgan ehtiyojni kuchaytirmoqda. Douglas Kellner media madaniyat zamonaviy jamiyat mafkuraviy tizimining asosiy tarkibiy qismiga aylanganini qayd etadi [Kellner, 1995, b. 14]. Olimning fikricha, media mahsulotlari insonlarning siyosiy, ijtimoiy va madaniy qarashlarini shakllantirishga faol ta’sir ko‘rsatadi. Shu sababli media ta’lim yoshlarni media matnlarning yashirin mafkuraviy maqsadlarini anglashga o‘rgatishi kerak. Masalan, ayrim filmlar, reklama mahsulotlari yoki internet trendlarida iste’molchilik madaniyati, individualizm yoki zo‘ravonlik elementlari bilvosita targ‘ib qilinmoqda. Bunday holatlar yoshlarning ma’naviy dunyosiga salbiy ta’sir ko‘rsatishi mumkin. Media ta’limning samaradorligi yoshlarda tanqidiy fikrlash, axborot madaniyati va ma’naviy refleksiyaning uyg‘un shakllanishi bilan bog‘liqdir. Chunki mediasavodxon shaxs axborotni nafaqat texnik jihatdan, balki axloqiy va ijtimoiy jihatdan ham baholay oladi. Shu jihatdan media ta’lim yoshlarni manipulyativ axborotlarga nisbatan ongli qarshilik ko‘rsatishga tayyorlovchi muhim ta’limiy mexanizm hisoblanadi. Ayniqsa, globallashuv sharoitida turli mafkuraviy tahdidlarning kuchayishi media ta’limning ijtimoiy ahamiyatini yanada oshirmoqda. Demak, media ta’lim yoshlar mafkuraviy immunitetini shakllantirishning muhim vositalaridan biri sifatida namoyon bo‘ladi. U yoshlarni axborotni tanqidiy tahlil qilish, media mahsulotlarning yashirin maqsadlarini anglash va mustaqil xulosa chiqarishga o‘rgatadi. Natijada yoshlarda axborot xavfsizligi madaniyati shakllanib, ular turli mafkuraviy tahdidlarga nisbatan barqaror pozitsiyani egallash imkoniyatiga ega bo‘ladi.

Globallashuv va raqamli transformatsiya jarayonlari kuchayib borayotgan zamonaviy jamiyatda insonning ichki ma’naviy barqarorligini saqlab qolish muhim ijtimoiy masalalardan biriga aylanmoqda. Ayniqsa, yoshlar ongiga turli xil g‘oyaviy ta’sirlarning kuchayishi, virtual kommunikatsiyaning kengayishi va ommaviy madaniyatning global tus olishi sharoitida ma’naviy refleksiya insonning mafkuraviy himoya mexanizmi sifatida alohida ahamiyat kasb etmoqda. Chunki ma’naviy refleksiya insonning o‘z ichki dunyosi, qadriyatlari, axloqiy mezonlari va hayotiy maqsadlari ustida mushohada yuritish jarayonidir. Natijada shaxsda o‘zini anglash, ma’naviy mas’uliyat va ongli hayotiy pozitsiya shakllanadi. Anthony Giddens zamonaviy jamiyatda inson o‘zligini anglash va identifikatsiya muammosi tobora murakkablashib borayotganini ta’kidlaydi [Giddens, 1991, b. 52]. Olimning fikricha, globallashuv sharoitida inson ko‘plab axborot oqimlari va turli qadriyatlar ta’siri ostida qolmoqda. Shu sababli inson doimiy ravishda o‘z hayoti, qadriyatlari va ijtimoiy o‘rnini qayta baholab borishga majbur bo‘ladi. Mazkur jarayon ayniqsa yoshlar orasida yaqqol kuzatilmoqda. Chunki yoshlar virtual makon orqali turli madaniyatlar, qarashlar va mafkuraviy oqimlar bilan muntazam to‘qnash kelmoqda. Natijada ularda ma’naviy ikkilanish, qadriyatlar ziddiyati va identiklik inqirozi yuzaga kelishi mumkin. Ma’naviy refleksiya aynan mana shunday murakkab sharoitda insonning ichki barqarorligini saqlab qolishga xizmat qiladi. Charles Taylor insonning ma’naviy o‘zligini anglash jarayoni uning axloqiy qadriyatlari bilan chambarchas bog‘liq ekanligini qayd etadi [Taylor, 1989, b. 27]. Uning fikricha, inson o‘zining ma’naviy mezonlariga tayangan holda hayotiy qarorlar qabul qiladi va shu orqali o‘z shaxsiyatini shakllantiradi. Ushbu qarash zamonaviy yoshlar tarbiyasi

uchun muhim metodologik ahamiyatga ega. Chunki ma’naviy refleksiya rivojlangan yoshlar turli zararli g‘oyalar, manipulyativ axborotlar va destruktiv mafkuraviy oqimlarga nisbatan mustaqil va ongli munosabat bildira oladi.

Zamonaviy media makonida inson hissiyotlariga ta’sir ko‘rsatishga qaratilgan texnologiyalar tobora kuchaymoqda. Reklama, ommaviy madaniyat, internet trendlar va ijtimoiy tarmoqlardagi ayrim kontentlar insonning ongiga bilvosita ta’sir o‘tkazmoqda. Zygmunt Bauman zamonaviy jamiyatni “suyuqlashgan modernlik” tushunchasi orqali izohlab, Hozirgi davrda qadriyatlar va ijtimoiy munosabatlarning beqarorlashayotganini ta’kidlaydi [Bauman, 2000, b. 3]. Olimning fikricha, insonlar tobora qisqa muddatli manfaatlar va tezkor hissiy ehtiyojlarga yo‘naltirilmoqda. Bu esa yoshlarning chuqur mushohada yuritish va ma’naviy o‘zlikni anglash qobiliyatiga salbiy ta’sir ko‘rsatishi mumkin. Shu nuqtai nazardan ma’naviy refleksiya yoshlarni ommaviy madaniyatning salbiy ta’siridan himoya qiluvchi muhim omil sifatida namoyon bo‘ladi. Chunki ma’naviy refleksiya insonni o‘z xatti-harakatlari, qarashlari va maqsadlarini tanqidiy baholashga undaydi. Masalan, ijtimoiy tarmoqlarda ommalashayotgan ayrim zararli trendlar yoki axloqiy mezonlarga zid kontentlarga nisbatan ongli qarshilik ko‘rsatish aynan ma’naviy refleksiya bilan bog‘liqdir. Agar insonda ichki ma’naviy nazorat va axloqiy mas’uliyat kuchli shakllangan bo‘lsa, u turli manipulyativ ta’sirlarga tez berilib ketmaydi. Martha Nussbaum ta’lim tizimi insonda nafaqat bilim va kasbiy kompetensiyalarni, balki axloqiy tafakkur va insoniy mas’uliyatni ham shakllantirishi kerakligini ta’kidlaydi [Nussbaum, 2010, b. 48]. Olimaning fikricha, demokratik jamiyatning barqarorligi insonlarning ma’naviy tafakkuri va tanqidiy mushohada yuritish qobiliyatiga bog‘liqdir. Mazkur qarash yoshlar mafkuraviy immunitetini rivojlantirishda ma’naviy refleksiyaning naqadar muhim ekanligini ko‘rsatadi. Chunki ma’naviy jihatdan barkamol shaxs turli mafkuraviy tahdidlar, yolg‘on targ‘ibot va axborot manipulyatsiyalariga nisbatan barqaror pozitsiyani saqlab qola oladi. Demak, ma’naviy refleksiya yoshlar mafkuraviy immunitetining muhim tarkibiy qismi hisoblanadi. U insonning o‘zligini anglash, axloqiy qadriyatlarga tayangan holda qaror qabul qilish va turli mafkuraviy ta’sirlarga nisbatan ongli munosabat bildirish qobiliyatini shakllantiradi. Shu jihatdan ma’naviy refleksiyani rivojlantirish zamonaviy ta’lim va tarbiya tizimining ustuvor vazifalaridan biri bo‘lib, u yoshlarning ijtimoiy va mafkuraviy barqarorligini ta’minlashga xizmat qiladi.

XULOSA

Zamonaviy axborotlashgan jamiyatda yoshlar mafkuraviy immunitetini shakllantirish masalasi tobora muhim ijtimoiy-falsafiy ahamiyat kasb etmoqda. Globallashuv, raqamli kommunikatsiya va virtual media muhitining kengayishi yoshlar ongiga turli mafkuraviy ta’sirlarning kuchayishiga sabab bo‘lmoqda. Shu sababli mediasavodxonlik va ma’naviy refleksiya yoshlarni axborot tahdidlari hamda manipulyativ ta’sirlardan himoya qiluvchi muhim kognitiv mexanizmlar sifatida namoyon bo‘lmoqda. Ayniqsa, tanqidiy fikrlash ko‘nikmalarining rivojlanishi yoshlarning axborotni ongli ravishda tahlil qilish va mustaqil xulosa chiqarish qobiliyatini mustahkamlaydi. Tadqiqot natijalari shuni ko‘rsatdiki, mediasavodxonlik yoshlarning media makondagi faoliyatini ongli ravishda boshqarishga xizmat qiladi. U yoshlarni axborot manbalarini tekshirish, “feyk” xabarlarni aniqlash va media mahsulotlarning yashirin maqsadlarini anglashga o‘rgatadi. Natijada yoshlarda manipulyativ axborotlarga nisbatan tanqidiy munosabat shakllanadi. Shu bilan birga, media ta’limning ta’lim tizimiga integratsiyalashuvi yoshlarning axborot xavfsizligini ta’minlash va mafkuraviy barqarorligini mustahkamlashda muhim omil bo‘lib xizmat qilmoqda. Shuningdek, ma’naviy refleksiya yoshlarning ichki ma’naviy barqarorligini shakllantirishda muhim rol o‘ynashi aniqlandi. Insonning o‘z qadriyatlari, axloqiy mezonlari va ijtimoiy mas’uliyati ustida mushohada yuritishi uning turli yot g‘oyalarga nisbatan ongli pozitsiyasini kuchaytiradi. Ayniqsa, globallashuv sharoitida ma’naviy refleksiya yoshlarning milliy va umuminsoniy qadriyatlarga sodiqligini saqlab qolishda muhim ahamiyat kasb etmoqda. Bu esa yoshlarning mafkuraviy immunitetini mustahkamlovchi asosiy omillardan biri hisoblanadi. Tanqidiy fikrlash, mediasavodxonlik va ma’naviy refleksiya o‘zaro uzviy bog‘liq tushunchalardir. Ularning uyg‘unligi yoshlarni nafaqat axborotni texnik jihatdan tahlil qilishga, balki uning ijtimoiy, ma’naviy va axloqiy mazmunini ham anglashga yordam beradi. Shu sababli zamonaviy ta’lim tizimi faqat bilim berish bilan cheklanmasdan, yoshlarni ongli, mustaqil va ma’naviy barkamol shaxs sifatida tarbiyalashga yo‘naltirilishi zarur. Umuman olganda, mediasavodxonlik va ma’naviy refleksiya yoshlar mafkuraviy immunitetini rivojlantirishning samarali vositalari hisoblanadi. Ularni ta’lim jarayoniga tizimli ravishda joriy etish yoshlarning axborot xavfsizligini ta’minlash, ma’naviy barqarorligini mustahkamlash hamda turli destruktiv mafkuraviy tahdidlarga qarshi ongli qarshilik ko‘rsatish qobiliyatini rivojlantirishga xizmat qiladi. Shu jihatdan mazkur masala zamonaviy pedagogika, falsafa va ijtimoiy fanlarning ustuvor tadqiqot yo‘nalishlaridan biri sifatida dolzarb аҳамият касб этади.

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"BOBURNOMA"DA TAKRORIY SO'ZLARNING LEKSIK-GRAMMATIK TAHLILI

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Annotatsiya. *Ushbu maqolada Zahiriddin Muhammad Boburning "Boburnoma" asarida uchraydigan takroriy so'zlarning leksik-grammatik xususiyatlari, takroriy fe'l, sifat, ravish, son, olmosh va takroriy otlarning qo'llanilishi, takroriy leksemalarning ikki komponentdan iborat ekanligi, ularning morfologik jihatdan bir xil shaklda kelishi va gap tarkibida ma'lum grammatik yoki leksik ma'nolarni ifodalash imkoniyati hamda ularni asrada qo'llanilishi, shuningdek, ular ifodalaydigan kuchaytirish, ko'plik, davomiylik va miqdor, noaniq miqdor kabi ma'nolari misollar bilan o'rganiladi, tahlil qilinadi.*

Kalit so'zlar: *Boburnoma, takroriy leksema, leksik-grammatik tahlil, fe'l, ravish, sifat, ot, ko'plik, kuchaytirish, davomiylik, miqdor, defis.*

ЛЕКСИКО-ГРАММАТИЧЕСКИЙ АНАЛИЗ ПОВТОРЯЮЩИХСЯ ЛЕКСЕМ В «БАБУРНАМА»

Аннотация. *В данной статье рассматриваются лексико-грамматические особенности повторяющихся лексем, встречающихся в «Бабурнаме» Захириддина Мухаммада Бобура, включая использование повторяющихся глаголов, прилагательных, наречий, числительных, местоимений и существительных. Анализируется тот факт, что повторяющиеся лексемы состоят из двух компонентов, встречаются в морфологически идентичных формах и могут передавать определенные грамматические или лексические значения в предложении. В исследовании также рассматривается их использование в тексте, а также значения, которые они выражают, такие как усиление, множественность, непрерывность, количество и неопределенное количество, с иллюстрациями на примерах.*

Ключевые слова: *Бабурнома, повторяющаяся лексема, лексико-грамматический анализ, глагол, наречие, прилагательное, существительное, множественное число, усиление, длительность, количество, дефис.*

LEXICAL-GRAMMATICAL ANALYSIS OF REPEATED LEXEMAS IN THE "BABURNAMA"

Annotation. *This article examines the lexical-grammatical features of repetitive lexemes found in Zahiriddin Muhammad Bobur's Baburnama, including the use of repetitive verbs, adjectives, adverbs, numerals, pronouns, and nouns. It analyzes the fact that repetitive lexemes consist of two components, appear in morphologically identical forms, and can convey specific grammatical or lexical meanings within the sentence. The study also explores their usage in the text, as well as the meanings they express, such as intensification, plurality, continuity, quantity, and indeterminate quantity, illustrated with examples.*

Keywords: *Baburnoma, repeated lexeme, lexical-grammatical analysis, verb, adverb, adjective, noun, plural, intensification, duration, quantity, hyphen.*

Kirish

Buyuk davlat arbobi, mohir sarkarda va iste'dodli adib Zahiriddin Muhammad Bobur tomonidan yaratilgan "Boburnoma" asari nafaqat o'zbek adabiyoti, balki jahon tarixiy-memuar adabiyotining eng nodir yodgorliklaridan biri hisoblanadi. Ushbu asar muallifning hayoti, siyosiy faoliyati, davr voqealari, shuningdek, turli mamlakatlarning tabiati, xalqi, urf-odatlari va madaniy hayoti haqida muhim ma'lumotlarni o'zida mujassam etgan. Asar yuzasidan turli davrlarda ilmiy tadqiqotlar olib borilgan, uning qo'lyozmalari o'rganilib, ko'plab tillarga tarjima qilingan. "Boburnoma"ni har tomonlama tadqiq etilishi milliy adabiy merosimizni chuqurroq anglash, ajdodlarimizning boy ma'naviy va madaniy merosini kelajak avlodlarga yetkazishda muhim ahamiyat kasb etadi. "Boburnoma" o'zining badiiyligi, tarixiy ishonchliligi va til boyligi bilan ko'plab olimlar, tarixchilar va adabiyotshunoslarning e'tiborini tortib kelmoqda. Xususan, sharq va g'arb olimlari tomonidan asarning tarixiy, lingvistik, adabiy hamda madaniy jihatlari keng tadqiq etilgan.

Adabiyotlar tahlili

Boburnoma kabi mumtoz asarlarda uchraydigan takror so‘zlarning qo‘llanishi, ularning leksik-grammatik xususiyatlari, lingvistik xususiyatlari, ularning badiiy va uslubiy vazifalari, mumtoz asarlar tilida uchraydigan takror so‘zlar hozirgi o‘zbek tilidagi shakllar bilan qanchalik bog’liq ekani va ularning evolyutsiyasi yetarli darajada tahlil qilinmagan. “Boburnoma” tilida qo‘llangan takror so‘zlarning tuzilishi hamda ularning grammatik vazifalari haqida mukammal tasnif yaratish dolzarb muammo hisoblanadi.

Takroriy so‘z aynan bir so‘zning takroridan hosil bo‘ladi. Lekin bundan ayni bir so‘zning takror holda qo‘llanishi (bir so‘z ketma-ket ikki marta qo‘llansa) hamma vaqt takroriy so‘z bo‘laveradi degan xulosa chiqmaydi. Takroriy so‘zlarda ayni bir so‘zning takror holda qo‘llanishi natijasida ma’lum ma’nolar (shu so‘zning leksik ma’nosidan yana boshqa ma’nolar) ifodalanadi. Shunga ko‘ra biror ma’noni ifodalash uchun qo‘llangan bunday takroriy so‘zlar leksik va grammatik jihatdan bir butunlikni tashkil etadi[6,87]. Bunday misollarini “Boburnoma”da ko‘rishimiz mumkin:

1) Oxir **ko‘za-ko‘za** suv keturub quyub, tashqi elni naqbdin qochurdilar.

2) Bu jihattin Muqatta’ derlarkim, **qit’a-qit’a** yig’ochlarni tarosh qilib, islimiy va xitoiy naqshlar solibturlar, tamom devorlari va saqfi ushbu yo‘sunluqtur.

3) Ul gunbazning o‘rtasida yerga tepsalar gamom gunbazdin **laq-laq** un kelur, g’arib amerdur, hech kim muning sirrini bilmas.

4)Chorbog’da ham **martaba-martaba** yerlarni siyoq bila tuzatib; yaxshi narvonlar va sarv va safedorlar tikibturlar, xeyli saromad Manziledur.

5) Samarqandning **mahalla-mahalla, ko‘y-ko‘y** avbosh va yatimlari **favj-favj** yig’ilib, yatimona salavotlar chekib, madrasa – eshigiga kelib, urushg’a chiqarlar edi.

6) Har xazinada **sanduq-sanduq** va **tang-tang** raxtlar va ortmoq-ortmoq va qon-qon oq tangalar, har kimning o‘tog’ida va chodirida har jins o‘ljadin.

7) Bek va begot, navkar va tobin **xarvor-xarvor** va **qop-qop** oq tangani vajh va ulufalarig’a yuklab, ko‘tarib – eltarlar edi.

8) Munda viloyat va kentlarda mug’tavattin, ellarning **qabila-qabila** otlari bo‘ladur.

Keltirilgan misollardagi **ko‘za-ko‘z, qit’a-qit’a, laq-laq, martaba-martaba, mahalla-mahalla, ko‘y-ko‘y, favj-favj**, **sanduq-sanduq**, **tang-tang, xarvor-xarvor, qop-qop, qabila-qabila** so‘zlari ko‘plik ma’nosini bildiradi.

1) Ozurda bo‘lg’onlar **qochib-qochib** Boysung’ur mirzog’a kela boshladilar.

2) Qosimbek siyosat uchun ikki-uchini **pora-pora** qildurdi.

3) O‘shda ham qiziloyoq, qarotayoq qilib zarbi rost **ura-ura** O‘shdin qovlab, qo‘rg’onni bizning uchun saxlab, bizga kishi yibordilar.

4) O‘shandoq baland yerdin qo‘rg’onning xokrezining tubigacha **yumalana-yumalana** keldi, vale hech bo‘shmadi.

5) So‘ngralar xud ul mehr ham qolmadi, vale hijob hanuz ko‘prak bo‘ldi, bir oyda va qirq kunda onam xonim muhassilliqlar bila **sura-sura**, tashvishlar bila yiborur edi.

6) "Ganbal o‘zi yana bir kishi bila yasolidin eshiklik, tuvurluk, ilgarrak **ur-ur** deb turubdur, vale eli aksar yonlarini berib, qochayqochmay degandek etib turubdurlar.

7) Uyquluq, ko‘nglakchan qo‘pub, besholti kishi bila otqulab, **ura-ura** bularni chiqarur.

8) Andoqkim, suv bu chig’qa sharillab tushgay, tushgan bila qo‘yi-o‘q borg’ay, suv u quyi borur, balig’ chig’ning ustida qolur, mast bo‘lg’on baliqni yuqqoridin **tuta-tuta** kelurlar.

9) Cherik eli chopqun **chopa-chopa** otlarini xarob qildilar.

10) Bir-ikki o‘q **o‘tub-o‘tub** tushti.

11) Ilik olishib turg’onlar **tushura-tushura** keyinicha tebradilar.

12) Hiriy chog’irini ifrot bila **icha-icha** o‘q otasi zamonida o‘ldi.

13) Qalqondin, jibadin, govsardin **o‘tkara-o‘tkara, yiqita-yiqita** ottilar.

14) Yog’iyni bosib **tushira-tushira** yuruldi.

15) Ushbu tor barg’idin quloq tushuguga solmoq uchun bozorlarda **yasab-yasab** sotadurlar.

16) Cho‘hralar – har kim kemaning bir yig’ochini olib, **ur-ur** deb.

Keltirilgan misollardagi **qochib-qochib, pora-pora, ura-ura, yumalana-yumalana, sura-sura, ur-ur, tuta-tuta, chopa-chopa, o‘tub-o‘tub, tushura-tushura, icha-icha, o‘tkara-o‘tkara**, **yiqita-yiqita, yasab-yasab, ur-ur** so‘zi harakatning takroriyligini bildiradi.

Ayni bir so‘z takror holda (yonma-yon) qo‘llangani bilan, uning o‘z leksik ma’nosidan boshqa ma’no ifodalanmasligi mumkin. Bunday holda takroriy so‘z hosil bo‘lmaydi, balki u bir so‘zning oddiy takrori hisoblanadi. Misollar: – Qo‘rqma, qo‘rqma! – deb takrorladi Arslon aka. – E, keling, kelang! Qanday bo‘lib kirib keldingiz, direktor opa? (S. Zunnunova). Bu misollardagi qo‘rqma, qo‘rqma; keling, kelinglar takroriy so‘z emas, balki so‘zning oddiy takrori hisoblanadi[6,90]. Takroriy so‘z bilan biror so‘zning oddiy takrori o‘rtasidagi farq quyidagi misollarni qiyoslaganda ochiq ko‘rinadi: Kofirlarning guruhlari **o‘qtin-o‘qtin** o‘z kishilari yordamiga yetib turardilar. Gʻanimni

tushura-tushura olib, otliq tebrarlar. Bu suvning yoqalarida yakpora **parcha-parcha** toshlar tushubtur, o'lturg'udek, vale bu suv doimiy emas emish. Bu gunbazlarni oralarida kichik Hinduston dasturi bila **chorsu-chorsu** gunbazchalardur. Keltirilgan misollardagi **o'qtin-o'qtin, tushura-tushura, parcha-parcha, chorsu-chorsu** takroriy so'z hisoblanadi. Yuqoridagi misollardan ko'rinib turibdiki, takroriy so'z deganda har qanday so'zning oddiy takrori emas, balki bir so'zning takror holda qo'llanishi bilan shu so'zning leksik ma'nosidan tashqari ma'lum grammatik ma'nolar (ko'plik, davomiylik kabi ma'nolar) ifodalovchi leksik va grammatik jihatdan bir butunlikni tashkil qiluvchi takrorlar tushuniladi. Takroriy so'z bilan so'zning oddiy takrori o'rtasidagi farq sifatida yana shuni ham ko'rsatish mumkinki, birinchidan, takroriy so'zlarda ikki so'z o'rtasidagi pauza oddiy takrordagiga nisbatan qisqa bo'ladi. Ikkinchidan, takroriy so'zlar ikki komponentli bo'ladi. Oddiy takrorda esa so'z ikki va undan ortiq takrorlanishi mumkin bo'ladi[6,92]. Ikki xil grammatik shaklga ega bo'lgan so'z hech qachon takroriy so'zlarga xos belgilarga ega bo'lmaydi va ularni defis orqali yozish ham to'g'ri emas.

Yildan yilga, tomdan tomga kabi birinchi qismi chiqish kelishigida, ikkinchi qismi jo'nalish kelishigida bo'lgan birikmalar ajratib yoziladi. Belgining ortiq darajasini bildiruvchi ko'pdan ko'p, tekindan tekin, yangidan yangi, ochiqdan ochiq, qizigandan qizidi kabilar ajratib yoziladi[10].

"Boburnoma"da o'z va bir so'zlarining aynan o'zining turli formada bog'lanishidan hosil bo'lgan o'z-o'zidan, biri-biridan kabilar ko'p qo'llanadi. Masalan: 1. Derlarkim, bir necha darvesh bu bodiyada tund yelga yo'luqub, **bir-birini** topolmay, «Xo, darvesh, «Xo, darvesh), dey-dey halok bo'lubturlar. 2. Sulton Mahmudxon chun Umarshayx mirzoning badmaoshlig'idin mutazarrir edilar, **bir-birlari** bila ittifoq qilib, Sulton Ahmad mirzo Sulton Mahmudxonni kuyov qilib, mazkur bo'lg'on tarixda Xo'jand suyining janub jonibidin Sulton Ahmad mirzo va shimol tarafidin Sulton Mahmudxon Umarshayx mirzoning ustig'a cherik torttilar. 3. Alalxusus Xoja Suhbatida, derlarkim, hargiz Xoja majlisida tizi **bir-biri** tiziga yovut! 4. Har hirfagarning bir boshqa bozori bor, **bir-birlariga** maxlut emastur, tavr rasmedur. 5. Bizning boyiri beklarimiz va ichkilarimizkim, Ali Do'stning ziddi edilar, bularning ba'zisini qovlab, ba'zisini talab, ba'zisini tug'turub edi, **biror-biror** yig'ilib keldilar. 6. Samarqand fathidin so'ng Shovdor va Sug'd va tumonot yovugi qo'rg'onlar **birar-birar** manga ruju' qila boshladilar. 7. "So'ngra ma'lum bo'ldikim, turki lafzida mahal iqtizosi bila to va dol yana g'ayn va qof va kof **bir-birlari** bila mubaddal bo'lurlar emish.

8. **Bir-birlariga** qilichlar sug'urushtilar. 9. Yog'iyning ko'pini, zini bilmay, g'ofil va uyquluq el bir yo'li-o'k, **bir-biriga** boqmay suvurlab qocha berdilar. 10. Yusuf dorug'a va hamrohlari **bir-biriga** maslahat qiladurlarkim, bahona qilib hayal qiladur, tutub bog'lamoq kerak. 11. Bu ikki rud Alishang bila Alingordin o'tub, **bir-biriga** qotilib, yana bir tumandinkim Mandrovardur, quyiroq Boron suyiga qotilur. 12. balki bu mazkur bo'lg'on jonivorlardin dag'i **o'zga-o'zga** jins qushlar va jonivor bo'lurkim, Hindustonda dag'i andoq jonivorlarni eshitilmaydur. 13. Sozlar **bir-birig'a** urundilar. 14. Ikki to'shak soldilar, **bir-biriga** ro'baro', to'shaklarning yonlari shimol sari edi, bir to'shakda Muzaffar mirzo va men o'lturduk, yana bir to'shakda Sulton Mas'ud mirzo va Jahongir mirzo o'lturdilar. 15. Bir yerda o'lturg'uzg'onda og'a-ini **bir-birini** quchushub, o'pushub, vido' qilurlar. 16. Ming o'bdon yigitlar bu muddatda **bir-birlari** bila so'zlashib, so'zni bir yerda qo'yub, yomonliq maqomida bo'lub turlar. 17. Hech kim **bir-biriga** taarruz bila guftugo' qimasun. 18. **Biror-biror** bo'ladur. 19. So'zni munga qo'yarlarkim, agar kunduz urush solsak, afg'on **bir-biri** nomusdin qochmaslar. 20. Har ayvon **bir-biridin** uchar zina balandtur. 21. Qiying'akim tutar; mazkur bo'lg'ondek **birin-birin** sharhi bila aytur. 22. Ushbu havolida aksar o'zlari **bir-birlarini**. 23. Yana biri bukim, ikki lo'li **bir-birini** tutushib, ul viloyatlarda ikki turluk muallaq borurlar. 24. Hinduston lo'lilari **bir-birlarini** tutushub, uch, to'rt turluk muallaq boradurlar. 25. Ul tarafdag'i kayfiyatni **bir-bir** so'rub, ma'lum qildukkim, Bangoliy itoat va yakjihatliq maqomida emish. 26. Bori kemalarni turg'uzub, men yetgach, buyurdumkim, kemalarni yurutub, charga bila **bir-biriga** bog'lag'aylar. 27. Andin so'ng **bir-birini** keyinidin xabar kelur erdikim.

28. Va necha muddatgacha bir yerda bo'lub, musohibona **bir-bir** bilan suluk qilur erdik. 29. Rum jangchilari tariqasida panalash uchun, arobalardan bir saf tartib berib, ular **bir-birlariga** zanjir bilan tutashtirildi. 30. Mazkur kundan bir qismi o'tgan edi, ikki muqobil tomop **bir-biriga** yaqin kelib, urush boshlanib ketdi. 31. Ikki tomon g'uli, go'yo nur va zulmat kabi, **bir-birlariga** qarshi turib, burong'or va juvong'orda shunday zo'r urush bo'ldiki, yer yuziga zilzila va yuksak osmonga g'ulg'ula tushdi.

"Boburnoma"dan keltirilgan misollarning birinchi komponenti aslida uchinchi shaxs egalik affiksi bilan qo'llangan (qaralmish bo'lgan) bir-birining < biri birining, bir-biridan < biri biridan kabi. Biri birining, biri biridan formasida birinchi so'z ega vazifasida, ikkinchi so'z aniqlovchi, to'ldiruvchi vazifasida kelgan. Keyinchalik birinchi so'zning egalik affiksi tushib, bir biridan, bir birining formasida qo'llana boshlaydi. Bunda ikkala so'z gapning bir bo'lagi vazifasida keladi. Qaratqich (aniqlovchi) vazifasidagi bizning, sizning, ularning so'zlari esa bosh kelishik formasida qo'llanib, ega vazifasida keladi, ya'ni Andin so'ng **bir-birini** keyinidin xabar kelur erdikim yoki ularning ikkalasi ham biri birini (birini biri). Albatta, bunday hollarda qaratqich vazifasidagi olmoshlar yashiringan (qo'llangan) bo'lishi mumkin. Lekin biri biridan chiroyli birikmasining birinchi so'zidagi qaralmishining belgisi qaratqichining mavjudligini ko'rsatadi.

Bu misollardagi biri biriga, biri-biridanning birinchi komponenti (biri) ega, ikkinchi komponenti (biridan, biriga) to‘ldiruvchi. Shunga ko‘ra ularni takroriy so‘zlar qatoriga kiritish to‘g‘ri bo‘lmaydi. Bularni defissiz biri biriga, biri biridan tarzida yozish lozim. Xuddi shu formadan kelib chiqqan bir-biriga, bir-biridan, bir-birini kabilarni ham defissiz bir biriga, bir biridan, bir biririni tarzida yozish lozim bo‘ladi.

Tadqiqot metodologiyasi

“Boburnoma”dagi takroriy so‘zlarning yasalishi va ularning ma’nosini aniqroq bayon qilish uchun ularni so‘zturkumlari bo‘yicha o‘rganamiz. “Boburnoma”da deyarli barcha so‘z turkumlariga oid takroriy so‘zlar uchraydi.

Yuqorida aytib o‘tganimizdek ot turkumiga oid har qanday so‘zni takror qo‘llash bilan ham takroriy so‘z hosil bo‘lavermaydi. Asosan numerativ so‘z vazifasida kela oladigan ot turkumidagi so‘zlardan hosil bo‘la oladi. “Ular yakka holda o‘lchov (miqdor) ma’nosini bildira olmaydi va yakka holda otlar bilan grammatik aloqaga kirisha olmaydi. Bunday so‘zlar predmetning o‘lchov (miqdor) jihatdan belgisini bildirib kelishda yo sonlar bilan birga qo‘llanadi yoki ularning son jihatidan ko‘p ekanligi shu so‘zlarni takror holda (takroriy so‘z holida) qo‘llash orqali ifodalanadi (arava-arava qovun, shoda-shoda marvarid qabi)”[6,97]. Bunday so‘zlar takror holda qo‘llanganda, aniq miqdorni emas, noaniq miqdorni ifodalaydi. Bunday takroriy otlar “Boburnoma”da ko‘plab uchraydi. Misollar: **1. Ko‘y-ko‘y, mahalla-mahalla, favj-favj.** Samarqandning mahalla-mahalla, ko‘y-ko‘y avbosh va yatimlari favj-favj yig‘ilib, yatimona salavotlar chekib, madrasa – eshigiga kelib, urushg‘a chiqarlar edi. **2. Ko‘za-ko‘za**. Oxir ko‘za-ko‘za suv keturub quyub, tashqi elni naqbdin qochurdilar. **3. Sanduq-sanduq**. Har xazinada sanduq-sanduq va tang-tang raxtlar va ortmoq-ortmoq va qon-qon oq tangalar, har kimning o‘tog‘ida va chodirida har jins o‘ljadin. **4. Qabila-qabila**. munda viloyat va kentlarda mug‘tavattin, ellarning qabila-qabila otlari bo‘ladur. **5. Qir-qir**. Sipohisi va raiyati bizning eldin qir-qir qocharlar edi. **6. Qit’a-qit’a**. Bu jihattin Muqatta’ derlarkim, qit’a-qit’a yig‘ochlarni tarosh qilib, islomiy va xitoiy naqshlar solibturlar, tamom devorlari va saqfi ushbu yo‘sunluqtur. **7. Qop-qop**. Bek va begot, navkar va tobin xarvor-xarvor va qop-qop oq tangani vajh va ulufalarig‘a yuklab, ko‘tarib – eltarlar edi. **8. Xarvor-xarvor, qator-qator**. Buro‘ng‘i o‘rdu emas, tanig‘usiz o‘rdue bo‘lubtur: yaxshi to‘pchoq otlar va qator-qator nar va moya tevalar va xachirlar va qumosh – raxtliq xar, zinliq moyalar va saqarlot va maxmal chodirlar va shomiyonalar va har uyda xarvor-xarvor sanduqlar. **9. Xat-xat**. Tarrohliq qilg‘ondek bu tepaning olti tarafida bir daf’a sariq va bir daf’a arg‘uvoniy gul xat-xat musaddas shaklda ochilibtur.

Natijalar va ularning tahlili

Shuni ta’kidlab o‘tish kerakki, “Boburnoma”da takroriy otlar faqat o‘lchov ottenkasini emas ma’noni ham kuchaytirib keladi (ma’no alohida ta’kidlanadi). Misollar: **1. Barmoqcha-barmoqcha**. Quyiroq bir munosib yerda jax bog‘larlar, jax bog‘lamoq andoqdurkim, tol xunchalaridin barmoqcha-barmoqcha xunchalarni chig‘dek to‘qurlar, bu chig‘ni suvning to‘kulur yerida kovok qo‘yub, atrofig‘a tosh qalarlar. **2. Bo‘lak-bo‘lak**. Hech chopqunda muncha qalin qo‘y tushgan emas edi: Molni yondurub tushgandin so‘ng‘, har tarafdin bo‘lak-bo‘lak kelib, tuzga tushub, urush angizi qildilar. **3. Bo‘lak-bo‘lak**. U Kofir kishisi ham xabardor bo‘lub, o‘trudin bo‘lak-bo‘lak yasab – keldilar. **4. Chorsu-chorsu**. Bu gunbazlarni oralarida kichik Hinduston dasturi bila chorsu-chorsu gunbazchalardur. **5. Martaba-martaba**. Chorbog‘da ham martaba-martaba yerlarni siyoq bila tuzatib; yaxshi narvonlar va sarv va safedorlar tikibturlar, xeyli saromad Manziledur. **6. Pora-pora**. Tush-tushidan pichoqlab, chopqulab, pora-pora ayladilar. **7. Shukr-shukr**. Sulton Junayd og‘iz so‘zi muni debturkim, shukr-shukr tengri inoyatidin bu taraflar podshoh mutavajjih bo‘lg‘uncha ish ko‘runmaydur. **8. Ushoq-ushoq**. Ushoq-ushoq changallarida qirg‘ovul va tovushqon qalin bo‘lur.

Asarda otlarni takror holda qo‘llash bilan biror so‘z yoki affiks orqali ifodalanadigan ma’nolar ham ifodalangan. Misollar: **1. Buta-buta**. Va buta-buta bo‘lur, bargi noranj bargidin ulug‘roq bo‘lur. **2. Fundukdek-fundukdek**. Mazasi dil ochur chuchukdur, ichida fundukdek-fundukdek donalari bor. **3. Laq-laq**. Ul gunbazning o‘rtasida yerga tepsalar gamom gunbazdin laq-laq un kelur, g‘arib amerdur, hech kim muning sirrini bilmas. **4. Olmadek-olmadek**. Ko‘p kishining quloqlari olmadek-olmadek qabarchug‘lanib edi.

“Boburnoma”da takroriy sifatlar ham ko‘plab uchraydi. Takror kelgan sifatlar turli ma’nolarni ifodalagan. Masalan, quyida berilgan misollar takror sifatlar o‘zi aniqlab kelgan predmetning miqdor jihatdan ko‘pligini bildiradi. **1. Durusht-durusht**. Durusht-durusht nasihatlar bitib, yibordim. **2. Hamvor-hamvor**. Agarchi ul tog‘larcha baland emastur, ko‘zga haqir ko‘runur, vale g‘arib berk tog‘lardur, hamvor-hamvor pushtalar ko‘runur, Barre tamom pushtasi va tog‘i yirik -toshliq pushta va tog‘dur, har yerdin ot bila yurub bo‘lmas. **3. Keng-keng**. Hindueton eli keng-keng quloqlarining tushuklariga halqa bo‘lmasa, bu tor bargidin yasab soladurlar. **4. Kichik-kichik**. Yana savrun eli o‘lturur uchun bu devonxonaying har zil’ida kichik-kichik toqchalar qilibtur, muncha oliy toq olamda kam nishon berurlar. **5. Kichikrak-kichikrak**. Uch-to‘rt yerda kichikrak-kichikrak ko‘g‘tallari, ikki-uch yerda tangilari bor. **6. Kichikrak-kichikrak**. Tog‘lari kichikrak-kichikrak pushta yo‘sunluq tog‘lardur, kentlari bu tog‘larning domanalarida voqe bo‘lubtur. **7. Kichikrak-kichikrak, ulug‘-ulug‘**. Orqasidag‘i gullari kichikrak-kichikrak gullardurOrqasidin quyiroq ushbu ranglar bila munaqqash ulug‘-ulug‘ gullar quyrug‘ining uchig‘acha bordur. **8. O‘bdon-o‘bdon**. Ba’zi o‘bdon-o‘bdon yigitlar ushbu loritqon bila poet O‘shqa boribturlar. **9. O‘bdon-o‘bdon**. O‘bdon-o‘bdon kishilar yayoqladilar. **10. O‘bdon-o‘bdon**. Ushbu o‘n-o‘n besh-yigirma kishining otlari-o‘q ilgari tortildi, o‘zga tamom o‘bdon-o‘bdon yigitlar

va bek otongʻonlar otlaridin ham tushmay, tayyor tepilgan va bosilgʻon yoʻlgʻa kirib, boshlarin quyi solib kelurlar edi. **11. Oʻbdon-oʻbdon**. Bu jihatlardin aksar-beklar va oʻbdon-oʻbdon yigitlar koʻngul solib edilar. **12. Oq-oq**. Oq-oq tuklari bordur, ikki koʻzining ikki yonida qizil xatte tushubtur, tovre qichqururkim. **13. Past-past**. Past-past, oʻti oz, suyi tanqis, Yigʻochsiz, badnamoy, yaramas togʻlardur. **14. Past-past**. Qarqand past-past tikanlar boʻlur, oʻli-qurugʻi teng kuyar, tamom Gʻazni elining oʻtuni budur. **15. Past-past**. Bu togʻlar past-past va durusht va toshliq va jangalliq togʻlardur. **16. Qisqa-qisqa**. Bir-ikki qatla juvongʻor, burongʻor sari qisqa-qisqa hamlalar qildilar. **17. Qora-qora**. Shanba kuni, avvalgʻi kuni safroyi soʻxtadek qora-qora nimalar daf' boʻldi. **18. Turluk-turluk**. Fosiq va bebok edi, fisqning shomatidin obila marazigʻa giriftor boʻlur, ilik-oyogʻidin qolib, necha yil turluk-turluk azob va mashaqqatlar tortib, ushbu baliyya bila-oʻq olamdin naql qildi. **19. Turluk-turluk**. Xayolimda bu edikim, tushgan yurtta turluk-turluk azob va uqubat bila oʻlturgaylarkim, jami' rahzan va sarkashlargʻa ibrat boʻlgʻay. **20. Turluk-turluk**. Sabzasi Kobul viloyatining oʻzga yerlarigʻa boqa, xeyli yaxshi boʻlur, turluk-turluk lolalar ochilur, bir qatla lola anvoini buyurdumkim, sanadilar, oʻttuz toʻrt nav' lola chiqti, nechukkim bu yerlarni ta'rifida bir bayte aytilib edi. **21. Ulugʻ-ulugʻ**. Ulugʻ-ulugʻ beklar va yaxshy-yaxshi yigitlar. **22. Ulugʻ-ulugʻ**. Ulugʻ-ulugʻ rim daraxtlari ham bor. **23. Uluq-uluq**. Soygʻa yovuq uchun soy toshlaridin uluq-uluq qozondek toshlar qoʻrgʻongʻa chiqarib edilar. **24. Yassi-yassi**. Xeyli xushnamo daraxti "bor, yassi-yassi xushrang sabz barglari yaxshi koʻrunur. **25. Yaxshi-yaxshi**, **Oʻbdon-oʻbdon**. Oʻbdon-oʻbdon beklarni va yaxshi-yaxshi yigitlarni tushurub kelturdilar. **26. Boshqa-boshqa**. Bu ikki ogʻa-inining jihotini boshqa-boshqa xazina qilib edi.

Fe'l ifodalagan harakatning takroriy boʻlganligini ifodalash uchun hol vazifasida kelgan sifat takrorlangan. Masalan: **1. Inichka-inichka**. Inichka-inichka kesib qoʻyubturlar, tavre koʻrunadur. **2. Qattiq-qattiq**. Zunnunbek mirzolargʻa nasihat yoʻsunluq qattiq-qattiq aytib, chogʻir taklifini tamom bartaraf qilibturlar.

Kesim vazifasida kelgan sifat takror holda qoʻllanib, oʻzi aniqlab kelayotgan soʻzning koʻpligini bildirsa, takroriy sifat hisoblanaveradi:

Turluk-turluk. Bu ham turluk-turluk boʻladur.

Turkiy tillarga oid ba'zi adabiyotlarda sifatlarning takrorlanishi orqali predmetning belgisi kuchaytiriladi, belgining ortiqligi ifodalanadi deb koʻrsatiladi[8,213; 9,127] lekin bunday takroriy sifatlar uchramadi.

Boburnoma"da fe'llarning -b (-ib) hamda -a / -y affiksli ravishdosh shakllarining takroriy qo'llanishi harakatning davomiyligi yoki takror sodir bo'lishini bildiradi. Asarda bunday shakllar ko'p uchraydi. Quyida Boburnomadan misollar keltiriladi: **1. Ayta-ayta.** Qandahor navohisida koʻp turarimizni saloh koʻrmay, ayta-ayta muhassilliqlari bila koʻchturdi. **2. Bora-bora.** Hindustoniylar mundoq harakatlarni gohi sokin oʻqurlar, nechukkim derlar, gʻasadoni sasdz depturlar, bora-bora «Xact» boʻlubtur. **3. Bora-bora.** Bora-bora uzoqqa tortar. **4. Chopa-chopa.** Cherik eli chopqun chopa-chopa otlarini xarob qildilar. **5. Icha-icha.** Hiriy chogʻirini ifrot bila icha-icha-oʻq otasi zamonida oʻldi. **6. Osib-osib.** Daraxtdin goʻyokim kissalarni osib-osib qoʻyubturlar. **7. Oʻtkara-oʻtkara.** Oʻtkara-oʻtkara otibturlar. **8. Oʻtub-oʻtub.** Bir-ikki oʻq oʻtub-oʻtub tushti. **9. Qila-qila.** Xoja Muhammad Ali erkiga qoʻymay, taklif qila-qila chogʻir ichurdi. **10. Qochib-qochib**. Ozurda boʻlgʻonlar qochib-qochib Boysungʻur mirzogʻa kela boshladilar. **11. Reza-reza.** Oʻzi der edikim, birovning inchka oychasi sinib, bir tutamcha yeri reza-reza boʻlub edi, etini yorib, yoq soʻngaklarini tamom. **12. Sura-sura.** Soʻngralar xud ul mehr ham qolmadi, vale hijob hanuz koʻprak boʻldi, bir oyda va qirq kunda onam xonim muhassilliqlar bila sura-sura, tashvishlar bila yiborur edi. **13. Susub-susub.** Bu kiyik urushqa gʻarib harisdur, filhol urushga kirur, shox urushub, susub-susub ilgari keyin borurda. **14. Toʻla-toʻla.** Turdi Muhammadqa ham mastlar toʻla-toʻla ayoqlarini pay- darpay berib, oz fursatda masti loya'qil qildilar. **15. Tushira-tushira.** Yogʻiyni bosib tushira-tushira yuruldi. **16. Tushura-tushura.** Ilik olishib turgʻonlar tushura-tushura keyinicha tebradilar. **17. Tushura-tushura.** Yogʻiyni bosib tushura-tushura tebraduk. **18. Tushura-tushura.** Gʻanimni tushura-tushura olib, otliq tebrarlar. **19. Tuta-tuta.** Andoqkim, suv bu chigʻqa sharillab tushgay, tushgan bila qoʻyi-oʻq borgʻay, suv u quyi borur, baligʻ chigʻning ustida qolur, mast boʻlgʻon baliqni yuqqoridin tuta-tuta kelurlar. **20. Ura-ura.** Bila qatilib, Oʻsh sari tortib edi, Oʻshqa kirgach, Oʻshda ham qiziloyoq, qarotayoq qilib zarbi rost ura-ura Oʻshdin qovlab, qoʻrgʻonni bizning uchun saxlab, bizga kishi yibordilar. **21. Ura-ura.** Uyquluq, koʻnglakchan qoʻpub, besholti kishi bila otqulab, ura-ura bularni chiqarur. **22. Yasab-yasab.** Ushbu tor bargʻidin quloq tushuguga solmoq uchun bozorlarda yasab-yasab sotadurlar. **23. Yiqita-yiqita, oʻtkara-oʻtkara.** Qalqondin, jibadin, govsardin oʻtkara-oʻtkara, yiqita-yiqita ottilar. **24. Yumalana-yumalana.** Abdulquddus koʻhbur Kattabekning ogʻasi fasil tubigʻa chiqib edi, fasildin andoq tosh urdilarkim, hech yeri yerga tegmay durust muallaq oshib: oʻshandoq baland yerdin qoʻrgʻonning xokrezining tubigacha yumalana-yumalana keldi, vale hech boʻshmadi. **25. Ur-ur.** Ganbal oʻzi yana bir kishi bila yasolidin eshiklik, tuvurluk, ilgarrak ur-ur deb turubdur, vale eli aksar yonlarini berib, qochay qochmay degandek etib turubdurlar. **26. Ur-ur.** Choʻhralar – har kim kemaning bir yigʻochini olib, ur-ur deb.

"Boburnoma"da ba'zan birinchi shaxs istak mayli shaklidagi fe'l takroriy ko'rinishda kelib, "deb" to'liqsiz fe'li bilan qo'llanadi. Bunday konstruktsiya harakat amalga oshishiga juda oz qolganini, ya'ni kutilgan natijaga yetishga yaqin holatni bildiradi. Masalan: **Yuru-yuru.** Yuru-yuru deb, ilgari yurudum.

Ravishlar fe’lning belgisini bildirib keladi. Takroriy ravishlar qo‘llanganda, shu ravishning leksik ma’nosiga qo‘shimcha ma’nolar yuklanadi.

Takroriy ravishlar o‘zi bog‘lanib kelgan fe’ldagi harakatning bir necha marta, takror-takror bo‘lishini bildiradi. Ammo necha marta takrorlanganligi noaniq bo‘ladi. Buni “Boburnoma”dan olingan misollarimizda ko‘rishimiz mumkin. Masalan: **1. Birar-birar**. Samarqand fathidin so‘ng Shovdor va Sug‘d va tumonot yovugi qo‘rg‘onlar birar-birar manga ruju’ qila boshladilar. **2. Birar-birar**. Olmas, ichkarig‘i chig‘ning quyig‘i ichkarigi, og‘zini, andoq qilibturlar, yuqqorig‘i og‘zidin balig‘kim, kirar, ichkarigi oshdidin birar-birar o‘tar. **3. Bot-bot**. Agar kunduzdin avvalg‘i pahr bo‘lg‘on bo‘lsa, bot-bot qoqqondin so‘ng darangi qilib, bir navbat qoqarlar. **4. Bot-bot**. Har pahrkim tugansa, alomati budurkim, to‘qmoqni karyolg‘a bot-bot g‘alaba-g‘alaba qoqarlar. **5. Bota-bota, ko‘p-ko‘p**. Bo‘sh otni tortilur edi, uzangusig‘acha, qoptolig‘acha ko‘p-ko‘p, bota-bota bu bo‘sh ot ham o‘n-o‘n besh qadamcha yo‘l yurub toliqur edi. **6. O‘qtin-o‘qtin**. Kofirlarning guruhlari o‘qtin-o‘qtin o‘z kishilari yordamiga yetib turardilar.

Takror ravishlar qo‘llanganda ma’noni kuchaytirishini ham ko‘rish mumkin. **1. Oz-oz**. Oz-oz kishi beridin borib, naridin kelib, ora yo‘lda, otqulashib yonar edi. **2. Oz-oz, qalin-qalin**. Oz-oz kishi bila qalin-qalin hazora va nakdariyni yaxshilar bosti. **3. Ozroq-ozroq**. Kepak mirzo ozroq-ozroq kishi bila og‘asining g‘animig‘a chopar, ani ham ko‘tarurlar. **4. Xayl-xayl**. Ushbu kundin ulug‘-kichik, yaxshi-yamon va bek va bek navkarg‘ari xayl-xayl ko‘ch va mollari bila andin ayrilib, bizga kela boshtadilar. **5. Yiroq-yiroq**. O‘q va qilich zaxm zarbini va masof va maydon qitol va harbini ko‘rmagan avbosh va aytom bu muomaladin daler bo‘lub yiroq-yiroq chiqa kirishtilar.

Ba’zi takroriy ravishlar biror harakat-holat yoki voqea-hodisaning ma’lum vaqt davomida, ma’lum vaqt o‘tishi bilan yuzaga kelishini bildiradi. **1. Biror-biror**. Bizning boyiri beklarimiz va ichkilarimizkim, Ali Do‘stning ziddi edilar, bularning ba’zisini qovlab, ba’zisini talab, ba’zisini tug‘turub edi, biror-biror yig‘ilib keldilar.

Xulosa

Xulosa qilib aytganda, takroriy so‘z deganda har qanday so‘zning oddiy takrori emas, balki bir so‘zning takror holda qo‘llanishi orqali uning leksik ma’nosiga qo‘shimcha ravishda muayyan grammatik yoki stilistik ma’nolarni ifodalovchi, leksik-grammatik jihatdan bir butunlikni tashkil etuvchi birlik tushuniladi. Takroriy so‘zlar odatda ikki komponentdan iborat bo‘lib, bu komponentlar morfologik jihatdan bir xil shaklda bo‘ladi. Agar bir so‘z turli grammatik shakllarda yonma-yon qo‘llansa, takroriy so‘z hisoblanmaydi. Takroriy so‘zlar barcha mustaqil so‘z turkumlarida uchraydi va ko‘pincha ko‘plik, kuchaytirish, davomiylik kabi ma’nolarni ifodalaydi.

Shu nuqtai nazardan, Boburnoma tilida takroriy so‘zlarning qo‘llanishi muallifning yuksak badiiy mahoratini namoyon etadi. Ular nutqqa ohangdorlik va ifodaviylik baxsh etib, voqea-hodisalarni yanada jonli tasvirlash, harakatning davomiyligi yoki kuchayishini ko‘rsatishda muhim uslubiy vosita vazifasini bajaradi. Shuningdek, takroriy birliklar orqali qahramonlarning ruhiy holati, muallifning munosabati hamda tasvirning ta’sirchanligi kuchayadi.

Umuman olganda, “Boburnoma”da takroriy so‘zlarning qo‘llanishi o‘zbek adabiy tilining boy va serqirra imkoniyatlarini ochib berib, uni nafaqat tarixiy, balki lingvistik jihatdan ham chuqur o‘rganishga arzigulik muhim hodisa sifatida baholash imkonini beradi.

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XURSHID DAVRONNING ONA TILI MAVZUSIDAGI SHE'RLARINING SEMANTIK VA LINGVOSTILISTIK XUSUSIYATLARI

Musaboyeva Zulxumor
Namangan davlat universiteti tadqiqotchisi

Annotatsiya. *Maqolada Xurshid Davronning "Ona tilim", "Ey, elim, ey, tilim, ona tuproq", "Koshg'ariy", "Devonul lug'ati-turk" ohanglari", "Karlusha", "Ona tili haqida ballada" she'rlarining semantik va lingvostilistik xususiyatlari yoritilgan.*

Kalit so'zlar*: ona tili, semantik, lingvokulturologik, tashbeh, sifatlash, takror, ta'zod, assotsiativ munosabat.*

SEMANTIC AND LINGUO-STYLISTIC FEATURES OF KHURSHID DAVRON'S POEMS ON THE MOTHER TONGUE

Annotation. *The article examines the semantic and linguo-stylistic features of Khurshid Davron's poems "My Mother Tongue", "Oh, my people, oh, my language, mother soil", "Koshgariy", "The Melodies of Devonul Lug'at-it-Turk", "Karlusha", and "A Ballad about the Mother Tongue".*

Keywords: *mother tongue, semantic, linguoculturological, simile, epithet, repetition, antithesis, associative relations.*

СЕМАНТИЧЕСКИЕ И ЛИНГВОСТИЛИСТИЧЕСКИЕ ОСОБЕННОСТИ СТИХОТВОРЕНИЙ ХУРШИДА ДАВРОНА О РОДНОМ ЯЗЫКЕ

Аннотация. *В статье рассматриваются семантические и лингвостилистические особенности стихотворений Хуршида Даврона «Мой родной язык», «О, мой народ, о, мой язык, родная земля», «Кошгарий», «Мелодии "Девону луғати-тюрк"», «Карлуша», «Баллада о родном языке».*

Ключевые слова: *родной язык, семантический, лингвокультурологический, сравнение, эпитет, повтор, антитеза, ассоциативные отношения.*

Xurshid Davron so'zga, ifoda vositalari va she'riy shakllarga yuksak mezonlar asosida yondashuvchi mahoratli shoir. Shoir she'riyatida ona tili mavzusida alohida o'rin tutadi. Uning yozilgan *"Ona tilim", "Ey, elim, ey, tilim, ona tuproq", "Koshg'ariy", "Devonul lug'ati-turk" ohanglari", "Karlusha", "Ona tili haqida ballada"* kabi she'rlari ona mavzusida yaratilgan sara asarlardir.[1:38-55]

Shoir ikki qismdan iborat Mahmud Koshg'ariyga bag'ishlangan she'rida buyuk tilshunos, lug'atshunos timsolini yaratadi va uni so'zlatadi:

Chol bilar, ona tili – xalqning yuragi,
Xalq o'lmas – so'zini o'ldirolmasang.
Ona tilda jodir xalqning tilagi,
Har so'zida yashar xalqning tilagi.

("Koshg'ariy")

Shoir isbot talab etmaydigan purma'no hikmatni Koshg'ariy misolida bayon etadi. Ona tilida xalq, millat yashaydi,til o'lmasa, xalq ham o'lmaydi. Ona tilida xalqning ezgu niyatlari, tilagi, orzusi jam. Ona tili vositasida bu kelajak avlodga yetadi, yashaydi. Demak, ona tilida millat, xalq yashaydi. Shoir buni "*ona tili – xalqning yuragi"* o'xshatishi va "*Ona tilda jodir xalqning tilagi, Har so'zida yashar xalqning tilagi"* she'riy hikmati bilan ifoda etadi.

"Ey, elim, ey, tilim, ona tuproq" nomli *Mahmud Koshg'ariy, Alisher Navoiy, Zahiriddin Muhammad Bobur, Boborahim Mashrab, Turdi Farog'iy, Nodira, Furqat, Ogahiy, Avaz O'tar, Cho'lpon, Usmon Nosir, Oybek, Mirtemir, Maqsud Shayxzoda* kabi buyuk shoirlar ismi va taxallusi bilan atalgan sonetlar turkumini yaratadi.

Onomastikada har qanday badiiy, ilmiy, diniy, siyosiy asarning nomi (sarlavhasi) **biblionim** deb ataladi. [2: 21] Badiiy asarlarning mavzusi, g'oyasi, mazmun-mohiyat, albatta, sarlavhalar bilan bog'liq. Bu Xurshid Davron she'rlarida ham yorqin ko'rinadi. Avvalo, sonetlarning umumiy nomi – pitorik murojjat shaklidagi biblionim asarning mavzusi va

g‘oyasiga ishora etadi. Demak, sonetlar el, ona tili va vatan haqida. Shaxs ismi yoki taxallusi bilan atalgan sarlavhalar **antrobiblionimlar,** ya’ni kishi ismi, otaismi va taxallusi bilan atalgan sarlavhalar hisoblanadi. Shoir turkumga jamlangan14 ta sonetni aynan shoir va adiblarning ismi, taxallusi bilan atalganligi ham betakror va shoirgagina xos kashfiyot.

Sonetlar monolog uslubida yaratilgan, shoir va adiblarning har biri o‘z hayoti, taqdiri xususida so‘zlaydi.

Mahmud Koshg‘ariy tilidan ona tili Vatanning har bir go‘shasida, har bir narsada mavjudligini, unda sehr-u joziba borligini, tinglangan sari mehr-u muhabbat ortishini, u tili bor ekan, el, millat o‘lmasligini, u bor ekan insonlar ko‘zidan nur arimasligini “*Dasht-u yovshan isi anqigan”* xalqona sifatlashi va “*Sen borsan, hech qachon”* birikmasi takrori vositasida ta’kid bilan obrazli ifoda etadi:

Dasht-u yovshan isi anqigan tilim,
Seni tinglab dilda sevgi kuchayayur,
Sen borsan, hech qachon o‘lmaydi elim,
Sen borsan, hech qachon ko‘zdan yitmas nur.

Koshg‘ariy monologining davomi nafaqat ulug‘ bobomizning turkiy tilga bag‘ishlangan umri, fidoyiligi ifodasi, balki har bir ona tilini sevgan, qadrlaydigan inson ahdi yahg‘lig‘ umummilliy mazmunga ega:

Bitiktoshing bo‘lay, bag‘rimga o‘yil,
O‘yil, qonlarimga dokaday bo‘yal.
Qonlarim baxsh etsin senga biyron til,
Yalovlar ko‘ksimda tovlansin yal-yal.
Sen ila yig‘layin, sen ila kulay,
Sen unut bo‘lmasang, unut bo‘lmasman,
Sen agar o‘lmasang, men ham o‘lmasman.
Gulga egilgandek senga egilay,
Chorlasang, chiqarman mamot jangiga,
Uyqashsan jangdagi tig‘ jarangiga…

She’rda to‘rt o‘rinda – misra boshida, o‘rtasidagi takror qo‘llangan *sen* kishilik olmoshi fikrni ta’kidli, aynan shu misralarda *yig‘lay va kulay, bo‘lmasang, bo‘lmasman* fe’llari asosida yaratilgan ta’zod san’ati esa lirik qahramon ahdini ta’sirchan ko‘tarinki ruhda ifodalashga xizmat qilgan.

Tilning go‘zalligi lirik qahramonning g*ulga egilgandek unga egilishni istashi,* qudrati *tig‘ jarangiga* tashbehlash asosida yorqin chizilgan.

Shoir ona tilining aziz va muqaddasligini Alisher Navoiy tilidan xalqona sodda va betakror tashbeh va sifatlashlar bilan ifoda etadi:

Tilim, ko‘zim oqi, ko‘zim qarosi,
Sen belim madori – ilg‘ay hassamsan,
Avlodlarga meros o‘tli qissamsan.

Chindan ham ona tili insonga dunyoni, borliqni va o‘zini anglatuvchi vosita, misoli ko‘z, odamnini mavjudligi, bardavomligi asosi – *beliga mador, ilg‘ay hassa.*

Muallif shoir Mirtemir tilidan butun *“Hech qachon o‘lmaysan, o‘lmaysan, tilim”* degan xalqning yurak so‘zini, orzu-istagini, falsafiy haqiqatni baralla aytadi:

Hech qachon o‘lmaysan, o‘lmaysan, tilim,
Erka shoiringning yurak so‘zi bu.

She’riy misradagi *o‘lmaysan* fe’lining poetik takrori fikrni ta’kid bilan ifodalashga xizmat qilgan.

Shoir sonetlarni ona tili, ona Vatanga bo‘lgan yuksak iftixor, g‘urur va ishonch bilan yakunlaydi:

Bu qutlug‘zaminda jarangla, yangra,
Qo‘shig‘im, karnayim, g‘ijjak, rubobim,
Hasratim, quvonchim, g‘am, iztirobim.
Dunyoda bor bo‘lsa necha xil ranglar
Kelsin, ko‘rsin, senda yuz karra ko‘proq…
Ey, elim, ey, tilim, ona tuproq…

(“Ey, elim, ey, tilim, ona tuproq”)

Grammatik jihatdan egalik shaklidagi ot va buyuruq-istak shaklidagi fe’llar, semantik jihatdan uyadosh so‘zlar asosida yaratilgan ohangdoshlik, musiqiylik ruhida yaratilgan mazkur she’riy misralarda buyuk hikmat mujjasam. Ona tilimiz, zaminimiz boy, unda turfa dunyoning barcha rangi bor. She’rning so‘ngi ikki misrasiga qofiya qilib olingan *ko‘proq* sifatida, sinekdoxa usulida qo‘llangan *tuproq* so‘zlarida ham aynan bu mazmun shakl va ma’no uyg‘unligida ifoda etilgan. **Demak, boy millat, xalq, mamlakatning ona tilisi ham boy bo‘ladi.**

Shoir diolog uslubida yozilgan kichik she'rida sobiq sho'ro hukumati, qatag'on davri bilan bog'liq fojialarini tasvirlaydi:

– *Buncha qo'rqoq bo'lmasang, do'stim?*
– *Netay, axir, men erksiz o'sdim.*
– *Nega yolg'on so'zlaysan, aytgin?*
– *Xo'rlaganlar bolalik paytim.*
– *Bolalaring sotarsan nechun?*
– *Otam meni sotgani uchun.*
– *Nechun sen voz kechding elingdan?*
– *Ayirganlar ona tilimdan!...*

She'rning mazmun-mundarijasi juda keng. Bu alohida tadqiqotlarni talab etadi. Biz ona tili haqidagi misralarga e'tibor qaratadigan bo'lsak, *ona tili Vatan, el, millat erk, ozodlik, mustaqillik, istiqlol* tushunchalari bilan egiz va bog'liq. *Ona tilini unutgan kishi elini, Vatanini va o'zini unutadi.* She'rda ana shu falsafiy hikmat yorqin bayon etilgan. Bu, albatta, sobiq sho'ro davrining siyosati mahsuli edi.

Xullas, shoirning turkum she'rlarida ona tili millat, xalq, Vatan tushunchalari bilan assotsiativ bog'liqlikda talqin etilgan. Albatta, bu asosli va mantiqli. Inson hayotida bu tushunchalar muhim o'rin tutadi.

Shoir she'rlaridan *"Ona tili – dunyoni, Vatanni, o'zlikni anglash vositasi. Millatning millatligi ona tiliga bog'liq. Millat yashar ekan, ona tili ham yashaydi, o'lmaydi!"*, degan hikmatni uqasiz!

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МАГИЧЕСКИЙ РЕАЛИЗМ И ГРОТЕСК В СОВРЕМЕННОЙ ЖЕНСКОЙ ПРОЗЕ

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Аннотация: *В статье исследуется специфика функционирования магического реализма и гротеска в современной русской женской прозе рубежа XX–XXI веков на примере знаковых художественных текстов Т. Толстой и О. Славниковой. Подробно рассматриваются особенности интеграции мифопоэтических элементов, фантасмагории и острой сатиры в реалистическую структуру повествования. Особое внимание авторы уделяют деконструкции советских и постсоветских социокультурных мифов через призму женской идентичности. В ходе проведенного филологического анализа выявляется, как двоемирие, метафизические образы и гротескное искажение телесности служат инструментами осмысления исторической травмы и кризиса идентичности в транзитивном обществе. Исследование доказывает, что женская проза не просто адаптирует традиционные приемы постмодернистской игры, но трансформирует их в сторону психологического реализма, формируя уникальную эстетическую парадигму. Полученные результаты существенно расширяют имеющиеся литературоведческие представления о границах художественного потенциала развития отечественного женского романа в XXI веке.*

Ключевые слова: *магический, реализм, гротеск, проза, мифопоэтика, Толстая, Славникова, постмодернизм.*

MAGICAL REALISM AND THE GROTESQUE IN CONTEMPORARY WOMEN'S PROSE

Abstract: *This article explores the specific functioning of magical realism and the grotesque in contemporary Russian women's prose at the turn of the 20th and 21st centuries, using landmark literary texts by T. Tolstaya and O. Slavnikova as examples. It examines in detail the integration of mythopoetic elements, phantasmagoria, and sharp satire into the realistic structure of the narrative. The authors pay particular attention to the deconstruction of Soviet and post-Soviet sociocultural myths through the lens of female identity. Philological analysis reveals how the "dual world" (dvoemirie), metaphysical imagery, and the grotesque distortion of corporeality serve as tools for conceptualizing historical trauma and the crisis of identity in a transitive society. The research proves that women's prose does not simply adapt traditional techniques of postmodern play but transforms them toward psychological realism, forming a unique aesthetic paradigm. The results obtained significantly expand existing literary scholarship regarding the boundaries of the artistic potential of the Russian women's novel in the 21st century.*

Keywords: *magical, realism, grotesque, prose, mythopoetics, Tolstaya, Slavnikova, postmodernism.*

ZAMONAVIY AYOLLAR NASRIDA SEHRLI REALIZM VA GROTESK

Annotatsiya: *Ushbu maqolada XX–XXI asrlar bo'sag'asidagi zamonaviy rus ayollar nasrida sehrli realizm va groteskning o'ziga xos funksionalligi T. Tolstaya va O. Slavnikaning muhim badiiy matnlari misolida tadqiq etiladi. Mifopoetik elementlar, fantasmagoriya va o'tkir satiraning realistik rivoyat tuzilmasiga integratsiyalashuvi xususiyatlari batafsil ko'rib chiqiladi. Mualliflar ayollar identifikatsiyasi prizmasi orqali sovet va postsovet sotsiomadaniy miflarini dekonstruksiya qilishga alohida e'tibor qaratadilar. Filologik tahlil jarayonida ikki dunyolilik, metafizik obrazlar va gavdalanishning grotesk buzilishi o'tish davri jamiyatidagi tarixiy travma va identifikatsiya inqirozini anglash vositasi sifatida qanday xizmat qilishi aniqlanadi. Tadqiqot shuni isbotlaydiki, ayollar nasri postmoderrnistik o'yinning an'anaviy usullarini shunchaki o'zlashtirib qolmay, balki ularni psixologik realizm tomonga transformatsiya qilib, noyob estetik paradigma shakllantiradi. Olingan natijalar XXI asr rus ayollar romanining badiiy salohiyati chegaralari haqidagi mavjud adabiyotshunoslik tasavvurlarini sezilarli darajada kengaytiradi.*

Kalit so'zlar: *sehrli, realizm, grotesk, nasr, mifopoetika, Tolstaya, Slavnikova, postmodernizm.*

Введение

Актуальность исследования обусловлена необходимостью теоретического осмысления глубоких эстетических сдвигов, происходящих в современной русской литературе на рубеже XX–XXI веков. В этот переходный период женская проза заявила о себе как о самобытном художественном феномене, активно

переосмысливающем традиционные нарративные стратегии. Сочетание магического реализма и гротеска в произведениях современных писательниц становится не просто формальным экспериментом, а важнейшим инструментом концептуализации кризисного состояния социума и человеческой психики. Данные художественные методы позволяют авторам преодолеть ограниченность классического бытописания, интегрируя метафизические, мифопоэтические и фантастические элементы в ткань повседневной реальности. Это способствует созданию многомерных моделей мира, где субъективный опыт женщины соотносится с глобальными историческими катаклизмами и потерей культурной идентичности. Обращение к гротеску позволяет вскрыть абсурдность тоталитарных, обнажая трагикомическую сущность бытия. Исследование поэтики магического реализма и гротескного миромоделирования в женской литературе позволяет выявить новые тенденции в развитии отечественного постмодернизма и неореализма. Научная значимость работы заключается в систематизации данных художественных практик, что открывает новые перспективы для анализа эволюции современного романа, определяя векторы развития женского письма в контексте глобального литературного процесса и способствуя более глубокому пониманию динамики художественного мышления эпохи. Своевременность данного труда подкрепляется академическим интересом к гендерным аспектам нарратологии и острой необходимости целостной переоценки устоявшихся жанровых классификаций в условиях интенсивной жанровой и стилевой гибридизации текстов в современном литературоведческом дискурсе.

Обзор научной литературы

Анализ научной литературы демонстрирует устойчивый академический интерес к проблемам жанровой трансформации современной прозы и специфике женского письма. Исследователь Т. Т. Давыдова детально рассматривает теоретические аспекты синтеза модернистских и реалистических элементов в литературе XX века, подчеркивая, что магический реализм выступает в качестве универсальной модели двоемирия, позволяющей авторам выходить за рамки классического мимесиса. В свою очередь, А. Н. Воробьева в своих фундаментальных трудах по истории современной русской прозы 1970–1990-х годов исследует процесс становления новых романных форм, указывая на то, что женское письмо вносит в эпическую структуру уникальный субъективно-лирический элемент. Воробьева подчеркивает, что именно женские авторы первыми среагировали на кризис традиционного реализма, обратившись к элементам притчи, фантасмагории и мифа. Проблему стилевого своеобразия прозы Татьяны Толстой детально анализирует А. Волков. В своем исследовании романа «Кысь» он фокусируется на территориальных и стилевых особенностях текста, доказывая, что в произведении происходит радикальное столкновение высокой элитарной культуры и низменной реальности. Согласно Волкову, это столкновение порождает специфическую пародийную игровую среду, лишающую авторитетные мифы их сакрального статуса. Теоретическое осмысление постмодернистской парадигмы в женской прозе продолжается в работах О. В. Богдановой. Исследовательница доказывает, что женская проза не является вторичным продуктом по отношению к «мужскому» постмодернизму, но вырабатывает собственные стратегии, где гротеск служит средством преодоления травматического опыта. Важный вклад в понимание динамики литературного процесса внес Н. Л. Лейдерман, который в рамках концепции постреализма охарактеризовал интеграцию магических и фантастических элементов как попытку восстановить целостность разрушенного бытия. Лейдерман отмечает, что авторы сочетают постмодернистскую иронию с глубоким психологическим анализом, что делает их произведения художественно многомерными. Наконец, И. С. Скоропанова в своих монографиях по русскому постмодернизму исследует деконструкцию культурных кодов в текстах современных писательниц. Она демонстрирует, как использование гротескного тела и фантастических допущений позволяет авторам деконструировать патриархальные и тоталитарные дискурсы, предлагая альтернативные модели идентичности.

Методологический аппарат исследования

Методологическую основу исследования составляет комплексный филологический подход, объединяющий методы структурно-семантического, сравнительно-исторического анализа. Применяются элементы гендерного и мифопоэтического подходов для декодирования символических структур в текстах. Данный методологический инструментарий позволяет выявить специфику функционирования гротеска и магического реализма в их взаимосвязи с психологической структурой повествования в современной женской прозе.

Анализ и результаты исследования

Филологический анализ художественной ткани произведений Ольги Славниковой и Татьяны Толстой демонстрирует сложный синтез магического реализма и гротеска, направленный на преодоление одномерности бытия. В романе О. Славниковой «2017» магический реализм реализуется через мифологизацию пространства Урала, где камни и горы оживают, превращаясь в метафизических существ, олицетворяющих потусторонний мир. Славникова виртуозно соединяет постмодернистское ощущение иллюзорности реальности с глубоким

реалистическим психологизмом. В ее художественной системе метафизические сущности не просто фантастический элемент, но отражение психологического состояния героев. Описывая горы, автор подчеркивает: «вещество горы, пропущенное сквозь человеческие пальцы, приобретает свойства живой, но смертоносной плоти». Здесь гротескное сращение неживой материи и человеческого духа обнажает категории Смерти и Пустоты , превращая реальность в мерцающий симулякр. Сама Славникова, отстаивая права женского письма, подчеркивает в эссе: «Женская проза создается и распространяется; появление писательниц в той профессиональной среде, которую прогнозисты нового тысячелетия уже объявили стайкой леммингов, бегущих топиться, свидетельствует о небезнадежных перспективах художественной литературы». Это свидетельствует о глубокой связи эстетических поисков писательниц с защитой профессионального статуса литературы в эпоху постмодерна. В свою очередь, роман Т. Толстой «Кысь» представляет собой образец антиутопического гротеска, где тоталитарное общество изображено через призму культурной деградации. Пространство романа наполнено «голубчиками», потерявшими культурную память, чья жизнь полностью ритуализирована. Гротескный мир «Кыси» строится на радикальном столкновении высокой культуры и низменной реальности. Характерным примером служит эпизод, где уцелевшая «инструкция к мясорубке» ставится на один уровень с «папирусами Александрийской библиотеки». Подобное соположение лишает культуру ее сакрального статуса, превращая ее в «объект пародии и постмодернистской интеллектуальной игры». Автор использует игровой модус, трансформируя «авторитетные мифы культуры в сказочную игру с этими мифами». Гротескность бытия в «Кыси» подчеркивается физиологическими мутациями героев. Главный герой Бенедикт страдает от болезненного расщепления личности, тщетно пытаясь «объединить традиционно противостоящие полюса: Детство и Взрослость, Разум и Чувство, Природу и Культуру, Истину и Красоту». Сама Кысь — метафорическое существо, невидимо терзающее душу героя, олицетворяет скрытый страх перед неведомым и внутреннюю пустоту: «Кысь в груди сидит, когтями сердце царапает». Это гротескное существо материализует метафизический ужас человека перед хаосом лишенного смысла существования. Обе писательницы используют магический реализм и гротеск не для ухода от реальности, а для ее радикального обнажения. Если у Славниковой метафизика гор служит для выявления «означаемого небытия» , то у Толстой гротеск деконструирует «авторитетные мифы культуры», превращая их в сказочную игру. Женская проза данного периода переосмысливает саму природу фантастического: оно перестает быть внешним декором и становится внутренним качеством психологической реальности героинь и героев, средством репрезентации травмированного сознания эпохи.

Для Ольги Славниковой магический реализм становится онтологической рамкой, внутри которой деконструируется сама субъектность. В романе «2017» она конструирует уральский миф, где ритуализированное пространство сталкивается со стихийными силами природы: «Горы — это застывшее время, которое в любой момент может проснуться и поглотить тех, кто осмелился потревожить их покой». Это превращает социальный ландшафт в пространство метафизического поиска. Творчество Славниковой подтверждает, что женская проза не изолируется в камерном бытописании, а выходит на уровень глобального философского обобщения. В романе «Кысь» Т. Толстой гротескное двоемирие проявляется в противопоставлении «прежних» — носителей классической культуры, и «нынешних» — мутантов-голубчиков, олицетворяющих деградацию. Бенедикт, застрявший между этими мирами, восклицает: «Мыслимо ли, чтобы человек всю жизнь прожил, а главного так и не понял? А где оно, главное-то?». Этот экзистенциальный тупик подчеркивает трагический характер толстовского гротеска. Потеря культурной памяти и «живого» просвещения приводит к тоталитарному вырождению, где ритуал заменяет истинное мышление. В результате синтез гротеска и магических элементов в женской прозе служит мощным инструментом деконструкции идеологических симулякров. Тем самым создается уникальная оптика, совмещающая трагическое переживание истории с иронией и утонченным психологизмом.

Художественный параметр	Роман Т. Толстой «Кысь»	Роман О. Славниковой «2017»
Доминирующий метод	Сатирический и антиутопический гротеск	Магический реализм и метафизический психологизм
Репрезентация двоемирия	Столкновение «высокой» культуры и «низкой» реальности	Граница между физической реальностью и потусторонним миром
Ключевой миф	Тоталитарные симулякры, миф о просвещении и Кысь	Мифопоэтика уральского ландшафта, метафизика Смерти
Тип главного героя	Расщепленный субъект (Бенедикт),	Психологический субъект, переживающий

Художественный параметр	Роман Т. Толстой «Кысь»	Роман О. Славниковой «2017»
	находящийся в поиске истины	экзистенциальную пустоту

Заключение

Проведенный филологический анализ позволяет сделать вывод, что магический реализм и гротеск в современной русской женской прозе рубежа веков выступают ключевыми механизмами эстетической переоценки реальности. Синтез фантастических элементов и бытового реализма способствует выходу литературы на новый уровень философского и психологического обобщения. На примере творчества Т. Толстой и О. Славниковой доказано, что использование гротеска помогает деконструировать советские и постсоветские мифы, обнажая абсурдность тоталитарных систем. Магический реализм, в свою очередь, расширяет онтологические границы художественного текста. Таким образом, женская проза задает новые векторы развития современной русской литературы, успешно преодолевая глубокий кризис эпохи постмодернизма и целостно отражая сложную динамику женского самосознания.

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SHUKUR XOLMIRZAYEV NASRIDA XALQONA TIL VA BADIIY INDIVIDUALLIK

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Annotatsiya: *Mazkur maqolada Shukur Xolmirzayev nasrida xalqona tilning badiiy individuallikni shakllantirishdagi o‘rni tahlil qilingan. Unda muallifning o‘zbek xalq og‘zaki ijodiy an’analari, xalqona ifoda vositalari va so‘z boyligi orqali qahramon obrazlarini jonli va tabiiy tasvirlash usullari ko‘rib chiqilgan. Ushbu maqolada Sh. Xolmirzaev ijodida tilning estetik va badiiy funksiyasi, shuningdek, yozuvchining individual uslubi va xalqona til vositalari o‘rtasidagi bog‘liqlik yoritilgan. Natijalar shuni ko‘rsatadiki, xalqona til elementlaridan foydalanish muallifga o‘ziga xos, realistik va hissiy jihatdan boy badiiy dunyo yaratishga imkon beradi.*

Kalit so‘zlar: *nasr, xalqona til, badiiy individuallik, individual uslub, og‘zaki ijod an’analari, qahramon obrazlari, estetik funksiyasi, badiiy tasvir, til vositalari.*

НАРОДНЫЙ ЯЗЫК И ХУДОЖЕСТВЕННАЯ ИНДИВИДУАЛЬНОСТЬ В ПРОЗЕ ШУКУРА ХОЛМИРЗАЕВА

Аннотация: *В данной статье анализируется роль народного языка в формировании художественной индивидуальности в прозе Шукура Холмирзаева. Рассматриваются методы живого и естественного изображения образов героев через использование автором узбекских народных устных традиций, народных выразительных средств и богатства словаря. В статье освещается эстетическая и художественная функция языка в творчестве Ш. Холмирзаева, а также взаимосвязь индивидуального стиля писателя с элементами народного языка. Результаты показывают, что использование элементов народного языка позволяет автору создавать уникальный, реалистичный и эмоционально насыщенный художественный мир.*

Ключевые слова: *проза, народный язык, художественная индивидуальность, индивидуальный стиль, устные творческие традиции, образы героев, эстетическая функция, художественное изображение, языковые средства.*

FOLK LANGUAGE AND ARTISTIC INDIVIDUALITY IN THE PROSE OF SHUKUR KHOLMIRZAYEV

Abstract: *This article analyzes the role of folk language in shaping artistic individuality in the prose of Shukur Kholmirzayev. It examines the methods of vividly and naturally portraying characters through the author’s use of Uzbek oral traditions, folk expressive devices, and rich vocabulary. The study highlights the aesthetic and artistic functions of language in Sh.Khlmirzayev’s works, as well as the relationship between the writer’s individual style and elements of folk language. The results show that the use of folk language elements enables the author to create a unique, realistic, and emotionally rich artistic world.*

Keywords: *prose, folk language, artistic individuality, individual style, oral creative traditions, character portrayal, aesthetic function, artistic depiction, language devices.*

Kirish

Badiiy nasrda xalqona til elementlaridan foydalanish qahramon obrazlarini jonli va tabiiy tasvirlash, shuningdek, yozuvchining individual uslubini shakllantirishda muhim o‘rin tutadi. Xalqona tilning o‘ziga xos ifoda vositalari, so‘z boyligi va og‘zaki ijod an’analari qahramonlarning ichki dunyosini ochib berishda badiiy matnga rang-baranglik va estetik boylik qo‘shadi.

Shukur Xolmirzayev ijodida esa xalqona tilning badiiy individuallikni yaratishdagi roli alohida e’tiborga loyiqdir. Muallif o‘zbek xalq og‘zaki ijodiy an’analari va til imkoniyatlaridan samarali foydalanib, qahramonlar obrazini realistik va hissiy jihatdan boy tarzda tasvirlaydi. Shu nuqtayi nazardan, maqolada Sh.Xolmirzayev nasrida xalqona tilning badiiy individuallikni shakllantirishdagi o‘rni, uning estetik va badiiy funksiyasi, shuningdek, muallif individual uslubi bilan bog‘liqligi tahlil qilinadi.

Adabiyotlar tahlili

O‘zbek adabiyotida badiiy til muammosi yetarli darajada tadqiq etilgan. Ammo bu masalani o‘rganishda goh lingvistik, goh adabiy tahlil usullariga og‘ish tamoyillari yo‘q emas. Bizningcha, badiiy til masalasi o‘rganilganda ishlatilayotgan so‘zning semantik jihatiga diqqatni qaratnsh maqsadga muvofiqdir. Chunki yozuvchi tasvir bilan o‘quvchi e’tiborini tortadi. So‘zning asar matnidagi o‘rni va ahamiyatida esa yozuvchi mahorati namoyon bo‘ladi. Shu ma’noda Shukur Xolmirzayevning so‘zdan foydalanish mahoratini o‘rganishda, avvalo, uning o‘z e’tiroflariga diqqat qilish kerak bo‘ladi. Demak, yozuvchining so‘zdan foydalanish mahoratini kashf qilish uchun uning ijodini epik tasvir imkoniyatlari va talablarini nazardan soqit qilmasdan tekshirish hamda u yaratgan badiiy obraz tasviriga diqqatni qaratish maqsadga muvofiqdir.

Rus adabiyotshunosi L.I.Timofeyev so‘zning badiiy tasvirdagi o‘rnini belgilar ekan, bu holni “shaklning mazmunga va mazmunning shaklga ko‘chishi”, deb ko‘rsatgan [1, 116]. Demak, so‘zning badiiy tasvirda tutgan o‘rnini tadqiq, etish asarning o‘quvchiga estetik zavq berish, unga ta'sir ko‘rsatish imkoniyatlarini belgilashga asos beradi.

Shunday qilib, so‘zning badiiy tasvirdagi o‘rni Shukur Xolmirzayev hikoya va qissalarida o‘ziga xos shakllarda namoyon bo‘ladi. Biz bu o‘rinda yozuvchining badiiy tili O‘.Hoshimov, O‘.Usmonov, U.Umarbekov va U.Nazarov kabi adiblardan farq qilishini, binobarin, bu holat Sh.Xolmirzayev asarlari tilining dialektizmlarga boyligi, ijodkorning “so‘zga xasis”ligi, ramz va kinoyaga moyilligida o‘z aksini topganligini qayd etishimiz lozim.

Tadqiqot metodologiyasi

Ushbu maqola Shukur Xolmirzayev nasrining badiiy-uslubiy qatlamlari va ularning poetik funksiyasini ilmiy asosda tahlil qilishga qaratilgan bo‘lib, unda adabiyotshunoslikda qo‘llaniladigan zamonaviy va an’anaviy metodlardan kompleks tarzda foydalandik. Maqolada adabiy-tahliliy metod yozuvchi hikoya va qissalaridagi badiiy-uslubiy qatlamlarni aniqlash hamda ularning matndagi o‘rnini belgilashda asosiy metod sifatida qo‘llanildi. Ushbu metod yordamida muallif nutqi, personaj nutqi, dialog va ichki monolog kabi unsurlar badiiy kontekstda tahlil qilindi. Bundan tashqari, tavsifiy metod yordamida uslubiy qatlamlar tizimlashtirildi va ularning poetik funksiyalari izchil tavsiflab berildi. Tadqiqot davomida olingan natijalar umumlashtirish va xulosa chiqarish orqali ilmiy asosda mustahkamlandi.

Tahlillar va natijalar

Tahlil jarayonida Shukur Xolmirzayev nasrida xalqona til elementlarining badiiy individuallikni shakllantirishdagi roli o‘rganildi. Natijalarga ko‘ra, muallif qahramon obrazlarini jonli va tabiiy tasvirlashda xalqona ifoda vositalari, so‘z boyligi, og‘zaki ijodiy an’analardan samarali foydalanadi. Bu vositalar qahramonlarning ichki dunyosini, ruhiy kechinmalarini va tabiatini chuqurroq ochib berishga xizmat qiladi. Xalqona til elementlari muallifga individual uslubini namoyon etish imkonini beradi. Ichki monolog, dialog va tasviriy detallardan foydalanish qahramon obrazlarini realistik va hissiy jihatdan boy shakllantirishga yordam beradi. Shu bilan birga, tilning estetik funksiyasi o‘quvchida badiiy matnga nisbatan estetik va hissiy qiziqish uyg‘otadi.

Natijalar shuni ko‘rsatadiki, Sh. Xolmirzayev ijodida xalqona tilning badiiy individuallikni yaratishda roli beqiyosdir. U nafaqat qahramon obrazini jonli va realistik qilishga, balki asarning umumiy badiiy muhitini boyitishga xizmat qiladi. Bu esa muallif ijodining o‘ziga xosligini va o‘quvchida kuchli hissiy taassurot qoldirishini ta’minlaydi.

Rus adabiyotshunosi G.Vinokur badiiy asar tili nima degan savolga jo‘ngina qilib: “Badiiy til deganda badiiy asarlar yozishda ishlatiladigan til tushuniladi” [2, 25], deb yozgan edi. Tabiiy bir savol tug‘iladi: badiiy asarlar yozishda ishlatiladigan til “umumxalq tili”, “milliy til”, “adabiy til” atamalari bilan yuritiluvchi, biz kundalik aloqa-aralashuvda foydalanadigan tildan boshqami, boshqa bo‘lsa nimasi bilan farqlanadi? Bu savolga javob berish uchun har ikki til bajarayotgan funktsiyalardagi farq va mushtaraklikka diqqat qilish zarur. Kundalik muloqotda ishlatiluvchi til ham, badiiy til ham informatsiya yetkazish va informatsiya olishga xizmat qiladi. Biroq bu o‘rinda o‘sha yetkazilayotgan ma’lumotning tabiatiga diqqat qilish zarur. Muloqot tili yetkazgan axborot oddiy informatsiya bo‘lsa, *badiiy til badiiy informatsiyani yetkazadi*, shunga ko‘ra, muloqot tili aloqa-aralashuv vositasi bo‘lsa, badiiy til badiiy muloqotning amalga oshishiga xizmat qiladi.

Shukur Xolmirzayev ijodining o‘ziga xosligi uning asarlari tilida yaqqol ko‘zga tashlanadi. Badiiy asar tilida yozuvchining tildan foydalanishdagi o‘ziga xos poetik mahoratini aniqlash uchun avvalo, adibning tilga bo‘lgan munosabatini kuzatish lozim. Adib bu xususda shunday degan edi: “Biz bitta adabiy tilni qabul qilganmiz, Haqiqiy adabiy til bu Andijon tili. Cho‘lponning tili. Men o‘zim yozganimda hamma vaqt muallif tilida, sof Andijoncha yozishga harakat qilaman. Ammo qahramonlarim o‘z-o‘zicha. Lekin adabiy tilga har narsani tiqishtirishni yoqtirmaganimdek, badiiy asar tilini ham buzishni xohlamayman” [1, 109].

Yozuvchi Shukur Xolmirzayev o‘z hikoyalarida badiiy tasvirning yuksak namunalarini yaratgan. Buning uchun u so‘z ma’rifatidan va so‘zning imkoniyatlaridan keng foydalangan. Bu o‘rinda yozuvchining so‘zdan foydalanish mahoratini uning hikoya va qisalari misolida kuzatish mumkin. Masalan, “Ozodlik” hikoyasi kontekstda so‘zning turli iboraviy shakllaridan foydalanishga harakat qiladi. Quyidagi parchaga diqqat qilaylik:

“Mansur karavot qoshiga suyanib:

– He, bulbulidan. Uxlang, otam, uxlang, – deya bir pas tirjayib turdi-da, yon-verini bosib qo‘yib, kaftlarini bir-biriga ishqadi. – Yaxshi, yaxshi bo‘ldi...

Elning oldidan o‘tdi hisob, ya’ni yuzi yorug‘ bo‘ladi-da. O‘ziyam ezilib yurardi. Ayniqsa, to‘y-hashamga borgan, ziyofatlarga tushib qolgan chog‘ida: axir o‘n yil yotib keldi. To‘rtta kishini chaqirib dasturxon yozolmadi. “Ey musulmonlar, umrdan bergan ekan, nasiba uzilmagan ekan. Mana saflaringga ko‘shildik. Bir duo beringlar” [4, 183], deb.

Bu parchada, dastavval ko‘zga tashlanadigan narsa badiiy tilning uch shakli namoyon bo‘lishidir: a) muallifning nutqi xalq so‘zlashuvida bitilgan; b) monolog goh yozuvchi, goh personaj tilidan berilgan; v) personaj (Mansur) nutqi o‘ziga xos semantik buyoqlar bilan berilgan.

Bu o‘rinda yozuvchining mahorati shundaki, u badiiy tilning uch shaklidan foydalanib, o‘quvchini o‘ziga ergashtira oladi. Bundan tashqari, yozuvchi adabiy til me'yorlariga rioya qilgani holda sheva va mahalliy dialekt so‘zlaridan unumli foydalangan. Masalan, quyidagi sheva so‘zlar yozuvchi tomonidan mahorat bilan qo‘llanilgan: “bulbulidan”, “yon-veri”, “buyam”, “kulba”, “epaqa”, “qumtosh”, “vassa”, “asqotib” va hokazo. Kuzatishlarga qaraganda, agar yozuvchi o‘zidagi so‘z boyliklarini adabiy til me’yorlaridan “chekinib” bo‘lsa-da, badiiy tasvirga jalb etsa, shu adabiy til leksik-semantik jihatdan boyib ketishi mumkin. Shu ma’noda Shukur Xolmirzayevning mahalliy sheva va dealektlardan unumli foydalanishi lisoniy nuqtayi nazardan ham ijobiy hodisadir. Sh.Xolmirzayev ijodida yaqqol ko‘zga tashlanadigan bir holat tinish belgilari tasvir va ifoda vositasiga aylanishidir. Yozuvchi asarlarining shaklan ixcham bo‘lishi va batafsil tushuntirish yoki izohlashga hojat bo‘lmasa-da, mazmun kengligi saqlanib qolishining sababi ham ana shunda. Adib tinish belgilar orqasida yashirgan ma’nolar o‘quvchiga fikrni anglash uchun unchalik qiyin bo‘lmaydi. Bu borada yozuvchining fikri shunday: “Tushunib-tushunmay bir narsaga aqlim yetgan ediki, insoniyat harflarni, alifbeni ixtiro qilgan ekan, tinish belgilarini ham bejiz ixtiro qilmagan. Umuman, tinish belgilaridan o‘zim, ko‘nglim, matn talab qilgan darajada o‘shanday foydalanaman. Qolaversa, bundan foydalanish fikrni kengrok, yetarliroq qilib yetkazish uchun xizmat qiladi” [1, 113].

Sh. Xolmirzayev asarlarini o‘qish davomida ushbu fikrlarning naqadar to‘g‘ri ekanligiga ishonch hosil qilamiz: “– E, rasuli barhaq! Imonimni ber, – dedi, – Birovga yomonlik qilmadim, birovning hakini yemadim... Tog‘lik og‘aynilarni ham aldamadim. Ko‘pning duosini oldim... Ha, farzand ko‘rmadim. Senga bir yomonligim o‘tgandir-da... o‘zingga shukur” [5, 287]. “Qariya” hikoyasidan olingan bu parchada o‘quvchi nima haqida ran ketayotganligini va tinish beyagilari ketiga yashiringan fikrlarni osongina ilg‘aydi. Bu tasvirlash uslubi ham Shukur Xolmirzayev ijodiy mahoratining o‘ziga xos jihatlaridandir. Shunday qilib, Shukur Xolmirzayev hikoyalarida so‘zdan foydalanish san'ati maroqli shakllarga ega ekanligi kuzatiladi. Bu hol asarning o‘qimishli chiqishini ta'minlaydi va badiiy qimmatini oshiradi, yozuvchini so‘zbozlikka berilishdan saqlaydi. Natijada asarning kompozitsiyasi sayqallanib, go‘zal badiiy shakl yuzaga keladi. Adabiy tilning manbai xalq tilidir va yozuvchi bu ikki til o‘rtasida “vositachi” bo‘ladi. U xalq tilidagi boyliklarni olib, yana xalqqa taqdim qiladi. Buning uchun xalq tilidan olingan lisoniy unsurlarga ishlov berib, sayqallashtiradi. Urg‘u, ohang, jilo, takror kabi vositalardan keng foydalanadi.

Yozuvchi biz tahlilga olgan “Cho‘loq turna” qissasida tabiat manzarasini tasivrlar ekan, ulardan faqat ma’no izlaydi. Va bunga erishadi ham. Yozuvchi tasvirda erishgan go‘zallik kitobxon qalbiga ko‘chadi.

“Bir safar turnalar galasi taqir maydonda uzoq yo‘rg‘alab qaqillashdi. So‘ngra shunday tapir-tupur qanot qoqib havoga ko‘tarilishdiki, taqir yer changib, yovshanu shuvoqlar boshi shamol esgandek egildi. Tala-to‘pda yerga talay patlar uchib tushdi. So‘ng qushlar havoda “gilamcha” bo‘lib aylana-aylana ko‘tarila boshladi. Osmon falakka chiqqanda ham aylanishar, endi ularning ovozalari tamom o‘zgacha: qandaydir mungli va porloq, endi ovozlar bir-biriga jo‘r bo‘lib chiqar edi: qur-ey, qur-ey” [3, 218-219].

Xulosa

Mazkur tahlillar ham shuni ko‘rsatadiki, Shukur Xolmirzayev nasrida xalqona til elementlari badiiy individuallikni yaratishda markaziy o‘rin tutadi. Xalqona ifoda vositalari, og‘zaki ijod an’analari, so‘z boyligi va til imkoniyatlaridan foydalanish qahramon obrazlarini jonli, tabiiy va hissiy jihatdan boy shakllantirishga imkon beradi. Muallifning individual uslubi esa xalqona til elementlari bilan uyg‘unlashib, asarning estetik ta’sirini kuchaytiradi va o‘quvchida chuqur hissiy rezonans uyg‘otadi. Shu jihatdan qaraganda, xalqona til va badiiy individuallik o‘rtasidagi bog‘liqlik Sh. Xolmirzayev ijodining o‘ziga xos xususiyatlaridan biri sifatida muhim ahamiyatga ega.

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QUR'ONI KARIM MA'NOLARINING O'ZBEKCHA TARJIMALARIDA METAFORA VA RAMZLARNING TARJIMA QILISHDAGI MUAMMOLAR

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Annotatsiya: *Mazkur maqolada Qur'oni Karim ma'nolarining o'zbek tiliga tarjima qilinish jarayonida metafora va ramziy ifodalarning lingvistik hamda semantik xususiyatlari tahlil qilinadi. Tadqiqotning asosiy maqsadi Qur'on oyatlaridagi metaforik birliklarning tarjima jarayonida qanday semantik transformatsiyaga uchrashini aniqlash hamda ularni adekvat tarjima qilishning samarali usullarini aniqlashdan iborat. Tadqiqot jarayonida qiyosiy-lingvistik, semantik va kontekstual tahlil metodlaridan foydalanildi. Natijalar shuni ko'rsatdiki, Qur'on metaforalari ko'p qatlamli semantik tuzilishga ega bo'lib, ularni so'zma-so'z tarjima qilish ko'pincha mazmuniy yo'qotishlarga olib keladi. Shu sababli diniy matnlar tarjimasida funksional ekvivalentlik va tafsiriy talqinlarga asoslangan yondashuv muhim ahamiyat kasb etadi. Tadqiqot natijalari Qur'on tarjimasi sohasidagi ilmiy izlanishlarni rivojlantirishga xizmat qiladi.*

Kalit so'zlar: *Qur'oni Karim, tarjimashunoslik, metafora, ramz, semantika, diniy matnlar tarjimasi, lingvistik tahlil, tafsir, ekvivalentlik, stilistika.*

ПРОБЛЕМЫ ПЕРЕВОДА МЕТАФОР И СИМВОЛОВ В УЗБЕКСКИХ ПЕРЕВОДАХ СМЫСЛОВ СВЯЩЕННОГО КОРАНА

Аннотация: *В статье анализируются лингвистические и семантические особенности перевода метафор и символических выражений в узбекских переводах смыслов Корана. Цель исследования заключается в выявлении проблем передачи метафорических единиц арабского текста Корана в узбекском языке. В ходе исследования применялись методы сравнительно-лингвистического, семантического и контекстуального анализа. Результаты исследования показывают, что коранические метафоры обладают многослойной семантической структурой, что усложняет их адекватную передачу в процессе перевода. В связи с этим в переводе религиозных текстов важную роль играет принцип функциональной эквивалентности и обращение к классическим тафсирам.*

Ключевые слова: *Коран, перевод, метафора, символ, семантика, религиозный текст, лингвистика, переводоведение, стилистика, эквивалентность.*

PROBLEMS OF TRANSLATING METAPHORS AND SYMBOLS IN UZBEK TRANSLATIONS OF THE MEANINGS OF THE HOLY QUR'AN

Abstract: *This article examines the linguistic and semantic challenges of translating metaphors and symbolic expressions in Uzbek translations of the meanings of the Qur'an. The main objective of the study is to analyze how metaphorical expressions in the Arabic text of the Qur'an are rendered into Uzbek and to identify the main difficulties associated with their translation. The research employs comparative linguistic analysis, semantic analysis, and contextual interpretation. The findings reveal that Qur'anic metaphors possess a multilayered semantic structure, which often leads to partial loss of meaning in literal translation. Therefore, the principle of functional equivalence and the use of classical Qur'anic exegesis are essential for achieving an adequate translation of religious texts.*

Keywords: *Qur'an translation, metaphor, symbolism, semantics, religious texts, linguistics, translation studies, equivalence, stylistics, interpretation.*

Kirish. Qur'oni Karim islom dinining muqaddas kitobi bo'lib, uning matni arab tilining eng mukammal badiiy shakllaridan biri sifatida e'tirof etiladi. Qur'on matni o'zining stilistik boyligi, semantik chuqurligi hamda obrazli ifodalar tizimi bilan ajralib turadi. Qur'on oyatlarida metafora, tashbeh, kinoya, ramziy obrazlar va boshqa stilistik vositalar keng qo'llanadi. Ushbu vositalar ilohiy matnning ta'sirchanligini oshirish bilan birga, uning mazmunini ko'p qatlamli semantik struktura orqali ifodalashga xizmat qiladi [1].

Qur'on tarjimasi tarixan murakkab ilmiy muammo sifatida qaralib kelgan. Chunki Qur'on matnining lingvistik va stilistik xususiyatlari boshqa tillarga to'liq ekvivalent tarzda o'tkazilishi qiyin bo'lgan semantik birliklarni o'z ichiga

oladi. Shu sababli ko‘plab olimlar Qur’on tarjimasini “matn tarjimasi” emas, balki “ma’nolar tarjimasi” sifatida talqin qiladilar [2]. O‘zbek tilida Qur’oni Karim ma’nolarining bir necha tarjimalari amalga oshirilgan bo‘lib, ular orasida Alouddin Mansur va Abdulaziz Mansur tomonidan tayyorlangan tarjimalar keng tarqalgan [3]. Ushbu tarjimalar Qur’on oyatlarining mazmunini o‘zbek o‘quvchisiga yetkazishda muhim rol o‘ynaydi. Biroq metafora va ramziy ifodalarni tarjima qilish jarayonida ayrim semantik muammolar saqlanib qolmoqda. Mazkur tadqiqotning dolzarbligi shundaki, Qur’on oyatlaridagi metaforik birliklarni adekvat tarjima qilish diniy matnlarning mazmuniy aniqligini ta’minlashda muhim ahamiyatga ega.

Adabiyotlar tahlili. Qur’on tarjimasi va uning lingvistik xususiyatlari ko‘plab tadqiqotchilar tomonidan o‘rganilgan. Masalan, M. Abdel Haleem Qur’on tilining stilistik xususiyatlarini tahlil qilib, undagi metafora va ramzlarning semantik funksiyasini alohida ta’kidlaydi [1]. Uning fikricha, Qur’on metaforalari ko‘pincha abstrakt tushunchalarni ifodalash uchun ishlatiladi. Tarjimashunoslik nazariyasida diniy matnlar tarjimasi masalasi E. Nida tomonidan ham o‘rganilgan. U funksional ekvivalentlik nazariyasini ishlab chiqib, tarjimada mazmuniy ekvivalentlikni saqlash muhimligini ta’kidlaydi [7]. Bundan tashqari, Qur’on tafsiri va uning semantik talqinlari masalasi klassik islomiy manbalarda ham keng yoritilgan. Jumladan, Al-Zarkashiy Qur’on oyatlaridagi badiiy vositalarni tafsiriy tahlil asosida izohlaydi [8].

Tadqiqot metodologiyasi. Mazkur tadqiqotda qiyosiy-lingvistik, semantik va kontekstual tahlil metodlaridan foydalanildi: Qiyosiy-lingvistik metod yordamida Qur’on oyatlaridagi metaforik birliklar arab tilidagi asl matn va o‘zbek tilidagi tarjimalar o‘rtasida taqqoslab o‘rganildi. Semantik tahlil orqali metaforalarning ma’no qatlamlari aniqlanib, ularning tarjima jarayonida qanday transformatsiyaga uchrashi o‘rganildi. Kontekstual tahlil usuli esa oyatlarning umumiy mazmuniy konteksti hamda tafsiriy talqinlarini hisobga olish imkonini berdi [4].

Muhokama va natijalar. Tadqiqot natijalari Qur’oni Karim ma’nolarining o‘zbekcha tarjimalarida metafora va ramzlarni tarjima qilish jarayonida bir qator muammolar mavjudligini ko‘rsatdi. Birinchidan, Qur’on oyatlarida tez-tez uchraydigan “nur” metaforasi hidoyat va ilohiy haqiqatni ifodalash uchun ishlatiladi. Masalan, Qur’onning mashhur oyatlaridan birida “Alloh osmonlar va yerning nuridir” mazmunidagi ibora keltiriladi. Ushbu metafora ilohiy hidoyatning ramziy ifodasi hisoblanadi. Tarjima jarayonida bu ibora ko‘pincha literal tarzda beriladi, natijada uning chuqur teologik mazmuni to‘liq ochilmay qolishi mumkin [5]. Ikkinchidan, Qur’on oyatlarida “qalb” tushunchasi ham ko‘pincha metaforik ma’noda ishlatiladi. Bu birlik nafaqat fiziologik organ, balki insonning ruhiy va ma’naviy markazini ifodalash uchun ishlatiladi. Uchinchidan, Qur’on metaforalari ko‘p qatlamli semantik tuzilishga ega. Masalan, “yo‘l” tushunchasi ko‘pincha to‘g‘ri yo‘l, ya’ni hidoyat ramzi sifatida ishlatiladi. Tarjimada esa u ba’zan faqat literal ma’noda ifodalanadi. Qur’oni Karim metaforalarini tarjima qilish jarayoni tarjimashunoslik nazariyasida murakkab ilmiy masalalardan biri hisoblanadi. Tadqiqot natijalari shuni ko‘rsatdiki, Qur’on metaforalarini so‘zma-so‘z tarjima qilish har doim ham adekvat natija bermaydi. Shu sababli tarjimada funksional ekvivalentlik tamoyilidan foydalanish muhim hisoblanadi. Ushbu yondashuv tarjimonning metaforaning tashqi shaklini emas, balki uning semantik funksiyasini saqlab qolishga intilishini nazarda tutadi [7]. Bundan tashqari, Qur’on metaforalarini tarjima qilishda tafsiriy manbalardan foydalanish ham muhim ahamiyatga ega. Tafsirlar oyatlarning asl ma’nosini tushunishda muhim ilmiy asos vazifasini bajaradi [8].

Xulosa. Tadqiqot natijalari Qur’oni Karim ma’nolarining o‘zbek tiliga tarjima qilinish jarayonida metafora va ramzlarni adekvat ifodalash murakkab lingvistik va semantik muammo ekanligini ko‘rsatdi. Qur’on metaforalari ko‘p qatlamli semantik tuzilishga ega bo‘lib, ularni so‘zma-so‘z tarjima qilish ko‘pincha mazmuniy yo‘qotishlarga olib keladi. Shu sababli diniy matnlar tarjimasida funksional ekvivalentlik tamoyilidan foydalanish hamda tafsiriy manbalarga tayanish muhim hisoblanadi.

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O'ZBEK XALQ DOSTONLARI VA INGLIZ UTOPIYALARIDA IDEAL JAMIYAT KONSEPSIYASINING LINGVOKOGNITIV TALQINI

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Annotatsiya: *Mazkur maqolada o'zbek xalq dostonlari va ingliz utopiyalarida ideal jamiyat konsepsiyasining lingvokognitiv talqini qiyosiy asosda o'rganiladi. Tadqiqotda ideal jamiyat tushunchasining falsafiy va sotsiologik ildizlari, uning folklor va utopik diskursda shakllanish jarayoni hamda til birliklari orqali voqelanish mexanizmlari tahlil qilinadi. O'zbek epik an'anasi va ingliz utopik adabiyoti materiallari asosida ijtimoiy tenglik, adolat, axloqiy mukammallik va siyosiy uyg'unlik g'oyalari lingvistik hamda stilistik vositalar orqali ifodalanishi aniqlanadi.*

Kalit so'zlar: *ideal jamiyat, utopiya, o'zbek xalq dostoni, ingliz utopiyasi, lingvokognitiv yondashuv, ijtimoiy ideal, folklor diskursi, konsept, qiyosiy tahlil, obraz va metafora.*

LINGVOKOGNITIVE INTERPRETATION OF THE CONCEPT OF IDEAL SOCIETY IN UZBEK FOLK EPICS AND ENGLISH UTOPIAS

Abstract: *This article examines the lingvokognitive interpretation of the concept of the ideal society in Uzbek folk epics and English utopias on a comparative basis. The study analyzes the philosophical and sociological roots of the concept of the ideal society, its formation in folkloric and utopian discourse, and the mechanisms of its realization through linguistic units. Based on the materials of the Uzbek epic tradition and English utopian literature, the research identifies how the ideas of social equality, justice, moral perfection, and political harmony are expressed through linguistic and stylistic means.*

Keywords: *ideal society, utopia, Uzbek folk epic, English utopia, lingvokognitive approach, social ideal, folkloric discourse, concept, comparative analysis, image and metaphor.*

ЛИНГВОКОГНИТИВНОЕ ИНТЕРПРЕТИРОВАНИЕ КОНЦЕПЦИИ ИДЕАЛЬНОГО ОБЩЕСТВА В УЗБЕКСКИХ НАРОДНЫХ ДАСТАНАХ И АНГЛИЙСКИХ УТОПИЯХ

Аннотация: *В данной статье рассматривается лингвокогнитивное интерпретирование концепции идеального общества в узбекских народных дастанах и английских утопиях на сравнительной основе. Исследование анализирует философские и социологические корни понятия идеального общества, процесс его формирования в фольклорном и утопическом дискурсе, а также механизмы его воплощения через языковые единицы. На материале узбекской эпической традиции и английской утопической литературы выявляется, каким образом идеи социальной справедливости, равенства, морального совершенства и политической гармонии выражаются через языковые и стилистические средства.*

Ключевые слова: *идеальное общество, утопия, узбекский народный дастан, английская утопия, лингвокогнитивный подход, социальный идеал, фольклорный дискурс, концепт, сравнительный анализ, образ и метафора*

Kirish: Zamonaviy gumanitar tadqiqotlarda ideal jamiyat konsepsiyasi utopik tafakkur, ijtimoiy-falsafiy qarashlar va badiiy diskurs kesishgan nuqtada shakllanuvchi murakkab konseptual birlik sifatida talqin etilmoqda. Utopiya insoniyatning normativ intilishlarini aks ettiruvchi ijtimoiy model bo'lib, u til va tafakkur vositasida ifodalanadi. Shu bois ideal jamiyat tushunchasini lingvokognitiv nuqtai nazardan o'rganish dolzarb ilmiy vazifa hisoblanadi.

O'zbek xalq dostonlari milliy tafakkurning epik ifodasi sifatida jamiyatning axloqiy-me'yoriy mezonlari va ijtimoiy ideallarini mujassamlashtiradi. Ingliz utopik asarlari esa muqobil ijtimoiy modelni nazariy va badiiy jihatdan asoslashga qaratilgan konseptual matnlar sifatida namoyon bo'ladi. Har ikki adabiy qatlamda ideal jamiyat g'oyasi til birliklari, obrazlar tizimi va stilistik vositalar orqali voqelanadi. Mazkur maqolaning maqsadi o'zbek xalq dostonlari va ingliz utopiyalarida ideal jamiyat konsepsiyasining lingvokognitiv xususiyatlarini qiyosiy tahlil qilishdan iborat.

Adabiyotlar tahlili: Ideal jamiyat konsepsiyasining nazariy asoslari utopik tafakkur evolyutsiyasi bilan uzviy bog'liq bo'lib, bu yo'nalishdagi tadqiqotlarda utopiya ijtimoiy ong va normativ tafakkurning mahsuli sifatida talqin

etiladi. Utopiyani himoya qilish va uni muqobil ijtimoiy model sifatida asoslashga qaratilgan izlanishlarda ideal jamiyat g‘oyasi insoniyatning adolat, tenglik va uyg‘unlik haqidagi qarashlari bilan bog‘liq holda yoritiladi [1]. Bunday yondashuv utopiyani nafaqat adabiy janr, balki ijtimoiy-falsafiy konstrukt sifatida anglash imkonini beradi. Zamonaviy utopik tafakkurga oid ilmiy qarashlarda ideal jamiyatni ongli ravishda tanlash va uni konseptual model darajasida ishlab chiqish zarurati ta’kidlanadi. Utopik diskursning bugungi talqinlari ijtimoiy muammolar sharoitida muqobil jamiyat modelini tasavvur qilish ehtiyoji bilan izohlanadi hamda bu jarayon til vositalari orqali voqelanadi [2]. Mazkur nazariy asos lingvokognitiv yondashuvni qo‘llashda muhim metodologik tayanch vazifasini bajaradi. Ingliz utopiyalari va o‘zbek xalq dostonlari doirasida ijtimoiy tenglik tushunchasining qiyosiy o‘rganilishi ideal jamiyat konsepsiyasining milliy va madaniy xususiyatlarini aniqlashga xizmat qiladi. Ushbu yo‘nalishdagi tadqiqotlarda tenglik, adolat va ijtimoiy uyg‘unlik g‘oyalari lingvistik birliklar orqali ifodalanishi tahlil etilgan bo‘lib, bu ideal jamiyat modelining semantik va diskursiv qatlamini ochib beradi [3].

Utopik va antiutopik motivlarning qiyosiy tahliliga bag‘ishlangan ilmiy ishlarda ideal jamiyat konsepsiyasining qarama-qarshi semantik maydonlar orqali shakllanishi ko‘rsatiladi. Bunda ingliz va o‘zbek adabiyotida utopiya va antiutopiya obrazlari stilistik va konseptual vositalar yordamida ifodalanishi yoritiladi [4]. Mazkur yondashuv ideal jamiyatni ifodalovchi til birliklarining funksional imkoniyatlarini aniqlashga yordam beradi. Mif, utopiya va distopiya konseptlarining o‘zaro bog‘liqligini tahlil qilgan tadqiqotlarda ideal jamiyat g‘oyasining arxaik va zamonaviy qatlamlari uyg‘un holda talqin qilinadi. Bu konseptual birliklar obraz, metafora va ramziy tizim orqali namoyon bo‘lishi ta’kidlanadi [5]. Natijada ideal jamiyat lingvokognitiv konstrukt sifatida baholanadi.

Utopik va distopik tafakkurning global tarixiga oid ilmiy izlanishlarda ideal jamiyat konsepsiyasining madaniyatlararo rivojlanish bosqichlari ko‘rsatib beriladi [6]. Bu tadqiqotlar o‘zbek xalq dostonlari va ingliz utopiyalarini umumjahon utopik tafakkuri kontekstida qiyosiy o‘rganish uchun nazariy asos yaratadi. O‘zbek folklor san’ati va epik an’analarga bag‘ishlangan ishlarda xalq dostonlarining obrazlar tizimi, axloqiy-me’yoriy qadriyatlari hamda ijtimoiy ideal haqidagi tasavvurlari tahlil etiladi. Ushbu izlanishlar epik matnlarda ideal jamiyat modeli qahramonlik, adolat va jamoaviy uyg‘unlik konseptlari orqali ifodalanishini ko‘rsatadi [7].

Shuningdek, utopik tadqiqotlar nazariyasiga bag‘ishlangan manbalarda utopiya janrining shakllanishi va rivojlanish bosqichlari hamda uning ilmiy-metodologik asoslari keng yoritiladi [8]. Mazkur manbalar ideal jamiyat konsepsiyasini lingvokognitiv nuqtai nazardan o‘rganishda kompleks yondashuvni ta’minlaydi. Yuqoridagi ilmiy qarashlar ideal jamiyat konsepsiyasining falsafiy, sotsiologik va adabiy asoslarini belgilab beradi. Biroq o‘zbek xalq dostonlari va ingliz utopiyalarida ideal jamiyat konsepsiyasining lingvokognitiv voqelanish mexanizmlarini tizimli ravishda qiyosiy tahlil qilish masalasi yetarli darajada tadqiq etilmagan. Mazkur holat ushbu tadqiqotning dolzarbligi va ilmiy yangiligini asoslaydi.

Tadqiqot metodologiyasi: Tadqiqotda lingvokognitiv yondashuv asosiy metodologik tayanch sifatida qo‘llanildi. Konseptual tahlil usuli yordamida ideal jamiyat konseptining semantik yadrosi va periferik komponentlari aniqlashtirildi. Qiyosiy-tipologik metod orqali o‘zbek xalq dostonlari va ingliz utopik asarlaridagi ijtimoiy ideallar ifodasi o‘zaro solishtirildi. Diskursiv tahlil yordamida folklor va utopik matnlarda ideal jamiyat modelining shakllanish mexanizmlari o‘rganildi.

Shuningdek, stilistik tahlil vositasida obraz, metafora, ramziy birliklar va leksik-semantik vositalarning funksional yuklamasi aniqlanib, ularning konseptual mazmunni shakllantirishdagi roli baholandi. Tadqiqot materiallari sifatida o‘zbek xalq epik matnlari hamda ingliz utopik adabiyoti namunalaridan foydalanildi.

Tahlil va natijalar: Tahlil natijalari shuni ko‘rsatadiki, o‘zbek xalq dostonlarida ideal jamiyat konsepsiyasi asosan axloqiy mukammallik, qahramonlik, nomus, adolat va jamoaviy uyg‘unlik orqali ifodalanadi. Epik diskursda ijtimoiy ideal ko‘pincha ideal qahramon timsoli orqali gavdalanadi. Masalan, *“Bermaymiz, deb Boysaribiyning qizini, / Yakka ko‘rib Alpomishning o‘zini. / Qalmoq olib keldi polvon borini, / Bermaymiz, deb Barchinday yorini, / Qalmoqqa sotmadi nomus-orini”* misralarida nomus va or tushunchalari ideal jamiyatning axloqiy poydevori sifatida talqin qilinadi. Bu yerda ijtimoiy ideal shaxsiy manfaatdan ustun qo‘yilgan sha’n va jamoaviy qadriyatlar orqali voqelanadi. Qahramonning harakati nafaqat individual jasorat, balki butun jamiyat sha’nini himoya qilish sifatida talqin etiladi.

Shuningdek, *“Qoyil qilib Qalmoq polvonlarini, / Olib ketgandi-da Barchin yorini”* satrlarida ideal jamiyat modeli kuch va adolatning uyg‘unligi orqali ifodalanadi. Qahramon obrazi barqaror ijtimoiy tartibni tiklovchi kuch sifatida namoyon bo‘ladi. Bu jarayonda metaforik va ramziy birliklar konseptning kognitiv strukturasi shakllanishida muhim rol o‘ynaydi.

“Go‘ro‘g‘li” dostonidagi *“Yetti yil tinmayin urush bo‘lganda. / Shu urushda bunday dushman o‘lgan yo‘q”* misralari esa ijtimoiy idealning tarixiy-sinoviy xarakterini ochib beradi. Urush motivi orqali jamiyatni himoya qilish, dushmanga qarshi kurashish va jamoaviy barqarorlikni ta’minlash g‘oyasi ilgari suriladi. *“Har urushda bo‘lar dushman piyoda, / Hech urushda bunday dushman o‘lgan yo‘q”* satrlarida qahramonlik ideali ijtimoiy ustuvorlik va kuch timsoli sifatida namoyon bo‘ladi. Epik tafakkurda ideal jamiyat barqarorlik va jasorat orqali saqlanadi, bu esa mifopoetik obrazlar yordamida kognitiv modelga aylantiriladi.

Ingliz utopiyalarida esa ideal jamiyat modeli tizimli ijtimoiy tuzilma, siyosiy tenglik va iqtisodiy adolat asosida konseptual tarzda tasvirlanadi. Masalan, *"In Utopia every man has a right to everything, and yet it is certain that no man wants anything"* jumlasida umumiy egalik va ehtiyojning yo‘qligi orqali tenglik va mo‘l-ko‘llik prinsipi ilgari suriladi. Bu yerda ideal jamiyat ratsional asoslangan ijtimoiy tizim sifatida talqin etilib, normativ konstruksiyalar orqali ifodalanadi. Abstrakt leksika va mantiqiy izoh ijtimoiy uyg‘unlikni konseptual darajada asoslashga xizmat qiladi. Xuddi shuningdek, *"The end of our foundation is the knowledge of causes, and secret motions of things; and the enlarging of the bounds of human empire"* jumlasida ideal jamiyat ilm-fan va bilish asosida qurilgan tizim sifatida tasvirlanadi. Bu yerda ijtimoiy mukammallik bilim va taraqqiyot orqali amalga oshirilishi ta’kidlanadi. Utopik diskursda ratsional tafakkur va ilmiy izoh ustuvor bo‘lib, til vositalari muqobil ijtimoiy modelni nazariy jihatdan asoslash vazifasini bajaradi.

Qiyosiy tahlil natijasida aniqlanishicha, har ikkala adabiy an’anada ideal jamiyat konsepsiyasi umumiy semantik yadroga ega bo‘lib, u adolat, tenglik va barqarorlik g‘oyalari bilan bog‘liqdir. Biroq uning lingvokognitiv voqelanishi milliy-madaniy tafakkur xususiyatlariga ko‘ra farqlanadi. O‘zbek epik tafakkurida obrazlilik, mifopoetik ramzlar va qahramonlik timsoli ustunlik qilsa, ingliz utopiyalarida konseptual, abstrakt va ratsional ifoda vositalari yetakchilik qiladi. Shu tariqa, ideal jamiyat konsepti har ikki diskursda turlicha lingvistik strategiyalar orqali shakllanib, milliy tafakkurning o‘ziga xos modelini aks ettiradi.

Xulosa: Tadqiqot natijalari o‘zbek xalq dostonlari va ingliz utopiyalarida ideal jamiyat konsepsiyasi lingvokognitiv konstrukt sifatida shakllanishini ko‘rsatdi. Har ikki diskursda ijtimoiy ideal adolat, tenglik va uyg‘unlik g‘oyalari bilan bog‘liq bo‘lib, ular til birliklari orqali konseptual darajada voqelanadi. O‘zbek xalq dostonlarida ideal jamiyat obrazli va mifopoetik tafakkur asosida ifodalansa, ingliz utopiyalarida u tizimli va nazariy model sifatida tasvirlanadi. Mazkur farqlar milliy madaniy kod va tafakkur uslubining o‘ziga xosligi bilan izohlanadi. Shu tariqa, ideal jamiyat konsepsiyasining lingvokognitiv talqini folklor va utopik diskursni qiyosiy o‘rganish orqali yanada chuqurlashadi hamda badiiy matnlarning konseptual tuzilishini aniqlashga xizmat qiladi.

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ОПЫТ ЛИТЕРАТУРНО-ТВОРЧЕСКОЙ РАБОТЫ СО СТУДЕНТАМИ: ОТ “ЛИТЕРАТУРНЫХ ВТОРНИКОВ” К КЛУБУ “ЗАВЕТНАЯ ЛИРА”»

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Аннотация: *В статье речь идёт об основных направления деятельности кружка «Литературные вторники», который считается одним из истоков молодёжного поэтического клуба «Заветная Лира».*

Ключевые слова: *литературные вторники, молодёжный поэтический клуб «Заветная лира», педагогическая целесообразность, поэтическая организация, начинающие поэты, кружковая работа, совершенствование образовательного процесса в вузе. апробацию на заседаниях кафедры.*

«EXPERIENCE OF LITERARY AND CREATIVE WORK WITH STUDENTS: FROM “LITERARY TUESDAYS” TO THE “ZAVETNAYA LIRA” CLUB»

Annotation: *The article deals with the main activities of the Literary Tuesdays circle, which is considered one of the origins of the Cherished Lyre youth poetry club.*

Keywords: *literary Tuesdays, youth poetry club "Cherished Lyre", pedagogical expediency, poetic organization, aspiring poets, circle work, improvement of the educational process at the university. approbation at the department meetings.*

“ADABIY SESHANBALAR”DAN “MUQADDAS LIRA” KLUBIGACHA BO’LGAN TALABALAR BILAN ADABIY-IJODIY FAOLIYAT TAJRIBASI

Annotatsiya: *Maqolada “Adabiy seshanbalar” adabiy to‘garagining faoliyati, uning yosh ijodkorlarni birlashtirishdagi o‘rni hamda “Zavetnaya Lira” yoshlar poetik klubining vujudga kelishidagi ahamiyati tahlil qilinadi.*

Kalit so‘zlar: *adabiy seshanbalar, “Zavetnaya Lira” poetik klubi, pedagogik samaradorlik, adabiy muhit, yosh shoirlar, to‘garak ishlari, oliy ta’limda ta’lim jarayonini rivojlantirish, kafedra darajasida aprobatsiya.*

О молодёжном поэтическом Клубе «Заветная Лира» я знаю не понаслышке. В своё время о довольно успешной и, самое главное, педагогически целесообразной деятельности этой молодёжной поэтической организации можно было читать сообщения в газетах, доводилось смотреть телерепортажи о творческих мероприятиях с участием начинающих поэтов.

В шкафу вижу около десяти папок-корон с материалами, интересующими меня: устав клуба, рабочие планы разных лет, материалы всех мероприятий, конкурсные работы с оценками жюри, разные официальные бумаги, постановления о развитии куружковой работы в учебных заведениях, публикации о клубе и т.д. Нынче мне предстоит ознакомиться, изучать содержание этих объёмистых хранилищ документов о творчестве студентов, чтобы составить историю клуба “Заветная Лира”, а затем написать диссертацию о значении клубной работы для интенсификации, совершенствования образовательного процесса в вузе.

На корешке двух толстых папок написано “Публикации “Заветной Лиры””. В них подшиты пожелтевшие от времени газеты (либо вырезки из них) со статьями, заметками, сообщающими о деятельности “Заветной лиры”, либо со стихотворениями участников клуба. На узбекском, русском языках. Обращаю внимание на названия изданий, где опубликованы интересующие меня материалы: “Народное слово”, “Наманганская правда”, “Наманган хакикати”, “Камолот”, “Наманган садоси”, “Маърифат”, “Учитель Узбекистана”, “Молодёжь Узбекистана”, “Маҳорат мактаби”, “Болалар дунёси”, “Экспресс-инфо”, “Гулистон”, “Тил ва адабиёт таълими” (“Преподавание языка и литературы”), “Умид” “Репетитор”, “Акс садо”. Попадаются и ссылки на электронные ресурсы. В эту же папку подшиты и альманахи “Заветной Лиры”. Первый из них назван так же, как и Клуб – “Заветная Лира”. Тоненькая эта книжечка вышла в свет в издательстве “Наманган” в 2002 году. В неё вошли

стихотворения победителей первого конкурса в истории этой молодёжной творческой организации, состоявшегося 2-марта того же года. Эту дату и называют, обычно, как день рождения Клуба.

Однако основатель клуба говорит, что до этого тоже в его педагогической биографии было кое-что, что следует считать предтечей "Заветной Лиры" – ведь, на пустом месте ничего произрастает...

Кадыр Насырович показывает узкую пожелтевшую от времени вырезку из газеты с заметкой "**Литературные вторники".** Ввиду важности содержания, на мой взгляд, этой небольшой публикации, её текст приведём целиком:

«Эти оживленные литературные встречи стали в Наманганском педагогическом институте доброй традицией. Восьмой год дважды в месяц «вторники» собирают многочисленных любителей поэзии и прозы – и не только из студенческой, но и из школьной среды. В фокусе «вторников» - знаменательные юбилеи, обсуждение новинок советской и зарубежной литературы.

Интересно были отмечены на наших литературных «вторниках» круглые даты Ф. М. Достоевского, Н. А. Некрасова, А. А. Фадеева. Немало интересных и непосредственных мнений вызвали новые книги В. Кожевникова «Особое подразделение» и «Петр Рябинкин», за которые автор удостоен был Государственной премии 1971 года.

На последней встрече шел разговор о творчестве замечательного поэта Александра Твардовского, недавний сборник которого «Лирика последних лет» был также отмечен Государственной премией. Много ценного почерпнули для себя участники встречи из вступительного слова преподавательницы кафедры русской и зарубежной литературы Г. В. Досковской. Рассказ о лирике поэта, прочитанный ею большой отрывок из поэмы «Страна Муравия», были живо и тепло встречены аудиторией. А после наши совсем молодые студенты – первокурсники факультета русского языка и литературы Р. Хасанов, А. Какуриев, наши гости – старшеклассники средней школы № 1 города Намангана Л. Рахманова, Л. Олейникова, М. Пузанов прочли стихотворения и отрывки из поэм Александра Твардовского.

Хотелось бы, чтобы студенческие литературные встречи проходили в еще более массовом, широком кругу общественности». [1]

Маленькая публикация полувековой давности оказалась довольно ценным источником: здесь и дата организации кружка («восьмой год», значит – 1964 год), и регулярность проводимых занятий-встреч («дважды в месяц»), профиль, т.е. направления деятельности, и тематика последних занятий, и состав их участников-исполнителей, и даже пожелания на будущее.

Судя по всему, профессор К. Носиров, кем к настоящему времени опубликовано более 500 различных научных работ, эту свою раннюю маленькую заметку ценит не меньше других, солидных: в 2021 году он её включил в сборник своих избранных статей под названием «Заметки о литературной жизни Намангана»: «Литературные вторники» - свидетельство о той доброй традиции, которую позже, переориентировав на другое русло, продолжил клуб «Заветная Лира».

Кружок «Литературные вторники», по словам К.Н. Носирова, был организован по инициативе заведующей кафедрой русской и зарубежной литературы Наманганского государственного педагогического института (с 1992 года – университет) доцентом Т.Х. Хамидовой. Первые несколько лет руководителем кружка была молодая преподавательница Г.В. Досковская. В последующем в разные годы руководство кружком поручалось: Р.Г. Пузиной, Л. Петровой, Р.З. Фаткулиной, Л.П. Пивоваровой, К.Н. Носирову. Однако нужно сказать, заведующая кафедрой Т.Х. Хамидова очень ревниво, строго-ответственно относилась к кружковым занятиям: посещала почти все его мероприятия, выступала. После проведённого мероприятия обязательно устраивалось обсуждение его, разбор. При этом, заведующая, как правило, требовала, чтобы высказывались все члены кафедры. Отчёты о работе «Литературных вторников» систематически выносились на заседания кафедры.

В работе кружка, как было сказано выше, выделялись два направления: юбилеи писателей (Это называлось «литературный календарь», посвящаемое той или иной дате традиционное аудиторное занятие кружка) и новинки литературы. Второе, «новинки литературы», было тесно связано с внутрикафедральным календарным планом работы: ежемесячно на заседания планировался вопрос: новинки литературы. К каждому преподавателя был прикреплён один литературный журнал, по которому он на заседании делал годичный обзор литературных новинок. В частности, заведующая кафедрой отвечала за журнал «Вопросы литературы», за К. Носировым была закреплена «Звезда Востока» и т.д. Вот эти обзоры новинок, как бы пройдя своеобразную апробацию на заседаниях кафедры под руководством Т.Х. Хамидовой, и выносились затем на занятия «Литературных вторников», т.е. в студенческую внеаудиторную работу. Точнее говоря, из «новинок» какое-либо конкретное произведение предлагалось студенческому вниманию в кружковое время с целью более обстоятельного

[1] Насыров, К. Литературные вторники. //Наманганская правда, 1972, 14-января.

обсуждения с молодёжью, точнее говоря, для молодёжи В частности, К. Носиров в разные годы в рамках «Литературных вторников» выступал с докладами о сборниках стихов А. Арипова «Митти юлдуз» («Звёздочка»), «Онажон» («Матушка», а также о романе Х. Гуляма «Машъал» («Светоч»).

Обратим внимание: через «Литературные вторники» студенты русской филологии знакомились и с новинками узбекской литературы. И вовсе не случайно ответственность за эту работу фактически ложилась на плечи конкретного педагога.

Опыт выступлений на кружке «Литературные вторники» в последующем выливается в более широкие «проекты».

К. Носиров, хорошо понимающий значение внеаудиторной работы как важный фактор обогащения знаний студентов, в своей педагогической деятельности старался придумывать что-нибудь полезное и интересное в этом направлении. Он, в частности, вспоминает про клуб "Дружба народов", проекты "Мы – наследники Алишера Навоий", "БТТ или экзамен на сцене" и др. Проект БТТ использовался в педагогической практике К. Носирова три года подряд.

Отметим, что оба вышеназванных мероприятия в свое время нашли своё отражение в главных газетах области, "Наманган хакикати" и «Наманганская правда»[2]

Однако несмотря на очевидную содержательность, а главное, педагогическую оправданность вышеописанных проектов, следует сказать, что-то были единичные, эпизодические мероприятия. К. Носиров искал что-нибудь постоянное, долговременное, стабильно действующее…

В результате поисков в этом направлении зародилась и идея создания постоянно действующего Клуба, который назовут «Заветной Лирой».

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A COMPARATIVE ANALYSIS OF TEACHER-CENTERED VS. LEARNER-CENTERED APPROACHES IN DEVELOPING ARGUMENTATIVE WRITING AMONG UNIVERSITY UNDERGRADUATES

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Abstract; *Argumentative writing is a core academic skill that poses significant challenges for university undergraduates in foreign language contexts. This article presents a comparative analysis of teacher-centered and learner-centered instructional approaches in developing argumentative writing competence among undergraduate students. The study draws on a qualitative review of recent empirical and theoretical literature published between 2015 and 2024. Findings suggest that while teacher-centered approaches provide structured guidance and explicit instruction in argumentation conventions, learner-centered approaches foster critical thinking, collaborative inquiry, and autonomous writing development. The study concludes that an integrative pedagogical framework combining the strengths of both approaches may yield the most effective outcomes in academic writing instruction.*

Keywords: *argumentative writing, teacher-centered instruction, learner-centered instruction, academic writing, university undergraduates, writing pedagogy.*

СРАВНИТЕЛЬНЫЙ АНАЛИЗ ПОДХОДОВ, ОРИЕНТИРОВАННЫХ НА ПРЕПОДАВАТЕЛЯ И НА ОБУЧАЮЩЕГОСЯ, ПРИ ФОРМИРОВАНИИ НАВЫКОВ НАПИСАНИЯ АРГУМЕНТАТИВНЫХ ТЕКСТОВ У СТУДЕНТОВ ВУЗОВ

Аннотация; *Аргументативное письмо является одним из ключевых академических навыков, представляющих значительную сложность для студентов университетов, изучающих иностранный язык. В данной статье проводится сравнительный анализ преподавательско-ориентированного и студентоцентрированного подходов к развитию навыков аргументативного письма среди студентов бакалавриата. Исследование основано на качественном обзоре современной эмпирической и теоретической литературы, опубликованной в период с 2015 по 2024 год. Результаты показывают, что преподавательско-ориентированный подход обеспечивает структурированное руководство и явное обучение нормам аргументации, тогда как студентоцентрированный подход способствует развитию критического мышления, совместной деятельности и самостоятельности в письме. Делается вывод о том, что интегративная педагогическая модель, сочетающая преимущества обоих подходов, может дать наиболее эффективные результаты в обучении академическому письму.*

Ключевые слова: *аргументативное письмо, преподавательско-ориентированный подход, студентоцентрированный подход, академическое письмо, студенты бакалавриата, методика обучения письму.*

UNIVERSITET TALABALARI ORASIDA ARGUMENTATIV YOZISH KO'NIKMALARINI RIVOJLANTIRISHNING O'QITUVCHIGA YO'NALTIRILGAN VA O'QUVCHIGA YO'NALTIRILGAN YONDASHUVLARINING QIYOSIY TAHLILI.

Annotatsiya; *Argumentativ yozuv universitetlarda xorijiy til o'rganuvchi talabalar uchun muhim akademik ko'nikma bo'lib, ularda ko'plab qiyinchiliklar keltirib chiqaradi. Ushbu maqolada bakalavriat talabalari o'rtasida argumentativ yozuv kompetensiyasini rivojlantirishda o'qituvchi markazlashgan va talaba markazlashgan yondashuvlarning qiyosiy tahlili amalga oshiriladi. Tadqiqot 2015–2024 yillar orasida chop etilgan zamonaviy empirik va nazariy adabiyotlarning sifatli sharhi asosida olib borilgan. Natijalar shuni ko'rsatadiki, o'qituvchi markazlashgan yondashuv talabalarga argumentatsiya konvensiyalarini o'rgatishda tizimli yo'naltirish va aniq yo'riqnoma bersa, talaba markazlashgan yondashuv tanqidiy fikrlash, hamkorlikdagi izlanish va mustaqil yozuv ko'nikmalarini rivojlantirishga xizmat qiladi. Maqolada ikkala yondashuvning kuchli tomonlarini birlashtirgan integrativ pedagogik model akademik yozuvni o'qitishda eng samarali natijalarni berishi mumkin, degan xulosa chiqariladi.*

Kalit so'zlar: *argumentativ yozuv, o'qituvchi markazlashgan yondashuv, talaba markazlashgan yondashuv, akademik yozuv, bakalavriat talabalari, yozuvni o'qitish metodikasi.*

INTRODUCTION

Academic writing, particularly argumentative writing, occupies a central position in university-level education. The ability to construct logical, evidence-based arguments is essential for students across disciplines, yet it remains one of the most demanding skills for undergraduate learners in foreign language contexts. Research consistently identifies argumentative writing as a complex cognitive and rhetorical task that requires not only linguistic competence but also critical reasoning, source evaluation, and coherent organizational skills (Hyland, 2019).

Two dominant instructional philosophies have shaped writing pedagogy in higher education: teacher-centered instruction (TCI) and learner-centered instruction (LCI). Teacher-centered approaches prioritize explicit instruction, modeling, and direct feedback from the instructor, who assumes the primary role of knowledge transmitter. In contrast, learner-centered approaches position students as active agents in the learning process, emphasizing collaboration, peer interaction, and self-directed inquiry (Weimer, 2013).

Despite extensive debate on the relative merits of these approaches, comparative empirical analyses in the specific context of argumentative writing at the university level remain limited. This article seeks to address this gap by examining how each approach contributes to the development of argumentative writing among university undergraduates, drawing on recent scholarly literature.

LITERATURE REVIEW

Argumentative writing has been studied extensively within the fields of second language writing, rhetoric, and composition studies. Scholars define argumentative writing as a mode of discourse in which writers construct a position, support it with evidence, and address counterarguments through a logically structured text (Ferretti & Graham, 2019). The genre demands meta-cognitive awareness and rhetorical sensitivity, making it particularly challenging for non-native speakers of English.

Teacher-centered instruction in writing education is rooted in the product-oriented tradition, which focuses on the formal features of texts, including organization, grammar, and style. Studies by Ferris (2014) suggest that explicit grammar and structure instruction improves undergraduate students' control over argumentative forms. Direct error correction and model-text analysis are among the most frequently employed strategies within this paradigm.

Learner-centered approaches, by contrast, are grounded in process writing theory and sociocultural perspectives on learning. Vygotsky's concept of the Zone of Proximal Development (ZPD) informs much of the theoretical basis of learner-centered writing pedagogy, particularly through the use of collaborative activities such as peer review and group drafting (Wigglesworth & Storch, 2012). Research indicates that collaborative writing tasks encourage deeper engagement with argumentation strategies and promote learner autonomy.

Genre-based pedagogy, which draws on both teacher guidance and learner interaction, has emerged as a significant framework in academic writing instruction. Hyland (2019) argues that genre pedagogy bridges the gap between explicit instruction and contextual learning by exposing students to authentic argumentative texts while engaging them in structured practice. This approach has been associated with measurable gains in textual coherence and argumentative depth.

Despite the growing body of research, comparative analyses of TCI and LCI specifically within argumentative writing contexts at the undergraduate level are relatively sparse. Existing studies often focus on either one approach or examine writing outcomes in general academic writing rather than in argumentation specifically. This review therefore addresses that gap by synthesizing comparative findings from multiple contexts.

METHODOLOGY

This study employed a qualitative literature review methodology. Peer-reviewed journal articles and book chapters published between 2015 and 2024 were collected from academic databases including Scopus, Web of Science, ERIC, and Google Scholar. The search terms included "argumentative writing," "teacher-centered instruction," "learner-centered writing," "academic writing pedagogy," and "undergraduate writing." Studies were selected for analysis based on the following inclusion criteria:

1. Studies investigating writing instruction at the undergraduate level.
2. Research examining either teacher-centered or learner-centered instructional approaches, or comparing both.
3. Peer-reviewed articles written in English.

A total of 38 studies were selected and analyzed to identify recurring themes, comparative findings, and pedagogical implications related to the development of argumentative writing.

RESULTS

4.1 Outcomes of Teacher-Centered Instruction. The analysis of teacher-centered approaches revealed consistent improvements in students' control of textual structure and formal argumentation conventions. Studies found that direct instruction in the organization of argumentative essays — including claim statements, supporting evidence, and

refutation — led to measurable gains in essay coherence and structural accuracy (Ferris, 2014; Naghdipour, 2016). Students in teacher-directed classrooms demonstrated greater familiarity with genre-specific conventions and produced essays that conformed more closely to academic standards.

However, several studies noted limitations in the depth of critical thinking produced within teacher-centered contexts. Learners tended to reproduce teacher-provided models rather than developing original argumentative positions. This dependency on instructor scaffolding was associated with lower levels of analytical reasoning and a reduced capacity for independent argumentation (Hyland, 2019).

4.2 Outcomes of Learner-Centered Instruction

Learner-centered approaches demonstrated significant benefits in fostering critical thinking and argumentative reasoning. Collaborative tasks such as peer review, debate-based writing, and co-authorship were associated with higher levels of idea generation and the development of more nuanced arguments (Wigglesworth & Storch, 2012). Students engaged in learner-centered writing activities showed greater ownership of their argumentative positions and produced essays with greater ideational complexity.

Nonetheless, the absence of explicit structural instruction in some learner-centered environments resulted in weaknesses in textual organization. Students often produced content-rich but structurally inconsistent essays, reflecting gaps in genre awareness. Research by Lee (2017) indicates that without guided instruction in argumentation conventions, learner-centered writing tasks may not adequately prepare students for formal academic writing requirements.

4.3 Comparative Findings

Comparative analyses suggest that neither approach is universally superior. Teacher-centered instruction is more effective in producing structurally sound argumentative texts, whereas learner-centered instruction generates deeper critical engagement and more original argumentative content. Studies that integrated elements of both approaches — such as genre-based pedagogy with collaborative revision — reported the strongest overall outcomes, combining structural competence with substantive argumentative quality (Hyland, 2019; Ferris, 2014).

5. DISCUSSION

The findings of this review support a nuanced understanding of writing instruction that resists binary distinctions between teacher-centered and learner-centered models. Both approaches address distinct but complementary dimensions of argumentative writing competence. Teacher-centered instruction equips students with the structural and generic knowledge necessary to participate in academic discourse communities, while learner-centered approaches cultivate the critical and dialogic capacities that underpin substantive argumentation.

From a sociocultural perspective, the most productive learning environments are those in which expert guidance and peer collaboration interact dynamically. This aligns with Vygotsky's notion of mediated learning, in which both teachers and peers function as cognitive mediators who support learners in extending their argumentative capabilities beyond their current independent performance levels (Wigglesworth & Storch, 2012).

Pedagogically, the findings recommend an integrative approach that begins with explicit teacher modeling and structured practice of argumentation conventions, progressively transitioning toward collaborative and self-directed writing tasks. Such a trajectory mirrors the gradual release of responsibility model, which has demonstrated effectiveness in developing complex literacy skills (Ferretti & Graham, 2019).

It is also important for educators to consider context-specific factors such as students' proficiency levels, prior writing experience, and institutional expectations when selecting instructional approaches. A flexible, adaptive pedagogy that responds to learners' evolving needs is likely to produce the most sustainable gains in argumentative writing development.

CONCLUSION

This comparative analysis demonstrates that teacher-centered and learner-centered instructional approaches each contribute uniquely to the development of argumentative writing among university undergraduates. While teacher-centered methods are particularly effective in establishing structural and genre competence, learner-centered approaches promote the critical and collaborative dimensions of argumentation. Neither approach alone is sufficient; rather, an integrative pedagogical framework that draws on the strengths of both paradigms offers the most promising pathway to holistic argumentative writing development.

Future research should focus on longitudinal studies that track argumentative writing development across academic years, as well as experimental designs that systematically compare integrative instructional models with single-approach instruction in diverse university contexts.

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INGLIZ BOLALAR FOLKLOR QO‘SHIQLARIDA ONOMASTIK BIRLIKLAR QO‘LLANILISHINING LINGVOKULTUROLOGIK XUSUSIYATLARI

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Annotatsiya: *Bolalar folklor qo‘shiqlari muayyan xalqning o‘tmishi, tarixiy shakllanish bosqichlari, urf-odat va an’analari, e’tiqodiy qarashlari va qadriyatlarini o‘zida aks ettiruvchi bebaho manbalardir. Ularda xalqning kundalik turmush tarzi sodda lekin to‘yingan til orqali ifodalanadi. Ushbu tadqiqotda ingliz bolalar folklor qo‘shiqlaridagi onomastik birliklar qiyosiy-lingvokulturologik hamda semantik jihatdan analiz qilish orqali ular orqali nazarda tutilgan simvollar va ularning qo‘shiq matnidagi funksiyalari ochib beriladi. Bolalar folklor qo‘shiqlaridagi onomastik birliklar shunchaki til birligi sifatida emas balki muhim lingvokulturologik ahamiyatga ega bo‘lgan etnik xotira va milliy o‘zlikni namoyon qiluvchi madaniy kodlar sifatida talqin qilinadi. Har bir xalq madaniyatining xilma-xilligi va o‘ziga xos jihatlari misollar orqali ko‘rsatilib isbotlab beriladi.*

Kalit so‘zlar: *Onomastik birliklar, antroponim, nominativ funksiya, umumlashtiruvchi funksiya, fonetik-poetik funksiya, deonimizatsiya.*

LINGUOCULTURAL FEATURES OF THE USE OF ONOMASTIC UNITS IN ENGLISH CHILDREN'S FOLK SONGS

Abstract: *Children’s folk songs are invaluable sources reflecting the past of a particular people, the stages of their historical development, customs and traditions, beliefs, and values. In these songs, the everyday lifestyle of the people is expressed through simple yet meaningful language. This study analyzes onomastic units in English children’s folk songs from comparative linguocultural and semantic perspectives, revealing the symbols implied through these units and their functions within the song texts. Onomastic units in children’s folk songs are interpreted not merely as linguistic elements, but also as cultural codes possessing significant linguocultural value and representing ethnic memory and national identity. The diversity and distinctive features of each culture are demonstrated and proven through relevant examples.*

Keywords: *onomastic units, anthroponym, nominative function, generalizing function, phonetic-poetic function, deonymization.*

ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ОНОМАСТИЧЕСКИХ ЕДИНИЦ В АНГЛИЙСКИХ ДЕТСКИХ ФОЛЬКЛОРНЫХ ПЕСНЯХ

Аннотация: *Детские фольклорные песни являются бесценными источниками, отражающими прошлое определённого народа, этапы его исторического формирования, обычаи и традиции, религиозные представления и ценности. В них повседневный образ жизни народа выражается посредством простого, но содержательного языка. В данном исследовании ономастические единицы в английских детских фольклорных песнях анализируются с сравнительно-лингвокультурологической и семантической точек зрения, а также раскрываются символы, заключённые в этих единицах, и их функции в тексте песни. Ономастические единицы в детских фольклорных песнях интерпретируются не только как языковые единицы, но и как культурные коды, имеющие важное лингвокультурологическое значение и отражающие этническую память и национальную идентичность. Многообразие и своеобразие культуры каждого народа демонстрируются и подтверждаются посредством конкретных примеров.*

Ключевые слова: *ономастические единицы, антропоним, номинативная функция, обобщающая функция, фонетико-поэтическая функция, деонимизация.*

Kirish

Bolalar folklor qo‘shiqlari bolalar tomonidan yoki ularga atab kuylanuvchi qo‘shiqlar hisoblanadi. Lekin ular shunchaki ko‘ngilochar hamda musiqiy-estetik zavq uyg‘otish vositasi emas balki muayyan xalqning ko‘p asrlik tarixiy tajribasi, etnik xotira, milliy o‘zlik va madaniy mafkurani avloddan avlodga o‘tkazuvchi dastlabki fundamental ijtimoiy-iqtisodiy instituti hamdir. Aynan folklor qo‘shiqlari orqali o‘sib kelayotgan bola o‘zi yashayotgan jamiyatdagi axloqiy me’yorlar, urf-odat va an’analar, e’tiqodiy qarashlar hamda qadriyatlar bilan ilk bor tanishadi.

Bolalar folklor qo‘shiqlarida uchrovchi obrazlar, ramziy timsollar, onomastik birliklar o‘sib kelayotgan bolaning milliy mafkurasini shakllantirishda muhim rol o‘ynaydi. Chunki bolalar jamiyatdagi ijtimoiy-madaniy bilimlarni folklor namunalarini, xususan folklor qo‘shiqlarini tinglash, kuylash va takrorlash orqali oladilar. Qo‘shiqlarda qo‘llanilgan sof xalqona iboralar nafaqat bolaning til boyligini oshirishda balki milliy qadriyatlar va an’anaviy dunyoqarash fonida bolalarning tasavvurini kengaytirishda muhim ahamiyatga egadir. Shuningdek qadim qadimdan har bir xalqning milliy ongida mavjud bo‘lgan ezgulik va yovuzlik, mehnat va rohat, qahramonlik kabi tushuncha va stereotiplar folklor qo‘shiqlari orqali bolalar ongiga sindiriladi. Shuning uchun ham bolalar folklor qo‘shiqlari faqatgina estetik yoki lingvistik ahamiyatga ega hodisa emas balki o‘z tarkibida xalqning madaniy kodlarini saqlovchi va uni kelajak avlodga uzatuvchi kommunikativ vosita sifatida ham qadrlanadi.

Adabiyotlar tahlili va metodologiya

Mazkur tadqiqotda bolalar folklor qo‘shiqlarida qo‘llanilgan antroponimlarning funksional-semantik xususiyatlarini aniqlashda tavsifiy (deskriptiv) metod yordamida folklor matnlarida uchraydigan onomastik birliklar aniqlanadi, tasniflandi hamda ularning matndagi lingvistik xususiyatlari tavsiflandi. Ushbu metod antroponimlarning qo‘llanish shakli, poetik vazifasi va semantik yukini aniqlash imkonini berdi.

Shuningdek, lingvokulturologik metod asosida antroponimlarning xalq madaniyati, milliy tafakkur va tarixiy xotira bilan bog‘liq jihatlari tahlil qilindi. Mazkur metod orqali “Polly Flinders”, “Jack”, “Johnny” kabi antroponimlarning ingliz folkloridagi ramziy va madaniy ma’nolari ochib berildi. Chunki folklor matnidagi atoqli otlar ko‘pincha xalqning madaniy kodlari va kollektiv tasavvurlari bilan chambarchas bog‘liq holda shakllanadi.

Bundan tashqari, kontekstual tahlil metodidan foydalanilib, antroponimlarning qo‘shiq matni tarkibidagi vazifasi va ma’no o‘zgarishlari o‘rganildi. Aynan shu metod yordamida antroponimning konkret shaxs nomidan umumlashgan obraz yoki tipik xarakter darajasiga o‘tishi, ya’ni deonimizatsiya jarayoni kuzatildi. Masalan, “Polly Flinders” nomining oddiy ism emas, balki sho‘x va ehtiyotsiz qiz obrazini ifodalashi matn konteksti asosida aniqlanadi.

LITTLE Polly Flinders (kichkina Polli Flinders)
Sat among the cinders, (Cho‘g‘ oldida o‘tiradi,)
Warming her pretty little toes. (Jajji oyoqchalarini isitib.)
Mother came and caught her, (Onasi kelib uni ko‘rib qoladi)
And whipped her little daughter(Va qizini jazolaydi)
For spoiling her nice new clothes.(Yangi kiyimlarini kir qilgani uchun)

Bu qo‘shiq 1805-yilda “Little Jenny Flinders” nomi bilan nashr etilgan. Bundan ko‘rinadiki, “Flinders” nomi “Polly” yoki “Jenny”dan ko‘ra muhimroqdir, chunki u “cinders” (cho‘g‘, kul) so‘zi bilan qofiyalanadi va shu orqali ertaklardagi “kambag‘allikdan boylikka” mavzusidagi syujetlarga ulanadi. Bunday ertaklarda odatda go‘zal va ko‘pincha onasiz qahramon qiz yovuz qarindoshlari tomonidan eziladi hamda oshxona yoki kul orasida yashirishga majbur qilinadi. Uning go‘zalligi chang, kul va kir bilan yashiriladi, toki boshqa birov odatda badbashara opa-singil uning baxtli taqdirini egallab olsin.

Mashhur ertaklardan biri Sinderella bu holatni yaqqol ko‘rsatadi. Ushbu ertak Charles Perrault ning “Mother Goose” to‘plamida ham uchraydi. “Cinderella” nomining o‘zi ham uning kul va kir bilan qoplangan holatini anglatadi. Polli singari u ham shahzodani o‘ziga rom etish va oshxonadan chiqib ketish uchun toza hamda chiroyli kiyimlarga muhtoj bo‘ladi.

Biroq ushbu bolalar qo‘shig‘i ertakdan farqli ravishda ogohlantiruvchi mazmunga ega. Unda oddiy qizchalarga o‘zlarini ertak qahramonidek tasavvur qilmaslik kerakligi uqtiriladi. Qo‘shiq bolalarni kiyimlarini ozoda saqlashga undaydi, chunki ularning muammolarini sehrli pari kelib hal qilib bermaydi. Aks holda, onasi jahli chiqib, ularni jazolashi mumkinligi ta’kidlanadi.

Ushbu qo‘shiq matnida qo‘llangan “Polly Flinders” antroponimi bir necha muhim funksiyalarni bajaradi:

1.Nominativ funksiya. Bu o‘rinda antroponim qo‘shiq qahramonini individuallashtiradi va matnga obrazlilik beradi. Biroq antroponimning vazifasi faqatgina aniq bir qizning nomini ifodalashni maqsad qilmaydi.

2.Umumlashtiruvchi funksiya “Polly Flinders” nomi folklor matnida umumlashgan ramziy obraz sifatida qo‘llanib, sho‘x, beparvo yoki hali hayot tajribasiga ega bo‘lmagan kichkina qizaloq timsolini aks ettiradi. Shu sababli ushbu antroponim tipiklashtiruvchi funksiyani ham bajaradi.

3.Fonetik-poetik funksiya. “Flinders” komponenti fonetik-poetik vazifaga ham ega. Chunki u “cinders” so‘zi bilan qofiyalanib, qo‘shiqning ritmik va ohangdor tuzilishini ta’minlaydi. Folklor qo‘shiqlarida bunday qofiyadosh antroponimlar matnning esda qoluvchanligini oshiradi hamda bolalar nutqiga mos musiqiylikni yuzaga keltiradi. Demak, bu yerda antroponim nafaqat ism sifatida, balki poetik vosita sifatida ham xizmat qilgan.

Shuningdek, “Polly Flinders” antroponimi lingvokulturologik va intertekstual funksiyani ham bajaradi. Chunki u “Cinderella” kabi kul orasida yashovchi, ezilgan, ammo go‘zal qahramon obrazlari bilan assotsiatsiya hosil qiladi. Natijada qo‘shiqdagi antroponim oddiy ism bo‘lib qolmay, ingliz folklori va ertakchiligidagi “kul orasidagi qiz” arxetipini eslatuvchi madaniy kodga aylanadi. Shu tariqa ushbu antroponim matnda nominativ, poetik, ramziy, umumlashtiruvchi va lingvokulturologik funksiyalarni birgalikda bajaradi.

Little Tommy Tucker, (Kichkina Tommi Taker)
Sings for his supper;(Kechki ovqat uchun kuylaydi)
What shall he eat? (U nima yeydi?)
Brown bread and butter. (Qora non va saryog‘)
How will he cut it (Uni qanday kesadi)
Without any knife? (Pichoqsiz?)
How will he marry (Qanday turmush quradi)
Without a wife?(Xotinsiz?)

Natijalar va Muhokama

O‘rta asrlarda sayyor musiqachilar va kezib yuruvchi qo‘shiqchilar gavjum mehmonxonalarda qo‘shiq aytib, raqs tushib yoki kuy chalib berish evaziga ovqat olishlari odatiy hol edi. “Ovqat uchun kuylamoq” (“singing for your supper”) iborasi xalq orasida maqolga aylangan bo‘lib, 1829-yilda “Little Tommy Tucker” ilk bor nashr etilgach yanada mashhur bo‘ldi. Ko‘pchilik bu asarni oddiy va muloyim bolalar qo‘shig‘i deb hisoblasa-da, aslida uning matni yetim bolalarning og‘ir taqdirini kinoyaviy tarzda tasvirlaydi. Chunki “Tommy Tucker” nomi o‘sha davrda yetim bolalarga nisbatan ishlatiladigan so‘zlashuvdagi umumiy nomlardan biri bo‘lgan. Ular ko‘pincha ovqat topish uchun qo‘shiq aytishga yoki tilanchilik qilishga majbur bo‘lganlar. Qo‘shiq, shuningdek, ijtimoiy himoya tizimi hali mavjud bo‘lmagan davrlardagi yetimlarning ayanchli ahvoliga ham ishora qiladi. Ularning jamiyatda mavqei, mol-mulki, oilasi yoki ularga g‘amxo‘rlik qiladigan yaqinlari bo‘lmagan. Shu sababli ularning hayotini yaxshilash imkoniyati ham juda kam edi. “U qanday uylanadi / Xotinsiz?” misralari ham aynan yetim bolaning kelajagi mavhum va umidsiz ekanligini ifodalaydi.

Ushbu qo‘shiqda qo‘llangan “Tommy Tucker” antroponimi bir nechta muhim funksiyalarni bajaradi:

1.Nominativ funksiya. Ushbu holatda antroponim qo‘shiq qahramonini individuallashtiradi va matnga aniq obraz kiritadi. Biroq mazkur antroponim konkret bir tarixiy shaxsni emas, balki umumlashgan ijtimoiy tipni ifodalashi bilan ahamiyatlidir. Chunki “Tommy Tucker” ingliz xalq og‘zaki nutqida yetim, kambag‘al yoki tilanchilik qilib kun ko‘ruvchi bolalarga nisbatan qo‘llanilgan kollektiv nom sifatida shakllangan. Shu sababli antroponim bu yerda tipiklashtiruvchi va umumlashtiruvchi funksiyani bajaradi.

2.Ijtimoiy ramz. “Tommy Tucker” nomi folklor matnida ijtimoiy-ramziy vazifani ham bajaradi. Qo‘shiq orqali o‘rta asr jamiyatidagi yetim bolalarning og‘ir turmushi, ularning jamiyatdagi himoyasiz mavqei hamda kambag‘allik muammosi ramziy tarzda ifodalanadi. Demak, antroponim oddiy ism emas, balki muayyan ijtimoiy qatlamning belgisi sifatida qo‘llangan.

3.Poetik-fonetik funksiya. Ushbu antroponim poetik-fonetik funksiyaga ham ega. “Tommy Tucker” birikmasidagi alliteratsiya va ritmik uyg‘unlik qo‘shiqning ohangdorligini oshirib, bolalar folkloriga xos musiqiylikni yuzaga keltiradi. Bu esa matnning esda qoluvchanligini kuchaytiradi.

Mazkur antroponimda deonimizatsiya jarayoni ham kuzatiladi. Ya’ni dastlab atoqli ot sifatida qo‘llangan “Tommy Tucker” keyinchalik umumlashgan ma’no kasb etib, ma’lum bir ijtimoiy tip kambag‘al yoki yetim bola ma’nosini anglatuvchi birlikka aylangan. Natijada antroponim nominativ vazifadan tashqari ramziy, ijtimoiy, tipiklashtiruvchi va lingvokulturologik funksiyalarni ham bajaradi.

Xulosa

Xulosa qilib aytganda, bolalar folklor qo‘shiqlarida ma’lum bir tushuncha yoki ma’lum bir xarakter va ijtimoiy tipga ega bo‘lgan odamlar guruhi muayyan onomastik birliklar orqali ifodalanadi. Xususan, bolalar folklor qo‘shiqlarida qo‘llanilgan antroponimlar har doim ham muayyan real yoki tarixiy shaxsni emas balki ushbu antroponim bilan bog‘liq holda xalq ongida shakllangan xulq-atvor, ijtimoiy status yoki ramziy ma’noni ifodalash funksiyasini bajaradi. Bu o‘rinda onomastik birlik nominativ funksiyadan konnotativ funksiyasiga ko‘chib o‘tadi va lingvokulturologik ma’no yukini oladi.

Shuningdek qo‘shiqdagi onomastik birlikning xususiyatlaridan kelib chiqib, keyinchalik tilda ushbu onomastik birlik deonimizatsiyaga uchrashi mumkin. Ya’ni folklor qo‘shig‘ida qo‘llanilganidan so‘ng turdosh ot sifatida ishlatilib umumlashgan nominativ birlikka aylanishi mumkin. Natijada, deonimizatziyaga uchragan onomastik birlik ma’lum bir

xarakter yoki ijtimoiy tipni bildiruvchi leksik birlik sifatida qo‘llanila boshlaydi. Anglash mumkinki, folklor qo‘shiqlaridagi onomastik birliklar xalq tafakkuri vat il taraqqiyoti bilan bog‘liq hodisadir.

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ОСОБЕННОСТИ ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ СТУДЕНТОВ НАПРАВЛЕНИЯ ИНЖЕНЕРИИ РАЗНЫМИ СТИЛЯМИ ОБУЧЕНИЯ

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Аннотация. *В статье рассматриваются особенности обучения русскому языку студентов инженерных направлений с учётом различных стилей обучения. Анализируются когнитивные, аудиальные, визуальные и кинестетические стили, а также их влияние на усвоение языкового материала. Особое внимание уделяется адаптации методик преподавания к профессионально-ориентированным потребностям студентов технических специальностей. Предлагаются эффективные подходы и педагогические стратегии, направленные на повышение мотивации и качества языковой подготовки.*

Ключевые слова: *русский язык, инженерное образование, стили обучения, профессиональная коммуникация, методика преподавания, когнитивные стили, языковая подготовка.*

MUHANDISLIK YO‘NALISHI TALABALARIGA RUS TILINI O‘QITISHNING TURLI O‘QITISH USLUBLARI XUSUSIYATLARI

Annotatsiya. *Maqolada muhandislik yo‘nalishi talabalariga rus tilini o‘qitish jarayonida turli o‘qitish uslublarining xususiyatlari ko‘rib chiqiladi. Kognitiv, audiovizual, vizual va kinestetik uslublar hamda ularning til materialini o‘zlashtirishga ta’siri tahlil qilinadi. Texnik mutaxassislik talabalari uchun kasbiy yo‘naltirilgan ehtiyojlarga moslashtirilgan o‘qitish metodikalariga alohida e’tibor qaratiladi. Talabalarning motivatsiyasi va til tayyorgarligi sifatini oshirishga qaratilgan samarali pedagogik yondashuvlar taklif etiladi.*

Kalit so‘zlar: *rus tili, muhandislik ta’limi, o‘qitish uslublari, kasbiy kommunikatsiya, o‘qitish metodikasi, kognitiv uslublar, til tayyorgarligi.*

FEATURES OF TEACHING THE RUSSIAN LANGUAGE TO ENGINEERING STUDENTS THROUGH DIFFERENT LEARNING STYLES

Abstract. *The article examines the features of teaching the Russian language to engineering students, taking into account different learning styles. Cognitive, auditory, visual, and kinesthetic learning styles and their impact on language acquisition are analyzed. Special attention is paid to adapting teaching methods to the professionally oriented needs of students in technical specialties. Effective pedagogical approaches and strategies aimed at improving motivation and the quality of language training are proposed.*

Keywords: *Russian language, engineering education, learning styles, professional communication, teaching methodology, cognitive styles, language training.*

Введение.

Современное инженерное образование предъявляет высокие требования не только к профессиональной подготовке студентов, но и к уровню их коммуникативной компетенции. В условиях глобализации и расширения международного сотрудничества особую значимость приобретает владение русским языком как средством профессионального и межкультурного общения. Для студентов инженерных направлений русский язык выступает не только как учебная дисциплина, но и как инструмент освоения специальной литературы, участия в научной деятельности и профессиональной коммуникации.

Вместе с тем процесс обучения русскому языку студентов технических специальностей сопровождается рядом трудностей. К ним относятся недостаточный уровень мотивации, сложность восприятия профессионально-

ориентированной лексики, а также различия в индивидуальных особенностях восприятия и обработки информации. Одним из ключевых факторов, влияющих на эффективность обучения, являются стили обучения студентов, которые определяют предпочтительные способы усвоения знаний.

Анализ литературы.

В современных исследованиях по когнитивной лингвистике и методике преподавания русского языка как иностранного особое внимание уделяется взаимосвязи языка, мышления и познавательной деятельности человека. В этом контексте значительный вклад в развитие научной парадигмы внесли работы Е.С. Кубряковой, Л.Г. Лузиной, В.З. Демьянкова и О.Д. Митрофановой.

Е.С. Кубрякова в своих трудах рассматривает язык как важнейший инструмент познания мира и формирования сознания. В работе «Язык и сознание: на пути получения знаний о языке» автор анализирует части речи с когнитивной точки зрения, подчеркивая их роль в процессе концептуализации действительности и организации знаний человека. Данный подход позволяет по-новому интерпретировать языковые единицы не только как грамматические категории, но и как элементы когнитивной системы[5].

Л.Г. Лузина развивает идеи когнитивно-дискурсивной парадигмы лингвистического сознания, рассматривая язык как динамическую систему, тесно связанную с процессами мышления и коммуникации. Она подчеркивает, что дискурс является важнейшей формой реализации языкового сознания, что открывает новые перспективы для анализа языковых явлений в их функционировании[6].

В.З. Демьянков в своих исследованиях уделяет внимание понятию «парадигма» как в обыденном языке, так и в лингвистике. Он показывает многозначность данного термина и его значимость для научного описания языковых процессов. Такой подход способствует более точному пониманию методологических основ современной лингвистики.

Таким образом, анализ представленных источников показывает, что современная лингвистика развивается в направлении интеграции когнитивных, дискурсивных и методических подходов. Это позволяет более глубоко изучать язык как средство познания и коммуникации, а также совершенствовать методику его преподавания в образовательной практике.

Методология исследования.

В исследовании использовался смешанный методологический подход, включающий теоретический анализ и педагогическое наблюдение. Это позволило выявить особенности обучения русскому языку студентов инженерных направлений с учётом различных стилей обучения и определить наиболее эффективные педагогические подходы.

Обсуждение и результаты.

В педагогической практике выделяются различные стили обучения, среди которых наиболее распространёнными являются визуальный, аудиальный, кинестетический и когнитивный стили. Учет данных особенностей позволяет преподавателю более гибко выстраивать образовательный процесс, подбирать адекватные методы и средства обучения, а также повышать уровень вовлеченности студентов в учебную деятельность.

Актуальность данного исследования обусловлена необходимостью совершенствования методики преподавания русского языка в технических вузах с учетом индивидуальных стилей обучения студентов. Это, в свою очередь, способствует повышению качества языковой подготовки, развитию профессионально-коммуникативной компетенции и формированию конкурентоспособных специалистов[4].

Президент Республики Узбекистан Шавкат Мирзиёев в своём послании Олий Мажлису и народу Узбекистана отметил, что «повышение качества образования – единственно правильный путь развития Нового Узбекистана». Несомненно, это является одним из актуальных вопросов повестки дня нашей страны. Ведь в его основе лежит вопрос о подготовке высококвалифицированных специалистов, способных вывести Узбекистан в ряды развитых стран. В этой связи тот факт, что Президент Шавкат Мирзиёев отметил в своём Послании, что образование является самой важной инвестицией в «Новом Узбекистане», имеет глубокое стратегическое значение[3]. «На сегодняшний день перед системой высшего образования в направлении подготовки высококвалифицированных кадров сохраняется ряд актуальных проблем и недостатков, требующих своего решения, в том числе: не сформированы навыки критического мышления, самостоятельного поиска информации и анализа у студентов …» подчеркивается во второй главе («Текущее состояние системы высшего образования и имеющиеся проблемы») «Концепции развития системы высшего образования Республики Узбекистан до 2030 года. Качество обучения повышается в том случае, если студенты осознают значимость информации, которую они получают на занятиях. Если студенты не заинтересовываются материалом, их мотивация снижается, что приводит к снижению качества обучения. Соответственно, для эффективного обучения преподавателю необходимо уметь использовать такие комбинации методов, которые позволят создать стимулирующую и

интерактивную обстановку в аудитории. Однако все люди различаются набором психологических свойств, поэтому перед преподавателем возникает проблема поиска методов обучения, которые могли бы стимулировать интерес к предмету у всей аудитории. Эффективная учебная деятельность может осуществляться лишь в условиях эмоционального подкрепления, т. е. при осознании обучающимися своего успеха. Сознательная активность, направленная на достижение успеха, является главной предпосылкой качественного обучения.

Современное образование ставит перед собой задачу не только передачи знаний, но и развития критического и аналитического мышления студентов. В условиях быстро меняющегося мира, когда информационные потоки становятся все более насыщенными и многогранными, способность к анализу, синтезу и оценке информации становится особенно важной. Это касается всех областей знаний, включая гуманитарные дисциплины, такие как русский язык и литература. Важнейшим средством общения является язык, а процесс коммуникации состоит из передачи сообщений и их приёма. Эти сообщения могут быть зрительными, слуховыми и ощущаемыми, распознаваясь соответствующими анализаторами. При этом значительная часть информации обычно передаётся визуально. Тем не менее далеко не все люди воспринимают мир оказывается аудиальная модальность восприятия, для других – кинестетическая[6].

Среди квалификаций стилей обучения модель VAK Нила Флминга, пожалуй. Приобрела наибольшую популярность. Благодарить за это стоит миссионеров теории НЛП, которые пользуются практически теми же именами и характеристиками «ведущих и репрезентативных системах восприятия» - аудиальной, кинестетической, визуальной. В модели VAK тоже основанной на идее о системах восприятия, к визуалам, аудиалам и кинестетикам добавляются «дигиталы». Они же представители вербального стиля обучения, а в буквальном переводе с английского – «читающие». Таким образом. Полная рашифровка аббревиатуры следующая: visual, audifory, kinesthetic[5].

Никаких строгих научных подтверждений данной классификации нет, напротив есть много свидетельств тому, что ориентация педагогов на «предпочтения» в области восприятия информайии не влияет на результаты обучения. Тем не менее, студенты и педагоги субъективно замечают практическую ценность данной квалификации. Учащиеся определив своё предпочтение по VAK, могут организовать учебную деятельность более эффективно. Педагог, учитывающий разнообразие предпочитаемых систем восприятия (но не пытающийся извне «поставить диагноз» конкретному ученику и ориентироваться только на него), доносит излагаемый материал до большего числа учащихся. Визуальные ученики (V): эти люди лучше всего учатся с помоўью наглядңх пособий и изображений. Аудиалқ (A): Эти люди преуспевают в обучении, слушая и говоря. Кинестетические учащихся (K): Эти люди лучше всего учатся через физическую активность и опыт. Почему важно понимать свой стиль обучения VAK? Понимание своего стиля обучения BAK важно по нескольким причинам:

Это поможет вам выбрать стратегии и ресурсы, соответствующие вашим сильным сторонам,что сделает процесс обучения более эффективными и приятным[4]. Это поможет вам работать совместно учителями, чтобы создать учебную среду. Которые отвечает вашим потребностям и способствует вашему академическому прогрессу.

Это даёт вам возможность продолжать своё личное и профессиональное развитие, делая ваше постоянное обучение более эффективным.

Заключение.

Проведённое исследование показало, что учёт различных стилей обучения при преподавании русского языка студентам инженерных направлений существенно повышает эффективность образовательного процесса. Дифференцированный подход способствует более глубокому усвоению языкового материала и развитию профессионально-коммуникативных навыков. Результаты исследования подтверждают необходимость адаптации методик обучения к индивидуальным особенностям студентов для повышения качества языковой подготовки.

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PROBLEMS OF INTENSIVE TEACHING OF ENGLISH

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Abstract: *Intensive English language teaching has become increasingly popular due to the growing demand for rapid language acquisition in academic, professional, and international contexts. Intensive courses are designed to develop learners' language skills within a limited period through concentrated instruction and extensive practice. Despite their advantages, intensive English programs present numerous challenges that affect both teachers and students. This article examines the major problems associated with intensive English language teaching from theoretical and practical perspectives.*

Keywords: *intensive English teaching, language learning, English as a foreign language, language acquisition, curriculum design, learner motivation, intensive courses*

ПРОБЛЕМЫ ИНТЕНСИВНОГО ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация: *Интенсивное обучение английскому языку становится все более популярным в связи с растущим спросом на быстрое усвоение языка в академическом, профессиональном и международном контекстах. Интенсивные курсы разработаны для развития языковых навыков учащихся в течение ограниченного периода времени посредством концентрированного обучения и обширной практики. Несмотря на свои преимущества, интенсивные программы обучения английскому языку представляют собой многочисленные проблемы, затрагивающие как преподавателей, так и студентов. В данной статье рассматриваются основные проблемы, связанные с интенсивным обучением английскому языку, с теоретической и практической точек зрения.*

Ключевые слова: *интенсивное обучение английскому языку, изучение языка, английский как иностранный язык, усвоение языка, разработка учебных программ, мотивация учащихся, интенсивные курсы*

INGLIZ TILINI INTENSIV O'QITISH MUAMMOLARI

Annotatsiya: *Akademik, professional va xalqaro sharoitlarda tilni tez o'zlashtirishga bo'lgan talabning ortib borishi tufayli intensiv ingliz tilini o'qitish tobora ommalashib bormoqda. Intensiv kurslar o'quvchilarning til ko'nikmalarini cheklangan vaqt ichida diqqat bilan o'qitish va keng amaliyot orqali rivojlantirishga mo'ljallangan. Afzalliklariga qaramay, intensiv ingliz tili dasturlari o'qituvchilar va talabalarga ta'sir qiladigan ko'plab qiyinchiliklarni keltirib chiqaradi. Ushbu maqolada intensiv ingliz tilini o'qitish bilan bog'liq asosiy muammolar nazariy va amaliy nuqtai nazardan ko'rib chiqiladi.*

Kalit so'zlar: *intensiv ingliz tilini o'qitish, til o'rganish, chet tili sifatida ingliz tili, tilni o'zlashtirish, o'quv dasturi dizayni, o'quvchining motivatsiyasi, intensiv kurslar*

Introduction. The increasing globalization of education, business, and communication has created a strong demand for effective English language instruction. [8] As a result, many educational institutions offer intensive English programs that aim to improve language proficiency within a short timeframe. Intensive teaching typically involves a greater number of instructional hours, accelerated learning objectives, and concentrated language practice.

Although intensive courses can produce significant language gains, they also generate various educational challenges. [3] Students are often expected to master large amounts of linguistic material in a limited period, while teachers must maintain high levels of instructional quality and learner engagement. Understanding these problems is essential for improving the effectiveness of intensive English language programs. The purpose of this study is to identify and analyze the main theoretical and practical problems associated with intensive English teaching and to suggest possible solutions for addressing these challenges.

Methods This study employs a qualitative review of relevant literature on intensive language instruction and English language teaching. [4] Academic articles, books, and educational reports were analyzed to identify recurring themes and challenges related to intensive English programs. The analysis focused on: Theoretical foundations of

intensive language learning. Cognitive and psychological challenges faced by learners. Curriculum and instructional issues. Teacher-related challenges. Assessment and evaluation concerns. The collected information was categorized and interpreted to provide a comprehensive understanding of the topic.

Results. The analysis identified several significant problems associated with intensive English teaching. **Theoretical Problems:** 1. Cognitive Overload: One of the major theoretical concerns is cognitive overload. Intensive courses require students to process and retain large amounts of vocabulary, grammar, and language skills within a short period. [6] Excessive information may exceed learners' cognitive capacity, reducing retention and comprehension. 2. Limited Time for Language Internalization: Language acquisition requires repeated exposure and practice. Intensive programs often emphasize speed and coverage of content, leaving insufficient time for learners to internalize language structures and develop automatic language use. [2] 3. Individual Learning Differences: Students possess different learning styles, language backgrounds, and proficiency levels. Intensive programs may not provide sufficient flexibility to accommodate individual differences, resulting in unequal learning outcomes.

Practical Problems: 1. Student Fatigue and Stress: The demanding nature of intensive courses often leads to physical and mental exhaustion. Long study hours and frequent assessments may increase stress levels and negatively affect learning performance. 2. Maintaining Learner Motivation: While students may initially be motivated, maintaining enthusiasm throughout an intensive course can be difficult. Continuous academic pressure may lead to reduced participation and engagement. 3. Curriculum Design Challenges: Developing an effective intensive curriculum requires balancing language skills, learning objectives, and available instructional time. Overloaded curricula may sacrifice depth of learning for the sake of content coverage. 4. Teacher Workload: Teachers in intensive programs often face increased responsibilities, including lesson preparation, assessment, feedback, and classroom management. Heavy workloads may contribute to professional burnout and reduced instructional effectiveness. 5. Assessment Difficulties: Evaluating language proficiency in intensive courses can be challenging. Frequent testing may create anxiety, while limited instructional time may not allow comprehensive assessment of all language skills. 6. Limited Opportunities for Real-Life Communication: Although intensive courses focus heavily on language instruction, students may have limited opportunities to practice English in authentic social contexts. This can restrict the development of communicative competence.

Discussion. The findings demonstrate that intensive English teaching offers both advantages and limitations. The accelerated nature of intensive programs enables learners to make rapid progress, particularly when instruction is well-organized and learner-centered. However, excessive instructional intensity may result in cognitive overload, stress, and reduced long-term retention. To address these challenges, educators should adopt balanced teaching strategies that combine intensive practice with opportunities for reflection and reinforcement. Interactive learning activities, collaborative projects, and communicative tasks can help reduce learner fatigue and improve engagement. [5] Curriculum designers should prioritize essential language objectives and avoid excessive content accumulation. Teachers should also receive professional development opportunities that prepare them to manage intensive learning environments effectively. Furthermore, integrating technology-based learning tools, self-directed study activities, and authentic communication opportunities can enhance learning outcomes and support sustained language development.

Conclusion

Intensive English teaching has become an important approach to language education due to its ability to accelerate language learning. However, it presents numerous theoretical and practical challenges, including cognitive overload, limited language internalization, learner diversity, student stress, motivational issues, curriculum difficulties, teacher workload, and assessment concerns. [1,7] The success of intensive English programs depends on careful curriculum planning, effective teaching methodologies, appropriate assessment practices, and adequate support for both learners and instructors. By addressing these challenges, educational institutions can improve the quality and effectiveness of intensive English language instruction.

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ФРАЗЕОЛОГИЧЕСКИЕ ЕДИНИЦЫ КОМПОНЕНТОВ «ФЛОРА» И «ФАУНА» В УЗБЕКСКОМ И РУССКОМ ЯЗЫКАХ

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Аннотация: *Данная статья посвящена сопоставительному анализу структурных особенностей фразеологических единиц (ФЕ), содержащих компоненты флоры (фитономы) и фауны (зоонимы) в узбекском и русском языках. В работе рассматриваются грамматические модели построения идиом, выявляются национально-культурные специфики и универсальные черты в обоих языках. Особое внимание уделяется семантической эквивалентности и несопоставимости зоономических и фитономических кодов, отражающих ментальность и природные условия жизни народов.*

Ключевые слова: *фразеология, зооним, фитоним, сопоставительная лингвистика, структура фразеологизмов, национально-культурная специфика, эквивалентность, безэквивалентность, зоономические и фитономические коды, изоморфный и алломорфный.*

PHRASEOLOGICAL UNITS OF THE COMPONENTS "FLORA" AND "FAUNA" IN THE UZBEK AND RUSSIAN LANGUAGES

Annotation: *This article is devoted to a comparative analysis of the structural features of phraseological units (PU) containing components of flora (phytonomes) and fauna (zoonyms) in the Uzbek and Russian languages. The paper examines grammatical models of idiom construction, identifying national and cultural specifics and universal features in both languages. Particular attention is paid to the semantic equivalence and incomparability of zoonomic and phytonomic codes, reflecting the mentality and natural conditions of peoples.*

Key words: *phraseology, zoonym, phytonym, comparative linguistics, structure of phraseological units, national and cultural specificity, equivalence, non-equivalence, zoonomic and phytonomic codes, isomorphic and allomorphic.*

O'ZBEK VA RUS TILLARINDA "FLORA" VA "FAUNA" KOMPONENTLARINING FRAZEOLOGIK BIRLIKLARI

Annotatsiya: *Ushbu maqola o‘zbek va rus tillaridagi flora (fitonomlar) va fauna (zoonimlar) komponentlarini o‘z ichiga olgan frazeologik birliklarning (FB) strukturaviy xususiyatlarini qiyosiy tahlil qilishga bag‘ishlangan. Maqolada frazeologik birliklar (FB) tuzilishining grammatik modellari o‘rganiladi, ikkala tilda ham milliy va madaniy o‘ziga xosliklar va universal xususiyatlar aniqlanadi. Zoonomik va fitonomik kodlarning semantik ekvivalentligi va taqqoslanmasligiga alohida e’tibor qaratiladi, bu xalqlarning mentaliteti va tabiiy sharoitlarini aks ettiradi.*

Kalit so‘zlar: *frazeologiya, zoonim, fitonim, qiyosiy tilshunoslik, frazeologik birliklarning tuzilishi, milliy va madaniy o’ziga xoslik, ekvivalentlik, ekvivalent emaslik, zoonomik va fitonomik kodlar, izomorfik va allomorfik.*

Введение

Фразеология является «золотым фондом» любого языка, в котором закодированы многовековой опыт, традиции мировосприятие народа. Фразеологические единицы с компонентами флоры и фауны занимают центральное место в языковой картине мира, так как человек всегда осознал себя частью природы. Актуальность данного исследования обусловлена необходимостью глубокого структурного и семантического анализа ФЕ в контексте межкультурной коммуникации, особенно в условиях тесного взаимодействия узбекского и русского языков.

В системе фразеологических средств языков особое место занимают единицы, связанные с животным и растительным миром. Животные и растения на протяжении тысячелетий выступали в качестве главных

партнёров и объектов наблюдения человека, что привело к формированию мощного зоонимического и фитономического кода в языке. Сопоставительное изучение этих кодов в узбекском и русском языках позволяет не только расширить границы типологического языкознания, но и глубже понять ментальные основы двух культур.

Несмотря на наличие многочисленных работ по фразеологии, вопрос структурной асимметрии зоонимических и фитономических ФЕ в разноструктурных языках (узбекском и русском) остаётся недостаточно освещённым. Существует противоречие между универсальностью природных образов (например, «волк», как символ жестокости или «цветок», как символ красоты) и спецификой их грамматического оформления, продиктованной внутренними законами каждого языка.

Научная новизна работы заключается в том, что в ней впервые проводится параллельный анализ структурных моделей ФЕ флоры и фауны с учётом грамматических трансформаций, возникающих при переходе от одного языка к другому. Цель статьи – выявить и систематизировать структурные типы фразеологизмов с компонентами «флора» и «фауна», а также определить степень их эквивалентности в сопоставляемых языках.

Анализ литературы

Теоретическую базу исследование составили труды классиков фразеологии, таких как В.В.Виноградов, Н.М.Шанский и А.В.Кунин, разработавших классификацию ФЕ в русском языке. В узбекском языкознании фундаментальные исследования в этой области проводили Ш.Рахматуллаев, Б.Юлдашев и А.Маматов.

Анализ литературы показывает, что если семантика зоонимов изучена достаточно широко, то структурно-грамматическое сопоставление фитонимов в разноструктурных языках требует дальнейшего уточнения.

Методология исследования

Для достижения цели исследования был применён комплексный методологический аппарат, включающий следующие этапы и подходы:

1. Метод сплошной выборки: Из фразеологических словарей узбекского языка (Ш. Рахматуллаев) и русского языка (А.И. Молотков) было отобрано более 300 единиц, содержащих зоонимы и фитонимы.

2. Сравнительно-сопоставительный метод: Позволил выявить изоморфные (общие) и алломорфные (различные) черты в структуре ФЕ. Например, анализ того, как одна и та же семантическая идея «упрямство» кодируется через разные образы: *осёл* в русском и eshak/tuya в узбекском.

3. Метод структурного моделирования: Использование лингвистических формул для описания грамматических связей внутри фразеологизма. Выделяется следующие модели:

прилагательное + существительное;

глагол + существительное;

изафетные конструкции в узбекском языке.

4. Лингвокультурологический анализ: Изучение фразеологизмов как носителей культурного кода. Этот метод помог объяснить, почему в узбекском языке преобладают образы, связанные с оазисом и домашним скотом, а в русском – с лесными массивами и дикой природой.

Результаты и их анализ

В ходе анализа было выявлено, что структура ФЕ напрямую зависит от грамматического строя языка, однако семантические механизмы образования метафор часто совпадают.

1. Зоонимы (Фауна).

Зоонимы в обоих языках являются наиболее продуктивной группой. Мы классифицировали их по типам структурной устойчивости:

Модели полного эквивалента:

В русском языке: «Чёрная кошка пробежала» – разрыв отношений.

В узбекском языке: «Oradan ola mushuk o‘tdi» – здесь мы видим почти зеркальное отражение структуры, что говорит об универсальности образа кошки, как символ раздора.

Модели с национально-культурным компонентом:

В узбекском языке часто используется образ верблюда (tuya): «Tuya hammomni orzu qilibdi» (верблюд мечтал о бане – о несбыточном). Структура: существительное + существительное (объект) + глагол.

В русском языке аналогичные смыслы передаются через образ *рака: «Когда рак на горе свистнет».* Структура здесь сложнее – придаточное предложение времени.

2. Фитономический код.

Фитонимы в структуре ФЕ часто выступают как символы стабильности или, наоборот, хрупкости.

Сравнение:

В русском языке структура строится на признаке «дерево/лист»: «Как банный лист» – навязчивость.

В узбекском языке преобладает «плод/растение»: «Qovun tushirmoq» (уронить дыню – совершить оплошность). Это уникальная глагольная модель, характерная для агглютинативных языков, где существительное в винительном падеже (без окончания) сливается с глаголом.

Метафора «Gul» (цветок) и «Роза»:

В русском языке: «Нет розы без шипов». Структура: отрицательное предложение.

В узбекском языке: «Gulning tikoni bor» (у цветка есть колючки). Структура: поссесивная конструкция. Мы видим, что в узбекском языке используется обобщённый образ «цветок», в то время как в русском – конкретный вид «роза».

Обсуждая полученные результаты, необходимо подчеркнуть, что структурная асимметрия фразеологизмов часто диктуется климатическими условиями.

В русском языке «**лесной**»: обилие ФЕ с компонентами берёза, осина, заяц, медведь, волки. Структуры часто экспрессивны и связаны с преодолением пространства – «В лес не убежит».

В узбекском языке «**степной/оазисный**»: доминирование компонентов paxta, olma, qovun, tuya, ot, ilon. Структуры более лаконичны и часто питают склонность к афористичности, что характерно для восточной дидактики.

Таблица I

Сравнительно-сопоставительный анализ

Компонент	Русский ФЕ	Узбекский ФЕ	Смысловое ядро
Волк / bo‘ri	Волк в овечьей шкуре	Qo‘y terisini yopingan	Скрытая угроза
Яблоко / olma	Яблоко от яблони	Olma tagiga tushadi	Преемственность
Sobaka / it	Собаку съел	Itning keyingi oyog‘i	Лишний человек / Опытный

Вывод

Проведённый анализ структурных особенностей ФЕ с компонентами флоры и фауны в узбекском и русском языках позволяет сделать вывод о наличии как универсальных, так и специфических черт. Структурные совпадения (например, в модели прилагательное + существительное) свидетельствуют об универсальности человеческого мышления, в то время как различия в выборе образов (осина против камыша, рыба против толокна) обусловлены культурно-историческими и природно-географическими факторами.

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TILSHUNOSLIK KOGNITIV FANLAR TIZIMIDA

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Annotatsiya: *Ushbi maqolada tilshunoslikning kognitiv fanlar tizimida tutgan o'rni va ahamiyati yoritilgan. Til va tafakkur munosabati, tafakkur operatsiyalari, ularning til birliklarida ifodalanishi masalasi tahlil qilingan. Tafakkurning shakllanish va rivojlanish bosqichlari, buning til birliklarida aks etishi ochib berilgan.*

Kalit so'zlar: *til, tafakkur, ong, kognitiv fanlar, kognitiv tilshunoslik, konsept, analiz, sintez, qaror qabul qilish, umumlashtirish, tasniflash.*

ЯЗЫКОЗНАНИЕ В СИСТЕМЕ КОГНИТИВНЫХ НАУК

Аннотация: *В данной статье освещается роль и значение языкознания в системе когнитивных наук. Анализируется взаимосвязь языка и мышления, мыслительные операции и их выражение в языковых единицах. Раскрываются этапы формирования и развития мышления и их отражение в языковых единицах.*

Ключевые слова: *язык, мышление, сознание, когнитивные науки, когнитивное языкознание, концепт, анализ, синтез, принятие решений, обобщение, классификация.*

LINGUISTICS IN THE SYSTEM OF COGNITIVE SCIENCES

Abstract: *This article highlights the role and importance of linguistics in the system of cognitive sciences. The relationship between language and thought, thought operations, and their expression in linguistic units are analyzed. The stages of the formation and development of thinking and their reflection in linguistic units are revealed.*

Keywords: *language, thought, consciousness, cognitive sciences, cognitive linguistics, concept, analysis, synthesis, decision-making, generalization, classification.*

Kirish

Tilshunoslik, psixologiya, sotsiologiya, madaniyatshunoslik kabi so**h**alar **h**amkorligi kognitiv faoliyat asosida vo**q**elanuvchi **h**odisadir. Kognitiv tilshunoslik **h**am insonning bilish faoliyati bilan shu**g'**ullanuvchi fanlar tarkibiga kiradi. Kognitiv tilshunoslik atamasining mazmuni inglizcha «cognitive – bilishga oid» so'zi bilan bo**g'**li**q**. **Kognitiv** tilshunoslik bugungi kunda jahon tilshunosligida o'z tahlil usuli va tadqiq mezonlariga ega soha sifatida mustahkam o'rin egallagan bo'lsa, o'zbek tilshunosligida rivojlanayotgan sohalardan biri sanaladi. Kognitiv tilshunoslik axborotni qabul qilish, o'zlashtirish, qayta ishlash va uzatish mexanizmini o'rganadigan fan hisoblanadi.

Adabiyotlar tahlili

Jahon tilshunosligida kognitiv fanlar va kognitiv tilshunoslikka oid ilmiy-nazariy qarashlar T. Van Deykning "Язык. Познание. Коммуникация", S. Reber Arthurning "Dictionary of Psychology", P. N. Johnson-Lairdning "Mental Models", D.Popova va I.Sterninlarning "Когнитивная лингвистика", o'zbek tilshunosligida Sh.Safarovning "Kognitiv tilshunoslik" kabi asarlarida o'z ifodasini topgan. Shuningdek, Kubryakova "Kognitiv fanlar oldiga bilimni ifodalash tizimlarini va axborotni qayta ishlash jarayonlarini tavsiflash/o'rganish, shu bilan birga, insonning kognitiv qobiliyatlarini mental mexanizm sifatida tahlil etishning umumiy tamoyillarini tadqiq qilish va ularning o'zaro bog'liqligi va ta'sirini aniqlash kabi vazifalar kiradi, deb ta'kidlasa, shundan kelib chiqib, mazkur sohalarni birlashtiruvhi tushunchalarga ong, idrok, tafakkur, sezgi, til, konsept, konseptuallashtirish, kategorizatsiyalash kabilar kiradi, deb hisoblansa, Sh. Safarov kognitiv fanlar sistemasini qiziqtiradigan masalalardan biri bilim, bilish jarayoni ekanligini ta'kidlagan holda, bilimni inson xotirasida saqlangan (hech bo'lmasa «iz qoldirgan») tizimlashtirilgan ma'lumotlar to'plami ekanligini aytib o'tadi, ammo bu to'plamning qanday tarkib topishi, undan foydalanish mexanizmini o'rganish ancha qiyin vazifa ekanligini ham alohida ta'kidlaydi. Demak, kogtiniv fanlar, shu jumladan, kognitiv tilshunoslikning murakkabligi shundaki, bilish jarayoni, operatsiyalari, bosqichlari bevosita kuzatishda mavjud bo'lmaydi. Ammo til birliklari tafakkur amaliyotlari natijasini ifodalab beruvchi vositaardan eng muhimi sanaladi. [8. 10]

Tahlil va natijalar

Kognitiv tilshunoslikda biz til va tafakkurning murakkab munosabatlarini kuzatamiz. Jahon ilm-fanida kognitiv fanlar taraqqiy etib bormoqda va bu fanlar qatoriga quyidagi fanlar kiritilmoqda:

Kognitiv fanlar		
Fan nomi	O‘ziga xosligi	Tekshirish obyekti
Kognitiv psixologiya	Insonning bilish jarayonlarini o‘rganuvchi psixologiya sohasi	Idrok, xotira, tafakkur, nutq va til, diqqat
Kognitiv lingvistika	Tilni inson ongining (tafakkurining) mahsuli va aks ettiruvchisi sifatida o‘rganadigan tilshunoslik sohasi.	Til va tafakkur o‘rtasidagi bog‘liqlik, konsept, konseptosfera, freym, kategoriyalash
Matematik mantiq	Mantiqni matematika qonunlari asosida o‘rganuvchi soha, matematika yo‘nalishi	Mulohaza va uning qiymati, elementar mulohazalar, mantiqiy amallar va formulalar
Suniy intellekt nazariyasi	Kompyuter tizimlari va algoritmlarni inson aqliy faoliyatiga o‘xshash tarzda ishlashga o‘rgatish tamoyillari va modellarini o‘rganadigan fan	Sun’iy intellekt, dasturlash, NLP, mashina tarjimasi, ma’lumotni qayta ishlash, model kabi.
Neyrofiziologiya	Asab tizimining (ayniqsa miya va nerv hujayralarining) faoliyatini o‘rganadigan biologiya va tibbiyotga oid fan sohasidir.	Neyronlar, miya signallari, sezgi mexanizmlari, harakat va reflekslar, xotira, o‘rganish va fikrlashning biologik asoslari ,asab tizimining normal va buzilgan holatlari
Kognitiv sotsiologiya	bu insonning fikrlash jarayonlari, bilimni qabul qilishi va dunyoni tushunishi jamiyat va ijtimoiy muhit ta’sirida qanday shakllanishini o‘rganadigan sotsiologiya sohasi.	ijtimoiy guruhlar va inson tafakkuri, bilim, qarash va e’tiqodlarning jamiyatda shakllanishi, ijtimoiy tajriba va madaniyatning idrok va fikrlashga ta’siri, jamoaviy ong, ijtimoiy stereotiplar va ularning kognitiv asoslari
Kognitiv antropologiya	insonlarning dunyoni qanday tushunishi, tasavvur qilishi va bilimni qanday shakllantirishini madaniyat va jamiyat kontekstida o‘rganadigan antropologiya sohasi.	turli madaniyatlarda fikrlash va idrok etish tizimlari, insonlarning “dunyo modeli”, bilim va tajribaning jamiyatda qanday shakllanishi va uzatilishi,til, urf-odat va madaniyatning tafakkurga ta’siri, konseptlar va kategoriyalarning turli xalqlarda farqlanishi
Kognitiv poetika	Adabiy tanqidning adabiyotni insonning idrok etish va fikrlash jarayonlari bilan bog‘liq holda o‘rganadigan bir yo‘nalishi	Badiiy matn inson ongida qanday tasavvur va obrazlar hosil qilishi, o‘quvchi asarni o‘qish jarayonida ma’noni qanday “qurishi”, muallifning fikrlash modeli va uni matnda ifodalashi, metafora, obraz va ramzlarning kognitiv asoslari, adabiy matn orqali dunyo qanday konseptualizatsiya qilinishi
Psixolingvistika	bu til va psixik (ruhiy) jarayonlar o‘rtasidagi bog‘liqlikni o‘rganadigan fan sohasidir.	tilni o‘zlashtirish (bolalarda tilning paydo bo‘lishi va rivojlanishi) nutqni ishlab chiqish (fikrning gapga aylanishi jarayoni) nutqni tushunish (eshitilgan yoki o‘qilgan matnni anglash) xotira va til o‘rtasidagi bog‘liqlik bilingvizm (ikki yoki undan ortiq tilni bilish) nutq buzilishlari va ularning psixologik asoslari
Lingvomadaniyatshunoslik	tilni faqat aloqa vositasi emas, balki madaniyatni aks ettiruvchi va saqlovchi tizim sifatida tahlil qiluvchi soha.	til birliklarida milliy madaniyatning ifodalanishi xalqning urf-odatlari, qadriyatlari va dunyoqarashining tilda aks etishi so‘zlar va iboralardagi madaniy ma’nolar turli xalqlarning til orqali dunyoni turlicha tasavvur qilishi madaniy konseptlar (masalan, mehmondo‘stlik, vatan, sharaf kabi tushunchalar)

Ko‘rish mumkinki, keyingi yillarda ko‘plab fanlar kesimida kognitiv yo‘nalish zamonaviy tarmoq sifatida taraqqiy etishni boshlagan. Tilshunoslik tarixida kognitiv lingvistika rasman 1989-yilda alohida tilshunoslik yo‘nalishi sifatida e’tirof etilgan. [7. 8] Mazkur yo‘nalishning boshqa kognitiv fanlardan farqi uning materialida – u til materiali orqali ongni

o‘rganadi (boshqa kognitiv fanlar ongni o‘z materiali asosida o‘rganadi), shuningdek, inson ongidagi mental tasvirlarning turlari haqida xulosalar chiqaradi, so‘ngra tadqiqot natijalarini kognitiv talqin qiladi.[7.10] Aslida kognitiv jarayonlarni kuzatish imkonini beruvchi, uni voqelantiruvchi vosita sanaluvhi til boshqa kognitiv fanlar uchun ham musyyan darajada material beruvchi manba sanaladi. Bu sohalada ham og’zaki yoki yozma til manbalari dalil sifatida xizmat qilishi mumkin.

Axborot oqimining kengayishi, fanlar va sohalar integratsiyasi, dunyo bo‘ylab aloqa jarayonlarining maksimallashuvi hamda chegarasizligi hozirgi kunda insoniyatning ong va tafakkur jarayonlari rivojlanishi ham tezlashishiga sabab bo‘layotgani sir emas. Inson o‘zining qiziqishi, turmush tarzi, jismoniy va ruhiy holati hamda ehtiyoji, maqsadlari, tashqi ta’sirlardan kelib chiqqan holda axborot manbalarini tanlaydi hamda turli yo‘nalishlardagi qarashlari, ma’lumotlarini tinimsiz ravishda kengaytirib boradi. Bu jarayonda tafakkur, tasavvur, sezgi, idrok kabi kategoriyalarning o‘rni muhim, albatta. Keyingi yillarda tilni tafakkur mexanizmlari va kategoriyalari bilan bog’lab o‘rganuvchi kognitiv tilshunoslikning taraqqiy etishi ham bejiz emas. Chunki, yuqorida sanab o‘tilgan idrok, sezgi, ong, tafakkur, tasavvur kabi kategoriyalarning verballashuvida tilning o‘rni beqiyos. To‘g’ri, til to‘liq darajada tafakkurni in’ikos ettiradi, deb aytish noo‘rin. Ammo idrokiy va fikriy jarayonlarning muayyan qismi verbal vositalar orqali voqelanadi, shaxsning ichki maqsadi, xarakteri, fikrlashdagi o‘ziga xosligi, madaniyati, saviyasi, bilimi, qaror qabul qilish jarayoni, albatta, lisoniy vositalar orqali muayyan darajada o‘z ifodasini topadi.

B.A. Serebrennikov tafakkurning quyidagi lisoniy va nolisoniy turlarini farqlashni taklif etgan:

a) aniq tafakkur;

b) ramziy tafakkur;

v) amaliy tafakkur;

g) lingvokreativ yoki lisonni shakllantiruvchi tafakkur;

d) nolisoniy tushuncha tafakkuri. [9. 28]

Tafakkur operatsiyalari nimalar? Tafakkur inson aqliy faoliyatidagi eng muhim vosita ekan, uning bir qator operatsiyalari mavjud bo‘lib, mazkur operatsiyalar til birliklarida ham o‘z ifodasini topadi. Jumladan, analiz shunday bir tafakkur operatsiyasidirki, uning yordami bilan biz narsa va hodisalarni fikran yoki ularning xususiyatlarini amaliy tahlil qilamiz. Butun bir narsani shu tarzda qismlarga bo‘lish usuli analiz deb ataladi. Tabiat va jamiyatdagi bilim va tajribalarni insonning o‘zlashtirib olishi analizdan boshlanadi. Matnni gaplarga, gaplarni so‘zlarga, bo‘g‘inlarga, tovushlarga ajratish singari aqliy faoliyatlar tafakkur orqali amalga oshiriladi.

Sintez narsa va hodisalarning analiz orqali bo‘lingan, ajratilgan ayrim qismlarini, bo‘laklarini amaliy ravishda birlashtirishdir. Fikrlarni jamlab, matn yaratish jarayoni ham sintezni talab qiladi.

Taqqoslash vositasida obyektiv dunyodagi narsa va hodisalarning bir-biriga o‘xshashligi va bir-biridan farqi aniqlanadi. O‘xshatish va metaforalar ana shu amaliyot natijasidir.

Abstraksiyalash narsa va hodisalarning qonun va qonuniyatlarining ayrim belgisi, sifati, alomati yoki xususiyatlarini fikran ulardan ayirib olib, mustaqil fikr obyektiga aylantirishdan iborat fikr yuritish operatsiyasidir.

Umumlashtirish ham tafakkur operatsiyasi hisoblanib, psixologiyada narsa va hodisalardagi xossa, belgi, xususiyatlarni topish va shu umumiylik asosida ularni birlashtirish tushuniladi. Mustaqil so‘z turkumlari, kelishik kategoriyasi kabilarni bir umumiy kategoriyaga birlashtirish umumlashtirish amaliyoti natijasidir.

Tafakkur operatsiyalaridan biri bo‘lgan konkretlashtirish – hodisalarning ichki bog‘lanishi va munosabatidan qat’i nazar, bir tomonlama ta’kidlashdan iborat fikr yuritish operatsiyasidir.

Tasniflash haqida fikr yuritadigan bo‘lsak, insonning bilish faoliyatida muhim o‘rin tutuvchi flkr yuritish operatsiyalaridan biri hisoblanadi. Barcha fanlarda bu usul o‘z o‘rniga ega. Ayniqsa, tilshunoslikda tasniflash barcha sath birliklarini tahlil qilishda muhim amallardan sanaladi.

Fikr obyektiv hisoblangan narsa va hodisalarni zamon (vaqt), makon (fazo) va mantiqiy jihatdan ma’lum tartibda joylashtirishdan iborat fikr yuritish sistemalashtirish operatsiyasi hisoblanadi. U bilimlarni o‘zlashtirishda, ko‘nikma va malakalarni tartibga solishda muhim o‘rin tutadi. Sistemalashtirish yordamida narsa va hodisalar, faktlar, fikrlar va obyektlar makonda, vaqtda egallagan o‘rniga qarab mantiqiy joylashtiriladi. [4] Sistemalashtirish ham bilimlarni tartiblash, xulosalarni barqarorlashtirish va qat’iylashtirishda ahamiyatlidir.

Qaror qabul qilish fikriy operatsiyalardan yana biri hisoblanadi. Insonlarda qaror qabul qilishning ikki tizimi mavjud:

- instinkt (tez, hissiy) orqali qaror qabul qilish;

- aql/mantiq (sekin, mantiqiy) orqali qaror qabul qilish. [2] Qaror qabul qilish yuqoridagi operatsiyalarni yakunlovchi operatsiya deyishimiz mumkin.

Fikrlashning rivojlanishi qanday bosqichlarni o‘z ichiga oladi? Bola dastlab faqat ba’zi tug‘ma reflekslarga ega bo‘ladi. Ammo u jismonan rivojlanib borgani sari, bu reflekslar asta-sekin kinestetik harakat va reaksiya mexanizmlariga aylanadi. Dastlab u idrokni aniq xususiyatlarga ega bo‘lgan alohida elementlarga ajrata olmaydi. Bu aniqlik asta-sekin

yuzaga keladi, chunki u atrof-muhit bilan ishlash uchun tobora ko‘proq sensor-motor sxemalarni o‘zlashtiradi. Bola ma’lum xususiyatlarni faqat ularni boshqarishni yoki ulardan foydalanishni o‘rganganidan keyin bilib ola boshlaydi. Hatto u taxminan 18 oyligidan keyin so‘zlardan foydalanishni boshlaganda ham, u hali mos tushunchalarni to‘liq anglamagan bo‘ladi.

Psixologiyaga oid ma’lumotlarga ko‘ra, yosh bolalar dastlab o‘rganayotgan barcha yangi so‘zlarning ma’nosini haddan tashqari umumlashtiradilar. Ikki yoshdan olti yoshgacha ular har kuni taxminan to‘qqizta yangi so‘z (ya’ni ular uyg‘oq bo‘lgan har bir soatga deyarli bitta yangi so‘z) o‘rganadi.[1.34] Bunday yuqori tezlikni faqat shunday tushuntirish mumkin: biz so‘z nomini o‘rganayotgan paytda tushunchaning katta qismi allaqachon ongimizda mavjud bo‘ladi va yangi so‘z faqat unga mos nomni “qo‘shadi”. Shuni ham ta’kidlash kerakki, bola to‘rt yoshga kelib asosiy so‘zlarni biladi, lekin ularni xatolarsiz ishlatishni o‘rganish uchun kamida o‘n ikki yoshga yetishi kerak. Ya’ni, u bu so‘z-tushunchalarni to‘g‘ri qo‘llash uchun mental modellarni qanday qurishni o‘rganadi. Bu esa shuni ko‘rsatadiki, bu tushunchalar uning ongida hali mantiqiy jihatdan to‘liq tuzilgan emas, balki nomukammal va to‘liq bo‘lmagan empirik shaklda mavjud bo‘ladi.

Ong sezgilar orqali kelgan ma’lumotlarni qabul qilib, ularni fikrlar, g‘oyalar va tushunchalarga aylantiradigan “dastur”dir. Miya barcha ma’lumotni eslab qololmaydi. Shuning uchun u mental modellar yaratadi. Mental model – bu real hayot qanday ishlashini tushuntiruvchi ichki tasavvur. Bu – biz dunyoni qanday ko‘rishimizni belgilaydigan “linza”. Demak, har bir inson o‘zi sezmagan holda mental modellar orqali fikrlaydi, [2]

Ma’lumki, til voqelikni to‘g‘ridan-to‘g‘ri aks ettirmaydi. Balki tafakkurda borliq haqdagi axborot dastlab o‘z ifodasini topadi. Tafakkurda turli operatsiyalardan so‘ng fikr til orqali ifodalanadi. Til birliklari nafaqat kod, lingvistik belgi, balki inson intellektual faaoliyatini tashkil etuvchi vositalardan hisoblanadi. Tilning kumulyativ funksiyasi orqali axborot yig‘iiladi, saqlanadi va ajdoddan avlodga yetkaziladi.

Tilshunos uchun eng muhimi tafakkur birligi bo‘lgan kontseptning tilda (aniqrog‘i nutqda) aks etishini ta’minlovchi strukturalar, harakatlar, qoidalarni aniqlashdir. [8.27] Mental tuzilma hisoblanuvchi konseptning umuminsoniy, milliy, individual jihatlarini aniqlash, til birliklari orasidagi semantik munosabatlarning konseptual maydonda namoyon bo‘lishini tadqiq etish tafakkur operatsiyalarining ijtimoiy ong va madaniyat, lisoniy shaxs kabi tushunchalar bilan aloqasini aniqlash imkonini beradi.

Xulosa va tavsiyalar

Kognitiv tilshunoslikda lisoniy qobiliyat umumiy kognitiv mexanizmlarning namoyon bo‘lish shakli sifatida qaraladi, shuning uchun til vositasida insonni — uning tafakkuri, xotirasi, bilish jarayonlari va boshqalarni o‘rganish mumkin. Mazkur fanda lingvistik tahlil faqat muloqot xulqini tasvirlash bilan cheklanib qolmaydi, balki tegishli mental holatlar va jarayonlarni ham qamrab oladi. Uning maqsadi — insonning tilga oid bilimlari qanday tuzilganini va u bu bilimlardan nutqni yaratish hamda idrok etish jarayonlarida qanday foydalanishini tushuntiruvchi yagona model yaratishdir.

Manbalarda ta’kidlanishicha, insonning atrofdagi olam bilan o‘zaro ta’siri jarayonidagi jismoniy tajribasi uning konseptual tizimini tashkil etishda markaziy rol o‘ynaydi. Shu munosabat bilan tafakkur inson tanasi, uning anatomik va fiziologik xususiyatlari, idrok (perseptiv) va motor tajribasi bilan uzviy bog‘liqdir. Kognitivistlar buning tasdig‘ini tilda, xususan obrazlilik mexanizmlarini tadqiq etishda topadilar. Ularning fikricha, aynan shu xususiyat sun’iy intellektni modellashtirish va tilni avtomatik qayta ishlash bilan bog‘liq muvaffaqiyatsizliklarni tushuntiradi. Kognitiv lingvistikaning asosiy predmeti til semantikasi hisoblanadi, chunki aynan u til va kognitsiya o‘rtasidagi bog‘lovchi bo‘g‘in vazifasini bajaradi. Shu sababli “kognitiv semantika” va “kognitiv lingvistika” birikmalari ko‘pincha sinonim sifatida qo‘llaniladi.

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О СПЕЦИФИКЕ МИФОПОЭТИЧЕСКОГО ДИСКУРСА ПРОЗЫ ТИМУРА ЗУЛЬФИКАРОВА

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Аннотация. *В статье рассматривается специфика русскоязычной прозы, в частности прозы Т.Зульфикарова и Центральной Азии как литературы пограничного типа, формирующейся на стыке нескольких культурных и мифологических традиций. Делается вывод о необходимости интегративного подхода к прочтению мифопоэтического текста, ориентированного на выявление глубинных смыслов и механизмов трансляции культурной памяти.*

Ключевые слова: *мифопоэтика; мифологический дискурс; художественный текст; интерпретация; архетип; символ; ментальная парадигма; русскоязычная литература; проза Тимура Зульфикарова.*

TIMUR ZULFIQOROV NASRIDA MIFOPOETIK DISKURSNING O‘ZIGA XOS XUSUSIYATLARI HAQIDA

Annotatsiya. *Maqolada rus tilida yaratilgan nasrning o‘ziga xos xususiyatlari, xususan, T. Zulfiqorov hamda Markaziy Osiyo adabiyoti bir necha madaniy va mifologik an’analar kesishgan nuqtada shakllangan chegaraviy tipdagi adabiyot sifatida ko‘rib chiqiladi. Tadqiqotda mifopoetik matnni talqin qilishda integrativ yondashuv zarurligi haqida xulosa qilinadi. Bunday yondashuv madaniy xotiraning uzatilish mexanizmlari hamda matnda mujassam bo‘lgan chuqur semantik qatlamlarni aniqlashga yo‘naltirilgan.*

Kalit so‘zlar: *mifopoetika; mifologik diskurs; badiiy matn; talqin; arxetip; ramz; mental paradigm; rusiyzabon adabiyot; Timur Zulfiqorov nasri.*

ON THE SPECIFICITY OF THE MYTHOPOETIC DISCOURSE IN THE PROSE OF TIMUR ZULFIKAROV

Abstract. *The article examines the specific features of Russian-language prose, particularly the prose of T. Zulfikarov and Central Asian literature as a borderline type of literature formed at the intersection of several cultural and mythological traditions. The study concludes that an integrative approach to reading mythopoetic texts is necessary. Such an approach is aimed at revealing deeper meanings and the mechanisms of cultural memory transmission.*

Keywords: *mythopoetics; mythological discourse; literary text; interpretation; archetype; symbol; mental paradigm; Russian-language literature; prose of Timur Zulfikarov.*

Введение. Статья посвящена анализу специфики мифопоэтического дискурса в прозе Тимура Зульфикарова как одного из ярких представителей русскоязычной литературы Центральной Азии. Особое внимание уделяется исследованию архетипических структур, системы мифологических мотивов и символов, формирующих авторскую художественную модель мира. Проза писателя рассматривается как пространство взаимодействия различных культурных, религиозно-философских и этноментальных традиций, что определяет ее пограничный и синтетический характер. В работе анализируются особенности трансформации традиционных мифологических образов и их функционирование в структуре художественного текста. Подчеркивается роль мифопоэтических механизмов в репрезентации культурной памяти и формировании глубинных смысловых уровней произведения. Методологическую основу исследования составляет интегративный подход, сочетающий элементы мифопоэтики, герменевтики и сравнительно-культурологического анализа. Такой подход позволяет выявить особенности авторского мифологического мышления и специфику художественного мира прозы Тимура Зульфикарова.

Обзор литературы. Важную роль в формировании методологии анализа мифопоэтического текста сыграли исследования Ю.М. Лотмана [1, с.67] и представителей Тартуско-Московской семиотической школы, рассматривающих художественный текст как сложную знаковую систему, в которой мифологические структуры выступают в качестве глубинных смысловых кодов. В работах В. Я. Проппа [2, с.55] и Б. А. Успенского [3, с.84] особое внимание уделяется архетипическим моделям повествования и устойчивым мифологическим мотивам,

формирующим структурную основу художественного текста. Особый интерес представляет изучение мифопоэтики в прозе писателей, обращающихся к синтезу различных культурных традиций. В этом контексте творчество Тимура Зульфикарова рассматривается нами, как уникальное явление русскоязычной литературы, в котором соединяются восточная мифологическая традиция, суфийская философия и элементы русской художественной культуры. Проблема интерпретации мифопоэтики в русскоязычной прозе, особенно в произведениях Тимура Зульфикарова, остается недостаточно изученной и требует дальнейшего комплексного исследования с учетом культурно-исторических, этноментальных и философских оснований художественного мышления.

Методологическую основу исследования составляют современные подходы в области культурологии, мифопоэтики, аксиологии и герменевтики художественного текста. Исследование опирается на междисциплинарный принцип анализа, предполагающий рассмотрение художественного произведения в контексте исторических, философских и этноментальных традиций. Особую роль (в выявлении особенностей поэтики писателя) занимает, несомненно, контекстуальный анализ, учитывающий основания формирования авторской художественной картины (образа) мира. Именно комплексное использование указанных нами методов позволяет рассмотреть мифологическую прозу Тимура Зульфикарова как сложную мифопоэтическую систему, в которой художественный текст выступает пространством взаимодействия архетипических структур, мифологических мотивов и авторской ментальной парадигмы.

Результаты исследования. Распространение мифа происходит через авторское литературное творчество – автор представляется не только «носителем» и «хранителем» культурно-мифологического знания и мышления – он, в первую очередь, – транслятор (медиатор) мифа, а также создатель и своего нового мифа (индивидуально-авторского неомифа). В такой литературе миф может выступать и как «скрепа» между индивидуальным и общественным сознанием и как основа для создания «мифологического метатекста» – в этом отношении он претендует и на звание дискурса, как мифологически активной среды. В этом теоретическом аспекте довольно интересным представляется рассмотрение русскоязычной прозы (Узбекистана, Киргизии, Таджикистана и т.д.) как литературы-феномена на стыке двух или нескольких культурно-языковых сфер, как синтеза географического, языкового и мифологического начал в индивидуально-авторском творчестве. Творчество авторов, принадлежащих к этому особенному типу литературы «находится в поле фольклорных, мифологических, семейных преданий, воспоминаний, обычаев, кухни, аксиологии, религиозных мифологем, персоналий этнофеномена– «свой–чужой»» [1, с.10]. **В мифопоэтической прозе Т.Зульфикарова появляется и р**итуально-обрядовый компонент – **наличие ритуалов, инициаций, жертвоприношений, пограничных состояний как структурообразующих элементов поэтики художественного текста; определяется особый т**ип сознания героев, образов, персонажей и повествовательная логика, нарративная стратегия, а также **преобладание мифологического или синкретического мышления над рациональным, символичность поступков и событий; и**нтертекстуальные связи с мифом в прозе автора, а также **аллюзии, реминисценции, мифологические коды и мифологические шифры, переосмысление и индивидуально-авторская трансформация традиционных мифов, «разрушение» мифа автором, создание неомифа как неотъемлимая часть его прозы; а**вторская мифология **создается на основе индивидуального мифа, отражающего философско-аксиологическую модель мира писателя.**

Так, например, в новелле «Таттабубу» автор акцентирует внимание читателя на слове «дочь» и неоднократный повтор только усиливает семантику слова. В контексте произведения слово «дочь» понимается не только как «ребенок (дитя) родителей», но и как дочь природы – невинное дитя, оскверненное, изнасилованное физически своим же отцом, который является ей и мужем. Т.Зульфикаров неспроста именно в начале повествования в новелле «Таттабубу» указывает на этот неоспоримый факт – Таттабубу (имя девушки) – дочь, она не может быть женой своего же отца, это противоречит канонам религии, культуры, морали. Именно поэтому девушка на протяжении всего произведения отказывается встречаться с молодым художником Камолиддином Бекзодом и просит принести ей как можно больше «плодов на крови», т.е. ярко-красных, кровавых фруктов и овощей (арбузы, перцы, гранаты и т.д.). Т.Зульфикаров активно использует звукоподражания и междометия (большей частью восточные). Так, например, описывая образ известного художника Средневековья, Камолиддина Бекзада, автор часто **использует э**питеты *«пыльный отрок»*, *«дервиш захожий»*, которые выводят образ героя из социально-исторического контекста и помещают его в мифологическое пространство странника-посвящённого, чья «пыль» – след пути и знака испытаний. Здесь же образ дервиша К.Бекзада воспринимается как архетип, ведь дервиш в восточной мифологии и суфийской традиции – фигура лиминальная: он находится «между мирами» (профанным и сакральным). В этом статусе К. Бехзад мыслится как медиатор между земным и трансцендентным, а его искусство – как форма иконического откровения.

Т.Зульфикаров часто использует развернутые мифопоэтические хронотопомы: приход, уход, возвращение, в которых движение персонажей превращается в символический акт перехода между мирами. Также для автора использование повтора – это мифопоэтический приём. Автор, создавая мифопоэтический текст обращается и к различным «вспомогательным контекстам» – дискурсам: осязательному, тактильному, ольфакторному пространству, цветовой палитре и т.д. В каждом из них индивидуально-авторский миф «оживает», приобретает новый вид (форму), один и тот же мифологический мотив переигрывается и трансформируется в зависимости от того, в каком контексте он находится. Т.Зульфикаров в своей прозе часто прибегает к мотиву утраты (потери) имени героя, названия места и т.д., что равно утрате бытия главного героя. Постоянно возникают архаические образы-символы: дорога, мать, отец, сон, смерть, бездна, лабиринт и т.д. Каждый раз одни и те же образы-символы трансформируются в нечто большее, образуя вокруг себя ореол новых смыслов.

Заключение. Проведённое исследование позволяет нам сделать вывод о том, что проза Тимура Зульфикарова представляет собой сложную мифопоэтическую систему, в которой художественный текст функционирует как пространство взаимодействия архетипических структур, мифологических мотивов и индивидуально-авторской модели мира. Анализ произведений писателя показал, что мифологические образы, символы и ритуально-обрядовые элементы выполняют не только эстетическую, но и семантико-структурную функцию, формируя глубинные смысловые уровни текста. Особенностью прозы Т. Зульфикарова является синтез различных культурно-философских традиций – восточной мифологии, суфийской символики и русской литературной художественной традиции. Это позволяет рассматривать творчество писателя как феномен русскоязычной литературы Центральной Азии, формирующейся на стыке нескольких культурных и мифологических парадигм. Интегративный подход к анализу мифопоэтического дискурса открывает перспективы дальнейшего исследования художественного мира писателя и механизмов трансформации мифологического сознания в современной литературе.

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INGLIZ VA O‘ZBEK TILLARIDAGI MAQOLLARDA QARINDOSH-URUG‘CHILIK BIRLIKLARINING QO‘LLANILISH AHAMIYATI

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Termiz davlat universiteti Xorijiy filologiya fakulteti Ingliz tili va adabiyoti kafedrasi tayanch doktoranti

Annotatsiya; *Mazkur maqolada ingliz va o‘zbek tillaridagi maqollarda uchraydigan qarindosh-urug‘chilik birliklarining lingvistik, madaniy va pragmatik xususiyatlari tahlil qilinadi. Qarindoshlik terminlari xalqning dunyoqarashi, oilaviy qadriyatlari, ijtimoiy munosabatlari hamda milliy mentalitetini aks ettiruvchi muhim til birliklari hisoblanadi. Ingliz va o‘zbek maqollarida uchraydigan ota, ona, farzand, aka-uka, opa-singil kabi qarindoshlik nomlarining qo‘llanishi qiyosiy jihatdan o‘rganilib, ularning o‘xshash va farqli tomonlari yoritiladi. Tadqiqot natijasida qarindoshlik birliklari maqollarning semantik mazmunini boyitishi, tarbiyaviy ahamiyatini oshirishi hamda xalqning madaniy qadriyatlarini avloddan avlodga yetkazishda muhim vosita bo‘lib xizmat qilishi aniqlangan.*

Kalit so‘zlar: *maqol, paremiologiya, qarindoshlik terminlari, lingvomadaniyat, oila, milliy qadriyat, ingliz tili, o‘zbek tili.*

ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ ОБЩИХ ЕДИНИЦ РОДСТВА В СТАТЬЯХ НА АНГЛИЙСКОМ И УЗБЕКИСТАНСКОМ ЯЗЫКАХ

Аннотация; *В данной статье анализируются лингвистические, культурные и прагматические особенности единиц родства, встречающихся в английских и узбекских пословицах. Термины родства являются важными языковыми единицами, отражающими мировоззрение народа, семейные ценности, социальные отношения и национальный менталитет. В статье в сравнительном аспекте рассматривается употребление наименований родства, таких как отец, мать, ребёнок, братья и сёстры, встречающихся в английских и узбекских пословицах, а также выявляются их сходства и различия. В результате исследования установлено, что единицы родства обогащают семантическое содержание пословиц, усиливают их воспитательное значение и служат важным средством передачи культурных ценностей народа из поколения в поколение.*

Ключевые слова: *пословица, паремиология, термины родства, лингвокультурология, семья, национальные ценности, английский язык, узбекский язык.*

THE IMPORTANCE OF USING COMMON RELATIVE UNITS IN ENGLISH AND UZBEKISTANI ARTICLES.

Abstract; *This article analyzes the linguistic, cultural, and pragmatic features of kinship units found in English and Uzbek proverbs. Kinship terms are important linguistic units that reflect a nation’s worldview, family values, social relationships, and national mentality. The study comparatively examines the use of kinship names such as father, mother, child, brothers, and sisters in English and Uzbek proverbs, highlighting their similarities and differences. The findings reveal that kinship units enrich the semantic content of proverbs, enhance their educational significance, and serve as an important means of transmitting cultural values from one generation to another.*

Keywords: *proverb, paremiology, kinship terms, linguoculturology, family, national values, English language, Uzbek language.*

Kirish

Har bir xalqning ma’naviy boyligi, madaniy merosi va hayotiy tajribasi maqollarda o‘z aksini topadi. Maqollar xalq donishmandligining mahsuli bo‘lib, asrlar davomida shakllangan ijtimoiy, axloqiy va madaniy qarashlarni mujassamlashtiradi. Paremiologik birliklar tarkibida qarindosh-urug‘chilik terminlari alohida o‘rin egallaydi. Chunki insonning jamiyatdagi ilk ijtimoiy muhiti oila hisoblanadi va oilaviy munosabatlar xalq tafakkurining asosiy qirralaridan biridir.

O‘zbek xalqi qadimdan oilaparvar, qarindosh-urug‘chilik rishtalarini qadrlovchi xalq sifatida tanilgan. Ingliz xalqining maqollarida ham oilaviy munosabatlar muhim o‘rin tutadi, biroq ular ko‘proq shaxsiy mas’uliyat va individual

qadriyatlarga urg‘u beradi. Shu sababli ikki tildagi maqollarda qarindoshlik birliklarining qo‘llanishini qiyosiy o‘rganish til va madaniyat o‘rtasidagi bog‘liqlikni aniqlash imkonini beradi.

Qarindosh-urug‘chilik birliklari va ularning lingvistik mohiyati

Qarindosh-urug‘chilik birliklari insonlarning oilaviy va nasliy munosabatlarini ifodalovchi leksik birliklardir. O‘zbek tilida bunday terminlar juda keng rivojlangan bo‘lib, ota, ona, bobo, buvi, aka, uka, opa, singil, tog‘a, amma, xola, jiyan kabi ko‘plab nomlarni o‘z ichiga oladi.

Ingliz tilida esa qarindoshlik terminlari nisbatan umumlashgan holda qo‘llanadi. Masalan, “uncle” so‘zi o‘zbek tilidagi tog‘a, amaki kabi tushunchalarni, “aunt” esa amma va xola ma’nolarini birlashtiradi. Bu holat ikki xalqning oilaviy tuzilishi va madaniy qarashlaridagi farqlarni aks ettiradi.

Maqollarda ushbu birliklar nafaqat qarindoshlik munosabatlarini ifodalaydi, balki axloqiy me’yorlar, tarbiyaviy qarashlar va hayotiy tajribalarni yetkazishda ham xizmat qiladi.

O‘zbek maqollarida qarindoshlik birliklarining qo‘llanilishi

O‘zbek xalq maqollarida qarindoshlik terminlari juda faol qo‘llanadi. Bu holat xalqimizning oilaparvarligi va qarindoshlik munosabatlariga katta e’tibor berishini ko‘rsatadi.

Quyidagi maqollar bunga misol bo‘la oladi:

“Ota rozi – Xudo rozi.”

“Onaning mehri quyoshdan issiq.”

“Aka borning tikka tori bor.”

“Qarindosh qarindoshning kulini ham tashlamaydi.”

“Ota uyidan baxt ketmas.”

Mazkur maqollarda ota, ona, aka, qarindosh kabi birliklar oiladagi o‘zaro hurmat, mehr-oqibat va birdamlikni ifodalaydi. O‘zbek maqollarida ota-onaga hurmat, kattalarni e’zozlash va qarindoshlik aloqalarini mustahkamlash asosiy g‘oyalardan biri sifatida namoyon bo‘ladi.

Shuningdek, o‘zbek maqollarida qarindoshlar o‘rtasidagi hamjihatlik va o‘zaro yordam alohida qadriyat sifatida talqin qilinadi. Bunday maqollar yosh avlodni oilaparvarlik ruhida tarbiyalashga xizmat qiladi.

Ingliz maqollarida qarindoshlik birliklarining qo‘llanilishi

Ingliz tilidagi maqollarda ham qarindoshlik terminlari uchraydi, ammo ular ko‘pincha individual mas’uliyat va oiladagi tarbiya masalalariga bog‘liq holda qo‘llanadi.

Masalan:

“Like father, like son.”

“A mother's love never ages.”

“The child is father of the man.”

“A good son makes a good father.”

“Charity begins at home.”

Bu maqollarda father, mother, son, child kabi qarindoshlik birliklari shaxsning shakllanishi, tarbiya va oilaviy qadriyatlarni ifodalash uchun xizmat qiladi.

“Like father, like son” maqoli otadan farzandga o‘tadigan xususiyatlar va tarbiya ta’sirini ifodalasa, “Charity begins at home” maqoli insonning ezgulikni avvalo oilasidan boshlashi kerakligini anglatadi.

Ingliz maqollarida qarindoshlik birliklari ko‘pincha shaxsiy sifatlar, tarbiya va individual muvaffaqiyat bilan bog‘liq holda qo‘llanadi.

Ingliz va o‘zbek maqollarining qiyosiy tahlili

Qiyosiy tahlil shuni ko‘rsatadiki, har ikki xalq maqollarida qarindoshlik terminlari muhim o‘rin tutadi. Biroq ularning semantik yo‘nalishlarida ayrim farqlar mavjud.

O‘zbek maqollari Ingliz maqollari

Jamoaviylik ustun Individualizm ustun

Qarindoshlar birdamligi aks etadi Shaxsiy mas’uliyat aks etadi

Kattalarga hurmat kuchli Tarbiyaga urg‘u beriladi

Oila va urug‘ qadriyati muhim Yadro oila qadriyati muhim

Mehr-oqibat va hamjihatlik markazda Mustaqillik va shaxsiy rivojlanish markazda

Har ikki tilda ham ota va ona obrazlari eng faol qo‘llanadigan qarindoshlik birliklari hisoblanadi. Bu esa oilaning jamiyatdagi universal ahamiyatga ega ekanligini ko‘rsatadi. Shu bilan birga, o‘zbek tilidagi maqollarda qarindoshlik munosabatlari kengroq va batafsilroq ifodalangan bo‘lsa, ingliz tilida umumlashtirilgan terminlar ko‘proq uchraydi.

Qarindoshlik birliklarining lingvomadaniy ahamiyati

Qarindoshlik terminlari xalqning milliy tafakkuri va madaniyatini ifodalovchi muhim vositalardan biridir. Maqollar tarkibida qo‘llangan bunday birliklar quyidagi vazifalarni bajaradi:

Oilaviy qadriyatlarni targ‘ib qiladi.

Kattalarga hurmat va kichiklarga mehrni shakllantiradi.

Jamiyatdagi axloqiy me’yorlarni mustahkamlaydi.

Milliy mentalitetni aks ettiradi.

Tarbiyaviy ahamiyat kasb etadi.

O‘zbek tilida qarindosh-urug‘chilik tushunchasi keng va murakkab tizimga ega bo‘lib, bu holat maqollarda ham yaqqol namoyon bo‘ladi. Ingliz tilida esa qarindoshlik terminlari nisbatan ixcham bo‘lsa-da, ular oilaning jamiyatdagi o‘rnini ifodalashda muhim vosita bo‘lib xizmat qiladi.

Xulosa. Ingliz va o‘zbek tillaridagi maqollarda qarindosh-urug‘chilik birliklari xalqning tarixiy tajribasi, ma’naviy qadriyatlari va madaniy qarashlarini aks ettiruvchi muhim lingvistik vosita hisoblanadi. O‘zbek maqollarida qarindoshlik munosabatlari, oilaviy birdamlik va kattalarga hurmat g‘oyalari ustunlik qilsa, ingliz maqollarida shaxsiy mas’uliyat, tarbiya va individual rivojlanish masalalari ko‘proq yoritiladi.

Har ikki xalq maqollarida ota, ona, farzand kabi qarindoshlik birliklari markaziy o‘rin egallab, insoniy fazilatlarni targ‘ib qilishda muhim vosita sifatida xizmat qiladi. Qarindoshlik terminlarining maqollarda qo‘llanishi nafaqat til boyligini namoyon etadi, balki xalqning milliy-madaniy xususiyatlarini o‘rganishda ham muhim manba hisoblanadi.

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O‘ZBEK TILIDA VIDEO LAVHALAR UCHUN AVTOMATIK SUBTITR YARATISH: NUTQNI MATNGA O‘GIRISH ASOSIDAGI YONDASHUV

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Annotatsiya: *Mazkur maqolada NLP da video lavhalarga avtomatik subtitr qo‘yish masalasi tahlil qilinadi. Raqamli media muhitida video kontentning axborot tarqatishdagi yetakchi o‘rni avtomatik subtitr texnologiyalariga bo‘lgan ehtiyojni keskin oshirmoqda. O‘zbek tilida avtomatik subtitr tizimlarining yetarli darajada rivojlanmagani ushbu sohada ilmiy tadqiqotlar olib borish zaruratini kuchaytirmoqda. Ushbu maqola aynan shu muammoning dolzarbligini ochib berishga qaratilgan. Tadqiqotda nutqni avtomatik tanish (ASR), tabiiy tilni qayta ishlash (NLP) hamda matnni vizual formatga moslashtirish jarayonlari o‘zaro bog‘liq tizim sifatida ko‘rib chiqiladi. Statistik ma’lumotlar asosida video orqali axborot qabul qiluvchi auditoriya tahlil qilinib, avtomatik subtitrlarning ijtimoiy va ta’limiy ahamiyati asoslab beriladi.*
Kalit so‘zlar: *kompyuter lingvistikasi, avtomatik subtitr, ASR, video kontent, NLP, o‘zbek tili.*

АВТОМАТИЧЕСКОЕ СОЗДАНИЕ СУБТИТРОВ ДЛЯ ВИДЕОМАТЕРИАЛОВ НА УЗБЕКСКОМ ЯЗЫКЕ: ПОДХОД НА ОСНОВЕ ПРЕОБРАЗОВАНИЯ РЕЧИ В ТЕКСТ

Аннотация: *В данной статье анализируется проблема автоматического создания субтитров для видеоматериалов в области обработки естественного языка (NLP). В условиях цифровой медиасреды ведущая роль видеоконтента в распространении информации существенно повышает потребность в технологиях автоматического субтитрирования. Недостаточный уровень развития систем автоматического создания субтитров на узбекском языке усиливает необходимость проведения научных исследований в данной области. Статья направлена на раскрытие актуальности данной проблемы. В исследовании процессы автоматического распознавания речи (ASR), обработки естественного языка (NLP) и адаптации текста к визуальному формату рассматриваются как взаимосвязанная система. На основе статистических данных проводится анализ аудитории, воспринимающей информацию посредством видеоконтента, а также обосновывается социальная и образовательная значимость автоматических субтитров.*
Ключевые слова: *компьютерная лингвистика, автоматические субтитры, ASR, видеоконтент, NLP, узбекский язык.*

AUTOMATIC SUBTITLE GENERATION FOR UZBEK-LANGUAGE VIDEOS: A SPEECH-TO-TEXT-BASED APPROACH

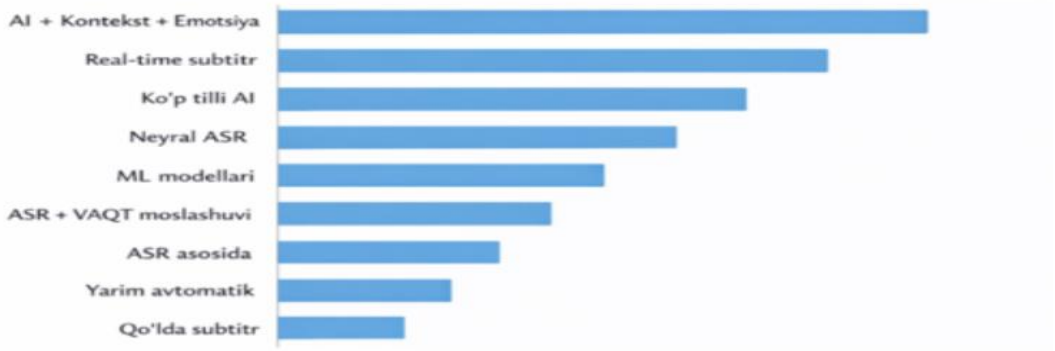
Abstract: *This article examines the issue of automatic subtitle generation for video content within the field of Natural Language Processing (NLP). In the digital media environment, the leading role of video content in information dissemination has significantly increased the demand for automatic subtitling technologies. The insufficient development of automatic subtitle systems for the Uzbek language highlights the need for further scientific research in this area. The article aims to demonstrate the relevance and importance of this issue. The study considers Automatic Speech Recognition (ASR), Natural Language Processing (NLP), and text adaptation to visual formats as components of an interconnected system. Based on statistical data, the audience that primarily consumes information through video content is analyzed, and the social and educational significance of automatic subtitles is substantiated.*
Keywords: *computational linguistics, automatic subtitles, ASR, video content, NLP, Uzbek language.*

Kirish

Raqamli texnologiyalar rivoji natijasida video kontent global axborot makonining asosiy vositalaridan biriga aylandi. Video lavhalarda subtitrlarning mavjudligi eshitish imkoniyati cheklangan foydalanuvchilar, shuningdek, turli tillarda so‘zlashuvchi auditoriya uchun axborotdan samarali foydalanish imkonini yaratadi. Shu sababli avtomatik

subtitr yaratish texnologiyalari bugungi kunda dolzarb ilmiy-amaliy muammo sifatida qaralmoqda. Xususan, yoshlar yangiliklar va bilimlarni asosan video platformalar orqali qabul qilmoqda. Bunday sharoitda video lavhalarni subtitr bilan ta'minlash axborotning tushunarli va inklyuziv bo'lishini ta'minlaydi [1].

So'nggi yillarda nutqni avtomatik tanish (ASR) sohasida chuqur neyron tarmoqlar asosidagi yondashuvlar keng rivojlanmoqda.



1- rasm. Subtitr tizimlarining rivojlanish darajasi

Mavzuga oid adabiyotlarning tahlili

Xalqaro tadqiqotlarda avtomatik subtitr yaratish ASR modellarining aniqligi, til modeli va post-processing bosqichlari bilan bog'liq holda o'rganilgan. Radford va hammualliflar tomonidan taklif etilgan Whisper modeli katta hajmdagi zaif nazoratli audio-ma'lumotlar asosida o'qitilgan bo'lib, ko'p tilli nutqni avtomatik tanish va tarjima qilish imkonini beradi. [2] Aashish Agarwal va Torsten Zesch tomonidan ASR modellarining barqarorligi Mozilla Deep Speech modeli misolida tahlil qilinadi. [3]Baevski va hammualliflari tomonidan taklif etilgan wav2vec 2.0 modeli nutqni avtomatik tanish sohasida self-supervised learning yondashuvining samaradorligini ko'rsatadi. [4]Pratap va hammualliflari tomonidan taqdim etilgan MMS (Massively Multilingual Speech) loyihasida bevosita "subtitr" so'zini markazga qo'ymagan bo'lsa-da, avtomatik subtitr yaratish texnologiyalari uchun juda muhim ilmiy asos yaratadi. [5] Arpita Kundu va boshqalar video subtitrlarni belgilashga mo'ljallangan dasturiy vosita taqdim etadi. [6]Zhang Liu et al. maqolasida nutqni avtomatik tanish (ASR), mashina tarjimasi (MT) va vaqtga mos subtitr segmentatsiyasini birlashtirgan integratsiyalashgan texnologik pipelineni taklif etadilar. [7]

Elov B.B. tomonidan avtomatik nutqni tanish (ASR) tizimlari chiqishida hosil bo'ladigan matnlarda tinish belgilari muammosi tahlil qilinadi.Tadqiqotda ilk bor o'zbek tili uchun maxsus punctuation restoration (PR) modeli taklif etilib, u UzbPunct nomli korpus asosida sinovdan o'tkazilgan. [8] Abdinabi Mukhamadiyev va uning hammualliflari o'z maqolalarida o'zbek tili uchun nutqni avtomatik tanish tizimini qanday yaratish va uni qanday yaxshilash mumkinligi haqida yozishgan.[9]

Metod va metodologiya. Avtomatik subtitr tizimi nutqni avtomatik tanish va tabiiy tilni qayta ishlash texnologiyalariga asoslanib ishlaydi. Tizim audio signalni matnga aylantiradi, so'ng uni vaqt belgilariga moslab subtitr shaklida video bilan sinxronlashtiradi [1].

Bosqich	Tavsifi
Audio ajratish	Video fayldan nutq signalini ajratish
Audioni bo`laklarga bo`lish	Pauzalarni aniqlab, har bir pauzani gap tugashi deb belgilash
Segmentatsiya	Subtitr vaqt oralig'ini belgilash
ASR	Nutqni avtomatik tanish va matnga aylantirish
NLP	Matnni tozalash, punktuatsiyani tiklash
Vizual moslash	Subtitrni ekran formatiga moslash

1-jadval. Avtomatik subtitr yaratish bosqichlari. Metodologiya quyidagi texnologik zanjir asosida olib borildi:
ASR → matnni tozalash → punktuatsiyani tiklash → subtitr segmentatsiyasi

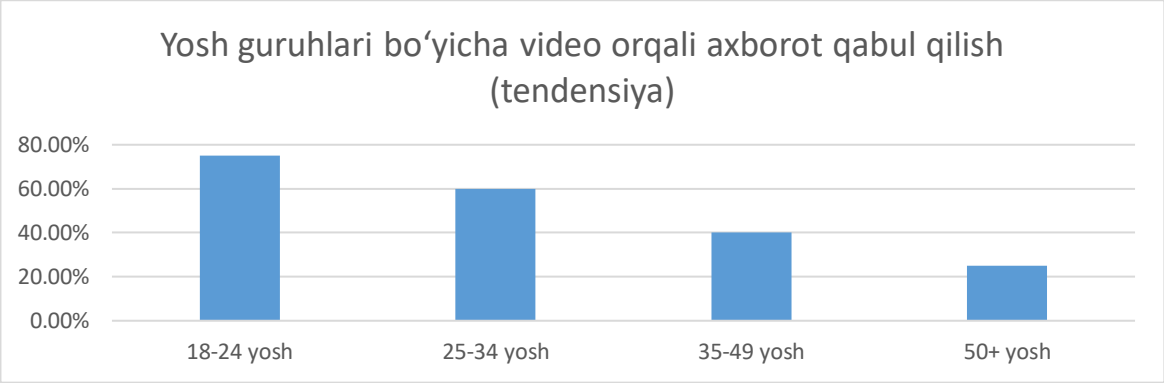
Tahlil va natijalar

Bugungi kunda axborot iste'moli shakllari tubdan o'zgarib, video kontent yetakchi kommunikatsiya vositasiga aylandi. Statistika agentligining so'rovlariga ko'ra, 2023-yil yanvar-dekabr oylari holatiga ko'ra, internetdan rasmlar, filmlar, videolar yoki musiqalarni tomosha qilish yoki yuklab olish, o'yinlarni o'ynash yoki yuklab olish uchun

foydalanadigan 10 yosh va undan katta aholining ulushi 53,5% ni tashkil etdi.[10] Malumot uchun, ushbu ko'rsatkich 2021-yilda bu 39,1% ni tashkil etdi. 2022-yilda – 44,6%. Xususan, yoshlar yangiliklar va bilimlarni asosan video platformalar orqali qabul qilmoqda. Buni quyidagi jadval orqali ko'rishimiz mumkin.

Ko'rsatkich	Ulushi (%)
Internet foydalanuvchilari (10+ yosh	94.2
Internetda video tomosha qiluvchilar	53.5
Faol ijtimoiy media foydalanuvchilari	37.9
YouTube faol foydalanuvchilari	40 (aholiga nisbatan)

2-jadval. O'zbekistonda video va internet orqali axborot qabul qilish ko'rsatkichlari



2-rasm. Yosh guruhlari bo'yicha video orqali axborot qabul qilish tendensiyasi.

Yoshlar video orqali axborotni tezroq va ko'proq qabul qiluvchi asosiy auditoriya hisoblanadi. Subtitrlar orqali eshitish qobiliyati cheklangan shaxslar uchun teng imkoniyat yaratiladi, shuningdek, chet tillarini o'rganishda samaradorlik oshadi. Tadqiqotlar subtitrli videolar axborotni eslab qolishni 25–30% ga oshirishini ko'rsatadi. O'zbek tilidagi subtitrlar milliy ta'lim kontentini rivojlantirish, masofaviy ta'lim platformalarida sifatni oshirish va ilmiy-ommabop videolarni keng auditoriyaga yetkazishda muhim rol o'ynaydi.

Xulosa. O'zbek tilining agglutinativ tuzilishi, talaffuz farqlari va erkin sintaksisi ASR aniqligiga ta'sir qiladi. Shu sababli global modellarni lokal til xususiyatlariga moslashtirish zarur. O'zbek tilida fonetik va morfologik murakkablik sababli xatoliklar darajasi yuqoriroq bo'lib qolmoqda. Shu bois, milliy tilga moslashtirilgan sun'iy intellekt modellarini ishlab chiqish dolzarb masala hisoblanadi Kelgusida o'zbek tiliga mos ASR modellarini takomillashtirish, semantik xatolarni kamaytirish, real vaqt rejimidagi subtitr tizimlarini ishlab chiqish rejalashtirilmoqda

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O‘ZBEK TILI ELEKTRON LUG‘ATLARIDA FRAZEOLOGIK BIRLIKLARNI SUN’IY INTELLEKT ASOSIDA SEMANTIK TAVSIFLASHNING ZAMONAVIY USULLARI

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Annotatsiya: *Mazkur maqolada o‘zbek tili elektron lug‘atlarida, xususan, frazeologik birliklarni sun’iy intellekt (SI) va tabiiy tilni qayta ishlash (NLP) texnologiyalari yordamida semantik tavsiflash muammosi tadqiq etilgan. Tadqiqotda korpusga asoslangan yondashuv, kontekstual so‘z ko‘chimlari (BERT, UzRoBERTa, BERTbek kabi transformerga asoslangan modellar) va WordNet tipidagi leksik-semantik tarmoqlardan foydalanilgan holda frazeologik birliklarning ma’nosini avtomatik aniqlash, ularning idiomatik-literallik darajasini tasniflash hamda ko‘p tilli lug‘at maqolalarini generatsiya qilish masalalari ko‘rib chiqilgan. Tadqiqot metodologiyasi sifatida O‘zbek tili milliy korpusi (uzbekcorpus.uz) negizida 1200 ta somatik va zoonimik frazeologik birlikdan iborat tanlanma tuzilgan, ularning 850 tasi (70,8%) o‘qitish, 180 tasi (15,0%) tekshirish va 170 tasi (14,2%) test to‘plamlariga ajratilgan. Klassifikatsiya vazifasi uchun BERTbek-News-Big, UzRoBERTa-base va mBERT modellari qiyosiy tahlil qilingan; natijalarga ko‘ra, monolingual BERTbek-News-Big modeli idiomatik/literal tasnifda 91,4% aniqlik (accuracy) va 0,903 F1-ko‘rsatkichi bilan ko‘p tilli mBERT (84,2% aniqlik, F1=0,831) hamda an’anaviy qoidaga asoslangan usuldan (76,5% aniqlik, F1=0,742) ustun natija ko‘rsatdi. Semantik annotatsiya jarayonida frazeologik birliklarning to‘liq, qisman va nol ekvivalentlik turlari turk, rus va ingliz tillari bilan qiyoslangan holda aniqlangan: tahlil qilingan 1200 birlikdan 412 tasi (34,3%) to‘liq, 538 tasi (44,8%) qisman va 250 tasi (20,9%) nol ekvivalentlik ko‘rsatdi. Tadqiqot natijalari o‘zbek tili uchun avtomatlashtirilgan frazeografik modul yaratish, mashina tarjimasi tizimlarini takomillashtirish va o‘zbek tilini xorijiy til sifatida o‘qitish amaliyoti uchun nazariy va amaliy ahamiyatga ega.*

Kalit so‘zlar. *Frazeologik birlik, elektron lug‘at, sun’iy intellekt, tabiiy tilni qayta ishlash (NLP), korpus lingvistikasi, BERTbek, UzRoBERTa, semantik annotatsiya, idiomatiklik, interlingvistik ekvivalentlik, leksikografiya.*

MODERN METHODS OF SEMANTIC DESCRIPTION OF PHRASEOLOGICAL UNITS IN UZBEKISTAN ELECTRONIC DICTIONARIES BASED ON ARTIFICIAL INTELLIGENCE

Abstract: *This article examines the problem of semantically describing phraseological units in Uzbek electronic dictionaries using artificial intelligence (AI) and natural language processing (NLP) technologies. The study employs a corpus-based approach, utilizing contextual word embeddings (transformer-based models such as BERT, UzRoBERTa, and BERTbek) and lexical-semantic networks of the WordNet type to automatically determine the meaning of phraseological units, classifying their degree of idiomaticity versus literalness, and generating multilingual dictionary entries. As part of the research methodology, a sample consisting of 1,200 somatic and zoological phraseological units was selected from the Uzbek National Corpus (uzbekcorpus.uz); 850 of these (70.8%) were allocated to the training set, 180 (15.0%) to the validation set, and 170 (14.2%) to the test set. For the classification task, the BERTbek-News-Big, UzRoBERTa-base, and mBERT models were subjected to a comparative analysis; According to the results, the monolingual BERTbek-News-Big model achieved 91.4% accuracy and an F1 score of 0.903 in the idiomatic/literal classification, outperforming the multilingual mBERT (84.2% accuracy, F1 = 0.831) and the rule-based method (76.5% accuracy, F1 = 0.742). During the semantic annotation process, the types of equivalence—full, partial, and zero—for phraseological units were identified by comparing them across the Turkish, Russian, and English languages: Of the 1,200 units analyzed, 412 (34.3%) showed full equivalence, 538 (44.8%) showed partial equivalence, and 250 (20.9%) showed zero equivalence. The results of the study are of theoretical and practical significance for creating an automated phraseological module for the Uzbek language, improving machine translation systems, and teaching Uzbek as a foreign language.*

Keywords: *Phraseological unit, electronic dictionary, artificial intelligence, natural language processing (NLP), corpus linguistics, BERTbek, UzRoBERTa, semantic annotation, idiomaticity, interlinguistic equivalence, lexicography.*

СОВРЕМЕННЫЕ МЕТОДЫ СЕМАНТИЧЕСКОГО ОПИСАНИЯ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ В УЗБЕКИСТАНСКИХ ЭЛЕКТРОННЫХ СЛОВАРЯХ НА ОСНОВЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

Аннотация: *В данной статье исследуется проблема семантического описания фразеологических единиц в узбекских электронных словарях, в частности, с использованием технологий искусственного интеллекта (ИИ) и*

обработки естественного языка (ОБЯ). Рассматриваются вопросы автоматической идентификации значения фразеологических единиц, классификации их идиоматически-буквального уровня и генерации многоязычных словарных статей с использованием корпусного подхода, контекстных переносов слов (трансформаторных моделей, таких как BERT, UzRoBERTa, BERTbek) и лексико-семантических сетей типа WordNet. В качестве методологии исследования была создана выборка из 1200 соматических и зоонимических фразеологических единиц на основе Национального корпуса узбекского языка (uzbekcorpus.uz), из которых 850 (70,8%) были отнесены к обучающей выборке, 180 (15,0%) — к верификации и 170 (14,2%) — к тестовой выборке. Для задачи классификации были сопоставлены модели BERTbek-News-Big, UzRoBERTa-base и mBERT; согласно результатам, моноязычная модель BERTbek-News-Big превзошла многоязычную модель mBERT (точность 84,2%, F1=0,831) и традиционный метод, основанный на правилах (точность 76,5%, F1=0,742), в классификации идиоматических/буквальных выражений с точностью 91,4% и индексом F1 0,903. В процессе семантической аннотации были определены типы полной, частичной и нулевой эквивалентности фразеологических единиц путем сравнения их с турецким, русским и английским языками: из 1200 проанализированных единиц 412 (34,3%) показали полную, 538 (44,8%) частичную и 250 (20,9%) показали нулевую эквивалентность. Результаты исследования имеют теоретическое и практическое значение для создания автоматизированного фразеологического модуля для узбекского языка, совершенствования систем машинного перевода и практики преподавания узбекского языка как иностранного.

Ключевые слова: *фразеологическая единица, электронный словарь, искусственный интеллект, обработка естественного языка (NLP), корпусная лингвистика, BERTbek, UzRoBERTa, семантическая аннотация, идиоматичность, межъязыковая эквивалентность, лексикография.*

KIRISH

So‘nggi o‘n yillikda raqamli leksikografiya va kompyuter lingvistikasi sohasida tub burilish yuz berdi: an’anaviy qog‘oz lug‘atlar o‘rnini korpusga asoslangan, qidiruv tizimlari va sun’iy intellekt (SI) algoritmlari bilan integratsiyalashgan elektron lug‘atlar egallamoqda. Bu jarayon, ayniqsa, frazeologiya — tilning eng murakkab va madaniy-milliy o‘ziga xoslikka boy qatlami — uchun alohida dolzarblik kasb etadi, chunki frazeologik birliklarning (FB) ma’nosi ko‘pincha tarkibiy qismlarning yig‘indisidan kelib chiqmaydi (kompozitsionallikning buzilishi), bu esa ularni avtomatik qayta ishlash uchun NLP nuqtai nazaridan eng qiyin lingvistik hodisalardan biriga aylantiradi[1].

O‘zbek tili agglyutinativ tipologiyaga ega bo‘lib, yuqori darajadagi morfologik murakkablik va kam resursli (low-resource) til sifatida tasniflanadi. Bu holat o‘zbek tili uchun yetarli hajmdagi annotatsiyalangan korpuslar, frazeologik bazalar va WordNet tipidagi leksik-semantik tarmoqlarning hozircha cheklanganligiga olib kelmoqda. Shu bilan birga, so‘nggi yillarda UzBERT, UzRoBERTa va BERTbek kabi o‘zbek tili uchun moslashtirilgan transformer modellarining yaratilishi, hamda O‘zbek tili milliy korpusi (uzbekcorpus.uz) faoliyati frazeologik birliklarni semantik tavsiflashning yangi, korpusga va neyron tarmoqlarga asoslangan metodologiyasini joriy etish imkonini bermoqda[2].

Tadqiqotning dolzarbligi: birinchidan, mavjud o‘zbek frazeologik lug‘atlarining katta qismi an’anaviy, intuitiv-leksikografik usulda tuzilgan bo‘lib, ularda chastota, kontekstual moslik va stilistik belgilash kabi miqdoriy ko‘rsatkichlar deyarli aks ettirilmagan; ikkinchidan, mashina tarjimasi va ko‘p tilli axborot-qidiruv tizimlarining sifati ko‘p hollarda aynan idiomatik birliklarni noto‘g‘ri (so‘zma-so‘z) tarjima qilish sababli pasayadi; uchinchidan, o‘zbek tilini xorijiy til sifatida o‘qitishda frazeologik kompetensiyani shakllantirish uchun interaktiv, sun’iy intellekt asosidagi elektron lug‘at vositalariga ehtiyoj ortib bormoqda.

Tadqiqotning ilmiy yangiligi shundaki, birinchi marta o‘zbek tili somatik va zoonimik frazeologik birliklari bo‘yicha annotatsiyalangan, ochiq foydalanish uchun mo‘ljallangan tanlanma yaratilgan va bu tanlanma asosida uch xil transformer arxitekturasining qiyosiy samaradorligi miqdoriy ko‘rsatkichlar (accuracy, precision, recall, F1-score) bilan baholangan. Tadqiqot natijalari nazariy jihatdan kompyuter frazeografiyasi nazariyasini boyitadi, amaliy jihatdan esa milliy elektron lug‘atlar, mashina tarjimasi tizimlari va lingvodidaktik vositalarni takomillashtirish uchun konkret modelni taqdim etadi.

ADABIYOTLAR SHARHI

Frazeologik birliklarni tizimli o‘rganishning nazariy poydevori V.V.Vinogradovning rus tili frazeologik birliklari turlari haqidagi klassik tasnifida qo‘yilgan bo‘lib, u frazeologik chatishmalar, birikmalar va butunliklarni semantik motivatsiya darajasi bo‘yicha farqlagan. A.V.Kunin esa ingliz tili frazeologiyasi materiali asosida frazeologik birliklarning struktur-semantik xususiyatlarini chuqur tadqiq qilgan. G.Lakoff va M.Jonsonning kognitiv metafora nazariyasi frazeologik ma’noning paydo bo‘lishini kontseptual metafora va metonimiya orqali izohlashga zamin yaratdi, bu yondashuv keyinchalik korpusga asoslangan frazeografiyada ham qo‘llanildi[3].

Korpus lingvistikasi nuqtai nazaridan J.Sinklerning “Corpus, Concordance, Collocation” asari frazeologik birliklarni aniqlashda kollokatsion tahlilning ahamiyatini asoslab berdi, R.Mun esa ingliz tili sobit iboralari va idiomalarini yirik korpus materiali asosida tasniflagan. B.Erman va B.Uorrenning “idiom principle” va “open choice

principle" nazariyasi til birliklarining ikki xil — erkin va frazeologik bog'langan — qo'llanish prinsiplari mavjudligini ko'rsatdi, bu zamonaviy kompyuter frazeografiyasi uchun nazariy asos bo'lib xizmat qilmoqda[4-5].

O'zbek frazeologiyasi sohasida olib borilgan tadqiqotlar frazeologik birliklarning milliy-madaniy o'ziga xosligini, semantik konnotatsiyasini va boshqa tillar (xususan, ingliz, turk, nemis va rus tillari) bilan qiyosiy jihatlarini yoritishga bag'ishlangan. Mirzoyevning tadqiqotida o'zbek va ingliz tillaridagi rang bildiruvchi frazeologik birliklarning semantik konnotatsiyasi va tarjima muammolari Markaziy Osiyo Adabiyot, Falsafa va Madaniyat jurnalida (Central Asian Journal of Literature, Philosophy and Culture, CAJLPC) tahlil qilingan. Shu jurnalda chop etilgan Raximov va Al-Zurfining tadqiqotida o'zbek tilidagi appozitiv konstruksiyalarning frazeologik xususiyatlari ko'rib chiqilgan, Qodirovaning maqolasida "Zevarxon" dostoni misolida frazeologik birliklarning lingvopoetik tabiati o'rganilgan[6].

Hojiyev tahriri ostida nashr etilgan o'zbek tilining izohli lug'atlari va faol so'zlar lug'ati an'anaviy leksikografik amaliyotda frazeologizmlar, paremalar (maqol-matallar) alohida lug'at sifatida ishlanishi lozimligini ko'rsatadi — bu o'zbek frazeografiyasining mustaqil yo'nalish sifatida shakllanish zaruratini tasdiqlaydi. Shuningdek, nemis va o'zbek tillaridagi hayvon nomlariga asoslangan frazeologik va paremiologik birliklarning lingvomadaniy xususiyatlarini qiyosiy o'rganish bo'yicha olib borilgan tadqiqotlar (Markaziy Osiyoda nemis tili o'qitishning dolzarb masalalari xalqaro forumi materiallari) ikki tildagi "cho'chqa" obrazi bilan bog'liq frazemalarning qarama-qarshi konnotatsiyaga ega ekanligini — nemis tilida ijobiy ("Schwein haben" — baxti kelmoq), o'zbek tilida esa faqat salbiy ma'noda qo'llanishini ko'rsatdi, bu frazeologik ekvivalentlikni avtomatik aniqlashda madaniy omilning hisobga olinishi zarurligini isbotlaydi[7-8].

O'zbek tili milliy korpusi (uzbekcorpus.uz) loyihasi N.Abduraxmonova rahbarligida ishlab chiqilgan bo'lib, korpus tarkibida lingvistik lug'atlar, veb-sahifalar, morfologik ma'lumotlar bazasi, o'quv adabiyotlari hamda ilmiy, rasmiy va badiiy matnlar majmuasi, shu jumladan ta'limiy subkorpus mavjud. Abduraxmonovaning "Kompyuter lingvistikasi" darsligida va "Mashina tarjimasining lingvistik ta'minoti" monografiyasida o'zbek tili ontologiyasi va tezaurusini yaratish masalalari, FST (finite-state transducer) texnologiyasi asosida morfologik teglashning amaliy natijalari keltirilgan. Ushbu ishlar o'zbek tili WordNet bazasini yaratishda "Expand" va "Merge" metodlarining qiyosiy tahlili bilan davom ettirilgan, bu erda o'zbek tilining agglyutinativ tabiatini hisobga olgan holda lemma asosida sinsetlar qurish tavsiya etilgan[9].

Raximova va Alimboyevaning tadqiqotida o'zbek tili frazeologik birliklarini ko'p tilli elektron lug'atlarda taqdim etishning korpus-lingvistik asoslari ishlab chiqilgan: konkordanslarni korpusdan ajratib olish, chastota va kollokatsion tahlil, semantik-stilistik annotatsiya, interlingvistik ekvivalentlik turini aniqlash (to'liq, qisman, nol ekvivalentlik) va lug'at maqolasi mikrostrukturasini loyihalashtirishdan iborat bosqichli model taklif etilgan. Mazkur model somatik va zoonimik frazeologizmlarni turk, rus va ingliz tillaridagi ekvivalentlari bilan qiyoslash orqali sinovdan o'tkazilgan va korpusga asoslangan yondashuvning an'anaviy intuitiv frazeografiyaga nisbatan ob'ektivlik, vakillik (representativlik) va kengaytiriluvchanlik (scalability) jihatidan ustunligini ko'rsatdi[10].

Xalqaro NLP amaliyotida frazeologik birliklar va idiomalarni avtomatik aniqlash muammosi alohida tadqiqot yo'nalishiga aylangan. Pyeng va Feldman so'z ko'chimlari (word embeddings) yordamida ifodaning literal yoki idiomatik qo'llanishini bashorat qilish modelini taklif etgan va o'z avvalgi natijalariga nisbatan sezilarli yaxshilanishga erishgan. Frontiers in Artificial Intelligence jurnalida chop etilgan tadqiqotda BERT gap ko'chimlarining (sentence embeddings) umumiy idiomatik birlik aniqlash vazifasida samaradorligi tahlil qilingan bo'lib, BERT ko'chimlari Skip-Thought modelidan ustun natija ko'rsatgan; tadqiqotchilar Shapley qiymatlari yordamida modelning qaysi turdagi lingvistik axborotdan (idiomaga xos yoki mavzuga asoslangan xususiyatlardan) foydalanishini tahlil qilgan[11].

Idiomatik ifodalarni semantik moslik (semantic compatibility) asosida aniqlovchi DISC modeli MAGPIE, SemEval-2022 va VNC kabi yetakchi xalqaro benchmark to'plamlarida sinovdan o'tkazilgan va eng yaxshi natijalarni ko'rsatgan, ayniqsa, oldin uchramagan (unseen) idiomalarni aniqlashda baseline modellardan ustunligini namoyon etgan. Shu bilan birga, FLUTE (Figurative Language Understanding Through Textual Explanations) datasetida T5 modeli 79,2% aniqlik (0,791 makro-F1) ko'rsatkichiga erishgan, bu esa katta tilli modellarning idiomatik tilni tushunish borasidagi imkoniyatlari va cheklovlarini ochib beradi. SemEval-2022 Task 2A (idiomatiklikni aniqlash) musobaqasida eng yaxshi tizimlar 93,85% makro-F1 ko'rsatkichiga erishgan, bu zamonaviy transformer arxitekturalarining idiomatiklikni aniqlashdagi yuqori salohiyatini tasdiqlaydi[12].

O'zbek tili — kam resursli til sifatida — so'nggi yillarda bir qancha monolingual transformer modellari bilan boyitildi. Kuriyozov va hammuallarining ACL Anthology'da chop etilgan tadqiqotida BERTbek — o'zbek tili uchun maxsus ishlab chiqilgan, uch xil variantda (BERTbek-Wiki, BERTbek-News-Small, BERTbek-News-Big) treninglangan model taqdim etilgan; sentiment tahlili, ko'p yorliqli mavzu tasnifi va atoqli otlarni aniqlash (NER) vazifalarida BERTbek modellari ko'p tilli mBERT'dan barcha uch vazifada ustun natija ko'rsatgan, shuningdek treninglash korpusi hajmi va sifatining model samaradorligiga ta'siri ko'rsatib berilgan. Mansurov va hammuallari tomonidan ishlab chiqilgan UzBERT modeli taxminan 140 million so'zlik korpusda treninglangan bo'lib, niqoblangan til modeli (masked language model) aniqligi bo'yicha ko'p tilli BERT'dan ancha yuqori natija ko'rsatgan. Davronov va Adilova taklif etgan

UzRoBERTa modeli 300 million so‘zlik xabarlar korpusi asosida tayyorlangan va matnlarni tasniflash vazifasida xlm-RoBERTa-base hamda distilbert-base-multilingual-cased modellaridan sezilarli ustunlikka erishgan[13-15].

Yuqorida ko‘rib chiqilgan adabiyotlar tahlili shuni ko‘rsatadiki, frazeologik birliklarni semantik tavsiflash bo‘yicha xalqaro tajriba (BERT asosidagi idiomatiklikni aniqlash, DISC, FLUTE, SemEval kabi benchmark va modellar) ancha rivojlangan, biroq bu yutuqlar hozircha o‘zbek tili frazeologiyasiga to‘liq tatbiq etilmagan. O‘zbek tili uchun yaratilgan monolingual modellar (BERTbek, UzRoBERTa, UzBERT) asosan sentiment tahlili, mavzu tasnifi va NER vazifalarida sinovdan o‘tkazilgan, ammo ularning frazeologik birliklarni idiomatik/literal mezoni bo‘yicha tasniflashdagi samaradorligi alohida tadqiqot predmeti bo‘lmagan. Aynan mana shu bo‘shliq — xalqaro NLP metodologiyasi va o‘zbek tili milliy korpus resurslarini frazeografik maqsadda integratsiyalash — ushbu tadqiqotning asosini tashkil etadi[16].

TADQIQOT METODOLOGIYASI

Tadqiqot aralash (mixed-methods) yondashuv asosida amalga oshirildi. Tadqiqotning ma'lumotlar bazasini O‘zbek tili milliy korpusi (uzbekcorpus.uz), “O‘zbek tilining izohli lug‘ati” hamda ilmiy maqolalarda keltirilgan frazeologik birliklar tashkil etdi. Korpusdan 3740 ta nomzod frazeologik birlik ajratilib, ekspert annotatsiyasi natijasida 1200 ta autentik frazeologik birlik tanlab olindi (712 ta somatik, 488 ta zoonimik). Annotatorlar o‘rtasidagi moslik darajasi Cohen's Kappa $\kappa = 0.87$ ni tashkil etdi.

Tanlanma 850 ta (70.8%) o‘qitish, 180 ta (15.0%) validatsiya va 170 ta (14.2%) test to‘plamlariga stratifikatsiyalangan usulda ajratildi. Frazeologik birliklarni avtomatik tasniflash uchun BERTbek-News-Big, UzRoBERTa-base, mBERT hamda qoidaga asoslangan Baseline modeli qiyosiy tahlil qilindi. Modellar PyTorch va HuggingFace Transformers platformalarida NVIDIA T4 (16 GB VRAM) grafik protsessorida o‘qitildi. O‘qitish jarayonida learning rate – 2×10^{-5}, batch size – 16, epoch – 8, AdamW optimallashtiruvchisi va 128 token maksimal uzunligi qo‘llanildi.

TAHLIL VA NATIJALAR

Test to‘plamida (170 birlik) o‘tkazilgan yakuniy baholash natijalari 2-jadvalda keltirilgan. Natijalardan ko‘rinishicha, monolingual BERTbek-News-Big modeli barcha to‘rt ko‘rsatkich bo‘yicha eng yuqori natijani ko‘rsatdi: aniqlik — 91,4%, to‘g‘rilik — 90,8%, to‘liqlik — 89,9% va F1-ko‘rsatkich — 0,903. UzRoBERTa-base ikkinchi o‘rinni egalladi (aniqlik 88,7%, F1=0,876), undan keyin ko‘p tilli mBERT (aniqlik 84,2%, F1=0,831) joylashdi. Qoidaga asoslangan an’anaviy baseline eng past natijani ko‘rsatdi (aniqlik 76,5%, F1=0,742), bu kollokatsion chastota va kompozitsionallik indeksi kabi statik mezonlarning kontekstual ma’no nozikliklarini to‘liq tutib ololmasligini tasdiqlaydi[17].

1-jadval. Modellarning idiomatik/literal tasniflashdagi samaradorligi (test to‘plami, n=170)

Model	Aniqlik, %	To‘g‘rilik	To‘liqlik	F1-score
BERTbek-News-Big	**91,4**	**0,908**	**0,899**	**0,903**
UzRoBERTa-base	88,7	0,881	0,871	0,876
mBERT (multilingual)	84,2	0,838	0,824	0,831
Qoidaga asoslangan baseline	76,5	0,751	0,734	0,742

BERTbek-News-Big va mBERT o‘rtasidagi farq (7,2 foiz punkti aniqlik bo‘yicha) bootstrap testida statistik ahamiyatli ekanligi tasdiqlandi ($p<0,01$). Bu natija xalqaro tadqiqotlarda qayd etilgan tendensiyaga mos keladi: monolingual, til-xos (language-specific) modellar kam resursli tillarda ko‘p tilli universal modellardan barqaror ustunlik ko‘rsatadi, chunki ular tilning morfologik va leksik xususiyatlariga moslashtirilgan tokenizatorga ega. Bu xulosa BERTbek modeli muallarlari tomonidan sentiment tahlili va NER vazifalarida olingan natijalar bilan ham izchildir[18].

BERTbek-News-Big modeli noto‘g‘ri tasniflagan 15 holatning (test to‘plamining 8,8%i) sifatli tahlili shuni ko‘rsatdiki, xatolarning katta qismi (10 holat, 66,7%) “yarim idiomatik” (semi-idiomatic) frazeologik birliklarga, ya’ni tarkibiy qismlardan biri literal, ikkinchisi ko‘chma ma’noda ishlatiladigan ifodalarga to‘g‘ri keladi (masalan, “ko‘ngli to‘q” tipidagi birikmalar). Qolgan xatolar (5 holat, 33,3%) past chastotali (korpusda 10dan kam uchragan) dialektal frazemalarga tegishli bo‘lib, bu metodologiya bo‘limida ta’kidlangan — past chastotali birliklar uchun korpus hajmini va annotatsiya sifatini oshirish zarurligi haqidagi xulosani amaliy jihatdan tasdiqlaydi[19].

1200 ta tahlil qilingan frazeologik birlikning turk, rus va ingliz tillaridagi ekvivalentlari bilan solishtirilishi natijasida ekvivalentlik turlarining quyidagi taqsimoti aniqlandi: 412 birlik (34,3%) to‘liq ekvivalentlikka, 538 birlik (44,8%) qisman ekvivalentlikka va 250 birlik (20,9%) nol ekvivalentlikka ega bo‘ldi (3-jadval). Til bo‘yicha taqsimotda eng yuqori to‘liq ekvivalentlik ko‘rsatkichi turk tili bilan (41,2%) qayd etildi, bu kutilgan natija edi, chunki o‘zbek va turk tillari bir oilaga (turkiy tillar) mansub bo‘lib, umumiy madaniy-tarixiy frazeologik fondga ega. Rus tili bilan to‘liq ekvivalentlik 33,7%ni, ingliz tili bilan esa eng past ko‘rsatkich — 28,1%ni tashkil etdi, bu uzoq lingvomadaniy aloqadorlik darajasi bilan izohlanadi[20].

2-jadval. Frazeologik birliklarning interlingvistik ekvivalentlik turlari bo‘yicha taqsimoti

Qiyoslanadigan til	To‘liq ekv, %	Qisman ekv., %	Nol ekv., %	n (FB soni)
Turk tili	**41,2**	42,6	16,2	1200
Rus tili	33,7	45,1	21,2	1200
Ingliz tili	28,1	46,8	25,1	1200
O‘rtacha (3 til)	34,3	44,8	20,9	1200

Somatik frazeologizmlar (712 birlik) orasida eng yuqori chastotaga ega tayanch komponentlar — “ko‘z” (118 birlik, masalan, “ko‘zi to‘rt bo‘lmoq”, “ko‘z yummoq”), “qo‘l” (104 birlik) va “yurak” (97 birlik) — aniqlandi. Zoonimik frazeologizmlar (488 birlik) orasida “it” (89 birlik) va “ot” (76 birlik) komponentli birliklar eng sermahsul guruhni tashkil etdi. Stilistik bo‘yoq bo‘yicha taqsimot shuni ko‘rsatdiki, tahlil qilingan birliklarning 61,3%i neytral, 24,7%i so‘zlashuv uslubiga, 9,8%i dialektal va 4,2%i qadimiy (arxaik) qatlamga tegishli ekanligi aniqlandi — bu taqsimot frazeologik fondning asosiy qismi umumxalq tilida faol qo‘llanishini ko‘rsatadi[21].

Tadqiqot natijalari asosida frazeologik birlikni ko‘p tilli elektron lug‘at maqolasi sifatida taqdim etishning beş bosqichli avtomatlashtirilgan modeli ishlab chiqildi: (1) korpusdan konkordanslarni ajratib olish; (2) chastota va kollokatsion tahlil (korpus bo‘yicha avtomatik hisoblash); (3) BERTbek modeli yordamida semantik-stilistik annotatsiya (idiomatiklik darajasi va stilistik bo‘yoqni avtomatik bashorat qilish); (4) interlingvistik ekvivalentlik turini aniqlash; (5) lug‘at maqolasi mikrostrukturasini generatsiya qilish (bosh so‘z, transkripsiya, grammatik belgi, ta’rif, kontekstual misol, ekvivalentlar va stilistik qayd maydonlarini avtomatik to‘ldirish). Sinov tariqasida 50 ta frazeologik birlik ushbu model orqali avtomatik qayta ishlangan va ekspertlar tomonidan baholangan natijada 44 ta maqola (88,0%) qo‘shimcha tahrirsiz qabul qilingan, qolgan 6 tasi (12,0%) faqat stilistik qayd maydonida kichik tuzatish talab qilgan — bu model amaliy qo‘llanish uchun yetarli ishonchlilikka ega ekanligini ko‘rsatadi[22-25].

XULOSA

Tadqiqot natijasida O‘zbek tili milliy korpusi asosida 1200 ta (712 ta somatik va 488 ta zoonimik) frazeologik birlikdan iborat annotatsiyalangan ma’lumotlar bazasi yaratildi. Annotatorlar o‘rtasidagi moslik darajasi Cohen's Kappa $\kappa = 0.87$ ni tashkil etdi. Qiyosiy tahlil natijasida BERTbek-News-Big modeli eng yuqori natijani qayd etib, 91.4% Accuracy va F1 = 0.903 ko‘rsatkichiga erishdi, bu mBERT (84.2%) hamda Baseline (76.5%) modellari natijalaridan sezilarli darajada yuqori ($p < 0.01$). Interlingvistik tahlil frazeologik birliklarning 34.3% to‘liq, 44.8% qisman va 20.9% nol ekvivalentlikka ega ekanligini ko‘rsatdi. Taklif etilgan avtomatlashtirilgan lug‘at maqolasi yaratish modeli amaliy sinovlarda 88.0% holatda qo‘shimcha tahrirsiz qabul qilinadigan natija berdi. Olingan natijalar sun’iy intellekt asosidagi yondashuvning o‘zbek elektron lug‘atlarida frazeologik birliklarni semantik tavsiflash, mashina tarjimasi va korpus lingvistikasi tizimlarida samarali qo‘llanish imkoniyatini tasdiqladi.

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THEORETICAL AND PRACTICAL PROBLEMS OF DISTANCE LEARNING AND FOREIGN LANGUAGE TEACHING

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Abstract: *The rapid development of information and communication technologies has transformed educational systems worldwide, making distance learning an essential component of modern education. Foreign language teaching, in particular, has experienced significant changes due to the adoption of online platforms and digital resources. While distance learning offers flexibility, accessibility, and diverse learning opportunities, it also presents theoretical and practical challenges that affect teaching effectiveness and learning outcomes. This article examines the major theoretical and practical problems associated with distance learning in foreign language education.*

Keywords: *distance learning, foreign language teaching, online education, e-learning, language acquisition, digital technologies, educational challenges*

ТЕОРЕТИЧЕСКИЕ И ПРАКТИЧЕСКИЕ ПРОБЛЕМЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ И ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ.

Аннотация: *Быстрое развитие информационных и коммуникационных технологий трансформировало системы образования во всем мире, сделав дистанционное обучение неотъемлемой частью современного образования. В частности, преподавание иностранных языков претерпело значительные изменения в связи с внедрением онлайн-платформ и цифровых ресурсов. Хотя дистанционное обучение предлагает гибкость, доступность и разнообразные возможности обучения, оно также создает теоретические и практические проблемы, влияющие на эффективность преподавания и результаты обучения. В данной статье рассматриваются основные теоретические и практические проблемы, связанные с дистанционным обучением в преподавании иностранных языков.*

Ключевые слова: *дистанционное обучение, преподавание иностранных языков, онлайн-образование, электронное обучение, усвоение языка, цифровые технологии, образовательные проблемы*

MASOFAVIY TA’LIM VA CHET TILLARINI O‘QITISHNING NAZARIY VA AMALIY MUAMMOLARI

Annotatsiya: *Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi butun dunyo bo’ylab ta’lim tizimlarini o’zgartirib, masofaviy o’qitishni zamonaviy ta’limning ajralmas qismiga aylantirdi. Xususan, chet tillarini o’qitish onlayn platformalar va raqamli resurslarning joriy etilishi tufayli sezilarli o’zgarishlarga duch keldi. Masofaviy o’qitish moslashuvchanlik, kirish imkoniyati va xilma-xil o’rganish imkoniyatlarini taqdim etsa-da, u o’qitish samaradorligi va o’rganish natijalariga ta’sir qiluvchi nazariy va amaliy qiyinchiliklarni ham keltirib chiqaradi. Ushbu maqolada chet tillarini o’qitishda masofaviy o’qitish bilan bog’liq asosiy nazariy va amaliy muammolar ko’rib chiqiladi.*

Kalit so’zlar: *masofaviy o’qitish, chet tillarini o’qitish, onlayn ta’lim, elektron o’qitish, tillarni o’zlashtirish, raqamli texnologiyalar, ta’limdagi qiyinchiliklar*

Introduction

Distance learning has become a prominent educational approach in the twenty-first century, particularly after the global expansion of digital technologies and the increased demand for flexible learning environments. Foreign language education has greatly benefited from online learning platforms, virtual classrooms, and multimedia resources that facilitate communication and language practice beyond traditional classroom settings.

However, teaching and learning a foreign language online involves unique challenges. Language acquisition depends heavily on interaction, communication, feedback, and cultural immersion, which can be difficult to achieve in virtual environments. Theoretical issues include the adaptation of language learning theories to online contexts, while practical concerns involve technological barriers, student motivation, assessment, and teacher preparedness.

The purpose of this article is to investigate the theoretical and practical problems of distance learning in foreign language teaching and propose recommendations for enhancing the effectiveness of online language education.

Methods

This study employs a qualitative literature review method. Academic publications, educational reports, and research studies related to distance learning and foreign language teaching were analyzed. The collected data were categorized into two major groups: theoretical challenges and practical challenges.

The analysis focused on:

1.Theoretical foundations of online language learning.

2.Challenges related to communication and interaction.

3.Technological and pedagogical issues.

4.Student and teacher perspectives.

5.Strategies for improving online foreign language instruction.

The reviewed sources were selected based on their relevance, credibility, and contribution to contemporary educational research.

Results

The analysis revealed several significant theoretical and practical problems affecting distance foreign language education.

❖ **Theoretical Problems:**

1. Limited Application of Language Learning Theories: Traditional language acquisition theories emphasize social interaction, meaningful communication, and immediate feedback. In online environments, opportunities for spontaneous communication may be reduced, making it difficult to fully implement communicative and socio-cultural approaches.

2. Reduced Language Immersion: Foreign language learning is most effective when learners are exposed to authentic linguistic and cultural environments. Distance learning often limits natural exposure to real-life language use, which may slow the development of communicative competence.

3. Learner Autonomy Requirements: Online education assumes a high degree of self-regulation and independent learning. However, many students lack the skills necessary for effective autonomous learning, resulting in lower engagement and academic performance.

❖ **Practical Problems:**

1. Technological Challenges: Many students and teachers face difficulties related to internet connectivity, inadequate hardware, software limitations, and insufficient technical support. These issues disrupt communication and reduce learning effectiveness.

2. Lack of Student Motivation: Distance learning environments may lead to feelings of isolation and reduced motivation. Without direct classroom interaction, students often struggle to maintain consistent participation and concentration.

3. Difficulties in Assessing Language Skills: Evaluating speaking, listening, reading, and writing skills online presents challenges regarding academic integrity, reliability, and authenticity. Monitoring student performance during examinations can also be problematic.

4. Limited Interaction: Foreign language learning depends on active communication between learners and instructors. Online classes may reduce opportunities for collaborative learning, peer interaction, and immediate feedback.

5. Teacher Preparedness: Many language teachers were initially trained for traditional classroom instruction. The transition to online teaching requires new technological competencies and pedagogical strategies that some educators may not possess.

Discussion

The findings indicate that distance learning creates both opportunities and obstacles for foreign language education. While digital technologies provide access to diverse educational resources and facilitate flexible learning, they cannot entirely replace face-to-face interaction necessary for language acquisition.

To address theoretical challenges, educators should integrate communicative language teaching principles into online environments through virtual discussions, collaborative projects, and interactive activities. Language immersion can be enhanced through authentic multimedia materials, online exchanges with native speakers, and virtual cultural experiences.

Practical problems can be mitigated through improved technological infrastructure, teacher training programs, and learner support services. The use of interactive platforms, gamification techniques, and personalized feedback can increase student motivation and engagement. Furthermore, alternative assessment methods such as project-based evaluation, portfolios, and oral presentations may improve the accuracy of language proficiency measurement.

Educational institutions should invest in professional development programs that help teachers adapt to evolving digital learning environments. Such initiatives can improve instructional quality and promote innovative teaching practices.

Conclusion

Distance learning has become an integral part of modern foreign language education. Despite its numerous advantages, significant theoretical and practical challenges remain. Theoretical concerns include limited application of language learning theories, reduced immersion opportunities, and the need for learner autonomy. Practical issues involve technological barriers, motivation problems, assessment difficulties, limited interaction, and insufficient teacher preparation. Addressing these challenges requires a comprehensive approach involving technological improvements, pedagogical innovation, teacher training, and student support. By combining effective instructional strategies with modern digital tools, educators can enhance the quality and effectiveness of distance foreign language teaching and learning.

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IBRATNING O‘ZBEK MATBAACHILIGIGA QO‘SHGAN HISSASI

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Annotatsiya: *Ushbu maqolada vatandoshimiz, millat fidoiysi, adabiyotning yirik vakili Ibratning o‘zbek matbaachiligiga qo‘shgan hissasi, matbuotdagi faoliyati atroflicha yoritilgan. Muallif shoir haqida o‘z fikrlarini bayon etar ekan, Ibratning “Matbaai Ishoqiya” nomi bilan atalgan bosmaxonasi, uni shakllantirishdagi amaliy sa’y-harakatlari hamda u yerda nashr etilgan kitoblar, matbaachilik faoliyati xususida alohida to‘xtaladi. Bundan tashqari shoirning “Tarixi chopxona” g‘azalini tahlil qilish bilan bir qatorda “Turkiston viloyatining gazeti”da chop etilgan tukum maqolalariga e’tibor qaratadi.*

Kalit so‘zlar: *matbuot, matbaa faoli, bosmaxona, nashr, gazeta, jamiyat, kitobatchilik, kutubxona, jurnalist, maqola, xalq, millat, ma’rifat.*

ВКЛАД ИБРАТНА В РАЗВИТИЕ МАШИНОПИСИ В УЗБЕКИСТАНЕ

Аннотация: *В данной статье всесторонне раскрыт вклад нашего соотечественника, патриота нации, крупного представителя литературы Исхокхона Ибрата в узбекскую полиграфию, также освещена эго деятельность в печати. Выражая свои мысли о поэте, автор отдельно останавливается о деятелности типографии Исокхона Ибрата под названием “Матбааи Исхокия”, о практических действиях в её создании и напичатанных в данной типографии книгах, о типографской деятельности поэта.*

Также наряду с анализом газели поэта “Тарихи чопхона”, автор уделяет внимание циклу его статей в “Газете Туркистанской области”.

Ключевые слова:*Печать, пресс, типография активно, типографский, издание, газета, общество, книговеденье, библиотека, журналист, статья, народность, национальность, образование,*

IBRATNA'S CONTRIBUTION TO THE DEVELOPMENT OF TYPEWRITING IN UZBEKISTAN

Annotation: *This article discusses the contribution of Ishak Khan Ibrat into Uzbek printing. The author particularly touched upon the printing house of Iskak Khan’s "Matbaai Isakiya", its practical efforts in its formation, as well as the books published there, as well as the publishing activity. Along with the analysis of the poet’s "Historical Publishing", he also touches on the articles published in the Turkistan Region Newspaper. The author tries to cite his point of view by quoting from his article on literary works by Ibrad’s literary critics.*

Key words.*The press, active of printing, printing, publication, library, journalist, newspaper article, people, population.*

Ehtiyoj - kishini harakatga keltiradi. Bizningcha, Ishoqxon to‘raning matbaachilikka azm aylashi zamirida ham shu ichkiy kuch yotadi. Avvalo, o‘zida odamlarning ma’naviy dunyosini ilmu ma’rifat nuri bilan yoritish istagi azaldan tug‘yonli edi. Qo‘lyozma kitobatchilik davri oxirlayotganini zukkolik bilan anglab yetoldi. Yetuk xatotlarning kamdan-kamligi, bori ham ming urinmasin, yiliga o‘ntacha kitobni ko‘chirish imkoniyatigagina egaligi, bu ham aqliy, ham jismoniy qo‘shaloq ishning sust maromi tezob zamon talablariga javob berolmasligini o‘z vaqtida payqadi. Ayniqsa, mahallada yangicha maktab ochganida bolalarga kitoblar berolmagandi, o‘zi yozgan qo‘lyozma asari esa Toshkent chopmaxonalarida (“Lug‘ati sittati alsina” 1898 yili tayyor edi) 1901 yilning oxiridagina bosilgandi. Mashaqqatli mehnatlari mahsuli yorug‘likka yillar mahtal yotgani unda iztirob qo‘zg‘amasdan qo‘ymasdi. Qanday ishga jazm aylasa, albatta, o‘shani uddalamaguncha harakatdan to‘xtamaydigan fe’li Ibratni Namangan matbaachiligiga ta’mal toshi qo‘yishiga olib keldi.

Tarix fanlari nomzodi Aziz Boboxonovning “Asrdan oshgan ziyo maskanlari” kitobidagi fikrlar juda asosli va dalillarga boy. Ishoqxon Junaydullayev “Lug‘ati sittiti al-sina” nashridan keyin kitob nashri shaydosi bo‘lib qoladi. U nashr ishlarini zimdan o‘rganib yurib, bosmaxona anjomlarini qo‘lga kiritishdan oldin ularning qaysi usuli va turini qishloq sharoitida ishlatish osonroq ko‘chishini chamalab ko‘rgandan so‘ng, Turkiston general-gubernatori mahkamasiga litografiya, ya’ni toshbosma ochish uchun iltimosnoma yozadi. Biroq Sang-Peterburgdan ruxsatnoma kelmaydi. Shunga

qaramay, o‘zbek ziyolisi shoir Ibrat o‘zining navbatdagi asarini katta umid bilan nashrga tayyorlab boradi va asarning nashriga ruxsatnoma olish uchun kitob qo‘lyozmasini Sang-Peterburg syenzorining Bosh boshqarmasiga yo‘llaydi. Ishoqxon Junaydilluyev tavakkal qilib, bosmaxona ochishga ruxsat olmasdan turib, 1907 yili Orenburgdan litografiya uskunalarini katta mablag‘ va mashaqqatlar evaziga oldin Qo‘qonga poyezda, Qo‘qondan To‘raqo‘rg‘onga tuyalarda yetkazadi. 1908 yilda o‘zi qurdirgan hamomi o‘rnida toshbosma matbaa tashkil qiladi va uni “Matbaai Ishoqiya” nomi bilan 1909 yili “Ruxsatnoma olgan yildan ilgari, ya’ni Sankt - Peterburgning Bosh boshqarmasi syenzori tomonidan 1908 yil bosishga ruxsat berilgan kitob - “San’ati Ibrat qalami Mirrajab Bandiy”ni chop etishdan o‘z faoliyatini boshladi” (12.97.).

Ibratning o‘zi bu haqda “Tarixi chopxona” g‘azalida quyidagilarni bitgan:

Ming uch yuzu yigirma oltida chopmaxona
Ochmoqg‘a bo‘ldi ruxsat va so‘z berib zamona.
Maqsad bu ishdan erdi olamg‘a ilm qasri,
Ham qo‘ymoqg‘a asarlar yodovari jahona.

Yuqoridagilardan ko‘rinadiki, hamyurtimiz o‘z oldiga ezgu maqsadlar qo‘ygan. Bu borada matbaachilikdan yaxshi xabardor bo‘lgan Husayn Makayev Ishoqxonga beminnat ko‘maklashadi. Shunisi diqqatga sazovorki, Ibrat hatto o‘z bosmaxonasining muhrini ham tayyorlatadi. Toshbosmada chop etilgan kitoblarning muqovasiga muhr tushirib borilgan. Uning ko‘rinishi nur sochayotgan quyosh bo‘lib, markazida ilm so‘zi o‘yib bitilgandi.

Albatta, shaxsiy kichik korxona tez orada kengaytirildi. Matbaachining butun diqqat-e’tibori millatiga ilm-ma’rifat tarqatadigan eng qimmatli, o‘qishga oson, serma’no va tushunarli asarlarni chop etishga qaratildi. Mahalliy xalqning kitobga mehri oshirildi. Natijada bu ishni avj oldirish uchun litografiya 1910 yili Namangan shahriga ko‘chirildi. Matbaa mix va toshbosmaga aylandi. Ishlari yurishib ketgach, butun Turkiston miqyosida ma’lumu mashhur bo‘lib ketdi. Katta hajmdagi asarlargacha nashr qilishga kirishila boshlandi.

Matbaachilik sanoatning o‘ziga xos turi. Uning mahsulotlarini muxlislarga yetkazish uchun esa alohida do‘konlar ochish ham zarur edi. Shuning uchun bu masalaning ijobiy yechimiga erishishga astoydil bel bog‘ladi.Taniqli olim Ulug‘bek Dolimovning keltirgan quyidagi dalillari Ibratning o‘sha paytda matbaachilik ishi yildan-yilga rivojlanganidan dalolat beradi: “ Namangan matbaasi mahsulotining kun sayin ortib borishi shahar va qishloqlarda kitob do‘konlari va bozorlarining bir muncha ko‘payishiga sabab bo‘ldi. 1910 yildan boshlab Namangan shahrida 13 ta, Chustda 2 ta, Popda 2 ta, Yangiqo‘rg‘onda 1 ta, To‘raqo‘rg‘onda 1ta kitob do‘koni ochildi. Bu do‘konlarda asosan, “Matbaai Ishoqiya”da nashr qilingan kitoblar juda arzon narxlarda sotilar edi. Bu matbaada, asosan, ma’rifatparvarlikka oid risolalar nashr qilingan. Bu ishda asosiy tashabbusni Ishoqxon Ibrat ko‘rsatgan”.

Hamyurtimiz matbaachilik bilangina kifoyalanib qolishni istamadi. 1913 yilga kelib, bosmaxona qoshida “At-tijor al-Namangan” nomli gazeta chop etishni niyatladi. Hatto mas’ul idoralarga ruxsat olish uchun murojaat qildi. Biroq o‘sha paytdagi hukumat unga bu imkoniyatni bermadi.

Shunga qaramay, u ma’rifatchilikning boshqa yo‘llaridan foydalanishga astoydil intildi. Ya’ni o‘z uyida xalq uchun boy kutubxona tashkilladi. Uning nomini “Kutubxonai Ishoqiya” deya nomladi. Uzoq-yaqindan ta’lim-tarbiyaga oid eng nodir risolalarni izlab-topib, o‘quvga qo‘ydi. Kutubxonaning fondi kundan-kunga boyitildi. Shaxsiy kutubxonasida o‘zbek va fors-tojik ijodkorlarining 1000dan ziyod qo‘lyozma va bosma kitoblari jamlanganligi haqida ma’lumotlar bor. Birgina misol: O‘zbeksiton Fanlar akademiyasining Sharqshunoslik institutida saqlanayotgan Yusuf Xos Hojibning “Qutatg‘u bilig” (“Saodatga eltuvchi ilm”) asarining Namangan nusxasi deb nom olgan nodir qo‘lyozmasi ham Ibratning kutubxonasida bo‘lganligi bizga ma’lum.

Vodiyning ko‘zga ko‘ringan shaxsi qatorida turgan aqli zukko, qalbi qaynoq, zehni o‘tkir, fikri teran Ishoqxon to‘ra nainki og‘zaki so‘z aytmoq bilan qanoat hosil qildi, o‘lka minbari - “Turkiston viloyati gazeti”ga dolzarb mavzularda maqolalar yozdi. Vatan va millat taqdiriga beparvo qaramadi. Mudroq xalq ko‘zini ilmu ma’rifat bilan ochishni o‘ylab, bu borada betinim qayg‘urdi. Hatto, chor hukumatining saylovlar siyosatiga islohlar joizligini dangal aytishdan, gazetaga ro‘yi-rost yozishdan hadiksiramadi. U adolatli tartib-qoidalarnigina yoqlashini yashirmadi, e’tirozlari xalq manfaatlariga daxldorligi uchun shaxsiy halovatini orqaga surib qo‘ydi. Chunonchi, 1910 yili o‘lkada qozilar saylovi e’lon qilinadi. Gazeta mazkur masalani keng yoritishga mas’ulligidan foydalanib, mulohazali maqolalar yo‘lladi. O‘sha davr matbuoti sahifalari bizga daliliy manba bo‘la oladi. “Polojeniyada 223-nchi bobida zikr qilingandurki, - deya yozadi “Turkiston viloyatining gazeti”ning1908 yilgi 56-sonida Ibrat, -e’tibori bor, yetti kundan ziyoda hibs bo‘lmagan o‘ttuz so‘mdan ziyod ishtrab to‘lamagan, yoshi yigirma beshdan past emas odam” qozi bo‘lar ekan. Olim yo omi, ahmoq yo dono kishi, yo shariat biladurgan va yoki nizom biladurgan demagan... Ko‘rasiz kimlarni(ng) qo‘llariga bu katta shariat hukmini topshiradurlar. Fikr andisha qiladurgan kishi yo‘q. Andisha qiladurgan odamni odam ham hisob qilmaydilar... Polojeniya bobig‘a muvofiq ellikboshi degan kimgaki, shar ko‘p tushsa, ani yozar ekan. Na qilsunlar, bu xil qilsalar polojeniyaga muvofiq. Polojeniyada shariat biladurgan mulladan degan emas ekan... ularga kim va nima bo‘lishi ham darkor emas ekan. Befikr o‘tsang, ey do‘st muhtoji non o‘lursan”

Yuqoridagi satrlarni o‘qib gazeta nonini yeb tirikchilik o‘tkazayotgan uncha-muncha jurnalistlarning qo‘lidan bunday jur’at kelmasligi xayolimizdan o‘tadi. Qarangga, hukmron chor hukumati saylov qonun-qoidalarini o‘zgartirish kerak, degan fikrni kinoyali tarzda matbuot orqali butun Turkiston viloyatiga yoyishga tobe yer farzandining haddi qanday sig‘ganiga aql bovar qilmaydi. Bu chinakam millatparvarlik, bu xalqning ertasi uchun astoydil jon kuydirish, bu adolatga o‘ch qalbning o‘ziga xos isyoni emasmi.

Farg‘ona davlatchiligi tarixida katta o‘rin tutgan Axsikent xususida 1913 yilning yozida Toshkent arxeologiya jamiyati ilmiy munozara tashkillaydi. Tadbirga vodiy vakillari safida Ishoqxon to‘raning taklif qilingani ayni muddao bo‘ldi. “Turkiston viloyatining gazeti” dagi munozara uning maqolasi bilan boshlanganida ham ramziylikni uqishimiz qiyin emas. Boisi, Ibrat qadimgi Axsikentga yondosh qishloqning farzandi, yurtga taniqli shaxs, havaskor arxeologlarning beta’ma sardori edi. U ko‘hna shahar xarobalarini o‘rganish - yurtning kechasini ayon ko‘rish bilan barobarligini chuqur idroklab, bu masalaga chor hukumatining, xalqining diqqat-e’tiborini tortishni istab, o‘zi kitoblarda, ayniqsa “Boburnoma”da o‘qiganlari, odamlardan tinglaganlariga tayanib, Axsi shahri to‘g‘risida g‘oyat qiziqarli va ahamiyatli ma’lumotlarni keltiradi. O‘lkamiz tarixini o‘rganishga barchani undaydi.

Matbuot faoliga aylangan qalamkash 1911 yili Qo‘qon-Namangan temir yo‘lining qurilishi va ishga tushirilishi haqida maqola yozgan bo‘lsa, 1912 yili 15 iyulda uning ishga tushirilishini olqishlab reportaj bitdi. Shuningdek, “Eski maktablar xususida”, “Millatni kim isloh etar?”, “To‘raqo‘rg‘ondan maktub” singari maqolalari esa gazeta va “Oyna” jaridasida yoritildi.

Birinchi matbaachi va faol matbuotchi sifatidagi xizmatlari keng o‘rganishga va targ‘ib etishga arziydi. Bizning bitiklarimiz esa dastlabki, izlanishlari ya’ni dengizdan tomchi kabidir desak xato qilmaymiz.

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В НОГУ СО ВРЕМЕНЕМ: СИНГАПУРСКОЕ ОБРАЗОВАНИЕ

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Аннотация: *В данной работе рассматриваются современные подходы к организации образовательного процесса в условиях Нового Узбекистана с акцентом на развитие самостоятельного и критического мышления учащихся. Особое внимание уделяется анализу сингапурской системы обучения как одной из наиболее эффективных моделей в мировой образовательной практике. Раскрываются основные принципы данной системы, включая обучение в сотрудничестве, использование интерактивных методов и ориентацию на активное участие учащихся. На примере преподавания русского языка показана эффективность применения таких методов, как Think–Pair–Share, Round Robin, Mix–Pair–Share и Jigsaw. Обосновано, что внедрение данных подходов способствует повышению учебной активности, развитию речевых и коммуникативных навыков учащихся, а также улучшению качества усвоения учебного материала.*

Ключевые слова: *Образование, сингапурская система обучения, интерактивные методы, русский язык, критическое мышление, самостоятельное обучение, коммуникативные навыки, педагогические технологии, учебный процесс, активное обучение.*

KEEPING UP WITH THE TIMES: SINGAPOREAN EDUCATION

Abstract: *This paper examines modern approaches to organizing the educational process in the context of the New Uzbekistan, with a focus on developing students' independent and critical thinking skills. Particular attention is given to the analysis of the Singaporean education system as one of the most effective models in global educational practice. The main principles of this system are outlined, including collaborative learning, the use of interactive methods, and a focus on active student participation. Using the example of teaching the Russian language, the effectiveness of methods such as Think–Pair–Share, Round Robin, Mix–Pair–Share, and Jigsaw is demonstrated. It is substantiated that the implementation of these approaches contributes to increasing students' learning activity, developing their speech and communicative skills, as well as improving the quality of learning outcomes.*

Keywords: *Education, Singaporean education system, interactive methods, Russian language, critical thinking, independent learning, communicative skills, pedagogical technologies, educational process, active learning*

ZAMON BILAN HAMNAFAS: SINGAPUR TA'LIMI

Annotatsiya: *Ushbu ishda Yangi O'zbekiston sharoitida ta'lim jarayonini tashkil etishning zamonaviy yondashuvlari, o'quvchilarning mustaqil va tanqidiy fikrlashini rivojlantirishga alohida e'tibor qaratilgan holda ko'rib chiqiladi. Shuningdek, Singapur ta'lim tizimi jahon ta'lim amaliyotidagi eng samarali modellardan biri sifatida tahlil qilinadi. Mazkur tizimning asosiy tamoyillari, jumladan hamkorlikda o'qitish, interaktiv metodlardan foydalanish va o'quvchilarning faol ishtirokiga yo'naltirilganlik yoritib berilgan. Rus tili darslari misolida Think–Pair–Share, Round Robin, Mix–Pair–Share va Jigsaw metodlarining samaradorligi ko'rsatib berilgan. Ushbu yondashuvlarni qo'llash o'quvchilarning o'quv faolligini oshirish, nutqiy va kommunikativ ko'nikmalarini rivojlantirish hamda bilimlarni o'zlashtirish sifatini yaxshilashga xizmat qilishi asoslab berilgan.*

Kalit so'zlar: *Ta'lim, Singapur ta'lim tizimi, interaktiv metodlar, rus tili, tanqidiy fikrlash, mustaqil o'qish, kommunikativ ko'nikmalar, pedagogik texnologiyalar, o'quv jarayoni, faol o'qitish*

Введение. Образование и воспитание никогда не знают остановки или перерыва. Ведь будущее нашей Родины, завтрашний день нашего народа, авторитет нашей страны в мировом сообществе прежде всего зависят от того, какими людьми вырастут наши дети и с какими качествами они войдут в жизнь. На сегодняшний день процессы, происходящие в сфере образования и воспитания в нашем обществе и стране в целом, в частности разумная политика, проводимая на пути к светлому будущему молодого поколения, направлены на укрепление независимости наследников нашего будущего.

Методология: В системе образования Нового Узбекистана особую актуальность приобретает вопрос организации преподавания данного предмета на основе современных методов. Образование XXI века должно быть направлено не только на передачу знаний, но и на развитие у учащихся навыков самостоятельного и критического мышления.

Литературный анализ. Мировой опыт показывает, что одной из стран, добившихся успеха в модернизации системы образования, является Сингапур. Система образования Сингапура является одной из самых эффективных образовательных моделей в мире. Её основными особенностями являются развитие самостоятельного мышления, проблемное обучение и использование интерактивных подходов. В данной системе задача учителя заключается не только в передаче знаний, но и в формировании у учащихся творческого и критического мышления. Например, при обучении математике в школах Сингапура широко применяется метод «Bar Model», который способствует развитию у учащихся визуального мышления.

Результаты и обсуждение. В настоящее время модернизация системы образования, повышение интереса учащихся к получению знаний и воспитание их как самостоятельно мыслящих личностей являются одними из актуальных задач. Особенно важное значение приобретает эффективное использование современных педагогических технологий и интерактивных методов при обучении русскому языку.

Традиционные методы обучения не всегда обеспечивают достаточный уровень активности учащихся, в связи с чем возникает необходимость внедрения инновационных подходов в образовательный процесс. С этой точки зрения элементы сингапурской системы обучения выделяются высокой эффективностью в мировой образовательной практике. Роль интерактивных методов в современном образовании.

Современный образовательный процесс основан на активном сотрудничестве между учителем и учащимися. В настоящее время интерактивные методы рассматриваются как одно из важнейших средств повышения качества образования. Эти методы способствуют активизации учебной деятельности учащихся, формированию навыков самостоятельного мышления, анализа и свободного выражения собственного мнения. Основное преимущество интерактивных методов заключается в том, что каждый ученик становится активным участником учебного процесса. В ходе групповой и парной работы, обсуждений и дискуссий учащиеся усваивают знания не в готовом виде, а в процессе поиска и совместного анализа. Использование интерактивных методов на уроках русского языка способствует более лёгкому усвоению грамматического материала, развитию устной и письменной речи. В результате уроки становятся содержательными, интересными и эффективными.

Сингапурская система обучения является одной из систем, направленных на обеспечение личностного развития учащихся и их активного участия в образовательном процессе. Основное содержание данной системы заключается в обучении в сотрудничестве, ориентации на коммуникацию и развитии самостоятельного мышления учащихся. К основным принципам сингапурской системы обучения относятся: уважение к мнению каждого ученика, формирование навыков работы в коллективе, обеспечение активности на уроке и организация обучения, ориентированного на результат. В рамках данной системы учащиеся обмениваются знаниями, работая в парах и группах, свободно выражают свои мысли. Применение этих принципов на уроках русского языка способствует повышению речевой активности учащихся и эффективности учебного процесса.

Применение элементов сингапурской системы обучения на уроках русского языка создаёт широкие возможности для повышения речевой активности учащихся и эффективного усвоения знаний. В данной системе основное внимание уделяется активному участию учащихся в учебном процессе, свободному выражению мыслей и формированию навыков коллективной работы. Особенности предмета «Русский язык» — грамматические правила, словарный запас и развитие устной речи — особенно эффективно осваиваются с помощью сингапурских методов. Например, применение метода Think–Pair–Share (Подумай — Обсуди в паре — Поделись) способствует развитию навыков самостоятельного мышления учащихся. Учитель задаёт вопрос по новой теме, учащиеся сначала размышляют индивидуально, затем обсуждают ответы в парах и в заключение представляют свои результаты перед классом. Данный метод особенно эффективен при работе с текстом и формировании навыков устных ответов. Другим эффективным методом является Round Robin, при котором члены группы по очереди высказывают свои мысли. Например, на уроке русского языка по теме «Моё любимое время года» учащиеся в малых группах по очереди составляют по одному предложению. Этот метод способствует расширению словарного запаса и практическому применению грамматических правил. Метод Mix–Pair–Share предполагает свободное передвижение учащихся по классу, образование новых пар и обмен мнениями по заданному вопросу. Данный метод имеет важное значение для развития диалогической речи, навыков вопросно-ответного общения и коммуникативной компетенции на русском языке. Кроме того, использование метода Jigsaw (Пазл) даёт эффективные результаты при изучении грамматических тем. Например, тема «Части речи» делится на несколько частей, каждая группа изучает определённую часть, а затем объясняет её другим учащимся. Этот метод повышает ответственность учащихся и способствует более глубокому усвоению учебного материала.

В целом применение элементов сингапурской системы обучения на уроках русского языка позволяет организовать занятия интересно, содержательно и результативно. Эти методы повышают интерес учащихся к изучению языка и развивают их речевую и коммуникативную компетентность. Метод Think–Pair–Share является одним из наиболее широко применяемых и эффективных интерактивных методов в сингапурской системе обучения. Данный метод направлен на развитие у учащихся навыков самостоятельного мышления, общения и свободного выражения собственной точки зрения. Метод реализуется в три этапа: размышление, работа в паре и обмен мнениями. При использовании данного метода на уроках русского языка учитель предлагает вопрос или задание по теме. Например, учащимся предлагается задание: «Найдите в тексте глаголы и определите их время». Сначала учащиеся самостоятельно выполняют задание, затем обсуждают ответы в парах, сравнивают результаты и исправляют ошибки. На заключительном этапе каждая пара представляет свои выводы перед классом. Этот метод является особенно эффективным при изучении грамматики русского языка, работе с текстом и развитии устной речи. В процессе обмена мнениями учащиеся исправляют ошибки друг друга и закрепляют полученные знания. В результате в учебный процесс активно вовлекаются все учащиеся класса.

Дополнительно следует отметить, что эффективное внедрение сингапурской системы обучения требует существенного изменения роли учителя в современном образовательном процессе. Учитель в данной модели выступает не только как источник знаний, но и как организатор, наставник, фасилитатор и координатор учебной деятельности. Он создаёт условия для активного взаимодействия учащихся, направляет их познавательную деятельность, стимулирует самостоятельный поиск решений и поддерживает развитие их мыслительной активности. Важным аспектом является также использование оценивания, ориентированного на процесс обучения. В сингапурской системе особое значение придаётся формативному оцениванию, при котором внимание уделяется не только конечному результату, но и самому процессу выполнения заданий, уровню активности учащихся, их вовлечённости в групповую работу и способности к самоанализу. Такой подход позволяет более объективно оценивать учебные достижения и способствует постоянному развитию учащихся.

Кроме того, применение интерактивных методов обучения способствует формированию у учащихся ключевых компетенций XXI века, таких как критическое и креативное мышление, умение работать в команде, коммуникативная компетентность и способность к самостоятельному обучению. Эти навыки являются необходимыми для успешной социализации, адаптации в современном обществе и дальнейшего профессионального развития учащихся в условиях быстро меняющегося и глобализированного мира.

Заключение. В ходе проведённого исследования было установлено, что современное образование требует перехода от традиционных методов обучения к более активным и интерактивным формам организации учебного процесса. Особую значимость в этом контексте приобретает развитие у учащихся самостоятельного и критического мышления, а также формирование коммуникативных навыков, необходимых для успешной адаптации в современном обществе.

Анализ сингапурской системы образования показал её высокую эффективность благодаря использованию методов сотрудничества, проблемного обучения и активного вовлечения учащихся в учебную деятельность. Применение таких интерактивных методов, как Think–Pair–Share, Round Robin, Mix–Pair–Share и Jigsaw, особенно на уроках русского языка, способствует более глубокому усвоению учебного материала, развитию речевой активности и повышению интереса к обучению.

Таким образом, внедрение элементов сингапурской образовательной модели в практику преподавания является перспективным направлением, способствующим повышению качества образования и формированию всесторонне развитой личности учащегося.

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«CODEX CUMANICUS»NING FLORENTSIYANING «MEDICEA LAURENZIANA» KUTUBXONASIDA SAQLANAYOTGAN NUSXASI: QO'LYOZMANING VENETSIYADAN PARIJGA «SAYOHAT»I TARIXI

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Abstract: *Ushbu maqola turkiy xalqlarning nodir va noyob yozma yodgorligi bo'lmish «Codex Cumanicus» qo'lyozmasining kam o'rganilgan ikkinchi nusxasi va uning tarixi tahliliga bag'ishlangan. Tadqiqotda qo'lyozmaning 1824-yilda Venetsiyadan Parijga qisqa muddatli «sayohati» hamda nima sababdan unda Fransiya milliy kutubxonasi muhrlari paydo bo'lganligi ilmiy asoslab berilgan. Maqolaning asosiy yangiligi shundaki, muallif qo'lyozmaning asl nusxasi Napoleon buyrug'i bilan emas, balki nemis sharqshunosi Julius Klaprotning ilmiy ehtiyoji sababli Parijga olib kelinganini isbotlaydi. Klaprot 1824-yilda Venetsiyadagi kutubxona xodimi janob Salvidan qo'lyozmadan nusxa olishni iltimos qiladi va 25 kun ichida undan nusxa ko'chirtirgan. Bugungi kunda ushbu nusxa Florensiyadagi «Medicea Laurenziana» kutubxonasida «Ashburnham 1584» raqami ostida saqlanmoqda. Tadqiqot jarayonida muallif Florensiyadagi kutubxonada bevosita ushbu qo'lyozma ustida ishlab, uning tavsifini keltirgan. Qo'lyozma 118 sahifadan iborat bo'lib, unda 2500 ga yaqin so'z o'rin olgan. Shuningdek, maqolada qo'lyozma matnidagi turli rangli (sapsar, qizil va qora) siyohlarda bitilgan arabcha transliteratsiyalar tahlil qilingan. Bu qaydlar Klaprot va keyinchalik kutubxona xodimi F. Benedetto tomonidan kiritilgani taxmin qilinadi. Maqola so'ngida qo'lyozmaning Florensiyaga kelib qolishi lord Bertram va Italiya hukumati o'rtasidagi oldi-sotdi munosabatlari tarixi yoritilgan.*

Kalit so'zlar: *Tarix, Franchesko Petrarka, Napoleon, Aleksandr fon Gumboldt, Julius Klaproth, Vasiliy Radlov, Parij, Venetsiya, Florensiya, turkiy, qo'lyozma, quman, lotin, forscha.*

A COPY OF THE CODEX CUMANICUS KEPT IN THE "MEDICEA LAURENZIANA" LIBRARY IN FLORENCE: THE HISTORY OF THE MANUSCRIPT'S "JOURNEY" FROM VENICE TO PARIS

Abstract: *This article is devoted to the analysis of the little-studied second copy of the Codex Cumanicus, a rare and unique written monument of the Turkic peoples, and its history. The study provides scientific justification for the manuscript's short "journey" from Venice to Paris in 1824 and why the seals of the National Library of France appeared on it. The main novelty of the article is that the author proves that the original copy of the manuscript was brought to Paris not by order of Napoleon, but due to the scientific needs of the German orientalist Julius Klaproth. Klaproth temporarily borrowed the manuscript in 1824 with the help of the librarian Mr. Salvi in Venice and copied it within 25 days. Today, this copy is stored in the "Medicea Laurenziana" library in Florence under the number "Ashburnham 1584". During the research, the author worked directly on this manuscript in the library in Florence and described it. The manuscript consists of 118 pages, containing about 2,500 words. The article also analyzes the Arabic transliterations written in different colored inks (purple, red, and black) in the text of the manuscript. These notes are believed to have been made by Klaproth and later by the librarian F. Benedetto. The article concludes by explaining that the manuscript's arrival in Florence was due to a transaction between Lord Bertram and the Italian government.*

Keywords: *History, Francesco Petrarch, Napoleon, Alexander von Humboldt, Julius Klaproth, Vasily Radlov, Paris, Venice, Florence, Turkic, manuscript, Cuman, Latin, Persian.*

ЭКЗЕМПЛЯР «CODEX CUMANICUS», ХРАНЯЩИЙСЯ В БИБЛИОТЕКЕ «МЕДИЧЕИ ЛАУРЕНЦИАНЫ» ВО ФЛОРЕНЦИИ: ИСТОРИЯ «ПУТЕШЕСТВИЯ» РУКОПИСИ ИЗ ВЕНЕЦИИ В ПАРИЖ

Аннотация: *Данная статья посвящена анализу малоизученного второго экземпляра Куманийского кодекса, редкого и уникального письменного памятника тюркских народов, и его истории. Исследование дает научное обоснование короткого «путешествия» рукописи из Венеции в Париж в 1824 году и объясняет, почему на ней появились печати Национальной библиотеки Франции. Главная новинка статьи заключается в том, что автор доказывает, что оригинал рукописи был доставлен в Париж не по приказу Наполеона, а в связи с научными потребностями немецкого востоковеда Юлиуса Клапрота. Клапрот временно взял рукопись в 1824 году с помощью библиотекаря г-на Сальви в Венеции и*

скопировал её за 25 дней. Сегодня эта копия хранится в библиотеке «Медичеа Лауренциана» во Флоренции под номером «Эшбернхэм 1584». В ходе исследования автор работал непосредственно с этой рукописью во Флорентийской библиотеке и описал её. Рукопись состоит из 118 страниц, содержащих около 2500 слов. В статье также анализируются арабские транслитерации, написанные чернилами разных цветов (фиолетовыми, красными и чёрными) в тексте рукописи. Считается, что эти заметки были сделаны Клапротом, а позже библиотекарем Ф. Бенедетто. В заключение статьи объясняется, что попадание рукописи во Флоренцию стало результатом сделки между лордом Бертрамом и итальянским правительством.

Ключевые слова: *история, Франческо Петрарка, Наполеон, Александр фон Гумбольдт, Юлий Клапрот, Василий Радлов, Париж, Венеция, Флоренция, тюркский, рукопись, куманский, латинский, персидский.*

Ajdodlarimiz qoldirgan boy madaniy merosni o‘rganish, uni kelajak avlodlarga yetkazish bugungi kundagi olimlar va ularning vorislari oldidagi muhim masala bo‘lib qolmoqda. Zero, har bir xalqning bugungi taraqiyoti va ertangi kuni uning madaniy merosi hamda ajdodlari qoldirgan an’analari va qadriyatlari asosida mustahkamlanadi.

Shuning uchun ham har bir xalq o‘z tarixini, milliy-ma’naviy merosini jiddiy o‘rganishi, ulardagi boy madaniy-ma’rifiy hamda badiiy estetik imkoniyatlardan yurt ravnaqi yo‘lida, yurtdoshlarining yuksak ma’naviyatli shahslar qilib tarbiyalashda foydalanmog‘i joiz.

Tarix saxnasida bunyodga kelgan bir qator yozma obidalar barcha turkiy halqlar uchun mushtarakligi bilan ajralib turadi. Ular turkiy xalqlarning tili, adabiyoti va qadriyatlarining keyingi bosqichlaridagi taraqqiyot uchun umumiy asos vazifasini ado etgan.

Turkiyshunoslikda ana shunday yodgorliklardan biri XIV asr boshida yaratilgan qo‘lyozma “Codex Cumanicus”dir. Mazkur qo‘lyozmaning asl nusxasi Venetsiyda Avliyo Mark kutubxonasida DXLIX (№549) raqam bilan saqlanadi. Qo‘lyozma bugungi kunda yangi №1597 raqami bilan qayd etilgan.

Mazkur yodgorlik qadimgi turkiy qo‘lyozmalar ichida lotin yozuvida bitilgan yagona tematik lug‘atdir. Bugina emas, unda 47 ta eng qadimiy turkiy topishmoqlarning yozib qoldirilgan namunalari ham mazkur qo‘lyozmaning nafaqat lug‘atshunoslik, balki xalq og‘zaki ijodi nazariyasi va amaliyotini yangi fakt va matnlar bilan boyitadi. Muhimi, ular nodir va hali hech bir manbada uchramagan topishmoqlardir. Ular turkiy topishmoqlarning yozma adabiyotda o‘z aksini topgan yirik guruhi ekanligi bilan ham juda katta ahamiyat kasb etadi.

Ushbu qo‘lyozma to‘g‘risida birinchi bo‘lib 1635 yilda (ammo ushbu sana bizning tadqiqotimizga qadar qo‘lyozma tadqiq bilan shug‘ullangan barcha olimlarning monografik ishlarida hamda maqolalarida 1650 yil deb berilgan) ma’lumot bergan italiyalik olim Giacomo Filippo Tomasini bo‘lib, u o‘zining “Petrarka hayoti va ijodi” nomli asarida Petrarka qoldirgan adabiyotlar orasida “Alphebetun persicum, comanicum et latinum. Anonymi, scriptu anno MCCCIII die XI Julij”, ya’ni, “1303 yil 11 iyul sanasida yozilgan Alifbo tarzidagi forscha, qumancha va lotincha lug‘at” topganligini aytib o‘tadi hamda qo‘lyozma lug‘atining dastlabki to‘qqiz qatorini nashr qiladi . Tomasinining aytishiga qaraganda bu qo‘lyozma 1362 yilda Italiya uyg‘onish davrining mashhur shoiri Franchesko Petrarka tomonidan boshqa asarlar bilan birgalikda Venetsiya kutubxonasiga sovg‘a qilingan. U bu ma’lumotni muqaddas Georgiy ibodatxonasining tarixini yozuvchilardan biri bo‘lgan Abbat Ulmodan olgan . Qo‘lyozmani 1768 yilda nemis olimi Vilgelm Leybnits Venetsiya kutubxonasi katalogidan qo‘lyozmani topishga muvaffaq bo‘ladi. Oradan bir yil o‘tib 1769 yilda esa, Vengriyalik tarixchi olimlar Daniel Kornides hamda Jojef Telekilar qo‘lyozmaning dastlabki 22 sahifasini ko‘chirib olishadi. Bu ko‘chirib olingan nusha to‘g‘risida Budapesht kutubxonchisi Jorj Preyga ma’lum qilishadi.

“Kodeks kumanikus” qo‘lyozmasining yana bir nusxasi haqidagi faraz bizda qachon va nima uchun paydo bo‘ldi? Gap shundaki, asl nusxaning birinchi va oxirigi sahifalariga ikkita kutubxonaning muhri bosilgan. Ularning biri Venetsiya va ikkinchisi Parij milliy kutubxonalariga tegishlidir. Bu to‘g‘rida Vasiliy Radlov shunday yozadi: – «Qo‘lyozmaning muqovasida Venetsiya kutubxonasining muhri bor. Ammo uning ichki tomonida Parij milliy kutubxonasining muhri bosilgan bo‘lib, o‘z navbatida Napoleon buyrug‘iga binoan barcha boshqa qo‘lyozmalar qatorida ushbu yodgorlik ham Parijga olib kelingan va u yerdan Venetsiya kutubxonasiga qaytarib kelingan» [3; 4.].

Biz tadqiqot jarayonida Venetsiya va Parij milliy kutubxonalarida qo‘lyozmaning olib ketilganligi yoki aksincha, olib kelinganligi to‘g‘risidagi biron-bir qaydni uchratmadik. Demak, qo‘lyozma Napoleon buyrug‘iga ko‘ra emas, boshqa sabab bilan Parijga olib kelingan. Bu savolga javobni nemis sharqshunos olimi Julius Klaprothning qo‘lyozma bo‘yicha amalgan oshirgan tadqiqotidan topishga muvoffaq bo‘ldik.

1828 yilga kelib qo‘lyozma filologik nuqtai nazardan Julius Klaproth tomonidan tadqiq etilgan edi. Ayni paytda ushbu tadqiqot faqatgina qo‘lyozmaning lug‘at qismi bilan chegaralangan bo‘lib, Olim mazkur tadqiqotni qariyb 4 yil davomida amalga oshirgan. Uning ta’kidlashicha, qo‘lyozmadagi forscha va qumancha so‘zlarning o‘qilishi emas, balki undagi so‘z boyligi unga mazkur tadqiqotni amalga oshirishi uchun turtki bo‘lgan. Shu sababli u Venetsiyadagi avliyo

Mark kutubxonasining xodimi janob Salvidan qo‘lyozmani qidirib topish va undan nusxa olishga yordam berishni iltimos qiladi.

Bugungi kunda Florentsiya shahridagi Lorenzo di Piero de Medici nomidagi milliy kutubxonada Ashburnxem 1584 (Medicea Laurenziana Library, Ashburnham 1584) katalog raqami bilan saqlanayotgan “Lotincha-forscha va qumancha lug‘at” (Cod 1584: Vocabulaire Latin Persan et Coman. Arrive a Paris Le 5 november 1824) Venetsiyaning Marchana milliy kutubxonasida DXLIX (№549)/1597 katalog raqami bilan saqlanayotgan “Alifbo tarzidagi forscha va qumancha kitob” (In hoc libra continentur Persicum et Comanicum per alfabetum) qo‘lyozmasining 1824 yilda noma’lum xattot tomonidan ko‘chirilgan nusxasidir. Ushbu nusxa Klaprot iltimosiga ko‘ra, 1824 yilda Venetsiyadagi Marchana milliy kutubxonasida ishlagan Salvi tomonidan Frantsiyaga yuborilgan va undan nusxa ko‘chirilgan. Shu tariqa qo‘lyozma asl nusxasining birinchi va oxirgi sahifalarida Frantsiya milliy kutubxonasining muhri paydo bo‘lgan.

Ammo Klaproth qo‘lyozma nusxasi kim tomonidan ko‘chirilganligini bilmaydi. O‘z tadqiqotida u, jumladan, shunday deb yozadi: «Afsuski, men u olimning ismini bilmayman, uning buyuk xizmatlari tufayli juda ham aniqlik bilan ko‘chirilgan mazkur qo‘lyozma nusxasini 1824 yil noyabrida olishga muvaffaq bo‘ldim. Lotincha lug‘atning ko‘chirilgan nusxasi uncha katta bo‘lmagan, qog‘oz bichimi 4o hajmda, 118 sahifadan iborat, uch ustun shaklida tuzilgan lug‘at bo‘lib, birinchi ustunda lotincha, ikkinchisida forscha hamda uchinchi ustunda qumancha so‘zlar berilgan. Ushbu manbaning ellik sakkiz sahifasi lotin alifbosi bo‘yicha tartiblangan ot va fe’llardan, qolgan sahifalar esa, olmoshlar, sifatdoshlar hamda savdo-sotiqqa aloqador bo‘lgan boshqa so‘zlardan tarkib topgan. U 2500 ga yaqin so‘zdan iborat» [1; 120.].

Bundan shu narsa aniq bo‘ladiki, qo‘lyozma Klaproth iltimosiga ko‘ra kutubxona xodimi janob Salvi tomonidan Frantsiyaga nusxa olish uchun yuborilgan va uzog‘i bilan 25 kun muddatda yana Venetsiyaga qaytarilgan. Chunki mazkur qo‘lyozmaning ko‘chirilgan nusxasi muqovasida uning 1824 yil 5 noyabrь sanasida Parijda ko‘chirilganligi to‘g‘risida qayd mavjud. Demak, Klaprot qo‘lyozma nusxasini 1824 yil noyabr oyida olganligini inobatga oladigan bo‘lsak, qo‘lyozma juda qisqa muddatda, biz yuqorida aytganimizdek, 25 kun muddatda ko‘chirilgan.

Men Italiyaga qilgan ilmiy safari mobaynida Florentsiya kutubxonasiga borib, mazkur qo‘lyozma ustida tadqiqot olib borishga va undan faksimil nusxa olishga muvaffaq bo‘ldim. Kutubxona qaydlar shindan dalolat beradiki, mazkur qo‘lyozma tadqiqi bilan bir necha olimlar shug‘ullanishgan. Jumladan, 1914 yil 9 martda nemis olimi Mixayl Bxil, 1963 yil 3 oktyabrda polyak olimi Ananiy Axiezerovich Zayonchkovskiy, 1978 yil 21 sentyabrda Sapientsa univeriteti professori Piemonteze, 1998 yil 18 dekabrda Piza universiteti professori Fabritsio Chignilar Venetsiyaga tashrif buyurishgan bo‘lsa, 1989 yil 17 iyulda Neapol sharqshunoslik universiteti olimi Djulio D'Erme kutubxonaga tashrif buyurmasdan qo‘lyomadan elektron nusxa olgan.

Qo‘lyozmaning asliyatidan yana bir nusxa olinganligi to‘g‘risida Klaproth o‘z tadqiqotida ma’lumot bergan bo‘lsada, mazkur nusxa bugungi kunda Florentsiyadagi milliy kutubxonada ekanligi to‘g‘risida ilmiy jamoatchilikka birinchi bo‘lib A.Piemonteze tomonidan 1989 yilda ma’lum qilingan [5; 100-101.]. Shundan so‘ng mazkur qo‘lyozma nusxasi bo‘yicha neapollik olim Aldo Gallotta «Aldo Gallotta, “Una ‘nuova copia del Codex Cumanicus”. Annali dellIstituto Orientale di Napoli 52, 1992. pp. 455-459» hamda «Aldo Gallotta, “Codex Cumanicus'in yani bir nüshasi”. Uluslararasi türk dili kongresi 1992 (26 eylül 1992-1 ekim 1992) Ankara. 1996. c.267-271» sarlavhali bir nomdagi ikkita maqola nashr ettirgan .

“Kodeks kumanikus” qo‘lyozmasining bugungi kunda Florentsiya milliy kutubxonasida saqlanayotgan ikkinchi nusxasi quyidagilardan tashkil topgan:

Qo‘lyozma 118 sahifadan iborat 23x17,5 hajmda muqovalangan. 1, 9, 10 va 118- sahifalardan tashqari har bir sahifa 24 satrdan tashkil topgan. Faqatgina uning birinchi sahifasi 22, to‘qqizinchi sahifasi 21, o‘n birinchi sahifasi 22 va 118-sahifasi 11 satrdan iborat. Qo‘lyozmaning oxirgi titul varag‘ida F.Benedetto tomonidan yozilgan quyidagi izoh mavjud: «Hic liber scatens erroribus vel in vocabulis latinis est procul Dubio descriptus ex celeberrimo Codice Cumanico qui in Byblioth. S. Marci Venetiarum asservatur quique perveTustum illius Turcicae dialecti praebet documentum. 10.12.1962 F.Di.Benedetto» [2] (Tarjimasi: Ushbu kitob Venetsiyaning Marchana milliy kutubxonasida saqlanayotgan turkiy lahja to‘g‘risida ma’lumot beruvchi mashhur “Codex Cumanicus” tarkibidagi lotincha so‘zlardagi xatolarni aniqlash imkonini beradi. 10.12.1962 F. Di. Benedetto). Shu o‘rinda qo‘lyozma muqovasining oxirgi sahifasiga izoh yozgan Filippi Di Benedetto haqida ikki og‘iz so‘z: Filippi Benedetto 1922 yil 1 martda Italiyaning Sitsiliya provintsiyasi Kataniya port shahrida tavallud topgan. 1961 yilda Florentsiya kutubxonasi direktori Tinazzo Giampietro tavsiyasiga ko‘ra mazkur kutubxonadagi qo‘lyozmalar bo‘limining mas’ul xodimi etib tayinlangan va o‘z navbatida qo‘lyozma nusxalari matnlarini tiklash ishlari bilan shug‘ullangan.

Qo‘lyozmaning mazkur nusxasida biz bir qator e’tiborga sazovor ma’lumotlarni ko‘rishga va ular asosida ayrim asosli xulosalarni chiqarishga muvaffaq bo‘ldik.

Mazkur nusxa sapsar siyohli ruchkada bitilgan. Undagi ba’zi forscha va qumancha so‘zlar keyinchalik arab yozuvida qizil siyohli ruchkada, ba’zi o‘rinlarda esa qora rangli ruchkada yozilgan. Jumladan, 1 va 3- sahifalardagi lotincha-forscha va qumancha so‘zlar sapsar rangli siyoh bilan yozilgan (bu yozuvlar qo‘lyozmaning asl nusxasidan

namuna olgan xattotga tegishli) hamda undagi forscha so‘zlar lotin grafikasi asosida sapsar siyohli va forscha so‘zlarning arabcha transkriptsiyalari qizil siyohli ruchka bilan yozilgan. Beshinchi sahifaning 15, 16, 22, 24- satrlaridagi forscha so‘zlar, ellik sakkizinchi sahifaning 22- satridagi, ellik to‘qqizinchi sahifaning 17- satridagi, oltmish to‘qqizinchi sahifaning 21–23- satrlaridagi, yetmish oltinchi sahifaning 1- satridagi forscha so‘zlar hamda ikkinchi satridagi qumancha so‘z, yetmish oltinchi sahifaning 4- satridagi forscha va qumancha so‘zlar, 6- satridagi qumancha so‘zlar, yetmish yettinchi sahifaning 4- satridagi forscha, 5–6- satridagi qumancha, 7- satrdagi forscha va qumancha so‘zlar, 9, 11, 13, 15- satrlardagi qumancha so‘zlar, 16- satrdagi fors va quman, 19- satrdagi forcha so‘zlarning arab yozuvidagi transliteratsiyasi qizil rang bilan yozilgan bo‘lsa, 78, 84, 88, 90, 91, 92, 93, 100, 101 hamda 113- sahifadagi forscha so‘zlar xuddi yuqoridagi singari arab yozuvida, ammo qora siyohda yozilgan.

Qo‘lyozmaning sakson beshinchi sahifasidagi qizil siyoh bilan yozilgan so‘zlar qo‘lyozmaning biz yuqorida sanab o‘tgan sahifalaridagi qizil siyoh bilan arab yozuvida yozilgan so‘zlardan nafaqat siyohning ranglari, balki dastxati bilan ham farq qiladi. Bu o‘z navbatida qo‘lyozmaning mazkur nusxasidagi arabcha transliteratsiyalar boshqa-boshqa shaxslar tomonidan yozilganidan dalolat beradi. Bundan tashqari qo‘lyozmaning mazkur nusxasida to‘rtinchi sahifaning 23–24- satrlaridagi forscha va qumancha tarjimalari berilmagan lotincha so‘zlar ustidan qizil ruchka bilan vertikal chiziq tortib o‘chirilgan. Bu o‘chirilgan so‘zlarning forscha va qumancha tarjimalari qo‘lyozmaning asl nusxasida ham bo‘sh qoldirilgan [6;638.].

Yuqoridagilardan shunday xulosa qilish mumkinki, “Kodeks Kumankus”ning mazkur nusxasi nemis olimi Klaprot tadqiqi uchun ko‘chirilgan. Qo‘lyozma Venetsiya kutubxonasidan janob Salvi saʾy-harakati bilan Frantsiyaga olib kelingan va u yerda nomaʾlum xattot tomonidan 1824 yil 5 noyabrdan noyabr oyining oxirigacha bo‘lgan juda qisqa muddatda nusxa olingan. Shuning uchun ham qo‘lyozmaning asl nusxasida ikkinchi kutubxonaning muhri paydo bo‘lgan. Hattoki, Yu.Klaprot o‘sha davrda Frantsiyada yashagan bo‘lishiga qaramasdan, qo‘lyozmadan nusxa olgan xattot kim ekanligini bilmagan. Chunki, Yu.Klaprot 1815 yildan boshlab Aleksandr fon Gumbolьdt tavsiyasiga ko‘ra Parijda doimiy yashab ijod qila boshlagan va o‘sha yerda 1835 yilda vafot etgan.

Qo‘lyozmaning ikkinchi nusxasidagi qizil va qora siyoh bilan yozilgan forscha va qumancha so‘zlarning arab yozuvidagi trasliteratsiyalari qo‘lyozmani ilk tadqiq etgan va uni ilmiy jamoatchilikka maʾlum qilgan Yu.Klaprotga tegishli bo‘lsa, uning dastxatidan farq qiladigan boshqa so‘zlarning qo‘lyozmadan o‘rin egallashiga Florentsiya kutubxonasi qo‘lyozmalar bo‘limi xodimi F.Benedetto sababchi bo‘lgan, degan xulosa chiqarishimiz mantiqlidir.

Qo‘lyozma Parijda ko‘chirilgan bo‘lishiga qaramasdan, uning Italiyaning Florentsiya shahridagi kutubxonaga olib kelinganligini bilish uchun kutubxona veb-saytidagi Ashburnxem to‘plamlari tarixiga nazar solish kifoya qiladi.

Ashbernxem fondida matematika va bibliografiyaga oid 2000 ga yaqin qo‘lyozmalar mavjud bo‘lgan. 1846 yilgacha bu noyob qo‘lyozmalar Gulelmo Libriga (1802-1869) tegishli bo‘lib, 1847 yilda Ashburnxemning to‘rtinchi grafi Lord Bertram tomonidan sotib olingan. 1884 yilda graf vafotidan keyin qo‘lyozmalar Italiya hukumati tomonidan sotib olinib, Florentsiya milliy kutubxonasiga olib kelingan [6].

Xulosa o‘rnida aytish mumkinki, «Codex Cumanicus»ning ushbu ikkinchi nusxasini o‘rganish nafaqat kitob tarixi, balki XIV asr turkiy tili leksikasini chuqurroq tadqiq etishda yangi ufqlar ochadi. Mazkur tadqiqot turkiy yozma merosning Yevropa kutubxonalaridagi taqdirini aniqlashtirishda navbatdagi muhim qadamdir.

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JURNALISTIKANING TA'SIR FUNKSIYASI VA MATBUOT SAMARADORLIGI MASALALARI

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Annotatsiya; *Maqolada jurnalistikaning eng muhim ijtimoiy vazifalaridan biri – ta'sir funksiyasi masalalari tadqiq etilgan. Mualliflar matbuotning tasvir va tahlil funksiyalaridan kelib chiqib, uning ijtimoiy hayotga bevosita va bilvosita ta'sir ko'rsatish mexanizmlarini tahlil qiladi. Matbuot erkinligi, jamoatchilik fikrining shakllanishidagi roli, publitsistika janrlari, matbuot tipologiyasi va xususiy nashrlarning ta'sirchanligi kabi masalalar batafsil yoritilgan. O'zbekiston matbuotining hozirgi holati, demokratik tamoyillar asosidagi ta'sir funksiyasi va uning ijobiy hamda salbiy tomonlari ko'rib chiqilgan.*

Kalit so'zlar: *Ta'sir funksiyasi, matbuot samaradorligi, jurnalistika funksiyalari, ommaviy axborot vositalari, matbuot erkinligi, jamoatchilik fikri.*

JOURNALISM'S IMPACT FUNCTION AND ISSUES OF PRESS EFFECTIVENESS

Annotation; *The article examines one of the most important social functions of journalism – the influence function and the issues of media effectiveness. The authors analyze how the media, based on its descriptive and analytical functions, exerts direct influence on social life. Particular attention is paid to media freedom, the role of public opinion in its formation, the impact of various genres of publicism, media typology, and the effectiveness of private publications. The current state of the Uzbek media, the influence function based on democratic principles, and its positive and negative aspects are thoroughly discussed.*

Keywords: *Influence function of journalism, media effectiveness, functions of journalism, mass media, freedom of the press, public opinion.*

ФУНКЦИЯ ВОЗДЕЙСТВИЯ ЖУРНАЛИСТИКИ И ВОПРОСЫ ЭФФЕКТИВНОСТИ ПРЕССЫ

Аннотация; *В статье исследуется одна из важнейших социальных функций журналистики – функция воздействия и вопросы эффективности печати. Авторы анализируют, как средства массовой информации, опираясь на описательную и аналитическую функции, оказывают прямое влияние на общественную жизнь. Особое внимание уделяется свободе СМИ, роли общественного мнения в её формировании, воздействию различных жанров публицистики, типологии СМИ и эффективности частных изданий. Рассматривается современное состояние узбекской печати, функция воздействия на основе демократических принципов, а также её позитивные и негативные стороны.*

Ключевые слова: *Функция воздействия журналистики, эффективность печати, функции журналистики, средства массовой информации, свобода печати, общественное мнение.*

Kirish

Jurnalistika bajaradigan eng muhim ijtimoiy vazifalardan biri uning ta'sir funksiyasidir. Matbuotning mazkur funksiyasi uning oldingi boshqa funksiyalari singari uning ichki qonuniyatlaridan kelib chiqadi. Ma'lumki, matbuot ijtimoiy ong ko'rinishlaridan biri bo'lib, uning asosini real voqelik tashkil etadi, u ana shu real voqelikdan kelib chiqadi, uni tasvir va tahlil qiladi va shu bilan birlikda unga o'z ta'sirini ko'rsatadi. Matbuotning ijtimoiy ong ko'rinishi sifatidagi doimiyligi va har taraflamaligi ham uning ta'sir funksiyasini belgilaydi, ya'ni matbuot ijtimoiy hayotning barcha tomonlarini o'zida aks ettirar va tahlil qilar ekan, keyingi navbatda yana o'sha barcha tomonlariga o'z ta'sirini ko'rsatadi. Ya'ni, ommaviy axborot vositalari ijtimoiy hayotni faqat tasvirlab, tahlil qilibgina qolmasdan hayotga ta'sir qiladi, bunda ma'naviy kuch bo'lgan so'z – moddiy kuchga aylanadi. Mazkur funksiya jurnalistikaning tasvir va tahlil funksiyalarining mantiqiy davomi sifatida kelib chiqadi.

Adabiyotlar tahlili

Matbuotshunos olimlar jurnalistikaning ta’sir funksiyasi haqida o‘z fikrlarini bildirib o‘tganlar. Masalan, Y.Proxorov matbuotning bu ijtimoiy vazifasini “bevosita tashkilotchilik funksiyasi” deb ataydi. [2, 56]. M.Xudoyqulov bu masalaga to‘xtalib, shunday deb yozadi: “Matbuot ijtimoiy ong ko‘rinishi sifatida ijtimoiy borliqni tasvirlab, uni bilib, tatbiq etish bilan cheklanmasdan unga qaytadan ta’sir ko‘rsatishi lozim. Matbuotning bu xususiyati uning funksiyalaridagi uchinchi qirrani, ya’ni ta’sir funksiyasini belgilab beradi”. [4, 40]. Ko‘rinib turibdiki, tasvir va tahlil funksiyalari asosida vujudga keluvchi ta’sir funksiyasi ommaviy axborot vositalarining “yakunlovchi” vazifasi hisoblanib, ularning pirovard maqsadini belgilaydi. Ya’ni, mazkur matbuot nashri nima uchun chiqarilyapti, uning o‘z oldiga qo‘ygan maqsadlari nimalardan iborat, nimalarga erishmoqchi degan ijtimoiy savollar mazkur funksiyada o‘z javobini topadi.

Tadqiqot metodologiyasi:

Mazkur maqolada tahliliy, deskriptiv, qiyosiy hamda tarixiy metodlardan foydalanilgan.

Tahlillar va natijalar

“Ommaviy axborot vositalari qarashlar va tasavvurlar tizimiga yo‘naltiruvchi ta’sir o‘tkazib, o‘quvchi (tinglovchi, tomoshabin) faoliyatini ma’lum bir izga solib turadi”. [3, 64]. Insoniyat matbuotni dunyodan xabardor bo‘lish, uni bilib turish va mohiyatini anglash uchun ixtiro qilgan ekan, matbuotning pirovard maqsadi ham shunga borib taqaladi. Shu boisdan ommaviy axborot vositalarining turli ko‘rinishlari – gazetalar, jurnallar, radio, televideniye, internet orqali har kuni, har soat, har daqiqada insoniyatga minglab, millionlab turli xabarlar yetkazib beriladi, jahonda va turli mamlakatlarning o‘zida yuz berayotgan ijtimoiy-siyosiy, iqtisodiy va madaniy-ma’naviy voqea, hodisalar, insoniyatga yoki o‘sha mamlakat kishilariga tegishli bo‘lgan masala va muammolar ko‘tarib chiqiladi, jamoatchilik fikriga havola etiladi. Ya’ni, insoniyat jamiyat hayotining shu kungi, ayni zamondagi, ko‘zga ko‘ringan voqea va hodisalaridan tashqari uning chuqur, ichki qatlamlarigacha kirib boradi, ogoh bo‘ladi, biladi. Buning insoniyatga qanday ta’sir qilishi esa o‘sha voqea va hodisalarning qaysi nuqtayi nazardan, qanday tamoyillar asosida yoritilishiga bog‘liqdir. Bunda insoniyatning asrlar davomida yig‘ib kelgan tajribalari asosida vujudga kelgan ilm-fan, madaniy va ma’naviy tushunchalar asosiy rol o‘ynaydi. Ommaviy axborot vositalari ham insoniyatga to‘g‘ri, haqqoniy axborotlar yetkazib bersa, ularni ilmiy xolislik va ilg‘or, taraqqiyparvar tushunchalar asosida tahlil qilsa, jamiyatga doim ijobiy ta’sir ko‘rsatadi. “Ommaviy axborot vositalari ta’sirida auditoriya o‘z ijtimoiy amaliyotining shakli va usullarini takomillashtira boradi”. [1, 66]. Buning aksicha, matbuot nashri qoloq ijtimoiy tushunchalar va dunyoqarashlarga asoslanib ish ko‘rsa, uning jamiyatga ta’siri ham salbiy va buzg‘unchi tarzga ega bo‘ladi. Matbuotning hayotga ta’siri u o‘z funksiyalarini bajarish jarayonida amal qilishi lozim bo‘lgan tamoyillarda o‘z ifodasini topadi. Umuminsoniy, xalqchil, haqqoniy matbuot nashrigina ommaviylikka erisha oladi, insoniyatga ijobiy ta’sir ko‘rsatadi.

Jurnalistikaning ta’sir funksiyasining amalga oshishida matbuot erkinligi masalasi ham muhim o‘rin tutadi. Faqat demokratik tamoyillarga amal qilinadigan jamiyatdagina matbuot erkin bo‘lishi va binobarin, uning hayotga ta’siri ham ijobiy tus olishi mumkin. Mamlakatimizda matbuot erkinligi masalasi to‘la ravishda o‘z yechimini topishi uchun O‘zbekiston Konstitutsiyasi va matbuot borasidagi boshqa qonunlarda matbuot erkinligi belgilab berilganligi buning dalilidir. O‘zbekiston Respublikasining “Ommaviy axborot vositalari to‘g‘risida”gi qonunning yangi tahririda: “O‘zbekiston Respublikasida ommaviy axborot vositalari erkin” deb ko‘rsatiladi va “Har kim ommaviy axborot vositalarida chiqish, o‘z fikri va e’tiqodini oshkora bayon etish huquqiga egadir”. [5], deb ta’kidlanadi.

Jurnalistikaning ta’sir funksiyasini amalga oshirishda jamoatchilik fikri ham muhimdir. “Jamoatchilik fikri jamiyatdagi kishilar, turli guruh yoki tabaqalarning ijtimoiy voqelikdagi fakt va hodisalarga yashirin yoki ochiq suratdagi munosabatini anglatuvchi ommaviy ong holatidir”. [6] Agarda matbuot nashrlari o‘z faoliyatlarida jamoatchilik fikriga doimiy tayansa, o‘z sahifalarida unga keng o‘rin berib kelsa, uning hayotga ta’siri kuchli bo‘ladi. Shu bilan birgalikda “matbuot jamoatchilik fikrining shakllanishi va tarqalishi hamda ob’ektga – o‘quvchilar ongiga yetib borishida eng ta’sirchan maydon hisoblanadi” [6].

Insoniyat taraqqiyotining turli bosqichlarida faoliyat olib borgan xilma-xil nashrlarning hayotga ta’siri ham har xil bo‘lgan. Masalan, matbuotning ilk, avtoritar davri matbuoti hayotga ta’sir etishda yakka shaxs nuqtayi nazaridan kelib chiqqan. Agarda o‘sha nashrni chiqargan shaxs biror hukmdor bo‘lgan bo‘lsa, matbuotning ta’siri ham shunga mos bo‘lgan. Bu xildagi matbuotning ilk nashrlaridan bo‘lmish Petr 1 tomonidan nashr etilgan “Vedomosti” gazetasini oladigan bo‘lsak, u o‘quvchilarga ayrim yangiliklarni yetkazish bilan birlikda rus podshosining siyosatiga xizmat qilgan. O‘lkamizda ilk bor nashr etilgan “Turkiston viloyatining gazeti” ham ijtimoiy hayotdagi ayrim yangiliklarni yoritish bilan birlikda pirovard maqsadda chor Rossiyasi manfaatlari uchun xizmat qilgan. Asrimiz boshida nashr etila boshlangan “Taraqqiy”, “Shuhrat”, “Xurshid”, “Sadoyi Farg‘ona”, “Sadoyi Turkiston” va boshqa taraqqiyparvar jadid gazetalari, “Oyina” jurnali va boshqa nashrlar esa ommaga ilm-fanni targ‘ib qilgan, jaholatga va mustabid hukmronlikka qarshi chiqib, ommaning ongiga ijobiy ta’sir ko‘rsatgan. Kommunistik matbuot esa ijtimoiy hayot voqealarini tasvir va

tahlil qilishda yakka g‘oya hokimligi asosida ish olib borganligi uchun inqirozga uchradi. Faqat demokratik qadriyatlar asosida ish olib boruvchi matbuotgina jamiyat hayotiga to‘la ijobiy ta’sir ko‘rsatishi mumkin.

Matbuotning hayotga ta’siri uning tipologiyasi, ko‘rinishiga ham bog‘liqdir. Gazetalar hayotning shu kundagi, ayni zamondagi masala va muammolarini ko‘tarib chiqib, jamiyatga shu kun, ayni zamon nuqtayi nazaridan ta’sir qilsa, o‘zlarida hayotning chuqur qatlamlarini aks ettiruvchi jurnallar esa ko‘proq ong va tushunchalarga ta’sir ko‘rsatadi va ularning boyishi, o‘zgarishiga xizmat qiladi.

Matbuotning hayotga bevosita ta’sir etishida publitsistikaning ijtimoiy-siyosiy, iqtisodiy-ishlab chiqarish, badiiy, hajviy va boshqa turlarining xizmati kattadir. Ijtimoiy-siyosiy publitsistika jamiyatning shu kundagi, ayni zamondagi eng bosh masalalarini ko‘tarib chiqadi, uning hayoti, taraqqiyotining asosiy yo‘nalishlarini ham nazariy, ham amaliy jihatdan ishlab chiqadi va bu nazariy xulosalarni amalga oshirish, hayotga tatbiq etish yo‘llarini ko‘rsatib beradi. Ijtimoiy-siyosiy publitsistika asosan umumsiyosiy gazeta va jurnallarda faoliyat ko‘rsatadi, ularning sahifalaridan joy oladi. “Xalq so‘zi”, “Ishonch”, “O‘zbekiston ovozi”, “Hurriyat” va boshqa markaziy gazetalarning, “Guliston”, “Yoshlik”, “Tafakkur” va boshqa markaziy jurnallarning deyarli har bir sonida bosilgan ijtimoiy-siyosiy mavzularga oid materiallar buning yaqqol ko‘rinishidir. Bu yo‘nalishdagi materiallarning ta’siri esa respublikamizda ijtimoiy-siyosiy hayotning tobora jonlanishi, gazeta va jurnallar o‘quvchilarining ongi oshib, jamiyat hayotida tobora faolroq ishtirok etayotganliklarida yaqqol ko‘rinadi. Ilmiy publitsistikaga oid materiallar esa ko‘proq ixtisoslashgan va ilmiy jurnallardan joy olib, ularning ta’siri esa ilm-fanning rivoji, kishilarning tabiat hodisalari va dunyo voqealarini ilmiy dunyoqarash asosida tushunib borayotganliklarida o‘z ifodasini topadi. Adabiy-badiiy publitsistikaga oid materiallar esa ko‘proq adabiy-badiiy nashrlardan o‘rin olib, ommaning badiiy-estetik didining oshishi, kishilarning odobi va ahloqi, milliy qadriyatlarimizni anglab yetishlari bilan o‘z ta’sirini ko‘rsatmoqda. Publitsistikaning alohida turi bo‘lgan hajviy publitsistika materiallari ham hajviy nashrlardan doimiy joy olib, hayotda uchraydigan eski, qotib qolgan tartiblar, kamchilik va nuqsonlar, kishilar faoliyatidagi va yashash tarzidagi nomaqbul holatlarning tugatilishida xizmat qilib kelyapti. Sport publitsistikasi, bolalar matbuotiga va boshqa sohalarga oid materiallar ham jurnalistikaning ta’sir funksiyasini yanada kengaytirib kelmoqda.

Ommaviy axborot vositalarining hayotga ta’siri masalasi publitsistikaning ichki xillari va janrlarida ham o‘z ifodasini topadi. Ma’lumki, publitsistika tarkibiy jihatdan uchga bo‘linib, informatsion-xabardor qilish, tahliliy va badiiy publitsistikadan iborat bo‘ladi. Publitsistikaning bu uch turining jamiyatga ta’siri ham turli xilda bo‘ladi. Informatsion publitsistika jamiyat hayotiga doir voqea va hodisalar haqida xabar berar ekan, ta’siri ham shundan kelib chiqadi, ya’ni u o‘quvchini o‘sha voqea yoki hodisadan xabardor qiladi, bildiradi. Ommaviy axborot vositalarida berilgan xabarlar o‘quvchi ongida yangi bir nuqta hosil qiladi, u bu yangilikdan yo mamnun bo‘ladi (agar xabar ijobiy tarzda bo‘lsa) yoki xabar qilinayotgan voqea yoki hodisa salbiy mazmunga ega bo‘lsa unga achinadi yoki g‘azablanadi va hokazo.

Gazetalarda beriladigan xabar va boshqa informatsion janrdagi materiallarning tezkorligi ham muhim o‘rin egallaydi. Rivojlangan mamlakatlarning ommaviy axborot vositalari bu masalaga alohida ahamiyat beradilar. Respublikamiz markaziy nashrlarida ham tezkorlik bilan berilgan axboriy materiallarni ko‘rish mumkin. Beriladigan informatsion materiallarning hududiy tomoni ham alohida ahamiyat kasb etadi. “Xalq so‘zi” gazetasi o‘z sahifalarida “Dunyo nigohi”, “Mamlakat bo‘ylab: voqealar, yangiliklar, xabarlar” singari umumiy manzarani ko‘rsatib beruvchi xabarlar bilan bir qatorda respublikamizdagi har bir viloyatdan olingan xabarlarni “Buxoro tomonlarda”, “Namangan tomonlarda” kabi ruknlar ostida berib boradi. Bu ham ta’sir funksiyasining bajarilishida xizmat qiladi.

Xulosa. Nashrlar informatsion publitsistikaning faqat xabar bilan bir qatorda jurnalistikaning boshqa janrlariga ham e’tiborlarini kengroq qaratishsa, yaxshi bo‘lardi. Masalan, ma’lum bir soha mutasaddilaridan olingan tezkor va dolzarb mavzudagi intervyular tez-tez chop etilsa, reportaj, hisobot va boshqa informatsion janrlardan kengroq foydalanilsa, maqsadga muvofiq bo‘lar edi. Reportaj janriga kelganimizda, bu janrdan ham yetarli darajada foydalanilmayapti. Mamlakatimizda yuz bergan muhim voqea va hodisalar, tabiat hodisalari, hattoki ayrim hollarda yuz beradigan yong‘in va shunga o‘xshash favqulodda hodisalar haqida jonli reportajlar bosilgan nashrlarni o‘quvchilar, albatta, izlab topib o‘qiydi. Bu esa o‘sha nashrning hayotga bevosita ta’sirini yanada kuchaytiradi. Gazetalarda beriladigan hisobotlar ham faqat umumiy tarzda bo‘lmasdan biror mavzu, masala yoki muammoga qaratilsa va ularga tanqidiy qarashlar ham qo‘shilsa, bu janrning ham ahamiyati yanada ortadi.

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"XAMSA" DAGI AYOLLAR SUHBATLARIDA IJTIMOIY IDENTIFIKATSIYA VA MADANIY KODLARNING SOTSIOPSIXOLINGVISTIK IFODASI

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Annotatsiya: *Ushbu maqolada Alisher Navoiyning "Xamsa" dostonlaridagi, xususan "Farhod va Shirin", "Layli va Majnun" hamda "Sabai Sayyor" asarlaridagi ayollar suhbatlari sotsiopsixolingvistik nuqtai nazardan tahlil qilinadi. Tadqiqotning asosiy maqsadi – ayol qahramonlar nutqida ijtimoiy identifikatsiya (oila, jamiyat mavqei, shaxsiy o'rin) va madaniy kodlar (iffat, sadoqat, kamtarlik, dono so'z) qanday lingvistik vositalar orqali ifodalanishini ochib berishdir. Metodologiya sifatida diskurs tahlili, pragmatik strategiyalar va psixolingvistik yondashuvlardan foydalanilgan.*

Kalit so'zlar: *sotsiopsixolingvistika, ayollar nutqi, ijtimoiy identifikatsiya, madaniy kodlar, "Xamsa", pragmatika, gender lingvistikasi, diskurs tahlili.*

СОЦИОПСИХОЛИНГВИСТИЧЕСКИЙ АНАЛИЗ СОЦИАЛЬНОЙ ИДЕНТИФИКАЦИИ И КУЛЬТУРНЫХ КОДОВ В ЖЕНСКИХ РЕЧАХ В ЭПОСЕ «ХАМСА» АЛИШЕРА НАВОИ

Аннотация: *В данной статье проводится социопсихолингвистический анализ речей женщин в эпосах Алишера Навои «Хамса», в частности в произведениях «Фархад и Ширин», «Лейли и Меджнун» и «Семь планет». Основная цель исследования - раскрыть, какими лингвистическими средствами в речи женских персонажей выражаются социальная идентификация (семья, социальный статус, личная позиция) и культурные коды (целомудрие, верность, скромность, мудрое слово). В качестве методологии использованы дискурс-анализ, прагматические стратегии и психолингвистический подход.*

Ключевые слова: *социопсихолингвистика, речь женщин, социальная идентификация, культурные коды, «Хамса», прагматика, гендерная лингвистика, дискурс-анализ.*

SOCIOPSYCHOLINGUISTIC ANALYSIS OF SOCIAL IDENTITY AND CULTURAL CODES IN WOMEN'S SPEECH IN ALISHER NAVOI'S "KHAMSA"

Abstract: *This article analyzes women's speech in Alisher Navoi's "Khamsa" epics, particularly in "Farhad and Shirin", "Layli and Majnun", and "Sabai Sayyor" from a sociopsycholinguistic perspective. The main aim of the study is to reveal how social identity (family, social status, personal position) and cultural codes (chastity, fidelity, modesty, wise speech) are expressed through linguistic means in female characters' speech. Discourse analysis, pragmatic strategies, and psycholinguistic approaches were used as the methodology.*

Keywords: *sociopsycholinguistics, women's speech, social identity, cultural codes, "Khamsa", pragmatics, gender linguistics, discourse analysis.*

Kirish.

Alisher Navoiy ijodi nafaqat o'zbek adabiyoti, balki butun turkiy dunyo madaniyati va falsafasining eng yorqin cho'qqilaridan biri sifatida e'tirof etiladi [1]. XV asrning buyuk mutafakkiri yaratgan "Xamsa" besh dostonidan iborat monumental asar bo'lib, unda insoniyatning eng chuqur ruhiy kechinmalari, murakkab ijtimoiy munosabatlar, sevgi, sadoqat, qismat va axloqiy qadriyatlar she'riy shaklda yuksak badiiy mahorat bilan aks ettirilgan. "Xamsa"dagi ayol qahramonlar – Shirin ("Farhod va Shirin"), Layli ("Layli va Majnun"), Bahr om va yetti go'zal ("Sabai Sayyor") kabi obrazlar orqali nafaqat go'zallik va muhabbat timsoli, balki o'z davri jamiyatidagi murakkab gender rollari, oilaviy va ijtimoiy mas'uliyatlar hamda shaxsiy identifikatsiya masalalari ham yorqin namoyon bo'ladi [7;8].Zamonaviy sotsiopsixolingvistika fani nutqni oddiy kommunikatsiya vositasi sifatida emas, balki ijtimoiy identifikatsiya, gender

munosabatlari va madaniy kodlarning asosiy ifodachisi sifatida o‘rganadi [2-5]. Nutq orqali shaxs o‘zining ijtimoiy mavqeini, oilaviy rolini, gender identifikatsiyasini va madaniy qadriyatlariga sadoqatini namoyon etadi. Ayniqsa, ayollar nutqi ko‘pincha muloyimlik strategiyalari, emotsional leksika, metaforik tuzilmalar va diskursiv usullar orqali ijtimoiy kuch va zaiflikni muvozanatlashtirishga xizmat qiladi [2;7].

Adabiyotlar tahlili.

Ushbu maqolada birinchi keltirilgan adabiyotda «Farhod va Shirin», «Layli va Majnun» hamda «Sab’ai Sayyor» dostonlaridagi ayollar nutqi, ijtimoiy munosabatlar va madaniy qadriyatlar aynan shu asar matnlari asosida o`rganilgan. Jumladan, ayol qahramonlar nutqidagi ijtimoiy identifikatsiya va madaniy kodlarni aniqlash imkonini beradi [1]. Mualliflar Brown P., Levinson S. Politenesslar esa muloqotdagi xushmuomalalik (politeness) nazariyasining fundamental manbasi hisoblanadi. Ayniqsa, Shirin, Layli va boshqa qahramonlarning nutqida hurmat, muloyimlik, ijtimoiy masofa kabi holatlarni izohlashga xizmat qiladi,pragmalingvistik tahlil uchun muhim nazariy asos yaratadi [2]. Debora Tannenning “You Just Don’t Understand” asari gender va kommunikatsiya munosabatlarini o`rganishga bag`ishlangan bo`lib, unda ayollar nutqining psixologik xususiyatlarini tushuntirish va Layli obrazining ichki kechinmalari, emotsional nutqi va shaxsiy identifikatsiyasi nazariy ochib berilgan. Bunda genderga xos muloqot modellari batafsil yoritaladi [3]. Norman Ferklauning ushbu asari tanqidiy diskurs tahlili sohasidagi eng muhim manbalardan biri hisoblanadi.Bunda nutq va ijtimoiy hokimiyat munosabatlarini tahlil qilish imkonini beradi va u «Sab’ai Sayyor»dagi ayollar maslahatlari va ijtimoiy ta’sir mexanizmlarini tushuntirishda muhim ahamiyat kasb etadi hmda diskurs orqali ijtimoiy tartib va madaniy qadriyatlarning shakllanishini izohlaydi [4]. J.Holmes ishida esa zamonaviy sotsiolingvistikaning fundamental qo`llanmalaridan biri hisoblanadi.Unda asosan til, jamiyat va madaniyat o`rtasidagi munosabatlarni yoritadi.Gender lingvistikasi, ijtimoiy identifikatsiya va madaniy kodlarni tahlil qilish uchun nazariy baza vazifasini bajaradi.Ayollar nutqining ijtimoiy vazifalarini tushuntirishga yordam beradi [5]. Muallif Q.Yo‘ldoshevning maqolasida Navoiy ijodida gender munosabatlarini tadqiq qilishga bag`ishlangan mahalliy ilmiy manba hisoblanib, Navoiy asarlaridagi ayol va erkak obrazlarining o`ziga xos jihatlarini yoritadi xamda maqoladagi gender tahlilini milliy adabiyotshunoslik nuqtai nazaridan asoslaydi [6]. Mualliflar G. Mansurova va S. Qosimovalar esa o`z ishida mumtoz adabiyotda ayol obrazining badiiy va ijtimoiy xususiyatlarini o`rganadi.Bunda «Xamsa»dagi ayol qahramonlarni kengroq adabiy kontekstda baholash imkonini beradi, shuningdek, ayol obrazlari orqali milliy qadriyatlar va madaniy kodlarning ifodalanishini ko`rsatadi. Xamsa» dostonlaridagi pragmatik vositalarni tadqiq qilgan xolda nutq strategiyalari, muloqot shakllari va kommunikativ maqsadlarni o`rganish va pragmatik tahlil usullari keltirib o`tilgan [7,8].

Metodlar.

Ushbu tadqiqot **aralash metodologiya** asosida amalga oshirildi. Sifat va miqdoriy yondashuvlar birlashtirilib, natijalarning ishonchliligi va chuqurligi ta’minlandi. Tadqiqotda, avval miqdoriy tahlil o‘tkazilib, keyin sifat tavsifi va talqini bilan boyitiladi [8]. Asosiy manba sifatida Alisher Navoiyning “Xamsa” besh dostonining ilmiy-tanqidiy nashri qo‘llanilgan [1]. Undan uchta doston tanlab olingan: **“Farhod va Shirin”, “Layli va Majnun”,“Sabai Sayyor”.** Ushbu dostonlar tanlanishining sababi - ularda ayollar suhbatlari soni va xilma-xilligi eng yuqori darajada bo‘lishidir. “Saddi Iskandari” va “Hayrat ul-abror” dostonlarida ayollar nutqi nisbatan kam uchragani uchun ularni qo‘shimcha solishtirish materiali sifatida ishlatildi.Bunda jami 120 ta ayol suhbati segmenti (dialog va monolog) tanlab olingan. Har bir segment kamida 4-12 misradan iborat bo‘lib, umumiy so‘z soni taxminan 8500 ga yaqin. Segmentlar quyidagi mezonlar asosida tanlangan:

-Ayol qahramon tomonidan aytilgan nutq bo‘lishi;

-Ijtimoiy munosabat (oila, sevgi, jamiyat) mavzusini qamrab olishi;

-Madaniy kodlarni ifodalovchi leksik va pragmatik birliklar mavjudligi.

Ma’lumotlar ikki bosqichda yig‘ildi:

1. **Manuali kodlash-**har bir suhbat quyidagi kategoriyalar bo‘yicha kodlandi:

-Ijtimoiy identifikatsiya: oila identifikatsiyasi, jamiyat mavqei, shaxsiy (psixologik) identifikatsiya.

-Madaniy kodlar: iffat va poklik, sadoqat va vafo, kamtarlik va muloyimlik, dono so‘z va maslahat, gender roli va kuch.

-Pragmatik strategiyalar: ijobiy hurmat strategiyasi, salbiy hurmat strategiyasi, to‘g‘ridan-to‘g‘ri (ochiq) strategiya va bilvosita strategiya.

-Lingvistik vositalar: metafora, takror, emotsional leksika, sintaktik tuzilmalar.

2. **Dasturiy qayta ishlash-** kodlangan ma’lumotlar Microsoft Excel va IBM SPSS Statistics 26 dasturlariga kiritildi. Chastota tahlili, foizlar va *X*-kvadrat testi o‘tkazildi.

3. **Tahlil usullari:**

A) **Diskurs tahlili** - suhbatlarning ijtimoiy konteksti, kuch munosabatlari va ideologik mazmuni ochib berildi [4-6].

B) **Pragmatik tahlil** -J.Austinning nutq aktlari nazariyasi va Brown & Levinsonning muloyimlik nazariyasi asosida suhbat strategiyalari o‘rganildi [1-3].

C) **Psixolingvistik yondashuv** - emotsional holatlar (sevgi, qo‘rquv, umidsizlik) ning lingvistik ifodasi (metafora, leksik tanlov) tahlil qilindi [3-5].

D) **Taqqosiy tahlil** - uch doston o‘rtasidagi farq va o‘xshashliklar aniqlandi.

E) **Kontent-tahlil** - miqdoriy chastota va sifat tavsifi birlashtirildi.

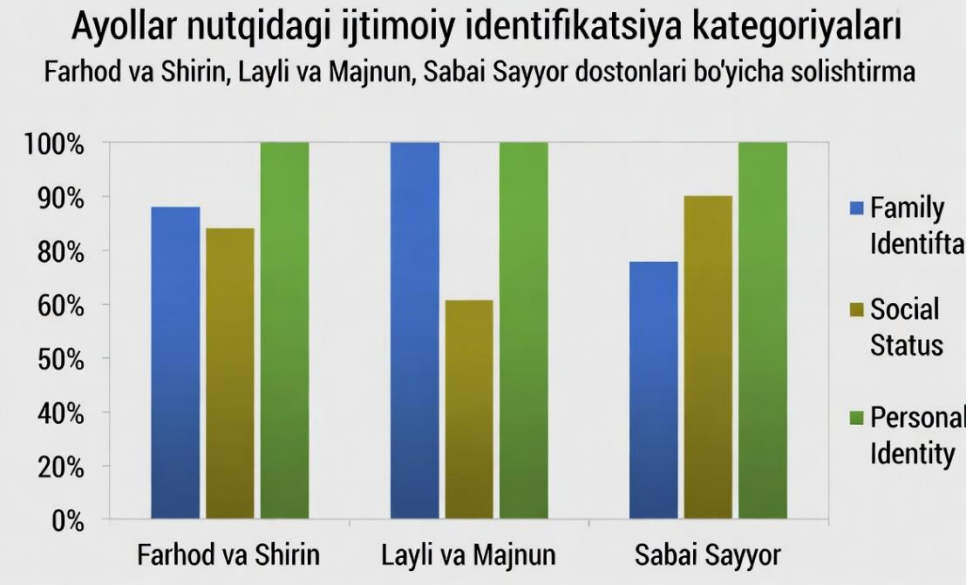
4. Tadqiqotning ishonchliligi: Interkoder ishonchliligi - ikki mustaqil tadqiqotchi tomonidan kodlash o‘tkazilib, Kappa koeffitsienti 0,82 ni tashkil etdi (yaxshi daraja). **Triangulyatsiya** - bir xil material turli usullar (miqdoriy, sifat, taqqosiy) bilan tahlil qilindi. **Etik jihatlar** - klassik adabiy matn bo‘lgani uchun maxsus ruxsat talab qilinmadi, ammo manbalar to‘liq ko‘rsatildi. Ushbu metodologiya tadqiqotning ilmiy obyektivligini ta’minlaydi hamda natijalarning chuqur va ishonchli bo‘lishiga yordam beradi.

Natijalar.

Tadqiqot natijalari “Xamsa”ning uchta dostonidagi 120 ta ayol suhbati segmentining miqdoriy va sifat tahlili asosida olingan. Umumiy natijalar shuni ko‘rsatadiki, ayollar nutqida ijtimoiy identifikatsiya va madaniy kodlarning ifodasi yuqori darajada sistemali va o‘ziga xos lingvistik strategiyalarga asoslangan.

1. Ayollar nutqidagi ijtimoiy identifikatsiya kategoriyalari. Quyidagi 1-rasmda uch doston bo‘yicha ijtimoiy identifikatsiya kategoriyalarining chastota taqsimoti ko‘rsatilgan. Tahlil natijalariga ko‘ra,“Farhod va Shirin” dostonida oila identifikatsiyasi dominant bo‘lib, 47,8 % ni tashkil etadi. Shirin nutqida “otam”, “farzand”, “oilaviy sharaf”, “onamning vasiyati” kabi birliklar tez-tez uchraydi. Masalan, Shirinning Farhodga qaratgan suhbatida:

1-rasm. *“Xamsa”dagi ayollar nutqidagi ijtimoiy identifikatsiya kategoriyalarining dostonlar bo‘yicha taqqosiy chastotasi (%).*



“Men otamning qiziman, uning nomini iflos qilmasligim kerak” degan ibora oilaviy mas’uliyatni kuchli ifodalaydi.Jumladan, “Layli va Majnun”da jamiyat mavqei (39,6 %) va shaxsiy identifikatsiya (25,1 %) kuchayadi. Laylining ichki monologlari ko‘pincha “men kimman?”, “sevgi oldida men nima bo‘ldim?” kabi savollar bilan kechadi. Bu uning ijtimoiy bosim va shaxsiy his-tuyg‘ulari o‘rtasidagi konfliktni ko‘rsatadi. “Sabai Sayyor”da esa oila identifikatsiyasi yana 55,2 % ga yetadi, ammo dono maslahat va jamiyat mavqei ham muhim o‘rin tutadi (Bahr om va yetti go‘zal suhbatlari). χ^2-kvadrat testi natijasi ($\chi^2 = 28{,}47$; $p < 0{,}01$) dostonlar o‘rtasidagi farqning statistik jihatdan ahamiyatli ekanligini tasdiqlaydi.

2. Madaniy kodlarning taqsimoti.

2-rasmda ayollar suhbatlaridagi madaniy kodlarning umumiy ulushi pie diagrammasi ko‘rsatilgan. Eng yuqori ko‘rsatkichlar:

A)Iffat va poklik – 30 % (ko‘pincha “poklik”, “nomus”, “iffat g‘unchasi” metaforalari orqali).

B) Sadoqat va vafo – 25 % (“vafo qilmoq”, “sadoqatli bo‘lmoq”, “bir umrga” birliklari).

C) Kamtarlik va muloyimlik – 20 % (positive politeness strategiyalari: “siz buyurganingizdek”, “men sizning xizmatingizdaman”).

2-rasm. *"Xamsa"dagi ayollar suhbatlaridagi madaniy kodlarning umumiy ulushi.*

3. Lingvistik va pragmatik vositalar tahlili.

Jadval 1 da har bir dostonning xarakterli misollari keltirilgan.

Jadval 1. *"Xamsa"dagi ayollar suhbatlaridan olingan xarakterli misollar va ularning sotsiopsixolingvistik tahlili.*

Doston va qahramon	**Madaniy kod**	**Nutq misoli (Navoiy matni asosida)**	**Sotsiopsixolingvistik ifoda**
Farhod va Shirin (Shirin)	Sadoqat va oila hurmati	"Farhodim, men senga vafo qilaman, lekin otamning rizosi…"	Positive politeness + oila identifikatsiyasi
Layli va Majnun (Layli)	Vafodorlik va psixologik qo'rquv	"Majnunim, sen mening butun dunyom, ammo qismatim…"	Emotsional identifikatsiya + ichki konflikt
Sabai Sayyor (Bahr om)	Kamtarlik va dono maslahat	"Ey shoh, maslahatim shuki, adolat bilan ish tuting…"	Dono ayol roli + ijtimoiy kuch strategiyasi
Sabai Sayyor (Yetti go'zal)	Iffat va gender roli	"Biz go'zallar iffati – saltanatning asosi"	Madaniy kod orqali gender identifikatsiyasi

Bunga quyidagi qo'shimcha topilmalarni e'tirof etishimiz zarur: **Pragmatik strategiyalar**: Ayollar nutqining 68 % ida positive politeness (hurmat, yaqinlik yaratish) strategiyasi qo'llanilgan [2]. Negative politeness (uzr so'rash, masofa saqlash) faqat 22 % ni tashkil etadi. **Metaforik tuzilmalar**: Eng ko'p ishlatiladigan metaforalar – gul (iffat), quyosh (sevgi), tog' (sadoqat). **Emotsional leksika chastotasi**: "yuragim", "ko'nglim", "qonim", "jonim" so'zlari Layli nutqida 3,2 marta ko'p uchraydi. **Dostonlar o'rtasidagi farq**: "Farhod va Shirin"da ijtimoiy kuch strategiyalari ustun bo'lsa, "Layli va Majnun"da psixologik holatlar, "Sabai Sayyor"da esa ijtimoiy-maslahat funksiyasi kuchliroq.Natijalar shuni ko'rsatadiki, ayollar nutqi "Xamsa"da nafaqat emotsional ifoda, balki ijtimoiy tartibni saqlash va madaniy qadriyatlarning uzatuvchisi sifatida ham xizmat qiladi. Bu topilmalar keyingi muhokama bo'limida chuqurroq talqin etiladi.

Muhokama.

Tadqiqot natijalari "Xamsa" dostonlaridagi ayollar nutqini sotsiopsixolingvistik nuqtai nazardan tahlil qilish orqali bir qator muhim ilmiy xulosalarga olib keldi. Avvalo, ayollar suhbatlarida ijtimoiy identifikatsiya kategoriyalarining taqsimoti (1-rasm) Navoiy ijodidagi gender rollarining murakkab tuzilishini yaqqol ko'rsatadi. "Farhod va Shirin" dostoni Shirin nutqida oila identifikatsiyasining ustunligi (47,8 %) mumtoz jamiyatda ayolning birinchi navbatda oilaviy va ijtimoiy majburiyatlar doirasida qaralishini tasdiqlaydi [7]. Bu holat Brown va Levinson (1987) ning *positive politeness* strategiyasi bilan to'liq mos keladi: Shirin o'z nutqida oilaviy sharaf va otasining rizosini ta'kidlab, nafaqat shaxsiy munosabatlarni, balki ijtimoiy barqarorlikni saqlashga xizmat qiladi [2;3]."Layli va Majnun"da esa jamiyat mavqei (39,6 %) va shaxsiy identifikatsiya (25,1 %) ning kuchayishi Laylining ichki psixologik konfliktini ochib beradi [3]. Layli nutqidagi "men kimman?", "sevgi oldida men nima bo'ldim?" kabi savollar Tannen (1990) ning *rapport-talk* (hamkorlik nutqi) nazariyasini tasdiqlaydi: ayol nutqi bu yerda nafaqat ma'lumot uzatish, balki emotsional yaqinlik va ichki dunyoni

ifodalash vositasiga aylanadi. “Sabai Sayyor”da Bahrom va yetti go‘zal suhbatlarida dono maslahat va kamtarlik kodlarining yuqori ulushi (55,2 %) esa ayolni ijtimoiy kuchning faol sub’ekti sifatida ko‘rsatadi [6-8]. Bu topilma Fairclough (1992) ning diskurs va kuch munosabatlari nazariyasiga mos kelib, mumtoz poetikada ayol nutqi ijtimoiy tartibni saqlashning muhim mexanizmi ekanligini isbotlaydi.Madaniy kodlarning taqsimoti (2-rasm) bo‘yicha eng yuqori ko‘rsatkichlarni iffat va poklik (30 %) hamda sadoqat va vafo (25 %) egallashi Navoiy davri o‘zbek jamiyatining islomiy va konfutsiy qadriyatlarining sintezi ekanligini ko‘rsatadi. “Poklik g‘unchasi”, “vafo qilmoq”, “kamtarlik” kabi metaforik birliklar nafaqat estetik, balki ijtimoiy-psixologik funksiyani bajaradi. Ular orqali ayol qahramon o‘zining ijtimoiy mavqeini mustahkamlaydi va jamiyatdagi gender stereotiplarini takrorlaydi hamda mustahkamlaydi. Bu holat Holmes (2013) ning gender va madaniy kodlar nazariyasiga to‘g‘ri keladi: ayollar nutqi madaniy qadriyatlarning uzatuvchisi sifatida xizmat qiladi [5-8]. Jadval 1 da keltirilgan misollar esa pragmatik strategiyalarning xilma-xilligini ko‘rsatadi. Shirin nutqidagi *positive politeness*, Laylining emotsional negativ strategiyalari va Bahr omning dono maslahat shakli har bir dostonning o‘ziga xos psixolingvistik muhitini yaratadi. χ^2-kvadrat testi ($\chi^2 = 28{,}47$; $p < 0{,}01$) natijalari dostonlar o‘rtasidagi farqning statistik ahamiyatli ekanligini tasdiqlab, Navoiy ijodidagi ayol nutqining sistemali xususiyatini isbotlaydi.

Xulosa. Ushbu tadqiqot milliy filologiya faniga quyidagi hissa qo‘shadi: Mumtoz adabiyotni zamonaviy tilshunoslik nazariyalari bilan bog‘lash orqali gender lingvistikasining o‘zbekcha modelini shakllantirish,“Xamsa”dagi ayol nutqini ijtimoiy va psixologik kuch manbai sifatida talqin etish,madaniy kodlarni saqlash va globallashuv sharoitida milliy identifikatsiyani mustahkamlashga ilmiy asos yaratish.

Xulosa qilib aytganda, Alisher Navoiyning “Xamsa”sidagi ayollar suhbatlari nafaqat she’riy go‘zallik namunasi, balki o‘zbek jamiyatining tarixiy gender modellari, madaniy qadriyatlar va psixologik chuqurlikning noyob manbaidir. Sotsiopsixolingvistik tahlil bu boy merosni yangicha talqin etish imkonini beradi va kelajak avlodlarga milliy madaniyatni chuqurroq anglash yo‘lini ochadi. Tadqiqotning natijalari adabiyotshunoslik, sotsiologiya va psixologiya fanlarining kesishmasida yangi tadqiqotlar uchun mustahkam asos bo‘lib xizmat qiladi.

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KRIMINAL DISKURSNING SEMANTIK STRUKTURASI (Tohir Malikning “Shaytanat” romani misolida)

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Annotatsiya. *Mazkur maqolada kriminal diskursning semantik xususiyatlarini tahlil qilish hamda Tohir Malikning “Shaytanat” romani materiallari asosida badiiy matnda jinoiy subkultura tilining ifoda vositalari tizimini ochib berish maqsad qilingan. Unda jinoyatchilar nutqidagi leksik birliklarning ma’no nozikliklari, semantik maydoni va kontekstual o‘zgarishlari haqida so‘z boradi. Detektiv asarlardagi jinoyatchilar nutqini lingvistik ekspertiza nuqtayi nazaridan tadqiq va tahlil qilish bu boradagi mavjud muammolarni bartaraf etishga xizmat qiladi.*
Kalit so‘zlar: *kriminal diskurs, kommunikatsiya, semantik xususiyat, ma’no torayishi, ma’no kengayishi, frazema, “Shaytanat” romani, Tohir Malik.*

СЕМАНТИЧЕСКИЕ ХАРАКТЕРИСТИКИ КРИМИНАЛЬНОГО ДИСКУРСА (На материале романа Тохира Малика “Шайтанат”)

Аннотация. *В данной статье ставится цель проанализировать семантические особенности криминального дискурса, а также выявить систему выразительных средств языка криминальной субкультуры в художественном тексте на материале романа Тохира Малика “Шайтанат”. В работе исследуется смысловая структура лексических единиц в речи преступников, их семантические поля и контекстуальные изменения. Лингвистическое исследование речи преступников в детективных произведениях с позиций судебной лингвистики способствует решению существующих проблем в данной области.*
Ключевые слова: *криминальный дискурс, коммуникация, семантические особенности, сужение значения, расширение значения, фразеологическая единица, “Шайтанат”, Тохир Малик.*

SEMANTIC CHARACTERISTICS OF CRIMINAL DISCOURSE (Based on Tohir Malik’s Novel “Shaytanat”)

Abstract. *This article analyzes the semantic features of criminal discourse and examines the system of linguistic means that characterize the language of the criminal subculture in literary texts, based on Tohir Malik’s novel Shaytanat. The study focuses on the semantic structure of lexical units in the speech of criminals, their semantic fields, and their contextual transformations. The linguistic analysis of criminal speech in detective fiction from a forensic linguistic perspective contributes to a more systematic understanding of language use in criminal discourse.*
Keywords: *criminal discourse, semantic features, semantic narrowing, semantic extension, phraseological units, Shaytanat, Tohir Malik.*

Kirish

Jinoyat olami – o‘ziga xos qonun-qoidalari, ierarxiyasi, axloq me’yorlari va, albatta, o‘z til uslubiga ega bo‘lgan murakkab ijtimoiy hodisa. Bu jinoiy subkultura tili (kriminal jargonizm va argotizm) ikki muhim vazifani bajaradi: birinchidan, u guruh ichidagi maxfiy muloqot vositasidir; ikkinchidan, jinoyatchining o‘z guruhiga mansubligini, ierarxiyadagi o‘rnini, hayotiy qarashlari va qadriyatlarini ifodalaydi. Aynan shuning uchun badiiy asarda jinoyatchilar nutqini o‘rganish orqali nafaqat qahramonning nutqiy portretini, balki butun bir subkulturaning dunyoqarashini tiklash mumkin. Mazkur maqolada Tohir Malikning “Shaytanat” romanidagi jinoyatchi va u bilan bog‘liq vaziyatdagi shaxslar nutqi semantik jihatdan tahlil qilinadi. O‘zbekiston Respublikasi Prezidenti Sh.Mirziyoyev ta’kidlaganlaridek: “Farzandlarimizni mustaqil fikrlaydigan, zamonaviy bilim va kasb-hunarlarni chuqur egallaydigan, mustahkam hayotiy pozitsiyaga ega, chinakam vatanparvar insonlar sifatida tarbiyalash biz uchun hamisha dolzarb masala hisoblanadi” [9]. Jinoyat izlarini aniqlashda haqiqat tamoyiliga qat’iy amal qilish, turli detektiv asarlar asosida lingvistik ekspertiza

muammolarini hal etish, jinoyat olamiga xos til birliklarining semantik xususiyatlari tahlili orqali yosh avlodni ijtimoiy hayotga tarbiyalash kabi masalalar mazkur ishning mohiyatini ifodalaydi.

Adabiyotlar tahlili. Kriminal diskursning semantik strukturalarini o‘rganish zamonaviy tilshunoslikda bir nechta nazariy yo‘nalishlar kesishmasida shakllanadi: semantika, pragmatika, diskurs tahlili va sud lingvistikasi va boshqalar. Avvalo, semantik tahlil nazariy jihatdan John Lyons tomonidan asoslangan klassik yondashuvga tayanadi. Uning fikricha (Lyons, 1977), leksik birliklarning ma’nosi izolyatsiyada emas, balki tizim ichida, ya’ni semantik munosabatlar orqali aniqlanadi [1; 4]. Shu nuqtayi nazardan, kriminal diskursdagi leksika semantik maydonlar sifatida ko‘rib chiqiladi, bu esa jinoyatchilar nutqining ichki strukturaviy jihatini ochishga imkon beradi. Semantik o‘zgarishlar, xususan, ma’no torayishi va kengayishi jarayonlari Stephen Ullmann (Ullmann, 1962) ishlari bilan izohlanadi. U semantik evolyutsiyani ijtimoiy va psixologik omillar bilan bog‘laydi [1; 4]. Kriminal subkultura tilida bu jarayonlar ko‘pincha maxfiylik va guruh identifikatsiyasi bilan bog‘liq holda yuzaga keladi. Jinoyatchilar nutqida ko‘pincha ochiq aytilmagan, lekin kontekst orqali anglashiladigan yashirin ma’nolar mavjud bo‘lib, ular tahlil talab qilinadi. Diskurs darajasida tahlil Teun A. van Dijk tomonidan ishlab chiqilgan sotsiokognitiv modelga asoslanadi [5]. Ushbu modelga ko‘ra, diskurs ijtimoiy tuzilma, ideologiya va kognitiv jarayonlar bilan uzviy bog‘liq. Kriminal diskursda bu jihatlar ierarxiya, hokimiyat va nazorat munosabatlari orqali namoyon bo‘ladi. Sud lingvistikasi doirasida kriminal nutqni tahlil qilish Malcolm Coulthard va Tim Grant ishlari bilan bog‘liq bo‘lib, ular til birliklarini dalil sifatida tadqiq etish metodologiyasini ishlab chiqqan [2; 3]. Mazkur nazariy yondashuvlar integratsiyasi kriminal diskursni ko‘p qatlamli tizim sifatida nafaqat nazariy, balki amaliy jihatdan ham tahlil qilish imkonini beradi, bunda semantik struktura va lingvopragmatik funksiyalar o‘zaro bog‘liq holda namoyon bo‘ladi.

Tadqiqot metodologiyasi. Tadqiqot lingvistik kuzatish, tavsif va tizimli tahlil tamoyillariga asoslangan. Jinoyatchilar nutqi tilning alohida funksional-stilistik hodisasi sifatida o‘rganilgan bo‘lib, unda umumiy til birliklarining o‘zgargan (jargonlashgan, semantik jihatdan siljigan) va psixolingvistik xususiyati birgalikda tahlil qilingan. Shuningdek, tavsifiy usul, komponent tahlil, kontekstual va tipologik tahlil, lingvistik izohlash usullari qo‘llanilgan.

Natijalar va ularning tahlili. Har qanday vaziyatda, shaxsning individul xususiyatlarni aniqlash uchun, eng avvalo, nutqning semantik jihati, ya’ni ma’no-mohiyatiga e’tibor qaratamiz. Jinoiy muhit umume'tirof etiladigan belgilardan farqli o‘laroq, noyob qadriyatlar va normalar tizimini tashkil qiladi. Bu til semantikasida, so‘z va tushunchalarni talqin qilish va tushunishda o‘z aksini topadi [7, c. 37]. Boshqalar tomonidan jinoiy nutq muloqotida “qo‘llangan lisoniy belgilarning ma’nosini noto‘g‘ri tushunish natijasida” [6, b. 75] turli kommunikativ to‘siqlar yuzaga kelishi mumkin. Xususan, “verbal kommunikatsiyada tabiiy, ijtimoiy, psixologik omillar sababli yuzaga keluvchi va samarali muloqotni amalga oshirishga to‘sqinlik qiluvchi”: “tushunmaslik bilan bog‘liq to‘siqlar, shaxsiy to‘siqlar, madaniy to‘siqlar, ijtimoiy to‘siqlar, tashkiliy to‘siqlar va obyektiv to‘siqlar” [6, b. 38] shular jumlasidandir. Shuningdek, so‘zlarning nutqdagi muayyan ma’nosi va uning torayishi hamda kengayishi kabi jihatlar ham o‘ziga xosligi bilan ham ajralib turadi. Masalan, quyidagi misolda so‘z ma’nosiga e’tiborsizlik natijasida Kesakpolvon “qosh qo‘yaman, deb ko‘z chiqar”ganini ko‘rishimiz mumkin:

— Rahmon aka sizmisiz? — deb so‘radi Kesakpolvon. Bu gap cholga yoqmay, peshanasini tirishtirdi: — Men Xudo emasman. Ollohning quliman. Ismim Abdurahmon. Kesakpolvon uning nima sababdan bunday deganiga tushunmadi. Buni olifta bir gap o‘rnida qabul qildi [8, b. 15].

Ushbu parcha jinoiy bilishda semantik xabardorlikning cheklanganligi noto‘g‘ri talqinlarga olib kelishi mumkinligini ko‘rsatadi. Nutqimizda Abdurahmon ismini qisqartirish natijasida Rahmon so‘zining ma’nosi kengayishi odatiy holga aylangan. Tabib esa aslida bu so‘zlarning ma’nosi torligiga urg‘u berib, Rahmon – Allohning ismi, Abdurahmon – odamning ismi ekanini aytishidan boshlangan tushunmovchilik jiddiy tortishuvga sabab bo‘ladi. Kesakpolvon tabibning javobidagi me’yoriy e’tirofni “*olifta*”likka yo‘yib, hurmat funksiyasini unutadi va chegaradan chiqadi. Bu yerda tushunmaslik bilan bog‘liq to‘siq ijtimoiy to‘siq bilan uyg‘un holda uchraydi:

1-jadval. Semantik struktura modeli

1. Leksik sath
Rahmon (ilohiy) ≠ Abdurahmon (insoniy)
↓ *(Kesakpolvon farqlamaydi)*
2. Sintaktik sath
Tabib: Inkor → Izoh → Tuzatish (korektiv model)
↓ *(Kesakpolvon noto‘g‘ri kodlaydi)*
3. Pragmatik sath
Tabib: tushuntirish maqsadi ↔ Kesakpolvon: “olifta gap” maqsadi (buzilgan)
↓ Natija: Tushunmovchilik + Ijtimoiy to‘siq

Semantik struktura ikki tomonlama vazifani bajaradi:

– agar to‘g‘ri tushunsa → muammoni hal qiladi (tabibning maqsadi);

– agar noto‘g‘ri tushunsa → mojaroni kuchaytiradi (Kesakpolvonning munosabati).

Agar Kesakpolvon oz bo‘lsa-da, semantik tushunish va ijtimoiy idrok darajasiga ega bo‘lganida, ehtimol, qo‘shimcha xatolarga yo‘l qo‘ymas va keyingi gaplarida tushunmovchiliklarning keskin kuchayishiga yo‘l qo‘ymas edi: *“Kimsan, Haydarbek, katta boshini kichik qilib, qancha yo‘l yurib kelsa-yu, bu pista ko‘mirga o‘xshagan chol oliftalik qilsa! “O‘zim ahmoqman, — deb o‘yladi Kesakpolvon, — yigitlarni yuborsam-ku, yumaloq-yostiq qilib bo‘lsa ham, yetkazishardi...”* [8, b. 15]. Parchadagi *“Kimsan, Haydarbek”* – jumlasi orqali Kesakpolvonning manmanligi, o‘zini nihoyatda hurmatli va buyuk odam, deb hisoblashi namoyon bo‘ladi. Bu jumlaning ma’nosini*“katta boshini kichik qilib”* frazemasi yana-da rivojlantirishga xizmat qilmoqda. Frazemaning semantik xususiyati juda keng. Unda ***bosh*** so‘zini oksimoron san’ati asosida (*katta→ bosh ←kichik*) antonim so‘zlar bilan tasvirlash orqali “kamtarlik” ma’nosi ifodalangan. Aslida "katta bosh" – bu yerda kibrli, takabbur, o‘zini katta oladigan, boshqalardan ustun qo‘yadigan odam ma'nosida. "Katta boshini kichik qilib kelish" esa kibrga berilmasdan, kamtarlik qilib kelish ma'nosini bildiradi. Ma’no ko‘chish turiga ko‘ra uni sinekdoxa ("bosh" = "odam"), deyish qisman to‘g‘ri: "bosh" qism sifatida butun "odam"ni anglatadi. Lekin bu yerda oddiy "odam" emas, balki "kibrli odam", “hurmati buyuk” ma'nolari bor. Shunga ko‘ra "katta bosh" – bu o‘zini katta tutadigan odamning metaforik ifodasi, deyish mumkin:

2-jadval. Frazema sharhi

***“Katta boshini kichik qilib”* frazemasi** *katta→ bosh ←kichik* **"bosh" = "obro‘li"**	
1. ”Katta bosh”	Jismoniy katta bosh emas, balki kibrli, takabbur, o‘zini katta sanash kabi mavhum sifatlarning o‘xshatish asosida boshga ko‘chirilishi.
2. ”Kichik qilib kelish”	Boshni jismoniy kichik qilish emas, balki kamtarlik, tavoze kabi mavhum tushunchalarni ifodalaydi.

“Pista ko‘mirga o‘xshagan chol” tashbehida esa semantik jihatdan past nazar bilan qarash ma’nosi yetakchilik qilmoqda. Chunki “pista ko‘mir” atamasi o‘zbek tilida pishmagan, past sifatli ko‘mirga nisbatan ishlatiladi. Toshko‘mir (antratsit yoki bitumli ko‘mir) esa yuqori sifatli, ko‘proq energiya beradigan ko‘mir turidir. Demak, pista ko‘mir toshko‘mirga qaraganda arzon va qadrsiz. Haydar ham o‘z obro‘si oldida cholni shu qadar yerga urib, mensimay qaramoqda. Shuning uchun tabibning unga munosib holda “manmanga manmanlarcha” javob qaytarishi *“oliftalik qil”*ishdek g‘ashini keltiryapti. O‘z aybini hech qachon tan olmay, boshqalarni ayblab o‘rgangani sababli Kesakpolvon bu vaziyatda ham o‘zini oqlash strategiyasini qo‘llamoqda. Shunga muvofiq, chora izlash majburiyati bilan kelganini psixologik himoya mexanizmlari nuqtayi nazaridan kamtarlikka yo‘yib, “bu chol hurmatini bilmas ekan” mazmunida *“O‘zim ahmoqman”*, - deya afsuslanyapti. Metaforik usulda yuzaga kelgan *“yumaloq-yostiq qilib”* frazemasi orqali esa zo‘ravonlik qilish Kesakpolvon uchun oddiy va odatiy hol ekaniga ishora qilingan. Haydarbekning laqabi Kesakpolvon ekanligi esa yoshligidagi voqeaga aloqador. Shuning uchun u metonimiya usulida ma’no ko‘chishi orqali yuzaga kelgan.

Misollardan ma’lum bo‘ladiki, leksik va frazeologik birliklarning semantik xususiyati orqali jinoyatchilarning xulqi, xarakteri, ijtimoiy mavqeyi ochiq namoyon bo‘ladi.

Xulosa

Kriminal diskurs o‘ziga xos semantik tizimga ega bo‘lib, jinoiy nutqqa xos leksik birliklarning ayrimlarida qo‘shimcha uslubiy ma’no umumadabiy tildan farqli ravishda kengayishi kuzatiladi. Jinoiy nutqning semantik maydonlari asosan zo‘ravonlik, tahdid, pul, hokimiyat va bo‘ysunish kabi tushunchalar atrofida tizimlashadi. Kontekstga qarab leksik birliklarning ma’no o‘zgarishi jinoyatchilar nutqining pragmatik moslashuvchanligini ko‘rsatadi. Tadqiqot natijalari oliy o‘quv yurtlarida lingvistika, amaliy tilshunoslik, stilistika, badiiy matn tahlili kurslarida, shuningdek, lingvistik ekspertiza amaliyotida foydalanilishi mumkin.

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"QANOTLI SO'ZLAR"NING TURLI TIL BIRLIKLARI ASOSIDA NAMOYON BO'LISHI XUSUSIDA

Baratova Nargiza Ahmadjonovna
NamDU mustaqil izlanuvchisi

Annotatsiya. *Ushbu maqolada qanotli so'zlarning genezisi, ularning turli tipdagi til birliklarida kuzatilishi, bundagi shakl o'zgarishi kabi masalalr o'rganilgan. Ma'lumki, qanotli so'zlarning asosiy xususiyatlaridan biri turli tillararo ko'chib yurishi, madaniy axborot uzatishi, madaniy universaliya vazifasini bajarishidir. Biroq bu holatga yetgunga qadar ham o'z tili ichida to'yinib, pishib, turli konseptlarni birlashtirishi lozim bo'ladi. Maqola o'zbek tilidagi badiiy matnlar asosida qanotli so'zlarni uchrash shakllarini tahlil qiladi.*

Kalit so'zlar: *qanotli so'zlar, paremilogik birlik, maqol, iqtibos, tazmin, transformatsiya.*

О ПРЕДСТАВЛЕНИИ «КРЫЛАТЫХ СЛОВ» В ДРУГИХ ЯЗЫКОВЫХ ЕДИНИЦАХ

Аннотация. *В данной статье исследуется генезис крылатых слов, их наблюдение в различных типах языковых единиц и изменения формы. Известно, что одной из главных особенностей крылатых слов является их способность мигрировать между разными языками, передавать культурную информацию и служить культурным универсалом. Однако, прежде чем достичь этого состояния, они должны насытиться, созреть и объединить различные понятия в рамках своего собственного языка. В статье анализируются формы употребления крылатых слов на основе литературных текстов узбекского языка.*

Ключевые слова: *крылатые слова, парамиологическая единица, пословица, цитата, компенсация, трансформация.*

ON THE REPRESENTATION OF "WINGED WORDS" IN OTHER LANGUAGE UNITS

Abstract. *This article studies the genesis of winged words, their observation in various types of language units, and changes in form. It is known that one of the main features of winged words is their ability to migrate between different languages, transfer cultural information, and serve as a cultural universal. However, before reaching this state, they must be saturated, matured, and combine various concepts within their own language. The article analyzes the forms of occurrence of winged words based on literary texts in the Uzbek language.*

Keywords: *winged words, paremilogical unit, proverb, quotation, compensation, transformation.*

Tilshunoslikda sintaktik jihatdan qolip holatiga kelib qolgan, barqaror birliklar ko'p. Jumladan, murakkab so'z birikmasi, frazeologik birlik, frazeologik butunlik, frazeologik chatishma, tasviriy ifoda, iqtibos, kollokatsiyalar va qanotli so'zlar shular jumlasidandir. Qanotli so'zlar – nutq maqsadini aniq va obrazli yetkazish usullari va vositalaridan biridir. Unda obrazlilik, qisqalik, nutq maqsadini va xulosasini aniq ifodalash kabi funksiyalar badiiy nutqda keng qo'llanishiga sabab bo'ladi. So'zlarni qanotli deb atash Homerning "Odisseya" va "Iliada" asarlarida uchraydi. Homer bir og'izdan uchib chiqib, eshituvchining qulog'iga kirib ketuvchi so'zlarni "qanotli" deb ataydi. Bunday so'zlar adabiyotda ko'p bo'lsa-da, "qanotli so'zlar" termin sifatida dastlab 1864-yil nemis olimi Georg Byuxmanning "Geflugelte Worte" nomli asaridan keyin keng qo'llana boshladi. Keyinchalik nemis adibi Fridrix Klopshtok va ingliz tanqidchisi Tomas Karlaylning kitoblarida yanada ommalashtirildi, terminologik qatlamga kirib kela boshladi. Terminning ma'no ko'lami S.V.Maksimovning (1890) asarida keng yoritib berilgan. S.V.Maksimov qanotli so'zlarni xalq urf-odatlari, qadimiy kasb-hunar turlari, inonchlari bilan bog'lab talqin etadi. Boshqacha qilib aytganda, Maksimov qanotli so'zlarning dastlabki ko'rinishlari turli so'z almashinishlari, semantik kengayish va torayishlar asosida bir tilning o'zida ham ko'chib yurgan barqaror birikmalar bo'lishini ta'kidlagan. O'zbek tili misolida olganda, *kanda qilmaslik* (suvoqchilik), *tagiga suv quymoq* (bog'dorchilik va harbiy soha), *misi chiqmoq* (miskarlik, zargarlik) kabi iboralar bir sohadan ikkinchi sohaga "sakrab", umumxalq tiliga singib boradi. Shu nuqtayi nazardan qanotli so'zlarning dastlabki manbalari maqollar, matallar, frazeologizmlar, o'xshatishlar, rivoyat va naqllarga borib taqaladi. Keyinchalik esa adabiyotshunoslikdagi iqtibos, tazmin, taxmis kabi san'atlarga ham asos bo'lib xizmat qilgan. Bundan ma'lum bo'ladiki, qanotli so'zlar paremiologik birliklar qatorida turli transformatsiyalarga uchrab, turli birliklar tarkibida uchrashi mumkin. Faqatgina zamonaviy

adabiyotda qahramonlar xarakterini ochib berish, asarga ekzotik ruh berish, fikrni muxtasar ifodalash uchun iqtibos shaklida, ba'zan naql shaklida keltiriladi.

Mashhur shaxslarning bir qator fikrlari allaqachon qanotli so'zlar darajasiga ko'tarilgan. Ular qisman maqol shakliga kelib, o'sha millatning madaniy merosi tarkibiga qo'shilgan. Jumladan, Alisher Navoiyning "Mahbub-ul qulub" asarida keltirilgan "Oz so'z – muxtasar", "Chin so'z – mo'tabar", "Kuchuk ila xo'tikka qancha qilma tarbiya, it bo'lur, eshak bo'lur, aslo bo'lmas odamiy", "Odam borki odamlarning naqshidir, odam borki, hayvon undan yaxshidir" kabi fikrlari o'zbek xalq maqollari xazinasidan joy olgan. Bu o'rinda tug'iladigan fikr shuki, shoirlar, siyosatchilar, adiblar aslida qanotli so'zlarni xalqning o'z ichidan olgan bo'lishi ham mumkin.

Gulxaniyning "Zarbulmasal" asaridagi bir qancha maqollar xalqning ichidan olingani sir emas, ular esa yana xalq orasida faol ishlatilish xususiyatini saqlab qolgan. Jumladan, "Echkining oti Abdusamat bo'lishi uchun ham rivoyat kerak", "Oshiqqon qiz erga yolchimas", "Bosh eson bo'lsa, do'ppi topilur", "Po'lat pichoq qinsiz qolmas" kabi maqollar to'g'ridan to'g'ri xalq maqollari bo'lib, ma'lum ma'noda qanotli so'zlar vazifasini bajaradi.

Qanotli so'zlarning ifoda shakllaridan yana biri badiiy asarlarda iqtibos shaklida berilishidir. Bundan maqsad, xalq orasida mashhur bo'lgan shakl (vazn) va g'oyadan foydalanib, o'z talqinini berishga intilishdir.

Gulxaniy Amiriyning "Angushtam" (Barmog'im) she'riga o'xshatma yozadi, bu bilan ushbu asarga ishora qilish bilan birga, she'r mazmuniga zid, shoir hayoti bilan bog'liq manzaralarni aks ettiradi.

"Angushtam" (angushona) radifli she'rida o'sha zamonni quruqlik dengiziga, o'zini esa o'sha dengizda qiynalib qayiq surib borayotgan kishiga o'xshatadi:

Ba xushki rondayam kishtiyu umre zindayam Jur'at,
Nashud z-in bahri behosil sare mustar angushtam.

E'tibor beradigan bo'lsak, Amiriyning har bir barmog'ida zafar bayroqlari bo'lgan "barmoqlari" Gulxaniyda hayot mashaqqatida qolgan barmoqlariga aylanadi. Shu bilan birga, "angushtam" radifi har safar Amiriy g'azalini eslatib turish uchun ishlatilgandek bo'ladi.

Gulxaniy ijodidagi ushbu satrlarga to'xtalib o'tsak:

Orazidin shamsu qamardur xijil,
So'zlaridin shahdu shakar munfail,
Hosili umri erdi ul boyni,
Oti Gunashbonu ushal oyni.

"Zarbulmasal"dagi ushbu satrlar Durbekning (boshqa talqinga ko'ra, Haydar Xorazmiyning) "Yusuf va Zulayho" asaridagi satrlarni eslatadi:

Bir qizi bor erdi mahi xovariy,
Orazig'a shamsu qamar mushtari.
Yuzi quyosh erdi vale bezavol,
Barcha funun bobida sohib kamol.
Hosili umri edi ul shohning,
Oti Zulayxo edi ul mohning.

Yusuf va Zulayho" asari Gulxaniy davrida mashhur bo'lgan, shoir mazkur asarga ishora qilib, undagi ayrim so'zlarni o'zgartirish orqali umumiy qolipni saqlab qolgan. Natijada satrlar qanotli so'zlardan bir namuna sifatida ishlatilgan bo'ladi.

Abdulla Qodiriyning "Mehrobdan chayon" asarida bir qancha quyma so'zlar, iboralar keltiriladiki, bu bilan ijodkor mazkur so'zlar o'ziniki emasligi, kimningdir mashhur nutqidan bir qism ekanligini uqtirgandek ko'rinadi: *Solih maxdum 1230-1290-nchi hijriy yillarda* ***"Ho'qandi firdavsmonand"****da yashag'an bir muallim va imom, o'z zamonasining istilosi bilan aytkanda* ***"maktabdor domla"****dir.*

Mazkur satrlarda "Ho'qandi firdavsmonand", "maktabdor domla" birikmalari aynan kimningdir nutqidan olinganiga ishora mavjud.

"Darvoqi' "xolisona" bu fatvoga amir Bahodirxon "betarafona" qiymat berib, "din yo'lida xolis bir jihodi akbar" deb jami'i qo'shunlari bilan Farg'ona ustiga yurish qiladir". Ushbu satrlarda "din yo'lida xolis bir jihodi akbar" ko'p ishlatiladigan, balki farmon va farmoyishlarda ishlatiladigan so'z bo'lishi mumkin. Abdulla Qodiriy esa mazkur vaziyatda barqaror birikmaning adresat tomonidan qaysi ma'noda ishlatilayotganini ko'rsatish uchun ajratib ifodalaydi.

Ayniqsa, quyidagi parchada muallif o'z vaqtida keng qo'llanganlik ehtimoli bo'lgan diniy iborani keltirib, bu iboradan o'z qahramoni qay maqsadda foydalanayotganini satirik kulgu bilan ko'rsatib beradi: *"Bu to'g'rida xotini harchand rad qilsa ham qoplab shalg'am, yigirma-o'ttuzlab qovoq xarid qilishini qo'ymas –* ***"shalg'am – Bibi Fotimai Zuhraning duolari barakati, qovoq bo'lsa hazrati Yunusning mo'jizalari"*** *deb bahosi arzon va lekin xosiyati ko'b bo'lg'an bu mablag'lar bilan oshxonani to'ldira berar edi."*

Asarning boshqa o‘rnida esa ***“Shayxi Sa’diy aytkancha, dunyoda hayotidan qo‘l yuvg‘uchidek tili uzun kishi bo‘lmas”,*** – tarzidagi qanotli so‘zlar uchraydi. Sa’diy Sheroziy fors-tojik tilida ijod qilganligini hisobga olsak, mazkur satr ham tarjima, ham shakli o‘zgartirilib olinganiga guvoh bo‘lamiz.

– Yaxshiliq qil, daryog‘a tashla, baliq bilmasa, xoliq bilur, deganlar. Fuzuliy: ”Dahr bir bozordir, har kim mato‘in arz edar” deb juda to‘g‘ri so‘zlaydir.

Abdulla Qodiriy tomonidan qo‘llangan yuqoridagi maqol Gulxaniyning “Zarbulmasal” asarida aynan keltirilgan bo‘lib, mazkur holat maqol shakliga ko‘chgan qanotli so‘z ekanligini bildiradi. Fuzuliydan keltirilgan iqtibos ham yozuvchi bilim darajasini anglatish bilan birga xalq o‘rtasida mashhur satrllardan bo‘lganlishiga ishora bor.

Yuqoridagilardan kelib chiqib, quyidagicha xulosa yasash mumkin:

1. Qanotli so‘zlar xalq o‘rtasida mashhur va faol barqaror birikmalar, paremiologik birlikldir.

2. Uning dastlabki holati ijodkor xalqning o‘zida madaniy jihatdan to‘yinib oladi, keyinchalik, boshqa tillarga ko‘chishi mumkin.

3. Badiiy asarlar mualliflari tazmin, iqtibos ko‘rinishlarida qanotli so‘zlardan foydalanishadi, bu bilan iqtibos olingan shaxsga izdoshlik, ba’zan satirik ishora berish vafzifasini bajaradi.

4. Qanotli so‘zlar muayyan muallifga tegishli bo‘ladi, biroq yozuvchi muallifni sir tutgan holda, qanotli so‘zlarning o‘zini keltirib, muallifning fikri turli diskurslarga turlicha tushunilishiga ishora qiladi.

5. Qanotli so‘zlar turli tip va janrlarda ifodalanganda shaklan transformatsiyaga uchraydi. Maqollar va matallarning bir qismi aynan qanotli so‘zlar ekanligi ma’lum bo‘ladi.

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"ALPOMISH" DOSTONIDA O'XSHATISHLARNING BAHOLOVCHI-SEMANTIK TALQINI

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Annotatsiya. *Maqolada "Alpomish" dostonidagi o'xshatishlarning aksiologik transformatsiyasi, ya'ni baholovchi-semantik o'zgarishi tahlil qilinadi. Tadqiqot o'xshatishlarning baholovchi-semantik o'zgarishini aniqlashga qaratilgan. Tahlil natijasida ularning kontekst, so'zlovchi bahosi va syujet vaziyati ta'sirida transformatsiyalanuvchi lingvopoetik hodisa ekani asoslandi.*

Kalit so'zlar: *"Alpomish" dostoni, o'xshatish, aksiologik transformatsiya, baholovchi semantika, lingvopoetika, an'anaviy o'xshatish, individual o'xshatish, kontekst, etalon, epik diskurs.*

АКСИОЛОГИК-СЕМАНТИЧЕСКАЯ ИНТЕРПРЕТАЦИЯ СРАВНЕНИЯ В ЭПОСЕ "АЛПОМИШ"

Аннотация. *В статье анализируется аксиологическая трансформация сравнений в эпосе "Алпомиш". Исследование направлено на выявление оценочно-семантических изменений сравнений. В результате анализа обосновано, что они представляют собой лингвопоэтическое явление, трансформирующееся под влиянием контекста, оценки говорящего и сюжетной ситуации.*

Ключевые слова: *Эпос "Алпомиш", сравнение, аксиологическая трансформация, оценочная семантика, лингвопоэтика, традиционное сравнение, индивидуальное сравнение, контекст, эталон, эпический дискурс.*

AXIOLOGICAL-SEMANTIC INTERPRETATION OF SIMILES IN THE EPIC "ALPOMISH"

Abstract. *This article analyzes the axiological transformation of similes in the epic "*Alpomish*". The study aims to identify the evaluative-semantic changes of similes. The analysis substantiates that they constitute a linguopoetic phenomenon transformed under the influence of context, the speaker's evaluation, and the plot situation.*

Key words: *"*Alpomish*" epic, simile, axiological transformation, evaluative semantics, linguopoetics, traditional simile, individual simile, context, simile standard, epic discourse.*

Kirish. "Alpomish" dostoni o'zbek xalq og'zaki ijodining eng yirik epik yodgorliklaridan biri bo'lib, unda xalqning tarixiy xotirasi, estetik ideallari, milliy qadriyatlari va badiiy tafakkuri mujassamlangan. Doston tilining badiiy qudrati unda qo'llangan tasviriy vositalar tizimida, ayniqsa o'xshatishlarda yaqqol namoyon bo'ladi. O'xshatishlar epik matnda qahramonlarning jismoniy qudrati, ruhiy holati, tashqi qiyofasi va voqea-hodisalarning ko'lamini obrazli ifodalash bilan birga, xalqning baholash mezonlarini ham o'zida aks ettiradi. Shu jihatdan ular faqat tasviriy vosita emas, balki muayyan aksiologik mazmun tashuvchi lingvopoetik birlik sifatida ham alohida ilmiy qiziqish uyg'otadi.

Badiiy matnda o'xshatish etalonlari odatda an'anaviy ijobiy yoki salbiy semantik maydonga mansub bo'ladi. Biroq epik kontekstda bu baholovchi yo'nalish har doim ham o'zgarmas qolmaydi. Bir xil etalon turli nutq vaziyatlarida, turli personajlarga nisbatan qo'llanishi natijasida yangicha aksiologik yuk olishi mumkin. Shu bois "Alpomish" dostonidagi o'xshatishlarni aksiologik transformatsiya nuqtayi nazaridan o'rganish doston poetikasining ichki semantik mexanizmlarini chuqurroq anglash imkonini beradi.

Mazkur maqolaning maqsadi "Alpomish" dostonidagi o'xshatishlarning aksiologik transformatsiyasini aniqlash hamda ularning lingvopoetik tabiatini yoritishdan iborat. Tadqiqot vazifalari sifatida o'xshatishlarning baholovchi-semantik xususiyatlarini tahlil qilish, an'anaviy va individual etalonlarning kontekstual o'zgarishini ko'rsatish hamda aksiologik transformatsiyaning epik diskursdagi funksiyasini aniqlash belgilandi. Tadqiqotning ilmiy yangiligi

“Alpomish” dostonidagi o‘xshatishlarning baholovchi yo‘nalishi maxsus lingvopoetik muammo sifatida tahlil etilganida namoyon bo‘ladi.

Mavzuga oid adabiyotlar tahlili. O‘zbek tilshunosligida o‘xshatish hodisasi semantik, stilistik va lingvopoetik jihatdan atroflicha o‘rganilgan. M.Mukarramov o‘xshatishning tuzilishi, semantik tabiati hamda grammatik ifodalanish vositalarini yoritib, uning badiiy nutqdagi baholovchi imkoniyatiga e’tibor qaratadi. [1:88] N.Mahmudov o‘xshatishlarni obrazli tafakkur mahsuli sifatida talqin qilib, ularning milliy idrok, baholash mezonlari va milliy obraz tizimi bilan uzviy bog‘liqligini ko‘rsatadi [2:19-24]. N.Mahmudov va D.Xudoyberganova tuzgan “O‘zbek tili o‘xshatishlarining izohli lug‘ati” o‘xshatish etalonlarining semantik qimmatini aniqlashda muhim amaliy manba bo‘lib xizmat qiladi. [3:320]. D.Xudoyberganova o‘xshatish konstruksiyalarining semantik va stilistik tabiatini tahlil qilib, ularni baholovchi va ma’no yaratuvchi birlik sifatida talqin etish uchun metodologik asos yaratadi. [4:15] Shuningdek, uning antropotsentrik yondashuvga doir qarashlari matndagi baholovchi munosabatning so‘zlovchi pozitsiyasi va kontekst bilan bog‘liq holda shakllanishini tushuntirishda muhim nazariy tayanch vazifasini bajaradi. [5:122].

Xalq dostonlari tilidagi o‘xshatishlarning lingvopoetik imkoniyatlari G.Jumanazarova tomonidan yoritilgan bo‘lib, unda o‘xshatishlarning obraz yaratish, estetik ta’sirni kuchaytirish va xalqona badiiy tafakkurni ifodalashdagi o‘rni ko‘rsatiladi. [6:22]. “Alpomish” dostoni doirasida S.Yo‘ldosheva o‘xshatishlarning g‘oyaviy-estetik funksiyasini [7:47-52], D.Ashurov esa ularning lingvokulturologik xususiyatlarini tahlil qiladi. [8:55].

Mazkur tadqiqotlar o‘xshatishlarning nazariy, lingvopoetik va lingvokulturologik tomonlarini yoritgan bo‘lsa-da, ularning aynan baholovchi-semantik o‘zgarish masalasi alohida tadqiqot predmeti sifatida maxsus va tizimli ravishda yetarlicha yoritilmagan. Shu jihatdan mazkur maqola “Alpomish” dostonidagi o‘xshatishlarning aksiologik transformatsiyasini alohida lingvopoetik muammo sifatida yoritishga qaratiladi.

Tadqiqot metodologiyasi. Tadqiqotda tavsifiy, semantik-stilistik, lingvopoetik va kontekstual tahlil metodlaridan foydalanildi. Asosiy e’tibor o‘xshatishlarning baholovchi yo‘nalishiga qaratildi. Shu sababli bir xil etalonning turli nutqiy vaziyatlarda turlicha aksiologik yuk olishi, uning qaysi personajga nisbatan qo‘llangani, nutq subyekti pozitsiyasi va syujet vaziyatidagi o‘rni o‘zaro bog‘liq holda talqin qilindi. Mazkur yondashuv o‘xshatishning faqat lug‘aviy ma’nosini emas, balki kontekstda yuzaga keladigan baholovchi-semantik siljishni aniqlashga xizmat qildi.

Tahlil va natijalar. “Alpomish” dostoni materiali shuni ko‘rsatadiki, o‘xshatishlar badiiy matnda nafaqat tasviriy, balki aksiologik vazifani ham bajaradi. M.Mukarramov ta’kidlaganidek, badiiy matnda qo‘llaniladigan o‘xshatishlar semantik-baholovchi xususiyatiga ko‘ra ijobiy va salbiy ma’no yo‘nalishlari bilan farqlanadi.[1:28]. Demak, o‘xshatishlar badiiy matnda nafaqat tasviriy, balki aksiologik (baholovchi) vazifani ham bajaradi.

Shu bilan birga, doston matnida baholovchi-semantik yo‘nalish qat’iy emas. Epik matnda baholovchi-semantik yo‘nalish har doim ham qat’iy ijobiy yoki salbiy doirada qolmaydi. Ayrim an’anaviy o‘xshatishlar kontekstga ko‘ra turlicha qiymat kasb etishi mumkin. Bu hol maqolaning bosh ilmiy tezisini belgilaydi: **o‘xshatishlarning aksiologik yo‘nalishi statik, ya’ni barqaror hodisa emas, balki kontekst ta’sirida transformatsiyalanadi.**

Sher etaloni xalq poetik tafakkurida odatda jasorat, qudrat va jangovorlik timsoli sifatida ijobiy semantik maydonga mansubdir. Sher – forscha arslon; botir, jasur; asad ma’nolarini anglatadi, ko‘chma ma’noda shaxsni sherga nisbatlab “azamat”, “botir”, “polvon’ deya ataladi. [9:617]”. Shu bois “*Anglamaydi bunday mardi maydondi, Sherday bo‘lib endi yo‘lga kirgandi. Kim dushman bo‘lsa boshin oladi, Hammaning ko‘nglidan chiqqan to‘radir”* [10:369] yoki *Birov sherday bo‘lib xabar olmasa, O‘ziman tug‘ishgan aka bo‘lmasa, Bu ish har kimning qo‘lidan kelmasa* [10:285] misralarida o‘xshatish an’anaviy ijobiy bahoni saqlaydi: qahramonning kuchi, qat’iyati va epik pafosi yuksaltiriladi. Biroq shu etalonning salbiy personajlarga nisbatan qo‘llanishi uning aksiologik transformatsiyasini yuzaga chiqaradi.

Bir-birining aqlin olib, Nayza bilan qilich solib, Unga Hakim g‘olib kelib, Sherday bo‘p ustiga bordi. [10:218]

Bu so‘zni aytadi shunqor, Sherday bo‘ldi mard yigitlar, Ot qo‘ydi, oblohu akbar. [10:262]

Sherday o‘xshatishi nafaqat Alpomish, Yodgor, Qorajon kabi ijobiy qahramonlarga, balki qalmoq alplari, hatto Ultontoz kabi salbiy obrazlarga nisbatan ham qo‘llanadi. *Masalan:*

Hammalari birday bo‘lib, Bog‘dochilgan gulday bo‘lib, Chamanda bulbulday bo‘lib, O‘tirib edi suhbat qurib, Qalmoq bordi sherday bo‘lib.[10:88]. *Bu so‘zdaytib ne qalmoqlar Bedov otga qamchi chotar, Chilbir cho‘lni to‘zang tutar, O‘z holiga sherday bo‘lib, Ot chopar cho‘lda qalmoqlar.* [10:212] *Aytib yurur bekor so‘zni, Ahmoq gapga ko‘tarmalab, Sherday qilib Ultontozni, Barchin bilmas bunday so‘zni, Teng ko‘rmaydi Ultontozni.*[10:420]

Yuqorida havola etilgan misollarda *sherning* an’anaviy ijobiy semantikasi saqlangan holda, ko‘proq jismoniy qudrat, tajovuzkorlik, salobat va ba’zan kinoyaviy tus bilan birikadi.

Demak, *sherday* o‘xshatishining aksiologik transformatsiyasi shundan iboratki, **etalonning bazaviy ijobiy semantikasi saqlanadi, biroq konkret syujet va personaj tizimida u ijobiy, ziddiyatli yoki kinoyaviy baholovchi yuk olishi mumkin.**

Aksiologik transformatsiya har doim ham an'anaviy etalonning salbiy yoki kinoyaviy mazmun kasb etishi bilan cheklanmaydi, ayrim hollarda u yangi semantik yo'nalishda qayta talqin qilinish shaklida ham namoyon bo'ladi. Buni ***"sherdayin davron surarsan"*** birikmasi misolida kuzatish mumkin.

Bu yerlarda shohlik shavkat qilarsan, Har qaysing ham chodir tikib turarsan, Xizmatingga qancha odam solarsan, Qimiz berib mening ko'nglimdolarsan, Har qaysing sherdayin davron surarsan. [10:375].

Mazkur o'rinda *sher* etaloni odatiy jangovar semantikasi doirasida emas, balki ijtimoiy mavqe, hukmronlik va farovon turmushni ifodalovchi obraz sifatida faollashadi.

Ma'lumki, an'anaviy qo'llanishda ***sher*** obrazi, asosan, jasorat, qudrat, jangovorlik va jismoniy kuch timsoli bilan bog'lanadi [3:263]. Biroq ***"Har qaysing sherdayin davron surarsan"*** misrasida mazkur etalonning semantik markazi boshqa yo'nalishga siljiydi. Bu yerda *sher* jang maydonidagi mardlikni emas, balki *"davron surmoq"* – ustun mavqe, shohona yashash va hukmron holatda umr kechirish mazmunini ifodalashga xizmat qilmoqda. [12:799].

Mazkur semantik siljish kontekst bilan bevosita bog'liq. Misrada *"shohlik shavkat qilarsan"*, *"chodir tikib turarsan"*, *"xizmatingga qancha odam solarsan"* kabi birliklar bilan hosil bo'lgan semantik maydon *sherdayin* o'xshatishining mazmunini ijtimoiy salobat va hukmronlik bilan bog'laydi. Natijada an'anaviy etalon yangi baholovchi yo'nalishda namoyon bo'lib, qahramonning kuchini emas, uning mavqeini va hayot tarzini estetik jihatdan yuksaltiruvchi vositaga aylanadi.

Shu jihatdan birikmada kuzatiladigan transformatsiya salbiylashish shaklida emas, balki an'anaviy etalonning ijtimoiy-semantik maydonda qayta kodlanishi tarzida yuz beradi. Demak, mazkur o'rinda o'xshatishning aksiologik yo'nalishi saqlangan holda, uning semantik markazi o'zgaradi va *sher* obrazi qahramonning ijtimoiy ustunligi hamda salobatini ifodalovchi lingvopoetik vosita vazifasini bajaradi. Baholovchi transformatsiya an'anaviy etalonning yangi ijtimoiy-semantik maydonda qayta talqin qilinishi tarzida namoyon bo'ladi.

Lochin etaloni an'anaviy poetik tafakkurda "chaqqonlik, epchillik, jasorat, serg'ayratlik va yuksaklik timsoli sifatida ijobiy baholovchi maydonga mansub. Lochin – yirtqich qushlar turkumining chaqqon harakatli bir turi, ko'chma ma'noda esa shu qushga nisbatli belgini bildiradi; epchil, chaqqon; shijoatli. [11:57] Ammo Barchinning qalmoqlarga qarata aytgan misrasida: *"Lochinday aynalma bunda, ahmoqlar, Bora bergin o'z yo'lingga badbaxtlar.* [10:89] – ushbu etalonning semantik maydoni o'zgaradi. Bu yerda lochinning "o'lja atrofida gir aylanish", "yuqoridan kuzatish" kabi harakat semalari aktuallashib, ijobiy timsol emas, balki "bezovta qiluvchi, tahdidli va tajovuzkor harakat xususiyati" oldinga chiqadi.

Mazkur tahlil shuni ko'rsatadiki, **aksiologik transformatsiya etalonning lug'aviy ma'nosini to'liq bekor qilmaydi, balki uning qaysi semantik komponenti kontekstda faollashishini o'zgartiradi.** *Lochin* o'xshatishi ijobiy timsolni mustahkamlash o'rniga, salbiy qahramon obrazini keskinlashtirish, konfliktni kuchaytirish va dramatik ohangni yuzaga keltirish vositasiga aylanadi. Mazkur misolni aksiologik-semantik transformatsiyaning yorqin namunasi sifatida baholash mumkin.

Aksiologik transformatsiya ayrim hollarda an'anaviy etalonning baholovchi yo'nalishi o'zgarishida, ayrim hollarda esa o'xshatish shaklining ekspressiv kengayishi orqali namoyon bo'ladi.

Buni "Alpomish" matnidagi Surxayil mastonning Barchinoyning onasiga nisbatan aytgan "*Mehmon bo'ldim sendayg'achoq nosoqqa, Put ko'tarding islomdagi…"* [10:69] misralaridagi *sendayg'achoq* shakli misolida yaqqol kuzatish mumkin. Mazkur shaklda oddiy -day qiyos affiksi -g'achoq elementi bilan kuchayib, baholovchi-ekspressiv tus oladi. Natijada o'xshatish oddiy qiyoslash vositasi bo'lib qolmay, kinoya, ta'na va istehzo ifodalovchi baholovchi konstruktsiyaga aylanadi. Xususan, *sendayg'achoq nosoqqa* ifodasida qiyos adresatni pasaytirish, uning maqomini shubha ostiga qo'yish va unga nisbatan salbiy axloqiy baho bildirish vazifasini bajaradi. Demak, bu o'rinda o'xshatish tasviriy vosita sifatida emas, balki salbiy aksiologik munosabatni kuchaytiruvchi lingvopoetik vosita sifatida namoyon bo'ladi.

Xulosa va takliflar. Tahlillar shuni ko'rsatadiki, "Alpomish" dostonida o'xshatishlarning aksiologik yo'nalishi barqaror emas. Bir xil etalon turli personajlar, kontekst va syujet vaziyatlarida turlicha baholovchi mazmun kasb etadi. Xususan, an'anaviy ijobiy etalonlar hamda ekspressiv yoki kontekstual qayta talqin qilingan shakllar baholovchi-semantik o'zgarishning turli ko'rinishlarini namoyon etadi. Shu jihatdan "Alpomish" dostonidagi o'xshatishlar faqat tasviriy vosita emas, balki epik baholashni ifodalovchi, konflikt va dramatik ohangni kuchaytiruvchi muhim lingvopoetik birliklar sifatida talqin etilishi mumkin. Kelgusida bu masalani doston variantlari kesimida qiyosiy, lingvokulturologik va kognitiv jihatdan o'rganish maqsadga muvofiqdir.

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LINGVOKULTUROLOGIYA TERMININING O‘ZBEK, INGLIZ VA RUS TILSHUNOSLIGIDA QO‘LLANILISHI

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Annotatsiya. *Hozirgi zamon lingvistikasida lingvokulturologiya yangi ilmiy yo‘nalish sifatida katta e’tiborga sazovor bo‘lmoqda. Ushbu maqolada “lingvokulturologiya” va “madaniy lingvistika” (cultural linguistics) atamalarining kelib chiqishi, o‘zaro munosabati, qo‘llanish doirasi va terminologik chalkashliklar tahlil qilinadi. G‘arbiy (asosan, ingliz tilidagi) madaniy lingvistika bilan postsovet lingvokulturologiyasi o‘rtasidagi parallel rivojlanish sabablari, F.Sharifian, B.Piters, K.Mizin va J.Korostenski kabi olimlarning fikrlari asosida ko‘rib chiqiladi. O‘zbek tilshunosligida bu yo‘nalishning, asosan, rus lingvokulturologik maktabi ta’sirida shakllanganligi va terminologik apparatning moslashgan xususiyati ta’kidlanadi. Tadqiqot lingvokulturologik tadqiqotlarning xalqaro standartlarga yaqinlashayotganligini va til-madaniyat bog‘liqligini o‘rganishdagi istiqbollarini ko‘rsatadi.*

Kalit so‘zlar: *lingvokulturologiya, madaniy lingvistika, cultural linguistics, lingvomadaniyatshunoslik, lisoniy madaniyatshunoslik, til va madaniyat, terminologik chalkashlik, postsovet lingvistikasi, etnolingvistika.*

THE USAGE OF THE TERM LINGUCULTOLOGY IN UZBEK, ENGLISH AND RUSSIAN LINGUISTICS

Abstract. *In modern linguistics, linguoculturology has been attracting increasing scholarly attention as a new scientific direction. This article analyzes the origin, interrelation, scope of application, and terminological confusion surrounding the terms “linguoculturology” and “cultural linguistics”. It examines the causes of parallel development between Western (primarily English-language) cultural linguistics and post-Soviet linguoculturology based on the works of scholars such as F. Sharifian, B. Peeters, K. Mizin, and J. Korostenski. The study highlights that in Uzbek linguistics this field has mainly developed under the influence of the Russian linguoculturological school, with its terminological apparatus adapted accordingly. The research demonstrates the growing alignment of linguoculturological studies with international standards and outlines prospects for investigating the language-culture relationship.*

Keywords: *linguoculturology, cultural linguistics, language and culture, terminological confusion, post-Soviet linguistics, ethnolinguistics, linguistic picture of the world, lingvoculture.*

ИСПОЛЬЗОВАНИЕ ТЕРМИНА ЛИНГВОКУЛЬТУРОЛОГИЯ В УЗБЕКСКОМ, АНГЛИЙСКОМ И РУССКОМ ЯЗЫКОЗНАНИИ

Аннотация. *В современной лингвистике лингвокультурология как новое научное направление привлекает всё большее внимание учёных. В данной статье анализируются происхождение, взаимосвязь, сфера применения и терминологическая путаница терминов «лингвокультурология» и «культурная лингвистика» (cultural linguistics). Рассматриваются причины параллельного развития западной (преимущественно англоязычной) культурной лингвистики и постсоветской лингвокультурологии на основе работ Ф. Шарифиана, Б. Питерса, К. Мизина и Й. Коростенского. Отмечается, что в узбекском языкознании это направление сформировалось преимущественно под влиянием русской лингвокультурологической школы, а терминологический аппарат адаптирован к русским образцам. Исследование*

показывает сближение лингвокультурологических исследований с международными стандартами и перспективы изучения взаимосвязи языка и культуры.

Ключевые слова: *лингвокультурология, культурная лингвистика, cultural linguistics, язык и культура, терминологическая путаница, постсоветская лингвистика, этнолингвистика, языковая картина мира, лингвокультура.*

Kirish

Hozirgi kunda yangi lingvistik ta'limot sifatida lingvokulturologiya katta ilm ahlining e'tiborini o'ziga jalb qilib kelmoqda. Til va madaniyat o'rtasidagi murakkab munosabatni o'rganishga qaratilgan ushbu yo'nalish turli mamlakat va maktablarda har xil nomlar bilan rivojlanmoqda. Garchi "lingvokulturologiya" termini postsovet hududlarida keng tarqalgan bo'lsa-da, G'arbiy Yevropa, Amerika va Avstraliya olimlari orasida "madaniy lingvistika" (cultural linguistics) atamasi ustunlik qiladi. Mazkur atamalar o'rtasidagi o'xshashlik va farqlar, ularning qo'llanish doirasi va terminologik chalkashliklar bugungi kun lingvistikasining dolzarb muammolaridan biridir.

Ushbu maqolada "lingvokulturologiya" va "madaniy lingvistika" terminlarining kelib chiqishi, o'zaro munosabati hamda o'zbek tilshunosligidagi aks etishi tahlil qilinadi. Tadqiqotning maqsadi — ushbu yo'nalishdagi xalqaro va milliy yondashuvlarni solishtirish, terminologik muammolarni aniqlash va til-madaniyat bog'liqligini o'rganishdagi istiqbollarni belgilashdan iborat. Maqolada K.Mizin, J.Korostenski, B.Piters, F.Sharifian kabi xorijiy olimlarning ishlariga asoslaniladi.

Adabiyotlar tahlili

Lingvokulturologiya va madaniy lingvistika atamalarining izohi va qo'llanishi haqida K.Mizin va J.Korostenski o'z asarlarida alohida to'xtalib, ularning grek va lotin o'zaklariga borib taqalishini ta'kidlaydilar. Ular lingvokulturologiyani madaniyat, til va o'y-fikrlar majmui sifatida talqin qiladilar. Shu bilan birga, M.Kikvadzening "Samxruli (janubiy) o'simliklarga oid frazeologik birliklarning lingvokulturologik xususiyatlari tadqiqi" maqolasida sarlavhada ishlatilgan "lingvokulturologik" atamasi matn va adabiyotlar ro'yxatida deyarli uchramasligi qiziq bir holat sifatida ko'rib chiqiladi.

B.Pitersning "Lingvokulturologiya va madaniy lingvistika borasida" maqolasi terminlar o'rtasidagi chalkashliklarni aniq ilmiy dalillar bilan tahlil qiladi. Ko'plab olimlar bu ikki atamani bir xil deb hisoblasa-da, ba'zi tilshunoslar ularni biroz farqlangan holda qo'llaydilar. F.Sharifianning "Madaniy lingvistika" konsepsiyasi madaniyatlararo muloqotda til va madaniyatning murakkab bog'liqligini o'rganishga qaratilgan bo'lib, vaqt o'tib "cultural linguistics" kichik harflar bilan yoziladigan umumiy yondashuvga aylangan.

Mizin va Korostenski madaniy lingvistikani postsovet lingvokulturologiyasidan kengroq qamrovli deb baholaydilar. B.Piters esa amaliy etnolingvistika (applied ethnolinguistics) yondashuvini ilgari suradi. "Lingvokultura" va "olamning lisoniy manzarasi" (языковая картина мира) terminlari asosan rus ilmiy an'anasida qo'llaniladi. O'zbek tilshunosligida esa lingvokulturologiya, lingvomadaniyatshunoslik va lisoniy madaniyatshunoslik variantlari mavjud bo'lib, ularning barchasi rus maktabi ta'sirida shakllangan.

Tadqiqot metodologiyasi

Tadqiqotda sifatli tahlil usullari — taqqosiy-tahliliy, terminologik va lingvokulturologik yondashuv qo'llanilgan. Asosiy manbalar xorijiy va milliy ilmiy adabiyotlar, maqolalar va tarjimalardan iborat. Terminlarning semantik va funksional farqlarini aniqlash uchun kontekstual va solishtirma tahlil o'tkazildi.

Natijalar va ularning tahlili

Hozirgi kunda yangi lingvistik ta'limot sifatida lingvokulturologiya katta ilm ahlining e'tiborini o'ziga jalb qilib kelmoqda. Xususan, K.Mizin va J.Korostenski o'z asarlarida *lingvokulturologiya* va *lingvokulturologik* degan atamalar izohiga alohida to'xtalib o'tishar ekan, ular asl kelib chiqishidan grek va lotin o'zaklariga borib taqalib, bir qarashda *lingua* va *culture* so'zlari yig'indisidan ushbu yo'nalish madaniyat, til va o'y-fikrlar majmui ekanligini ta'kidlashgan [1]. Zamondosh olimlarimizdan Avstraliya Milliy Universiteti filolog olimi B.Pitersning "Lingvokulturologiya va madaniy lingvistika borasida"[3] nomli maqolasida juda katta chalkashlik va bahs-munozalarga sabab bo'layotgan terminlar va ularning foydalanish o'rinlari hamda qamrab olgan tushunchalari haqida o'z fikrlarini ilmiy tasdiqlari bilan aniq ifodalab beradi. Ko'pchilik amalda faol ishlatilayotgan *lingvokulturologiya* atamasini G'arbiy Yevropa, Amerika, Avstraliya/Yangi Zelandiyada ishlatiladigan *madaniy lingvistika* atamasi bilan bir xil deb, ular terminlarning turlicha ko'rinishlari deb tushunishadi. Ilm-fan dunyosining ko'plab sohalarida ham ushbu terminlarning deyarli farqlanmagan holatda qo'llanilganligiga guvoh bo'lishimiz mumkin. Lekin, aynan til va boshqa tilshunoslik sohalarida tadqiqotlar bilan shug'ullanadigan davrimizning bir qator tilshunoslari yuqoridagi terminlarni biroz farqlagan holda ishlatishadi.

F.Sharifianning "Madaniy Lingvistika va Madaniyatlararo muloqot" nomli asari I.Lebedova tomonidan rus tiliga tarjima qilinadi va unda *(Cultural Linguistics) Madaniy Lingvistika*ga rivojlanib kelayotgan soha deb ta'rif berilib, uni qanday qilib turli madaniyatlararo muloqotda qo'llash mumkinligi masalalari ko'rib chiqiladi. Sharifianning tili bilan aytganda, *Madaniy Lingvistika (Cultural Linguistics)* vaqt o'tgan sari kichik harflar bilan odatiy ko'rinishda yoziladigan *madaniy lingvistika (cultural lingvistics)* bilan almashinadi hamda til va madaniyat o'rtasidagi murakkab bog'liqliklarni

o‘rganish maqsadida bo‘lgan bir necha yondashuvlarning umumiy maxraji deb tushuniladi. B.Piters ham, shu o‘rinda, madaniy lingvistikaning ahamiyatiga e’tibor qaratib, insonning til orqali namoyon bo‘ladigan ko‘plab xususiyatlari uning qon-qoniga shunchalik singib ketganki, ularni madaniy anglashlarsiz tushunib bo‘lmasligini ta’kidlab o‘tadi. Madaniy lingvistika tildagi turli xususiyatlarni, madaniy konseptlarni tushunishimizni qo‘llab-quvvatlaydi hamda bir-birini to‘ldiruvchi bo‘lgan madaniyatlararo pragmatika, antropologik lingvistika va kognitiv psixologiya kabi fan tarmoqlari bilan uzviy bog‘liqlikda tadqiqot ishlarini olib boradi [3]. Mizin va Korostenskilarning izohlashlaricha, *madaniy lingvistika* hammasida bo‘lmasa ham ko‘pgina ruscha manbalarda *lingvokulturologiya* sifatida ishlatilib kelinayotgan fan sohasiga qaraganda tadqiq qilish ko‘lami kengroq ko‘rinadi. Yoki, ularga bir-biridan ayro holatda rivojlanayotgan, bir xil tadqiqot maqsadiga ega bo‘lgan dunyoning turli qismlarida bir paytda rivojlanib kelayotgan ikki kuchli ilmiy ta’limot deb qaralishi ham o‘rinlidir [1].

B.Pitersning asarini rus tiliga tarjima qilgan O.Dubrovskaya *madaniy lingvistika* termini o‘rniga *lingvokulturologiya* deb nomlashni afzal ko‘radi va ushbu tarjima ham katta bahs-munozaralarga sabab bo‘ladi. Olimning o‘zi bunga *amaliy etnolingvistika (applied ethnolinguistics)* deb yondashishni ilgari surgan edi [3]. U tadqiqoti davomida, asosan, ma’lum tilga xos bo‘lgan kalit so‘zlar, og‘zaki nutqdagi frazalar, frazeologik birliklar, muloqot qilish odatlari va boshqa madaniyat aks etadigan lingvistik birliklarni o‘rganadi va bu bir qator rus ilmiy asarlarida *lingvokultura (лингвокултура)* yoki *“olam lisoniy manzarasi” (языковая картина мира)* deb ham yuritiladi. F.Sharifianning *madaniy lingvistika* degan terminni qo‘llab quvvatlashidan bexabar holda K.Goddard va A.Vierzbika [4,5] *amaliy etnolingvistika* atamasidan foydalanishadi va ishlarining asosini tashkil qilgan madaniy qadr-qimmat tushunchasiga alohida urg‘u berib o‘tishadi. Fikrimizcha, amaliy etnolingvistikaga ko‘p tarmoqli bo‘lgan madaniy lingvistikaning bir qismi sifatida qarash o‘rinli hisoblanadi va uning tarkibidagi Madaniy Lingvistika (F.Sharifian) bilan birgalikda qo‘llanganda til va madaniy qadr-qimmatni tadqiq etishda foydali metodologiya sifatida xizmat qila oladi.

Shunday ekan, *“lingvokultura”* va *“olam lisoniy manzarasi”* terminlari (*linguoculture va lingual picture of the world*), asosan, rus ilm-fan olamida ishlatiladi va afsuski, ular ingliz tadqiqotlari xalqaro globalizatsiyasida mavjud emas” – deb yozadi A.Rivlina [6]. Lekin mazkur olim Fridrix (1986) tomonidan *lingvokultura* va Agar (1994) tomonidan *langvokultura* atamalari ishlatilganidan bexabar bo‘lgan [3]. Keyinchalik, Gamaroff (1997) lingvokultura atamasi talaffuzga osonligi tufayli, Galison (1991) va shuningdek, zamonamiz filolog olimlaridan B.Piters (2019) va boshqalar ham ingliz tadqiqotlarida langvokultura (*language+culture*) atamasini tarkibiy qismlari anglatadigan ma’nosiga yaqinligiga ko‘ra foydalanishni ma’qul ko‘rishgan [3]. Rus tilshunosligida qabul qilingan *lingvokulturologiya* termini o‘zbek tilshunosligida ham bir nechta variantlarda *(lingvokulturologiya, lingvomadaniyatshunoslik, lisoniy madaniyatshunoslik)* [7] namoyon bo‘lib, ular ichida *madaniy lingvistika (cultural linguistics)* terminining kuzatilmaganligi ham o‘zbek tilshunosligida bu sohaning rivojlanishi bevosita rus lingvokulturologik maktablari ta’sirida bo‘lganligidan, terminologik apparat ham, asosan, ruscha andozalarga moslashganligidan dalolat beradi. Xulosa qilish mumkinki, garchi ishlatilish jihatidan *lingvokulturologiya* termini ingliz manbalarida kam uchrasa-da, *cultural linguistics (madaniy lingvistika*) hamda *linguistic relativity (lingvistik nisbiylik)* yondashuvlari mohiyat-e’tibori bilan bizdagi tadqiqotlar bilan bir xil obyektga yo‘naltirilgan bo‘lib, bu o‘z navbatida, tadqiqotlarimizni xalqaro standartlar asosida tizimlashtirayotganligimizdan dalolat beradi.

Xulosa

Lingvokulturologiya va madaniy lingvistika bir-birini to‘ldiruvchi, ammo terminologik jihatdan farqlanadigan yo‘nalishlar sifatida rivojlanmoqda. G‘arbda “cultural linguistics” ustun bo‘lsa, postsovet va o‘zbek tilshunosligida “lingvokulturologiya” va uning variantlari keng tarqalgan. Ushbu terminlarning chalkashligi fanlararo va madaniyatlararo muloqotda muammolarga olib kelishi mumkin. Shuning uchun terminologik aniqlik va xalqaro standartlarga moslashish zarur. Tadqiqot natijalari shuni ko‘rsatadiki, til va madaniyat o‘rtasidagi bog‘liqlikni o‘rganishda lingvokulturologik yondashuv istiqbolli bo‘lib, kelgusida o‘zbek tilshunosligida bu yo‘nalishni yanada rivojlantirish va xalqaro tajribani integratsiya qilish muhim ahamiyatga ega.

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SINONIMIYA HAQIDAGI ILMIY QARASHLARNING TARIXIY RIVOJI VA ULARNING O‘ZBEK TILSHUNOSLIGIDAGI TALQINI

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Annotatsiya. *Mazkur maqolada sinonimiya hodisasining tilshunoslik tarixidagi talqinlari hamda uning o‘zbek tilshunosligidagi o‘rganilish xususiyatlari tahlil qilinadi. Xususan, sinonimiyaga doir ikki asosiy ilmiy yo‘nalish – ritorik-stilistik an’ana va leksik-semantik tizim an’anasi yoritiladi. Shuningdek, ushbu yondashuvlarning o‘zbek til materiallari asosida qanday namoyon bo‘lishi, sinonimik qatorlarning milliy tilning uslubiy boyligi va semantik nozikliklarini ifodalashdagi o‘rni ko‘rsatib beriladi. Maqolada sinonimiyaning umumtilshunoslik doirasidagi nazariy talqinlari bilan bir qatorda, o‘zbek tilining lug‘aviy tizimi, uslubiy qatlamlari va nutq madaniyatidagi o‘rni ham misollar asosida izohlanadi.*

Kalit so‘zlar: *sinonimiya, sinonim, o‘zbek tilshunosligi, uslubiyat, leksik semantika, semantik maydon, nutq madaniyati, yaqin ma’nolilik.*

ИСТОРИЧЕСКОЕ РАЗВИТИЕ НАУЧНЫХ ВЗГЛЯДОВ О СИНОНИМИИ И ИХ ИНТЕРПРЕТАЦИЯ В УЗБЕКСКОМ ЯЗЫКОВЕДЕНИИ

Аннотация. *В данной статье анализируются интерпретации явления синонимии в истории языкознания и особенности его изучения в узбекском языкознании. В частности, освещаются два основных научных направления синонимии – риторико-стилистическая традиция и традиция лексико-семантической системы. Также показано, как эти подходы проявляются на основе материалов узбекского языка, роль синонимических рядов в выражении стилистического богатства и семантических тонкостей национального языка. В статье, наряду с теоретическими интерпретациями синонимии в рамках общего языкознания, на примерах разъясняются лексическая система, стилистические пласты и роль в культуре речи узбекского языка.*

Ключевые слова: *синонимия, синонимия, узбекское языкознание, стилистики, лексической семантики, семантического поля, культуры речи, близкого смысла.*

HISTORICAL DEVELOPMENT OF SCIENTIFIC VIEWS ON SYNONYMY AND THEIR INTERPRETATION IN UZBEK LINGUISTICS

Abstract. *This article analyzes the interpretations of the phenomenon of synonymy in the history of linguistics and the features of its study in Uzbek linguistics. In particular, two main scientific directions of synonymy are highlighted - the rhetorical-stylistic tradition and the tradition of the lexical-semantic system. It also demonstrates how these approaches manifest based on Uzbek language materials, and the role of synonymic series in expressing the stylistic richness and semantic nuances of the national language. In the article, alongside theoretical interpretations of synonymy within general linguistics, the lexical system, stylistic layers, and role of the Uzbek language in speech culture are explained using examples.*

Key words: *synonymy, synonymy, Uzbek linguistics, stylistics, lexical semantics, semantic field, speech culture, close meaning.*

KIRISH

Sinonimiya tilshunoslikdagi eng qadimiy va murakkab leksik-semantik hodisalardan biridir. Odatda sinonimlar bir-biriga yaqin yoki umumiy ma'noni ifodalovchi birliklar sifatida ta'riflanadi. Biroq ilmiy kuzatishlar shuni ko'rsatadiki, tilda mutlaq bir xil ma'noga ega bo'lgan birliklar juda kam uchraydi. Aksariyat hollarda sinonimlar umumiy semantik yadroni saqlagan holda uslubiy bo'yoq, emotsional tus, qo'llanish muhiti va kollokatsion imkoniyatlariga ko'ra farqlanadi. Shu sababli sinonimiya hodisasi faqat lug'aviy yaqinlik emas, balki semantik, uslubiy va pragmatik jihatlar birligida o'rganiladi [1,4].

Tilshunoslik tarixida sinonimiya haqidagi qarashlar, asosan, ikki yirik ilmiy an'anada shakllangan: birinchisi – ritorik-stilistik an'ana, ikkinchisi esa – leksik-semantik tizim an'anasi. Birinchi yondashuv sinonimlarni nutqning ta'sirchanligi, bezagi va ekspressiv imkoniyatlari bilan bog'lasa, ikkinchi yondashuv ularni tilning ichki semantik tizimida o'zaro munosabatga kirishuvchi birliklar sifatida izohlaydi [2,12]. O'zbek tilshunosligida ham bu ikki qarashning izlari kuzatiladi: bir tomondan, sinonimlar nutqning ifodaliligini oshiruvchi vosita sifatida qaralsa, ikkinchi tomondan, ular o'zbek tilining leksik tizimida umumiy ma'no asosida birlashgan, ammo differensial belgilarga ega birliklar sifatida tahlil qilinadi [14,21].

ADABIYOTLAR TAHLILI

Sinonimiya hodisasi tilshunoslikning turli davrlarida va turli maktablar tomonidan turlicha talqin qilingan. Ushbu bo'limda mavzuga oid asosiy ilmiy manbalar tahlil qilinadi.

Sinonimiya haqidagi dastlabki qarashlar qadimgi Yunoniston va Rim ritorikasiga borib taqaladi. *Synonymia* (yun. *synonymia* – "bir nomlilik") ritorik figura sifatida bir fikrni turli so'zlar bilan qayta ifodalash usuli deb ta'riflangan. *Renaissance Figures of Speech* (2019) manbasida qayd etilishicha, bu davrda sinonimlar asosan nutqning ta'sirchanligini oshirish, fikrni kuchaytirish va tinglovchi ongida bir ma'noni mustahkamlash uchun xizmat qilgan [4,24]. *Silva Rhetoricae* lug'atida ham *synonymia* "ma'noni takrorlash va ta'kidlash vositasi" sifatida izohlanadi [5,12]. *Encyclopaedia Britannica* dagi "figure of speech" maqolasida esa ritorik shakllar, jumladan sinonimiya, nutqni bezash va aniqlashtirish uchun xizmat qilishi ko'rsatiladi [6,11].

XX asrning o'rtalaridan boshlab sinonimiya hodisasiga yangicha qarashlar shakllandi. J. Lyons leksik munosabatlarning tizimli tavsifini berib, sinonimiyani paradigmatik munosabatlarning bir turi sifatida belgilaydi. Uning fikricha, to'liq (absolyut) sinonimlar tilda deyarli uchramaydi, aksariyat hollarda konseptual yoki uslubiy jihatdan farqlanuvchi "qisman sinonimlar" mavjud [1,23].

D.A.Cruse *Lexical Semantics* asarida sinonimiyani leksik munosabatlarning markaziy ko'rinishlaridan biri sifatida tahlil qiladi. Cruse sinonimlarni "bir xil propozitsional ma'noga ega, ammo ifoda va uslub jihatidan farqlanuvchi birliklar" deb ta'riflab, ularni quyidagi turlarga ajratadi: absolyut sinonimlar, propozitsional sinonimlar va yaqin sinonimlar (near-synonyms). Shuningdek, u *kulmoq – jilmaymoq – qahqaha otmoq* kabi qatorlarda intensivlik darajasiga ko'ra semantik gradatsiya mavjudligini ko'rsatadi [3,26].

P.Edmonds va G. Hirst "Near-Synonymy and Lexical Choice" maqolasida mutlaq sinonimiyadan ko'ra "yaqin ma'nolilik" tushunchasini ilgari suradi. Ularning fikricha, sinonimik birliklar umumiy semantik yadroga ega bo'lsa-da, uslub, registr, kollokatsiya, emotsional bo'yoq va pragmatik jihatdan farqlanadi. Tadqiqotchilar yaqin sinonimlarni ajratish uchun kollokatsion tahlil va korpus metodlaridan foydalanishni taklif qiladi [5,36].

Oxford Research Encyclopedia of Linguistics dagi "Lexical Semantics" maqolasida esa sinonimiya leksik semantikaning asosiy hodisalaridan biri sifatida qaralib, u semasiologik (ma'nodan so'zga) va onomasiologik (so'zdan ma'noga) yondashuvlar nuqtayi nazaridan tahlil qilinadi [6,65].

Rus tilshunosligida sinonimiya masalasi V.V.Vinogradov, D.N.Shmelev, Y.D.Apresyan kabi olimlarning ishlarida chuqur o'rganilgan.

V.V.Vinogradov sinonimiyani tilning leksik-semantik tizimining muhim qismi sifatida qarab, sinonimik qator tushunchasini ishlab chiqdi. Uning fikricha, sinonimik qatorning asosiy birligi – dominant (eng umumiy, uslubiy neytral so'z) bo'lib, qatordagi boshqa birliklar dominantga nisbatan semantik, uslubiy yoki ekspressiv jihatdan farqlanadi [7,68].

Y.D.Apresyan "Leksicheskaya semantika" asarida sinonimlarni "bir xil yoki o'ta yaqin ma'noga ega, ammo ma'noning nuanslari, uslubiy bo'yog'i, valentlik xususiyatlari yoki qo'llanish doirasi bilan farqlanuvchi so'zlar" deb ta'riflaydi. Apresyan integral va differensial semalar tahlili asosida sinonimlarning semantik strukturasini aniqlash usulini ishlab chiqqan. [8,39]

D.N.Shmelev "Sovremennyy russkiy yazyk. Leksika" kitobida sinonimiya va polisemiya o'zaro bog'liq hodisalar ekanligini, ko'pincha polisemantik so'zlarning alohida ma'nolari sinonimik munosabatga kirishishini ko'rsatadi [11,57].

O'zbek tilshunosligida sinonimiya masalasi XX asrning ikkinchi yarmidan boshlab faol o'rganila boshlandi. A.G'ulomov, M.Asqarova, Sh.Rahmatullayev, T.Qo'ng'urov, A.Hojiev, B.O'rinboyeva, H.Ne'matov, N.Mahmudov kabi olimlarning tadqiqotlarida sinonimlar o'zbek tilining leksik tizimi, uslubiyati va nutq madaniyati kontekstida tahlil qilingan.

A.G‘ulomov o‘zbek tilining leksikologiyasiga oid asarlarida sinonimlarni “ma’nosi bir-biriga yaqin, lekin qo‘shimcha semantik-uslubiy nuanslarga ega so‘zlar” sifatida ta’riflab, ularni tilda fikrni aniq, ta’sirchan va rang-barang ifodalash vositasi deb hisoblaydi [12,92].

Sh.Rahmatullayev o‘zbek tilining izohli va frazeologik lug‘atlarini yaratishda sinonimik munosabatlarni tizimli ravishda qayd etgan. Uning “O‘zbek tilining izohli lug‘ati” (1981) va “O‘zbek tilining frazeologik lug‘ati” (1978) asarlarida ko‘plab sinonimik qatorlar o‘z ifodasini topgan [13,87].

A.Hojiev o‘zbek tilshunosligida sinonimiyani nafaqat leksik, balki grammatik darajada ham o‘rgangan. Uning “O‘zbek tilida sinonimiya” (1988) nomli maxsus tadqiqotida sinonimlarning tiplari, ularning yuzaga kelish yo‘llari va nutqdagi vazifalari batafsil tahlil qilingan [14,68].

N.Mahmudov o‘zbek tilining kognitiv semantikasi va lisoniy tahlil asoslariga oid ishlarida sinonimiyani til egalarining dunyoqarashi va konseptual tizimi bilan bog‘lab o‘rganadi. Uning fikricha, sinonimlarning mavjudligi bir tushunchaning turli qirralarini, baho va munosabat nuanslarini ifodalash imkonini beradi [18,9].

B.O‘rinboyeva o‘zbek tilining sinonimlar lug‘atlarini yaratish va sinonimik qatorlarni tizimlashtirish borasida muhim ishlar qilgan. Uning “O‘zbek tilining sinonimlari lug‘ati” (2005) o‘zbek tilshunosligida bu sohadagi eng to‘liq lug‘aviy manbalardan biridir [20,23].

Mavjud adabiyotlar tahlili shuni ko‘rsatadiki, sinonimiya hodisasi tilshunoslikning turli maktablarida turlicha talqin qilingan bo‘lsa-da, hozirgi zamonaviy qarashlar quyidagi nuqtalarda birlashadi:

1. Mutlaq sinonimlar tilda juda kam uchraydi; asosan yaqin ma’nolilik (near-synonymy) holatlari kuzatiladi.

2. Sinonimlar umumiy semantik yadro va differensial belgilar (uslub, registr, emotsionallik, kollokatsiya) asosida tavsiflanadi.

3. Sinonimiyani o‘rganishda til tizimi va nutq faoliyatining birligi hisobga olinishi kerak.

4. O‘zbek tilshunosligida sinonimlar asosan leksikologiya, uslubiyat va nutq madaniyati doirasida o‘rganilgan bo‘lib, korpus lingvistikasi va kognitiv semantika

Usullarini qo‘llash istiqbolli hisoblanadi.

METODLAR

Tadqiqotda quyidagi manbalardan foydalanilgan:

- sinonimiya nazariyasiga oid ingliz va rus tilshunosligining klassik va zamonaviy tadqiqotlari (Cruse, Lyons, Edmonds, Hirst, Apresyan, Vinogradov, Oxford ensiklopediyasi);
- ritorik-stilistik an’anani yorituvchi manbalar (Renaissance Figures of Speech, Silva Rhetoricae, Encyclopaedia Britannica);
- o‘zbek tilshunosligiga oid leksikologiya va uslubiyatga doir ilmiy ishlar (A.G‘ulomov, Sh.Rahmatullayev, A.Hojiev, N.Mahmudov, B.O‘rinboyeva, H.Ne’matov);
- o‘zbek tilidan olingan sinonimik qatorlar va ularning qo‘llanishiga doir misollar (badiiy, publitsistik va so‘zlashuv nutqidan).

Tadqiqotda quyidagi metodlar qo‘llanilgan:

- tavsifiy (deskriptiv) metod – sinonimiyaning tarixiy va zamonaviy talqinlarini tizimli bayon qilish uchun;
- qiyosiy-tarixiy metod – ikki asosiy ilmiy an’anani (ritorik-stilistik va leksik-semantik) solishtirish va ularning rivojlanish bosqichlarini aniqlash uchun;
- semantik tahlil – sinonimik qatorlar tarkibidagi birliklarning umumiy va farqlovchi semalarini ajratish uchun;
- uslubiy-pragmatik tahlil – sinonimlarning matndagi emotsional-ekspressiv va funksional xususiyatlarini baholash uchun;
- kollokatsion tahlil – sinonimlarning birikish imkoniyatlarini o‘rganish uchun.

NATIJALAR

Ritorik-stilistik an’anada sinonimiya, avvalo, nutqni kuchaytirish, ma’noni aniqlashtirish, ta’sirni oshirish va ifodani bezash vositasi sifatida tushunilgan. Klassik va Uyg‘onish davri ritorikasida synonymia ko‘pincha bir fikrni turli, lekin ma’nodosh ifodalar orqali qayta aytish usuli deb qaralgan. Bu yerda asosiy maqsad mantiqiy tenglik hosil qilish emas, balki tinglovchi yoki o‘quvchiga kuchliroq emotsional-estetik ta’sir ko‘rsatish bo‘lgan.

Masalan, “U jasur, botir, qo‘rqmas yigit edi” gapida jasur, botir, qo‘rqmas birliklari bir umumiy mazmun atrofida jamlangan. Biroq ular bu yerda oddiy nominativ vazifani emas, balki amplifikatsiya, ya’ni fikrni kuchaytirish vazifasini bajaradi. Xuddi shuningdek, “Yurtimiz obod, go‘zal, fusunkor maskandir” jumlasida ham ma’nodosh yoki yaqin ma’noli sifatlarning ketma-ket keltirilishi matnga tantanavorlik va badiiy ko‘tarinkilik baxsh etadi. Demak, bu an’anada sinonimlar orasidagi munosabat semantik identiklik darajasida emas, balki uslubiy yaqinlik va nutqiy ta’sirchanlik darajasida muhim sanaladi.

Yana bir misol sifatida publitsistik yoki notiqlik uslubidagi “Biz bu ishni tez, shiddat bilan, darhol amalga oshirishimiz kerak” kabi jumlani ko‘rsatish mumkin. Bu yerda vaqt va sur’at ma’nosiga yaqin birliklar birgalikda

qo‘llanib, nutqning buyruqohangligini va emotsional urg‘usini kuchaytiradi. Shunday qilib, ritorik-stilistik an’anada sinonimiya ko‘proq nutq hodisasi sifatida ko‘riladi: asosiy e’tibor

ularning matndagi estetik, ekspressiv va pragmatik samarasiga qaratiladi.

O‘zbek tilshunosligi nuqtayi nazaridan ham bunday hodisa, ayniqsa, badiiy matn, publitsistika va og‘zaki nutqda yaqqol namoyon bo‘ladi. O‘zbek adabiy tilida bir mazmunni turli sinonimik vositalar orqali ifodalash nafaqat fikrni kuchaytiradi, balki matnning ohangdorligini, tasviriyligini va ta’sirchanligini oshiradi. Shu jihatdan sinonimlar milliy nutq madaniyatida ifoda boyligini yuzaga keltiruvchi muhim vositalardan biridir.

Keyingi bosqichda sinonimiya masalasi faqat uslub doirasida emas, balki tilning leksik-semantik tizimi nuqtayi nazaridan tahlil qilina boshladi. Bu yondashuvda asosiy e’tibor “ma’nodosh so‘zlar nutqda qanday chiroyli eshitiladi?” degan savoldan “ular til tizimida qanday semantik munosabat hosil qiladi?” degan savolga ko‘chadi.

Bu an’anada sinonimiya tilning paradigmatik tashkiloti bilan bog‘lanadi. Ya’ni, ma’lum bir tushunchani ifodalovchi birliklar bir maydon yoki qator hosil qiladi va ular o‘zaro nozik semantik farqlar bilan ajraladi. Masalan, o‘zbek tilidagi yuz – bet – chehra qatori bir umumiy predmetni anglatadi, biroq ularning semantik-uslubiy qiymati bir xil emas. Yuz – neytral va eng umumiy birlik, bet – ko‘proq so‘zlashuv uslubida faol, ba’zan salbiy ottenkaga ega, chehra esa kitobiyroq va badiiy bo‘yoqdor birlik hisoblanadi. Buni “Uning yuzi ochiq edi”, “Uning beti qizarib ketdi”, “Uning chehrasi nurli edi” kabi misollarda aniq ko‘rish mumkin.

Xuddi shuningdek, katta – ulkan – buyuk qatori ham bir qarashda sinonimik tuyuladi. Biroq katta hajm yoki miqyosni umumiy bildirsa, ulkan shu belgining kuchaygan darajasini, buyuk esa ko‘proq ma’naviy, tarixiy yoki ijtimoiy ulug‘likni ifodalaydi. Shu sababli “katta bino”, “ulkan bino” tabiiy qo‘llansa-da, “buyuk bino” har doim ham mos kelmaydi; aksincha, “buyuk shoir”, “buyuk alloma” kabi birikmalar tabiiy hisoblanadi. Demak, leksik-semantik yondashuv sinonimlarni barcha vaziyatda o‘zaro almashinuvchi birliklar emas, balki umumiy semantik yadroga ega, lekin differensial belgilari bilan farqlanuvchi so‘zlar sifatida tahlil qiladi.

Bu holat o‘zbek tilshunosligida ham muhimdir, chunki o‘zbek tili sinonimik qatorlari ko‘pincha umumiy semantik markaz asosida birlashadi, lekin uslubiy qatlam, tarixiy manba, emotsional tus va qo‘llanish muhiti bilan farqlanadi. Shu bois o‘zbek tilidagi sinonimlarni tahlil qilishda faqat ma’no yaqinligi emas, balki nutqiy vazifa va uslubiy maqom ham hisobga olinadi.

O‘zbek tilshunosligida sinonimlar tilning uslubiy boyligi va nutq madaniyatining muhim vositasi sifatida baholanadi. Ayniqsa, nutqning aniq, o‘rinli va ta’sirchan bo‘lishida sinonimik birliklarni to‘g‘ri tanlash katta ahamiyatga ega. Chunki bir tushunchaga yaqin bo‘lgan barcha so‘zlar har qanday nutqiy vaziyatda bir xil darajada mos kelavermaydi.

Masalan, o‘lmoq va vafot etmoq birliklari denotativ jihatdan bir hodisani bildiradi, biroq uslubiy-pragmatik jihatdan farqlanadi: o‘lmoq neytral yoki oddiy nutqqa xos, vafot etmoq esa hurmat va ehtirom ottenkasini bildiradi. “Qush sovuqdan o‘ldi” va “Ustozimiz kecha vafot etdilar” gaplarida bir xil voqelik ifodalangan bo‘lsa-da, nutq egasining munosabati va uslubiy tanlovi har xil. Shuning uchun zamonaviy semantika mutlaq sinonimiyadan ko‘ra near-synonymy, ya’ni yaqin ma’nolilik tushunchasini muhimroq deb hisoblaydi [8,23].

Shuningdek, kulmoq – jilmaymoq – qahqaha otmoq qatori ham sinonimiya doirasida semantik darajalanish mavjudligini ko‘rsatadi. Kulmoq umumiy harakatni bildirsa, jilmaymoq yengil va muloyim kulishni, qahqaha otmoq esa baland va kuchli kulishni ifodalaydi. Bu esa sinonimik qatorda ham intensivlik, emotsionallik va uslubiy farqlanish bo‘lishini ko‘rsatadi [9,25]. O‘zbek badiiy matnlarida bunday farqlar qahramon ruhiy holatini, muallif munosabatini va nutq ohangini aniqroq ochib berishga xizmat qiladi.

O‘zbek tilining tarixiy taraqqiyoti ham sinonimiyaning boyishiga ta’sir qilgan. Til tarkibida turkiy qatlam bilan birga arabiy va forsiy qatlamga mansub birliklarning faol qo‘llanishi natijasida ayrim tushunchalar parallel ifoda vositalari bilan mustahkamlangan. Natijada sinonimik qatorlar nafaqat ichki semantik taraqqiyot, balki tarixiy-madaniy aloqalar mahsuli sifatida ham shakllangan. Bu hol o‘zbek tilidagi sinonimlarning tarixiy va uslubiy qimmatini oshiradi [14,32].

Mazkur ikki an’ana bir-biriga zid emas, aksincha, sinonimiyaning ikki xil ilmiy qirrasini yoritadi. Ritorik-stilistik yondashuv sinonimlarning nutqiy-funksional qiymatini, ya’ni ular matnda qanday estetik va pragmatik samara berishini ochadi. Leksik-semantik tizim yondashuvi esa sinonimlarning tizimiy-semantik tabiatini, ya’ni ular lug‘at tarkibida qaysi umumiy va farqlovchi semalar asosida bog‘lanishini tushuntiradi [13,21].

Buni bitta qator misolida ham ko‘rish mumkin: go‘zal – chiroyli – husnli. Agar “U go‘zal, chiroyli, husnli qiz edi” tarzida qo‘llansa, bu ritorik-stilistik vosita sifatida nutqni kuchaytiradi. Ammo leksik-semantik tahlilda bu so‘zlar o‘rtasidagi nozik farqlar ko‘riladi: chiroyli – neytral, go‘zal – kuchliroq ijobiy bahoga ega, husnli esa kitobiy-badiiy ottenkani anglatadi. Demak, birinchi yondashuv “bu birliklar qanday estetik ta’sir berdi?” degan savolga javob bersa, ikkinchi yondashuv “ularning semantik va uslubiy farqi nimada?” degan savolga javob beradi.

O‘zbek tilshunosligida ham ayni shu uyg‘unlik kuzatiladi. Sinonimlar bir tomondan tilning leksik boyligini tashkil

etsa, ikkinchi tomondan nutqning aniqligi, ta'sirchanligi va uslubiy mosligini ta'minlaydi. Shu sababli sinonimiya o'zbek tilida ham faqat nazariy semantik hodisa emas, balki amaliy nutqiy tanlov mezoni sifatida ham katta ahamiyatga ega [14,38].

XULOSA

Shunday qilib, sinonimiya haqidagi tarixiy tasavvurlar avval notiqlik va uslub ehtiyojlari asosida, keyin esa til tizimining semantik tashkiloti asosida rivojlangan. Birinchi bosqichda sinonimlar ko'proq ifoda boyligi va amplifikatsiya vositasi bo'lsa, ikkinchi bosqichda ular leksik-semantik munosabat sifatida nazariy tahlil ob'ektiga aylangan. Hozirgi ilmiy qarash esa bu ikki yondashuvni birlashtirib, sinonimiyani ham til tizimi, ham nutq faoliyati doirasida tushuntiradi.

O'zbek tilshunosligi uchun ham bu masala nihoyatda muhimdir. Chunki o'zbek tilidagi sinonimik qatorlar milliy tilning lug'aviy boyligini, uslubiy qatlamlarini, nutq madaniyatini va tarixiy taraqqiyotini yaqqol namoyon etadi. Demak, sinonimiya o'zbek tilida ham nafaqat ma'nodosh so'zlar munosabati, balki semantik yaqinlik, uslubiy tanlov, pragmatik moslik va tarixiy qatlam birligida namoyon bo'ladigan murakkab hodisadir.

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RAQAMLI DISKURSDA EMOJILARNING TEMATIK-SEMANTIK GURUHLARI (INGLIZ VA O'ZBEK TILLARI MATERIALLARI ASOSIDA)

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Namangan davlat universiteti mustaqil izlanuvchisi

Annotatsiya: *Mazkur maqolada ingliz va o'zbek tillarida emojilarning tematik-semantik guruhlari qiyosiy tahlil qilinadi. Tadqiqotda emojilarning zamonaviy raqamli kommunikatsiyadagi o'rni, ularning semantik xususiyatlari hamda lingvomadaniy jihatlari yoritilishi bilan bir qatorda emojilarning multimodal muloqot vositasi sifatida insonning emotsional holati, baholovchi munosabati va kommunikativ niyatini ifodalashda muhim ahamiyat kasb etishi asoslab beriladi. Maqolada emojilar turli tematik guruhlarga ajratilib, ularning ingliz va o'zbek til muhitida qo'llanishidagi izomorfik hamda allomorfik jihatlar aniqlanadi. Olingan natijalar emojilarni lingvistik birlik sifatida baholash hamda ularning zamonaviy kommunikatsiyadagi funksiyalarini aniqlashga xizmat qiladi.*

Kalit so'zlar: *emojilar, tematik-semantik guruhlar, qiyosiy tilshunoslik, ingliz tili, o'zbek tili, raqamli diskurs, multimodal kommunikatsiya, semantik tahlil*

THEMATIC-SEMANTIC GROUPS OF EMOJIS IN DIGITAL DISCOURSE (BASED ON MATERIALS IN ENGLISH AND UZBEKISTAN)

Abstract: *This article compares the thematic-semantic groups of emoji in English and Uzbek. In addition to highlighting the role of emoji in modern digital communication, their semantic features and linguistic aspects, the study also justifies the importance of emoji as a means of multimodal communication in expressing the emotional state, evaluative attitude and communicative intention of a person. The article divides emoji into different thematic groups and identifies their isomorphic and allomorphic aspects in their utilization in the English and Uzbek language environment. The results obtained will serve to evaluate emoji as linguistic units and to determine their functions in modern communication.*

Key words*: emoji, thematic-semantic groups, comparative linguistics, English, Uzbek, digital discourse, multimodal communication, semantic analysis*

ТЕМАТИКО-СЕМАНТИЧЕСКИЕ ГРУППЫ ЭМОДЗИ В ЦИФРОВОМ ДИСКУРСЕ (НА ОСНОВЕ МАТЕРИАЛОВ НА АНГЛИЙСКОМ И УЗБЕКИСТАНСКОМ ЯЗЫКАХ)

Abstract: *This article provides a comparative analysis of thematic-semantic groups of emojis in English and Uzbek. The study, along with highlighting the role of emojis in modern digital communication, their semantic properties and linguocultural aspects, substantiates the importance of emojis as a multimodal communication tool in expressing a person's emotional state, evaluative attitude and communicative intention. The article divides emojis into various thematic groups and identifies isomorphic and allomorphic aspects of their use in the English and Uzbek language environments. The results obtained serve to evaluate emojis as linguistic units and determine their functions in modern communication.*

Keywords: *emojis, thematic-semantic groups, comparative linguistics, English, Uzbek, digital discourse, multimodal communication, semantic analysis*

Ma'lumki, hozirgi kunda zamonaviy kommunikativ jarayonlar globallashuv va raqamli texnologiyalarning jadal rivojlanishi natijasida tubdan o'zgarib bormoqda. Xususan, ijtimoiy tarmoqlar hamda raqamli platformalarda yozma nutqning yangi shakllari paydo bo'lib, ular orasida emojilar alohida o'rin egallamoqda. Emojilar bugungi kunda nafaqat emotsional holatlarni ifodalovchi vosita, balki ma'lum semantik yuklamaga ega bo'lgan, muloqotning mazmuniy va pragmatik jihatlarini boyituvchi til birliklari sifatida namoyon bo'lmoqda. Shu bois ularni tilshunoslik nuqtai nazaridan o'rganish, ayniqsa, qiyosiy aspektda tahlil qilish dolzarb ilmiy masalalardan biridir.Tilshunoslikda raqamli diskurs, multimodal kommunikatsiya va vizual-semantik tizimlar doirasida olib borilayotgan tadqiqotlar emojilarning funksional imkoniyatlari va ularning nutqdagi rolini aniqlashga qaratilgan. Jumladan, emojilar lingvistik belgilar tizimining yangi shakli sifatida qaralib, ular orqali insonning emotsional, baholovchi va ijtimoiy munosabatlari ifodalanadi. Bunda

emojilar ko‘pincha leksik birliklar bilan uyg‘unlashib, konnotativ ma’nolarni kuchaytiradi yoki kontekstual interpretatsiyani osonlashtiradi.Ingliz va o‘zbek tillarida emojilarning qo‘llanishi, ularning semantik tasnifi va tematik guruhlarga ajratilishi masalasi hali yetarli darajada kompleks o‘rganilmagan. Ayniqsa, turli lingvomadaniy muhitlarda emojilarning qabul qilinishi va talqin etilishi o‘rtasidagi farqlarni aniqlash muhim ahamiyat kasb etadi. Chunki har bir til va madaniyat emojilarga o‘ziga xos semantik yuklama va pragmatik ma’no beradi.

Emojilarni tematik-semantik guruhlarga ajratish masalasi dastlab E. Roschning prototip nazariyasi [1:19-23] va G. Lakoffning kategoriyalash haqidagi qarashlarida keltirilgan[2:5-12]. Ta’kidlash joizki, emoji tizimi qattiq chegaralangan yopiq lug'at emas, unda ayrim birliklar kategoriya markazida, ayrimlari esa periferiyada turadi. Masalan, yuz ifodasi guruhi uchun 😀, ☺, ☹, ☹ kabi belgilar prototipik bo'lsa, ◎ yoki ◎ singari yangi emojilar periferik va ko'proq nozik emotsional farqlarni bildiradi. Ingliz va o'zbek foydalanuvchilari ham aynan prototipik birliklardan ko'proq foydalanadi, chunki ular tezroq taniladi va talqin qilinadi.Ta’kidlash joizki, emojilarni tematik-semantik tasniflashda faqat Unicode guruhlariga tayanish yetarli emas, qaysi belgi real kommunikatsiyada markaziy, qaysi biri chekka bo'lib ishlashini ham hisobga olish kerak. Mnabalar hamda misollarni o’rganish asnosid emojilarni quyidagi guruhlarga bo’lish mumkin.

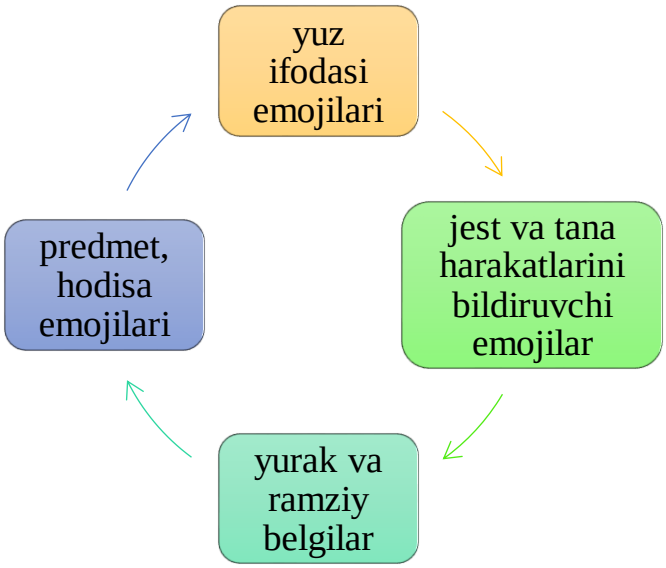
1. Ingliz va o'zbek tillaridagi raqamli diskursda eng faol tematik guruh yuz ifodasi emojilaridir. Buning asosiy sababi yozma matnda mimika va intonatsiya yo'qolishi, emoji esa aynan shu yetishmovchilikni qisman qoplashidir [3:32-34]. 😀, ☺, ☺, 😑, ☹, ☹, ◎ singari belgilar ko'p hollarda matnning emotsional holatini aniq ko'rsatadi. Ingliz tilidagi *I am happy for you* ☺ misolida ☺ emojisi do'stona xursandchilikni yumshoq tarzda bildirsa, o'zbek tilidagi *Yaxshi bo’libdi* ☺ yozuvida u ma'qullash, iliqlik va suhbatdoshga xayrixohlikni birlashtiradi. Shu bilan birga, o'zbek yozishmalarida ☺ yoki ☺ ko'pincha yosh yoki maqom jihatdan katta bo'lgan shaxsning muloyim, muvozanatli ohangini ko'rsatsa, inglizcha yozishmalarda esa u ko'proq bevosita interpersonal warmth (empatiya, samimiylik, ochiq va ishonchli muloqot) belgisi sifatida namoyon bo'ladi. Fikr qilib aytish mumkinki, yuz ifodasi emojilarining denotativ yadrosi ikki til uchun juda yaqin, chunki inson yuzining universal biologik belgilariga tayanadi, ammo ularning ijtimoiy registri ya’ni yaqinlik darajasi, hurmat ohangi, norasmiylik ko'lami til jamoasiga qarab sezilarli darajada farqlanadi.Yuz ifodasi emojilari orasida kulgi bilan bog'liq belgilar alohida semantik maydon hosil qiladi. 😂, ◎, 😂, ☺ va 😂 bir-biriga yaqin ko'rinsa-da, denotativ va emotsional intensivlik darajasi jihatidan farqlanadi [4:63-65, 66-69]. 😂 odatda kuchli kulgi yoki komiklikka reaksiya sifatida talqin qilinadi. ◎ esa yanada kuchaytirilgan, nazoratdan chiqqan kulgini ko'rsatadi. 😂 esa bir vaqtning o'zida kulgi va noqulay yengillikni bildirishi mumkin. Ingliz tilidagi *That was awkward* 😂 misolida noqulaylik komponenti markazga chiqadi, o'zbek tilidagi *Sal noqulay bo’ldi* 😂 misolida ham xuddi shunday. Ammo *Zo’r ekan* 😂 singari o'zbekcha ifodada emoji ba'zan ma'qullash va emotsional qo'llab-quvvatlash funksiyasini ham bajaradi. Umumiy ravishda aytish mumkinki, kulgi emojilarini bitta umumiy xursandchilik toifasiga birlashtirish ilmiy aniqlikni pasaytiradi, shu boisdan ularni intensifikatsiya, samimiylik va vaziyatning noqulaylik darajasiga ko’ra yana kichik guruhlarga tasniflash joiz. Aynan shu farq ingliz va o'zbek materiallarini qiyoslashda muhim ko'rsatkich bo'ladi.

2. Jest va tana harakatlarini bildiruvchi emojilar - 👍, 👎, 👋, 🙆, 🤦, ◎, 👀, 👉 - denotativ jihatdan yanada predmetlashgan ko'rinadi, chunki ular konkret jismoniy harakat yoki ishoraga tayanadi[5:41-61]. Biroq bunday emojilar ko'pincha madaniy kodlarga kuchliroq bog'langan bo'ladi [6:74-96, 47-58].Misol uchun, 👍 ingliz tilidagi qisqa javoblarda *ok*, *got it*, *approved* ma'nolariga juda yaqin turadi. A: *Send it by 5*? B: 👍. O'zbek tilidagi *Mayli* 👍 yoki *Bo’ladi* 👍 misollarida ham tasdiq ma'nosi saqlanadi, ammo ayrim vaziyatlarda u suhbatni tez yakunlash yoki ortiqcha izoh bermaslik signali bo'lib eshitilishi mumkin. 👋 emoji ingliz diskursida ko'proq ochiq olqish, muvaffaqiyatni e'tirof etish, ba'zan ironik parchalash funksiyasida ishlatiladi, o'zbek materialida esa uning denotativ yadrosi qarsak bo'lsa ham, kontekstdagi ijtimoiy baho odatda ijobiy va rag'batlantiruvchi tusga ega. Mazkur guruhdagi emojilarni tahlil qilishda denotativ harakatni emas, shu harakatning ijtimoiy talqinini hisobga olish kerak, aks holda ingliz va o'zbek kommunikativ odatlaridagi farq ko'rinmay qoladi.Ayniqsa 🙏 emojisi ikki til materialida qiziqarli denotativ-situativ farqlarni yuzaga chiqaradi. Grafik nuqtayi nazardan unda birlashtirilgan ikki kaft tasvirlanadi, shu bois u dastlab minnatdorlik, iltijo yoki ibodatga oid harakat sifatida qabul qilinadi [7:25-26]. Ingliz tilida u *thanks, praying for you, please* singari holatlarda ishlatiladi, lekin ba'zi foydalanuvchilar uni tarixan *high five* deb ham talqin qilgan. O'zbek yozishmalarida esa bu emoji ko'pincha *rahmat, iltimos, duo, hurmat* kabi ma'nolar bilan uzviy bog'langan. Masalan, *Rahmat sizga* 🙏 misolida u shunchaki minnatdorlikni emas, balki odob va samimiy kamtarlikni ham bildiradi. Xulosa sifatida aytish mumkinki, 🙏 emojisi ikki tilni qiyoslashda juda muhim indicator hisoblanadi, chunki uning denotativ qiyofasi global bo'lsa-da, asosiy interpretatsiya markazi inglizcha diskursda gratitude/request, o'zbekcha diskursda esa gratitude/respect/prayer uchligi atrofida shakllanadi. Bu holat emojining denotativ yadrodan tematik-semantik klasterga o'tishini yaqqol ko'rsatadi.

3.Yurak va ramziy belgilar guruhi ham denotativ qatlam nuqtayi nazaridan murakkab emasdek ko'rinadi, biroq ularning tematik-semantik faoliyati nihoyatda keng. ❤, 💔, 💯, ✨, 🔥, ✅ kabi emojilar ma'lum bir predmetni emas, ko'proq ramziy konseptni ko'rsatadi. R. Barthes va U. Eco ramziy belgilar dastlabki ko'rinishdan ko'ra kengroq madaniy kodni ishga solishini ta'kidlashgan [8:74-96,47-58]. Ingliz tilida ❤ nafaqat romantik sevgi, balki qo'llab-quvvatlash,

yoqtirish, hamfikrlik, kabi baholovchi ma'nolarda ishlatiladi. O'zbek tilidagi *Rahmat* ❤ yoki *Juda chiroyli chiqibdi* ❤ misollarida ham iliqlik va ma'qullash mavjud, ammo belgi muhitga qarab yaqinlik darajasini ham indekslaydi, ya'ni rasmiyroq yozishmalarda u kamroq, yaqin doiradagi muloqotda ko'proq uchraydi. 💯 inglizcha yozishmalarda *absolutely right* semantikasida faol bo'lsa, o'zbek yoshlar nutqida ham global internet madaniyati ta'sirida *gap yo'q, to'g'ri, rosmana zo'r* mazmuniga yaqinlashgan.Ta'kidlash joizki, bu guruhdagi emojilar uchun denotativ yadro ba'zan minimal bo'ladi, shu sababli ularni tematik-semantik tasniflashda ramziylik darajasi alohida parametr sifatida olinishi kerak.

4. Predmet, hodisa va vaziyatga ishora qiluvchi emojilar - 🚀, 🎁, 🍽, ☕, 🌙, ☂, 🚗, 📚 va boshqalar - denotativ ma'no jihatidan nisbatan aniqroqdir. Bunday birliklar ko'pincha yozishmadagi mavzuni ixchamlashtirish yoki butun sintagmani bitta belgi bilan almashtirishga xizmat qiladi [9:41-61]. Ingliz tilidagi *Coffee*☕ *later*? xabarida ☕ emojisi nafaqat ichimlikni, balki uchrashuv taklifini bildiruvchi ssenariyni faollashtiradi. O'zbek tilidagi *Imtihonga tayyorlanish kerak* 📚 misolida ham predmetiy belgi atrofida butun voqeiy freym tiklanadi. Ch. Fillmore freym semantikasi bo'yicha ma'no alohida so'zda emas, balki shu birlik bilan bog'langan ssenariy va bilim tuzilmasida shakllanadi deya ta'kidlagan [10:111-137]. Aynan freym yondashuvi predmet emojilarining denotativ yadrodan keng situativ ma'noga o'tishini tushuntirishda eng qulay modeldir. Ingliz va o'zbek tillarida bunday emojilar ko'pincha bir xil ssenariyni chaqiradi, lekin madaniy fon tufayli ayrim freymlar lokal tus oladi. Masalan, 🌙 emojisi inglizcha diskursda shunchaki *good night* signali bo'lsa, o'zbek matnida u tun, osoyishtalik yoki diniy-bayramiy kayfiyat bilan bog'lanishi mumkin.



1-rasm. Ingliz va o'zbek tillarida emojilarning tematik-semantik guruhlari

Kuzatishlar shuni ko'rsatadiki, ingliz tilidagi raqamli muloqotda denotativ yadro ko'pincha tezkor reaksiya va ixcham bahoni yetkazish ehtiyoji bilan birikadi. Korpusga asoslangan tadqiqotlar emojilar tez-tez qisqa javob, reaksiya sifatida ishlatilishini ko'rsatadi. O'zbek tilidagi yozishmalarda ham ixchamlik muhim, biroq ko'pincha emoji bilan birga odob, hissiy qo'llab-quvvatlash yoki hurmatni ko'rsatuvchi so'zlar ham saqlanadi.Ingliz yozishmalarida emoji ko'proq verbal qisqarishni kompensatsiya qilsa, o'zbek yozishmalarida u verbal ifodaning emotsional va etik qatlamini kuchaytiradi. Shu sababli tematik guruhlarni ikki til bo'yicha qiyoslashda forma va funksiyaning birgalikdagi ko'rinishiga e'tibor qaratish zarur.

O'zbek til materialida ayrim emojilar ma'lum madaniy semantik ustunlikka ega ekanini ham ko'rish mumkin. Masalan, 🤲, ☺, ◉, 🌙, ◉ singari belgilar hurmat, duogo'ylik, tilak, murosa va yaqinlik semalari bilan tez-tez birikadi. Ingliz tilida shu emojilar ishlatilsa-da, ularning har doim ham ayni darajadagi marosimiy yoki ijtimoiy-normativ vazni sezilmaydi[11:33-34].Xulosa qilib aytish mumkinki, emoji global kod bo'lgani bilan, talqinning markazida turuvchi emotsional ssenariy mahalliy madaniyatda shakllanadi. Masalan, o'zbek muloqotida ☺ ba'zan samimiy quvnoqlikdan ko'ra xushmuomalalik va muloyim ijobiylikka yaqinlashadi. Demak, denotativ tahlilning o'zida ham lingvomadaniy parametrni chetga surib bo'lmaydi aks holda bir xil tasvirga ortilgan turlicha ijtimoiy ma'no ko'rinmay qoladi.

2-jadval . Ingliz va o'zbek tillarida faol qo'llanadigan emojilarning tematik-semantik profili

Emoji	Tematik guruh	Denotativ yadro	Ingliz tilidagi tipik profil	O'zbek tilidagi tipik profil
☺	Yuz ifodasi	Yumshoq tabassum	Polite friendliness, restrained approval	Muloyim ijobiylik, yumshoq rozilik, mojaroni

Emoji	Tematik guruh	Denotativ yadro	Ingliz tilidagi tipik profil	O'zbek tilidagi tipik profil
				kattalashtirmaslik
😂	Kulgi emojilari	Kuchli kulgi	Humour approval, shared laughter, ba'zan ridicule	Ma'qullovchi kulgi, samimiy reaksiya, ba'zan istehzo
👍	Jest emojilari	Tasdiq ishorasi	Approval, acknowledgement, quick response	Tasdiq, bo'ladi/xo'p, ba'zan suhbatni yakunlash
🙏	Jest-ramziy	Birlashtirilgan kaftlar	Thanks, request, prayer	Rahmat, iltimos, duo, hurmat
❤️	Ramziy-emotsional	Ijobiy affekt / sevgi	Love, support, like, encouragement	Mehr, ma'qullash, yaqinlik, samimiy qo'llab-quvvatlash
☕	Predmet-freymli	Ichimlik / uchrashuv signali	Coffee plan, break, casual meeting	Choy/qahva, suhbat, mehmondo'stlik yoki tanaffus freymi

Jadvaldagi ma'lumotlar bir necha muhim tendensiyani ko'rsatadi. Birinchidan, yuz ifodasi emojilari denotativ jihatdan eng universaldir, chunki ular inson mimikasiga tayanadi. Shu bois ingliz va o'zbek tilida asosiy talqinlar ko'pincha yaqin keladi. Ikkinchidan, jest va ramziy belgilar ko'proq ijtimoiy va madaniy kodlar bilan yuklangan bo'ladi ayniqsa 👍, 🙏, ❤️, 🖐️ kabi birliklarda shu holat yorqin. Uchinchidan, predmet emojilarining denotativ ma'nosi aniq bo'lsa-da, ular tezda voqeiy freymga ulanib ketadi. Masalan, ☕ belgisi nafaqat ichimlikni, balki suhbat, tanaffus yoki taklifni ham bildiradi. Bunday xulosalar korpus va diskursga asoslangan tadqiqotlar bilan hamohangdir [12:53-55, 63-69, 82-87]. Umumiy xulosa sifatida aytish mumkinki, tematik-semantik guruhlar tasnifi statik katalog bo'lmasligi kerak, u real kommunikatsiyada qaysi emojilar markazda, qaysilari esa periferiyada ekanini ko'rsatadigan dinamik model bo'lishi zarur. Shu nuqtayi nazardan, ingliz va o'zbek misollarini qiyoslash tasnifning qanchalik funksional ekanini sinovdan o'tkazadi.

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RELYATSION PREDIKATLAR VA ULARNING MA'NOLARI

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Annotatsiya: *Propozitsiya gapdan, avvalo, mundarijasi nuqtayi nazaridan farq qiladi. Chunki gap shakl va mazmun munosabatidan tashkil topgan butunlik sifatida e'tirof etilsa, propozitiv tuzilish uning faqat mazmuniy tuzilishining bir tomoniga tegishli sanaladi. Shu bilan birga, propozitsiya ma'lum voqea-hodisani o'zaro mantiqiy teng bo'lgan predmetlar munosabatini ifodalashi bilan ham gapdan farq qiladi.*

Kalit so'zlar: *Propozitsiya, til kodlari, nutqiy jarayon, inson, ong, nominatsiya, denotat, nutqiy faoliyat, sintaktik qurilma, relyatsion predikat, valentlik, sintaktik uzvlar, an'anaviy tilshunoslik, mazmuniy sintaksis, til va tafakkur.*

ОТНОСИТЕЛЬНЫЕ ПРЕДИКАТЫ И ИХ ЗНАЧЕНИЯ

Аннотация: *Предложение отличается от предложения прежде всего своим содержанием. Потому что если предложение признается как целое, состоящее из отношения формы и содержания, то пропозициональная структура считается принадлежащей только одному аспекту его содержательной структуры. В то же время предложение отличается от предложения тем, что выражает отношение между логически равными объектами.*

Ключевые слова: *Предложение, языковые коды, речевой процесс, человек, сознание, номинация, денотат, речевая деятельность, синтаксический аппарат, реляционный предикат, валентность, синтаксические элементы, традиционная лингвистика, смысловой синтаксис, язык и мышление.*

RELATIONAL PREDICATES AND THEIR MEANINGS

Annotation: *A proposition differs from a sentence primarily in terms of its content. Because if the sentence is recognized as a whole consisting of the relationship of form and content, the propositional structure is considered to belong only to one aspect of its substantive structure. At the same time, a proposition differs from a sentence in that it expresses a relationship between logically equal objects.*

Key words: *Proposition, language codes, speech process, human, consciousness, nomination, denotation, speech activity, syntactic device, relational predicate, valence, syntactic elements, traditional linguistics, meaningful syntax, language and thinking.*

KIRISH

Har qanday nutqiy jarayon til kodlari (belgilari) yordamida insonning obyektiv olam haqidagi fikrlarini ifodalash jarayoni sanaladi. Shunday ekan, nutq obyektiv olam bilan ong orqali bog'langandir. Obyektiv olamning muayyan parchasi inson ongida aks etadi va bu aks etgan borliq uzvlarining umumlashgan obrazlari til kodlari yordamida o'z ifodasini topadi.

Ko'rinadiki, til va tafakkur o'zaro uzviy aloqadordir. Inson miyasida ong va til ikki nisbiy mustaqil jihatni tashkil etadi. Ularning har qaysisi o'ziga xos bilimlar saqlanadigan xotirasiga va ularni faollashtiradigan vositalariga ega. Bu vositalar ko'rsatilgan ikki turdagi bilimlar xotirasidan muayyan voqea-hodisani bayon qilish uchun zarur bo'lganlarini ajratib olib, harakatga keltiradi[1,6] . Shunday qilib, bu ikki jihat bir-biri bilan shu qadar mustahkam aloqadorki, ong faoliyati har doim til faoliyatini kuzatib boradi va o'z tarkibiga ko'ra yagona va murakkab nutqiy tafakkur jarayonini hosil qiladi.

Ong – bu insonning o'zini qurshab turgan olam haqidagi bilimlari majmuasidir. Inson bunday bilimlarga olamni bevosita kuzatish jarayoni orqaligina emas, balki boshqalardan axborot olish orqali ham ega bo'ladi. Shuning uchun insonning bilish faoliyati ham til sistemasi yordamisiz amalga oshmaydi.

Til «xotirasi»da saqlanadigan asosiy bilim – bu so'z va uning ma'nolari haqidagi bilimdir. Bu bilimni faollashtiruvchi vosita esa grammatik vositalardir.

MAVZU BO'YICHA ADABIYOTLAR TAHLILI

80-yillardan boshlab o‘zbek tilshunosligi oldida o‘rganilayotgan obyektni tavsifiy bosqichdan tadqiqot bosqichiga ko‘tarish o‘zbek tilining barcha sath birliklarini sistem-struktur o‘rganish metodikasi nuqtayi nazaridan tadqiq qilish vazifasi ko‘ndalang qilib qo‘yildi. Shu yillardan boshlab gapga sistema sifatida yondashuv gapning eng muhim struktur markazi sifatida kesim e’tirof etila boshlandi va gapning boshqa bo‘laklari kesimning kengaytiruvchilari sifatida izohlana boshlandi. Bunday g‘oya A.Nurmonov, N.Mahmudov, H.Ne’matovlar tomonidan olg‘a tashlangan bo‘lsa, keyinchalik R.Sayfullayeva, M.Qurbonova, M.Boshmonov, L.Raupova va boshqalar tomonidan rivojlantirildi. Muammoni Gap tarkibida mazmuniy va grammatik tayanch nuqta predikativlik shaklidagi predikat, ya’ni kesim hisoblanadi. Boshqa barcha bo‘laklar kesimning «bo‘sh o‘rinlari»ni to‘ldirib, unga nisbatan ma’lum vaziyatda keladi. Kesimning «bo‘sh o‘rinlari»ni to‘ldirib, ma’lum sintaktik vaziyatda (ega, to‘ldiruvchi, hol) kelgan sintaktik birliklar moddiy jihatdan bir yoki bir necha morfologik shakllardan tashkil topadi.Nutqiy jarayonda kerakli so‘zlarni tanlash va ularni bevosita nutqqa olib kirish so‘zlovchining oldindan so‘z haqida ega bo‘lgan bilimlariga tayanadi.

TAHLIL VA NATIJALAR

Har qanday nutqiy jarayon ikki bosqichni taqozo etadi: birinchi bosqich (fikrni shakllantirish), ikkinchi bosqich (kommunikasiya maqsadida fikrni moddiy vositalar orqali yuzaga chiqarish).

Nutqiy tafakkur jarayonining birinchi bosqichida ongning faollashtirilgan elementlari alohida kadrlarga bo‘linadi va ularning har qaysisi alohida voqea yoki hodisalarni aks ettiradi. Fikr oqimining alohida kadrlarga bo‘lish vositasi relyatsion predikatlar va ularning konkret ma’nolaridir. Relyatsion predikatlar va ularning ma’nolari birikuvidan **propozitsiya** vujudga keladi [2,6].

Propozitsiya tushunchasi hozirgi tilshunoslikda keng qo‘llanib, muayyan sintaktik qurilma vositasida ifodalangan obyektiv voqelikni ifodalaydi.

Har qanday gap muayyan propozitsiyani ifodalasa ham, lekin har qanday propozitsiyaning gap orqali ifodalanishi shart emas. Bundan shu narsa ma’lum bo‘ladiki, propozitsiya gapning mazmun tomoniga daxldor bo‘lib, propozitsiya va gap tushunchalari bir-biriga teng emas.

Propozitsiya gapdan, avvalo, mundarijasi nuqtayi nazaridan farq qiladi. Chunki gap shakl va mazmun munosabatidan tashkil topgan butunlik sifatida e’tirof etilsa, propozitiv tuzilish uning faqat mazmuniy tuzilishining bir tomoniga tegishli sanaladi. Shu bilan birga, propozitsiya ma’lum voqea-hodisani o‘zaro mantiqiy teng bo‘lgan predmetlar munosabatini ifodalashi bilan ham gapdan farq qiladi. Masalan: 1) ***Aziz ukasiga qarzga pul berdi***; 2) ***Ukasi Azizdan qarzga pul oldi***; 3) ***Pul ukasi tomonidan Azizdan qarzga olindi***.

Yuqoridagi gaplarning hammasi bir xil ishtirokchilarni o‘z ichiga olgan bir umumiy voqea-hodisani, bir propozitsiyani ifodalaydi. Ularning ishtirokchilari ***Aziz*** va ***uning ukasi*** hamda ular o‘rtasidagi ***pul*** muomalasidir. Bu voqeaning turli jumlalar orqali ifodalanishiga sabab shuki, bir o‘rinda tayanch nuqta sifatida ***Aziz*** olinsa, ikkinchi o‘rinda ***uning ukasi***, uchinchi o‘rinda esa ***pul olinadi***. Masalan, ***Anvar Ra’noga gul uzatdi*** (A.Qodiriy) gapi ***Ra’no Anvardan gul oldi, Anvar Ra’no uchun gul oldi*** singari ifodalar bilan bir propozitsiyani ifodalash bilan bir sintaktik paradigmani tashkil qiladi. Paradigma a’zolarini birlashtiruvchi vosita propozitiv ma’no sanaladi. Har uchala gap bir xil propozitiv tuzilishga ega: S-subyekt agens + subyekt patsiens + (predikat)P. Yuqoridagi misollardan ko‘rinadiki, propozitiv struktura bilan shakliy struktura farqlanadi.

Propozitsiyaning ifodalanishida relyatsion predikat katta ahamiyatga ega. Relyatsion predikatni ayrim tilshunoslar parmalangan taxtaga qiyoslaydilar. Taxtada parmalangan teshiklar yog‘ochdan yasalgan mixchalar bilan qoplangani kabi, relyatsion predikatlar ham muayyan bo‘sh o‘rinlarga, bo‘sh kataklarga ega bo‘ladi. Relyatsion predikatlarning ana shunday bo‘sh o‘rinlarining to‘ldirilishi propozitsiyani vujudga keltiradi. Masalan, yuqoridagi jumlalarning hosil bo‘lishiga asos bo‘lgan ***qarz bermoq*** relyatsion predikati uchta bo‘sh o‘ringa - bo‘sh katakka ega: a) qarz beruvchi; b) qarz oluvchi va d) qarz qiymati yoki qarz vositasi (qarzning nima ekanligi). Ana shu bo‘sh kataklarning konkret leksik birliklar bilan to‘ldirilishi natijasida uch o‘rinli predikat propozitsiyaga aylantiriladi.

Shunday qilib, propozitsiya ifodalash uchun ma’lum miqdordagi bo‘sh o‘rinlarga ega bo‘lgan relyatsion predikatlar katta ahamiyatga ega bo‘lsa ham, lekin shu predikatning o‘zi propozitsiya uchun kifoya qilmaydi. Predikatning propozitsiya ifodalashga o‘tishi uchun u o‘zining bo‘sh o‘rinlarini tegishli leksik birliklar bilan to‘ldirishi lozim bo‘ladi. Demak, relyatsion predikat o‘z valentliklarini yuzaga chiqarib, tarkibi kengayishi natijasida ularning hammasi birgalikda muayyan propozitsiyani ifodalashga o‘tadi.

Gapning tarkibidagi sintaktik uzvlarning roli qaysi a’zo qaysi a’zoga bog‘lanish xususiyati bilangina chegaralanmaydi. Masalan, ***U kitob o‘qidi*** va ***Kitob u tomonidan o‘qildi*** gaplari bir xil so‘zlardan tashkil topgan. Bu so‘zlar har ikki gapda bir ma’noda qo‘llanadi va bir xil «tobelik shajarasi»ni hosil qiladi. Lekin yuqoridagi gaplar bir xil so‘zlarning turli sintaktik pozitsiyani egallagani bilan farq qiladi. Birinchi gapda u ega pozitsiyasida, harakat tushgan obyekt to‘ldiruvchi pozitsiyasida, ikkinchi gapda esa harakatni bajaruvchi subyekt (u) to‘ldiruvchi pozitsiyasida, harakatni qabul qilgan obyekt esa ega pozitsiyasida qo‘llangan. Shunday qilib, sintaktik qurilmada ishtirok etayotgan a’zolarning qanday so‘zlardan ifodalanishigina emas, balki shu a’zolarning qanday sintaktik pozitsiyasida (vaziyatda)

kelishi ham gapning mazmuniy tuzilishi uchun ahamiyatlidir. Chunki ikki va undan ortiq gaplar bir xil so‘zlardan tashkil topishi bilan umumiylikni tashkil etsa ham, lekin shu so‘zlarning turli vaziyatlarda kelishi bu gaplarning boshqa-boshqa ekanligini ta’minlaydi. Demak, bunday o‘rinlarda gapning asosiy farqlovchi (differensial) belgisi shu gapda ishtirok etayotgan uzvlarning moddiy tomoni emas, balki ularning qanday vaziyatni egallash belgisi sanaladi.

Ko‘rinadiki, gap uchun shu gapni tashkil etgan uzvlarning substansional (moddiy) tomoni qanday ahamiyatga ega bo‘lsa, shu uzvlarning egallagan vaziyati ham shunchalik ahamiyatlidir.

Bu shuni ko‘rsatadiki, gapning mazmuni u ifodalagan obyektiv borliqqa muvofiq kelishi uchun shu borliq qismlarini (fragmentlarini) to‘g‘ri nomlashgina kifoya qilmaydi. Bundan tashqari, ular o‘rtasidagi munosabatni ham to‘g‘ri ifodalash lozim bo‘ladi.

Shuni ta’kidlash lozimki, u yoki bu axborotni ifodalash uchun so‘zlovchining muayyan so‘zlarni tanlashi faqat ma’lum obyektiv voqelikni, ma’lum sintaktik vaziyatni to‘g‘ri ifodalash uchun zarur bo‘lgan sintaktik konstruksiya tanlangandan so‘nggina amalga oshadi. Shuning uchun ham E.Kurilovich sintaktik ma’no leksik ma’noga nisbatan birlamchi ekanligini ta’kidlaydi[3,179].

Nutqiy faoliyat jarayonida sintaktik qurilma tanlanishi bilan birga bu qurilmani to‘ldirish uchun so‘z ham tanlanadi. Bu har ikki jarayon nominatsiya jarayoni bilan uzviy bog‘liqdir. Shuning uchun ham V.G.Gak: «So‘z va sintaktik qurilma jumla qurish jarayonida turli darajada nominativ va uyushtirish vazifasini bajaradi», – degan edi [4,54]. Bu shuni ko‘rsatadiki, faqat so‘zgina emas, balki gap qolipi ham nominativ aspektda o‘rganilishi mumkin.

Gap qurilishiga so‘z birikmalari nuqtayi nazaridan yondashuvga muvofiq, gap nominativ birliklarning - so‘z va so‘z birikmalarining birlashuvi sifatida qaraladi. Mazmuniy sintaksis nuqtayi nazaridan esa gap ishtirokchilari harakatga keltirilgan voqelik (vaziyat) sifatida o‘rganiladi. Ishtirokchilar “aktantlar” deb yuritiladi. Shunday qilib, gapning mazmuniy ishtirokchilari – aktantlar bilan bu aktantlarning sintaktik bog‘lanishdagi vazifalari bir xil emas. Shuning uchun ham mazmuniy ishtirokchilar bilan ularning egallagan sintaktik vaziyatlari o‘rtasidagi munosabatni o‘rganish ham keyingi davrda sintaksis mutaxassislari diqqatini ko‘proq o‘ziga jalb eta boshladi. Buning natijasida mazmuniy sintaksisda gapning shakl va mazmuni o‘rtasidagi munosabatni o‘rganishga alohida e’tibor berila boshlandi.

An’anaviy tilshunoslikda sintaksis bo‘yicha olib borilgan tadqiqiqotlarda asosiy e’tibor sintaktik birliklarning shakliy tomoniga, shakliy tuzilish birliklarining o‘zaro bog‘lanish xususiyati, o‘zaro tobe munosabatda tobe vaziyatdagi sintaktik birlikning vazifasi hamda uning qanday so‘zlardan ifodalanishini aniqlashga qaratildi. Sintaktik birliklarning mazmuni haqida fikr yuritilganda shu sintaktik birliklarning tafakkurning mantiqiy tuzilishiga munosabatiga ahamiyat berildi. Buning natijasida tadqiqotchi gapning asosiy ifodalagan mazmunini aniqlash bilan birga, shu sintaktik birlikning umumiy sintaktik holatini (modelini) belgilashga ham harakat qildi.

Mazmuniy sintaksisning rivojlanishi natijasida gap sintaktik tuzilishi bilan uning mazmuniy tuzilishi o‘rtasidagi munosabat yo‘nalishi, mazmuniy tuzilish mohiyatini belgilash bir muncha o‘zgardi. Bunga muvofiq, gap (jumla) to‘liq til belgisi hisoblanadi va asosiy e’tibor shu belgi orqali ifodalangan vaziyat (referent) o‘rtasidagi munosabatni yoritishga qaratiladi. Ana shu asosda sintaktik birlikning struktur modeli va uning mazmuni o‘rtasidagi munosabat ochib beriladi.

Har qanday sintaktik birlik orqali ifodalangan vaziyat universallik mohiyatiga ega. Chunki obyektiv reallikning inson ongida aks etishi, o‘z tasvirini topishi, u qaysi tilga, qaysi millatga mansub bo‘lishidan qat’i nazar, bir xillik kasb etadi.

Sintaktik birliklar orqali ifodalangan vaziyatning ana shu universalligiga e’tiborning kuchayishi natijasida turli sistemadagi tillarda muayyan sintaktik vaziyatning turlicha sintaktik tuzilish bilan ifodalanishini o‘rganadigan qiyosiy va tipologik tadqiqotlarni maydonga keltirdi.

Shunday qilib, bir tomondan, gapning semiotik talqini, ya’ni uning belgi sifatidagi izohi, ikkinchi tomondan, gapning nominativ tomonini yoritishga asosiy e’tibor qaratiladigan mazmuniy sintaktik tahlilning kuchayishi va nihoyat A.Gardinerning F. de Sossyur qarashlariga qo‘shimcha ravishda nutq nazariyasining rivojlanishi sintaktik tadqiqotlar yo‘nalishini qayta ko‘rib chiqishga olib keldi.

Buning natijasida tilshunoslikda qo‘llanib kelingan formal mantiq va psixologiya kategoriyalari semiotika va mantiqiy semantika kategoriyalari bilan almashtirildi. [Shakl (ifodalovchi) – ifodalanmish (ma’no) – predmet, vaziyat] semantik triadasi sintaktik tahlilning asosiy metodiga aylanib qoldi.

Gapning nominativ aspektini ifodalash uchun ko‘proq propozitsiya atamasidan foydalaniladigan bo‘ldi. Bu atama tilshunoslikka mantiq va falsafa ta’sirida shu fanlardan kirib keldi. Mantiq, falsafa va ularning ta’sirida tilshunoslikda qo‘llanilayotgan propozitsiya atamasi gapning modallik belgilarini ifodalovchi qismlaridan xoli bo‘lgan fe’l va otlar o‘rtasidagi zamondan tashqaridagi munosabatni ifodalaydi. Modal ma’no tarkibiga esa inkor, zamon, mayl ma’nolari kiritiladi. Demak, inkor-tasdiqlik, zamon va mayl ma’nolaridan xoli bo‘lgan predikat va uning argumentlari o‘rtasidagi munosabat propozitsiyaning asosi bo‘ladi. Bu shuni ko‘rsatadiki, har qanday gap asosida ma’lum propozitsiya yotsa ham, lekin faqat propozitsiyani ifodalash belgisi sintaktik birlikni gap bo‘lib shakllanishi uchun kamlik qiladi.

Har qanday gapning gap bo‘lib shakllanishi uchun propozitsiyaga yana modusni qo‘shish kerak bo‘ladi. Ana shu modus propozitsiyaga tasdiq-inkorlik, zamon va mayl ma’nosini qo‘shadi va propozitsiya ifodalovchi leksik elementlar sistemasiga modus ifodalovchi grammatik elementlar sistemasining qo‘shilishi har qanday propozitsiya ifodalovchi sintaktik qurilmani gapga aylantiradi. Shunday qilib, har qanday gapning semantik tuzilishini quyidagicha ifodalash mumkin bo‘ladi: S MQP. Bu o‘rinda S-gapning ramzi, M-modallik ramzi, P-propozitsiya ramzi. Ko‘rinadiki, muayyan propozitsiyaning ma’lum modus ma’nolarni ifodalovchi lisoniy vositalar yordamida ifodalanishi gap sanaladi. Masalan, ***Cho‘ponota tog‘ining etaklarida, naryog‘i Zarafshon sohilida yuzlab o‘tovlar va chodirlar paydo bo‘lgan.***

Yuqoridagi butun gapning ramzi S bilan ifodalansa, paydo bo‘lgan kesimi tarkibidagi kesimlik ma’nosi shaxs-son (personallik), zamon (temparallik), bo‘lishli-bo‘lishsizlik (modallik), tasdiq-inkorlik (negativlik)ni ifodalovchi shakllar sistemasi - MQR orqali ifodalanadi.

Bunga muvofiq, ma’lum propozitsiya ifodalovchi sintaktik birliklarning gap yoki gap emasligi o‘rtasidagi differensial farq modusni ifodalovchi lingvistik birliklarning mavjudligi yoki mavjud emasligidir.

XULOSA

Gapning sintaktik tuzilishi shu kunga qadar gap bo‘laklari rukni ostida o‘rganib kelindi. Gap bo‘laklari esa tobe bog‘lanish tarkibida, hokim bo‘lakka nisbatan belgilanadi. Bunga ko‘ra, gap bo‘laklari ikki darajaga – bosh va ikkinchi darajalarga ajratildi.

Bugungi kunda gap bo‘laklarining bunday ajratilishida qator kamchiliklarning mavjudligi ma’lum bo‘lib qoldi. Shuning uchun ham gapni bo‘laklarga ajratishning yangi-yangi tamoyillari vujudga kelmoqda.

Hozir fanimizda gapning tarkibiy (struktur) qismlarini ajratishda: a) bosh bo‘laklar, ikkinchi darajali bo‘laklar, bog‘lanmagan bo‘laklar; b) bosh bo‘laklar, ikkinchi darajali bo‘laklar, uchinchi darajali bo‘laklar; d) gap bo‘laklari va bo‘lakning bo‘laklari; e) funksional va nofunksional (amaliy va noamaliy) bo‘laklar; f) gapning markazi, gap kengaytiruvchilari va so‘z kengaytiruvchilari kabilarni farqlash nazariyalari keng ommalashgan. Fanda shakllangan va ma’lum davr yashagan har bir ilmiy yondashuv va yo‘nalishning, har bir talqinning o‘ziga xos durdonasi, samarali urug‘i mavjudligi fanlar tarixidan ma’lum. Shuning uchun fanda ko‘p yo‘nalishlilik shakllangan va rivojlangan davrda turli xil talqin va tavsiflarni qiyosiy o‘rganish, har bir yo‘nalishdan unumdor talqinlarni saralash va ulardan sohaning chigal masalalari yechimini berishda oqilona va tadbirkorona foydalanish alohida ahamiyat va mohiyat kashf etadi va ilmiy taraqqiyotning keskin ilgarilashiga va yuksalishiga turtki bo‘ladi.

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MAQOLLARNING TIL VA NUTQDAGI O‘RNI HAMDA ULARNING DISKURSIV TABIATI

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Annotatsiya: *Mazkur maqolada o‘zbek va ingliz maqollari aksiologik nuqtai nazardan qiyosiy tahlil qilinadi. Tadqiqot davomida maqollarda aks etgan halollik, mehnatsevarlik, sabr-toqat kabi universal qadriyatlar hamda ularning milliy-madaniy xususiyatlari aniqlanadi. Natijalar shuni ko‘rsatadiki, o‘zbek maqollarida jamoaviylik va ijtimoiy uyg‘unlik, ingliz maqollarida esa individualizm va pragmatik yondashuv ustunlik qiladi. Maqollar axloqiy me’yorlarni uzatuvchi va jamiyat xulq-atvorini tartibga soluvchi muhim lingvistik vosita sifatida baholanadi.*

Kalit so‘zlar: *maqol, paremiologiya, aksiologiya, lingvokulturologiya, semantika, pragmatika, diskurs, nutq, axloqiy qadriyatlar, jamoaviylik, individualizm, metafora, madaniy qadriyatlar, qiyosiy tahlil, o‘zbek va ingliz maqollari.*

СОДЕРЖАНИЕ ПОСЛОВИЦ В ЯЗЫКЕ И РЕЧИ И ИХ ДИСКУРСИВНЫЕ ОСОБЕННОСТИ

Аннотация: *В данной статье проводится сравнительный анализ узбекских и английских пословиц с аксиологической точки зрения. В ходе исследования выявляются универсальные ценности, отражённые в пословицах, такие как честность, трудолюбие и терпение, а также их национально-культурные особенности. Результаты показывают, что узбекские пословицы акцентируют коллективизм и социальную гармонию, тогда как английские - индивидуализм и прагматический подход. Пословицы рассматриваются как важное лингвистическое средство, передающее моральные нормы и регулирующее социальное поведение.*

Ключевые слова: *пословица, паремиология, аксиология, лингвокультурология, семантика, прагматика, дискурс, речь, нравственные ценности, коллективизм, индивидуализм, метафора, культурные ценности, сравнительный анализ, узбекские и английские пословицы.*

THE CONTENT OF PROVERBS IN LANGUAGE AND SPEECH AND THEIR DISCURSIVE FEATURES

Abstract: *This article presents a comparative analysis of Uzbek and English proverbs from an axiological perspective. The study identifies universal values reflected in proverbs, such as honesty, diligence, and patience, as well as their national and cultural characteristics. The results show that Uzbek proverbs emphasize collectivism and social harmony, whereas English proverbs highlight individualism and a pragmatic approach. Proverbs are regarded as an important linguistic tool that conveys moral norms and regulates social behavior.*

Keywords: *proverb, paremiology, axiology, linguoculturology, semantics, pragmatics, discourse, speech, moral values, collectivism, individualism, metaphor, cultural values, comparative analysis, Uzbek and English proverbs*

KIRISH

Maqollar xalqning ko‘p asrlik tajribasi, donoligi va axloqiy qarashlarini o‘zida mujassam etgan qisqa, obrazli ifodalardir. Ular nafaqat til birligi, balki jamiyatning madaniy va ma’naviy qadriyatlarini aks ettiruvchi muhim vosita hisoblanadi. Wolfgang Mieder ta’kidlashicha, maqol - bu “donolik, haqiqat, axloqiy qarashlar va an’anaviy fikrlarni obrazli va ixcham shaklda ifodalovchi mashhur ibora” bo‘lib, u xalq tajribasining umumlashtirilgan natijasidir. Shu jihatdan maqollar til tizimida barqaror birlik bo‘lishi bilan birga, ijtimoiy ong va madaniy xotiraning muhim tashuvchisi sifatida ham namoyon bo‘ladi.

Tadqiqotchilar maqollarni nafaqat lingvistik, balki kognitiv va ijtimoiy hodisa sifatida ham baholaydilar. Jumladan, N.R. Norrick fikriga ko‘ra, maqollar kommunikativ jarayonda muayyan vaziyatni baholash, umumlashtirish va ijtimoiy tajribani uzatish funksiyasini bajaradi. Ular nutqda qo‘llanilganda, oddiy gapdan ko‘ra kuchliroq ta’sir ko‘rsatib, tinglovchiga tayyor xulosa va baho beradi.

Shuningdek, Archer Taylor maqollarni xalq donoligining eng qadimiy va barqaror shakllaridan biri sifatida ko‘rib, ularning asosiy xususiyati — qisqa shaklda keng ma’noni ifodalash ekanligini ta’kidlaydi. Bu esa maqollarning universal va uzoq yashovchan lingvistik birlik ekanligini ko‘rsatadi.

Maqollar orqali insonlarning to‘g‘ri yoki noto‘g‘ri xulq-atvori baholanadi, jamiyat tomonidan qabul qilingan axloqiy me’yorlar mustahkamlanadi. Permyakov G.L. fikricha, maqollar “ijtimoiy stereotiplarni ifodalovchi va xulq-atvorni tartibga soluvchi model birliklar” bo‘lib, ular orqali jamiyat o‘z a’zolariga qanday yashash kerakligini bilvosita o‘rgatadi. Shu sababli maqollar nafaqat kommunikativ vosita, balki ijtimoiy nazorat mexanizmi sifatida ham xizmat qiladi. Ular orqali jamiyat o‘z qadriyatlarini saqlaydi, mustahkamlaydi va keyingi avlodlarga uzatadi.

Mazkur maqolada o‘zbek va ingliz maqollari aksiologik, ya’ni qadriyatlar nuqtai nazaridan tahlil qilinadi. Aksiologik yondashuv til birliklarida aks etgan qadriyatlar tizimini aniqlashga xizmat qiladi. Semenenko ta’kidlashicha, maqollar semantik jihatdan “qadriyat va baholashning o‘zaro uyg‘unlashgan modeli” bo‘lib, ular nafaqat ma’no, balki baholovchi munosabatni ham ifodalaydi. Shu bois maqollarni o‘rganish orqali jamiyatning axloqiy-me’yoriy qarashlarini aniqlash mumkin.

Adabiyotlar tahlili va metodologiya. Tadqiqot natijasida maqollarda halollik, mehnatsevarlik, sabr-toqat, kamtarlik, saxovat, adolat kabi asosiy axloqiy tushunchalar aks etishi aniqlangan. Bu holat boshqa tadqiqotchilar tomonidan ham tasdiqlanadi. Jumladan, Wolfgang Mieder maqollarni “axloqiy va ijtimoiy me’yorlarni umumlashtirgan xalq donoligi” sifatida baholab, ularda jamiyat uchun muhim bo‘lgan qadriyatlar mujassam ekanligini ta’kidlaydi.

Natijalar; Masalan, ingliz tilidagi “Honesty is the best policy” maqoli halollikni eng muhim qadriyat sifatida ko‘rsatsa, o‘zbek tilidagi “Rost so‘z – tilsizlashar” maqoli ham ayni g‘oyani ifodalaydi. Bu esa halollik qadriyati universalligini ko‘rsatadi.

Shuningdek, mehnatsevarlik qadriyati ham har ikki madaniyatda muhim o‘rin egallaydi. Ingliz tilidagi “Hard work pays off” maqoli mehnatning natija berishini ifodalasa, o‘zbek tilidagi “Halol mehnat – halol rizq” maqoli mehnat va halollik o‘rtasidagi uzviy bog‘liqlikni ko‘rsatadi. N.R. Norrick fikriga ko‘ra, bunday maqollar nutqda qo‘llanilganda nafaqat axborot beradi, balki tinglovchini muayyan xulq-atvorga undaydi, ya’ni ularning pragmatik ta’siri kuchli bo‘ladi. Biroq ushbu qadriyatlar har ikki xalq madaniyatida mavjud bo‘lsa-da, ularning ifodalanishida muayyan farqlar kuzatiladi. Tadqiqotlar shuni ko‘rsatadiki, o‘zbek maqollari ko‘proq jamoaviylik, ijtimoiy uyg‘unlik va diniy-axloqiy tamoyillarni aks ettiradi. Shamuradova ta’kidlashicha, o‘zbek paremiologiyasida hurmat, kamtarlik va jamiyat manfaatlarini ustuvor qo‘yish g‘oyalari yetakchi o‘rin egallaydi. Masalan, “Sabr qilgan – omad topgan” maqoli sabr-toqatni muhim fazilat sifatida ulug‘laydi. Ingliz maqollarida esa individual mas’uliyat, mustaqillik va pragmatik fikrlash ustunlik qiladi. Masalan, “Time is money” maqoli vaqtni iqtisodiy resurs sifatida baholaydi va samaradorlikka urg‘u beradi. Archer Taylor fikricha, maqollarning mazmuni ularning yaratilgan ijtimoiy-madaniy muhitiga bevosita bog‘liq bo‘lib, har bir xalqning dunyoqarashi va qadriyat tizimini aks ettiradi.

Shunday qilib, maqollar orqali ifodalangan axloqiy qadriyatlar bir tomondan universal xarakterga ega bo‘lsa, ikkinchi tomondan ularning talqini va ifodalanishi milliy madaniyatga xos xususiyatlar bilan belgilanadi.

Muhokoma. O‘zbek maqollari ko‘proq jamoaviylik, kattalarga hurmat, ijtimoiy uyg‘unlik va diniy-axloqiy tamoyillarni targ‘ib qiladi. Ularda insonning jamiyatdagi o‘rni, boshqalarga munosabati va ijtimoiy mas’uliyati muhim o‘rin egallaydi. Bu holatni Shamuradova ham ta’kidlab, o‘zbek paremiologiyasida ijtimoiy uyg‘unlik va kollektiv qadriyatlar ustuvor ekanligini qayd etadi. Masalan, “El bilan bo‘lgan — elga yoqar” maqoli jamoa bilan hamjihat yashash g‘oyasini ilgari suradi. “Kattaga hurmat, kichikka izzat” maqoli esa jamiyatda ierarxiya va hurmat munosabatlarining muhimligini ko‘rsatadi. Shuningdek, “Yaxshilik qil, daryoga tashla” maqoli diniy-axloqiy qadriyatlar, xususan, beg‘araz yaxshilik qilish g‘oyasini ifodalaydi. Bu kabi maqollar orqali jamiyatda ijtimoiy birdamlik va axloqiy mas’uliyat mustahkamlanadi.

Ingliz maqollarida esa individual mas’uliyat, mustaqillik, pragmatik fikrlash va o‘zini nazorat qilish g‘oyalari ustunlik qiladi. N.R. Norrick fikriga ko‘ra, ingliz maqollari ko‘pincha shaxsiy tajriba va individual qaror qabul qilishga yo‘naltirilgan bo‘ladi. Masalan, “God helps those who help themselves” maqoli insonning o‘z harakati va mas’uliyatiga urg‘u beradi. “Time is money” maqoli esa vaqtni iqtisodiy resurs sifatida baholab, pragmatik fikrlashni aks ettiradi. “Don’t put all your eggs in one basket” maqoli esa ehtiyotkorlik va riskni boshqarish g‘oyasini ifodalaydi. Shuningdek, “Look before you leap” maqoli har qanday qaror oldidan o‘ylab ish tutish zarurligini ko‘rsatadi.

Wolfgang Mieder ta’kidlashicha, maqollar har bir xalqning tarixiy tajribasi va madaniy qadriyatlarini aks ettiradi. Shu sababli o‘zbek maqollarida jamoaviylik va ijtimoiy uyg‘unlik ustuvor bo‘lsa, ingliz maqollarida individualizm va pragmatizm yetakchi o‘rin egallaydi. Bu farqlar har ikki xalqning ijtimoiy tuzilishi, madaniy an’analari va dunyoqarashi bilan bevosita bog‘liqdir. Maqollar semantik jihatdan murakkab bo‘lib, ko‘pincha metafora va obrazlar orqali chuqur ma’noni ifodalaydi. Shu sababli ular abstrakt axloqiy tushunchalarni sodda va esda qolarli shaklda yetkazadi. N.R. Norrick ta’kidlashicha, maqollar “kondensatsiyalangan ma’no”ga ega bo‘lib, ularda keng hayotiy tajriba qisqa va obrazli shaklda mujassamlanadi. Masalan, o‘zbek maqoli “Birovga choh qazigan o‘zi tushar” orqali adolat g‘oyasi metaforik

tarzda ifodalanadi, ya'ni yomonlik qilgan inson oxir-oqibat o'zi zarar ko'radi. Xuddi shunday, ingliz maqoli "Don't put all your eggs in one basket" ehtiyotkorlik va riskni boshqarish g'oyasini obrazli tarzda yetkazadi. Bu kabi metaforik ifodalar murakkab axloqiy tushunchalarni oddiy va esda qolarli shaklda berishga xizmat qiladi.

Wolfgang Mieder fikriga ko'ra, maqollar qisqa shaklga ega bo'lishiga qaramay, ularda "chuqur semantik qatlam va ijtimoiy tajriba" mujassam bo'ladi. Shu sababli ular nafaqat axborot yetkazadi, balki tinglovchiga tayyor xulosa va baho ham beradi. Pragmatik jihatdan esa maqollar nutqda maslahat berish, ogohlantirish, tanqid qilish yoki fikrni mustahkamlash kabi vazifalarni bajaradi. Permyakov G.L. maqollarni "xulq-atvorni tartibga soluvchi model birliklar" deb atab, ularning asosiy vazifasi inson harakatini ijtimoiy me'yorlar asosida boshqarish ekanligini ta'kidlaydi. Masalan, ingliz tilidagi "Look before you leap" maqoli ehtiyotkorlikka chaqirsa, o'zbek tilidagi "Yetti o'lchab, bir kes" maqoli ham ayni g'oyani ifodalaydi. Bu esa maqollarning nutqdagi ogohlantiruvchi va maslahat beruvchi funksiyasini ko'rsatadi.

Qiyosiy tahlil shuni ko'rsatadiki, halollik, sabr, mehnatsevarlik kabi qadriyatlar universal xarakterga ega bo'lib, deyarli barcha madaniyatlarda uchraydi. Archer Taylor ta'kidlashicha, maqollar turli xalqlarda shaklan farq qilsa-da, ularning asosiy mazmuni ko'pincha umumiy insoniy tajribaga borib taqaladi. Masalan, ingliz maqoli "Honesty is the best policy" va o'zbek maqoli "Rost so'z – tilsizlashar" halollik qadriyatining universalligini ko'rsatadi. Xuddi shuningdek, "Patience is a virtue" va "Sabr qilgan – omad topgan" maqollari sabr-toqatning barcha madaniyatlarda yuqori baholanishini tasdiqlaydi.

Biroq bu qadriyatlarning talqini va ifodalanishi har bir xalqning mentaliteti, diniy qarashlari va ijtimoiy tuzilishiga bog'liq holda farqlanadi. Masalan, o'zbek maqollarida sabr ko'pincha diniy va ijtimoiy fazilat sifatida talqin qilinsa, ingliz maqollarida u ko'proq individual muvaffaqiyatga erishish vositasi sifatida ifodalanadi. Shu jihatdan maqollar nafaqat universal qadriyatlarni aks ettiradi, balki har bir xalqning o'ziga xos madaniy dunyoqarashini ham namoyon etadi.

Umuman olganda, maqollar til orqali axloqiy qadriyatlarni uzatadigan, jamiyat xulq-atvorini tartibga soladigan va madaniy tajribani avloddan-avlodga yetkazadigan muhim lingvistik vosita hisoblanadi. Ular qisqa va obrazli shaklga ega bo'lishiga qaramay, chuqur semantik va aksiologik qatlamni o'zida mujassam etadi. Maqollar nafaqat axloqiy g'oyalarni etkazadi, balki tinglovchiga ijtimoiy me'yorlar va qadriyatlarni anglatib, ularni amalda qo'llashga rag'batlantiradi.

O'zbek maqollarida jamoaviylik, ijtimoiy uyg'unlik, kattalarga hurmat va diniy-axloqiy tamoyillar asosiy o'rin tutadi. Masalan, "Kattaga hurmat, kichikka izzat" yoki "Yaxshilik qil, daryoga tashla" kabi maqollar orqali jamiyat axloqiy qadriyatlarini mustahkamlaydi va insonni boshqalar bilan uyg'un yashashga, boshqalarga hurmat bilan munosabatda bo'lishga undaydi. Ingliz maqollarida esa individual mas'uliyat, mustaqillik va pragmatik yondashuv ustuvor bo'lib, masalan, "God helps those who help themselves" yoki "Time is money" maqollari shaxsning o'z harakati va qarorlariga e'tibor qaratishini ta'kidlaydi. Shu jihatdan, maqollar turli madaniyatlarning ijtimoiy va axloqiy mentalitetini aks ettiruvchi vosita sifatida xizmat qiladi.

XULOSA

Fikrimizcha, maqollar nafaqat til boyligini oshiradi, balki insonni ijtimoiy va axloqiy jihatdan tarbiyalashda beqiyos ahamiyatga ega. Ularning qisqa, lekin obrazli shakli axloqiy saboqlarni tez va esda qolarli tarzda yetkazadi. Aksariyat hollarda maqollar orqali avlodlar o'rtasida tarixiy tajriba, madaniy qadriyatlar va hayotiy donolik uzatiladi. Shu sababli, menimcha, maqollarni o'rganish va ularni o'quv jarayonida qo'llash har bir madaniyatni chuqurroq tushunish va axloqiy ongni shakllantirish uchun zarurdir.

Natijada, maqollar nafaqat universal insoniy qadriyatlarni aks ettiradi, balki har bir xalqning o'ziga xos ijtimoiy va madaniy qadriyatlarini ham namoyon qiladi. Ular tilning axloqiy va madaniy funksiyasini mukammal amalga oshiruvchi vosita sifatida tilshunoslik, paremiologiya va aksiologik tadqiqotlar uchun muhim ob'ekt bo'lib xizmat qiladi.

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BADIIY MATNDA SUBYEKTIVLIK VA MUALLIF POZIYSIYASI MASALASI

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Annotatsiya: *Mazkur maqolada badiiy matnda subyektivlik tushunchasi va muallif pozitsiyasining ifodalanish usullari ilmiy-nazariy jihatdan tahlil qilingan. Asarda muallifning individual dunyoqarashi, estetik qarashlari hamda ichki kechinmalari badiiy matn strukturasi va mazmunida qanday aks etishi masalasi yoritilgan. Shuningdek, subyektivlikning til birliklari, badiiy tasvir vositalari, obrazlar tizimi va narrativ strategiyalar orqali namoyon bo'lish xususiyatlari ochib berilgan. Muallif pozitsiyasining bevosita va bilvosita ifodalanish shakllari, uning o'quvchi idroki va interpretatsiyasiga ta'siri ham muhim jihat sifatida ko'rib chiqilgan.*

Kalit so'zlar: *badiiy matn, subyektivlik, muallif pozitsiyasi, narrativ strategiya, badiiy tasvir vositalari, obrazlar tizimi, muallif nutqi, ichki kechinma, estetik qarash, interpretatsiya, diskurs, individual uslub.*

ПРОБЛЕМА СУБЪЕКТИВНОСТИ И АВТОРСКОЙ ПОЗИЦИИ В ХУДОЖЕСТВЕННОМ ТЕКСТЕ

Аннотация: *В данной статье с научно-теоретической точки зрения проанализировано понятие субъективности в художественном тексте и способы выражения авторской позиции. Рассматривается, каким образом индивидуальное мировоззрение автора, его эстетические взгляды и внутренние переживания отражаются в структуре и содержании художественного произведения. Также раскрываются особенности проявления субъективности через языковые единицы, художественно-изобразительные средства, систему образов и нарративные стратегии. Особое внимание уделяется прямым и косвенным формам выражения авторской позиции, а также их влиянию на восприятие и интерпретацию читателя.*

Ключевые слова: *художественный текст, субъективность, авторская позиция, нарративная стратегия, художественно-изобразительные средства, система образов, авторская речь, внутренние переживания, эстетические взгляды, интерпретация, дискурс, индивидуальный стиль.*

THE PROBLEM OF SUBJECTIVITY AND AUTHORIAL POSITION IN LITERARY TEXTS

Abstract: *This article provides a scientific and theoretical analysis of the concept of subjectivity in a literary text and the ways of expressing the author's position. It examines how the author's individual worldview, aesthetic perspectives, and inner experiences are reflected in the structure and content of a literary work. The study also reveals the features of subjectivity manifested through linguistic units, artistic devices, the system of images, and narrative strategies. Particular attention is given to the direct and indirect forms of expressing the author's position, as well as their influence on the reader's perception and interpretation.*

Keywords: *literary text, subjectivity, authorial position, narrative strategy, artistic devices, system of images, authorial speech, inner experience, aesthetic views, interpretation, discourse, individual style.*

Kirish

Zamonaviy adabiyotshunoslikda badiiy matnda subyektivlik va muallif pozitsiyasi masalasi eng dolzarb va ko'p qirrali muammolardan biri sifatida e'tirof etiladi. Badiiy asar nafaqat voqelikning aks ettirilishi, balki muallifning individual dunyoqarashi, ruhiy kechinmalari, estetik ideallari va badiiy tafakkurining mahsuli hamdir. Shu bois matnda muallif pozitsiyasining qanday ifodalanishi, uning qahramonlar, voqealar tizimi va tasvir vositalari orqali qay darajada namoyon bo'lishi masalasini o'rganish muhim ilmiy ahamiyat kasb etadi. Subyektivlik badiiy matnda til birliklari, uslubiy vositalar, obrazlar tizimi hamda narrativ strategiyalar orqali yuzaga chiqib, matnning mazmuniy va semantik qatlamlarini boyitadi. Ayni paytda muallif pozitsiyasi ochiq yoki yashirin shaklda ifodalanib, o'quvchining matnni anglash va talqin etish jarayoniga sezilarli ta'sir ko'rsatadi. Shuning uchun badiiy matnda subyektivlikning namoyon bo'lish xususiyatlari hamda muallif pozitsiyasining shakllanish mexanizmlarini ilmiy-nazariy asosda tahlil qilish, bu orqali badiiy matnni chuqurroq anglash va talqin etish imkoniyatlarini kengaytirishga asosiy e'tibor qaratildi.

Adabiyotlar tahlili

Badiiy matnda subyektivlik va muallif pozitsiyasi masalasi adabiyotshunoslikda keng o‘rganilgan ilmiy muammolardan biri bo‘lib, ushbu yo‘nalishda turli nazariy yondashuvlar shakllangan. Xususan, strukturalizm va poststrukturalizm vakillari badiiy matnni nisbatan mustaqil hodisa sifatida talqin etib, unda til va strukturaning ustuvorligini ta’kidlaydilar. Bu borada muallif shaxsining o‘rni va ahamiyati haqida ilgari surilgan qarashlar muhim ilmiy munozaralarga sabab bo‘lgan. G‘arb adabiyotshunosligida muallif fenomenini qayta ko‘rib chiqishda yangi nazariy qarashlar yuzaga kelib, matn va muallif o‘rtasidagi murakkab munosabatlar ochib berilgan.

Shuningdek, narratologik yondashuvlar doirasida muallif pozitsiyasi “muallif obrazi”, “hikoyachi” va “nuqtayi nazar” kategoriyalari orqali tahlil qilinadi. Bu esa subyektivlikning badiiy matndagi ifoda shakllarini yanada chuqurroq anglash imkonini beradi. Psixologik va germenevtik yondashuvlarda esa muallifning ichki kechinmalari, ruhiy holati hamda individual tajribasi matn mazmunini shakllantiruvchi asosiy omillardan biri sifatida talqin etiladi.

O‘zbek adabiyotshunosligida ham mazkur masalaga alohida e’tibor qaratilgan bo‘lib, unda badiiy tafakkur, individual uslub va muallifning estetik qarashlari o‘rtasidagi uzviy bog‘liqlik tahlil etilgan. Ushbu olib borilgan tahlillarda muallif pozitsiyasining asar g‘oyaviy yo‘nalishini belgilashdagi roli, obrazlar tizimi va til vositalari orqali ifodalanish xususiyatlari yoritib berilgan. Shu bilan birga, subyektivlikning milliy mentalitet, tarixiy sharoit va ijtimoiy muhit bilan aloqador jihatlari ham ilmiy izlanishlarda muhim o‘rin egallaydi.

Umuman olganda, mavjud ilmiy adabiyotlar tahlili shuni ko‘rsatadiki, badiiy matnda subyektivlik va muallif pozitsiyasi o‘zaro chambarchas bog‘liq bo‘lib, ularni kompleks yondashuv asosida o‘rganish badiiy asarning mazmun-mohiyatini chuqurroq anglashga xizmat qiladi.

Tadqiqot metodologiyasi

O‘zbekiston xalq yozuvchisi Shukur Xolmirzayevning nasriy asarlarini atroflicha tahlil qilish orqali badiiy matnda subyektivlik va muallif pozitsiyasini aniqlash hamda adabiy-tahliliy, qiyosiy-tipologik, struktural va narratologik metodlardan foydalanilib, badiiy matnning mazmuniy, shakliy qatlamlari o‘zaro uyg‘unlikda o‘rganildi.

Tahlillar va natijalar

Shukur Xolmirzayev nasriy asarlaridagi har bir tasvir ishonarliligi bilan e’tiborni tortadi. Uning qahramonlari tog‘li hududlarning chekka qishloqlarida yashaydigan tog‘li xalq vakillaridir. Yozuvchi ularni shaharlik odamlar bilan qiyoslaydi. Natijada tog‘ kishilarini o‘ziga xos samimiy, sodda, to‘pori, qo‘pol, shaharliklarni esa o‘ta madaniyatli, kiborli, tabiatdan yiroq, hissiz kimsalar sifatida tasvirlaydi. Bu yozuvchining ilk hikoyalaridant ortib to keyingi davrlarda yaratilgan asarlarida ham kuzatiladi. Ular dunyo bilimlaridan bexabar bo‘lsa-da, milliy qadriyatlarni, milliy tariximizni, yashab turgan yerlarining o‘tmishini yaxshi biladigan shaxslar.

Yozuvchining uslubida falsaviy mulohaza va hayot haqidagi mushohadalarga keng o‘rin beriladi. U qahramonlar hayoti orqali insoniy qadriyatlar, ezgulik va yovuzlik, yashashning ma’nosi, vijdon va oriyat kabi tushunchalarni yoritadi. Bu esa uning asarlariga chuqur fikriy va axloqiy qatlam baxsh etadi. “Shu bois, bundan 45 yil avval atoqli adib Asqad Muxtor maqolalarining birida “Men yosh do‘stim Shukurning tasvirlash mahoratiga havas qilaman. U hech qachon voqeani bayon etmaydi, balki tasvirlaydi”, deb yozgandi” [7].

Sh.Xolmirzayev portret yaratishda muayyan mohiyatni namoyon etadigan chiziqni topadi va unga urg‘u beradi (“O‘zbekning soddasi”, “So‘nggi bekat” asarlari), portret ko‘p hollarda bir detal orqaligina namoyon bo‘ladi. Shu o‘rinda Shukur Xolmirzayevning ijod va iste’dodidagi tengdoshi O‘tkir Hoshimovning xarakter yaratish usuli bilan qiyoslash o‘rinlidir. O‘tkir Hoshimov qaysi odam haqida gapirmasin, avval uning tashqi ko‘rinishi – kiyinishidan gap boshlaydi. U qahramon tashqi xususiyatini chizish orqali e’tiborini qahramonning dili va madaniyatiga qaratadi. Keyin esa ruhiy holat tasviri beriladi va bevosita qahramon xarakterining bir qirrasini ochib ko‘rsatadi. Shu bilan birga, O‘.Hoshimov o‘z qahramonlariga bo‘lgan munosabatini yashirmaydi. Qahramon yoki personajning o‘zini o‘zi namoyish qilishidan ko‘ngli to‘lmay, o‘zi voqealarga aralashadi, hatto ayrim qahramonlarning “ichiga kirib” olib, o‘zi sevganlarini mehr bilan tasvirlaydi. Nopok, razil odamlarni ochiq inkor qiladi, g‘irrom va xaromning, qabihlikning yuziga tupuradi. Shukur Xolmirzayev esa, o‘z qahramonlarining xatti-harakatini o‘zi aralashmagan holda kuzata oladi. Masalan, “Oy yorug‘ida” hikoyasida qahramon asarda xuddi dramadagi kabi o‘z harakati va nutqi bilangina qatnashadi. Uning qahramonlari ham xuddi o‘zi kabi ko‘p so‘zlilikdan qochadi, nutqda iloji boricha keskin va ixchamlikka intiladi. Yozuvchi garchi so‘zga “xasis” bo‘lsa ham, u tasvirlayotgan manzara quruq emas. Ayniqsa, tabiat tasviri uning qalamida quyuqlashadi: “Quyosh chiqib turgan bo‘lsa ham, nurlari ojiz edi... O‘riklarning yaprog‘i qizil, qontalash. Xuddi birov, ular shohiga bir satil bo‘yoqlarni sepib yuborganday. Pastga egilgan yaproqlari sariq ipakday mayin. Ko‘zga shunday jozibali ko‘rinadiki, uzib-uzib, g‘arch-g‘urch tishlaging keladi...” [6, 88] Tabiatning to‘lishgan go‘zallikka serob manzarasi uning qalam kuchiga tobe qolib, to‘laligicha kitobxon qalbiga ko‘chadi. Bu qisqa satrlardagi manzara shu-shu qadar to‘liq, tatimliki, kitobxon tabiatni mana shunday yetuk holda boshqalarga ko‘z-ko‘z qilgisi, kelajak avlodlarga hovuchlab-hovuchlab tutgisi keladi. Ertangi kun odamlari ham bizni hayratlantirgan narsalardan to‘lqinlanishi kerakligiga o‘zini javobgarday

sezadi. Asarning mazmunidan kelib chiqadigan ona –tabiatni muhofaza qilishga undovchi gapni uqib olmay turib, uning muhofazakoriga aylangisi kelib ketadi, kishi.

Ш.Xolmirzayev qahramoni “shunchaki” paydo bo‘lmaydi. Qahramonlarning fe’l-atvoridagi keskinlik, mardlik yoki qaysarlik ular yashayotgan tabiat, ya’ni Boysun tog‘lari, adirlar bilan uyg‘un. Adib obraz tabiatini uzoq ta’riflamaydi. Qahramonning birgina nigohi, kiyinish madaniyati yoki bir og‘iz keskin so‘zi orqali uning butun ruhiy qiyofasini yaratadi. Sh.Xolmirzayev obrazlar tabiatini tahlil qilar ekan, ularning nafaqat ijobiy, balki eng tuban, maxfiy jihatlarini ham ayovsiz ochib tashlaydi. Bu usul obrazning ideal emas, balki real bo‘lishini ta’minlaydi.

Muallif qahramonini sevadi, ammo uni oqlamaydi. U qahramonning xatti-harakatlarini hayot mantiqi asosida ko‘rsatib beradi.

Yozuvchi “Bukri tol” (To‘lqinlar”) asarida egilsa ham sinmaydigan, kurashib yashayotgan haqiqat obrazini yaratadi. “Bukri tol” qissasi qahramonlari o‘tkinchi siyosat yugurdagiga aylanmadi. Ularga xos bu chizgi juda xarakterli chizgidir.

“Ma’murjon ancha turib qoldi. Yana idora tomonga qarab, bir necha odim bosdi. Yana to‘xtadi. Shunda nishab betdagi yakka tolga ko‘zi tushdi-yu, o‘sha yoqqa ketdi. Ketib borarkan, tolga birinchi marta e’tibor bilan qaradi.

Tol hali yosh edi. Do‘nglikdan qulagan harsang toshning tanasiga suyanib qolgan, shuning uchun tol pastga, daryoga egilib, qiyshiq bo‘lib, o‘sgan, bukir edi. Ma’murjon tolning yer betiga turtib chiqqan tomiriga o‘tirdi. Tizzalarini quchoqlab, boshini egdi...”[5, 53]

Sh.Xolmirzayev nasriy asarlarini tahlil qilish orqali badiiy matnda subyektivlik va muallif pozitsiyasining namoyon bo‘lish shakllari ko‘p qatlamli va murakkab hodisa ekani aniqlandi. Tahlillar shuni ko‘rsatdiki, subyektivlik avvalo, matnning til sathida – leksik tanlov, emotsional-ekspressiv birliklar, metafora, epitet, tashbeh kabi badiiy tasvir vositalari orqali yuzaga chiqadi. Muallif o‘zining ichki kechinmalari, munosabati va bahosini aynan shu vositalar orqali yashirin yoki ochiq tarzda ifodalaydi. Natijada matn faqat voqealar bayoni emas, balki muallifning ruhiy-intellektual olamini aks ettiruvchi estetik tizimga aylanadi. Shuningdek, tahlil davomida subyektivlikning narrativ tuzilma bilan uzviy bog‘liqligi aniqlandi. Xususan, hikoyachi pozitsiyasi, nuqtayi nazar (point of view) va vaqt-makon koordinatalari muallif qarashlarini yetkazishda muhim vosita bo‘lib xizmat qiladi. Birinchi shaxs nomidan hikoya qilinadigan asarlarda subyektivlik darajasi yuqori bo‘lib, unda muallif ovozi bevosita seziladi. Uchinchi shaxs hikoyasida esa muallif pozitsiyasi ko‘proq bilvosita, ya’ni obrazlar harakati, dialoglar va tasvirlar orqali ifodalanadi. Shu jihatdan narrativ strategiya muallifning matndagi “ko‘rinish darajasi”ni belgilovchi asosiy omillardan biri sifatida namoyon bo‘ladi.

Tahlillar yana shuni ko‘rsatdiki, muallif pozitsiyasi obrazlar tizimi orqali ham chuqur ifodalanadi. Ijobiy va salbiy qahramonlar qarama-qarshiligi, ularning xarakteri, dunyoqarashi va hayotiy tanlovlari orqali muallifning g‘oyaviy-estetik qarashlari ochiladi. Ayrim hollarda muallif o‘z pozitsiyasini biror qahramon nutqi yoki ichki monologi orqali ifodalasa, boshqa holatlarda esa qarama-qarshi obrazlar to‘qnashuvi orqali o‘z fikrini bilvosita yetkazadi. Bu esa badiiy matnda ko‘p ma’nolilik va interpretatsiya imkoniyatlarini kengaytiradi.

Xulosalar

Xulosa qilib aytgandada, badiiy matnda subyektivlik va muallif pozitsiyasi o‘zaro uzviy bog‘liq bo‘lgan estetik va g‘oyaviy hodisa ekanligi aniqlandi. Badiiy asarda muallifning individual dunyoqarashi, ruhiy kechinmalari va estetik qarashlari turli til va uslubiy vositalar orqali ifodalanib, matnning mazmuniy hamda badiiy qatlamlarini shakllantiradi. Subyektivlikning narrativ tuzilma, obrazlar tizimi va badiiy tasvir vositalari orqali namoyon bo‘lishi asarning ko‘p qatlamli ma’noga ega bo‘lishini ta’minlaydi. Shuningdek, muallif pozitsiyasi ochiq yoki yashirin shaklda ifodalanib, o‘quvchining matnni idrok etish va talqin qilish jarayoniga sezilarli ta’sir ko‘rsatishi ma’lum bo‘ldi. Bu esa badiiy matnni bir ma’noli emas, balki turli interpretatsiyalarga ochiq tizim sifatida tushunish zarurligini ko‘rsatadi. Tahlil shuni ham tasdiqlaydiki, subyektivlik nafaqat individual, balki ijtimoiy va madaniy omillar bilan ham belgilanadi.

Umuman olganda, badiiy matnda subyektivlik va muallif pozitsiyasini o‘rganish asarning g‘oyaviy-estetik mohiyatini chuqur anglash, shuningdek, adabiy jarayonni ilmiy asosda tahlil qilishda muhim ahamiyat kasb etadi.

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O‘ZBEK VA INGLIZ ADABIYOTIDA O‘SMIR QAHRAMON OBRAZIDA “AJNABIYLIK” TUYG‘USINING IFODALANISHI (O‘. HOSHIMOV VA U. GOLDING ASARLARI MISOLIDA)

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Annotatsiya*: Ushbu maqolada O‘zbekiston va Angliya adabiyotida o‘smir qahramon obrazida “ajnabiylik” tuyg‘usining badiiy ifodalanishi qiyosiy tahlil qilinadi. O‘tkir Hoshimovning “Dunyoning ishlari” qissasi va Uilyam Goldingning “Pashshalar hukmdori” romani misolida o‘smirlarning jamiyatdan begonalashuvi, o‘zgalashuvi va ichki qarama-qarshiliklari tasviri o‘rganiladi. Maqolada ikkala asardagi yetakchi qahramonlar (Hoshimovda bosh qahramon – maktab o‘quvchisi, Goldingda Ralf) tahlil qilinib, ularning “boshqacha” bo‘lish hissi, qabul qilinmaslik, yolg‘izlik va jamiyatga moslasha olmaslik kabi holatlari badiiy vositalar orqali ochib beriladi. Qiyosiy metod asosida o‘zbek va ingliz adabiyotida o‘smirlik davri psixologizmining milliy va umumbashariy jihatlari yoritiladi.*

Kalit so‘zlar:*ajnabiylik, begonalashuv, o‘smir qahramon, O‘tkir Hoshimov, Uilyam Golding, psixologizm, qiyosiy adabiyot.*

ВЫРАЖЕНИЕ ЧУВСТВА «ЧУЖДОСТИ» В ОБРАЗЕ ПОДРОСТКА-ГЕРОЯ В УЗБЕКСКОЙ И АНГЛИЙСКОЙ ЛИТЕРАТУРЕ (НА ПРИМЕРЕ ПРОИЗВЕДЕНИЙ У. ХАШИМОВА И У. ГОЛДИНГА)

Аннотация*:В статье проводится сравнительный анализ художественного выражения чувства «чуждости» в образе подростка-героя в узбекской и английской литературе. На примере повести Уткира Хашимова «Дела мирские» и романа Уильяма Голдинга «Повелитель мух» исследуется отчуждение подростков от общества, их изоляция и внутренние противоречия. Анализируются главные герои (у Хашимова – школьник, у Голдинга – Ральф), раскрываются их чувство инаковости, непринятие, одиночество и неспособность адаптироваться к социуму. С помощью сравнительного метода освещаются национальные и общечеловеческие аспекты психологизма подросткового возраста в литературе.*

Ключевые слова*: чуждость, отчуждение, подросток-герой, Уткир Хашимов, Уильям Голдинг, психологизм, сравнительное литературоведение.*

EXPRESSION OF THE FEELING OF “OTHERNESS” IN THE IMAGE OF ADOLESCENT PROTAGONIST IN UZBEK AND ENGLISH LITERATURE (ON THE EXAMPLE OF WORKS BY O. HASHIMOV AND W. GOLDING)

Annotation: *This article provides a comparative analysis of the artistic expression of the feeling of “otherness” in the image of the adolescent protagonist in Uzbek and English literature. Using Utkir Hashimov’s novella “The Affairs of the World” and William Golding’s novel “Lord of the Flies”, the study explores adolescents’ alienation from society, their isolation and internal contradictions. The main characters (a schoolboy in Hashimov, Ralph in Golding) are analyzed, revealing their sense of being different, rejection, loneliness and inability to adapt to society. The comparative method highlights national and universal aspects of adolescent psychologism in literature.*

Key words*: otherness, alienation, adolescent protagonist, Utkir Hashimov, William Golding, psychologism, comparative literature.*

Kirish

O‘smirlik davri inson hayotining eng murakkab bosqichlaridan biri bo‘lib, aynan shu yoshda shaxsning o‘z o‘rnini topish, jamiyat tomonidan qabul qilinish va o‘zligini anglash kabi muhim psixologik jarayonlar kechadi. “Ajnabiylik” (otherness, alienation) tushunchasi adabiyotda ko‘pincha o‘smir qahramonning atrofdagilardan farq qilishi, tushunilmasligi va yakkalanishi orqali ifodalanadi. O‘zbek va ingliz adabiyotida bu mavzu turli tarixiy va madaniy sharoitlarda turlicha yoritilgan bo‘lsa-da, o‘smir shaxsining ichki iztiroblari va jamiyat bilan ziddiyati kabi universal xususiyatlar ikkala adabiyotda ham o‘z ifodasini topgan [1].

Ushbu maqolaning maqsadi – O‘tkir Hoshimovning “Dunyoning ishlari” qissasidagi bosh qahramon Shuxrat misolida hamda Uilyam Goldingning “Pashshalar hukmdori” romanidagi Ralf obrazida “ajnabiylik” tuyg‘usining badiiy ifodalanishini qiyosiy o‘rganish, ikkala asarda begonalashuvning sabablari, shakllari va oqibatlarini ochib berish.

Adabiyotlar tahlili

O‘zbek adabiyotshunosligida O‘tkir Hoshimov ijodi keng o‘rganilgan. N. Karimov [3], B. Nazarov [7], S. Mamajonov [5] kabi olimlar uning asarlarida o‘smir psixologiyasini tasvirlash mahorati, hayotiylik va tarbiyaviy ahamiyatga e’tibor qaratganlar. Hoshimov qahramonlari ko‘pincha o‘z davrining ideal yoshlari sifatida emas, balki ichki qarama-qarshiliklarga ega, ba’zan hatto jamiyat tomonidan “noto‘g‘ri” deb qabul qilingan shaxslar sifatida gavdalanadi. Masalan, “Dunyoning ishlari”dagi bosh qahramon Shuxrat – maktabda o‘qituvchilarga, tengdoshlariga nisbatan shubha bilan qaraydigan, kattalar dunyosining ikkiyuzlamachiligini teran his qiluvchi o‘smir. Uning “ajnabiyligi” aynan o‘zining halolligi va to‘g‘riligi tufayli yuzaga keladi.

Ingliz adabiyotida Uilyam Goldingning “Pashshalar hukmdori” romaniga keng qator tadqiqotlar bag‘ishlangan. J. Kerald [4], B. Oldsi [6], L. Dikson kabi olimlar asarni inson tabiatining yovuzligi, sivilizatsiyaning yupqa qatlami va bolalardagi xomkoralik haqida allegoriya sifatida tahlil qilishgan. Romandagi Ralf obrazi – bu tartib, aql-zakovat va demokratiyaning timsolidir. U orolchaga tushgan bolalar guruhini boshqarishga harakat qiladi, ammo ko‘pchilik uning o‘rniga Jek tomonidan boshqariladigan vahshiylik va kuch yo‘lini tanlaydi. Ralfning “ajnabiyligi” – u “boshqalar kabi” emas, u aql va qoidalarga ishonadi, shuning uchun u oxir-oqibat ham o‘ziga yakka holda qochishga majbur bo‘ladi.

Ikkala asardagi o‘smir qahramonlarning umumiy xususiyati – ularning jamiyat (yoki guruh) tomonidan qabul qilinmasligi, o‘zlarining “boshqacha” ekanliklarini anglab yetishi va natijada ruhiy yakkalanish. Biroq farqli jihatlar ham mavjud: Hoshimov qahramoni real hayotdagi maktab va oila muhitida muammolarga duch kelsa, Golding qahramoni ekstremal sharoitda – cheksiz orolda, kattalarsiz qolgan bolalar jamiyatida o‘z o‘rnini topishga urinadi.

Tadqiqot metodologiyasi

Ushbu tadqiqotda “qiyosiy-tipologik metod” asosiy o‘rinni egallaydi. O‘zbek va ingliz adabiyoti namunalari (O‘. Hoshimovning “Dunyoning ishlari” qissasi va U. Goldingning “Pashshalar hukmdori” romani) bir qator parametrlar bo‘yicha solishtiriladi: qahramonlarning yosh va ijtimoiy mavqei, ularning “ajnabiylik” hissini uyg‘otuvchi omillar, begonalashuvning namoyon bo‘lish shakllari (ichki kechinmalar, xatti-harakatlar, boshqa personajlar bilan munosabat), shuningdek, bu tuyg‘uning rivojlanish dinamikasi va asar yakunidagi holati [2].

Shuningdek, “psixologik tahlil” metodi qo‘llaniladi – qahramonlarning ichki dialogi, nutq xususiyatlari, muallif izohlari orqali ularning ruhiy olamiga kirib boriladi [3]. Tasviriy-tahliliy metod esa badiiy detallar, portret, peyzaj va syujet qurilmasidagi begonalashuv alomatlarini aniqlashga xizmat qiladi.

Tadqiqotning empirik bazasi sifatida asarlarning o‘zbek va ingliz tillaridagi nashrlari [1], shuningdek, mavzuga oid adabiy-tanqidiy va nazariy maqolalar olingan.

Natijalar va ularning tahlili

O‘. Hoshimov asarida “ajnabiylik” ifodasi

O‘tkir Hoshimovning “Dunyoning ishlari” qissasida bosh qahramon – maktab o‘quvchisi Shuxrat o‘zining to‘g‘riligi va halolligi tufayli o‘qituvchilar va tengdoshlar orasida “qora qo‘y”ga aylanadi. U sinfda sodir bo‘lgan noxush hodisa (o‘qituvchiga haqoratli so‘z yozilgan qog‘oz) bo‘yicha haqiqatni aytishga urinadi, ammo uning bu harakati ikkiyuzlamachilikka o‘rganib qolgan kattalar dunyosida qabul qilinmaydi. Shuxrat o‘zining bu “boshqachaligi”ni his qiladi: “Men ular kabi emasman”, deydi u o‘ziga. Uning ota-onasi ham, maktab direktori ham haqiqatdan qochib, “kattalar o‘yinini” o‘ynashni davom ettiradilar [1].

“Ajnabiylik” Shuxratning nutqida, harakatlarida va hatto tashqi qiyofasida (masalan, uning tengdoshlaridan farqli ravishda jim va o‘ychan yurishi) aks etadi. Muallif qahramonning ichki monologlari orqali uning yolg‘izlik va tushunilmaslik iztiroblarini chuqur psixologizm bilan ochadi [3]. Shuxratning yakuniy tanlovi – haqiqatni aytish va hamma narsaga qaramay o‘z prinsiplarida qolish – uning “ajnabiylik”ni qabul qilish va hatto undan kuch olishini ko‘rsatadi. Asar oxirida u qanchalik yolg‘iz bo‘lsa-da, o‘ziga bo‘lgan ishonchini yo‘qotmaydi.

U. Golding asarida “ajnabiylik” ifodasi

Uilyam Goldingning “Pashshalar hukmdori” romanida o‘n yoshlardagi bolalar guruhi samolyot halokatidan so‘ng kimsasiz orolga tushadi [2]. Dastlab ular Ralf boshchiligida qoidalar o‘rnatishga, o‘t yoqish va yordam kutishga harakat qiladilar. Biroq vaqt o‘tishi bilan Ralfning aqlli va demokratik boshqaruvi Jekning vahshiyona va kuchga asoslangan yetakchiligiga yengila boshlaydi. Ralf o‘zining “boshqacha” ekanligini, u orzular va instinktlar emas, balki aql va tartib tarafdori ekanligini anglaydi. Uning “ajnabiyligi” aynan shu – u “boshqalar kabi” qonli o‘yinlar, vahshiylik va totemlarga sig‘inishga qodir emas [6].

Ralfning begonalashuvi bosqichma-bosqich kuchayadi: dastlab u Jek bilan tortishadi, keyin uning tarafdorlari undan yuz o‘giradi, so‘ng u ochiqchasiga ta’qib qilinadi. Eng muhimi, Ralfning eng yaqin do‘sti Piggi ham (u ham “ajnabiy” – semiz, miyopik, aqlli) o‘ldiriladi. Ralf butun orol bo‘ylab ta’qib qilinib, yakka holda qochib, nihoyat ofitser tomonidan qutqariladi. Yakunda Ralf yig‘laydi – nafaqat qutqarilgani, balki “inson qalbidagi zulmat”ni anglagani uchun. Goldingda “ajnabiylik” fojiali rangda: sivilizatsiya va aql vakili bo‘lgan qahramon vahshiylik oldida mag‘lub bo‘ladi, ammo ma’naviy g‘alaba uning tomonda qoladi.

Qiyosiy tahlil

Ikkala asarda ham “ajnabiylik” tuyg‘usi o‘smir qahramonning jamiyat (yoki guruh) tomonidan qabul qilinmasligi, uning o‘z qadriyatlari va atrofdagilarning qadriyatlari o‘rtasidagi ziddiyatdan kelib chiqadi. Hoshimovda bu ziddiyat asosan axloqiy: haqiqat va yolg‘on o‘rtasidagi tanlov. Goldingda esa bu ziddiyat ontologik: tartib va vahshiylik, aql va instinkt o‘rtasida.

Farqli jihatlar: Hoshimov qahramoni Shuxrat jamiyat ichida (maktab va oila) yashaydi, uning yolg‘izligi psixologik. Golding qahramoni Ralf esa ekstremal sharoitda, kishisiz orolda guruh bilan birga, lekin guruhning ko‘pchiligi tomonidan dushman sifatida qabul qilinadi. Shuxratning yakini – ma’naviy g‘alaba, Ralfning yakini – jismoniy va ruhiy sinov, ammo ikkalasi ham o‘z tamoyillariga sodiq qoladi.

Yana bir muhim farq: Hoshimovning qahramoni kichik, cheklangan hududdagi (maktab, uy) “ajnabiylik”ni boshdan kechiradi, Goldingda esa butun bir orol “mikrojamiyat” sifatida namoyon bo‘ladi. Shuning uchun Goldingdagi begonalashuv global xarakterga ega.

Xulosa

O‘tkir Hoshimovning “Dunyoning ishlari” va Uilyam Goldingning “Pashshalar hukmdori” asarlari o‘smir qahramon obrazida “ajnabiylik” tuyg‘usining badiiy ifodalanishi bo‘yicha qimmatli material beradi. Ikkala asar ham o‘smirning jamiyat tomonidan tushunilmasligi, uning o‘z tamoyillariga sodiqligi tufayli yuzaga keladigan yolg‘izlikni tasvirlaydi. Tahlil shuni ko‘rsatdiki, “ajnabiylik” universaldir – u turli madaniy va tarixiy sharoitlarda o‘xshash psixologik mexanizmlar orqali namoyon bo‘ladi. Biroq badiiy talqin usullari mualliflarning milliy an’analari va asarning janr xususiyatlariga qarab farqlanadi: Hoshimov realistik, hayotiy zamin va psixologik tahlilga tayansa, Golding allegorik, ramziy va falsafiy yo‘nalishda.

“Ajnabiylik” tuyg‘usini adabiyotshunoslikda o‘rganish nafaqat nazariy, balki amaliy ahamiyatga ega: o‘smirlar adabiyotini tahlil qilishda, shuningdek, pedagogik va psixologik masalalarni yechishda bu tushunchadan foydalanish mumkin. Kelgusida o‘zbek va ingliz adabiyotidagi boshqa o‘smir qahramonlar (masalan, X. To‘xtaboyev, J. D. Selindjer asarlari) misolida qiyosiy tadqiqotlarni davom ettirish maqsadga muvofiqdir.

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QIYOSIY ADABIYOTSHUNOSLIKDA ADABIY TA'SIR VA TIPOLOGIK O'XSHSHLIK MASALALARI. O'ZBEK VA INGLIZ ADABIYOTI MISOLIDA

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Annotatsiya. *Mazkur maqolada qiyosiy adabiyotshunoslikning muhim nazariy masalalaridan biri bo'lgan adabiy ta'sir va tipologik o'xshashlik muammosi tahlil qilinadi. Tadqiqotda ushbu ikki tushuncha o'rtasidagi metodologik farqlar, ularning shakllanish asoslari hamda adabiy jarayondagi o'rni yoritiladi. Shuningdek, adabiy ta'sirning tarixiy-genetik tabiati va tipologik o'xshashlikning umumiy taraqqiyot qonuniyatlari bilan bog'liqligi ilmiy asosda izohlanadi. Maqolada Viktor Jirmunskiy, Aleksandr Veselovskiy hamda zamonaviy qiyosiy adabiyotshunoslik vakillarining nazariy qarashlariga tayanilgan holda adabiy aloqalar tizimi tahlil qilinadi. Tadqiqot natijasida adabiy ta'sir va tipologik o'xshashlikni farqlash qiyosiy adabiyotshunoslik metodologiyasining asosiy sharti ekanligi asoslab beriladi.*

Kalit so'zlar; *qiyosiy adabiyotshunoslik, adabiy ta'sir, tipologik o'xshashlik, tarixiy-genetik metod, kontakt-genetik aloqa, Veselovskiy, Jirmunskiy, adabiy aloqalar, intertekstual munosabatlar, poetika*

ISSUES OF LITERARY INFLUENCE AND TYPOLOGICAL SIMILARITY IN COMPARATIVE LITERARY STUDIES. ON THE EXAMPLE OF UZBEKISTAN AND ENGLISH LITERATURE

Annotation. *This article analyzes one of the key theoretical issues in comparative literature—literary influence and typological similarity. The study explores the methodological differences between these two concepts, their formation principles, and their role in literary processes. It also examines the historical-genetic nature of literary influence and the relation of typological similarity to universal laws of literary development. Based on the theoretical views of Viktor Zhirmunsky, Aleksandr Veselovsky, and contemporary comparative literature scholars, the article investigates the system of literary relations. The research concludes that distinguishing between literary influence and typological similarity is a fundamental requirement of comparative literature methodology.*

Keywords ; *comparative literature, literary influence, typological similarity, historical-genetic method, contact-genetic relations, Veselovsky, Zhirmunsky, literary relations, intertextual relations, poetics*

ВОПРОСЫ ВЛИЯНИЯ ЛИТЕРАТУРЫ И ТИПОЛОГИЧЕСКИЕ РАЗЛИЧИЯ В СРАВНИТЕЛЬНОМ ЛИТЕРАТУРОВЕДЕНИИ. НА ПРИМЕРЕ ЛИТЕРАТУРЫ УЗБЕКИСТАНА И АНГЛИИ.

Аннотация. *В данной статье анализируется одна из ключевых теоретических проблем сравнительного литературоведения — литературное влияние и типологическое сходство. Исследование рассматривает методологические различия между этими двумя понятиями, основы их формирования и их роль в литературном процессе. Также раскрывается историко-генетическая природа литературного влияния и связь типологического сходства с универсальными законами литературного развития. На основе теоретических взглядов Виктора Жирмунского, Александра Веселовского и современных представителей сравнительного литературоведения анализируется система литературных связей. В результате исследования обосновывается, что различение литературного влияния и типологического сходства является важнейшим условием методологии сравнительного литературоведения.*

Ключевые слова; *сравнительное литературоведение, литературное влияние, типологическое сходство, историко-генетический метод, контактно-генетические связи, Веселовский, Жирмунский, литературные связи, интертекстуальные отношения, поэтика*

Kirish

Qiyosiy adabiyotshunoslik adabiy jarayonlarni turli milliy adabiyotlar o'rtasidagi o'zaro munosabatlar asosida o'rganadigan muhim ilmiy yo'nalishlardan biridir. Ushbu sohada adabiy hodisalarning kelib chiqish sabablarini aniqlash, ularning o'zaro aloqadorligini belgilash hamda umumiy qonuniyatlarini ochib berish asosiy vazifalardan

hisoblanadi. Shu nuqtai nazardan, adabiy ta’sir va tipologik o‘xshashlik muammosi qiyosiy tadqiqotlarning markaziy masalalaridan biri sifatida e’tirof etiladi.

Adabiyotlar o‘rtasida uchraydigan mushtarak motivlar, obrazlar va badiiy shakllar har doim ham bevosita adabiy aloqalar natijasi bo‘lavermaydi. Ayrim hollarda bu o‘xshashliklar tarixiy-madaniy ta’sir orqali yuzaga kelsa, boshqa hollarda esa mustaqil rivojlanish jarayonida shakllangan umumiy tipologik qonuniyatlarning natijasi bo‘lishi mumkin. Shu sababli qiyosiy adabiyotshunoslikda har qanday adabiy o‘xshashlikni tahlil qilishda uning genetik yoki tipologik xususiyatini aniqlash muhim metodologik ahamiyat kasb etadi.

Mazkur masala qiyosiy adabiyotshunoslik tarixida turli olimlar tomonidan o‘rganilgan bo‘lib, ayniqsa Viktor Jirmunskiy va Aleksandr Veselovskiylarning nazariy qarashlari bu borada alohida ahamiyatga ega. Ularning tadqiqotlari adabiy ta’sir va tipologik o‘xshashlikni farqlash, shuningdek, adabiy aloqalarni tizimli ravishda tahlil qilish uchun ilmiy asos yaratgan.

Shu jihatdan ushbu maqolada adabiy ta’sir va tipologik o‘xshashlik tushunchalarining nazariy asoslari, ularning o‘zaro farqi hamda qiyosiy adabiyotshunoslikdagi o‘rni ilmiy jihatdan yoritiladi.

Metodologiya

Mazkur tadqiqotda qiyosiy adabiyotshunoslikning asosiy ilmiy yondashuvlari asos qilib olindi. Xususan, adabiy ta’sir va tipologik o‘xshashlikni farqlashda tarixiy-genetik, kontakt-genetik hamda qiyosiy-tipologik metodlardan foydalanildi. Ushbu metodlar adabiy hodisalar o‘rtasidagi o‘zaro aloqalarni aniqlash, ularning kelib chiqish sabablarini izohlash va umumiy badiiy qonuniyatlarni ochib berishga xizmat qiladi.

Tarixiy-genetik yondashuv adabiy hodisalarning kelib chiqish manbalarini, ularning tarixiy rivojlanish bosqichlarini hamda adabiyotlar o‘rtasidagi bevosita yoki bilvosita aloqalarni aniqlashga imkon beradi. Ushbu metod orqali muayyan syujet, motiv yoki obrazning bir adabiyotdan boshqasiga o‘tish jarayoni, shuningdek, tarjima va madaniy aloqalar ta’siri o‘rganiladi.

Kontakt-genetik metod esa adabiy ta’sirning aniq tarixiy faktlar asosida yuzaga kelishini tahlil qilishga yo‘naltirilgan bo‘lib, mualliflarning ijodiy aloqalari, adabiy maktablar, tarjimalar va madaniy muhit orqali shakllangan o‘zaro ta’sirlarni aniqlashda muhim ahamiyat kasb etadi. Bu yondashuv adabiy ta’sirning bevosita mexanizmlarini ochib berishga xizmat qiladi.

Qiyosiy-tipologik metod esa adabiyotlar o‘rtasida tarixiy aloqa mavjud bo‘lmagan hollarda yuzaga keladigan mushtarakliklarni o‘rganishga asoslanadi. Ushbu metod yordamida turli milliy adabiyotlarda mustaqil ravishda shakllangan, biroq o‘xshash ijtimoiy, madaniy va estetik sharoitlar natijasida yuzaga kelgan tipologik o‘xshashliklar tahlil qilinadi.

Shuningdek, tadqiqot jarayonida strukturaviy va intertekstual tahlil elementlaridan ham foydalanildi. Bu yondashuvlar adabiy matnlar o‘rtasidagi ichki bog‘lanishlarni, motivlar va obrazlar tizimidagi umumiylik va farqlarni chuqurroq yoritish imkonini berdi.

Mazkur metodologik yondashuvlar adabiy ta’sir va tipologik o‘xshashlikni bir-biridan farqlash, ularning o‘zaro munosabatini ilmiy asosda izohlash hamda qiyosiy adabiyotshunoslikning nazariy asoslarini aniqlashtirishga xizmat qiladi.

Adabiyotlar tahlili

Qiyosiy adabiyotshunoslikda adabiy ta'sir va tipologik o‘xshashlik masalasi eng muhim nazariy muammolardan biri hisoblanadi. Turli milliy adabiyotlarda uchraydigan mushtarak motivlar, obrazlar, syujetlar va poetik shakllarning kelib chiqish sabablarini aniqlash qiyosiy tadqiqotlarning asosiy vazifalaridan biridir. Shu nuqtai nazardan, adabiy ta'sir va tipologik o‘xshashlik tushunchalarini farqlash ilmiy tahlilning metodologik asosini tashkil etadi.

Qiyosiy adabiyotshunoslik tarixida adabiy ta'sir masalasi dastlab fransuz maktabi tomonidan keng tadqiq etilgan. Ushbu maktab vakillari adabiyotlar o‘rtasidagi aloqalarni asosan manba va ta'sir masalalari bilan bog‘lab o‘rganganlar. Biroq keyingi tadqiqotlar barcha o‘xshashliklarni ta'sir bilan izohlash mumkin emasligini ko‘rsatdi. Shu sababli XX asrda tipologik tadqiqotlar alohida ilmiy yo‘nalish sifatida shakllandi.

Viktor Jirmunskiyning nazariy qarashlari bu borada alohida ahamiyatga ega. Olim shunday yozadi: *“It is therefore crucial to distinguish, in each Literature, the ‘typological analogies’ from the actual ‘influences’.”* [1]Ushbu fikr qiyosiy adabiyotshunoslik metodologiyasining asosiy tamoyillaridan biri sifatida qaraladi. Ya'ni, ikki adabiyotdagi o‘xshash hodisalarning mavjudligi hali ular o‘rtasida ta'sir bo‘lganligini anglatmaydi. Avvalo, o‘xshashlikning kelib chiqish tabiati aniqlanishi lozim.

Adabiy ta'sir bir adabiyotning boshqa adabiyotga yoki bir ijodkorning boshqa ijodkorga ko‘rsatgan bevosita yoki bilvosita ta'siri sifatida izohlanadi. Bu jarayon tarjima, madaniy aloqalar, adabiy maktablar,

tarixiy yaqinlik va ijodiy muloqotlar orqali amalga oshadi. Viktor Jirmunskiy ta'kidlaganidek: *“An influence only becomes possible if there is an inner need of the receiving Literature to absorb foreign elements during its evolution”* (Jirmunskiy).[1] Mazkur fikr adabiy ta'sirning mexanik ko‘chirish emas, balki qabul qiluvchi adabiyotning ichki rivojlanish ehtiyojlari

bilan bog‘liq murakkab jarayon ekanligini ko‘rsatadi. Jirmunskiyning ushbu qarashi adabiy ta'sir hodisasini bir tomonlama taqlid yoki o‘zlashtirish sifatida emas, balki ikki tomonlama ijodiy jarayon sifatida talqin etishga imkon beradi. Ya'ni, bir adabiyotdan kirib kelgan g‘oya, obraz, syujet yoki poetik shakl boshqa adabiyotga o‘z holicha ko‘chib o‘tmaydi, balki qabul qiluvchi muhitning estetik talablari, milliy an'analari va tarixiy-madaniy sharoitlariga moslashgan holda yangi mazmun kasb etadi.

Masalan, XIX asr oxiri va XX asr boshlarida Sharq xalqlari adabiyotlarida ma'rifatparvarlik g‘oyalarining keng tarqalishi Yevropa va rus adabiyotining ta'siri bilan bog‘liq bo‘lsa-da, bu ta'sirning muvaffaqiyatli o‘zlashtirilishi mahalliy jamiyatlarning ijtimoiy yangilanishga bo‘lgan ehtiyoji bilan izohlanadi. Xuddi shuningdek, o‘zbek jadid adabiyotining shakllanishida ham tashqi adabiy ta'sirlar muhim rol o‘ynagan, biroq ular milliy adabiyotning ichki taraqqiyot qonuniyatlari bilan uyg‘unlashgan holdagina samarali natija bergan.

Adabiy ta'sirni o‘rganishda uning shakllanish mexanizmlariga ham e'tibor qaratish lozim. Bunday ta'sir bevosita va bilvosita ko‘rinishlarda namoyon bo‘lishi mumkin. Bevosita ta'sir muallifning boshqa adabiyot namunalarini o‘qishi, tarjimalar bilan tanishishi yoki muayyan adabiy maktab an'analarini ongli ravishda o‘zlashtirishi orqali yuzaga keladi. Bilvosita ta'sir esa madaniy muhit, umumiy estetik qarashlar yoki uchinchi bir adabiyot vositasida amalga oshadi. Shu sababli qiyosiy adabiyotshunoslikda adabiy ta'sirni aniqlash uchun tarixiy hujjatlar, tarjimalar tarixi, mualliflarning mutolaa doirasi va adabiy aloqalar tizimi sinchkovlik bilan o‘rganiladi.

Bundan tashqari, adabiy ta'sir har doim ham bir xil darajada namoyon bo‘lavermaydi. U ayrim hollarda syujet va motivlarning o‘zlashtirilishi shaklida ko‘rinsa, boshqa hollarda poetik usullar, janr xususiyatlari yoki badiiy tafakkur tamoyillarining qabul qilinishi orqali yuzaga chiqadi. Shu jihatdan adabiy ta'sir milliy adabiyotlarning boyishi va yangilanishiga xizmat qiluvchi muhim omillardan biri hisoblanadi. Biroq qiyosiy tadqiqotlarda har qanday o‘xshashlikni darhol ta'sir natijasi sifatida talqin qilish ilmiy jihatdan to‘g‘ri emas. Chunki ayrim mushtarakliklar adabiy aloqalar mahsuli bo‘lsa, boshqalari tipologik o‘xshashlik natijasida vujudga kelgan bo‘lishi mumkin. Shuning uchun adabiy ta'sirni aniqlashda tarixiy-genetik dalillar va adabiy aloqa faktlari asosiy mezon sifatida xizmat qiladi.

Biroq qiyosiy adabiyotshunoslikda barcha o‘xshashliklarni adabiy ta'sir bilan izohlash mumkin emas. Ayrim hollarda adabiy hodisalar o‘rtasidagi mushtarakliklar hech qanday tarixiy yoki madaniy aloqa mavjud bo‘lmagan sharoitda ham yuzaga keladi. Bunday hodisalar tipologik o‘xshashlik tushunchasi orqali izohlanadi.

Tipologik o‘xshashlik turli adabiyotlarda tarixiy aloqa bo‘lmagan holda yuzaga keladigan mushtarakliklarni ifodalaydi. Bunday yaqinliklar ko‘pincha jamiyat taraqqiyotining o‘xshash bosqichlari, umumiy ijtimoiy muammolar yoki inson tafakkurining universal xususiyatlari bilan bog‘liq bo‘ladi. Jirmunskiy bu haqda shunday fikr bildiradi: *“Some similarities between literatures cannot be attributed to influence and reception factors but can be traced back to the levels of societal development.”* Demak, ayrim adabiy hodisalar o‘zaro ta'sir natijasi emas, balki jamiyatlarning o‘xshash rivojlanish bosqichlari mahsuli sifatida yuzaga keladi.

Olimning yana bir muhim xulosasiga ko‘ra, *“Societies that have attained similar levels of social structural development also exhibit similar literary structures.”* Ushbu nazariya tipologik qiyoslash metodining nazariy poydevorini tashkil qiladi. Chunki adabiy rivojlanish jamiyat taraqqiyotidan ajralgan holda kechmaydi. Natijada turli geografik hududlarda yashagan xalqlar adabiyotida o‘xshash estetik tamoyillar va badiiy shakllar vujudga kelishi mumkin.

Jirmunskiy adabiy ta’sirni faqat tashqi o‘zlashtirish jarayoni sifatida emas, balki qabul qiluvchi adabiyotning ichki ehtiyoji bilan bog‘liq murakkab estetik hodisa sifatida talqin qiladi. Shu nuqtai nazardan, adabiy jarayonlar o‘rtasidagi bog‘liqliklar doimo bir tomonlama emas, balki o‘zaro transformatsiya asosida kechadi. Bu fikr qiyosiy adabiyotshunoslikda adabiy aloqalarning dinamik tabiatini tushunishda muhim metodologik asos bo‘lib xizmat qiladi.

Shu mazmunda Kasimov ham qiyosiy adabiyotshunoslikning funksional mohiyatini ta’kidlab, uni quyidagicha izohlaydi:“Comparative literature functions as a bridge that connects literary systems across cultural and linguistic boundaries, enabling mutual interpretation and transformation” (Kasimov, 2024).[2]

Tipologik tadqiqotlarning shakllanishida Aleksandr Veselovskiyning xizmatlari ham katta. Olimning fikricha, *“The purpose of research on literary studies is in comparison and in applying the comparison to as many facts as possible.”* [3]Bu qarash tarixiy poetika maktabining shakllanishiga asos bo‘ldi va qiyosiy tadqiqotlarda o‘xshashliklarni tizimli ravishda o‘rganish imkonini yaratdi. Veselovskiy adabiyotlarni qiyoslash orqali ularning umumiy qonuniyatlarini aniqlash mumkinligini ta'kidlagan.

Qiyosiy adabiyotshunoslikning zamonaviy bosqichida tipologik tahlil metodologiyasi yanada takomillashdi. Mushtariy Vaxidovaning tadqiqotlarida adabiy aloqalarning uch asosiy turi ajratiladi: *“Three main types of literary connections – contact-genetic connections, typological parallels and historical-genetic connections – were identified.”* [4]Ushbu tasnif bugungi qiyosiy tadqiqotlarda keng qo‘llanilmoqda. Ayniqsa, Sharq va G‘arb adabiyotlari o‘rtasidagi aloqalarni o‘rganishda tipologik parallellar va genetik aloqalarni farqlash muhim metodologik vazifa hisoblanadi.

Adrian Marino qiyosiy adabiyotshunoslikni “qiyosiy poetika” sifatida talqin qiladi va adabiyotdagi invariant elementlar mavjudligini ilgari suradi. Olimning fikricha, invariantlar *“a universal element in literature”* hamda *“a common*

trait of literary discourse and thought"[5] hisoblanadi. Bu nazariya tipologik o‘xshashliklarning universal estetik asoslarini tushuntirishga xizmat qiladi. Ya'ni, ayrim g‘oyalar, obrazlar va poetik modellar turli adabiyotlarda mustaqil ravishda takrorlanishi mumkin.

Yuqoridagi nazariy qarashlar shuni ko‘rsatadiki, adabiy ta'sir va tipologik o‘xshashlik bir-biriga yaqin tushunchalar bo‘lsa-da, ularning mohiyati turlicha. Adabiy ta'sir tarixiy va madaniy aloqalar natijasida yuzaga keladigan hodisa bo‘lsa, tipologik o‘xshashlik umumiy taraqqiyot qonuniyatlari va universal estetik omillar bilan izohlanadi. Shuning uchun qiyosiy adabiyotshunoslikda har qanday o‘xshashlikni tahlil qilishda, avvalo, uning genetik manbaga ega yoki ega emasligini aniqlash zarur. Ana shundagina adabiy hodisalarning asl tabiatini ilmiy asosda izohlash mumkin bo‘ladi.

Zamonaviy qiyosiy adabiyotshunoslikda adabiy ta’sir va tipologik o‘xshashlik muammosi global adabiy jarayonlarning o‘zaro bog‘liqligi nuqtai nazaridan qayta talqin qilinmoqda. Bu yo‘nalishda adabiyotlar endilikda yopiq milliy tizim sifatida emas, balki o‘zaro aloqador va doimiy harakatdagi madaniy tizim sifatida qaraladi.

Xususan, David Damrosch adabiyotni qat’iy kanon sifatida emas, balki “circulation and reading mode” sifatida talqin qilib, uni global muhitda aylanib yuruvchi estetik hodisa sifatida izohlaydi. Uning fikricha, *“World literature is not an infinite, ungraspable canon of works but rather a mode of circulation and reading”* [7]Ushbu yondashuv adabiy ta’sirni faqat tarixiy-genetik hodisa emas, balki global kommunikativ jarayon sifatida tushunishga imkon beradi.

Shu bilan birga, Franco Moretti adabiy tizimni markazlashmagan global struktura sifatida tahlil qilib, adabiyotlar o‘rtasidagi munosabatlarni tarmoq (network) modeli orqali izohlaydi. Unga ko‘ra, milliy adabiyotlar yagona markazga bo‘ysunuvchi tizim emas, balki ko‘p nuqtali o‘zaro aloqalar majmuasidir. Moretti bu haqda shunday ta’kidlaydi: adabiyot global tizimda “one node among many” sifatida faoliyat yuritadi Bu esa tipologik o‘xshashliklarni tabiiy tizimli hodisa sifatida tushuntirishga asos bo‘ladi.[8]

Susan Bassnett qiyosiy adabiyotshunoslikni milliy chegaralardan tashqariga chiqib o‘qish jarayoni sifatida belgilab, uni intertekstual va madaniyatlararo yondashuv bilan bog‘laydi. Uning fikricha, *“Comparative literature involves reading beyond the confines of one literature”* [9]Bu yondashuv adabiy ta’sirni faqat tarixiy aloqa emas, balki o‘qish va interpretatsiya jarayoni sifatida ham tushunishga yordam beradi.

Zamonaviy ilmiy qarashlarda Haun Saussy tomonidan ilgari surilgan fikr ham muhim o‘rin tutadi. U qiyosiy adabiyotshunoslikni qat’iy fan emas, balki chegaralararo metod sifatida talqin qilib, uni madaniyatlararo tahlil vositasi sifatida ko‘radi. Ushbu yondashuvga ko‘ra, qiyosiy adabiyotshunoslik “a method of crossing borders” sifatida namoyon bo‘ladi Bu esa adabiy o‘xshashliklarni global madaniy harakatlar bilan bog‘lash imkonini beradi.[10]

Shuningdek, The Routledge Companion to World Literature asarida adabiyotlar o‘rtasidagi munosabatlar qat’iy kanon emas, balki tarmoq (network) sifatida talqin qilinadi. Bu yondashuvga ko‘ra, adabiy ta’sir markazdan periferiyaga bir yo‘nalishda emas, balki ko‘p yo‘nalishli o‘zaro ta’sir shaklida amalga oshadi[11]

Alexander Beecroft esa adabiyotlarni ekologik tizim sifatida talqin qilib, ularning o‘zaro munosabatini tabiiy muhitdagi o‘zaro bog‘liqlikka qiyoslaydi. Uning fikricha, adabiyotlar “ecological relation” asosida rivojlanadi. Bu yondashuv tipologik o‘xshashlikni tabiiy va tarixiy sharoitlar bilan bog‘liq universal hodisa sifatida izohlashga imkon beradi.[12]

Rita Felski esa adabiy matnlarni faqat tanqidiy tahlil obyekti emas, balki o‘quvchi bilan emotsional va intellektual aloqaga kirishuvchi tizim sifatida ko‘radi. Uning fikricha, matnlar nafaqat ma’no yashiradi, balki o‘quvchida “recognition and attachment” jarayonini ham yuzaga keltiradi Bu esa adabiy ta’sirning psixologik va estetik jihatlarini ham yoritadi.[13]

Tötösy de Zepetnek tomonidan ishlab chiqilgan sistem yondashuv esa qiyosiy adabiyotshunoslikni madaniy tizimlar o‘rtasidagi munosabat sifatida talqin qiladi. Unga ko‘ra, adabiyot “a system of cultural relations” sifatida faoliyat yuritadi. Bu esa adabiy ta’sir va tipologik o‘xshashlikni bir tizim ichida o‘zaro bog‘liq kategoriyalar sifatida ko‘rsatadi.[14]

Umuman olganda, zamonaviy ilmiy adabiyotlar tahlili shuni ko‘rsatadiki, adabiy ta’sir ko‘proq tarixiy-genetik va kommunikativ jarayon sifatida talqin qilinsa, tipologik o‘xshashlik esa universal, tizimli va ekologik qonuniyatlar asosida izohlanadi. Shu sababli bu ikki kategoriya o‘rtasidagi chegarani aniqlash qiyosiy adabiyotshunoslikning metodologik aniqligini ta’minlovchi asosiy omillardan biri hisoblanadi.

Xulosa

Qiyosiy adabiyotshunoslikda adabiy ta’sir va tipologik o‘xshashlik muammosi adabiy jarayonlarni ilmiy asosda tushuntirishning eng muhim metodologik masalalaridan biri hisoblanadi. Tadqiqot davomida ko‘rib chiqilgan nazariy qarashlar shuni ko‘rsatadiki, ushbu ikki hodisa tashqi jihatdan o‘xshash ko‘rinsa-da, ularning kelib chiqish mexanizmi va funksional mohiyati tubdan farq qiladi.

Adabiy ta’sir tarixiy-genetik jarayon bo‘lib, u adabiyotlar o‘rtasidagi bevosita yoki bilvosita madaniy aloqalar, tarjimalar, ijodiy muloqotlar va adabiy maktablar orqali shakllanadi. Bu jarayon, ayniqsa, qabul qiluvchi adabiyotning

ichki estetik ehtiyojlari bilan uyg‘unlashganda samarali natija beradi. Shu jihatdan adabiy ta’sir har doim ham mexanik ko‘chirish emas, balki ijodiy moslashuv va transformatsiya jarayoni sifatida namoyon bo‘ladi.

Tipologik o‘xshashlik esa adabiy aloqalardan mustaqil ravishda, jamiyatlarning o‘xshash tarixiy rivojlanish bosqichlari, ijtimoiy ehtiyojlari va universal estetik qonuniyatlar asosida yuzaga keladigan hodisadir. Bu holat turli milliy adabiyotlarda bir-biridan mustaqil ravishda shakllangan, biroq strukturaviy va mazmuniy jihatdan o‘xshash badiiy shakllarning paydo bo‘lishini izohlaydi.

Tadqiqot natijalari shuni tasdiqlaydiki, qiyosiy adabiyotshunoslikda har qanday adabiy o‘xshashlikni biryoqlama tarzda ta’sir natijasi sifatida talqin qilish ilmiy jihatdan to‘liq asosli emas. Aksincha, har bir holatda uning genetik yoki tipologik tabiatini aniqlash zarur bo‘ladi. Bu esa adabiy hodisalarni chuqur va xolis tahlil qilish, ularning kelib chiqish mexanizmlarini to‘g‘ri izohlash hamda qiyosiy adabiyotshunoslik metodologiyasini yanada takomillashtirish imkonini beradi.

Umuman olganda, adabiy ta’sir va tipologik o‘xshashlikni o‘zaro farqlash milliy adabiyotlararo munosabatlarni to‘g‘ri anglash, shuningdek, o‘zbek va ingliz adabiyotlari misolida global adabiy jarayonlarni ilmiy asosda tahlil qilishda muhim nazariy ahamiyat kasb etadi.

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ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АСПЕКТ КОНЦЕПТА “СЧАСТЬЕ” В ЛИТЕРАТУРЕ

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Аннотация: *Лингвокультурология представляет собой сравнительно молодую и интенсивно развивающуюся область научного знания, сформировавшуюся на пересечении лингвистики, культурологии и этнографии. В статье рассматривается лингвокультурологическое измерение концепта «счастье», относящегося к числу ключевых этических категорий и обладающего универсальной ценностью для человеческого бытия.*

Его семантическое наполнение охватывает широкий спектр значений, включающий благополучие, здоровье, процветание, трудовую деятельность, материальные блага и продолжение рода. Актуальность поиска счастья прослеживается на протяжении всей истории человечества. В рамках исследования применялись методы сплошной выборки, тематического анализа, описания и сопоставления. Полученные результаты позволяют выявить механизмы формирования и функционирования концепта «счастье» и обладают прикладным потенциалом для разработки учебных курсов по лингвокультурологии, анализа текстов, а также при проведении специализированных семинаров и дисциплин филологического профиля.

Ключевые слова: *счастье, лингвокультурология, литература, лингвистические особенности, культурные особенности, репрезентация, эмоциональное состояние, ценности, литературный дискурс, анализ, языковые средства, структура понятия, методы исследования, человеческая жизнь, философия, культурные традиции, лингвистическое выражение.*

THE LINGUACULTURAL ASPECT OF THE CONCEPT OF ‘HAPPINESS’ IN LITERATURE

Annotation: *Linguistic and cultural studies is a relatively young and rapidly developing field of academic inquiry that has emerged at the intersection of linguistics, cultural studies, and ethnography. This article examines the linguocultural dimension of the concept of “happiness,” which ranks among the key ethical categories and holds universal value for human existence.*

Its semantic content encompasses a wide range of meanings, including well-being, health, prosperity, work, material goods, and the continuation of the family line. The relevance of the pursuit of happiness can be traced throughout the entire history of humanity. The study employed methods of comprehensive sampling, thematic analysis, description, and comparison. The results obtained reveal the mechanisms of formation and functioning of the concept of “happiness” and have practical potential for the development of courses in linguoculturology and text analysis, as well as for conducting specialized seminars and philology-related disciplines.

Key words: *happiness, linguoculturology, literature, linguistic features, cultural features, representation, emotional state, values, literary discourse, analysis, language means, structure of concept, research methods, human life, philosophy, cultural traditions, linguistic expression.*

ADABIYOTDA ‘BAXT’ KONSEPTINING LINGVOMADANIY JIHATI

Annotatsiya: *Lingvomadaniyatshunoslik tilshunoslik, madaniyatshunoslik va etnografiya chorrahasida shakllangan nisbatan yosh va jadal rivojlanayotgan ilmiy bilim sohasi hisoblanadi.Tadqiqot doirasida uzluksiz tanlash, tematik tahlil, tavsiflash va taqqoslash usullari qo‘llanildi. ega bo‘lgan ”baxt” konseptining lingvomadaniy o‘lchovi ko‘rib chiqiladi. Uning semantik mazmuni farovonlik, salomatlik, farovon hayot, mehnat faoliyati, moddiy ne’matlar va nasl qoldirish kabi keng ko‘lamli ma’nolarni qamrab oladi. Baxt izlashning dolzarbligi insoniyat tarixi davomida kuzatiladi. Tadqiqot doirasida uzluksiz tanlash, tematik tahlil, tavsiflash va taqqoslash usullari qo‘llanildi. Olingan natijalar ”baxt” konseptining shakllanishi va faoliyat ko‘rsatish mexanizmlarini aniqlash imkonini beradi hamda lingvokulturologiya bo‘yicha o‘quv kurslarini ishlab chiqish, matnlarni tahlil qilish, shuningdek, filologik yo‘nalishdagi ixtisoslashtirilgan seminarlar va fanlarni o‘tkazishda amaliy salohiyatga ega.*

Kalit so'zlar: *baxt, lingvomadaniyatshunoslik, adabiyot, lingvistik xususiyatlar, madaniy xususiyatlar, vakillik, hissiy holat, qadriyatlar, adabiy nutq, tahlil, til vositalari, tushuncha tuzilishi, tadqiqot usullari, inson hayoti, falsafa, madaniy an'analar, lingvistik ifoda.*

Linguoculturology, as an interdisciplinary field of knowledge, studies the relationship between language and culture, revealing how culture is reflected in language and, conversely, how language shapes cultural perception of the world. In this context, concepts play a key role–mental constructs that contain not only knowledge about the world but also an evaluative attitude toward it formed by culture. One of the most universal and at the same time culturally specific concepts is "happiness." Its analysis makes it possible to access the deep structures of national consciousness and to understand the value orientations and worldview attitudes of a particular people. Thus, the concept of "happiness" is not merely one of many concepts, but one of the fundamental categories of linguoculturology.

A concept, according to V. A. Maslova, is "a unit of thinking that reflects mental, imaginative, and symbolic representations fixed in language." Unlike a simple lexical meaning, a concept includes:

- a conceptual component (cognitive layer): knowledge about an object or phenomenon;
- an image component (perceptual layer): an image associated with the concept (for example, "light," "rainbow," "sun" for the concept of "happiness");
- a value component (axiological layer): an attitude toward the concept and its significance within the value system of a culture.

A concept is a cognitive unit that integrates knowledge, representations, and experience associated with a particular phenomenon. The concept of happiness includes lexical, phraseological, metaphorical, and pragmatic elements of language, reflecting culturally determined perceptions and values. The concept of happiness differs across cultures in its content and emotional connotation. In Western cultures, happiness is often associated with personal freedom, success, and subjective well-being. In Eastern cultures, emphasis is placed on harmony, social belonging, and spiritual development. In language, happiness is expressed through a wide variety of lexical units (e.g., joy, satisfaction, bliss), phraseological expressions (e.g., "on cloud nine"), proverbs, and metaphors (e.g., "light in the soul"). The analysis of these linguistic units helps to understand culturally conditioned meanings.

The concept of happiness is one of the key categories studied in linguoculturology, as it reflects not only individual emotions but also cultural values, worldview, and social norms embedded in language. Linguoculturology examines how language and culture are interconnected, and the concept of happiness is a vivid example of the interaction between linguistic and cultural aspects. The concept of happiness has, for centuries, been the subject of philosophical and theological inquiry; however, in recent decades it has become a full-fledged object of empirical scientific analysis within sociology, psychology, and economics. Historically, sociologists have traditionally focused on studying social problems, conflicts, and destructive phenomena, which partly explains why happiness, as a positive social phenomenon, remained on the periphery of academic attention for a long time. Nevertheless, the recognition that even in an imperfect world there are happy people has encouraged the scientific community to conduct deeper research into well-being as a key indicator of societal health. In classical sociological thought, happiness was viewed through the prism of social organization and harmony. For example, Auguste Comte considered happiness as the result of a consensus among three fundamental components: a scientific worldview, feelings of love and respect, and rationally organized action. Émile Durkheim, in turn, associated happiness with the harmonious coexistence of individuals with their nature and living conditions. These early approaches laid the foundation for the modern sociological understanding of happiness as a phenomenon inseparably linked to the social environment rather than merely an individual experience. Modern scientific concepts of happiness generally develop two main approaches: hedonic and eudaimonic, both rooted in ancient philosophy. The hedonic approach (from Greek–pleasure) defines well-being as the predominance of positive emotions over negative ones and overall life satisfaction. This approach focuses on the pursuit of pleasure and the avoidance of suffering, viewing happiness as a result of social adaptation and social comparison. The eudaimonic approach (from Greek–flourishing, happiness) emphasizes the realization of personal potential, the search for life meaning, and self-development. In this context, happiness is not so much momentary pleasure as it is the process of realizing the inner "self." A key aspect of understanding happiness is its ambivalence: positive and negative aspects may coexist simultaneously. A person may be satisfied with life in general while still experiencing suffering or negative emotions in specific situations. This indicates the multi-component structure of happiness, which includes both cognitive life evaluation and an emotional background.

Sociological studies show that happiness often correlates with social status. People with higher levels of income, education, and occupational status tend to report higher levels of subjective well-being. This is explained by the fact that economic well-being provides access to quality healthcare and education, and also reduces the level of stress associated

with survival. However, as research indicates, after reaching a certain income threshold, further increases in income cease to have a significant impact on happiness. This phenomenon is known as the "Easterlin paradox." One of the key conclusions of the sociology of happiness is that strong social ties and a high level of social trust are powerful predictors of well-being. In societies with strong communities where people feel support and mutual assistance, happiness levels are higher. Social capital, including networks, norms of reciprocity, and social trust, serves as an important resource that helps individuals cope with difficulties and increases overall life satisfaction. The level of happiness also depends on political and institutional conditions. Countries with high levels of democracy, transparent governance, low corruption, and strong social protection systems tend to demonstrate higher levels of collective well-being. Civil liberties, equality, and access to public goods create an environment in which people feel secure and free to realize their potential. Culture determines which strategies for coping with stress and negative emotions are considered acceptable, which indirectly influences the ability to maintain a sense of happiness. Cultural norms shape not only the understanding of happiness but also the ways of achieving and expressing it. This explains why people in different cultures perceive and experience happiness differently, and why universal standards for this feeling do not exist. Cultural norms view the concept of happiness as a phenomenon that is formed and interpreted within cultural traditions, values, and norms. Cultural norms influence not only how people perceive happiness but also how they express it. In cultures where restraint is valued, the open expression of joy may be considered inappropriate. At the same time, in cultures where emotional expressiveness is encouraged, open displays of happiness are regarded as normal.

Happiness is not only a personal feeling but also a measurable indicator at the societal level. The analysis of the concept at the macro level makes it possible to reveal its connection with social, economic, and cultural conditions. Data presented in various rankings demonstrate a striking stability of leading countries. For instance, according to global rankings, Finland, Denmark, and Iceland consistently occupy the top positions. This indicates that the level of happiness in a country is not random but depends on stable social and economic factors. An important conclusion drawn from such studies is that the average level of happiness in countries remains relatively stable over decades, while dramatic events or rapid social changes have only a minor and temporary effect.

This phenomenon presents researchers with a paradox: how can something so ephemeral and subjective be measured, when even dictionaries define happiness as a fleeting and difficult-to-grasp phenomenon? The answer lies in the fact that sociological research measures not so much momentary feelings of happiness (the hedonic aspect), but rather the conditions that are highly likely to promote eudaimonic flourishing. Factors such as health, safety, freedom of choice, and trust are necessary prerequisites for a meaningful and virtuous life. Thus, the World Happiness Report essentially measures eudaimonic factors rather than hedonic feelings. This allows happiness to be viewed not merely as a personal whim, but as an objective indicator of societal well-being that governments can deliberately improve.

Cross-cultural analysis also shows that happiness is perceived differently depending on cultural values. In Western individualistic societies, happiness is often associated with personal freedom, self-expression, and individual achievement. In contrast, in Eastern collectivist cultures, happiness is more often defined through the lens of social well-being, social harmony, and harmonious relationships. These differences demonstrate that, despite the universality of the pursuit of happiness, its specific content can be deeply shaped by cultural norms. Let us also consider gender differences in the perception of happiness. Research reveals a complex and sometimes contradictory picture of gender differences in happiness levels. In general, global surveys show that average life satisfaction scores among women may be higher than among men. However, this result is not as straightforward as it seems, as it masks deeper differences in the emotional and cognitive components of happiness. For example, studies show that women report lower levels of joy and calmness, but higher levels of life satisfaction–that is, their cognitive evaluation of their life as "good" or "successful" tends to be more positive. This contradiction points to the multidimensional nature of happiness, which simultaneously includes both emotional experiences and rational evaluation. The gender gap in happiness may be explained not only by psychological factors but also by deeper socio-economic and cultural influences. Analysis conducted on a Russian sample showed that in the 1990s Russian women were, on average, less happy than men. This was associated with the mismatch between socially imposed patriarchal family roles and the roles women were actually required to perform.

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BERNARD SHOU VA A. QAHHOR DRAMALARI TEMATIKASI VA DAVR MUAMMOLARINING TAHLILI

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Annotatsiya: *Mazkur maqolada Bernard Shaw va Abdulla Qahhor dramalarining tematik xususiyatlari hamda ularda aks etgan davr muammolari qiyosiy tahlil qilinadi. Har ikki dramaturg ijodida jamiyatdagi ijtimoiy tengsizlik, insoniy qadriyatlar inqirozi, axloqiy muammolar va ma'naviy tanazzul kabi masalalar yetakchi o'rin egallashi ilmiy asosda ochib beriladi. Tadqiqotda dramaturglarning badiiy uslubi, satira va realizm elementlaridan foydalanish usullari ham chuqur tahlil qilinadi.*

Kalit so'zlar; *drama, dramaturgiya, tematika, ijtimoiy muammolar, satira, realizm, qiyosiy tahlil, jamiyat, axloq, inson qadriyati*

ТЕМАТИКА ДРАМ БЕРНАРДА ШОУ И А. КАХХАРА И АНАЛИЗ ПРОБЛЕМ ЭПОХИ

Аннотация: *В данной статье проводится сравнительный анализ тематических особенностей драм Бернарда Шоу и Абдуллы Каххара, а также проблем эпохи, отражённых в их произведениях. Научно обосновывается, что в творчестве обоих драматургов ведущее место занимают такие вопросы, как социальное неравенство в обществе, кризис человеческих ценностей, нравственные проблемы и духовный упадок. В исследовании также подробно анализируются художественный стиль драматургов, а также способы использования элементов сатиры и реализма.*

Ключевые слова *драма, драматургия, тематика, социальные проблемы, сатира, реализм, сравнительный анализ, общество, нравственность, человеческие ценности*

THE THEMATIC ANALYSIS OF BERNARD SHAW'S AND A. QAHHOR'S DRAMAS AND THE PROBLEMS OF THE ERA

Annotation: *This article provides a comparative analysis of the thematic features of the dramas of Bernard Shaw and Abdulla Qahhor, as well as the social problems of the era reflected in their works. The study scientifically reveals that issues such as social inequality, the crisis of human values, moral problems, and spiritual decline occupy a central place in the works of both playwrights. The research also offers an in-depth analysis of the playwrights' artistic styles and their use of satire and realism.*

Keywords: *drama, dramaturgy, thematic analysis, social problems, satire, realism, comparative analysis, society, morality, human values*

Kirish

Dramaturgiya insoniyat tafakkurining muhim ko'zgusi bo'lib, unda jamiyatdagi muammolar, insoniy ziddiyatlar va davr ruhiyati aks etadi[1]. XX asr boshlarida yashab ijod qilgan George Bernard Shaw ingliz dramaturgiyasida tanqidiy realizmning yorqin namoyandasi sifatida tanilgan. Uning asarlarida kapitalistik jamiyatdagi ijtimoiy adolatsizlik va sinfiy tafovutlar keskin tanqid qilinadi[2]. Abdulla Qahhor esa o'zbek adabiyotida realistik dramaturgiyaning rivojiga katta hissa qo'shgan yozuvchi bo'lib, uning asarlarida sovet davridagi jamiyat muammolari, insoniylik va ma'naviyat masalalari chuqur yoritilgan. Mazkur maqolaning asosiy maqsadi – ikki turli madaniy muhit vakillari bo'lgan dramaturglarning asarlarida aks etgan muammolarni qiyosiy o'rganish va ularning umumiy hamda farqli jihatlarini aniqlashdir.

[1] Karimov N. *Adabiyot nazariyasi*. – Toshkent: O'qituvchi, 2018. – B. 45.

[2] Holroyd M. *Bernard Shaw: The Pursuit of Power*. – London: Penguin Books, 1991. – P. 112.

Metodologiya

Tadqiqotda quyidagi ilmiy usullardan foydalanildi: Qiyosiy-tahliliy metod Tarixiy-adabiy yondashuv Strukturaviy va semantik tahlil Badiiy matnni interpretatsiya qilish usuli Tahlil uchun quyidagi asarlar asos qilib olindi:

- Bernard Shou: *"Pygmalion"*, *"Arms and the Man"*, *"Mrs Warren's Profession"*

• Abdulla Qahhor: *“Tobutdan tovush”*, *“Ayajonlarim”*, *“Sinchalak”*

Natijalar. Tematik yo‘nalishlar tahlili Har ikki dramaturg ijodida quyidagi umumiy tematik yo‘nalishlar aniqlanadi: **a) Ijtimoiy tengsizlik muammosi** Bernard Shou asarlarida jamiyat sinflarga bo‘lingan holda tasvirlanadi. “Pygmalion” dramasi orqali til va madaniyat insonning ijtimoiy mavqeini belgilovchi omil sifatida ko‘rsatiladi. Qahhor esa o‘z asarlarida jamiyatdagi sun’iy tenglik ortida yashiringan adolatsizliklarni ochib beradi. **b) Axloqiy inqiroz va ikkiyuzlamachilik** Shou kapitalistik jamiyatdagi riyokorlikni ochib tashlasa, Qahhor sovet jamiyatidagi soxta ideallarni tanqid qiladi. **c) Inson qadriyati masalasi** Har ikki dramaturg inson sha’ni va erkinligini asosiy qadriyat sifatida ilgari suradi.

2. Davr muammolarining aks etishi

Bernard Shou dramaturgiyasida: Kapitalizm va ijtimoiy tabaqalanish Ayollar huquqlari muammosi Ta’lim va madaniyatning jamiyatdagi o‘rni **Abdulla Qahhor dramaturgiyasida:**Byurokratiya va rasmiyatchilik Ma’naviy tanazzul Insoniylikning yo‘qolib borishi

3. Badiiy uslub va ifoda vositalari

Bernard Shou:

Intellektual dialoglar

Satira va kinoya

Paradoksal fikrlash **Abdulla Qahhor:**

Realistik tasvir

Xalqona til va iboralar

Hayotiy voqealarga asoslangan syujet

Muhokama.

Tahlillar shuni ko‘rsatadiki, Bernard Shou va Abdulla Qahhor turli siyosiy va ijtimoiy tizimlarda yashagan bo‘lsalar-da, ularning ijodiy pozitsiyasi o‘xshashdir.

Har ikki dramaturg jamiyatdagi kamchiliklarni tanqid qilish orqali uni isloh qilish g‘oyasini ilgari suradi. Ularning asarlarida kulgi vositasi orqali jiddiy muammolar yoritiladi, bu esa dramaturgiyaning tarbiyaviy ahamiyatini oshiradi.Shuningdek, Shou asarlarida ko‘proq falsafiy va nazariy yondashuv ustun bo‘lsa, Qahhor ijodida hayotiylik va milliy ruh kuchliroq namoyon bo‘ladi.

Xulosa

Bernard Shou va Abdulla Qahhor dramalari tematik jihatdan bir-biriga yaqin bo‘lib, ular orqali jamiyatdagi muammolar chuqur va ta’sirchan tarzda yoritilgan.

Ularning asarlari:

• Jamiyatni tanqid qilish

• Inson qadriyatlarini himoya qilish

• Axloqiy muammolarni ko‘rsatish

kabi umumiy maqsadlarga xizmat qiladi.

Qiyosiy tahlil natijalari shuni ko‘rsatadiki, milliy va jahon dramaturgiyasi o‘rtasida uzviy bog‘liqlik mavjud bo‘lib, bu adabiy jarayonlarning umumiy qonuniyatlarini anglashga yordam beradi.

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HUQUQIY DISKURSDA PRAGMATIK IMPLIKATURA VA YASHIRIN NORMATIV MA‘NO

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Annotatsiya. *Mazkur maqolada huquqiy diskursdagi yashirin pragmatik ma’nolar va ularning normativ talqinga ta’siri masalasi ko‘rib chiqiladi. Tadqiqotning asosiy e’tibori implikatura, presuppozitsiya hamda pragmatik inferensiya kabi hodisalarning huquqiy matn interpretatsiyasidagi o‘rnini aniqlashga qaratilgan. Muallif huquqiy matn mazmuni ko‘p hollarda faqat lug‘aviy-semantik qatlam orqali emas, balki grammatik qurilish, sintaktik qamrov va kommunikativ kontekst orqali ham shakllanishini ko‘rsatishga harakat qiladi.*

Tadqiqotda deduksiya, kontrastiv tahlil va modellashtirish usullaridan foydalanildi. Empirik material sifatida O‘zbekiston Respublikasi Soliq kodeksining 414-moddasi tahlil qilinib, undagi “qurilmalari” leksemasining distributiv va kollektiv talqinlarni yuzaga keltirishi aniqlandi. Tahlil natijalari normativ matndagi grammatik noaniqlik ayrim hollarda turli huquqiy interpretatsiyalarga sabab bo‘lishini ko‘rsatdi. Shuningdek, pragmatik tahlil normaning kommunikativ maqsadi va yashirin interpretativ qatlamini aniqlashda muhim metodologik vosita bo‘la olishi asoslandi.

Maqolada huquqiy diskursni lingvistik ekspertiza nuqtayi nazaridan tahlil qilishga mo‘ljallangan pragmatik ekspertiza modeli taklif etiladi. Tadqiqot natijalari o‘zbek yuridik lingvistikasida pragmatik yondashuv imkoniyatlarini kengaytirishga xizmat qiladi.

Kalit so‘zlar. *huquqiy diskurs, implikatura, pragmatik inferensiya, yashirin normativ ma’no, lingvistik ekspertiza, pragmatik ekspertiza, sintaktik qamrov, distributiv interpretatsiya, kollektiv interpretatsiya, huquqiy talqin, lingvo-mantiqiy tahlil, presuppozitsiya.*

PRAGMATIC IMPLICATURE AND HIDDEN NORMATIVE MEANING IN LEGAL DISCOURSE

Abstract. *This article examines hidden pragmatic meanings in legal discourse and their influence on the interpretation of legal norms. The study focuses on the role of implicature, presupposition, and pragmatic inference in the interpretation of legal texts. The author argues that the meaning of a legal norm is shaped not only by its lexical and semantic content, but also by grammatical structure, syntactic scope, and communicative context.*

The research employs deduction, contrastive analysis, and modeling methods. Article 414 of the Tax Code of the Republic of Uzbekistan serves as the main empirical material. The analysis demonstrates that the lexical unit qurilmalari (“installations/devices”) allows both distributive and collective interpretations. The findings show that grammatical ambiguity in normative texts may lead to different legal interpretations in practice. The study also demonstrates that pragmatic analysis can serve as an important methodological tool for identifying the communicative purpose of a legal norm and its hidden interpretative layer.

The article proposes a model of pragmatic expertise designed for the linguistic analysis of legal discourse. The findings contribute to expanding pragmatic approaches within Uzbek legal linguistics.

Keywords: *legal discourse, implicature, pragmatic inference, hidden normative meaning, linguistic expertise, pragmatic expertise, syntactic scope, distributive interpretation, collective interpretation, legal interpretation, linguistic-logical analysis, presupposition.*

ПРАГМАТИЧЕСКАЯ ИМПЛИКАТУРА И СКРЫТЫЙ НОРМАТИВНЫЙ СМЫСЛ В ЮРИДИЧЕСКОМ ДИСКУРСЕ

Аннотация. *В данной статье рассматриваются скрытые прагматические смыслы в юридическом дискурсе и их влияние на интерпретацию правовых норм. Основное внимание уделяется роли импликатуры, пресуппозиции и прагматической инференции в толковании юридических текстов. Автор исходит из того, что смысл правового текста формируется не только на лексико-семантическом уровне, но и определяется грамматической структурой, синтаксическим охватом и коммуникативным контекстом.*

В исследовании использованы методы дедукции, контрастивного анализа и моделирования. В качестве эмпирического материала проанализирована статья 414 Налогового кодекса Республики Узбекистан. Анализ показал, что лексема «qurilmalari» («установки», «устройства») допускает как дистрибутивное, так и коллективное толкование. Результаты исследования свидетельствуют о том, что грамматическая неопределённость нормативного текста в ряде случаев приводит к различным юридическим интерпретациям. Кроме того, показано, что прагматический анализ может выступать важным методологическим инструментом для выявления коммуникативной цели правовой нормы и её скрытого интерпретационного слоя.

В статье предлагается модель прагматической экспертизы, предназначенная для лингвистического анализа юридического дискурса. Полученные результаты способствуют расширению прагматического подхода в узбекской юридической лингвистике.

Ключевые слова: *юридический дискурс, импликатура, прагматическая инференция, скрытый нормативный смысл, лингвистическая экспертиза, прагматическая экспертиза, синтаксический охват, дистрибутивная интерпретация, коллективная интерпретация, юридическое толкование, лингво-логический анализ, пресуппозиция.*

Kirish. Huquqiy matnlar boshqa matn turlaridan o‘zining yuqori normativligi va talqin sezgirligi bilan farqlanadi. Bunday matnlarda qo‘llangan har bir leksik birlik yoki grammatik konstruksiya muayyan huquqiy oqibatni yuzaga keltirishi mumkin. Shu bois huquqiy matnlarni talqin qilish masalasi nafaqat huquqshunoslik, balki tilshunoslik uchun ham muhim ilmiy yo‘nalishlardan biri hisoblanadi. Til orqali ifodalangan ma’no esa faqat lug‘aviy-semantik qatlam bilan cheklanmaydi. Nutqda ko‘pincha bevosita ifodalanmagan, ammo kontekst, kommunikativ vaziyat va pragmatik inferensiya orqali anglashiladigan yashirin ma’nolar ham mavjud bo‘ladi. Ayniqsa, implikatura va presuppozitsiya kabi pragmatik hodisalar huquqiy diskursda alohida ahamiyat kasb etadi. Chunki ayrim hollarda normaning talqini yoki huquqiy qarorning mazmuni aynan shu yashirin pragmatik qatlam bilan bog‘liq holda shakllanadi.

Adabiyotlar tahlili. So‘nggi yillarda yuridik lingvistika doirasida huquqiy matnlarning pragmatik xususiyatlarini o‘rganishga qiziqish sezilarli darajada ortib bormoqda. Ayniqsa, Peter Tiersma [1], Lawrence M. Solan [2], Deborah Cao [3], Vijay K. Bhatia [4], Teun A. van Dijk [5] kabi olimlarning ishlari huquqiy diskursning faqat normativ emas, balki kommunikativ va talqin tabiatini ham ko‘rsatib berdi. Mazkur tadqiqotlarda huquqiy matnning ko‘p ma’noliligi, interpretatsion noaniqlik, diskursiv kontekst hamda professional kommunikatsiya masalalari keng yoritilgan. Implikatura tushunchasi pragmatika nazariyasida H.P.Grice tomonidan ishlab chiqilgan kommunikativ inferensiya va kooperativ tamoyil bilan bog‘liq holda shakllangan [6]. Mazkur nazariyaga ko‘ra, nutqda ayrim ma’nolar bevosita ifodalanmaydi, balki kontekst va mantiqiy xulosa chiqarish orqali anglashiladi. Aynan shu jihat huquqiy diskursdagi yashirin normativ ma’nolarni tahlil qilishda muhim ahamiyat kasb etadi. Shunga qaramay, implikatura va yashirin pragmatik ma’noning huquqiy normani talqin qilishdagi funksiyasi hanuz mustaqil lingvistik muammo sifatida yetarli darajada ishlab chiqilgan emas. Ayniqsa, normativ matndagi grammatik qamrov, referensial bog‘lanish va pragmatik inferensiyaning yuridik oqibat bilan aloqasi bo‘yicha tadqiqotlar nisbatan kam uchraydi.

O‘zbek tilshunosligida ham lingvistik ekspertiza masalalariga qiziqish ortib bormoqda. Bu yo‘nalishda K.Musulmonovaning lingvistik ekspertiza metodlari va ekspert tahlili bosqichlariga bag‘ishlangan ishlari [7,8], shuningdek, A.Murtazayevning normativ-huquqiy matnlarning lingvistik xususiyatlariga oid tadqiqotlari muhim nazariy asos vazifasini bajarmoqda [9]. Ayrim ishlarda diskurs va pragmatik kontekst masalalari ham qisman tilga olinadi. Biroq mavjud tadqiqotlarning asosiy qismi leksik-semantik, uslubiy yoki umumiy diskursiv tavsif bilan chegaralanadi. Huquqiy matnlardagi yashirin normativ ma’no, implikatura, presuppozitsiya hamda interpretativ inferensiya mexanizmlarining lingvistik ekspertiza nuqtayi nazaridan tizimli tahlili esa hozircha yetarli darajada shakllanmagan. Shu jihatdan pragmatik ekspertiza modeli huquqiy diskursni tahlil qilishning yangi metodologik yo‘nalishlaridan biri sifatida qaralishi mumkin.

Metodologiya. Mazkur maqolaning maqsadi huquqiy diskursda implikatura hamda yashirin normativ ma’nolarning shakllanish mexanizmlarini aniqlash, ularning lingvistik ekspertizadagi o‘rnini belgilash va pragmatik ekspertiza modelini taklif etishdan iborat. Tadqiqotda deduksiya, kontrastiv tahlil va modellashtirish usullaridan foydalanildi. Deduktiv yondashuv pragmatikaning umumiy nazariy qoidalaridan kelib chiqib huquqiy diskursga xos xususiyatlarni izohlash imkonini berdi. Kontrastiv tahlil yordamida an’anaviy lingvistik ekspertiza usullari pragmatik yondashuv bilan qiyoslandi. Modellashtirish usuli esa huquqiy matnlarni pragmatik tahlil qilishga mo‘ljallangan ekspertiza modelini ishlab chiqishda asosiy metod sifatida xizmat qildi.

Natijalar. Tahlil obyekti sifatida O‘zbekiston Respublikasi Soliq kodeksi 414-moddasining qayta tiklanuvchi energiya manbalari bilan bog‘liq quyidagi normasi olindi:

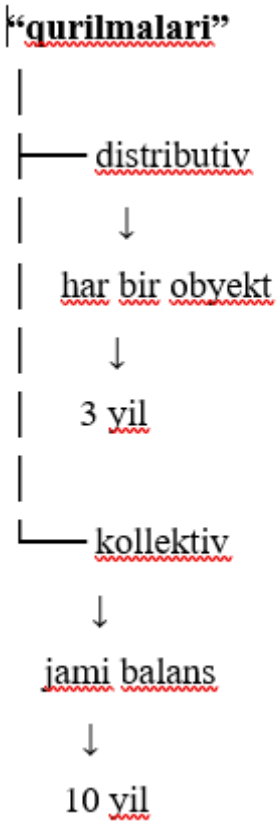
“...umumiy quvvati 100 kVtga qadar bo‘lgan qayta tiklanuvchi energiya manbalari qurilmalari uchun - uch yil muddatga, 100 kVt va undan ortiq bo‘lganlari uchun esa - o‘n yil muddatga ...” [10]

Mazkur normadagi interpretatsion kolliziya grammatik shakl va huquqiy oqibat o‘rtasidagi bog‘lanishni yaqqol namoyon qiladi. Xususan, “qurilmalari” leksemasining distributiv yoki kollektiv talqin qilinishi soliq imtiyozining muddatiga bevosita ta’sir ko‘rsatadi. Shu sabab ushbu norma *grammatik qurilish → interpretatsiya → huquqiy oqibat* zanjiri asosida tahlil qilindi.

414-moddani qo‘llash amaliyotida 100 kVt mezonining qaysi obyektga nisbatan tatbiq qilinishi yuzasidan turli talqinlar uchrashi kuzatiladi. Xususan, mezon har bir alohida qurilmaga nisbatan qo‘llaniladimi yoki bitta soliq to‘lovchining balansidagi barcha qurilmalarning jami quvvati nazarda tutiladimi degan masala interpretatsion noaniqlikni yuzaga keltiradi. Shu sabab norma lingvistik-pragmatik ekspertiza nuqtayi nazaridan tahlil qilindi.

Tahlil jarayonida moddadagi “qurilmalari” leksemasiga alohida e’tibor qaratildi. Mazkur birlik ko‘plik shaklida qo‘llangan bo‘lib, u distributiv hamda kollektiv talqinlarni yuzaga keltirishi mumkin. (1-rasm)

1-rasm. ***Distributiv ↔ kollektiv interpretatsiya sxemasi***



Distributiv talqinda norma har bir alohida texnik obyektga nisbatan qo‘llanadi. Kollektiv talqinda esa bir soliq subyektiga tegishli barcha qurilmalar yagona yig‘ma majmua sifatida talqin qilinadi.

Lingvistik kuzatish shuni ko‘rsatdiki, qonun matnida ko‘plik shakli soliq subyektiga emas, obyektning o‘ziga bog‘langan holda qo‘llangan. Normada “soliq to‘lovchining balansidagi jami quvvat” kabi subyekt markazli konstruktsiya mavjud emas. Aksincha, mezon bevosita “qurilmalari” komponenti bilan sintaktik bog‘lanishga kirishgan. “Umumiy quvvati” birikmasi ham aynan qurilmaning texnik parametrini ifodalamoqda. Shu jihatdan norma grammatik jihatdan distributiv interpretatsiyaga yaqinlashadi.

Tahlil davomida aniqlovchi munosabati va sintaktik qamrov masalasi ham ko‘rib chiqildi. Moddadagi “100 kVtga qadar bo‘lgan” hamda “100 kVt va undan ortiq bo‘lganlari” konstruksiyalarida mezonning qo‘llanish doirasi texnik obyekt bilan chegaralanayotgani kuzatiladi. “Bo‘lganlari” olmoshining referensial markazi ham yuqoridagi “qurilmalari” leksemasiga qaytmoqda. Bu esa normada mezonning soliq to‘lovchining umumiy energetik balansiga emas, konkret qurilma yoki texnik majmuaga nisbatan qo‘llanganini ko‘rsatadi.

Mazkur holat amaliy keys asosida verifikatsiya qilindi. Tadqiqot davomida bitta xo‘jalik yurituvchi subyektning beshta filialiga 50 kVtdan quyosh panellari o‘rnatilgan vaziyat modellandi. Bunday holatda jami quvvat 250 kVtni tashkil qiladi, biroq har bir alohida qurilmaning quvvati 50 kVtdan oshmaydi. Aynan shu vaziyat amaliyotda ikki xil interpretatsiyani yuzaga keltirishi mumkinligi aniqlandi. (2-rasm)

2-rasm. Soliq kodeksi 414-moddasidagi lisoniy talqinlarning qiyosiy tahlili

Tahlil mezonlari	Distributiv talqin (Obyektiv/To‘g‘ri)	Kollektiv talqin (Kengaytirilgan)
Talqin obyekti	Har bir alohida qurilma (alohida inventar obyekt)	Barcha qurilmalar yig‘indisi (jami balans)
“Qurilmalari” leksemasining semantik tabiati	Har bir obyektga alohida taalluqlilik ma’nosida	**Yig‘ma ma’noda** (oborotdagi jami mulk jamlanmasi)
Sintaktik qamrov doirasi	Bevosita **qurilmaning texnik parametriga** bog‘langan	Sun’iy ravishda **soliq subyektining** umumiy balansiga kengaytirilgan
Pragmatik maqsad	Muayyan obyektning energiya generatsiyasini baholash va rag‘batlantirish	Korxonaning umumiy energetik salohiyatini hisobga olish
5×50 kVt holatdagi natija	Har bir qurilma < 100 kVt **3 yil imtiyoz**	Jami quvvat 250 kVt deb hisoblanib, **10 yillik imtiyoz** talqini yuzaga keladi
Lingvistik moslik darajasi	Norma grammatikasi va sintaktik qurilishiga yaqinroq	Kengaytirilgan interpretatsiya sifatida namoyon bo‘ladi

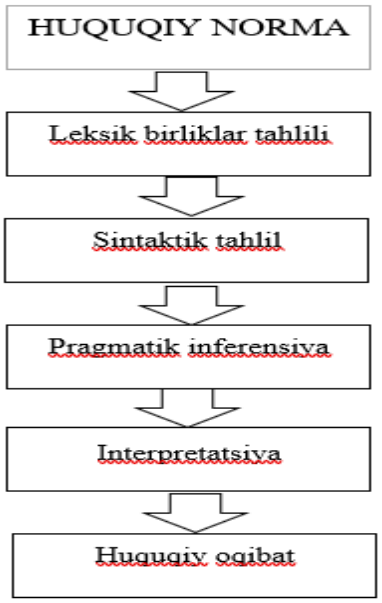
Birinchi talqinda har bir filialdagi qurilma mustaqil texnik obyekt sifatida baholanadi va ularning quvvati 100 kVtdan kam bo‘lgani sababli uch yillik imtiyoz qo‘llanadi. Ikkinchi talqinda esa barcha filiallardagi qurilmalar yagona energetik majmua sifatida qabul qilinib, jami quvvat 250 kVt deb hisoblanadi hamda o‘n yillik imtiyoz masalasi yuzaga keladi. Pragmatik tahlil natijalari normaning kommunikativ maqsadi yirik quvvatli energiya obyektlarini rag‘batlantirish bilan bog‘liqligini ko‘rsatdi. Shu nuqtayi nazardan mezonning har bir alohida qurilmaga nisbatan qo‘llanishi normaning grammatik qurilishi va pragmatik yo‘nalishiga ko‘proq mos keladi. Chunki matnda imtiyoz subyektning umumiy energetik salohiyatiga emas, muayyan texnik obyekt parametriga bog‘langan holda ifodalangan.

Tahlil natijalari huquqiy diskursda ko‘plik kategoriyasi, sintaktik qamrov va pragmatik inferensiya normativ talqinga bevosita ta’sir ko‘rsatishini namoyon etdi. Shu bilan birga, lingvistik ekspertiza yuridik kolliziyalarni izohlashda faqat leksik-semantik emas, balki pragmatik va lingvo-mantiqiy yondashuvlarni ham talab qilishi aniqlandi. (3-rasm)

3-rasm. Pragmatik ekspertiza modeli

Muhokama. Olingan natijalar huquqiy matnlarda grammatik shakl va pragmatik mazmun o‘rtasidagi munosabat normaning talqiniga bevosita ta’sir ko‘rsatishini tasdiqlaydi. Tahlil jarayonida aniqlangan distributiv va kollektiv interpretatsiya imkoniyati, avvalo, normadagi ko‘plik kategoriyasining semantik noaniqligi bilan bog‘liq ekani kuzatildi. Bunday holatlar huquqiy diskurs uchun xos bo‘lib, ayrim grammatik birliklarning talqin doirasi yuridik oqibatning o‘zgarishiga sabab bo‘lishi mumkin.

Tadqiqot natijalari shuni ko‘rsatdiki, huquqiy matnni faqat lug‘aviy yoki formal sintaktik tahlil qilish ko‘p hollarda yetarli bo‘lmaydi. Xususan, “qurilmalari” leksemasining grammatik shakli alohida olinganda ham distributiv, ham kollektiv mazmunni yuzaga keltira oladi. Biroq norma ichidagi sintaktik bog‘lanishlar, aniqlovchi munosabati va pragmatik kontekst birgalikda ko‘rib chiqilganda mezonning alohida texnik obyektga yo‘naltirilgani yaqqolroq namoyon bo‘ladi. Shu jihatdan pragmatik tahlil normaning yashirin interpretativ qatlamini ochishda muhim vosita bo‘lib xizmat qiladi.



Mazkur holat yuridik lingvistika uchun yana bir muhim masalani ko‘rsatadi. Huquqiy matnda yuzaga keladigan kolliziyalar har doim ham normaning mazmuniy qarama-qarshiligidan kelib chiqmaydi. Ayrim hollarda interpretatsion muammo grammatik qamrovning noaniqligi, referensial bog‘lanish yoki pragmatik inferensiya bilan bog‘liq bo‘ladi. Tadqiqot davomida kuzatilgan 100 kVt mezoni bilan bog‘liq vaziyat ham shunday hodisalardan biridir.

Natijalar, shuningdek, o‘zbek tilshunosligida lingvistik ekspertiza masalasiga pragmatik yondashuvni kengroq tatbiq etish zarurligini ko‘rsatadi. Mavjud tadqiqotlarda ko‘proq leksik-semantik yoki stilistik jihatlar tahlil qilingan bo‘lsa, ushbu tadqiqot pragmatik inferensiya va yashirin normativ ma’noning ham huquqiy interpretatsiyada muhim o‘rin tutishini ko‘rsatdi. Ayniqsa, normaning kommunikativ maqsadi va qonun chiqaruvchining ko‘zlangan yondashuvini aniqlash huquqiy matnlarni izohlashda qo‘shimcha metodik imkoniyat yaratadi.

Ushbu tadqiqot pragmatik ekspertiza algoritmini ishlab chiqish yo‘lidagi dastlabki bosqich sifatida qaraladi. Keyingi ilmiy ishlarimizda ushbu algoritmning boshqa kodekslar, sud qarorlari va shartnomaviy matnlar asosida sinovdan o‘tkazilishi, shuningdek, presuppozitsiya, implikatura va referensial noaniqlik kabi hodisalarning huquqiy diskursdagi namoyon bo‘lish shakllari alohida yoritilishi nazarda tutiladi.

Xulosa. Huquqiy matnlarning talqini ko‘p hollarda faqat normaning lug‘aviy mazmuni bilan emas, balki uning yashirin pragmatik qatlamlari bilan ham bog‘liq bo‘ladi. Tadqiqot davomida Soliq kodeksi 414-moddasi misolida ko‘plik kategoriyasi, sintaktik qamrov va pragmatik inferensiya normativ interpretatsiyaga sezilarli ta’sir ko‘rsatishi aniqlandi. Ayniqsa, “qurilmalari” leksemasining distributiv va kollektiv talqinga imkon berishi amaliyotda turli interpretatsion yondashuvlarni yuzaga keltirayotgani kuzatildi. Lingvistik-pragmatik tahlil natijalari normadagi 100 kVt mezoni grammatik va sintaktik jihatdan har bir alohida texnik obyektga yaqinroq bog‘langanini ko‘rsatdi. Shu bilan birga, tadqiqot huquqiy diskursda yashirin normativ ma’nolarni aniqlashda implikatura, presuppozitsiya va referensial bog‘lanish kabi pragmatik hodisalar muhim metodologik vosita bo‘lishi mumkinligini namoyon etdi.

Maqolada taklif etilgan pragmatik ekspertiza modeli huquqiy matnlarni talqin qilishda lingvistik ekspertizaning imkoniyatlarini kengaytiradi. Mazkur yondashuv normativ kolliziyalarni izohlash, yashirin interpretativ qatlamlarni aniqlash hamda huquqiy diskursdagi grammatik noaniqliklarni tahlil qilishda qo‘shimcha metodik asos bo‘lib xizmat qilishi mumkin. Tadqiqot natijalari o‘zbek yuridik lingvistikasida pragmatik yo‘nalish hali yetarli darajada shakllanmaganini ko‘rsatadi. Shu sabab pragmatik ekspertiza, lingvo-mantiqiy tahlil va huquqiy diskursning yashirin semantik qatlamlarini o‘rganish kelgusidagi ilmiy izlanishlarimiz uchun istiqbolli yo‘nalishlardan biri hisoblanadi.

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UMAR XAYYOM RUBOIYLARINING EDWARD FITZGERALD TARJIMASIDA DOMESTIKATSIYA VA FORENIZATSIYA STRATEGIYALARI: LAWRENCE VENUTI NAZARIYASI ASOSIDA TAHLIL

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Annotatsiya: *Mazkur maqolada Umar Xayyom ruboiylarining Edward FitzGerald tomonidan amalga oshirilgan inglizcha tarjimasi Lawrence Venuti tomonidan ishlab chiqilgan domestikatsiya va forenizatsiya nazariyalari asosida tahlil qilinadi. Tadqiqotning maqsadi FitzGerald tarjimasida Sharq madaniyatiga xos unsurlar qanday saqlab qolinganligi hamda qaysi hollarda ular Viktoriya davri ingliz o'quvchisining madaniy va estetik kutishlariga moslashtirilganligini aniqlashdan iborat. Tahlil uchun "Rubáiyá of Omar Khayyam" tarjimalar to'plamidan 3ta ruboiy tanlab olingan. Tahlil natijalari FitzGerald tarjimasi asosan domestikatsiyaga asoslangan bo'lsa-da, ayrim madaniy belgilar, tarixiy nomlar va fors madaniyatiga oid tushunchalar saqlab qolish orqali cheklangan darajada forenizatsiya ham amalga oshirilganligini ko'rsatadi.*

Kalit so'zlar: *Umar Xayyom, Edward FitzGerald, Lawrence Venuti, domestikatsiya, forenizatsiya, Rubáiyát, tarjimashunoslik, madaniyat.*

СТРАТЕГИИ ОДОМАШНИВАНИЯ И ИНОСТРАННОГО ВЛИЯНИЯ В ПЕРЕВОДЕ ЭДВАРДА ФИЦДЖЕРАЛЬДА «РУБАЙИ УМАРА ХАЯМА»: АНАЛИЗ НА ОСНОВЕ ТЕОРИИ ЛОУРЕНСА ВЕНУТИ.

Аннотация: *В данной статье анализируется английский перевод рубаи Омара Хайяма, выполненный Эдвардом Фицджеральдом, на основе теорий доместикации и форенизации, разработанных Лоуренсом Венути. Цель исследования заключается в определении того, как в переводе Фицджеральда были сохранены элементы, присущие восточной культуре, и в каких случаях они были адаптированы под культурные и эстетические ожидания английского читателя викторианской эпохи. Для анализа было отобрано 3 рубаи из сборника переводов «Рубайат Омара Хайяма». Результаты анализа показывают, что хотя перевод Фицджеральда в основном базируется на доместикации, за счет сохранения некоторых культурных маркеров, исторических имен и понятий, относящихся к персидской культуре, в ограниченной степени была осуществлена и форенизация.*

Ключевые слова: *Омар Хайям, Эдвард Фицджеральд, Лоуренс Венути, доместикация, форенизация, Рубайат, переводоведение, культура.*

STRATEGIES OF DOMESTIC AND FOREIGN INFLUENCE IN EDWARD FITZGERALD'S TRANSLATION OF THE RUBAIYAT OF OMAR KHAYYAM: AN ANALYSIS BASED ON LAWRENCE VENUTI'S THEORY.

Abstract: *This article analyzes the English translation of Omar Khayyam's rubaiyat by Edward FitzGerald based on the theories of domestication and foreignization developed by Lawrence Venuti. The purpose of the study is to determine how the elements specific to Eastern culture were preserved in FitzGerald's translation and in which cases they were adapted to the cultural and aesthetic expectations of the Victorian English reader. For the analysis, 3 quatrains (rubais) were selected from the translation collection "Rubáiyát of Omar Khayyam". The results of the analysis show that although FitzGerald's translation is mainly based on domestication, a limited degree of foreignization was also carried out by preserving certain cultural markers, historical names, and concepts related to Persian culture.*

Keywords: *Omar Khayyam, Edward FitzGerald, Lawrence Venuti, domestication, foreignization, Rubáiyát, translation studies, culture.*

Kirish. Tarjima turli madaniyatlar o'rtasidagi muloqotni ta'minlovchi eng muhim vositalardan biri hisoblanadi. Biroq tarjima oddiy til almashtirish jarayoni emas, u doimo madaniy, tarixiy va mafkuraviy omillar bilan bog'liq murakkab hodisa sifatida namoyon bo'ladi. Ayniqsa, Sharq va G'arb kabi uzoq madaniy an'analar o'rtasida amalga oshirilgan tarjimalarda tarjimonning matnga bo'lgan munosabati, uning maqsadli kitobxonlarni qanday tasavvur qilishi hamda manba madaniyatga qanday yondashishi alohida ahamiyat kasb etadi.

Umar Xayyom ruboiylari va ularning Edward FitzGerald tomonidan yaratilgan inglizcha talqini ushbu masalani o'rganish uchun eng qiziqarli namunalardan biridir. XIX asrda yaratilgan "Rubáiyát of Omar Khayyam" tarjima asari

ingliz adabiy muhitida katta shuhrat qozonib, hatto ko‘plab o‘quvchilar tomonidan mustaqil ingliz she’riyati namunasi sifatida qabul qilingan. Biroq mazkur mashhurlik bilan birga tarjimaning asl fors matniga munosabati ham bahs-munozaralarga sabab bo‘lgan. Ayrim tadqiqotchilar FitzGeraldni erkin tarjimon deb hisoblasalar, boshqalar uni fors ruboiylarini qayta yaratgan shoir sifatida baholaydilar [1].

Mazkur maqola FitzGerald tarjimasini Lawrence Venutining domestikatsiya va forenizatsiya konsepsiyalari orqali qayta ko‘rib chiqishni maqsad qiladi.

Nazariy asoslar. Lawrence Venuti zamonaviy tarjimashunoslikdagi eng ta’sirli nazariyotchilardan biri hisoblanadi. U tarjimada ikkita asosiy strategiyani ajratadi: domestikatsiya va forenizatsiya [2]. Domestikatsiya manba matnni maqsad til va madaniyat me’yorlariga moslashtirish orqali o‘quvchi uchun tabiiy va ravon matn yaratishni nazarda tutadi. Bunday yondashuvda tarjimaning begonaligi imkon qadar kamaytiriladi. Forenizatsiya esa buning aksi bo‘lib, manba madaniyatning o‘ziga xos jihatlarini saqlab qolishga intiladi. Tarjimon matndagi begona unsurlarni butunlay yo‘q qilmaydi, balki o‘quvchiga boshqa madaniyat mavjudligini his qildiradi. Venutiga ko‘ra, aynan forenizatsiya tarjimonning ko‘rinmasligini buzib, tarjima jarayonining madaniy xarakterini ochib beradi [2].

FitzGerald tarjimasi Venuti tavsiflagan ushbu ikki strategiyaning bir matnda birgalikda namoyon bo‘lishini kuzatish imkonini beradi.

Tahlil. Tahlil qilinayotgan ruboiylar shuni ko‘rsatadiki, FitzGerald Sharq madaniyatini ingliz o‘quvchisi uchun tushunarli va jozibador shaklda qayta yaratishga intilgan. Biroq u buni amalga oshirish jarayonida fors madaniyatiga oid ayrim belgilarni ataylab saqlab qolgan.

Birinchi ruboiy buning yorqin misolidir. Keling, 1-Namunani ko‘rib chiqsak:

Awake! for Morning in the Bowl of Night
Has flung the Stone that puts the Stars to Flight:
And Lo! the Hunter of the East has caught
The Sultan's Turret in a Noose of Light.

Ingliz tilidagi mazkur namunaning to‘g‘ridan-to‘g‘ri tarjimasi taxminan shunday: “Uyg‘oning, chunki tong tun kosasiga tosh otib, yulduzlarni sachratib uchirib yubordi; sharq ovchisi yorug‘lik arqoni bilan sulton minorasini ushladi”. Metaforalarning zamiridagi ma’nolarni ochib chiqsak, ruboiy bizga “Tong otdi, osmon yorishib borarkan, yulduzlar miltillab g‘oyib bo‘la boshladi, sharqdan ko‘tariluvchi quyoshning yog‘dulari sultonning saroyidagi minorani yorita boshladi”.

Ayni shu ruboiyning forscha aslini ko‘rib chiqsak:

افگند بام بر صبح کمند خورشید
افگند جام در مهره روز کیخسرو
خیزان‌سحرگه منادیِ که خور می
افگند ایّام در اشرابوا آوازهٔ

To‘g‘ridan-to‘g‘ri tarjimasi: Quyosh tong arqonini tomga otdi; Kun Podshohi dur-u marjonlarni kosa ichida sochib yubordi. Sharob iching! Chunki tong xabarchisi dunyoga "Iching!" deb hayqirdi.

Ko‘rinib turganidek, FitzGerald ruboiy matnini jiddiy o‘zgartirgan. Asl matndagi “dur-u marjonlar”, “Kun podshohi”, va “Sharob ichishga targ‘ibchi” kabi elementlar tashlab ketilgan. Natijada, ingliz tilidagi tarjimada fors mumtoz olami ruhini tong otishini ulkan kosmik manzaraga aylantirish kabi Viktoriya davri G‘arb estetikasi egallagan. “Morning in the Bowl of Night” – ya’ni “tun kosasida tong”; yoki “Hunter of the East” – ya’ni “Sharq ovchisi” obrazlari Viktoriya davri romantik she’riyati juda yaqin bo‘lib, asl madaniy amaliyotning aniqligini yo‘qotadi.

Shu bilan birga, “Sultan’s Turret” birikmasidagi “Sulton” so‘zi Sharq muhitini eslatib turuvchi madaniy belgi sifatida saqlanib qolgan, desak bo‘ladi. Lekin, bu yerda sulton minoraning egasi bo‘lmish podshoh. Garchand, asl matndagi minorani egasi bo‘lmish oddiy inson-podshoh obraziga ishora yo‘q. Bil’aks, asl fors matnida “xusravi ro‘z”, ya’ni dur-u marjonlarni kosa ichida sochib yuboruvchi – ton otayotganda yorishayotgan samodagi yulduzlarni miltillab ko‘zdan g‘oyib qiluvchi fazoviy kattalikdagi Kun podshohi mavjud. Bu obrazning xizmati “domestikatsiya” jarayonida tongning o‘ziga yuklatilgan. Shuningdek, asl matn quyosh “yorug‘lik” arqonini otsa, ingliz tilidagi versiyada “Sharq ovchisi” obrazi qo‘shilib qolgan. Demak, bu ruboiyda forenizatsiya u qadar kuchli emas.

Xuddi shunday jarayon navbatdagi 2-Namuna-ruboiyda ham kuzatiladi:

Here with a Loaf of Bread beneath the Bough,
A Flask of Wine, a Book of Verse—and Thou
Beside me singing in the Wilderness—
And Wilderness is Paradise enow.

Mazkur namunaning to‘g‘ridan-to‘g‘ri ma’nosi: “Daraxt tagida non va sharob tanavvul etib, she’riyatga berilgancha sening qo‘shiq kuylashining tinglab o‘tirish xaroba manzilimni jannatga aylantiradi.”

Fors tilidagi asl ruboiy esa quyidagichadir:

نانی گندم مغز ز دهد دست گر
رانی گوسفندی ز منی دو می وز
بستانی گوشه و رخی لاله با
سلطانی هر حد نه آن بود عیشی

To‘g‘ridan-to‘g‘ri ma’nosi: Gar bir bo‘lak bug‘doy noni, ikki man* sharob, bir bo'lak qo‘y go‘shti, hamda bog‘ burchagida lola chehrali yor bo‘lsa – bu har qanday sultonning yotog‘idan afzalroq hashamatdir.

**man – forsiy o‘lchov birligi. “Man-e Tabriz” taxminan 3 killogramga to‘g‘ri keladi.*

Ko‘rinib turibdiki, fors matnida estetik va moddiy aniqlik juda kuchli darajada saqlangan: “gandum/bug‘doy non”, “qo‘y go‘shti”, “ikki man sharob”, “lala chehra yor” kabi elementlar bevosita tanavvul, hissiyot va jismoniy tajriba darajasida berilgan bo‘lib, ruboiy ne’mat-lazzatlarni chin, haqiqit dunyoga yaqin, seziladigan moddiy dunyo unsurlari orqali quradi. Ularning miqdori, masalliqlari, tuzilishi, asl manbasi batafsil yoritib o‘tiladi. Bu yerda muhim jihat shundaki, forscha matn idealizmga emas, balki aniq-aniq epikur falsafasiga mos realizmga asoslanadi.

FitzGerald versiyasida esa matndagi aniqlik, batafsillik sezilarli darajada soddalashtiriladi va nafosatni yetkazib berishi kerak bo‘lgan elementlar qayta shakllantirilgan. “A Flask of Wine” – “bir idish sharob”, “A Loaf of Bread” – “bir burda non” kabi elementlar jisman saqlangan bo‘lsa-da, miqdor va masallig‘ tafsilotlari jiddiy domestikatsiya qilingan, yoki batamom olib tashlangan. Shuningdek, “qo‘y go‘shti” kabi aniq gastronomik detal butunlay yo‘q qilingan. Tarjimonning bu domestikatsiyaviy harakatlari matndagi moddiy boylik turfaligi toraytiradi. Eng muhim transformatsiya esa “lale rux” (lolarang chehrali yor) obrazining “Thou” – “Sen/Siz” undalma shakliga toraytirib yuborilishi end jiddiy domestikatsiyadir. Fors she’riyatidagi tashqi ko‘rinishni hisobga oluvchi estetik tasvir ingliz tilida batamom ikkinchi shaxs olmoshiga kichiklashtirib yuborilgan. Bu jarayon Venuti nazariyasi doirasida domestikatsiyaning kuchli ko‘rinishi sifatida talqin qilinadi, chunki madaniy va estetik o‘ziga xosliklar “universal intim diskurs”ga aylantiriladi.

Shu bilan birga, FitzGerald matnida forenizatsiya unsurlari juda cheklangan ko‘rinishda saqlanadi. “Wine” va “Bread” kabi elementlar epikur falsafasiga mos Sharq an’analarini eslatib turuvchi madaniy belgilar sifatida qolgan. Biroq, ular endi Sharq tanavvulga doir ahvol-holatini ochib beruvchi unsurlar emas, balki Viktoriya davri o‘quvchisi uchun romantik minimalizmni ifodalovchi elementlarga aylangan. Ayniqsa “Wilderness is Paradise enow” iborasi semantik jihatdan forscha “bog‘ ichidagi lazzat” konsepsiyasini inglizcha “wilderness” tushunchasi bilan almashtiradi. Natijada asl matndagi yopiq bog‘ (chahar-bag‘) estetikasi ochiq yovvoyi tabiat manzarasiga o‘tib ketgan. Bu esa Sharq va G‘arb fazoviy tasavvurlari o‘rtasidagi fundamental farqni yaqqol namoyon etadi. “Har qanday sultonning yotog‘idan afzalroq hashamat” iborasida muallif kitobxonga “yor” bilan visol dunyoviy lazzatdan ustunlikni ko‘rsatadi. Shu yerdan Umar Xayyomning “lale rux” yori dunyoviy yor emasligini, gap ilohiy ishq haqida ketayotganini bilsak bo‘ladi. Ingliz tilidagi versiyada esa yor bilan majlis “paradise enow” – ilohiy mukofot bo‘lmish jannatdan ustun, yoxud jannatga qiyos qilinmoqda. Bu yerdagi o‘xshatma elementning nihoyatda jiddiy o‘zgarishi ma’noni, mohiyatni mutlaq o‘zgartirgan. Oqibatda, nafaqat uslubiyat, balki markaziy falsafa G‘arb Viktoriyaviy madaniyatiga domestikatsiya qilingan.

Demak, ushbu ruboiyda ham avvalgi misolda kuzatilganidek, tarjima jarayoni bir tomonlama ravishda domestikatsiya ustunligida kechadi: forscha batafsillik inglizcha umumlashtirilgan poetik mavhumlikka aylantiriladi, madaniy an’analar esa minimal estetik belgilar darajasida saqlanib qoladi.

Shunga o‘xshash holat o‘n navbatdagi 3-Namuna-ruboiyda ham kuzatiladi:

They say the Lion and the Lizard keep
The Courts where Jamshýd gloried and drank deep:
And Bahrám, that great Hunter—the Wild Ass
Stamps o'er his Head, but cannot break his Sleep.

To‘g‘ridan-to‘g‘ri tarjimasi: “Bir paytlari Jamshidning qirollik saroylari bo'lgan joylarda endi arslon-u kaltakesak yashaydi; va yovvoyi eshak bir paytlar buyuk ovchi bo'lagn Bahromning boshini bosib oyoqosti qiladi-yu, u uyg'onmaydi (qayta tirilmaydi).”

Ayni namunaning fors tilidagi asli quyidagicha:

گرفت جام او در جمشید که قصر آن
گرفت آرام روبه و کرد بچه آهو
عمر همه گرفتی‌می گور که بهرام
گرفت؟ بهرام گور چگونه که دیدی

To‘g‘ridan-to‘g‘ri tarjimasi: Bir paytlar Jamshid qadahini ko‘tarib yurgan saroyda endi kiyik bolalayapti, tulki dam olyapti; butun umri davomida yovvoyi eshakni (go‘r/xar) ovlagan Bahromni qarang; qabr (go‘r) endi Bahromning o'zini qanday ushlab turibdi!

Ko‘rinib turibdiki, forscha matnning markazida juda kuchli poetik mexanizm — gūr / gūr tajnis she’riy san’atining istifodasi joylashgan. U ikki ma’noga omonimdir: “yovvoyi eshak” va “qabr”. Aynan shu lingvistik ikkima’nolik

ruboiyga falsafiy chuqurlik beradi, chunki Bahrom umr bo‘yi “gūr”ni (“yovvoyi eshakni”) ovladi, biroq oxir-oqibat “gūr”ning (“qabrning”) o‘zi uni qamalga oldi. Bu semantik o‘zgarish Sharq poetikasida juda yuqori darajadagi taqdir o‘ynini ifodalaydi.

FitzGerald versiyasida esa ushbu markaziy lingvistik mexanizm butunlay yo‘qolgan. “Kiyik” va “tulki” kabi bir paytlar shohona dargoh bo‘lmish saroyni yovvoyi hayvonlarning kundalik manziliga aylantirgan obrazlar tushib qolgan. Uning o‘rnini G‘arb romantik an’anasiga xos bo‘lgan vizual xaroba poetikasi egallagan. “Lion and the Lizard keep the Courts” metaforasi tabiiy muqarrarliklar, shubhasiz nihoya va koinot qonunlarining inson qurmoqchi bo‘lgan shavkat – ayni vaziyatda: imperiya – ustidan g‘alabasini tasvirlovchi elementga aylanadi. Bu yerda endi fors tilidagi ichki lingvistik dinamika emas, balki ingliz romantik she’riyatiga xos tashqi manzara – xarobalar, hayvonlar (xossatan, Sharqona “kiyik” emas, Britaniya uchun ramziy “arslon”ning ishlatilishi) va vaqtning yemiruvchi kuchi haqidagi falsafa ustunlik qiladi. Natijada matnning semantik markazi ichki til o‘yini orqali kibrga berilmaslik haqidagi nasihatdan tashqi tasviriy metaforaga siljiydi.

Shu bilan birga, FitzGerald matnida cheklangan darajada forenizatsiya unsurlari ham saqlanib qolgan. “Jamshýd” va “Bahrám” nomlarining o‘zi Sharq tarixiy-mifologik qatlamini ingliz tiliga olib kiruvchi madaniy belgilar sifatida xizmat qilgan. Biroq bu nomlar endi o‘zining asl matnlar aro vazifasini (fors afsonaviy tarixidagi murakkab kosmologik rolini) to‘liq bajarmaydi; ular ko‘proq ekzotik tarixiy bezak sifatida qolgan.

Ushbu ruboiyda Venuti nazariyasi nuqtayi nazaridan qaralganda, tarjima jarayoni uch darajali transformatsiyani ko‘rsatadi: birinchidan, fors tilidagi semantik o‘yin (gūr/gūr) yo‘q qilinadi; ikkinchidan, uning o‘rniga ingliz romantik xaroba estetikasiga asoslangan vizual allegoriya yaratiladi; uchinchidan esa madaniy nomlar saqlanib qolgan holda minimal forenizatsiya elementi yuzaga keladi. Natijada matnning umumiy yo‘nalishi yana bir bor domestikatsiya tomon og‘adi, biroq bu safar u nafaqat madaniy, mazmuniy-falsafiy, balki lisoniy darajada ham chuqur o‘zgarishga uchraydi.

Xulosa. Tahlilga asoslansak, FitzGerald tarjimasi na batamom domestikatsiyalashgan, na salmoqli darajada forenizatsiyalashgan matndir. Tarjimon Sharq madaniyatiga oid ko‘plab unsurlarni Viktoriya davri estetik talablariga moslashtirgan. Shu bilan birga, ayrim tarixiy nomlar va madaniy terminlarni saqlab qolish orqali tarjimaning Fors Mumtoz ruhi butunlay yo‘qolib ketmagan. Aynan mana shu ikki strategiyaning birgalikda ishlashi “Rubáiyát of Omar Khayyam” lirik tarjima asarining muvaffaqiyatini tushuntirishi mumkin. Agar tarjima to‘liq domestikatsiyalashganida, u oddiy ingliz she’ri sifatida qabul qilinardi. Agar u haddan tashqari forenizatsiyalashganida esa Viktoriya davri o‘quvchisi uchun qiyin va begona ko‘rinishi mumkin edi. FitzGerald ushbu ikki qutb o‘rtasida muvozanat topishga muvaffaq bo‘lgan.

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SHARQ VA G‘ARB BADIIY TAFAKKURIDA ADABIY QAHRAMON EVOLYUTSIYASI

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Annotatsiya: *Ushbu maqolada Sharq va G‘arb badiiy tafakkuridagi o‘ziga xosliklar ko‘rib chiqiladi, jumladan, bu jarayonning asosiy indikatori – adabiy qahramon tushunchasining ilk davrlardagi xususiyatlari tahlil etiladi. Mifologik bosqichda adabiy qahramon tushunchasining ilohiylik, diniy e’tiqod bilan bog‘liqligi Sharq va G‘arb badiiy tafakkuridagi umumiy jihatdir. Bu adabiy namunalarning ilk manbalari bo‘lmish “Avesto”, “Mahabharat”, “Ramayana”, “Illiada” va “Odisseya” kitoblaridagi qahramon haqidagi dastlabki tasavvurlardan kelib chiqadi. Shuningdek, qahramon tushunchasining keyingi evolyutsiyasi milliy davlatchilikni tashkil etish, o‘z hududi va xalqini dushmanlardan himoya etish jarayonida yetakchilikka erishish bilan uzviy bog‘liq. Ammo adabiy qahramon bu davrda ham ilohiylikdan to‘la uzilmagan, balki uning jamiyatdagi yetakchiligi xudolarning unga inoyati sifatida anglanib, u yarimxudo – “hero” deya atala boshlangan. Maqolada ushbu jihatlardan kelib chiqqan holda badiiy tafakkur rivoji keng tahlilga tortiladi va adabiy qahramon tushunchasining ijtimoiy-madaniy jarayon bilan bog‘liq tasniflari keltiriladi.*

Kalit so‘zlar: *badiiy tafakkur, adabiy qahramon tushunchasi, qahramonlik xususiyatlari, Sharq va G‘arb mifologiyasi, O‘rxun-Enasoy, alplik tizimi, personaj.*

ЭВОЛЮЦИЯ ЛИТЕРАТУРНОГО ГЕРОЯ В ВОСТОЧНОЙ И ЗАПАДНОЙ ХУДОЖЕСТВЕННОЙ МЫСЛИ

Аннотация: *В данной статье рассматриваются особенности восточной и западной художественной мысли, включая анализ главного показателя этого процесса – характеристик концепции литературного героя в ранние периоды. На мифологическом этапе связь концепции литературного героя с божеством и религиозными верованиями является общим аспектом художественной мысли как Востока, так и Запада. Это происходит из первоначальных представлений о герое в книгах “Авеста”, “Махабхарата”, “Рамаяна”, “Илиада” и “Одиссея”, которые являются первыми источниками литературных моделей. Также дальнейшая эволюция концепции героя неразрывно связана с достижением лидерства в процессе организации национальной государственности, защиты своей территории и народа от врагов. Однако даже в этот период литературный герой не был полностью отделен от божественности, а его лидерство в обществе понималось как благодать, дарованная ему богами, и его стали называть полубогом – “героем”. В статье, исходя из этих аспектов, подробно анализируется развитие художественной мысли и представлены классификации понятия литературного героя в связи с социокультурным процессом.*

Ключевые слова: *художественная мысль, понятие литературного героя, героические черты, восточная и западная мифология, Урхун-Энасой, система альпства, характер.*

EVOLUTION OF THE LITERARY HERO IN EASTERN AND WESTERN ARTISTIC THOUGHT

Annotation: *This article examines the specifics of Eastern and Western artistic thought, including the analysis of the main indicator of this process - the characteristics of the concept of a literary hero in the early periods. At the mythological stage, the connection of the concept of a literary hero with divinity and religious beliefs is a common aspect in the artistic thought of both East and West. This stems from the initial ideas about the hero in the books “Avesta”, “Mahabharat”, “Ramayana”, “Iliada” and “Odyssey”, which are the first sources of literary models. Also, the further evolution of the concept of a hero is inextricably linked with achieving leadership in the process of organizing national statehood, protecting one’s territory and people from enemies. However, even in this period, the literary hero was not completely separated from divinity, but his leadership in society was understood as a grace bestowed upon him by the gods, and he began to be called a demigod – “hero”. The article, based on these aspects, extensively analyzes the development of artistic thought and presents classifications of the concept of a literary hero in relation to the socio-cultural process.*

Key words: *artistic thought, concept of a literary hero, heroic characteristics, Eastern and Western mythology, Orkhun-Enasoy, the system of alpism, character.*

Kirish

Qahramonlik tushunchasi insoniyat badiiy tafakkurining eng qadimiy qatlamlaridan biri bo‘lib, u dastlab mifologik tasavvurlarda shakllangan. Antik adabiyotda xudolar va yarimxudo qahramonlarning g‘ayritabiiy kuchlari, jasoratlari inson ongida ilohiylik timsoli sifatida qabul qilingan. Gerakl, Axilles, Odissey kabi afsonaviy qahramonlar o‘zlarining jasorati, ma’budlar bilan aloqasi va insoniyat taqdiridagi o‘rni bilan adabiyot markaziga chiqqan. Keyingi davrlarda esa turkiy xalqlar eposlarida Alp Er To‘nga va Alpomish singari qahramonlar xalqning adolat, ozodlik va mardlik timsoliga aylangan. Shuningdek, o‘rta asrlar g‘arb adabiyotida Beovulf, Rolland, Sid kabi qahramonlar, turkiy yozma yodgorliklarda Kul tigin, To‘nyuquq, Bilga xoqon singari tarixiy shaxslar xalq ozodligi va vatan himoyasi yo‘lida ulug‘langan. Demak, qahramonlik tushunchasi turli davr va xalqlarda o‘ziga xos talqinlarda namoyon bo‘lib, insoniyatning ma’naviy-axloqiy ideallarini ifodalashda muhim o‘rin tutgan.

Adabiyotlar tahlili

Adabiy qahramon tushunchasining ilk bosqichidan to bugungi davrgacha bo‘lgan shakllanishi evolyutsion jarayondir. Aristotel o‘zining “Poetika” asarida antik yunon adabiyotidagi qahramonlarni tasniflar ekan, u tushunchaning sifatiy darajasiga tayanadi [1]. Ushbu masalani yoritishda N.Fray Aristotel xulosalariga asoslansa-da, uning tasnifida badiiylik moduslarini yoritish ustivorlik qiladi [9]. XVIII G‘arbiy Yevropa madaniyati va adabiyoti asoslarini belgilagan faylasuf T.Karlaylning tasnifi esa qahramonning jamiyatga o‘tkazgan ijtimoiy-siyosiy ta’sirini yoritish, “qahramon shaxsi tarixni yaratuvchisi” ekanligini dalillashdan kelib chiqadi [2]. Shuningdek, eng qadimgi adabiy yodgorliklar “Avesto”, “Illiada”, “Odisseya”, “Mahabharat”, “Ramayana”, “Shohnoma” kabi asarlarni tahliliy o‘rganish Sharq va G‘arb badiiy tafakkuridagi umumiy va farqli jihatlarni yoritishga, qahramon tushunchasi evolyutsiyaning keyingi bosqichlarini o‘rganishga asos bo‘ladi.

Tadqiqot metodologiyasi

Ushbu tadqiqot adabiy qahramon tushunchasi evolyutsiyasini tekshirgani holda, Sharq va G‘arb badiiy tafakkurida umumiy va farqli xususiyatlarni ham yoritadi. Mazkur jihatdan kelib chiqib, adabiy jarayon ijtimoiy-madaniy, qiyosiy-tarixiy yondashuvlar asosida tekshiriladi.

Natijalar va ularning tahlili

Antik adabiyotda g‘ayritabiiy kuchga ega bo‘lgan xudolar va ularning qilgan ishlari oddiy inson tassavvurida ilohiy qahramonlik sifatida voqelangan. “Iliada” va “Odisseya” dostonlariga ma’bud va ma’budalarning kiritilishi, ularning oddiy insonlar orasida zurriyot orttirishi ilohiy qahramonlarning bir pog‘ona pastga tushishiga, keyingi qahramonlarning insoniyat ichidan chiqishiga sabab bo‘ldi. Masalan, qadimgi yunon mifologiyasida o‘n ikki jasorati bilan nom qozongan afsonaviy Gerakl oliy xudo Zevsning odamlar uchun “halokatlarning oldini oluvchi” bo‘ladigan eng buyuk qahramoni sifatida foniy ayol Alkmenadan tug‘ilgan zurriyotidir [11]. Gomer dostonlarining markaziy qahramoni, aql-zakovati bilan Troya urushlarida yunonlar g‘alabasiga sababchi bo‘lgan Odissey esa ma’buda Afinaning maxsus yordami va himoyasini muntazam ravishda olish baxtiga sazovor bo‘lgan [12]. Mifologik xudolarning insoniyatga yaqinlashuvi afsonaviy qahramonlarni (Gerakl, Axilles, Odissey, Gektor va b.) antik adabiyot markaziga chiqardi. Bu qahramonlar odamzod naslidan bo‘lsa-da, ba’zi xususiyatlari bilan xudolarga yaqin edi, ammo ular aynan xudo emas, qobiliyatlari esa ularni oddiy insonlardan ajratib turardi. Inson va ma’bud oralig‘idagi afsonaviy qahramonlar o‘ziga xos sifatlarga ega bo‘lib, jahon adabiyotshunosligida ularning quyidagi belgi-xususiyatlari e’tirof etilgan:

Qahramonlarning hayot yo‘li g‘ayritabiiy tug‘ilishdan boshlanadi, shu asnoda ular o‘ziga xos qobiliyat, jasorat va kuchga ega bo‘lishadi.

Qahramonlar odatda shoh oilasining farzandlari bo‘lib, bu xususiyat ularga ulug‘vorlik va yuksak nom baxsh etadi.

Qahramonning qismati ma’budlar tomonidan belgilangan bo‘ladi, bu ularni oddiy inson kabi taqdir oldida ojiz ekanligini ko‘rsatadi

Safarga chiqish bu – qahramonning jismoniy va ma’naviy yuksalish yo‘lidir. Odatda ular o‘z sayohatlarida g‘ayritabiiy maxluqotlar yoki dushmanlariga qarshi kurash olib borishadi.

Qahramonning yana bir fazilati, o‘ziga xos qobiliyati va axloqiy barkamolligidir, bu xususiyati bilan ular oddiy inson uddalolmaydigan ishlarni amalga oshiradilar.

Qahramonlar safarda, murakkab, qiyin vaziyatlarda ma’bud yoki ma’budalardan yordam oladi. Bu xususiyatlar antik qahramonlarning xudolarga o‘xshash va ilohiy deb tushunilishiga olib kelgan. Ammo afsonaviy qahramonlar ham barcha o‘ziga xosliklariga qaramay oddiy odamlar kabi o‘limga duchor bo‘lishadi [13]. Shu sababli qahramonning umirboqiylikka intilishi haqidagi talqinlar bu davr badiiy tafakkurida alohida o‘ringa ega bo‘lgan. Masalan, Shumer-

Akkad madaniyati mahsuli “Gilgamish haqida epos”da ham Uruk shahri hukmdori Gilgamishning abadiy tiriklikka erishish yo‘lidagi sarguzashtlari qahramon va o‘lim masalasining mifologik tafakkur davridagi eng ko‘hna variantidir. Antik adabiyotda qahramonning fojiali o‘limi motivi yetakchilik qiladi, ammo bu o‘lim ularning shon-shuhrati va afsonaviy nomini yana bir baxya ko‘taradigan sharafli o‘lim bo‘ladi.

Bu xususiyatlar qadimgi Sharq mifologiyasi, jumladan, Hind va Eron xalqlari qahramonlari Ram, Krishna (“Ramayana” va “Maxabxorat”) Rustam, Siyovush, Kayxusrav (“Shohnoma”) kabilar uchun ham taalluqli, ammo Sharq dunyosining ruhiyatidan kelib chiqqan holda qahramonning hayoti ko‘p hollarda fojiali o‘lim bilan emas, aksincha, xayrli yakun topadi.

Turkiy xalqlarning eng qadimgi qahramonlaridan biri Alp Er To‘nga, ya’ni Afrosiyobdir. Uning nomi ko‘plab tarixiy manbalarda qayd etilgan, ulardan eng mashhurlari esa “Avesto”, “Shohnoma”, “Devoni lug‘otit turk” va “Qutadg‘u bilig”dir. “Avesto”da Frangxrasyan nomi bilan kelgan ushbu mifologik obraz, keyingi asarlarda o‘ziga xos yangi talqinlarda takrorlanadi, asosiysi, ularda Alp Er To‘nga Turonning ilk xoqoni bo‘lganligi ta’kidlanadi. Koshg‘ariy lug‘atida alp so‘zi *“botir, qahramon”* sifatida izohlanib, bu so‘z turkiy tilda qadimdan bahodirlik va dovyuraklik belgisi sifatida qo‘llanilgan [4]. “Turkiy xalqlarda botir sarkardalar va podshohlar nomiga, odatda, alp so‘zi qo‘shib ishlatilgan. Alp Er To‘nga bu nomni o‘ziga ism qilib olgan dastlabki inson, turkiy xalqlarning ilk xoqoni (xoni) hisoblanadi. Keyinchalik o‘zbek xalq eposida 90 alp bo‘lganligi, so‘nggi alp Alpomish ekanligi kuylangan” [10]. Demak, Afrosiyob turkiy elatning ilk qahramonlaridan bo‘lib, adabiy-tarixiy asarlarda uning jangovar dovyurakligi bilan birga, davlat boshqaruvidagi mahorati ham qayd etilgan. Shuningdek, ba’zi forsiy manbalarda Afrosiyob nomi ijobiy baholanmagan, buning ildizi esa forslarning kayoniylar sulolasi va turk xoqoni Afrosiyob o‘rtasidagi doimiy nizolar va shahzoda Siyovush bilan bog‘liq voqealarga borib taqaladi. Biroq turkiy manbalar – “Devoni lug‘otit turk” va “Qutadg‘u bilig” asarlaridagi Afrosiyob haqidagi ma’lumotlar uni bahodir jangchi va dono xoqon bo‘lganligini tasdiqlaydi.

Alpomish – turkiy eposning eng yorqin qahramoni. Uning eposdagi harakati va xarakterida ham qahramonlikning barcha xususiyatlari voqelanadi. U ilohiy pir homiyligida dunyoga keladi, oilasi Boysun-Qo‘ng‘irot elining yetakchi-zodagoni, o‘zi va elatining taqdiri yo‘lida Qalmoq yurtiga safar qilib, dushmanlariga qarshi kurashadi, taqdiri ilohiylik kasb etib, pirlar va chiltonlardan madad oladi. Kurashlar natijasida kamol topib, haqiqiy alp bo‘lib yetishadi. Uning o‘z yaqinlari va Qalmoq shohning qizi Tovkaga bo‘lgan munosabatlarida (Barchinning shartlarini bajarmaguncha uning oldiga bormasligi, elda malomatga qolishdan oriyat qilishi yoki yetti yillik zindonda Tovka bilan bo‘lgan ilk suhbatida) ma’naviy-axloqiy yetukligi namoyon bo‘lgan.

Turkiy eposda qahramonlarning o‘ziga xos xususiyatlari *alplik tizimini* tashkil etadi. Folklorshunos Sh.Turdimov “Alpomish” dostonini “Injil” va “Odisseya” tafsilotlari, mazmun-mohiyatidagi uyg‘un o‘rinlarni qiyoslab, uning ildizini uch ming yildan narida ekanligini ta’kidlaydi. “Alpomish” dostoni voqealari asosini turkiy qabilalarning eng qadimiylaridan bo‘lgan Ashina urug‘i tarixi va Arkanakunlik aka-uka o‘rtasida sodir bo‘lgan voqealarga bog‘laydi [5]. Demak, Alpomish turkiy xalqlar adabiyotining mumtoz qahramonidir. Shuningdek, qahramonlik dostonlarining asosi bo‘lgan alplik tizimida alp xalqning adolat o‘rnatuvchi qahramoni, uning idealini ifoda etuvchi shaxs ekanligi, o‘z vazifalariga, yerdagi missiyasiga egaligi, keyingi davrlarda yaratilgan xalq qahramonlari, shohlar yoki sarkardalar haqidagi asarlarga sezilarli ta’sir o‘tkazgan. Hozirgi o‘zbek nasrida polvon obrazining badiiy talqinlarida ham alplik xususiyatlari, nohaqlikka qarshi kurashish, o‘z elining, insonlarning himoyachisi bo‘lish, mardonavor, halol va oriyatli bo‘lib yashash kabi sifatlari davom ettirilgan.

Qahramonlik o‘rta asrlar g‘arb adabiyotining asosiy mavzusi sanaladi. Ilk o‘rta asrlarda Rim imperiyasining qulashi, keyingi qabilalar o‘rtasidagi urush va nizolarda o‘z oilasi, xalqini dushmandan himoya qilish burchi davr qahramonlarini yuzaga chiqardi. Beovulf, Sid, Rolland kabi qahramonlar hayotida xalqni dushmanlardan qutqarish va asrash maqsadi yetakchilik qilgan. Ularning oddiy odamlar tasavvuridagi talqini ilohiy tushunchalar bilan bog‘liq kechadi, buni antik davr mifologiyasining o‘rta asrlar badiiy tafakkuriga ta’siri bilan izohlash mumkin. Keyinchalik xalq orasida ushbu qahramonlar haqida turli afsona, doston va qo‘shiqlar yaratilib, uzoq vaqtlar davomida kuylab kelingan.

“To‘maris” va “Shiroq” afsonalaridagi qahramonlar kabi turkiy xalqlarning qadimiy yozma yodgorligi O‘rxun-Enasoy toshbitiklarida madh etilgan Kul tigin, To‘nyuquq, Bilga xoqonlar uchun ham vatan ozodligi, xalq erki oliy maqsad sanalgan. To‘maris va Shiroq qahramonliklari haqida Gerodot va Poliyen manbalari orqali bilvosita xabar topsak, Kul tigin, To‘nyuquq, Bilga xoqon voqealarining o‘z davridayoq toshga muhrlangani afsonalardan farqli turkiy qahramonlar haqida aniq, ishonchli tasavvurlarga ega bo‘lishimizga imkon beradi. Masalan, To‘nyuquq bitiktoshi yaratilgan paytda qahramonning o‘zi hayot va ancha yoshga borib qolgan edi. To‘nyuquq ikkinchi Turk xoqonligining asoschilaridan biri, mohir sarkarda va dono maslahatchi bo‘lib, u haqidagi ma’lumotlar Xitoy yilnomalarida ham uchraydi. Bitiktoshdagi ushbu lavhalar uning vatanparvar qahramon bo‘lganligini dalillaydi:

“Og‘uzdan ko‘rik keldi.

Ko‘rikning so‘zi mundog‘: ...

Turk sir budun yerida edi, yurmasin.

Ularni yo‘q qilsam, derman.
Ul so‘zni eshitib
Tun uxlagum kelmadi,
Kunduz o‘lturgim kelmadi” [6].

Xabarchidan birlashgan tashqi dushmanlar hujumi haqida eshitgan qahramon jangga otlanadi va xalq tinchligi, xoqonlik mustaqilligini saqlab qoladi. Adabiyotshunoslar To‘nyuquq bitiktoshining kompozitsion qurilishi, badiiy-tasviriy unsurlarini hisobga olgan holda uni turkiy yozma adabiyotdagi qahramonlik dostonlarining ilk namunasi sifatida belgilashadi.

O‘rxun-Enasoy yodnomalari ichida arxeologik saqlanishi, shuningdek, badiiyati jihatidan ham yuqori baholangan Kul tigin bitiktoshida Turk xoqonligidagi ijtimoiy-siyosiy voqealar, qadimgi turkiy xoqonlar haqida ma’lumotlar, shuningdek, turk qabilalari qahramoni Kul tigin jasoratlariga ham keng o‘rin berilgan: “...yetti yoshda ekanida (692-yili) otasi Eltarish xoqon vafot etdi, o‘n yoshida qahramonlik ko‘rsatib elda shuhrat topdi, o‘n olti yoshida Qapag‘an xoqon hokimiyatini mustahkamlash uchun janglar olib bordi...” [7]. O‘rxun-Enasoy yodnomasi qahramonlari turkiy davlat asoschilaridan bo‘lib, ular bilan bog‘liq ijtimoiy-siyosiy voqealarning badiiyat hodisasi sifatida toshga bitilishi, ushbu shaxslarni tarixiy-badiiy obraz darajasiga ko‘taradi.

Turkiy xalqlarning keyingi davlatchilik tarixi va ularning ustiga uyushtirilgan turli harbiy istilolar davrida Muqanna, Jaloliddin Manguberdi, Temur Malik, Najmiddin Kubro, Amir Temur kabi vatan qahramonlari yetishib chiqqan va ularning bosh maqsadi Turon zamin ozodligi, milliy davlatchilik asoslarini tiklash va mustahkamlash bo‘lgan. Ushbu shaxslar haqidagi ma’lumotlar ko‘plab o‘rta asr tarixchilari asarlariga kiritilgan, xalq ijodida ham bu qahramonlar sharafiga turli afsona va rivoyatlar paydo bo‘lgan. XX asrda o‘zbek adabiyotining janriy yangilanishi natijasida ular haqidagi hayotiy materiallar badiiy ishlanib, roman, qissa, dramalar yaratildi va milliy adabiyotimizning durdona asarlariga aylandi.

XI – XII asrlarda G‘arbiy Yevropa mamlakatlarida ritsarlik harakati keng yoyiladi. Ritsarlik o‘rta asrlar g‘arb dunyosining oliy harbiy unvoni bo‘lib, bu maqomga ega bo‘lish ancha mashaqqatli edi. Ritsar jismoniy mukammal bo‘lishdan tashqari ma’rifiy yuksalishi, adabiyot va san’atdan xabardor bo‘lishi, ilm olishi, ritsarlik madaniyatini egallashi lozim bo‘lgan. Ritsar unvonini olgan odamning jamiyatdagi mavqeyi oshardi va o‘z davrining har tomonlama namunali kishisiga aylanardi. Bu omillar ritsarlar haqida romanlarning paydo bo‘lishiga sabab bo‘ldi. “Ritsarlik romani markazidagi qahramon – ritsar o‘zining beqiyos jasorati, olijanobligi bilan ajralib turadi, o‘z davrida ulardan Tristan va Izolda muhabbati, “yumaloq stol” ritsarlari, qirol Artur, Lanselot haqidagi turkumlar mashhur bo‘lgan” [8].

Ilk o‘rta asrlar qahramoni uchun vatan ozodligi va xalq himoyasini ta’minlash oliy maqsad edi. Uning qahramonligi ham ayni shu maqsadning ijrosi bilan talqin etilgan. Ammo kishilik jamiyatining tinimsiz yangilanib borishi badiiy tafakkurga ham o‘z ta’sirini o‘tkazdi. O‘rta asrlarning keyingi davrida qahramon ma’lum bir ijtimoiy-tarixiy sharoitda jamiyat yoki o‘zining shaxsiy ehtiyoji, g‘oya va ideallari uchun kurashuvchi inson sifatida harakat qila boshlaydi. Shuningdek, qahramon tushunchasi o‘rta asrlarda o‘zining “heros – yarimxudo, ilohiy odam” maqomini saqlab qoldi va uning talqinida matonat, jasorat, mardlik tuyg‘ulari doimiy yetakchilik qildi.

Uyg‘onish davri Yevropa davlatlari madaniyatidagi ulkan voqeadir, u jamiyatda feodalizm munosabatlarining yakunlanishiga hamda adabiyot va san’at tafakkur tarzining yangilanishiga sabab bo‘ldi. Uning ta’sirida shakllangan turli adabiy oqim qahramonlari o‘zida shu yo‘nalishning maqsad va g‘oyalarini tashuvchi ideallaridir. Masalan, inson aqli va zakovati bilan dunyoni o‘zgartirishni maqsad qilgan “ma’rifatchilik realizimining qahramoni – o‘zining faolligi, aql-zakovati va iroda kuchi bilan jamiyatda o‘z o‘rnini topish, unda o‘z mavqeyini yaxshilash uchun kurashayotgan shaxs” hisoblanadi. Ammo adabiy qahramon tushunchasining mohiyatan o‘zgarishi sanoat inqilobi, mustamlakachilik siyosati va bularning oqibatida yuzaga kelgan jahon urushlari natijasida ro‘y berdi. Chunki bu jarayonlar, avvalo, inson va uning qadr-qimmatiga, badiiy tafakkur va ijodkor dunyosiga kuchli ta’sir o‘tkazdi. Endi qahramon tushunchasi mifologik davrdagi ilohiylikni, o‘rta asr adabiyotidagi kabi jasorat va fidoiylikni o‘ziga yuklamaydi yoki XVII – XIX asr mashhur adabiy yo‘nalishlarining qahramonlari kabi o‘ziga xos xususiyatlari bilan yaqqol ajralib turmaydi. Bu o‘rinda qahramon tushunchasi o‘zining bosh xususiyati sanalgan qahramonlik (ilohiylik, yarimxudo, jasorat, olijanoblik) qobig‘idan ajralib, badiiy butunlikdagi shaxs obrazi – personajga aylandi. Albatta, qahramon o‘zining oliy maqomidan birdaniga yoki osonlikcha tushgan emas, bu olis ming yilliklar ichra murakkab ijtimoiy-tarixiy jarayonlar natijasida yuz bergan hodisadir. Yuqorida nomlari keltirilgan tarixiy shaxslar esa o‘z xalqi tamadduniga xizmat qilib, badiiy tafakkur olamiga muhrlangan qahramonlarning ayrimlari xolos.

Xulosa

Qahramonlik tushunchasi insoniyat badiiy tafakkurida ming yillar davomida turli shakllarda namoyon bo‘lib kelgan. Antik davrda u xudolar va yarimxudolarning g‘ayritabiiy kuchlari bilan bog‘liq bo‘lsa, turkiy eposlarda Alp Er To‘nga va Alpomish singari qahramonlar xalqning adolat, ozodlik va mardlik timsoliga aylangan. O‘rta asrlarda Beovulf, Rolland, Kul tigin, To‘nyuquq kabi qahramonlar vatan himoyasi va xalq erki uchun kurashgan. Keyingi davrlarda esa

qahramonlik tushunchasi ilohiylik va yarimxudolikdan insoniy fazilatlar – jasorat, iroda, ma'naviy barkamollik, adolatparvarlikka o'tib, badiiy asarlarda real shaxs obrazi sifatida talqin qilina boshladi. Demak, qahramonlik tushunchasi tarixiy jarayonlar ta'sirida o'zgarib, har bir davrning ijtimoiy-ma'naviy ehtiyojlarini ifodalovchi universal badiiy kategoriya sifatida shakllangan.

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TED HUGHESNING "TALES FROM OVID" (OVIDIYDAN AFSONALAR) ASARIDA ANTIK OBRAZLARNING MODIFIKATSIYASI VA PSIXOLOGIK DEKONSTRUKSIYASI

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Annotatsiya. *Ushbu maqola XX asr oxiri ingliz she'riyatining yirik namoyondasi Ted Hughesning "Tales from Ovid" (1997) asarida antik va mifologik obrazlarning qo'llanilishi, ularning badiiy, ekologik va psixologik ahamiyatini o'rganishga bag'ishlangan. Tadqiqotda Rim shoiri Ovidiyning "Metamorfozalar" dostonidagi qahramonlar (Akteon, Diana, Narsis, Exo, Filomela va Terey) va Hughes asaridagi zamonaviy talqin o'rtasidagi tipologik va semantik tafovutlar to'liq tahlil qilingan. Antik obrazlarning qadimgi davrdagi axloqiy-diniy vazifasidan zamonaviy jamiyatdagi travma, shafqatsizlik va inson-tabiat ziddiyatini ochib beruvchi vositaga aylanish jarayoni ochib berilgan. Shuningdek, ushbu asarning nima sababdan hozirgi kun kitobxoni va jahon adabiyoti uchun muhimligi ilmiy dalillar asosida yoritilgan.*

Kalit so'zlar: *Antik obrazlar, Ted Hughes, "Tales from Ovid", Ovidiy, mifologik metod, metamorfoza, dekonstruksiya, psixologik realizm, travma, inson va tabiat.*

MODIFICATION AND PSYCHOLOGICAL DECONSTRUCTION OF ANCIENT IMAGES IN TED HUGHES' "TALES FROM OVID

Abstract. *This article is devoted to the study of the use, artistic, ecological, and psychological significance of antique and mythological images in "Tales from Ovid" (1997) by Ted Hughes, a major figure in late 20th-century English poetry. The research fully analyzes the typological and semantic differences between the characters in the Roman poet Ovid's epic "Metamorphoses" (Actaeon, Diana, Narcissus, Echo, Philomela, and Tereus) and their modern interpretations in Hughes's work. The transition of antique images from their moral and religious functions in antiquity to tools that reveal trauma, cruelty, and the human-nature conflict in modern society is elucidated. Furthermore, the reasons why this work remains crucially important for contemporary readers and world literature are explained based on scientific evidence.*

Keywords: *Antique images, Ted Hughes, "Tales from Ovid", Ovid, mythological method, metamorphosis, deconstruction, psychological realism, trauma, man and nature.*

ТРАНСФОРМАЦИЯ И ПСИХОЛОГИЧЕСКАЯ ДЕКОНСТРУКЦИЯ ДРЕВНИХ ОБРАЗОВ В РОМАНЕ ТЕДА ХЬЮЗА «ОБИДИАНЕ»

Аннотация. *Данная статья посвящена изучению использования, а также художественного, экологического и психологического значения античных и мифологических образов в произведении «Сказки из Овидия» (Tales from Ovid, 1997) Теда Хьюза, выдающегося представителя английской поэзии конца XX века. В исследовании подробно анализируются типологические и семантические различия между героями эпоса римского поэта Овидия «Метаморфозы» (Актеон, Диана, Нарцисс, Эхо, Филомела и Терей) и их современной интерпретацией в творчестве Хьюза. Раскрывается процесс перехода античных образов от их морально-религиозной функции в древности к средству выявления травм, жестокости и конфликта человека и природы в современном обществе. Кроме того, на основе научных данных обосновывается, почему это произведение остается исключительно важным для современного читателя и мировой литературы.*

Ключевые слова: *Античные образы, Тед Хьюз, «Сказки из Овидия», Овидий, мифологический метод, метаморфоза, деконструкция, психологический реализм, травма, человек и природа.*

Kirish. Jahon adabiyotshunosligi va madaniyatida antik obrazlar hamda mifologik syujetlar uzoq asrlar davomida insoniyatning kollektiv ongsizligini, universal fojialarini va umumbashariy haqiqatlarini aks ettiruvchi "badiiy matritsa" bo'lib xizmat qilib kelgan. Antik adabiyot, xususan, qadimgi yunon va rim eposi va afsonalari shunchaki o'tmish yodgorligi emas, balki asrlar o'tsa-da, o'zining hayotiyligini yo'qotmaydigan arxetiplar manbayidir. Adabiyotda antik obrazlarning ahamiyati shundaki, ular orqali ijodkor ma'lum bir davrning lokal va maishiy muammolarini butun

insoniyat tarixiga xos bo‘lgan kosmik va falsafiy miqyosga olib chiqa oladi. Miflar va qadimiy obrazlar xaos, ma'naviy inqiroz va tushunarsizliklar ichida muayyan tartibni yuzaga chiqarish, axloqiy kompas va falsafiy teranlikni ta'minlash vazifasini bajaradi.

XX asrning ikkinchi yarmi va oxiriga kelib, sivilizatsiya o‘zining texnologik cho‘qqisiga chiqqan bir paytda, insonning tabiatdan begonalashuvi, urushlar va zo‘ravonlik ko‘lami adabiyotda qadimiy, ibtidoiy va yovvoyi kuchlarga qayta murojaat qilish ehtiyojini tug‘dirdi. Buyuk Britaniya shoir-laureati Ted Hughes (Ted Xyuz, 1930–1998) ijodida bu holat o‘zining eng yuksak in'ikosini topdi. Uning 1997-yilda nashr etilgan va nufuzli "Whitbread Book of the Year" mukofotiga sazovor bo‘lgan "Tales from Ovid" (Ovidiyadan afsonalar) asari Rim shoiri Ovidiyning "Metamorfozalar" (Shakl o‘zgarishlari) asaridan olingan 24 ta afsonaning erkin, modernistik va o‘ta ehtirosli tarjimasi (aniqrog‘i, qayta yaratilishi) hisoblanadi (Hughes, 1997, b. 7, q. 12-15).

Ushbu asarda Ted Hughes qadimgi obrazlarni shunchaki ingliz tiliga o‘girmaydi, balki ularni XX asrning qonli, travmatik va ekologik fojialarga to‘la muhiti prizmasidan o‘tkazadi. Maqolaning maqsadi "Tales from Ovid" asarida antik obrazlarning qanday poetik va psixologik vazifa bajarganini, ularning antik davrdagi o‘rni bugungi kun talablari asosida qay tariqa evrilishga yuz tutganini hamda nima uchun bu asar hamon insoniyat uchun o‘qilishi shart bo‘lgan, Skopus xalqaro bazasi darajasidagi tadqiqotlarga arziydigan fenomen ekanligini chuqur ilmiy tahlil qilishdir.

Asosiy qism: Antik obrazlarning modifikatsiyasi va ularning tahlili

Ted Hughes asarida antik qahramonlar saroy yoxud Olimp tog‘idagi ilohiy shaxslar bo‘lishdan ko‘ra, ko‘proq inson ruhiyatining eng tub qatlamlarida yashiringan yovvoyi, boshqarib bo‘lmas instinktlarning timsoliga aylanadi. Hughes Ovidiyning silliq, nafosatli lotin gekzametrini buzib, uning o‘rniga dag‘al, muskulga to‘la, ba'zan shafqatsiz ingliz erkin she'riyatini (free verse) olib kiradi.

Quyida asardagi eng muhim antik obrazlarning qiyosiy tahliliga to‘xtalamiz.

1. Akteon va Diana obrazlari: asarda ovchi va o‘ljaning o‘zaro ziddiyatini olib chiqadi. "Metamorfozalar" asarida (3-kitob) o‘rmonda ov qilib yurgan shahzoda Akteon tasodifan cho‘milayotgan ma'buda Diananing (yunoncha Artemida) ustidan chiqib qoladi. Diana g‘azablanib, uni bug‘uga aylantirib qo‘yadi va Akteon o‘zining sadoqatli itlari tomonidan g‘ajib tashlanadi. Antik davrda bu obrazlar axloqiy va diniy vazifani bajargan: u inson va xudolar o‘rtasidagi chegarani buzish (hubris - kibr) qanday fojia keltirishini, ilohiy irodaga bo‘ysunish shartligini ko‘rsatuvchi saboq vazifasini o‘tagan (Ovid, 2004, b. 102, q. 190-195).

Ted Hughes talqinida xudolarning axloqiy jazosi ikkinchi planga tushadi. Uning uchun Akteon asosan *inson va yovvoyi tabiat* o‘rtasidagi instinktiv, qonli aloqaning timsolidir. Hughes Dianani nafaqat bokira ma'buda, balki tabiatning shafqatsiz, sovuq va vayronkor kuchining o‘zginasi sifatida tasvirlaydi. Akteonning bug‘uga aylanish jarayoni psixologik dahshat bilan yozilgan. Hughes Akteonning o‘z tanasida qamalib qolishini, insoniy ongi saqlangan holda hayvoniy qo‘rquvni his etishini o‘ta naturalistik tarzda ifodalaydi: *"Uning ongi insonniki edi, lekin yuragi... o‘ljaning yuragi kabi urardi"* (Hughes, 1997, b. 115, q. 8-10). Zamonaviy o‘quvchi uchun Akteon xudolar irodasiga qarshi chiqqan gunohkor emas, balki tabiat oldida mutlaqo ojiz bo‘lib qolgan, sivilizatsiyaning yupqa qatlami ostidagi yovvoyilikka yuz tutgan zamonaviy inson obrazidir. Hughes bu obraz orqali insonning o‘zini tabiat ustidan hukmron deb bilishi qanchalik xomxayol ekanligini, tabiat qasos olishni boshlasa inson o‘zining texnologiyasi (itlari va qurollari) qurboniga aylanishini ko‘rsatib beradi.

2. Narsis va Exo (Narcissus and Echo): bu obrazlar asarda kommunikativ inqiroz va narsizmni o‘zida namoyon etadi. Mifologiyada Exo o‘z ovozini yo‘qotgan, faqat boshqalarning so‘nggi so‘zini qaytarishga mahkum qilingan pari, Narsis esa o‘zining suvdagi aksini sevib qolib, o‘sha yerdan siljiyolmay nobud bo‘lgan yigit. Ovidiy asarida bu obrazlar, asosan, tabiat hodisalarining (aks-sado va nargis gulining) paydo bo‘lishini tushuntiruvchi etiologik mif hamda o‘z-o‘ziga bino qo‘yish (xudbinlik)ning jazosi haqidagi pand-nasihat vazifasini bajargan (Ovid, 2004, b. 120, q. 350).

"Tales from Ovid" dostonida Narsis va Exo butunlay zamonaviy psixologik sindromlarning timsoliga aylanadi. Hughes Exoning azoblarini jismoniy og‘riq darajasiga olib chiqadi. Uning muhabbati javobsiz qolganda, uning tanasi qanday qilib suyak va toshga aylanib, faqat quruq ovoz qolganini psixoanalitik tarzda tasvirlaydi. Narsis esa shunchaki chiroyli yigit emas, balki boshqalar bilan empatiyaga kirisha olmaydigan, o‘ziga qamalib qolgan ekzistensial yolg‘iz inson. U o‘z aksiga qarab shunday deydi: *"Mening ko‘zlarim men tomonga sevgi bilan qaraydi, lekin men ularga yeta olmayman"* (Hughes, 1997, b. 142, q. 22). Bugungi kunda (ayniqsa ijtimoiy tarmoqlar va virtual o‘zlik hukmron davrda) Narsis obrazi har qachongidan ham dolzarb. U faqat o‘zining aksini, o‘zining ijtimoiy qiyofasini sevuvchi, ammo haqiqiy insoniy munosabatlardan (Exodan) qochuvchi zamonaviy jamiyat a'zosidir. Exo esa insonlar o‘rtasidagi chinakam muloqotning yo‘qolishi, shunchaki birovlarning fikrini takrorlashga majbur bo‘lgan jamiyat ramzi hisoblanadi. Bu obrazlar insoniyatning yolg‘izlik fojiasini tushuntirishda benazir ahamiyatga ega.

3. Terey, Prokne va Filomela: Travma va zo‘ravonlik fojiasi timsoli. Frakiya shohi Terey rafiqasining singlisi Filomelani zo‘rlaydi va qilmishini yashirish uchun uning tilini kesib tashlaydi. Filomela voqeani matoga to‘qib, opasi (Tereyning xotini) Proknega yuboradi. Opa-singil Tereydan mudhish qasos oladi (uning o‘g‘lini so‘yib, unga

yedirishadi). Yakunda xudolar ularni qushlarga (qaldirg‘och, bulbul va sassiqpopishak) aylantiradi. Antik madaniyatda bu mif vahshiylik va sivilizatsiya o‘rtasidagi ziddiyatni, xudolarning aralashuvi bilan yomonlikning jazolanishini ifodalagan (Ovid, 2004, b. 210, q. 420-430). Ted Hughes uchun bu afsona kitobning eng markaziy va eng og‘ir nuqtalaridan biridir. XX asr (Xolokost, Ikkinchi jahon urushi, genotsidlar asri) farzandi bo‘lgan Hughes Terey timsolida inson ichidagi qonxo‘r, fashistik diktatorni, mutlaq yovuzlikni ko‘radi. Hughes Filomelaning tilining kesilishi sahnasini shunday shafqatsiz realizm bilan yozadiki, bu shunchaki mifologik voqea emas, balki qatag‘on qilingan, ovozi (so‘z erkinligi) tortib olingan millionlab qurbonlarning ramziga aylanadi. Filomelaning kesilgan tili *"yerda xuddi kesilgan ilonning dumidek tipirlab yotardi"* (Hughes, 1997, b. 205, q. 18-20). Opa-singilning qasosi ham Hughes tomonidan ilohiy adolat emas, balki zo‘ravonlik muqarrar ravishda yana zo‘ravonlikni tug‘dirishi haqidagi psixologik travma sifatida ko‘rsatiladi. Bu afsonaning hozirgi zamonda ahamiyati beqiyosdir. U feministik adabiyotshunoslik va travma tadqiqotlari uchun asosiy matn bo‘lib xizmat qiladi. Filomela obrazi ovozsiz qoldirilgan, adolatsizlikka uchragan ayolning timsolidir. Uning matoga to‘qilgan xati san'atning yengilmas ekanligini, haqiqatni jismonan yo‘q qilish mumkin bo‘lsa-da, u baribir ijod orqali yuzaga chiqishini isbotlaydi.

4. Araxna va Minerva (Arachne and Minerva): Araxna obrazi ijodkorning isyoni timsolida ifoda etiladi. Oddiy to‘quvchi qiz Araxna o‘zining san'ati bilan ma'buda Minerva bilan bellashadi. Araxna o‘z matosida xudolarning nuqsonlarini va gunohlarini to‘qiydi, Minerva esa xudolarning buyukligini da’vo qiladi va Araxnaning ishi qanchalik mukammal bo‘lmasin, Minerva uni urib tashlaydi va o‘rgimchakka aylantiradi. Antik davrda bu kibr uchun jazo va o‘rgimchakning kelib chiqish afsonasi edi. Hughes talqinida Araxna hukmron mafkuraga qarshi isyon ko‘targan mustaqil, jasur san'atkor obrazidir. Minerva esa avtoritar tuzum va tsenzura ramzi. Araxna to‘qigan matoda xudolarning (kuchlilarning) ojizlarni ezishi tasvirlanadi. Hughes bu yerda ijodkorning burchi hokimiyatga xushomad qilish emas, balki achchiq haqiqatni ko‘rsatish ekanligini ta'kidlaydi (Bate, 2015, b. 520, q. 10). Araxnaning o‘rgimchakka aylanishi mag‘lubiyat emas, u endi umrbod san'at yaratishga, o‘z vujudidan ip tortishga (ijod qilishga) bag‘ishlangan o‘lmas ijodkorning abadiyligidir. Ushbu asar shunchaki tarjima yoki qadimgi afsonalarning qayta bayoni emas, balki zamonaviy inson ruhiyatining ensiklopediyasi sanaladi. Hughes Ovidiy qahramonlari orqali inson va tabiat o‘rtasidagi bog‘liqlik uzilganini fosh qiladi. Asar o‘quvchiga atrof-muhitdagi har bir narsada (daraxtda, hayvonda, daryoda) qachonlardir urgan tirik yurak borligini his qildiradi. Metamorfoza (shakl o‘zgarishi) bu – barcha tirik mavjudotlarning bir ekanligini anglatuvchi falsafadir. Agar inson tabiatni halok qilsa, o‘zini ham halok qiladi. XX va XXI asrlar tinchlik asri bo‘lmadi, shuning uchun Hughesning qahramonlari orqali o‘quvchi insoniyat qanchalik sivilizatsiyalashmasin, uning ichida haliyam vahshiy ehtiroslar mudrab yotganini tushunib yetadi. Asar qon, hirs, hasad kabi yashirin tuyg‘ularni ochiq ko‘rsatish orqali o‘quvchini ruhiy tozalanishga olib boradi (Talbot, 2001, b. 134, q. 5).

Xulosa. Ted Hughesning "Tales from Ovid" asari XX asr oxiri jahon adabiyotining ulkan yutug‘i hisoblanadi. Bu doston orqali Hughes antik davr mifologiyasining shunchaki muzeydagi qadimiy haykal emasligini, balki ular hamon tirik, qon tomirlarimizda urib turgan arxetiplar ekanligini isbotlab berdi.

Akteon asarda ovchi obrazidan tabiat oldidagi qo‘rquv va qurbonlik timsoliga; Narsis va Exo jazo olgan qahramonlardan zamonaviy kommunikatsiya inqirozi va yolg‘izlik tashxisiga; Filomela voqeasi ertakona tragediyadan repressiya va zo‘ravonlik aktini hujjatlashtiruvchi travmatik manifestga; Araxna esa jazolangan xudbindan senzura bilmas haqiqiy san'atkor timsoliga aylantirildi.

Bu obrazlar antik davrda ilohiy qudratni ko‘klarga ko‘tarib, insonni unga bo‘ysundirishga xizmat qilgan bo‘lsa, Ted Hughes asarida ular insonning bevosita o‘zining ichki qorong‘iliklari, fojialari va ekzistensial inqirozi bilan yuzlashishiga xizmat qiladi. Antik afsonalar shu tariqa adabiyotda abadiylik kasb etadi – ular davrlar o‘zgarishi bilan shaklini emas, balki mazmun va vazifasini o‘quvchining ongiga moslab o‘zgartirib boraveradi. Ushbu asar o‘zlikni, inson tabiatini va jamiyatdagi ziddiyatlarni chuqurroq tushunishni istagan har bir o‘quvchi, faylasuf va adabiyotshunos uchun o‘qilishi shart bo‘lgan, hamon o‘zining hayratlanarli jozibasi va shafqatsiz haqiqatini yo‘qotmagan shoh asardir.

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CHUSTIYNING TARJIMAI HOLIGA DOIR

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Annotatsiya: *Mazkur ilmiy maqolada Chustiyning tarjimayi holi, uning hayoti va ijodiy faoliyatining asosiy bosqichlari tahlil etiladi. Tadqiqotda shoirning tug‘ilgan muhiti, ta’lim jarayoni, adabiy shakllanish omillari hamda ijodiy merosining o‘ziga xos jihatlari ilmiy manbalar asosida yoritilgan. Shuningdek,Chustiy ijodining o‘zbek mumtoz adabiyoti an’analari bilan bog‘liqligi, g‘azal va boshqa janrlardagi poetik mahorati hamda adabiy-estetik qarashlari tahlil qilinadi. Natijada, Chustiyning o‘zbek adabiy merosidagi o‘rni va ahamiyati ochib berilib, uning tarjimayi holini chuqur o‘rganish milliy adabiyot tarixini boyitishda muhim manba ekanligi asoslanadi.*

Kalit so‘zlar: *Taxallus, biografik hikoya, chust, mavlono, domla, adabiy davra, adabiy aloqalar, g‘azalxonlik.*

ABOUT CHUSTIY'S BIOGRAPHY

Annotation: *This scientific article analyzes Chustiy’s biography, the main stages of his life and creative activity. The study covers the poet’s birthplace, educational process, literary formation factors, and specific aspects of his creative heritage based on scientific sources. It also analyzes the connection of Chustiy’s work with the traditions of Uzbek classical literature, his poetic skills in ghazal and other genres, and his literary and aesthetic views. As a result, the place and significance of Chustiy in the Uzbek literary heritage are revealed, and it is argued that an in-depth study of his biography is an important source for enriching the history of national literature.*

Key words: *Pseudonym, biographical story, Chustiy, Mawlana, domla, literary circle, literary connections, ghazal poetry.*

О БИОГРАФИИ ЧУСТИЯ

Аннотация: *Данная научная статья анализирует биографию Чустия, основные этапы его жизни и творческой деятельности. Исследование охватывает место рождения поэта, процесс образования, факторы литературного формирования и специфические аспекты его творческого наследия на основе научных источников. Также анализируется связь творчества Чустия с традициями узбекской классической литературы, его поэтическое мастерство в жанре газели и других жанрах, а также его литературно-эстетические взгляды. В результате раскрывается место и значение Чустия в узбекском литературном наследии, и доказывается, что углубленное изучение его биографии является важным источником для обогащения истории национальной литературы.*

Ключевые слова: *псевдоним, биографический рассказ, Чустий, Мавлана, учитель, литературный круг, литературные связи, поэзия газели.*

Aruz vaznida barakali ijod etgan shoir, dostonnavis, dramaturg, shuningdek, mohir tarjimon Chustiy – Nabixon Xo‘jayev o‘zbek mumtoz va zamonaviy adabiyoti taraqqiyotida o‘ziga xos ijodiy uslubi, badiiy tafakkuri va ma’rifiy qarashlari bilan alohida o‘rin egallagan ijodkorlardan biri hisoblanadi. Uning hayoti va ijodiy faoliyati nafaqat adabiyotshunoslik nuqtayi nazaridan, balki ijtimoiy-ma’naviy jarayonlar bilan uzviy bog‘liqligi jihatidan ham muhim ilmiy tadqiqot obyektidir. Shu bois Chustiy tarjimayi holini o‘rganish orqali shoirning shakllanish omillari, ijodiy kamolot bosqichlari hamda davr ruhining uning asarlarida qanday aks etganini aniqlash mumkin.

Tarjimayi holga doir ma’lumotlar ijodkorning shaxsiyati, dunyoqarashi va badiiy merosini chuqurroq anglashda muhim manba vazifasini bajaradi. Ayniqsa, Chustiy yashagan davrning ijtimoiy-siyosiy, madaniy muhiti uning ijodiy yo‘nalishiga bevosita ta’sir ko‘rsatgan. Shu jihatdan mazkur maqolada shoirning hayot yo‘li, ilmiy-adabiy muhit bilan aloqalari, ijodiy merosining shakllanish bosqichlari ilmiy asosda tahlil qilinadi.

Maqolaning dolzarbligi shundaki, bugungi kunda milliy adabiy merosni qayta ko‘rib chiqish, uni zamonaviy ilmiy mezonlar asosida baholash zarurati ortib bormoqda. Bu jarayonda Chustiy kabi ijodkorlarning tarjimayi holini chuqur o‘rganish, ularning adabiyotimiz rivojiga qo‘shgan hissasini aniqlash muhim ahamiyat kasb etadi.

Mazkur tadqiqotning maqsadi — Chustiyning hayoti va ijodiy faoliyatini tizimli ravishda o‘rganish, mavjud ilmiy manbalar asosida uning tarjimayi holiga doir muhim jihatlarni yoritishdan iborat. Shu bilan birga, maqolada tarixiylik, izchillik va ilmiylik tamoyillari asosida shoir hayoti bilan bog‘liq faktlar tahlil qilinadi hamda umumlashtiriladi.

Shoir 1904-yil 20-fevralda Namangan viloyati Chust shahrida hunarmand-to‘quvchi oilasida dunyoga kelgan. Otasi Nurillohxoja ismli kishi bo‘lib, hunarmand bo‘lish bilan birga adabiyot va she’riyat ixlosmandi edi. Shu boisdan ham Turobiy taxallusi bilan g‘azallar ijod qilib turgan. Lekin, afsuski, she’rlari o‘sha zamonlardayoq yo‘qolib ketgan. Otadagi hunar va ijod borasidagi qobiliyatning mavjudligi yosh Nabixonning ilmga, adabiyotga, xususan, she’riyatga mehr qo‘yishida muhim o‘rin tutdi. Bu haqda Chustiy “O‘tmish va xotiralar” deb nomlangan biografik hikoyasida shunday deb yozadi: “Yoshlik chog‘larimdayoq atlasboflik va she’r yozishni dadamdan o‘rganganman. Keyinchalik g‘azallarimdan birida “Chust shahrida tug‘ildim, shul sabab Chustiy laqab, Otadan meros shoirlik-la atlasboflik”, – deb yozgan edim” [1:465].

Yosh Nabixon 7 yoshdan 12 yoshgacha o‘z qarindoshi maktabdor Ubaydaxon ayadan ilk saboq oladi. Mazkur pallalarni ijodkor quyidagicha xotirlaydi: “Men maktabbolalar ichida hammadan durust edim. Bir necha haftada alifbo, haftiyak va boshqa savod kitoblarini o‘zlashtirdim. Keyin Qur’oni Kariym, Chahor kutub, Navoiy, Hofiz Sheroziy. Sa’diy, Bedil asarlarini, Mantiq, Maslak kabi darsliklarni o‘rgandim, ikki yilda Kalomullohni to‘la yod oldim”[1:465]. Bo‘lajak shoir Sharq adabiyotining eng durdona asarlarini mutolaa qilgan holda adabiyot olamiga kirib keldi, qalbida she’riyatga havas uyg‘ondi.

1917-yildagi o‘lkada hukm surgan siyosiy o‘zgarish va beboshliklar sababli, shuningdek, Chustda tirikchilik qilishning imkoni bo‘lmay qolganligi uchun ham 14 jonli Xo‘jayevlar oilasi Qo‘qon shahriga ko‘chib keladi. Butun oila to‘quvchilik ishlari bilan shug‘ullanadilar. Nurullohxoja shu yili Uchko‘prik tumanining Tepaqo‘rg‘on qishlog‘iga imom-xatiblik qila boshlaydi. Nabixon ham 12 yoshidan aka-ukalari kabi ota kasbi (atlas to‘qish)ga mehr qo‘yadi, oilaga yordam bera boshlaydi. Ayni vaqtda eski maktab va madrasalarda ta’lim ham oladi, qorilik ilmini aka-ukalari bilan dastlab Chustdagi Nasrulloxon To‘radan (Chustiyning ilk ustozi Ubaydaxon ayaning turmush o‘rtog‘i), Qo‘qonda esa Mirg‘ofur qorixonasida o‘rganadi. 6 o‘g‘ilning har biri xat-savodli, ilmli, mehnatkash, es-hushli bo‘lib kamol topadilar.

Bo‘lg‘usi shoir uy va ro‘zg‘or ishlaridan ortishi bilanoq kitob mutolasiga tushardi, mumtoz she’riyatning buyuk namoyandalari asarlarini qo‘ldan qo‘ymay, yodlab qolishga urinardi. O‘g‘lidagi ishtiyoqni vaqtida payqagan Turobiy aruz saboqlarini o‘rgatadi, Nabixonning ilk mashqlarini nazardan o‘tkazib turadi. Shoirning taxallus tanlashi ham o‘ziga xos tarixga ega. “Ertalab nonushta mahal Nabixon dadalariga ta’zim ila nigoh tashlab edilar, u kishi: “Ha, o‘g‘lim, biror gapingiz bormi?” – dedilar mehr to‘la ko‘zlari bilan tikilib. “Ha, ijozat bersangiz, o‘zimga taalluqli bir narsa haqida so‘ramoqchi edim, dadajon”, – dedilar Nabixon. “Xo‘p, o‘g‘lim, so‘zlang”, – dedilar dadalari. “Taxallus…” – deya endigina og‘iz juftlagan ham edilar Nabixon, padari buzrukvorlari gap nima xususida ekanligini fahmlab: “Tushundim, men ham shuni o‘ylab yurgan edim. O‘zingizning biror o‘ylaganingiz bormi?” – deb so‘radilar, “Sizdan o‘tib jur’at qilarmidim”, – deb javob qildilar qo‘llarini ko‘ksilariga qo‘yib Nabixon. Shunda dadalari mamnun ohangda: “Ha, borakalloh! Tashakkur, o‘g‘lim! Chust buyuk allomalar, egamga muqarrab zotlar, ulug‘ shoir-u hofizlar vatani. Siz ham ana shu yurtning farzandisiz”, – dedilar. Shunday qilib, Nabixon Chustiy otalaridan oq fotiha olib, ijodkorlikning saodatvor, ammo o‘ta mas’uliyatli va mashaqqatli yo‘liga chiqib oldilar”. Shu tarzda yosh shoir otasining maslahati bilan Chustiy taxallusida ijod qila boshlaydi.

“Chust” so‘zi forschadan olingan bo‘lib, lug‘at [2:566; 3:483]larda “chaqqon”, “shaylangan”, “mahkam”, “darhol”, “to‘xtovsiz” ma’nolarida qo‘llanilgani ma’lum. Masalan, Navoiy asarlari lug‘atida mazkur so‘z “chaqqon, tez”, “tayyor, shaylangan”, “mahkam” kabi ma’nolarni anglatib kelishi misollar asosida dalillangan. Jumladan, “maoniy ahlining sohibqironi” (ta’bir N.Jabborovniki) quyidagi satrlarida

Dayr piri xizmatig‘a chekmayinmu belni chust,

Kim necha zunnordin tongmish belimga bir maras [2, 566] , – deb yozganida ham ayni shu ma’noda qo‘llaydi: pir xizmatiga belni mahkam bog‘lash zarurligi ta’kidlanadi.

Yana shuni ham aytish joizki, Sho‘rolar davrida yozuvchi va shoirlarimizning o‘zlariga taxallus qo‘yish an’anasi qisman bo‘lsa-da, hali hanuz davom etib kelar edi. Ammo bu davr o‘zbek adabiyotida Chustiydan boshqa hech kim tug‘ilgan joyini nisba sifatida o‘ziga taxallus qilmadi. Vaholanki, zamonaviy she’riyatda G‘afur G‘ulom, Oybek, Uyg‘un, Hamid Olimjon, Usmon Nosir kabi, mumtoz aruz an’analari yo‘lida esa Habibiy (Zokirjon Xolmuhammad o‘g‘li), Charxiy (Asg‘arali Hamroaliyev), Sobir Abdulla singari ijodkorlar bir adabiy muhitning ko‘zga ko‘ringan vakillari hisoblanardi. Ko‘hna adabiyotimizning ko‘plab jihatlari o‘rganilishi taqiqlanib turganda, mumtoz an’analarga sodiq qolib, tavallud maskanidan nisba olish va uni ijod jarayonida istifoda etish, avvalo, salaflar an’anasiga hurmat, yuksak ehtirom natijasi, qolaversa, chin ma’nodagi jasorat ham edi, albatta. Chunki buning mahalliychilik tarzida baholanishi,

salbiy siyosiy tus berilishi turgan gap edi. Bu hukmron mafkuraning soxta “baynalmilalchilik” siyosatiga to‘g‘ri kelmas edi.

Chustiyning taxallusi, sharif nomi haqida gap ketganda, uning taxallusiga qo‘shib aytiladigan “mavlono”, “domla” va “qori” so‘zlari haqida ham mulohaza yuritishni lozim topdik. “Shoir Chustiyga Nabixon aka, Chustiy domla, Chustiy qori aka, ba’zan Mavlono Chustiy, deb ham murojaat qilishar edi. Domla atamasi, aytishlaricha, dunyoviy va diniy ilmlardan teran xabardor bo‘lganlarga nisbatan qo‘llanar ekan. Taxalluslariga “mavlono” so‘zini qo‘shib aytishlarining boisi shuki, u kishi, avvalo, payg‘ambarzoda va zabardast piri murshid Mavlono Lutfulloh Chustiy zurriyotlaridan, qolaversa, ilm va shoirlikda peshqadamlik maqomiga egadirlar” [4: 82]. Darhaqiqat, Chustiy domlaning bobokalonlari – XV-XVI asrlarda yashagan naqshbandiya silsilasining Maxdumi A’zamdan keyingi yirik vakili Mavlono Lutfulloh Chustiy bo‘lib, maqbaralari Chustning aynan shu nomdagi bog‘idadir. U kishi avliyolik darajasiga ko‘tarilgan ulug‘ zot bo‘lib, naqshbandiya tariqatining mashhur piri hisoblangan. “Lutfulloh ibn Fathulloh Mavlono Chustiy Chustning shimoli g‘arbida joylashgan Chodak qishlog‘ida tug‘ilgan. …u ona yurtini tark etib, Chustga ko‘chib ketadi. Bu yerda Xoja Ahrorning shogirdi Shoh Husayn Axsiga murid tushadi… U tez orada el orasida obro‘-e’tibor qozondi. Lutfulloh Chustiyning shogirdlariga pand-nasihat shaklida yozilgan ikkita kichik risolasi va Muhammad Muftiy Ohangaroniy qalamiga mansub “Manoqibi Mavlono Lutfulloh” degan nom bilan mashhur asari ma’lum” [5:96]. Bu fikrlarni adib M. In’omning olim, adib va san’atkor Husaynxon Orifiyga bag‘ishlab yozgan “Sizga havasim keladi” nomli essesida berilgan shajara haqidagi ma’lumotlar ham tasdiq etadi [6:96]. Ajdodlari ana shunday ulug‘ zotlarga borib taqalgani uchun ham Nabixon Chustiy murattab qori va faqih, fors va arab tillari bilimdoni, zullisonayn shoir va mohir tarjimon, lug‘atshunos va sharqshunos bo‘lib yetishadi.

20-30-yillarda Nabixon qishloq idoralarida, jamoa xo‘jaliklarida, matlubot birlashmasida mas’ul lavozimlarda xizmat qildi. Mazkur vaqtlarda Chustiyning ijodi yuksalib, Qo‘qon, Farg‘ona, qolaversa, butun O‘zbekiston va undan narilarda ham mashhur bo‘ladi. Bu haqda O‘zbekiston xalq yozuvchisi Said Ahmad shunday eslaydi: “1938 yoki 1939-yillar edi, ana shu vaqtda Chustiy taxallusi bilan bitilgan she’rlar, aytilgan qo‘shiqlar o‘zbek xalqi orasiga, o‘zbek san’atiga, o‘zbek adabiyotiga birdaniga yarqirab kirib keldi”[7:38]. Bu kezlarda Nabixonning savdo-sotiq, tijoratda ham ishlari yurishib, turli vaqtlarda turli qishloqlarda do‘kon ochishga muvaffaq bo‘ladi. Bu esa ijodkorni xalq bilan yanada yaqinlashuviga, muxlislari miqdori oshishiga olib keladi. Shoirning ukasi Abbosxonning ham ishlari muvaffaqiyatli bo‘lib, butun oilani qishloqdan (Tepaqo‘rg‘on) Qo‘qon shahriga ko‘chirtirib keladi. Bu imkoniyat tufayli Nabixon shahar adabiy hayotida faol ishtirok eta boshlaydi. Charxiy, Sobir Abdulla, G‘aribiy, Javdat, Olimiy, Mavzun kabi shoirlar bilan do‘stlashib, adabiy aloqada bo‘ladi. Chustiyning shoirlik iqtidori garchi Chust shahrida yuzaga kelgan bo‘lsa-da, haqiqiy rivoji ibtidosiga latif Qo‘qon shahrida erishdi, mana shu muqaddas zamin adabiy muhiti bag‘rida kamol topdi. Bu haqda shoir o‘zi ham yozadi:

Aslida Chustiy va lekin zavqi ko‘p Xo‘qandiman,
Men uchun ilhom to‘la koshona bu, Farg‘ona bu [8:168].

Azaldan san’atkorlar, shoirlar maskani bo‘lgan mazkur o‘lkadagi qaynoq adabiy muhit, zavqli uchrashuvlar, ilhombaxsh davralar Chustiy ijodining yuksalishi uchun ayni muddao bo‘ldi, shoir qalami tobora o‘tkirlashib bordi.

Chustiy fayzbaxsh yig‘inlardan aslo qolmas, aksincha, bunday kecha, o‘tirishlarga jon kiritar, ularning porloq yulduzi bo‘lib yuqorida o‘tirar edi. Ana shunday davralardan misol keltirib o‘tamiz. Shoir Miskin Qo‘qon shoirlarining g‘azallaridagi o‘ynoqilik, shirinlik, musiqiylikning yetukligi, lirizmning kuchliligi, falsafaning chuqurligiga maftun edi. Shu bois uning qalbida qo‘qonlik shoirlar bilan uchrashish ishtiyoqi tug‘iladi. Adabiy suhbat uchun maxsus “Keldim” radifli bir g‘azal bitib, Qo‘qon sari yo‘l oladi va u yerda Charxiy boshliq bir guruh shoirlar bilan uchrashadi. G‘azalxonlik, shirin suhbatlar uyushtiriladi, qo‘shiqlar aytiladi. So‘ngra navbat shoir Miskinga beriladi. Davrada u kishi quyidagi qalb izhorlarini zavq-shavq bilan o‘qiydi:

Adam sahrosini Majnuniman, do‘stlar, qayon keldim, Xayolim Layli birla behuda, bilmam, qachon keldim.
Muyassar bo‘lsa Charxiy vasli, deb men necha axtardim, Bihamdilloh nishon topdim, agarchi benishon keldim.
Ajab muhtojman, yo rab, duoyi bir G‘aribiyga, Qabul et bu duoni, hojati ko‘p noravo keldim.
Nisor aylab bu jonni Chustiy chobuk suhbatin topdim, Murodim shul edi, ey dil, g‘alat ushbu jahon keldim.
Bu bo‘ston bulbuli erdi fig‘on birla navo aylab, Eshitgach nolasin, chashmimda ham bag‘rimda qon keldim.
Chunon haq erka qilmish, xalq ani savtini shaydosi, Ne debman vasfinga, ey til, ojiz-u bezabon keldim.
Ajib Farg‘onada olimni ko‘rdim, nomi ham Olim, So‘zi shirinligidan izlab-izlab mehribon keldim.
Niqob andishadur Miskinligimga doimo, ey dil, Xijolatman bo‘lib farz ahlina bearmug‘on keldim [9:34].

Mazkur g‘azalda she’r muallifi shoir Miskin Charxiy, G‘aribiy, Chustiy, Olim kabi bir vaqtda ijod qilgan shoirlarni nomma-nom zikr etadi, har bir ijodkorga alohida-alohida o‘rin beradi, ularga o‘z mehrini bildiradi. Chustiy ijodidagi o‘ziga xoslik, tez, chaqqon, ildam, sho‘x, o‘ynoqilikni “chust, ya’ni just va chobuk” so‘zlari orqali tarannum etdi. Ko‘rinib turibdiki, Chustiy o‘z davri adabiy gurunglarida anchayin ko‘zga ko‘ringan ijodkor edi.

Chustiy o‘z ijodi bilan tez orada shuhrat qozonadiki, shu vaqtlardagi respublika rahbari Usmon Yusupovning o‘zi Qo‘qonga kelib, shoirni markaz – Toshkentga Hazrat Alisher Navoiy tavalludining 500 yilligini keng nishonlash ishlariga ko‘maklashish uchun taklif etadi. Shu sabab 1939-yildan boshlab ijodkor qaynoq hayot bag‘riga kirib keldi. Shu vaqtdan e’tiboran maxsus tuzilgan Navoiy komitetining jonkuyar a’zosi sifatida G‘.G‘ulom, H.Olimjon, P.Shamsiyev, Boqiy, Ulfat, Mahjur, S.Abdulla, Habibiy kabi she’riyat bilimdonlari qatorida buyuk mutafakkir ijodini tadqiq va targ‘ib etishda munosib faoliyat yuritdi. Keyinchalik “O‘zbek tilining izohli lug‘ati” va “Alisher Navoiy asarlari tilining izohli lug‘ati” (1- va 2-jildlarning so‘zboshisida Nabixon Xo‘jayev nomi qayd etilgan) ni tuzishda ham kamarbasta bo‘ldi.

Chustiy mas’uliyatli lavozimlarda faoliyat yuritdi: Muqimiy teatrida adabiy emakdosh (1939–1941) va direktor (1941–1942) hamda O‘zbekiston Yozuvchilar uyushmasi adabiyot fondida direktor (1942–1944), O‘zbekiston Fanlar akademiyasi Til va adabiyot institutida ilmiy xodim (1959–1968) bo‘lgan.

Shoirning asarlari ham birin-ketin chop etildi. ,,Qo‘zg‘ol’’(1942), ,,Lolazor’’(1945), ,,Hayot zavqi’’(1951), ,,Gul mavsumi’’(1969), ,,G‘azallar’’(1978), ,,Yod eting kamtarin Chustiyni ham’’(1984) kabi she’riy to‘plamlari dunyo yuzini ko‘rdi. Shuningdek, mumtoz adabiyotimiz an’analaridan oziqlangan ,,Hayotnoma’’(1988), ,,Sadoqat gullari’’(1992), ,,Ko‘ngil tilagi’’(1994), ,,Muhabbatnoma’’(2013) kabi devonlari kitobxonlarga taqdim etildi. U mumtoz aruz latofatini zamonaviylik ruhi bilan uyg‘unlashtirib, so‘z bahridagi javohirlarni olmos qalamida marjondek terdi, xonanda-yu sozandalarga iste’dod yolqinlarini yuqtirib, betakror qo‘shiqlar yaratdi.

Nabixon Chustiy adabiy merosini tarkiban quyidagicha guruhga bo‘lish mumkin:

1. **She’riy to‘plamlari:** ,,Qo‘zg‘ol’’(1942), ,,Lolazor’’(1945), ,,Hayot zavqi’’(1951), ,,Gul mavsumi’’(1969), ,,G‘azallar’’(1978), ,,Yod eting kamtarin Chustiyni ham’’(1984), “Ko‘rguncha, xayr endi” (2004), “Nasihat gulshani” (2012), “Saylanma”(2024). **Devonlari:** ,,Hayotnoma’’(1988), ,,Sadoqat gullari’’(1992), ,,Ko‘ngil tilagi’’(1994), ,,Muhabbatnoma’’(2013). **Dostonlari:** “Zafarnoma”, “Tirik jannatga kirgan kampir”, “Kiyiknoma”, “Bog‘i Eram”. **Dramalari:** “O‘zbekiston qilichi” (S.Abdulla bilan hamkorlikda,1942), “Davron ota” (K.Yashin, S.Abdulla bilan hamkorlikda, 1941), “Qurbon Umarov” (musiqali drama, S.Abdulla bilan hamkorlikda, 1941), “Qo‘chqor Turdiyev”(S.Abdulla bilan hamkorlikda). **Tarjimalari:** “Bo‘ston”(Sa’diy Sheroziy, 1960), Hofiz, Xisrav Dehlaviy, Sobir Termiziy, Mirzoda Ishqiy, Mirzo G‘olib**,** Ja’far Iftixor**,** Parvin E’tisomiy, Ali Sardor Ja’fariy kabi ijodkorlardan qilingan tarjimalar.

Mazkur ijodiy merosning har biri alohida tadqiqotga manba bo‘la oladi.Ularni o‘rganish, tadqiq etish, tahlil qilish bugungi zamonaviy adabiyotshunoslik oldida turgan dolzarb masalalardan biri hisoblanadi. Tadqiqot davomida aniqlanishicha, Chustiyning ijodiy kamoloti bosqichma-bosqich rivojlangan bo‘lib, bu jarayon uning shaxsiy tajribasi, ilmiy-adabiy muhit va davr talablari bilan chambarchas bog‘liqdir. Tarjimayi holga oid manbalar shoirning nafaqat biografik jihatlarini, balki uning estetik qarashlari va ma’naviy olamini ochib berishda ham muhim ahamiyatga ega. Shuningdek, Chustiy hayoti va faoliyatini o‘rganish orqali o‘zbek adabiyotining muayyan tarixiy davriga xos xususiyatlarni aniqlash, adabiy jarayonlar rivojini chuqurroq tushunish imkoniyati yaratiladi. Bu esa shoir merosini zamonaviy adabiyotshunoslik nuqtayi nazaridan qayta baholash zaruratini ko‘rsatadi.

Xulosa qilib aytganda, Chustiyning tarjimayi holini ilmiy asosda tadqiq etish uning ijodiy merosini to‘liqroq anglashga xizmat qiladi hamda o‘zbek adabiyotshunosligida muhim ilmiy-nazariy xulosalar chiqarishga zamin yaratadi.

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BOSHLANG‘ICH MATNLAR KORPUSI – TILSHUNOSLIK TADQIQOTLARINING EMPIRIK BAZASI SIFATIDA

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Annotatsiya.*Mazkur maqolada korpus lingvistikasi va boshlang‘ich matnlar korpusining nazariy-metodologik asoslari tahlil qilinadi. Zamonaviy tilshunoslikda empirik ma’lumotlarga tayangan holda tadqiqot olib borishning ahamiyati yoritilib, korpus lingvistikasi til hodisalarini obyektiv va statistik asosda o‘rganish imkonini beruvchi samarali metodologik yondashuv sifatida baholanadi. Boshlang‘ich matnlar korpusining tuzilishi, uni shakllantirish bosqichlari, annotatsiya, lemmatizatsiya, statistik tahlil va vizualizatsiya jarayonlari ilmiy jihatdan asoslab beriladi. Shuningdek, korpuslardan til o‘qitish, leksikografiya, tarjima tadqiqotlari va amaliy lingvistika sohalarida foydalanish istiqbollari ko‘rsatib o‘tiladi. Tadqiqot natijalari korpus lingvistikasi tilshunoslikda ilmiy aniqlik va obyektivlikni ta’minlovchi muhim vosita ekanligini tasdiqlaydi.*

Kalit so‘zlar: *korpus lingvistikasi, boshlang‘ich matnlar korpusi, annotatsiya, lemmatizatsiya, statistik tahlil, empirik tadqiqot, metodologiya.*

КОРПУС ИСХОДНЫХ ТЕКСТОВ КАК ЭМПИРИЧЕСКАЯ БАЗА ЛИНГВИСТИЧЕСКИХ ИССЛЕДОВАНИЙ

Аннотация. *В данной статье анализируются теоретико-методологические основы корпусной лингвистики и корпуса исходных текстов. Освещается значение проведения исследований на основе эмпирических данных в современной лингвистике, а корпусная лингвистика рассматривается как эффективный методологический подход, позволяющий изучать языковые явления на объективной и статистической основе. Научно обосновываются структура корпуса исходных текстов, этапы его формирования, а также процессы аннотирования, лемматизации, статистического анализа и визуализации. Кроме того, показаны перспективы использования корпусов в преподавании языка, лексикографии, переводческих исследованиях и прикладной лингвистике. Результаты исследования подтверждают, что корпусная лингвистика является важным инструментом обеспечения научной точности и объективности в языкознании.*

Ключевые слова: *корпусная лингвистика, корпус исходных текстов, аннотация, лемматизация, статистический анализ, эмпирическое исследование, методология.*

CORPUS OF SOURCE TEXTS AS AN EMPIRICAL BASIS FOR LINGUISTIC RESEARCH

Abstract. *This article analyzes the theoretical and methodological foundations of corpus linguistics and the corpus of source texts. It highlights the importance of conducting research based on empirical data in modern linguistics, and corpus linguistics is considered as an effective methodological approach that enables the study of linguistic phenomena on an objective and statistical basis. The structure of a corpus of source texts, the stages of its formation, as well as the processes of annotation, lemmatization, statistical analysis, and visualization are scientifically substantiated. In addition, the prospects for using corpora in language teaching, lexicography, translation studies, and applied linguistics are outlined. The results of the study confirm that corpus linguistics serves as an important tool for ensuring scientific accuracy and objectivity in linguistic research.*

Key words: *corpus linguistics, corpus of source texts, annotation, lemmatization, statistical analysis, empirical research, methodology.*

Kirish. Zamonaviy tilshunoslikda empirik ma’lumotlarga asoslangan tadqiqotlar ustuvor yo‘nalishlardan biriga aylandi. Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi natijasida til hodisalarini katta hajmdagi matnlar asosida o‘rganish imkoniyati yuzaga keldi. An’anaviy lingvistik tadqiqotlar ko‘proq individual kuzatuv va nazariy xulosalarga tayangan bo‘lsa, korpus lingvistikasi real nutq materiallari asosida obyektiv, tizimli va statistik tahlil olib borishga xizmat qiladi. Korpus lingvistikasi til birliklarining real qo‘llanishini aks ettiruvchi elektron matnlar majmuasi asosida shakllanadi. Boshlang‘ich matnlar korpusi muayyan mezonlar asosida tanlangan, elektron shaklga keltirilgan va lingvistik jihatdan belgilangan matnlar to‘plamidan iborat bo‘lib, u tilning leksik, grammatik va uslubiy xususiyatlarini

empirik ravishda o‘rganish imkonini beradi. Mazkur maqolaning maqsadi — boshlang‘ich matnlar korpusining nazariy asoslarini yoritish, uni shakllantirish va qayta ishlash metodlarini tavsiflash hamda tilshunoslik tadqiqotlarida tutgan o‘rnini ilmiy jihatdan asoslashdan iborat. Shu bilan birga, korpus lingvistikasining metodologik yondashuv sifatidagi ahamiyati va uning amaliy qo‘llanish sohalari tahlil qilinadi.

Zamonaviy tilshunoslikda empirik ma’lumotlarga asoslangan tadqiqotlar muhim o‘rin egallaydi. Korpus lingvistikasi tilning leksik qatlamini yanada to‘liqroq tasvirlash uchun yangi metodlar va tadqiqot usullarini ochib beradi, shu bilan birga yangi natijalarga erishish imkonini beradi. “So‘nggi o‘n yillikda yangi axborot texnologiyalari tilni o‘rganish imkoniyatlarini sezilarli darajada kengaytirdi. Endi tilshunoslik nafaqat an’anaviy “til ma’lumotlari omborlari”, masalan: lug‘atlar, badiiy asarlar, klassik yozuvchilar asarlari yoki bosh to‘plamning vakillik tanlamalari sifatida qaraladigan yozma matnlar orqali amalga oshiriladi, balki ushbu ma’lumotlarni kompyuterga kiritish va katta hajmdagi matnlarni - matn korpuslarini qayta ishlash imkoniyati paydo bo‘ldi. Korpus til hodisalarining real nutqdagi qo‘llanishini aks ettiradi va tilshunoslikning turli sohalarida tadqiqotlarni ilmiy asosda olib borish imkonini beradi. Korpus matnlar majmui sifatida o‘rganilayotgan obyekt va predmetning tizimli majmuasidir. Matnlarni to‘plam shaklida avtomatik tahlil qilish korpus lingvistikasi taraqqiyoti uchun muhim voqelik bo‘ldi. *Matnlar korpusi* deganda, muayyan mezonlar asosida tanlangan, elektron shaklda jamlangan va lingvistik jihatdan belgilangan (annotatsiyalangan) matnlar majmui tushuniladi.

Korpus lingvistikasining nazariy ildizlari Noam Chomskiy ilgari surgan generativ tilshunoslik bilan bog‘liq. Bu borada V.Zaxarov: *korpus tilning qisqartirilgan modeli,* deb o‘rinli baho beradi. Zero, tilning turli diskursdagi ifodasi tabiiy nutq holatida voqelanadi. Korpus lingvistikasida nutqning barcha ifodalarini kuzatish, tahlil qilish, o‘rganishning imkoniyati mavjud.

Ch.Taylor “Korpus lingvistikasi nima?” sarlavhali maqolasida korpus lingvistikasi atamasining turli ilmiy adabiyotlarda qanday aniqlanayotgani ko‘rib chiqadi. U “yakuniy javob” berishga urinmaydi, aksincha, turli ta’riflar va yondashuvlarni taqqoslab, mavzu bo‘yicha ilmiy diskussiyani stimulyatsiya qilishni maqsad qilgan. Muallif maqolada korpus lingvistikasi atamasining tarixi, metodologik asoslari va hozirgi tilshunoslikda tutgan o‘rni, shu bilan birga bu sohadagi tadqiqotlarda foydalaniladigan yondashuvlar farqlarini ko‘rsatadi. Korpus lingvistikasining nazariy asoslarini, ya’ni atama va metodologiyalar haqida umumiy ilmiy tushuncha beradi va sohani faqat texnik vositalar majmuasi sifatida emas, balki lingvistika ichidagi bir metodologik yondashuv sifatida ko‘rib chiqadi. Korpusni til modeli emas, metodologik yondashuv sifatida baholash Dougles Biberning ham fikrlarida uchratish mumkin. Ch.Taylor maqolasida korpuslar tarixini muhokama qilar ekan, “boshlang‘ich matnlar korpusi”ga to‘xtaladi va Brown Corpus va boshqa dastlabki korpuslarni misol sifatida keltiradi. Shunday manbalardan biri - **boshlang‘ich matnlar korpusi** bo‘lib, u til hodisalarini obyektiv, tizimli va ishonchli tarzda o‘rganish imkonini beradi. Boshlang‘ich matnlar korpusi til birliklarining real nutqdagi qo‘llanishini aks ettiradi. Bu esa tilshunoslikdagi ko‘plab muammolarni, jumladan, leksik ma’no, ko‘p ma’nolilik, sinonimiya, terminologik aniqlik va uslubiy xususiyatlarni tahlil qilishda muhim ahamiyat kasb etadi. Korpus asosida olib borilgan tadqiqotlar til hodisalarini subyektiv kuzatuvlarga emas, balki statistik va miqdoriy ko‘rsatkichlarga tayangan holda o‘rganishga imkon yaratadi.

Susan Hunston asarida korpuslarning qo‘llanish imkoniyatlarini tahlil qilar ekan, ularni yettita asosiy sohada keng tatbiq etilishini ta’kidlaydi: *tilni o‘qitish va o‘rganish, leksikografiya, tanqidiy lingvistika, qiyosiy va tarjima tadqiqotlari, stilistika va adabiy tahlil, sud lingvistikasi, shuningdek, yozuvchilar uchun yordamchi dasturiy vositalarni ishlab chiqish*.

Muallifning ta’kidlashicha, ma’lumotlarga asoslangan o‘rganish talabalarning “til detektivlari” sifatida faol ishtirok etib, o‘rganayotgan til haqidagi faktlarni autentik misollar asosida mustaqil ravishda kashf etishlariga yordam beradi.

S.Hunston parallel korpuslardan foydalanish orqali fransuz tilida so‘zlashuvchi ingliz tilini o‘rganayotgan shaxs hamda ingliz tilida so‘zlashuvchi fransuz tilini o‘rganayotgan shaxs o‘rtasida o‘zaro ta’limni tashkil etish misolini keltiradi. Bunda fransuz tilidagi grammatik strukturalar (masalan, *on* olmoshi) va ularning ingliz tilidagi tarjima ekvivalentlari parallel korpuslardan ajratib olinadi. O‘rganuvchilar konkordans jumlalarini tahlil qilish orqali bir-birlariga til o‘rgatish jarayonini amalga oshiradilar.

Boshlang‘ich korpus til va nutq o‘rtasidagi farqlarni aniqlashda ham muhim rol o‘ynaydi. Til tizim sifatida abstrakt hodisa bo‘lsa, nutq esa uning amaliy ko‘rinishidir. Korpus lingvistikasi aynan nutqiy faoliyat mahsuli bo‘lgan matnlar orqali til qonuniyatlarini ochib beradi. Shu sababli, til birliklarining chastotasi, distributsiyasi va kontekstual xususiyatlarini aniqlashda korpus muhim vosita hisoblanadi. Shuningdek, boshlang‘ich matnlar korpusi statistik va kompyuter lingvistikasi tadqiqotlarining asosiy bazasini tashkil etadi. Avtomatlashtirilgan tahlil, modellashtirish, prognozlash va ekstrapolyatsiya jarayonlari aynan korpus ma’lumotlariga tayangan holda amalga oshiriladi. Bu esa tilshunoslik tadqiqotlarining aniqligi va ilmiy asoslanganligini oshiradi.

Boshlang‘ich korpusni qayta ishlash tilshunoslik tadqiqotlariga bir qator afzalliklar beradi: u empirik asosni kuchaytiradi, statistik va sifat tahlilni uyg‘unlashtiradi, shuningdek, terminlar va leksik birliklar distributsiyasini aniqlash imkonini beradi.

Boshlang‘ich matnlar korpusi va uni qayta ishlash metodlari tilshunoslik tadqiqotlarini sistematik, obyektiv va ilmiy asoslangan tarzda olib borishga xizmat qiladi. Korpusni qayta ishlash metodlari quyidagi asosiy bosqichlardan iborat:

1. Matnlarni tanlash va yig‘ish - tadqiqot maqsadiga mos matnlar tanlanadi va elektron shaklga keltiriladi. Bu bosqichda matnlarning janri, mavzusi va hajmi hisobga olinadi.
2. Annotatsiya va belgilash - til birliklari, morfemalar, so‘z shakllari, terminlar va ularning grammatik xususiyatlari belgilab chiqiladi. Bu jarayon avtomatlashtirilgan dasturlar yordamida yoki qo‘lda amalga oshiriladi.
3. Lemmatizatsiya - so‘zlarning bazaviy shakllari aniqlanadi. Masalan, turli fe’l shakllari yoki otlarning ko‘plik shakllari bir lemma ostida birlashtiriladi.
4. Statistik tahlil va modellashtirish - so‘z va birliklarning chastotasi, tarqalishi va bog‘liqligi hisoblanadi, kerak bo‘lsa, taqsimotlar va modellar yordamida tahlil qilinadi.
5. Vizualizatsiya va hisobot - natijalar grafiklar, jadval va diagrammalar orqali ko‘rsatiladi, bu xulosalarni yanada tushunarli qiladi.

Demak, boshlang‘ich matnlar korpusi tilshunoslik muammolarini hal etishda asosiy empirik manba, tahlil vositasi va ilmiy ishonchlilik kafolati sifatida xizmat qiladi.

Korpus lingvistikasi zamonaviy tilshunoslikda til hodisalarini empirik, obyektiv va statistik asosda o‘rganishga xizmat qiluvchi samarali metodologik yondashuv hisoblanadi. Boshlang‘ich matnlar korpusi til birliklarining real nutqdagi qo‘llanishini aks ettirishi bilan til va nutq o‘rtasidagi munosabatni aniqlashda muhim ahamiyat kasb etadi.

Korpusni shakllantirish va qayta ishlash jarayonlari - matnlarni tanlash, annotatsiya qilish, lemmatizatsiya, statistik tahlil va vizualizatsiya bosqichlari - tadqiqot natijalarining aniqligi va ilmiy asoslanganligini ta’minlaydi. Statistik va kompyuter lingvistikasi metodlarining qo‘llanishi til hodisalarini chuqur va keng qamrovda tahlil qilish imkonini beradi. Shunday qilib, boshlang‘ich matnlar korpusi tilshunoslik tadqiqotlarida ishonchli empirik baza vazifasini bajaradi hamda nazariy va amaliy lingvistika rivojiga xizmat qiladi. Kelgusida korpus texnologiyalarini takomillashtirish va milliy til korpuslarini kengaytirish ilmiy izlanishlarning samaradorligini yanada oshiradi.

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INGLIZ VA O‘ZBEK TILLARIDAGI LINGVOKULTUROLOGIK BIRLIKLARI “YUMOR” KONSEPTLARI MISOLIDA

Ismoiljonova Nilufarxon Ergashali qizi
Ishoqxon Ibrat nomidagi Namangan davlat chet tillari instituti mustaqil izlanuvchisi

Annotatsiya. *Mazkur maqolada ingliz va o‘zbek lingvomadaniyatida yumor konseptining lingvokulturologik tabiati qiyosiy aspektda tadqiq etilgan. Maqolada humor konseptining pragmatik, kognitiv hamda diskursiv tabiati bilan bir qatorda internet diskursi va multimodal kommunikatsiyadagi zamonaviy shakllari ham tahlil qilingan. Tadqiqot natijalari lingvokulturologiya, pragmalingvistika, kognitiv lingvistika, diskurs tahlili hamda qiyosiy tilshunoslik rivojiga xizmat qiladi.*

Kalit so‘zlar: *yumor konsepti, lingvokulturologiya, pragmatika, kognitiv lingvistika, xalqona obrazlilik, pragmatik ma’no, kommunikativ madaniyat, milliy mentalitet, verbal humor, lingvomadaniy birlik, vaziyatli kulgi.*

LINGUOCULTURAL UNITS IN ENGLISH AND UZBEK LANGUAGES: THE CASE OF THE “HUMOR” CONCEPT

Annotation. *This article comparatively investigates the linguocultural nature of the humor concept in English and Uzbek linguocultures. The study analyzes the pragmatic, cognitive, and discourse characteristics of the humor concept, as well as its modern manifestations in internet discourse and multimodal communication. The findings contribute to the development of linguoculturology, pragmalinguistics, cognitive linguistics, discourse analysis, and comparative linguistics.*

Keywords: *humor concept, linguoculturology, pragmatics, cognitive linguistics, folk imagery, pragmatic meaning, communicative culture, national mentality, verbal humor, linguocultural unit, situational humor.*

ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЕ ЕДИНИЦЫ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ НА ПРИМЕРЕ КОНЦЕПТА «ЮМОР»

Аннотация. *В данной статье в сравнительном аспекте исследуется лингвокультурологическая природа концепта юмора в английской и узбекской лингвокультурах. В исследовании анализируются прагматические, когнитивные и дискурсивные особенности концепта юмора, а также его современные проявления в интернет-дискурсе и мультимодальной коммуникации. Результаты исследования способствуют развитию лингвокультурологии, прагмалингвистики, когнитивной лингвистики, дискурс-анализа и сравнительного языкознания.*

Ключевые слова: *концепт юмора, лингвокультурология, прагматика, когнитивная лингвистика, народная образность, прагматическое значение, коммуникативная культура, национальный менталитет, вербальный юмор, лингвокультурологическая единица, ситуационный юмор.*

Zamonaviy lingvokulturologiyada yumor konsepti til va madaniyatning o‘zaro munosabatini aks ettiruvchi muhim lingvomadaniy birliklardan biri sifatida talqin qilinadi. Humor inson tafakkuri, milliy mentalitet, kommunikativ xulq va madaniy qadriyatlar bilan chambarchas bog‘liq bo‘lib, har bir xalqning dunyoni idrok etish usuli hamda baholovchi munosabatini ifodalaydi. Shu sababli yumor nafaqat estetik yoki emotsional hodisa, balki lingvokulturologik fenomen sifatida ham tadqiq etiladi. [1:]

Lingvokulturologiyada “konsept” tushunchasi inson ongida shakllangan va til orqali ifodalanuvchi madaniy-ma’naviy bilimlar majmui sifatida izohlanadi. V.A.Maslovaning fikricha, konsept milliy tafakkur, madaniyat va tilning kesishgan nuqtasida shakllanadigan murakkab mental birlikdir. Yumor konsepti esa xalqning kulgi madaniyati, stereotiplari, baholash mezonlari va kommunikativ tajribasini o‘zida mujassamlashtiradi. [2:] Ingliz tilshunosligida humor konsepti ko‘proq irony, sarcasm, understatement va self-irony bilan bog‘liq holda shakllangan. Ingliz kommunikativ madaniyatida yashirin baholash va intellektual kulgi ustunlik qiladi. Shu sababli ingliz humorida bilvosita ma’no, pragmatik implikatura va semantik paradoks muhim rol o‘ynaydi. Yuqoridagi nazariy qarashlardan ko‘rinadiki, humor konsepti til va madaniyatning o‘zaro bog‘liqligini aks ettiruvchi murakkab lingvokulturologik birlik hisoblanadi. U insonning milliy tafakkuri, kommunikativ tajribasi va madaniy dunyoqarashi asosida shakllanadi. Ingliz kommunikativ madaniyatida humor ko‘proq yashirin ma’no, bilvosita baholash va intellektual kinoya orqali ifodalansa,

bu holat ingliz humorining pragmatik hamda kognitiv xarakterini namoyon etadi. Demak, humor konsepti nafaqat kulgi hosil qiluvchi vosita, balki xalqning madaniy qadriyatlari, kommunikativ modeli va mental tafakkurini ifodalovchi muhim lingvomadaniy hodisa sifatida namoyon bo'ladi. [4:]

Masalan: "*I'm fine. Everything is absolutely under control*." Mazkur birlik murakkab yoki salbiy vaziyatda qo'llansa, yashirin kinoyaviy ma'noni anglatadi. Bu yerda humoristik effekt literal ma'no bilan haqiqiy kommunikativ vaziyat o'rtasidagi nomuvofiqlik asosida yuzaga keladi. Ingliz lingvomadaniyatida self-irony muhim kommunikativ strategiya hisoblanadi. Masalan: "*I'm so organized that I lose things systematically*." Ushbu birlik ingliz kommunikativ madaniyatidagi o'zini yumshoq tanqid qilish va intellektual kulgi modelini aks ettiradi. Bu esa ingliz humor konseptining pragmatik va kognitiv tabiatini ko'rsatadi. O'zbek tilshunosligida yumor konsepti xalqona tafakkur, obrazlilik, vaziyatli kulgi va samimiy kommunikativ munosabat bilan bog'liq holda shakllangan. O'zbek humorida milliy qadriyatlar, ijtimoiy yaqinlik va kommunikativ muloyimlik muhim o'rin egallaydi. Shu sababli o'zbekona yumor ko'pincha yumshoq kinoya, obrazli ibora va xalqona pragmatik baholash orqali ifodalanadi. Masalan: "*Juda aqlli ekansiz-da...*" Mazkur birlik kontekstga qarab kinoyaviy ma'noni ifodalaydi va adresatga nisbatan yumshoq baholovchi munosabatni bildiradi. Yuqoridagi misollar shuni ko'rsatadiki, ingliz va o'zbek lingvomadaniyatida humor konsepti turli kommunikativ va madaniy xususiyatlar asosida shakllanadi. Ingliz kommunikativ madaniyatida self-irony insonning o'ziga nisbatan yumshoq tanqidiy munosabatini va intellektual kulgi modelini ifodalasa, o'zbek humorida samimiylik, obrazlilik va muloyim pragmatik baholash ustunlik qiladi. Ingliz humorida yashirin ma'no va bilvosita kinoya muhim rol o'ynasa, o'zbek humorida xalqona tafakkur va kommunikativ yaqinlik asosiy o'rin egallaydi. Demak, humor konsepti har bir xalqning milliy tafakkuri, kommunikativ madaniyati va baholash mezonlarini aks ettiruvchi muhim lingvokulturologik birlik hisoblanadi. [5:] Yoki: "*Do'ppisi osmonga otildi*." Mazkur ibora o'zbek milliy-madaniy kodiga xos bo'lgan quvonch va muvaffaqiyat konseptini ifodalaydi. Bu kabi birliklarda xalqning tarixiy-madaniy tajribasi hamda obrazli tafakkuri aks etadi. Sh.Rahmatullayev frazeologik birliklarda xalqning kulgi madaniyati va obrazli tafakkuri mujassam ekanligini ta'kidlaydi[6]. N.Mahmudov esa o'zbek kommunikativ madaniyatida humor insoniy yaqinlik, samimiylik va kommunikativ muvozanatni saqlash vositasi ekanligini qayd etadi. O'zbek humor konsepti pragmatik ehtiyotkorlik va milliy kommunikativ etik me'yorlar bilan chambarchas bog'liqdir. [6:] Qiyosiy jihatdan olib qaralganda, ingliz humor konseptida intellektual kulgi, yashirin irony va understatement ustunlik qilsa, o'zbek humor konseptida xalqona obrazlilik, vaziyatli kulgi va yumshoq baholash muhim o'rin egallaydi. Ingliz kommunikativ madaniyatida humor ko'proq individualistik xarakterga ega bo'lsa, o'zbek humorida kollektivlik va ijtimoiy yaqinlik kuchliroq namoyon bo'ladi. Yuqoridagi ilmiy qarashlar shuni ko'rsatadiki, o'zbek humor konsepti xalqning milliy tafakkuri, madaniy qadriyatlari va kommunikativ etik me'yorlari bilan uzviy bog'liq holda shakllanadi. O'zbek humorida samimiylik, ijtimoiy yaqinlik va yumshoq pragmatik baholash muhim o'rin egallaydi hamda u ko'proq kommunikativ muvozanatni saqlashga xizmat qiladi. Ingliz humorida esa yashirin irony, understatement va intellektual kulgi ustunlik qilib, individualistik kommunikativ modelni aks ettiradi. Demak, ingliz va o'zbek humor konseptlari turli lingvomadaniy va pragmatik xususiyatlarga ega bo'lsa-da, har ikkisi ham milliy mentalitet va kommunikativ madaniyatni ifodalovchi muhim lingvokulturologik birlik sifatida namoyon bo'ladi. Zamonaviy internet diskursida esa humor konsepti yangi lingvomadaniy shakllar orqali rivojlanmoqda. Memlar, emoji, GIF va virtual ironiyalar ingliz hamda o'zbek kommunikativ makonida yangi pragmatik va multimodal humor vositalarini yuzaga keltirmoqda. Biroq o'zbek tilshunosligida multimodal humor va virtual yumorning lingvokulturologik xususiyatlari hali yetarli darajada tadqiq etilmagan. Tahlillar shuni ko'rsatadiki, yumor konsepti ingliz va o'zbek lingvomadaniyatida milliy tafakkur, kommunikativ madaniyat va pragmatik munosabatni aks ettiruvchi muhim lingvokulturologik birlik hisoblanadi. Ingliz humor konsepti yashirin irony, intellektual kulgi va pragmatik implikatura asosida shakllansa, o'zbek humor konsepti xalqona obrazlilik, samimiylik va vaziyatli baholash bilan xarakterlanadi. Har ikki til madaniyatida humor konsepti kommunikativ ta'sir, emotsional yaqinlik va madaniy identifikatsiyani ifodalovchi muhim vosita vazifasini bajaradi. Shu bilan birga, internet diskursidagi multimodal humor va virtual kommunikatsiyadagi yumor konseptini qiyosiy-lingvokulturologik aspektda tadqiq etish zamonaviy tilshunoslikning dolzarb ilmiy yo'nalishlaridan biri bo'lib qolmoqda.

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Annotatsiya: *Olib borilgan tahlillar asosida biz tijoriy muloqotni biznes muloqoti shakllaridan biri, degan xulosaga kelishimiz mumkin, bu bozor iqtisodi institutlari bilan bog'liq bo'lgan moddiy manfaatlarga erishishni ham nazarda tutadi.*

Kalit so'zlar: *tijoriy muloqot, biznes muloqoti, bozor iqtisodiyoti, rasmiy muloqot, taqdimot.*

ОПИСАНИЕ БИЗНЕС-СОБЕСЕДОВАНИЯ

Аннотация: *На основании анализа можно сделатъ вывод, что коммерческое обшение является одной из форм делового общения, которое также предполагает получение материалъной выгоды, связанной с институтами рыночной экономики.*

Ключевые слова: *коммерческое обшение, деловое общение, рыночная экономика, офисиалъное обшение, презентация.*

DESCRIPTION OF COMMERCIAL INTERVIEW

Annotation: *Based on the analysis, we can conclude that commercial communication is one of the forms of business communication, which also involves the achievement of materil benefits associated with the institutions of a market economy.*

Key words: *commercial communication, business communication, market economy, formal communication, presentation.*

Kirish. Tijoriy muloqot professional sohada amalga oshiriladi, kommunikantlarning ma'lum bir professional ahamiyatga ega bo'lgan maqsadlarga erishishga yo'naltirilganligini aks ettiradi, kasbdagi turli xil o'zaro ta'sirlarni qamrab oladi, bu esa turli xil muloqot shakllarini shakllantirishga olib keladi. A. M. Sosnovskaya tijorat muloqotining quyidagi shakllarini aniqlaydi[3]:

1. Ishbilarmonlik suhbati — bu "bir kishining yoki odamlar guruhining so'zlar orqali boshqa odamda yoki odamlar guruhida vaziyatni o'zgartiradigan yoki suhbat ishtirokchilari o'rtasida yangi munosabatlarni o'rnatadigan harakatga intilishni keltirib chiqaradigan istagi"[4]. Eng umumiy ko'rinishida ishbilarmonlik suhbati sheriklar, suhbatdoshlar o'rtasidagi og'zaki aloqa sifatida tushuniladi.

2. Muzokaralar — "bu kelishuv tomonlarining asosiy manfaatlarini qondiradigan va'dalarning muayyan to'plamlarini (shartnomalar, bitimlar, kelishuvlar, konvensiyalar va boshqalarni) ishlab chiqish, almashtirish va amalga oshirishning o'zaro bog'liq jarayonlari"dir[5]; "Manfaatdor tomonlar o'rtasidagi aloqa jarayonida muvofiqlashtirilgan qarorlarni qabul qilishning asosiy vositasi"[6]; "Ikki yoki undan ortiq kishining bevosita bo'ysunish munosabatlari bilan bog'liq bo'lmagan, ular duch keladigan muammolarni hal qilishga qaratilgan birgalikdagi faoliyatining maxsus turi"[7];

3. Matbuot anjumani — "rasmiy davlat vakillarining (rahbarlar, siyosatchilar, davlat amaldorlari, jamoatchilik bilan aloqalar bo'yicha mutaxassislar, ishbilarmonlar va boshqalar) matbuot, televideniye, radio vakillari bilan dolzarb masalalar to'g'risida ma'lumot berish maqsadida uchrashuvi"[8]

[3] Сосновская А. М. Деловая коммуникация и переговоры: учеб. пособие. СПб.: Изд-во СЗАГС, 2011. — 8 с.; ил.- С. 92 - 117
[4] Власюк Г. В. Деловое общение : учебное пособие для специальности "Управление персоналом". - Москва : МИИТ, 2008. - 68 с. - С. 29
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[5] Сосновская А. М. Деловая коммуникация и переговоры: учеб. пособие. СПб.: Изд-во СЗАГС, 2011. — 8 с.; ил.- С. 96
[6] Большаков С. Н. Бизнес-коммуникации : учеб. пособие / С. Н. Большаков, М. О. Потолокова — СПб.: С.-Петерб. гос. ун-т, филол. ф-т, 2012. — 137 с. - С. 62
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[8] Мандрица В. М. Этика бизнеса - деловое общение / В. М. Мандрица, И. В. Мандрица. - Ростов-на-Дону : РИНХ, 2005 (ООО АзовПечать). - 227 с. - С. 184

4. Press-reliz — “pressa uchun xabar; press-reliz bergan tashkilot (ehtimol, xususiy shaxs haqida) haqidagi yangiliklarni, har qanday masala boʻyicha oʻz pozitsiyasining bayonotini va ommaviy axborot vositalarida eʼlon qilish uchun uzatiladigan maʼlumotli xabar”[9].

Пресс-релизларнинг бир нечта турлари мавжуд:

a) press-reliz-elon — yaqinlashib kelayotgan tadbir toʻgʻrisida axborot xabari;

b) press-reliz-yangiliklari — allaqachon sodir boʻlgan voqea toʻgʻrisida axborot xabari;

c) axborot press-relizi — joriy, tugallanmagan voqea toʻgʻrisida axborot xabari;

d) bekgrounder — “tashkilot, uning profilini, mahsuloti va xizmatlarini, yaratilish, rivojlanish tarixini va boshqalarni aks ettiruvchi ommaviy axborot vositalari uchun axborot PR materiali”;[10];

e) Maʼlumot varagʻi — tashkilot, uning mahsulotlari va xizmatlari toʻgʻrisida maʼlumotnomalarni oʻz ichiga olgan matbuot uchun maʼlumot materiali. Bekgrounderdan farqli oʻlaroq, u tashkilotning rahbariyati, faoliyat yoʻnalishlari, statistik maʼlumotlar va boshqalarni oʻz ichiga olishi mumkin. Maʼlumotlar varagʻi odatda tashkilot toʻgʻridan-toʻgʻri mahsulot ishlab chiqaradigan yoki xizmat koʻrsatadigan sohada ishlaydigan nashrlar uchun tuziladi.

5. Briefing — muhim voqealar, muzokaralar, anjumanlar, erishilgan natijalar va hokazolar toʻgʻrisida xabardor qilish uchun, odatda, rasmiy shaxs (hukumat vakili, tijorat tuzilmalari, xalqaro tashkilotlar va boshqalar) tomonidan ommaviy axborot vositalari vakillari uchun taqdim etiluvchi qisqa maʼlumotli xabar.

6. Ishbilarmonlik uchrashuvi — "birinchi shaxs yoki uning oʻrnini bosuvchi mutaxassis tomonidan ishlab chiqarishni tashkil qilish, kompaniyani boshqarish, marketing faoliyatini muhokama qilish maqsadida oʻtkaziladigan tadbirdir"[11];

7. Taqdimot — "oʻzingizning imkoniyatlaringizni, mahsulotingizni yoki kompaniyangizni kerakli qarorga (harakatga) erishish uchun hamkorlar, mijozlar, investorlar yoki isteʼmolchilarga taqdim etish"[12].

Albatta, tijoriy muloqot ushbu shakllar bilan cheklanib qolmaydi. Ishbilarmonlik suhbati, muzokaralar va hokazolarga hamroh boʻlishi mumkin boʻlgan tijoriy, ishbilarmonlik xatlari, hujjatlar va boshqalarni alohida aloqa turiga ajratish mumkin. Koʻrinadiki, ishbilarmonlik muloqoti uni amalga oshirishning turli shakllarida boʻlishi mumkin, u professional jihatdan muhim qadriyatlarga erishish bilan bogʻliq boʻlgan juda xilma-xil vaziyatlar majmuini qamrab oladi, yuqori oʻzgaruvchanlik bilan ajralib turadi, ogʻzaki va yozma ravishda amalga oshirilishi mumkin, baʼzi funksiyalarni amalga oshirishga qaratilgan boʻlishi mumkin, bu biznes-nutqni oʻrganish jarayonlarini sezilarli darajada murakkablashtiradi..

Adabiyotlar tahlili. Ishbilarmonlik muloqoti shakli va kommunikativ niyatlar tijoriy diskursni shakllantirishning oʻziga xos xususiyatlarini belgilaydi. Bundan tashqari, tijoriy diskursning shakllanishiga boshqa kommunikativ omillar ham taʼsir qiladi. Bunday omillar sifatida V.A. Jelamskaya quyidagilarni nomlaydi[13]:

1) adresat (adresatlarning) tabiati, birinchi navbatda, adresning aniqligi / noaniqligi mezonlari; oluvchilar soni:

a) maʼlum bir adresat (maʼlum bir shaxs yoki bir guruh shaxslar): bu holda aloqa maʼlum bir shaxsga yoki shaxslar guruhiga qaratilgan eʻtiborni aks ettiruvchi bir nechta onimlardan foydalanishni oʻz ichiga olgan holda yo'naltiriladi;

b) aniqlanmagan adresat: maʼlum adresat boʻlmasa, muloqot koʻp sonli adresatni nazarda tutadi, tashkilotlarning barcha xodimlari, barcha muloqot ishtirokchilari uning taʼsiriga tushishini taxmin qiladi.

2) adresat(lar)ning tabiati:

a) adresat maʼlum bir jismoniy shaxs: bu holda muloqot birlikda 1-shaxs tomonidan olib boriladi. Muloqot maksimal tarzda shaxsiy xarakterga ega boʻlib, uni boshqa barcha ishbilarmonlik aloqalaridan ajratib turadi. Baʼzi hollarda birlikdagi 3-shaxsga murojaat qilinadi. Odatda, bu holda “birinchi oʻringa maʼlum bir shaxs emas, balki u egallab turgan lavozimi, uning huquqlari va vakolatlariga muvofiq egalik qiladigan huquqiy maqomi chiqadi”[14];

b) adresant — maʼlum bir tashkilot yoki odamlar guruhi: bunday muloqot unchalik aniq boʻlmaydi;

c) nomaʼlum adresant – qoida tariqasida, bunday aloqa tomonlar oʻrtasida huquqiy munosabatlarni oʻrnatishga, har qanday jarayonlarni amalga oshirish tartibiga, muayyan qoidalar va majburiyatlar boʻysunadigan shaxslar doirasini oʻrnatishga qaratilgan.

[9] Сосновская А. М. Деловая коммуникация и переговоры: учеб. пособие. СПб.: Изд-во СЗАГС, 2011. — 8 с.; ил.- С. 105

[10] Сосновская А. М. Деловая коммуникация и переговоры: учеб. пособие. СПб.: Изд-во СЗАГС, 2011. — 8 с.; ил.- С. 106

[11] Сосновская А. М. Деловая коммуникация и переговоры: учеб. пособие. СПб.: Изд-во СЗАГС, 2011. — 8 с.; ил.- С. 106

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[14] Желамская В. А. Лингвистическая структура деловой документации на материале французского и итальянского языков: Дисс. канд. филол. наук. – Москва, 2017. – 332 с. – С. 121 - 122

Tahlil va natijalar. Shu bilan birga, ishbilarmonlik muloqotining namoyon boʻlishining yuqori variativligi va xilma-xilligiga qaramay, oʻzaro aloqalarni tijorat sifatida aniqlashga imkon beradigan bir qator xususiyatlarni aniqlash mumkin. Avvalo, bunday xususiyatlarga muloqot sohasi — kasbiy, tijoriy, yaʼni oʻzaro taʼsirning oʻziga xos xususiyatlarini, aloqaning muhim belgilarini, xususiyatlarini shakllantirishni belgilaydigan foyda olish bilan bozor munosabatlari, iqtisodiyot bilan chambarchas bogʻlangan boʻlishi kerak.

Shunday qilib, olib borilgan tahlillar asosida biz tijoriy muloqot biznes muloqoti shakllaridan biri, degan xulosaga kelishimiz mumkin, bu bozor iqtisodi institutlari bilan bogʻliq boʻlgan moddiy manfaatlarga erishish maqsadiga boʻysunadigan kasbiy muammolarni hal qilishga qaratilgan tijorat subyektlari oʻrtasidagi oʻzaro bogʻliqlik, iqtisodiyot, xususiy mulk huquqlari, oʻzida toʻgʻridan-toʻgʻri biznes, ham akademik, shaxsiy va kundalik subkurslarning tarkibiy qismlarini sintez qilish. Xulosa. Tijoriy muloqot bir xil emas, u oʻzgaruvchanligi, namoyon boʻlishining xilma-xilligi bilan ajralib turadi, bu bir nechta janrlarni, tijoriy diskursning invariantlarini, shu jumladan ishbilarmonlik suhbati, muzokaralar, press-relizlar, brifinglar, biznes uchrashuvlar, taqdimotlar va boshqalarni ajratib olishga imkon beradi. Tijorat muloqot sezilarli darajada farq qiladi, ularni amalga oshirish xususiyatlariga bir qator omillar taʼsir qiladi, shu jumladan (1) adresat tabiati; (2) adresant tabiati; (3) kommunikantlarning pozitsion (rol) munosabatlari; (4) kommunikantlar oʻrtasidagi ijtimoiy-psixologik masofa.

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BADIIY TARJIMADA PSIXOLOGIK TASVIRLARNING STILISTIK TRANSFORMATSIYASI
(Jek London asarlarining o‘zbek tiliga tarjimalari misolida)

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Annotatsiya. *Mazkur maqolada badiiy tarjima jarayonida personajlarning ichki ruhiy holatini gavdalantiruvchi psixologik tasvirlarning stilistik transformatsiyaga uchrashi tadqiq etiladi. Tahlil amerikalik adib Jek London nasriy asarlarining o‘zbek tiliga o‘girilgan namunalari misolida olib boriladi. Muallif psixologik tasvir matnining tarjimada saqlanishi va o‘zgarishini leksik, grammatik hamda leksik-grammatik transformatsiyalar nuqtai nazaridan ko‘rib chiqadi, konkretizatsiya, modulyatsiya, kompensatsiya va antonimik tarjima usullarining badiiy-estetik vazifasini yoritadi. Tadqiqot natijalariga ko‘ra, psixologik tasvirning ekvivalent tarjimasi nafaqat semantik moslikni, balki his-tuyg‘u ohangini, ritmni va matn ostidagi ma’noni qayta yaratishni taqozo etadi.*

Kalit so‘zlar: *badiiy tarjima, psixologik tasvir, stilistik transformatsiya, ekvivalentlik, konkretizatsiya, modulyatsiya, kompensatsiya, antonimik tarjima, Jek London, o‘zbek tarjimasi.*

СТИЛИСТИЧЕСКАЯ ТРАНСФОРМАЦИЯ ПСИХОЛОГИЧЕСКИХ ОБРАЗОВ В ХУДОЖЕСТВЕННОМ ПЕРЕВОДЕ (НА ПРИМЕРЕ ПЕРЕВОДОВ ПРОИЗВЕДЕНИЙ ДЖЕКА ЛОНДОНА НА УЗБЕКСКИЙ ЯЗЫК)

Аннотация. *В данной статье исследуется стилистическая трансформация психологических описаний, передающих внутреннее состояние персонажей, в процессе художественного перевода. Анализ проводится на примере узбекских переводов произведений Джека Лондона. Рассматриваются лексические, грамматические и лексико-грамматические трансформации и их художественно-эстетическая функция.*

Ключевые слова: *художественный перевод, психологическое описание, стилистическая трансформация, эквивалентность, конкретизация, модуляция, компенсация, Джек Лондон.*

STYLISTIC TRANSFORMATION OF PSYCHOLOGICAL IMAGES IN LITERARY TRANSLATION (BASED ON TRANSLATIONS OF JACK LONDON'S WORKS INTO UZBEK)

Annotation. *The article examines the stylistic transformation of psychological descriptions that convey the inner state of characters in the process of literary translation. The analysis is carried out on the material of Uzbek translations of Jack London’s prose. The author considers lexical, grammatical and lexico-grammatical transformations and reveals the artistic and aesthetic function of concretization, modulation, compensation and antonymic translation. The findings show that an equivalent rendering of psychological description requires the re-creation not only of semantic correspondence but also of emotional tone, rhythm and implicit meaning.*

Keywords: *literary translation, psychological description, stylistic transformation, equivalence, concretization, modulation, compensation, antonymic translation, Jack London, Uzbek translation.*

Kirish: Badiiy tarjima — ikki tilning grammatik va leksik tizimlarini bir-biriga moslashtirish bilan cheklanmaydigan, balki asar muallifining badiiy-estetik niyatini, uslubiy o‘ziga xosligini va emotsional ta’sir kuchini boshqa til muhitida qayta yaratishni nazarda tutuvchi murakkab ijodiy faoliyatdir. Ayniqsa, personajlarning ruhiy olamini gavdalantiruvchi psixologik tasvirlar tarjima nazariyasining eng nozik va kam o‘rganilgan sohalaridan biri bo‘lib qolmoqda. Chunki bunday tasvirlar nafaqat voqealar bayonidan, balki his-tuyg‘u, kechinma, ichki ziddiyat va kayfiyatning tilda moddiy ifodalanishidan tashkil topadi.

Amerika adabiyotining yirik vakili Jek London (1876–1916) ijodi insonning tabiat va o‘zi bilan kurashidagi psixologik holatlarini chuqur va keskin tasvirlashi bilan ajralib turadi. Uning “Hayotga muhabbat”, “Olovni yoqmoq”, “Tabiat bag‘rida” (“Yovvoyilik chorlovi”), “Oq So‘yloq”, “Martin Iden”, “Dengiz bo‘risi” kabi asarlarida instinkt va ong, qo‘rquv va iroda, umidsizlik va yashash ishtiyoqi o‘rtasidagi kurash mahorat bilan ochib beriladi. Ushbu asarlarning o‘zbek tiliga o‘girilishi davomida psixologik tasvirlar muqarrar ravishda stilistik transformatsiyaga uchraydi.

Mazkur maqolaning maqsadi — Jek London asarlarining o‘zbek tiliga tarjimalari misolida psixologik tasvirlarning stilistik transformatsiyasini tilshunoslik va tarjimashunoslik nuqtai nazaridan tahlil qilish, transformatsiya turlarini aniqlash hamda ularning badiiy matn ta’sirchanligini saqlashdagi o‘rnini belgilashdan iborat.

Mavzuga oid adabiyotlar tahlili va metodologiya

Tarjima transformatsiyalari nazariyasiga oid asosiy qarashlar V.N.Komissarov, Ya.I.Retsker, L.S.Barxudarov, V.S.Vinogradov hamda P.Nyumark (Newmark) ishlarida ishlab chiqilgan. Komissarov transformatsiyalarni leksik, grammatik va leksik-grammatik turlarga ajratadi va ularni asl matn bilan tarjima matni o‘rtasidagi muvofiqlikni ta’minlovchi usullar sifatida talqin etadi. Retsker “muvofiqliklar nazariyasi” doirasida ekvivalent, variant va transformatsion mosliklarni farqlaydi. O‘zbek tarjimashunosligida bu masalalar G‘.Salomov, N.Komilov, Q.Musayev kabi olimlarning tadqiqotlarida milliy zamin asosida rivojlantirilgan; ularda tarjimaning badiiy-estetik tabiati va asliyatga sadoqat masalasi alohida urg‘u bilan yoritiladi.

Psixologizm va uning lingvistik ifodasi adabiyotshunoslik hamda matn stilistikasi sohasida o‘rganilgan. Psixologik tasvir deganda biz personajning ichki nutqi, ichki monologi, his-tuyg‘ularining bevosita yoki bilvosita ifodasi, ruhiy holatning tashqi dunyo tasviri orqali (peyzaj, detal) berilishi kabi vositalar majmuini tushunamiz. Bunday tasvirlar metafora, epitet, qiyos, takror va o‘ziga xos sintaktik tuzilmalar bilan ifodalanadi.

Tadqiqotda qiyosiy-tipologik, kontekstual-semantik tahlil hamda tarjima transformatsiyalarini tasniflash metodlari qo‘llanildi. Tahlil birligi sifatida asl (ingliz tilidagi) matn parchasi va uning o‘zbekcha muqobili olindi, so‘ngra ular o‘rtasidagi stilistik o‘zgarishlar aniqlanib, ularning vujudga kelish sabablari hamda badiiy vazifasi izohlandi.

Tahlil natijalari va muhokama

1. Psixologik tasvir va uning tarjimadagi o‘ziga xosligi. Jek London asarlarida psixologik tasvir ko‘pincha insonning chegaraviy holatlari — ochlik, sovuq, charchoq, o‘lim qarshisidagi kechinmalari orqali namoyon bo‘ladi. “Hayotga muhabbat” hikoyasida yolg‘iz qolgan qahramonning yashash uchun kurashi uning ongidagi qo‘rquv, umid va hayvoniy instinkt to‘qnashuvi sifatida beriladi. Bunday tasvirni tarjima qilishda so‘zma-so‘z muvofiqlik yetarli emas: tarjimon his-tuyg‘u ohangini, ritmik kuchlanishni va matn ostidagi ma’noni o‘zbek o‘quvchisi idrokiga moslab qayta yaratishga majbur bo‘ladi. Aynan shu zaruriyat stilistik transformatsiyani keltirib chiqaradi.

2. Stilistik transformatsiya tushunchasi. Stilistik transformatsiya deb asl matnning uslubiy-estetik va pragmatik ta’sirini saqlash maqsadida tarjima jarayonida amalga oshiriladigan lisoniy o‘zgarishlarga aytiladi. Bunda til birliklarining shakli o‘zgaradi, biroq matnning hissiy-badiiy mazmuni va ta’sir kuchi imkon qadar muqobil tarzda yetkaziladi. Quyida psixologik tasvirlarga nisbatan eng ko‘p qo‘llanadigan transformatsiya turlari ko‘rib chiqiladi.

3. Leksik transformatsiyalar. Konkretizatsiya, ya’ni keng ma’noli so‘zni torroq, aniqroq ma’noli birlik bilan almashtirish, psixologik holatni yorqinlashtirishda muhim vosita hisoblanadi. Masalan, London tez-tez ishlatadigan umumiy ma’noli to feel fe’li kontekstga ko‘ra o‘zbekchada “sezmoq”, “his qilmoq”, “idrok etmoq”, “badaniga tarqalmoq” kabi aniqlashtirilgan muqobillar bilan beriladi va shu yo‘l bilan kechinmaning o‘ziga xos tusi tiklanadi. Modulyatsiya (ma’no rivoji) usulida esa asliyatdagi mantiqiy asos saqlanib, ifoda o‘zbek tafakkuriga moslab o‘zgartiriladi: He was not afraid to die tarzidagi inkor konstruksiyasi “U o‘limdan qo‘rqmasdi” emas, balki kontekstga ko‘ra “O‘lim uni cho‘chitmasdi” kabi ma’no rivoji bilan berilishi mumkin.

4. Grammatik transformatsiyalar. Ingliz va o‘zbek tillarining tipologik farqi (analitik va agglutinativ tuzilish) gap bo‘linishi, gaplarni birlashtirish va so‘z tartibini o‘zgartirishni zarur qiladi. London uslubiga xos uzun, ergash gaplarga boy davriy jumlalar o‘zbekchada ko‘pincha kalta, keskin gaplarga bo‘linadi. Bu hol psixologik kuchlanish va nafas qisilishi kabi holatlarni ifodalashda hatto qo‘shimcha ta’sirchanlik beradi, chunki o‘zbek tilida fe’lning gap oxirida kelishi voqea yakunidagi taranglikni kuchaytiradi.

5. Leksik-grammatik transformatsiyalar. Kompensatsiya usulida asl matnning bir o‘rnida yo‘qotilgan stilistik bo‘yoq tarjimaning boshqa o‘rnida tiklanadi. London nasridagi ingliz tiliga xos so‘z o‘yini yoki ohangdoshlikni o‘zbekchada aynan saqlash imkonsiz bo‘lganda, tarjimon uni o‘zbek tilining frazeologik birliklari, maqol-matal yoki taqlidiy so‘zlari hisobiga qoplaydi. Antonimik tarjima, ya’ni tasdiqni inkor (yoki aksincha) bilan berish, qahramon ruhiyatidagi ikkilanish va shubhani tabiiyroq ifodalashga xizmat qiladi. Eksplikatsiya (tavsifiy tarjima) esa o‘zbek o‘quvchisiga notanish madaniy-maishiy tushunchalar (masalan, qutb iqlimiga oid atamalar) ma’nosini ochib berish uchun qo‘llanadi.

6. Badiiy-tasviriy vositalarning transformatsiyasi. Psixologik tasvirning markazida ko‘pincha metafora, epitet va qiyos turadi. London peyzaji ko‘pincha qahramon ruhiyatining ko‘zgusi vazifasini bajaradi: oppoq, jonsiz qor va sukunat ichki yolg‘izlik va o‘lim qo‘rquvini ramziy ifodalaydi. Tarjimada bunday obrazli birliklar ko‘pincha o‘zgartiriladi: ingliz tilidagi obraz o‘zbek madaniy tasavvurida boshqacha assotsiatsiya uyg‘otsa, tarjimon muqobil obraz tanlaydi yoki tasvirni kuchaytiradi. Bunda asosiy mezon — obrazning hissiy yuki va badiiy vazifasini saqlash, shaklini emas.

7. Ichki monolog va his-tuyg‘u ifodasining qayta yaratilishi. London asarlarida personajning ichki nutqi va ozod bilvosita nutq (free indirect speech) keng qo‘llanadi. O‘zbek tilida bu hodisaning aniq grammatik muqobili kamroq

bo‘lgani sababli, tarjimonlar ko‘pincha ichki monologni “— deb o‘yladi”, “ko‘nglidan kechirdi” kabi kiritmalar bilan rasmiylashtiradi yoki kontekst orqali ifodalaydi. Bu transformatsiya matnning hissiy yaqinligini saqlash bilan birga, ba’zan psixologik tasvirning bevositaligini biroz susaytirishi mumkin. Shuning uchun tajribali tarjimon kiritmalardan tejamkorlik bilan foydalanib, ichki nutqning erkin oqimini iloji boricha buzmaslikka intiladi.

Yuqoridagi tahlil shuni ko‘rsatadiki, psixologik tasvirning o‘zbekcha tarjimasida stilistik transformatsiya tasodifiy emas, balki ikki til tizimi, badiiy an’ana va o‘quvchi idroki o‘rtasidagi farqlardan kelib chiqadigan qonuniy hodisadir. Transformatsiyalarning maqsadga muvofiq qo‘llanilishi tarjima sifatini belgilaydi: ortiqcha o‘zgartirish asliyatdan uzoqlashtiradi, transformatsiyadan voz kechish esa sun’iy, g‘ayritabiiy matnga olib keladi.

Xulosa

O‘tkazilgan tahlil quyidagi xulosalarga olib keladi. Birinchidan, Jek London asarlaridagi psixologik tasvirlar inson ruhiyatining chegaraviy holatlarini aks ettirgani bois ularning tarjimasi tarjimondan yuqori darajadagi lisoniy va badiiy mahorat talab etadi. Ikkinchidan, o‘zbekcha tarjimalarda eng faol qo‘llanadigan transformatsiyalar — konkretizatsiya, modulyatsiya, gap bo‘linishi, kompensatsiya va antonimik tarjima bo‘lib, ularning har biri muayyan psixologik vazifani bajaradi. Uchinchidan, psixologik tasvirning muvaffaqiyatli tarjimasi semantik moslikni emas, balki his-tuyg‘u ohangini, ritmik kuchlanishni va matn ostidagi ma’noni qayta yaratishni nazarda tutadi.

Shu bois badiiy tarjimada stilistik transformatsiya asliyatga xiyonat emas, balki uni boshqa til va madaniyat sharoitida tirik saqlashning zaruriy vositasi sifatida baholanishi lozim. Mavzu istiqbolda London tarjimalarini turli tarjimonlar talqinida qiyosiy o‘rganish va psixologik tasvir transformatsiyalarining miqdoriy ko‘rsatkichlarini aniqlash orqali yanada chuqurlashtirilishi mumkin.

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BERUNIYNING "QADIMGI XALQLARDAN QOLGAN YODGORLIKLAR" ASARI – TARIXIY ONOMASTIKANING NOYOB MANBASI

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Annotatsiya: *Mazkur maqolada Abu Rayhon Beruniyning "Qadimgi xalqlardan qolgan yodgorliklar" asari tarixiy onomastikaning noyob va qimmatli manbasi sifatida tadqiq etilgan. Asarda keltirilgan ayrim tarixiy onomastik birliklarning lingvistik, semantik va tarixiy xususiyatlari tahlil qilingan. Beruniy tomonidan qo'llangan tarixiy nomlarning etimologiyasi, ularning qadimgi xalqlarning urf-odatlari, diniy e'tiqodlari, madaniy qadriyatlari va dunyoqarashi bilan uzviy bog'liqligi yoritib berilgan. Shuningdek, asarda qayd etilgan onomastik materiallar turli xalqlar o'rtasidagi madaniy aloqalar, tarixiy jarayonlar va etnik munosabatlarni o'rganishda muhim ilmiy manba bo'lib xizmat qilishi asoslab berilgan. Tadqiqot natijalari Beruniy merosining nafaqat tarixiy onomastika, balki tilshunoslik, tarix, etnologiya va madaniyatshunoslik fanlari rivojida ham alohida ahamiyat kasb etishini ko'rsatadi.*

Kalit so'zlar: *onomastik birliklar, antroponim, geortonim, xrononim, kosmonim, etimologiya, toponim.*

"ABU RAYHAN BERUNI'S WORK THE CHRONOLOGY OF ANCIENT NATIONS AS A UNIQUE SOURCE OF HISTORICAL ONOMASTICS"

Annotation: *This article studies Abu Rayhan Beruni's work "Relics of Ancient Peoples" as a unique and valuable source of historical onomastics. The linguistic, semantic and historical features of some historical onomastic units presented in the work are analyzed. The etymology of historical names used by Beruni, their inextricable connection with the traditions, religious beliefs, cultural values and worldview of ancient peoples are highlighted. It is also substantiated that the onomastic materials mentioned in the work serve as an important scientific source in the study of cultural ties, historical processes and ethnic relations between different peoples. The results of the study show that Beruni's legacy is of particular importance not only in historical onomastics, but also in the development of linguistics, history, ethnology and cultural studies.*

Key words: *onomastic units, anthroponym, georthonym, chrononym, cosmonym, etymology, toponym.*

«ПРОИЗВЕДЕНИЕ АБУ РАЙХАНА БЕРУНИ "ПАМЯТНИКИ, ОСТАВШИЕСЯ ОТ ДРЕВНИХ НАРОДОВ" КАК УНИКАЛЬНЫЙ ИСТОЧНИК ИСТОРИЧЕСКОЙ ОНОМАСТИКИ»

Аннотация: *В данной статье исследуется труд Абу Райхана Беруни «Памитники древних народов» как уникальный и ценный источник исторической ономастики. Анализируются лингвистические, семантические и исторические особенности некоторых исторических ономастических единиц, представленных в труде. Выделяется этимология исторических имен, используемых Беруни, их неразрывная связь с традициями, религиозными верованиями, культурными ценностями и мировоззрением древних народов. Также обосновывается, что ономастические материалы, упомянутые в труде, служат важным научным источником при изучении культурных связей, исторических процессов и этнических отношений между различными народами. Результаты исследования показывают, что наследие Беруни имеет особое значение не только в исторической ономастике, но и в развитии лингвистики, истории, этнологии и культурологии.*

Ключевые слова: *ономастические единицы, антропоним, геортоним, хрононим, космоним, этимология, топоним.*

KIRISH

Dunyo tilshunosligida onomastika ilmiy-nazariy jihatdan takomilga erishgan sohalardan biri sanaladi. Hozirgi globallashuv, fanlar integratsiyasi davriga kelib, uning tarixiy onomastika tarmog'ini yanada rivojlantirishga e'tibor ortmoqda. Shu jihatdan tarixiy antroponimlar (ismlar, laqablar, taxalluslar), toponimlar (davlat, mamlakat, shahar va qishloqlarning nomlari), kosmonimlar (osmon jismlari, sayyora va yulduzlarning nomlari), mifonimlar (afsonaviy

nomlar), xrononimlar (tarixiy asr, davr, yil, jang va kunlarning nomlari), geortonimlar (bayramlar va muhim sanalarning nomlari) va boshqa onomastik birliklarning ijtimoiy, milliy-madaniy, lisoniy takomili va taraqqiyotini o‘rganish, qiyosiy-tarixiy aspektlarda tadqiq etish, ensiklopedik, izohli lug‘atlarini yaratish dolzarb vazifalardan hisoblanadi. Shuningdek, dunyo ilm-fanida Sharq tamadduniga, jumladan, Yangi O‘zbekiston xalqlari tarixi, madaniyati, allomalarining ilmiy merosiga, xususan, Abu Rayhon Beruniy asarlarini o‘rganishga qiziqish kuchaymoqda. 2023-yil 23-sentyabrda BMTning YUNESKO tashkiloti tomonidan Abu Rayhon Beruniy asarlarining Fransiya milliy kutubxonasi qo‘lyozmalar kolleksiyasida namoyish etilganligi ham buning yorqin dalilidir.

ADABIYOTLAR TAHLILI

“Qadimgi xalqlardan qolgan yodgorliklar” asari haqida S.P.Tolstov, V.P.Sheglov, V.Yu. Zohidov, M.A.Sal’ye, U.I.Karimov, P.G.Bulgakov, A.Irisov, I.Abdullayev kabi olimlar o‘zlarining Beruniy ijodiga bag‘ishlangan asarlarida qimmatli fikr va mulohazalar bildirganlar.

“Qadimgi xalqlardan qolgan yodgorliklar” asari 20 dan ortiq nusxada yetib kelgan bo’lib, asarning eng qadimiy va to‘liq nusxasi Istanbuldagi Boyazid umumiy kutubxonasida № 4667 raqamda saqlanadi [2, 73].

Beruniyning “Qadimgi xalqlardan qolgan yodgorliklar” nomli asari arab tilida bitilgan bo‘lib, uning lug‘aviy tarkibida hind, fors, yunon, suryoniy, sug‘d, xorazm va turkiy tillarga mansub ko‘plab onomastik birliklar uchraydi. Qadimgi hamda o‘rta asr Movarounnahr, Eron va Xuroson xalqlariga xos bo‘lgan tarixiy nomlar o‘tmishimizni, ajdodlarimiz yaratgan madaniy merosni tadqiq etishda muhim ilmiy manba vazifasini o‘taydi [5, 765].

TADQIQOT METODOLOGIYASI

“Qadimgi xalqlardan qolgan yodgorliklar” asari o‘z mazmuni bilan tarixiy onomastikaning dastlabki yirik namunalaridan biri bo‘lib, unda qadimgi etnonimlar, toponimlar, mifonimlar, kosmonimlar, antroponimlarning shakllanishi, tarqalishi va o‘zgarish jarayonlari haqida noyob ma’lumotlar qayd etilgan. Kuzatishlarimizdan ma’lum bo‘lishicha, Beruniy o‘z asarida qadimgi xalqlarning taqvimlari, yil hisoblari, bayramlari va marosimlari xususida so‘z yuritarkan, ular bilan bog‘liq holda yuzlab onomastik birliklarni keltiradi. Masalan, qadimgi eroniylarning o‘n ikki oylik yil tizimida oylarga berilgan nomlar, zardushtiylikdagi muqaddas kunlar, qadimgi sug‘d va xorazmiy bayramlar tilga olingan. Tahlillarimiz shuni ko‘rsatadiki, bunday materiallar nafaqat tarixiy-etnografik, balki onomastik tadqiqotlar uchun ham muhimdir. Olimning nomlarni izohlashdagi usuli lingvistik tahlilga yaqin bo‘lib, u ko‘plab qadimgi so‘zlarning etimologiyasini keltiradi, ularning qaysi xalqqa tegishli ekanini, qanday tarixiy sharoitda shakllanganini izohlaydi.

Asarda onomastik materiallarning serqirraligi yaqqol seziladi. Bir tomondan, u turli xalqlarning shahar va mamlakat nomlarini qayd etadi. Masalan, yunon, fors, hind, suryoniy va boshqa tillarda qo‘llangan toponimlarni qiyosiy tahlil qiladi. Ikkinchi tomondan, tarixiy, afsonaviy shaxslar va ilohlarning ismlarini tartib bilan keltirib, ularni diniy qarashlar bilan bog‘laydi hamda atoqli otlar orqali xalqlarning diniy-ma’rifiy tafakkurini yoritishga harakat qiladi.

Beruniyning mazkur asari forsiy, arabiy va turkiy manbalarda uchramaydigan ayrim noyob etnonim va toponimlarni saqlab qolgan. Masalan, qadimgi xorazmiy taqvimiga oid nomlar keyinchalik boshqa manbalarda keltirilmagan bo‘lsa-da, “Qadimgi xalqlardan qolgan yodgorliklar” orqali bizgacha yetib kelgan. [3, 28].

Shu jihatdan asar O‘rta Osiyo xalqlarining qadimiy onomastik tizimini qayta tiklashda beqiyos ahamiyatga ega. Shuni ham alohida ta’kidlash lozimki, olim faqatgina nomlarni sanab o‘tish bilan cheklanmaydi, balki ularning fonetik shakli, semantik mazmuni va tarixiy asosini ochib beradi. Bu uslub hozirgi onomastika metodologiyasi bilan hamohangdir. Beruniyning ilmiy merosi shuni ko‘rsatadiki, u nomlarni oddiy belgi sifatida emas, balki xalqning tarixiy xotirasi, madaniy identitetini va diniy qarashlarini ifodalovchi ramz sifatida talqin qilgan.

Onomastik birliklar o‘z tabiatiga ko‘ra, o‘zga tillarda tarjimasiz beriladigan, tilning g‘oyatda turg‘un va kam o‘zgaruvchan materialidir. Ushbu xususiyatiga ko‘ra, “Qadimgi xalqlardan qolgan yodgorliklar”dagi onomastik birliklar tarixiy, lisoniy jihatdan har qanday tadqiqot uchun eng ishonchli va nufuzli dalildir. Atoqli otlar tizimi “Qadimgi xalqlardan qolgan yodgorliklar” tili leksikasining salmoqli qismini tashkil qilib, asar matnida ko‘plab tarixiy antroponim, geortonim, kosmonim, toponim, mifonimlar qo’llangan.

NATIJALAR VA TAHLIL

Asar leksikasida antroponimlar katta guruhni tashkil qiladi. Antroponimlarning bir qismi *Iskandar, Doro, Kurush, Zardusht, Abu Muslim* kabi tarixiy shaxs nomlari bo‘lsa, yana bir guruhi *Kayumars, Zahhok, Tahmuras* kabi afsonaviy, mifologik nomlardir. Asarda qo‘llangan antroponimlarning yana bir qismini payg‘ambar hamda Alloh va uning sifatlarini ifodalovchi *Nuh, Muso, Yoqub, Iso, Umar, Ali, Abu Bakr* kabi nomlar tashkil qiladi. Bulardan tashqari, o‘zbek mumtoz adabiyotida faol qo‘llanuvchi *Jamshid, Manuchehr, Afridun* kabi qaytariq nomlar ham kuzatiladiki, bu holat “Qadimgi xalqlardan qolgan yodgorliklar” asari va yozma adabiyotning o‘zaro lisoniy aloqalarining yaqinligini ko‘rsatadi. O‘tmishda Markaziy Osiyo, Hindiston va Yevropada ko‘pxudolikka sig‘inish odati mavjud bo‘lgan. “Qadimgi xalqlardan qolgan yodgorliklar” asarida toponim va antroponimlardan tashqari, asotiriy qarashlar bilan

bog‘liq bo‘lgan mifoteonimlar ham mavjud. Xususan, asar matnida qadimgi yunonlar e’tiqodi, madaniyatiga bog‘liq bo‘lgan *Zevs, Hermes, Agatodemon* va “Avesto” asaridagi *Hurmuzd, Ahriman, Sarush* kabi iloh nomlari qo‘llanilgan.

“Qadimgi xalqlardan qolgan yodgorliklar” asaridagi tarixiy nomlarning katta qismi toponimlardan iborat. Asarda ko‘hna shaharlar, viloyatlar, tog‘lar, cho‘llar, daryolar va boshqa topoobyektlarning ko‘lami bir tomondan *Sarandip* bilan *Ifriqiya* hududlariga tegishli bo‘lsa, ikkinchi tomondan, *Rum, Ozarbayjon*, *Eron* hamda *Xurosonga* borib taqaladi. Osiyo qit’asida mavjud bo‘lgan *Marv, Bog‘dod, Makka, Kufa, Balx, Isfahon* kabi toponimlar ham asarda keltiriladi.

Asar leksikasidan o‘rin olgan toponimlarning ko‘pchiligi tarixiy va zamonaviy toponimik tizimda mavjud bo‘lgan real hududlar bilan aloqador nomlar (*Istaxr, Nasaf, Basra, Movarounnahr, Sug‘d, Nishopur, Isfijob, Andalus, Damashq* kabilar) bo‘lsa, ayrimlari bugungi kunda biror hudud bilan bog‘lash mumkin bo‘lmagan (*Diqtovun tog‘i, Homin)* nomlardir. Bunday nomlarning qo‘llanishi asosan asarda keltirilgan rivoyat va afsonalar bilan bog‘liq.

Asardagi onomastik birliklar tizimiga nazar tashlar ekanmiz, ulardagi kishi nomlari va laqablari, mamlakat, shahar, tog‘, daryo, dengiz, bozor nomlari, asarlar nomlari, fazoviy jism va obyektlar nomlari, diniy-ilohiyot bilan bog‘liq nomlar, shuningdek afsonaviy nomlar o‘ziga xos lingvistik xususiyatlarga ega ekanligi ma’lum bo‘ladi. Asarda qo‘llangan atoqli otlarning ko‘pchiligi arxaiklashgan nomlar bo‘lsa, ayrimlari hozirgi kunga qadar faol qo‘llanib kelinayotgan nomlardir. Ba’zi nomlar ayrim fonetik o‘zgarishlarga uchragan tarzda ishlatiladi.

H.Hasanov o‘zining ko‘plab ilmiy tadqiqotlarida Beruniyning asarlarida qayd etilgan tarixiy toponimlar hamda gidronimlarni izchil tahlil qilib, ularning shakllanish jarayoni, semantik xususiyatlari va tarixiy manbalar bilan aloqadorligini izohlaydi. Olim mazkur onomastik birliklar orqali o‘tmish davrlarning madaniy muhiti, tarixiy voqeliklari va geografik obyektlarini aniqlashga harakat qiladi [8, 47-94].

Al-Fir – Xorazmning qadimgi poytaxti nomi bo’lib, Amudaryoning so’l sohilida joylashgan. Arab yozma manbalarida *Al-Mansura* deb ham atalgan. Beruniyning yozishicha, *Al-Fir* Xorazm shahri chekkasidagi loy va xom g‘ishtdan qurilgan qal’a bo‘lib, bir-birining ichiga joylashgan va balandlikda bir-biridan qolishmaydigan uch qavatli qo’rg’ondan iborat bo’lgan.

Al-Fir *Xorazm shahrining chekkasidagi loy va xom g’ishtdan qurilgan qal’a bo’lib,bir-birining ichiga joylashgan va balandlikda bir-biridan qolishmaydigan uch qavat qo’rg’on edi….**Al-Fir** o’n milcha va undan ko’proq masofada ko’rinar edi.Jayhun har yili uni buzib,yiqitib va parchalab olib ketaberdi;nihoyat Iskandar tarixining ming uch yuz beshinchi yilida undan asar qolmadi* [1, 69].

Toponim ikki morfemadan iborat: al – arabcha aniqlik artikli, fir – asl o‘zagi qadimiy xorazm va eroniy tillarga borib taqaladi. Beruniyning ta’kidlashicha, mahalliy aholi bu joyni *Pir, Pur* deb atagan. Qadimgi eroniy tillarda pur – “qal’a”, “qo‘rg‘on”, “himoyalangan joy” ma’nolarini bildirgan.

A.Primovning “O’zbek tili kosmonimlarining lisoniy xususiyatlari” tadqiqot ishida Beruniy faqatgina astronomik jismlarning tabiati va harakati haqida so‘z yuritib qolmasdan, ularning nomlanish tamoyillari va etimologiyasi haqida ham qimmatli ma’lumotlar bergani xususida yozilgan. A.Primov olim asarlarida tilga olingan arabcha va turkcha kosmonimlar hozirgi tilimizda ham faol qo’llanib kelayotgani xususida o’z fikrlarini bayon etgan [5, 20].

“Qadimgi xalqlardan qolgan yodgorlikar” asarida xorazmliklar tilida qo’llangan *Azvapachkirik* nomli yulduz turkumi haqida ma’lumot berib o’tilgan: *Xorazmliklar burjlarni arablardan yaxshiroq bilganlar. Burjlarga bergan nomlari ularni tasvirlash uchun mutasaddi bo’lgan [astronomlar]ning qo’ygan nomlariga muvofiqligi, arab [tili]ga mos kelmasligi, arablar esa mutasaddilar tomonidan berilgan suratlardan boshqa suratlar orqali tasvir etishlari so’zimizning to’g’riligini ko’rsatadi. Masalan, arablar Javzoni Egizak o’g’il bola [surati] o’rnida burjlar qatoriga qo’yganlar. Holbuki, Javzo Jabborning yulduzidir. Xorazmlikar bu yulduz turkumini **Azvapachkirik** nomi bilan ataydilar. Bu “egizaklar” ma’nosini anglatadi* [1, 267].

Surayyo – yulduz nomi. Bu to‘planib turgan oltita yulduz bo‘lib, uzum shingiliga juda o‘xshaydi: *“**Surayyo**” [so‘zi] “sarva”ning kichraytirilgani bo‘lib, aslida “sarva”dan olingan. “Sarva” – “yig‘ilmoq” va “son ko‘pligi” ma’nolaridadir. [Arablardan] ba’zilarining gumonicha, bu [yulduzlarning] shunday nom bilan atalishiga [sabab] ularning botishida yomg‘ir yog‘ib, “sarva” ya’ni boylik hosil bo‘ladi. [Shu yulduzlar] Najm deb ham ataladi.* [1.393]

Surayyo – Pleyada deb ataluvchi yulduzlar to‘dasining arabcha nomi. Odatda osmonda yorqin bo‘lgan yulduzlar turkumi sifatida ishlatiladi. *Sarva* – arabcha “yig‘ilmoq”, “ko‘p bo‘lish” ma’nolarini anglatadi. Kosmonim shu ildizdan yasalgan ot bo‘lib, “ko‘p kichik yulduzlar to‘plami”, “yig‘ilgan yulduzlar guruhi” degan ma’nolarga ega. *Surayyo* botganida, yomg‘ir yog‘adi. Yomg‘ir hosilni ko‘paytiradi, boylik (sarva) beradi, shuning uchun *Surayyo* shu nom bilan atalgan deb hisoblashgan. Bu qadimiy astronomik-hosildorlik xalq e’tiqodlaridan biridir.

X.Salixodjayeva Beruniyning “Qadimgi xalqlardan qolgan yodgorliklar” asari o‘zbek tili xrononimiyasi va geortonimiyasinining tarixiy manbalardan biri ekanligini e’tirof etib, asarda tilga olingan Xorazm va Sug‘dlarning islomgacha bo‘lgan davrdagi bayram nomlarini o‘rgangan [6, 56]. Shuningdek, asarda Rasulullоh zamonida odamlar yillarni raqamlar bilan emas, “*Tinchlik yili”, “G‘alaba qozonish yili”, “Oshnochilik yili”* kabi nomlar bilan yuritganliklari qayd etilgan.

Beruniy asarda Bag‘dod mubadi Ozarbodning *Navro’z* va *Mehrjon* bayramlarida forslarda shakar hadya qilish marosimi bo’lgani xususida ham bayon etgan: *Forslarda **Navro’z** kuni bir-birlariga shakar hadya qilish rasm bo’lgan edi. **Bag’dod mo’badi Ozarbod**ning hikoya qilishicha, buning [sababi], **Navro’z** kuni **Jamshid** mamlakatida shakarqamish paydo o’lgan, bu shu vaqtgacha bilinmagan edi. Jamshid sersuv bir qamishdan shira tomchilayotganini ko’rgan. Uni tortib qaragan, unda lazzatli shirinlik borligini bilgach, suvini chiqarib, shirasidan shakar ishlashni buyurgan.[Shakar] beshinchi kuni ko’tarib olingan va tabriklash uchun uni bir-birlariga hadya qilganlar.Mehrjon bayramida ham bu [marosim]o’tkazilgan* [1, 241].

Beruniy asarlarida qo‘llangan onomastik birliklarni zamonaviy lingvistik paradigmalar asosida tizimli tahlil qilish nafaqat lisoniy, xalqlararo ijtimoiy-siyosiy, iqtisodiy, madaniy aloqalar, tillarning o‘zaro ta’siri, lisoniy vaziyat, muhit, atoqli nomlar tizimining shakllanish manbalari, lisoniy va nolisoniy omillari, tarixiy-etimologik qatlamlari, variantlari, rivoji, shakliy va ma’noviy takomili haqida tarixshunoslik, geografiya, madaniyatshunoslik fanlariga doir xulosalar chiqarish imkonini beradi.

O‘rta Osiyo birinchi Renessans davrining yirik namoyandasi Beruniyning ilmiy merosi nafaqat O‘zbekiston, balki butun dunyo miqyosida o‘rganilmoqda. Xususan, onomastika doirasida ham izlanish va tadqiqotlar davom etmoqda. Jumladan, A.Mirboboyev va Y.Boboyevlar asarda tilga olingan planetalarning arabcha, forscha, xorazmcha, rumiycha nomlarini tahlil qilib, ba’zi sug‘dcha va xorazmcha kosmonimlar tojik tilida saqlanib qolganligini yozadilar [9].

XULOSA

Xulosa qilib aytganda, “Qadimgi xalqlardan qolgan yodgorliklar” asari tarixiy onomastikaning o‘ziga xos ensiklopediyasidir. Undagi nomlar tizimi, ularning tahlili va izohlari bugungi kunda ham qadimgi tillar, xalqlar va madaniyatlarni o‘rganishda eng ishonchli manbalardan biri hisoblanadi. Shu bois mazkur asarni tarixiy onomastikaning bebaho namunasi sifatida baholash mumkin va asoslidir.

Foydalanilgan adabiyotlar ro‘yxati

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TURLI TIZIMLI TILLARDAN O‘ZLASHGAN LEKSIK BIRLIKLARNING TEMATIK VA LEKSIKOGRAFIK TALQINI

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Annotatsiya: *Tadqiqotning asosiy maqsadi o‘zbek tiliga boshqa tillardan kirib kelgan leksik birliklarning semantik xususiyatlarini, ularning ma’no taraqqiyoti va tematik tasnifini aniqlashdan iborat. Ishda o‘zlashma so‘zlarning turli sohalarga oidligi, ularning funksional-uslubiy xususiyatlari va nutq jarayonidagi qo‘llanishi lingvistik jihatdan yoritiladi. Shuningdek, maqolada o‘zlashgan leksik birliklarning izohli va tarjima lug‘atlarida berilish xususiyatlari, ularning semantik qamrovi, izohlanish darajasi hamda leksikografik prinsiplarga muvofiqligi tahlil qilinadi.*

Kalit so‘zlar: *o‘zlashma leksika, leksik birliklar, tematik tasnif, leksikografiya, izohli lug‘at, tarjima lug‘ati, semantika, til aloqalari, interferensiya, ma’no o‘zgarishi*

THEMATIC AND LEXICOGRAPHIC INTERPRETATION OF LEXICAL UNITS BORROWED FROM DIFFERENT SYSTEMATIC LANGUAGES.

Abstract: *The main purpose of the study is to determine the semantic features of lexical units that have entered the Uzbek language from other languages, their semantic development and thematic classification. The work covers the linguistic aspects of the belonging of borrowed words to various fields, their functional-stylistic features and use in the speech process. The article also analyzes the characteristics of the presentation of borrowed lexical units in explanatory and translation dictionaries, their semantic scope, level of explanation and compliance with lexicographic principles.*

Keywords: *borrowed lexicon, lexical units, thematic classification, lexicography, explanatory dictionary, translation dictionary, semantics, language relations, interference, meaning change*

ТЕМАТИЧЕСКАЯ И ЛЕКСИКОГРАФИЧЕСКАЯ ИНТЕРПРЕТАЦИЯ ЛЕКСИЧЕСКИХ ЕДИНИЦ, ЗАИМСТВОВАННЫХ ИЗ ЯЗЫКОВ С РАЗЛИЧНЫМИ СИСТЕМАМИ.

Аннотация: *Основная цель исследования – определение семантических особенностей лексических единиц, заимствованных из других языков в узбекский язык, их семантического развития и тематической классификации. Работа охватывает лингвистические аспекты принадлежности заимствованных слов к различным областям, функционально-стилистические особенности и использование в процессе речи. В статье также анализируются особенности появления заимствованных лексических единиц в толковых и переводных словарях, их семантический охват, уровень пояснения и соответствие лексикографическим принципам.*

Ключевые слова: *заимствованный лексикон, лексические единицы, тематическая классификация, лексикография, толковый словарь, переводной словарь, семантика, языковые отношения, интерференция, изменение значения.*

Kirish: Zamonaviy tilshunoslikda tillararo aloqalar natijasida yuzaga keladigan leksik o‘zlashmalar masalasi dolzarb muammolardan biri sifatida e’tirof etilmoqda. Har qanday til o‘z taraqqiyoti jarayonida boshqa tillar bilan turli ijtimoiy, madaniy va iqtisodiy munosabatlarga kirishadi va bu jarayon bevosita uning lug‘at tarkibiga ta’sir ko‘rsatadi. Natijada til boyligi nafaqat ichki imkoniyatlar, balki tashqi manbalar hisobiga ham kengayib boradi. Shu nuqtai nazardan, o‘zbek tilining leksik tizimida turli tizimli tillardan kirib kelgan o‘zlashma birliklar muhim o‘rin egallaydi.

O‘zlashma leksik birliklar nafaqat tilning lug‘at boyligini oshiradi, balki undagi semantik va funksional qatlamlarning boyishiga ham xizmat qiladi. Biroq bunday birliklarning til tizimiga moslashuvi, ularning ma’no taraqqiyoti va qo‘llanish xususiyatlari murakkab va ko‘p qirrali jarayon hisoblanadi. Ayniqsa, turli tizimli tillar – ya’ni tipologik jihatdan farqlanuvchi tillar o‘rtasidagi o‘zaro ta’sir natijasida yuzaga kelgan leksik birliklar o‘ziga xos semantik transformatsiyaga uchraydi. Bu esa ularni ilmiy jihatdan chuqur o‘rganishni taqozo etadi.

Adabiyotlar tahlili va metodlar

So‘zlar bilan ifodalangan tushunchalarning umumiy mazmunining mantiqiy tashqi mezoniga asoslanib, biz voqelik obyektlari va hodisalarini tasniflash asosida so‘zlarni tematik guruhga ajratamiz[15].Ingliz tiliga turkiy tematikaga xos so‘zlarni o‘zlashishi haqida fikr yuritishdan oldin ingliz tilidan boshqa ayrim tillarga ma’lum sabablarga ko‘ra o‘zlashgan so‘zlar xususida to‘xtalib o‘tsak. Shuni alohida ta’kidlash kerak-ki, o‘zlashmalarning tematik guruhi nafaqat ingliz tiliga turkiy tillardan, balki dunyoning deyarli barcha tillaridan bevosita yoki bilvosita munosabatiga ko‘ra o‘zlashtirilgan. Masalan, normandlar istilosi davridan boshlab, ayniqsa, 1265 yillarga kelib Angliyada ikki, ya’ni fransuz va ingliz tilllari davlat tili bo‘lib qoldi. Bu esa ingliz tiliga bevosita fransuzcha so‘zlarning o‘zlashishiga zamin bo‘ldi. Natijada, fransuz tilidan quyidagi tematik guruhga mansub so‘zlar o‘zlashdi:

1. Davlat, sud va boshqaruv atamalari: ***prince, baron, noble, governen, royal, court, justice, judge, aquiten, sentence***. Lekin ***king*** va ***queen*** so‘zlari inglizcha so‘zlar bo‘lgan.
2. Harbiy atamalar: ***werre, army, castle, banner, victory***.
3. Diniy atamalar: ***saint, frere, preyen, sermon, conscience***.
4. Shahar hunarmandchiligiga oid atamalar: ***bocher, peintee, tailor, shoemaker***.
5. San’at atamalari: *art, colour, figure, image.*
6. O‘yin-kulgi va tantanali marosimlarga oid atamalar: ***plesir, dinner, soper, rosten***.

Va aksincha, XX asrda amerika ingliz tilisidan ispan tiliga denotativ korrelyatsiyasiga ko‘ra quyidagi tematik guruhlarga birlashtiriladi:

1) artefaktlar (***donut<doughnut, liftin<liting***);
2) texnik-iqtisodiy faoliyatni anglatuvchi (***trading/cluster***);
3) madaniyat, san’at va shou-biznes sohasidagi voqeliklarni aks ettiruvchi (***snuff movie, single***);
4) shaxsni bajaradigan ishiga ko‘ra nomlovchi (***baby-sitter, blufista<bluff***);
5) sport sohasiga oid (***streetball, drop-kick, warm-up***) va boshqalar[16].

Shuningdek, ispan tiliga o‘zlashgan anglo-amerika so‘zlari fonologik (ril<reel), morfologik (*lonchera<lunch*) va semantik (*apticaciòn<application*), jihatdan moslashdi va kalkalash yo‘li orqali tilga qabul qilindi: (*escuele alta<highscool*). Ispan tiliga o‘zlashgan anglo-amerika so‘zlarining katta qismi ispan aholisining kundalik hayoti bilan bog‘liq quyidagi tematik guruhdagi so‘zlarni tashkil qiladi:

1) kasbiy faoliyat va kundalik hayot tarzi bilan bog‘liq leksemalar (***dompero<dump, kitchenete<kitchen***);
2) ta’lim sohasiga oid (***fellow, campus***);
3) mashina va mashina qismlari nomlari (***troca<truck***);
4) ovqat va ichimlik nomlari (***bisquete<biscuit, ponche<punch***);
5) kiyim-kechak, oyoq-kiyim va bezanish vositalari nomlari (***eslip<slip, aftersheif<aftershave***).

Tadqiqotchi R.R.Shayxutdinova ingliz tilidan rus tildiga o‘zlashgan so‘zlarning leksik-tematik tasnifini quyidagicha taqdim etadi[17]:

1. Ijtimoiy-siyosiy leksika: *blek peyper, grin-kard, grin peyper, rayt-tu-lanf, saylent madjoriti, spikers koner, velfer*.
2. Sport sohasiga oid leksika: *bodibilding, derbi, velopolo, dayving, karting, ays-revyu, biatlon, bich-voley, rolli, blek-djek, blek-top, darts, daun-xill, indor-xokkey, kasting, kikboksing, ketch, ketch, mauntinbayk, raftnng, pley-off, breyk-point, skeyt, skeyting, parkur, snoubord, breyk- batli, eys, futxal, snuker, darts, kerling, fristayl*.
3. Huquq-boshqaruv va yuridik soha atamalari: *brich of promis, siti- menedjer, kidneping, omissiv-delikt, kpdnap, reket masakra, skvotter, skvatter kopiraiter*.
4. Iqtisodiy va savdo-moliyaviy sohaga oid terminlar: *berbout- charter, varrant, deliveri, dou djonsa indeks, lot, tender trevler-chek, autrayt, svop, xedj, fonbenking, overdraft xairing, forfeyting,*
diskont defolt, listing, praym-reit, svitch, svift, faktoring, xedjirovaniye, eskrou, marketing.
5. Reklamaga oid leksika: *breyn-trast, brifing, gimmik, gostverd, gostrayter, djank-meyl, imidj, imidjmeyker, imidj-transfer, imploziya, insert, kave-gerl, kave-stori, kopirayter, leybl, medison-avenyu, oruellizm, pablisiti, pop-art, poster, praym-taym, prays, prays-list, press-pati, press-parti, press-reliz, seylzpromouter, slogan*.

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[15]Тематик гуруҳларни белгилашда биз Ф.П.Филиннинг: “Лексик-семантик алоқаларга эмас, балки предметларнинг ва воқелик ҳодисаларининг ўзларининг таснифига асосланган сўзларнинг бирлашуви” таърифини асос қилиб олдик. Ф.П.Филин. лексико-семантических группах слов // Езиковедски исследовани в чест на академик Стефан Младенов. София, 1957. – С. 526.

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6. San'at, madaniyat va adabiyot leksikasi: *bestseller, vestern, daydjest, daydjesting, komiks, longseller, ley-aut, non-fikshn, reprint*.

7. Kompyuter texnologiyasi sohasiga oid terminlar: *xard-ver, chip, skaner, modem, monitor, trekbol, strimer, plotter, kompakt-displeyer, koder, drayver, soft-ver, parser, translyator, kartridj*.

8. Moda sanoatiga oid terminlar: *leybl, brend, push-ap, meyk-ap, trench, kardagan, trend, uggi, nappa, klatch, piling, feyslifting, pringl, pirsing, streych, bleizer, rayder, moll*.

9. Pishiriq leksikasi: *smusis, blender, kreker, gamburger, chizburger*.

10. Sleng yoki jargonga oid leksika: *inglish, baki, baksi, batl, grin, flet, bol, cheyndj, shop, yangovka, gamburger, deka, gufi, pro/profi, komp floater*.

Rus-fors tillari aloqalari masalasi bilan shug'ullangan tadqiqotchi R.M.Akbari rus tilidan fors tiliga o'zlashgan so'zlarning prototip va korrelyatsiyasining semantik tuzilishini solishtirishi natijasida qabul qiluvchi tildagi so'z o'zlashtirishning quyidagi ikkita struktural turini aniqlagan[18].

1. Fors tiliga o'zgarishsiz yoki ozgina o'zgarish bilan o'zlashgan rusizmlar. Bular asosan bir ma'noli so'zlar bo'lib, xorijiy madaniyatdan olingan qabul qiluvchi tilda mavjud bo'lmagan narsalarning nomi, ya'ni realiyalar: [väksilband]<akselbanti, [ätämän]<ataman.

2. Sifat va miqdor hamda kategorial transformasiyaga uchragan rusizmlar.

So'zning semantik strukturasidagi sifat o'zgarishlari so'zning ma'no doirasini torayishi va semantik sferasining salbiy ottenkaga ega bo'lishida namoyon bo'lgan.

Miqdoriy o'zgarishlar o'zlashgan so'zlarning sifat darajasi o'zgarganda sodir bo'lgan. Masalan, *semechko* so'zi asos tilda 1) urug', 2) o'simlik mevasidagi bitta urug', 3) davo sifatida yeyiladigan kungaboqar urug'i, 5) oddiy, safsata ma'nolariga ega bo'lgan. [*semiska*] qabul qiluvchi tilga dori ma'nosida yeyiladigan kungaboqar urug'lari sifatida o'zlashgan.

So'zning kategorial o'zgarishida o'zlashgan so'z o'z leksik ma'nosini so'z turkumi mavqeini almashtiradi. Masalan, rus tilidagi harakatni ifodalovchi *kormit* fe'li fors tiliga otlarga beriladigan ozuqa, yem- xashak ma'nosida ot so'z turkumida ko'chgan.

N.N.Muxina tadqiqotida rus tiliga sharq tillaridan o'zlashgan yangi so'zlarning asosan siyosat (*Al-Kaida, XAMAS, An-Nusra*), falsafa va din (*aximsa, fen-shuy, guru*), pishiriq (*vasabi, miso, tofu*), madaniyat va san'at (*goxua, ikebana, kabuki*) kabi sohalarga oid 11ta tematik guruhga ajratadi[19].

Natijalar va muhokama

Professor O.Jumaniyozov german tillaridan o'zbek tiliga kirib kelgan o'zlashmalarning qo'llanilish sohalari va o'rinlari turlicha xarakterga ega bo'lishini aytib ularni bir necha quyidagi tematik guruhlarga ajratadi[20]:

1. Ijtimoiy-siyosiy sohaga oid so'zlar: ***bixeviorizm, leyborist, lord, konservatorlar palatasi, lyuteranlik, independentlar*** va b.

2. Fanga va uning turli sohalariga oid:

a) tilshunoslik: ***ablaut, auslaut, inlaut, umlaut***; b) adabiyotshunoslik: ***folklor, saga, detektiv adabiyot***; v) botanika: raps, ***edelveys***; g) fizika: ***rentgen, rentgen apparat, om*** (o'lchov birligi); d) zoologiya: ***gorilla, kenguru, drakon***; ye) ximiya: ***vismut, sink, kvars***; j) biologiya: ***inbriding, autbriding, mimikriya, liliput***; z) medisina: ***vazelin, shpris, gaymorit***; i) geologiya va geografiya: ***gorst, grunt, gletcher, firn, masshtab, landshaft***; k) minerologiya: ***shtrek, shurf, shlak, mergel*** va b.

3. Texnika va transport: ***avtokara, avtobus, aerobus, vagon, dizel*** va b.

4. Mato va kiyim kechaklar: ***belting, boston, koverkot, lint,*** neylon, pijama, sviter, zamsha, fartuk, galstuk va b.

5. Muzika va o'yinlarga oid: ***jaz, baletmeyster, kamerton, konsertmeyster*** va b.

6. Kulinariya: ***bifshteks, buterbrod, shnisel, romshteks***.

7. Savdo ishlari va pul birliklari: ***marka, dollar, shilling, funt, sterling, yarmarka*** va h.

8. Sportga oid: ***boks, nokaut, nokdaun, gandbol, match, golkiper*** va h.

9. O'rin-joy tushunchasini anglatuvchi so'zlar: ***vokzal, aerovokzal, aeroklub, avtopark, park, skver, zal***

[18] Акбари Р.М. Русско-персидские языковые контакты (на материале заимствований): Автореф. дисс...канд.филол.наук. – Казань: 2014. – С. 12-13.

[19] Мухина Н.Н. Восточные заимствования в современном русском языке: Системно-описательный аспект: Автореф. дисс...канд.филол.наук. – Владикавказ: 2019. – С. 16.

[20] Жуманиёзов О. Ўзбек тилидаги герман тиллари ўзлашмалари. – Тошкент: Фан, 1987. – Б. 51-52.

va b.

10. Harbiy ish va harbiy sanoatga oid so‘zlar: ***brustver, bundesver, feldeger, feldmarshal***.

Ingliz tiliga o‘zlashgan turkiy leksik birliklar haqida to‘xtalganimizda, shuni aytish mumkin-ki, ularning qo‘llanilish sohasiga qarab quyidagi katta va kichik guruhlarini ajratish imkonini berdi:

A. Ijtimoiy-siyosiy terminologiya:

a) ma’muriy, boshqaruv va yuridik terminologiya; b) davlat tashkiloti va lavozimlar iyerarxiyasi; v) xonlar va xonliklar terminologiyasi;

g) harbiy terminologiya;

d) din bilan bog‘liq terminologiya; ye) sport sohasiga oid terminologiya;

yo) kasb, hunarni bildiruvchi terminologiya.

B. O‘rab turgan tabiatning tasviri bilan bog‘liq terminologiya: a) o‘simlik va hayvonot olami; b) foydali qazilmalar va tabiat hodisalari.

V. Og‘irlik, uzunlik o‘lchovi, pul birliklarini bildirishga xizmat qiladigan terminologiyalar.

G. Predmet nomlari:

a) taom va ichimliklar;

b) gazlamalar, kiyim-kechak, taqinchoqlar, mo‘yna;

v) gilamlar, jihozlar;

g) harakatlanish vositalari, transport;

d) arxitektura inshootlari va binolar;

e) cholg‘u-asboblari nomi.

D. Etnonimlar va toponimlar.

a) millat, elat va xalq nomini ifodalovchi terminologiya;

b) joy nomlari terminologiyasi;

v) daryo nomlari; g)ko‘l nomlari;

d) dengiz nomlari;

e) shaxs nomlari.

A. Ijtimoiy-siyosiy terminologiya.

Ijtimoiy-siyosiy terminologiyaga ijtimoiy va siyosiy institutlarni, ma’muriy bo‘linishlarni, tabaqa va mansabdor shaxslarning nomlarini aks ettiruvchi so‘zlar kiradi. Bu tematik turdagi turkiy o‘zlashtirmalar ingliz tiliga o‘zlashtirilishida o‘zining salmog‘i bo‘yicha yetarli o‘rinni egallaydi, chunki mamlakatning ijtimoiy va siyosiy hayotidagi rivojlanish va o‘zgarishlar yangi hodisalarni hamda munosabatlarni zudlik bilan namoyish qilishni talab qildi. Ijtimoiy-siyosiy terminologiyaning aksariyat qismi turkiy tillardan yozma yo‘l bilan o‘zlashtirilgan. Dastlab mutaxassislarning tor doirasigagina tushunarli bo‘lgan. Ularning ba’zi

birlari keyinchalik keng qo‘llaniladigan hamda matbuotda va publisistik adabiyotda muntazam qo‘llanilganligi tufayli til sohiblarining hammasiga tushunarli bo‘lib qoldi. Turkizmlarning bu guruhi quyidagi kichik guruhlarga ajratiladi:

a) ma’muriy, boshqaruv va yuridik terminologiya**:** ***firman, kaimaham, vali, vilayet, sanjak, caza, timar, ziamet*** va boshqalar.

b) davlat tashkiloti va lavozimlar iyerarxiyasi: F.Barnabi o‘zining Xiva, Buxoro kabi shaharlarga qilgan sayohati davomida o‘zbekcha ma’muriy, boshqaruv va yuridik terminologiyadan tarjimasiz foydalanada va ularni o‘zining “A Ride to Khiva. Travels and Adventures in Central Asia” asarida ko‘rsatib o‘tgan: Sultan ***khan, khanate, ameer, sultan*** va b. Asarda ***khan*** so‘zi 264, ***ameer*** 53, ***sultan*** 6 marta qo‘llanilgan. Masalan: *Some correspondence on this subject had ensued between the Ameer and General Kauffmann*. (P. 339)

Turkiy o‘zlashmalarning tematik guruhi bilan izlanish olib borgan V.V.Vlasicheva vaqt o‘tishi bilan turkiy xalqlarning hayotidagi tarixiy o‘zgarishlar ilgari o‘zlashtirilgan turkizmlar ma’nolarining ko‘chishiga sabab bo‘ldi, deb ko‘rsatadi[21]. Misol tariqasida “**beg/bey**” so‘zlarini keltiramiz. XVI asrning oxirida “**beg**” so‘zi “viloyat gubernatori” ma’nosida paydo bo‘lgan. Usmoniylar imperiyasining qulashi mazkur so‘z ma’nosining Turkiyaning o‘zida (*muhim lavozimni bildirish → erkaklarga hurmat bilan munosabatda bo‘lish)* salbiy ottenkaga o‘tishiga olib keldi va ingliz tiliga ikkinchi marta yangi fonetik “**bey**” shaklida o‘zlashtirildi[22]. Boshqa misol sifatida “**mameluke**” so‘zini olsak, u ikki ma’noga ega, ya’ni

1) “mamelyuk” - o‘rta asrda Misrda turkiy qullar harbiy toifasining vakili sifatida, 2) “mamelyuk” - XIII

[21] Власичева В.В. Особенности семантики и функционирования тюркизмов в русском и английском языках XX-начала XXI веков. Дисс...канд.филол.наук. – Казань: 2012. – С. 162.

[22] Online Etymology Dictionary [Electronic resource] [2001-2012]. URL.: http: //www.etymolnline.com/

asrdan boshlab turk sultoni shaxsiy gvardiyasining yaxshi o'rgatilgan askari[23]. Usmoniylar imperiyasining ijtimoiy tuzilishidagi o'zgarishlar bilan bog'liq bo'lgan ikkala ma'no ingliz tilida saqlanib qoldi va tarix bilan bog'liq muloqotda ishlatiladi. Lavozimlarni ifodalashda "**ataman**", "**sossack**", "**bogatyr**" kabilar ingliz tiliga oson moslashgan va ular insonni, uning jinsini, jamiyatda turgan o'rnini tavsiflaydi ("ataman" – *erkak, kazak, komandir),* boshqasi esa statusning, ya'ni obro'lilik darajasini va vakolatlarining chegaralarini tasvirlaydi ("ataman" – *lavozim, boshliq, stansiyadagi harbiy-ma'mur*)[24].

Ilgari unvonlarni bildiruvchi turkizmlar ("aga", "efendi", "bey" va ularning inglizcha muvofiqliklari) keyinchalik erkaklarga mulozamatli murojaat sifatida qo'llanilgan.

Shaxsning jamiyatdagi statusini belgilaydigan barcha turkizmlar baholovchi hisoblanadi, chunki ular kishini ma'lum iyerarxik pog'onaga kiritadi.

v) xonlar va xonliklar nomi: ***The Khan of Kokan, Khivan khanate, Hudoyar Khan, Shere Ali Khan, Rahmed Khan, Sekunder Khan*** va b.

g) harbiy terminologiya: ***spahi, janissary, yataghan, bashi-bazouk, cadilesker, galionjee*** va boshqalar.

Ushbu sohadagi turkiy terminlar F.Barnabining asarida qo'llanilmagan, lekin rus tilidagi ***battalion*** so'zi bir marta ishlatilgan.

Harbiy lavozimlarni nomlovchi turkizmlarni assosiativ ko'chirish yo'li bilan qo'shimcha ma'nolarni kengaytirishlari mumkin.[237]

"**bashi-bazouk**": 1. Yollanma harbiy, qahri qattiq, shafqatsiz, intizomsiz. 2. Shafqatsiz yoki quloqsiz kishi: (*to Henry) Get away from me, you, bashi-bazouk!* [SONA]

"**Janizary**": 1. Usmoniylar imperiyasida sara armiyalarning piyoda askari. 2. Soqchi, posbon, ittifoqchi: *Ne was friend and protege of Franklin Roosevelt's Janizary, Tommy Corcoran. On bil drugom i proteje Tommi Korkorana, yanichara Franklina Ruzvelta* [TIME].

d) din bilan bog'liq terminologiya: ***Mohammed, Auli-ata, Khuftan muslim, kari, Ak Mechet, Mecca, ramazan, fetva, khoja, mufti*** va h.k.:

… however, it was like Mohammed's seventh heaven after the steppes

(Burnaby F. A. Ride to Khiva. – P. 350) ye) sport sohasiga oid terminologiya: ***kurash, chala, oltin tup, yonbosh.*** yo) kasb, hunarni bildiruvchi terminologiya: ***suvchi, usta***. Turkizmlar ma'nolarining baholash makrokomponenti har xil leksemalarda turli darajada namoyon bo'ladi[25]. Misol uchun, "**balaklava**" turkizmi va uning inglizcha muvofiqligi ifodalangan emosional va baholash komponentlariga ega emas va aksincha, "**yermolka**" turkizmi ingliz tilida yahudiy dinida Allohga hurmatning ramzi, demak uzual asosda baholovchi va emosional hisoblanadi.

Xulosa: Tadqiqotimiz davomida ingliz tiliga o'zlashgan diniy turkizmlar va ularning ma'nolari qaydi lug'atlardan topildi. Shuni alohida aytish kerak-ki, biz tahlilga tortgan hayotning har sohasiga tegishli 581 turkiy so'zlarning atigi 12 tasi ot turkumiga tegishli bo'lgan musulmon diniga oid atamalardir (ilovaga qarang). Shu terminlarning ayrimlari birdan ortiq ma'nolarga ham ega bo'lib, ayrim o'rinlarda dindan boshqa soha termini mazmuniga ega bo'lgan.

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[23] Online Etymology Dictionary. Кўрсатилган манба.

[24] Власичева В.В. Кўрсатилган манба. – С. 163.

[25] Власичева В.В. Особенности семантики и функционирования тюркизмов в русском и английском языках XX-начала XXI веков. Дисс...канд.филол.наук. – Казань: 2012. – С. 163-164.

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INGLIZ VA O‘ZBEK TILLARIDA TUB MAZA-TA’M IFODALOVCHI BIRLIKLARNING LINGVOKOGNITIV TAHLILI

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Annotatsiya; *Mazkur maqolada ingliz va o‘zbek tillarida tub maza-ta’m ifodalovchi leksemalar lingvosemantik va lingvokognitiv jihatdan qiyosiy tahlil qilinadi. Tadqiqotning nazariy asosini kognitiv lingvistika, semantik maydon nazariyasi hamda prototip nazariyasi tashkil etadi. Ish davomida asosiy gustatorik birliklar — shirin/sweet, achchiq/bitter, nordon/sour, sho‘r/salty leksemalari semantik komponentlarga ajratilib, ularning konseptual va metaforik kengayish xususiyatlari aniqlanadi. Natijalar ushbu birliklarning universal tabiatga ega ekanligini, biroq madaniy va lingvistik omillar ta’sirida turlicha talqin qilinishini ko‘rsatadi.*

Kalit so‘zlar: *gustatorik semantika, lingvokognitiv tahlil, prototip nazariyasi, metafora, semantik maydon, qiyosiy tilshunoslik*

ЛИНГВИКОГНИТИВНЫЙ АНАЛИЗ ЭКСПРЕССИВНЫХ ЕДИНИЦ АНГЛИЙСКОГО И УЗБЕКСКОГО ПРОИЗНОШЕНИЯ.

Аннотация; *В данной статье проводится сравнительный лингвосемантический и лингвокогнитивный анализ лексем, выражающих основные вкусовые значения в английском и узбекском языках. Теоретическую основу исследования составляют когнитивная лингвистика, теория семантического поля и теория прототипов. В ходе исследования основные густаторные единицы — shirin/sweet, achchiq/bitter, nordon/sour, sho‘r/salty — были разделены на семантические компоненты, а также выявлены их концептуальные и метафорические особенности расширения значений. Результаты показывают, что данные единицы обладают универсальной природой, однако под влиянием культурных и лингвистических факторов интерпретируются по-разному.*

Ключевые слова: *густаторная семантика, лингвокогнитивный анализ, теория прототипов, метафора, семантическое поле, сравнительное языкознание.*

LINGUICOGNITIVE ANALYSIS OF TASTING EXPRESSIVE UNITS IN ENGLISH AND UZBEKISTAN

Abstract; *This article presents a comparative linguosemantic and linguocognitive analysis of lexical units expressing basic taste meanings in the English and Uzbek languages. The theoretical foundation of the research is based on cognitive linguistics, semantic field theory, and prototype theory. During the study, the main gustatory units — shirin/sweet, achchiq/bitter, nordon/sour, and sho‘r/salty — were divided into semantic components, and their conceptual and metaphorical extension features were identified. The results demonstrate that these units possess a universal nature; however, they are interpreted differently under the influence of cultural and linguistic factors.*

Key words*: gustatory semantics, linguocognitive analysis, prototype theory, metaphor, semantic field, comparative linguistics*

KIRISH

Zamonaviy tilshunoslikda insonning sezgi tajribasi bilan bog‘liq bo‘lgan til birliklarini o‘rganish alohida ahamiyat kasb etmoqda. Sezgi asosida shakllanadigan semantik tizimlar ichida gustatorik birliklar — ya’ni maza-ta’mni ifodalovchi leksemalar — alohida o‘rin egallaydi. Bu birliklar insonning biologik tajribasiga asoslangan holda shakllanadi, ammo vaqt o‘tishi bilan ular abstrakt tushunchalarni ifodalovchi vositaga aylanadi.

Ingliz va o‘zbek tillari turli til oilalariga mansub bo‘lishiga qaramay, ularning gustatorik tizimida sezilarli umumiyliklar mavjud. Bu holat til va tafakkur o‘rtasidagi universal bog‘liqlikni ko‘rsatadi. Shu bilan birga, har bir til o‘ziga xos madaniy va konseptual xususiyatlarga ega bo‘lib, bu gustatorik leksemalarning semantik kengayishida aks etadi.

Mazkur tadqiqotning dolzarbligi shundaki, u til birliklarining nafaqat leksik-semantik, balki kognitiv mohiyatini ochib beradi. Tadqiqotning asosiy maqsadi — ingliz va o‘zbek tillarida tub maza-ta’m ifodalovchi birliklarni qiyosiy tahlil qilish, ularning semantik tuzilishi va konseptual xususiyatlarini aniqlashdir.

ADABIYOTLAR TAHLILI VA METODLAR

Zamonaviy tilshunoslikda sensor semantika, xususan, gustatorik birliklarni o‘rganish antropotsentrik va kognitiv paradigmaning muhim yo‘nalishlaridan biri sifatida qaralmoqda. Til va tafakkur munosabatini o‘rganishga bag‘ishlangan ilmiy izlanishlarda maza-ta’m ifodalovchi birliklar insonning biologik, psixologik hamda madaniy tajribasi bilan chambarchas bog‘liq hodisa sifatida talqin qilinadi. Shu sababli gustatorik leksemalarni tadqiq etishda kognitiv lingvistika, konseptual metafora nazariyasi, semantik maydon nazariyasi hamda prototip nazariyasi muhim metodologik asos vazifasini bajaradi.

Kognitiv lingvistika vakillari bo‘lgan George Lakoff va Mark Johnson tilni inson tafakkurining mahsuli sifatida baholab, til birliklari insonning olamni qanday idrok etishini aks ettirishini ta’kidlaydi. Olimlarning fikriga ko‘ra, inson abstrakt tushunchalarni konkret sezgi tajribasi asosida anglaydi va konseptuallashtiradi. Shu jihatdan gustatorik leksemalar insonning fiziologik sezgilariga asoslangan holda shakllanib, keyinchalik metaforik kengayish orqali abstrakt tushunchalarni ifodalovchi vositaga aylanadi. Masalan, “sweet person”, “bitter truth”, “achchiq qismat”, “shirin hayot” kabi birikmalar konkret ta’m semasining abstrakt emotsional baholash ma’nosiga ko‘chganini ko‘rsatadi.

Kognitiv tilshunoslikning yana bir muhim vakillaridan biri Ronald Langacker til birliklari insonning konseptual tizimi bilan uzviy bog‘liq ekanligini qayd etadi. Olimning fikricha, har qanday leksik birlik inson tafakkuridagi konseptual model asosida shakllanadi. Bu qarash gustatorik birliklarning semantik taraqqiyotini izohlashda muhim ahamiyatga ega. Chunki maza-ta’m ifodalovchi leksemalar dastlab konkret sezgini anglatsa-da, vaqt o‘tishi bilan emotsional, baholovchi va psixologik ma’nolarni ifodalash funksiyasini ham bajaradi.

Mazkur tadqiqotda prototip nazariyasi ham muhim metodologik asos sifatida qo‘llanildi. Ushbu nazariyaning asoschisi Eleanor Rosch semantik kategoriyalar markaziy va periferik elementlardan tashkil topishini ta’kidlaydi. Olimaning fikricha, har bir kategoriya o‘zining eng tipik vakiliga ega bo‘lib, qolgan birliklar ana shu markaziy element asosida shakllanadi. Gustatorik semantik maydonda shirin/sweet, achchiq/bitter, sho‘r/salty, nordon/sour birliklari prototipik leksemalar sifatida namoyon bo‘ladi. Ularning yadroviy ma’nosi konkret ta’mni anglatsa, periferik ma’nolari metaforik kengayish natijasida yuzaga keladi.

Konseptual metafora nazariyasi ham ushbu tadqiqot uchun muhim nazariy manba hisoblanadi. George Lakoff va Mark Johnson tomonidan ishlab chiqilgan ushbu nazariyaga ko‘ra, inson abstrakt tushunchalarni konkret sezgi tajribasi orqali tushunadi. Shu asosda TA’M → EMOTSIYA, TA’M → HAYOT, TA’M → BAHOLASH kabi konseptual modellar shakllanadi. Masalan, ingliz tilidagi bitter life, sweet memory, o‘zbek tilidagi achchiq haqiqat, shirin xotira kabi birikmalar gustatorik birliklarning metaforik kengayishi mahsuli hisoblanadi.

Semantik maydon nazariyasi vakillaridan biri Jost Trier til leksikasini o‘zaro bog‘liq semantik tizim sifatida o‘rganish zarurligini ta’kidlaydi. Ushbu nazariyaga ko‘ra, maza-ta’m birliklari ham yagona semantik maydonni tashkil etadi va ular o‘zaro paradigmatik hamda sintagmatik munosabat asosida rivojlanadi. Shu sababli tadqiqot davomida gustatorik birliklar semantik maydon doirasida tahlil qilindi.

O‘zbek tilshunosligida ham semantik va kognitiv tadqiqotlarga oid muhim ilmiy qarashlar mavjud. Jumladan, Shavkat Rahmatullayev til birliklarining semantik taraqqiyoti va ko‘p ma’nolilik xususiyatlarini o‘rganar ekan, leksik ma’no taraqqiyotida metaforik ko‘chishning muhim o‘rin tutishini ta’kidlaydi. Olimning fikricha, til birliklari inson tafakkuri va nutqiy ehtiyojlari ta’sirida yangi semantik qatlamlarga ega bo‘ladi. Bu qarash gustatorik leksemalarning abstrakt ma’nolarni ifodalash xususiyatini tushuntirishda muhim ahamiyat kasb etadi.

Shuningdek, Bahriddin Mengliyev o‘z tadqiqotlarida semantik maydon va konseptual tahlil masalalariga alohida e’tibor qaratadi. Olim til birliklarining milliy tafakkur va madaniyat bilan uzviy bog‘liqligini qayd etib, leksik birliklar xalqning dunyoqarashi va mentalitetini aks ettirishini ta’kidlaydi. Bu holat ayniqsa gustatorik leksemalarda yaqqol namoyon bo‘ladi. Masalan, o‘zbek tilidagi sho‘r peshona, achchiq qismat, shirinso‘z kabi birliklar xalqning milliy-madaniy qarashlari bilan bog‘liq holda shakllangan.

Tadqiqot kompleks metodologik yondashuv asosida olib borildi. Asosiy metodlardan biri qiyosiy-tipologik metod bo‘lib, u ingliz va o‘zbek tillaridagi gustatorik birliklarni tizimli ravishda solishtirish imkonini berdi. Ushbu metod yordamida ikki til o‘rtasidagi universal va milliy-madaniy xususiyatlar aniqlashtirildi.

Komponent tahlil metodi orqali gustatorik leksemalarning ichki semantik tuzilishi o‘rganildi va ularning asosiy hamda qo‘shimcha semalari ajratildi. Masalan, sweet/shirin leksemalarida [+yoqimli], [+ijobiy], [+emotsional baho] semalari ustuvor ekanligi aniqlangan bo‘lsa, bitter/achchiq birliklarida [+salbiy], [+yoqimsiz], [+ruhiy iztirob] semalari faol ekanligi kuzatildi.

Kognitiv-semantik tahlil metodi esa gustatorik birliklarning konseptual mohiyatini ochib berishga xizmat qildi. Kontekstual tahlil yordamida esa ushbu birliklarning badiiy matnlardagi stilistik funksiyasi, emotsional-ekspressiv xususiyatlari hamda metaforik kengayishi o‘rganildi.

Tadqiqot materiali sifatida ingliz va o‘zbek tilining izohli lug‘atlari, badiiy adabiyotlar, frazeologik lug‘atlar hamda kognitiv lingvistika va semantika sohasiga oid ilmiy manbalardan foydalanildi. Bu esa tadqiqotning nazariy va amaliy asoslarini yanada mustahkamlash imkonini berdi.

TAHLIL VA NATIJALAR

Tadqiqot davomida ingliz va o‘zbek tillarining gustatorik semantik tizimi chuqur lingvokognitiv va lingvosemantik tahlil asosida o‘rganildi. Olingan natijalar shuni ko‘rsatdiki, har ikki tilda maza-ta’mni ifodalovchi asosiy leksik birliklar cheklangan miqdordagi yadroviy (prototipik) leksemalar atrofida tashkil topgan bo‘lib, ular semantik tizimning markaziy qatlamini hosil qiladi. Ushbu birliklar qatoriga shirin/sweet, achchiq/bitter, nordon/sour, sho‘r/salty leksemalari kiradi. Mazkur leksemalar insonning universal fiziologik tajribasi asosida shakllangan bo‘lib, ular barcha tillarda deyarli o‘xshash konseptual asosga ega ekanligi bilan ajralib turadi.

Semantik komponent tahlili natijasida aniqlanishicha, har bir gustatorik leksema o‘ziga xos semantik strukturaga ega bo‘lsa-da, ularning asosiy komponentlari ko‘p jihatdan umumiylikni tashkil etadi. Xususan, shirin/sweet leksemasi [+yoqimli], [+ijobiy baho], [+estetik zavq] semalari bilan xarakterlansa, achchiq/bitter leksemasi [+yoqimsiz], [+salbiy baho], [+ruhiy noqulaylik] semalarini o‘z ichiga oladi. Xuddi shuningdek, nordon/sour va sho‘r/salty leksemalari ham o‘ziga xos neytral va shartli salbiy semantik belgilarga ega ekanligi aniqlandi. Bu esa gustatorik semantik maydonning ichki tizimli va ierarxik tuzilishga ega ekanligini ko‘rsatadi.

Tahlil jarayonida yana bir muhim jihat sifatida mazkur leksemalarning metaforik kengayish xususiyati aniqlandi. Natijalarga ko‘ra, gustatorik birliklar faqatgina fiziologik ta’mni ifodalab qolmay, balki abstrakt konseptlarni ifodalashda ham faol ishtirok etadi. Bu jarayon konseptual metafora nazariyasi asosida tushuntiriladi va unda “TA’M → EMOTSIYA”, “TA’M → HAYOT TAJRIBASI”, “TA’M → BAHOLASH MUNOSABATI” kabi kognitiv modellar asosiy o‘rin egallaydi. Shu sababli shirin hayot, bitter truth, achchiq qismat, sour mood kabi birikmalar lingvokognitiv jihatdan metaforik konseptlarning mahsuli sifatida talqin etiladi.

Olingan natijalar gustatorik leksemalarning inson tafakkurida chuqur konseptual asosga ega ekanligini tasdiqlaydi. Ular nafaqat sezgi tajribasini verbalizatsiya qilish vositasi, balki insonning emotsional, baholovchi va ijtimoiy idrok jarayonlarini ifodalovchi muhim lingvistik birliklar sifatida namoyon bo‘ladi. Bu esa til va tafakkur o‘rtasidagi bevosita bog‘liqlikni yana bir bor tasdiqlaydi.

Shuningdek, ingliz va o‘zbek tillari o‘rtasidagi qiyosiy tahlil ushbu birliklarning universal biologik asosga ega ekanligini ko‘rsatdi. Har ikki tilda asosiy gustatorik kategoriyalar deyarli bir xil bo‘lib, bu inson sezgi tizimining umumiy tabiati bilan izohlanadi. Biroq mazkur birliklarning madaniy va stilistik qo‘llanishida sezilarli farqlar mavjudligi ham aniqlandi. Bu farqlar har bir xalqning milliy mentaliteti, madaniy tajribasi va tilning ekspressiv imkoniyatlari bilan bog‘liq.

Masalan, o‘zbek tilida shirin leksemasi ko‘pincha kuchli emotsional-ekspressiv bo‘yoqqa ega bo‘lib, u faqat yoqimli ta’mni emas, balki mehribonlik, samimiylik, iliqlik kabi ijobiy insoniy fazilatlarni ham ifodalaydi. Ingliz tilida esa sweet leksemasi ko‘proq ijtimoiy-psixologik baholash doirasida qo‘llanilib, “sweet person”, “sweet gesture” kabi birikmalar orqali xulq-atvor va munosabatning ijobiyligini bildiradi. Bu holat har ikki tilning konseptual tizimida madaniy semantikaning turlicha aks etishini ko‘rsatadi.

Umuman olganda, tadqiqot natijalari gustatorik leksemalarning semantik tizimda nafaqat biologik, balki kognitiv va madaniy determinantlar asosida shakllanishini tasdiqlaydi. Bu esa ularning lingvistik tabiatini yanada chuqurroq anglashga hamda ingliz va o‘zbek tillari o‘rtasidagi semantik o‘xshashlik va farqlarni ilmiy asosda izohlashga imkon beradi.

XULOSA

Tadqiqot natijalari ingliz va o‘zbek tillaridagi tub maza-ta’m ifodalovchi leksemalar semantik va kognitiv jihatdan umumiy universal asosga ega ekanligini ko‘rsatdi. Har ikki tilda shirin/sweet, achchiq/bitter, nordon/sour, sho‘r/salty kabi birliklar insonning biologik sezgi tajribasi bilan bog‘liq holda shakllangan bo‘lib, ular gustatorik semantik maydonning markaziy yadrosini tashkil etadi. Mazkur holat inson tafakkuri va til o‘rtasidagi uzviy bog‘liqlikni hamda maza-ta’m kategoriyalarining universalligini tasdiqlaydi.

Shuningdek, tadqiqot davomida ushbu leksemalarning semantik tuzilishi prototipik xarakterga ega ekanligi aniqlandi. Ya’ni har bir maza-ta’m birligi o‘zining markaziy, asosiy ma’nosi atrofida boshqa qo‘shimcha va ko‘chma ma’nolarni shakllantiradi. Masalan, shirin/sweet leksemalari dastlab yoqimli ta’mni anglatsa, keyinchalik ijobiy emotsional baholash, yoqimlilik, mehribonlik kabi abstrakt tushunchalarni ifodalash uchun ham qo‘llanadi. Xuddi shuningdek, achchiq/bitter birliklari nafaqat fiziologik sezgini, balki insonning ruhiy kechinmalari, alam, iztirob va salbiy hayotiy tajribalarini ifodalovchi vositaga aylangan.

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FACTORS AND CAUSES OF VIOLATING MAXIMS OF CONVERSATION.

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Abstract.*This article discusses the concept of conversational maxims proposed by Paul Grice and examines the different types of maxim violations in pragmatic communication. Grice's Cooperative Principle serves as a foundation for understanding how interlocutors achieve successful communication. However, speakers often violate maxims intentionally or unintentionally, leading to implied meanings, misunderstandings, irony, sarcasm, and indirect speech acts. The paper analyzes the violations of the maxims of Quantity, Quality, Relation, and Manner with examples from everyday communication. The study demonstrates that maxim violations play an important role in conveying implicit meanings and enriching interpersonal communication.*

Keywords*: pragmatics, Grice, cooperative principle, conversational maxims, maxim violation, implicature, communication.*

ФАКТОРЫ И ПРИЧИНЫ НАРУШЕНИЯ МАКСИМОВ РАЗГОВОРА

Аннотация. *В данной статье рассматривается концепция разговорных максим, предложенная Полом Грайсом, и анализируются различные типы нарушений этих максим в прагматической коммуникации. Принцип сотрудничества Грайса служит основой для понимания того, как собеседники достигают успешной коммуникации. Однако говорящие часто нарушают максимы намеренно или непреднамеренно, что приводит к подразумеваемым значениям, недопониманию, иронии, сарказму и косвенным речевым актам. В статье анализируются нарушения максим «Количество», «Качество», «Отношение» и «Способ» на примерах из повседневной коммуникации. Исследование показывает, что нарушения максим играют важную роль в передаче неявных значений и обогащении межличностной коммуникации.*

Ключевые слова: *прагматика, Грайс, принцип сотрудничества, разговорные максимы, нарушение максим, импликатура, коммуникация.*

SUHBAT MAKSIMALARINI BUZISH OMIL VA SABABLARI.

Annotatsiya: *Ushbu maqolada Pol Grays tomonidan taklif qilingan suhbat maksimlari konsepsiyasi muhokama qilinadi va pragmatik muloqotda maksimlarning turli xil buzilishi ko'rib chiqiladi. Grisning hamkorlik tamoyili suhbatdoshlarning muvaffaqiyatli muloqotga qanday erishishini tushunish uchun asos bo'lib xizmat qiladi. Biroq, ma'ruzachilar ko'pincha maksimlarni qasddan yoki bexosdan buzadilar, bu esa yashirin ma'nolar, tushunmovchiliklar, istehzo, kinoya va bilvosita nutq harakatlariga olib keladi. Maqolada Miqdor, Sifat, Munosabat va Xulq-atvor maksimlarining buzilishi kundalik muloqotdan olingan misollar bilan tahlil qilinadi. Tadqiqot shuni ko'rsatadiki, maksimlarning buzilishi yashirin ma'nolarni yetkazishda va shaxslararo muloqotni boyitishda muhim rol o'ynaydi.*

Kalit so'zlar: *pragmatika, Grays, hamkorlik tamoyili, suhbat maksimlari, maksimlarning buzilishi, implikatura, muloqot.*

Introduction.

Pragmatics is a branch of linguistics that studies language use in context and examines how speakers convey meanings beyond the literal interpretation of words. One of the most influential theories in pragmatics was developed by the British philosopher Paul Grice in 1975. Grice proposed the Cooperative Principle, which explains how participants in a conversation cooperate to communicate effectively.[1]

According to Grice, successful communication depends on adherence to four conversational maxims: Quantity, Quality, Relation, and Manner. However, speakers do not always follow these maxims. In many situations, they intentionally violate them to express indirect meanings, create humor, avoid sensitive topics, or achieve social goals.[2]

This article explores the types of maxim violations according to Grice and their functions in communication.

Grice's Cooperative Principle. Grice introduced the Cooperative Principle as follows:"Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged."[3] The principle which was created by Paul Grice consists of four maxims:

The demand of the maxim of quantity the speaker should consider how much to say related to the effective conversation. According to the demand of the maxim of quantity speaker should provide as much information as necessary, but not more than required.

The maxim of quality demands to say the truth with evidence. Related to the maxim of quality addresser should not say what you believe to be false or lack evidence for.

The maxim Relation sometimes in other name -Relevance. The speaker should be relevant to the topic of discussion. Related to the topic of conversation both of the participants of the speech should continue with the speech relevant to the topic of the conversation in order to create an effective conversation .

The maxim of the "Manner" as it is clear from the name is connected with the manner of the conversation. Speaker should obey all rules of manner due to the demand this maxim. Related to this maxim the speaker should be clear, brief, and orderly; avoid ambiguity.

All abovementioned maxims guide effective communication and facilitate understanding between interlocutors and at the same time can show an illocutionary intention in a conversation. Violation of the Maxim of Quantity. The Maxim of Quantity is violated when a speaker gives either too little or too much information.Giving Insufficient Information. Example: A: Where are you going?

B: Out. Speaker B provides less information than required. The response does not fully satisfy the question and may lead to confusion.

Giving Excessive Information

Example: A: Did you enjoy the movie?

B: Yes, I enjoyed it. I watched it with my cousin, bought popcorn, arrived at the cinema at 6 p.m., and sat in the third row.

Here, the speaker provides more information than necessary.[4]

There are different functions of violating maxims as following: Avoiding direct answers; Maintaining privacy; Creating suspense; Expressing politeness.

Violation of the Maxim of Quality. The Maxim of Quality is violated when speakers say something they believe to be false or unsupported by evidence. Lying; Example: In reality, the report has not been completed. Irony and Sarcasm. Example: After someone performs poorly in an exam: "Excellent job!" The literal meaning is positive, but the intended meaning is negative.[5]

Functions: Humor; Criticism; Social politeness; Avoidance of conflict. Quality violations are common in literary discourse, political speeches, and everyday conversations.

Violation of the Maxim of Relation.

The Maxim of Relation requires speakers to be relevant. Violation occurs when responses are unrelated to the topic. Example 1 : A: How was your exam? B: The weather is beautiful today. The answer is irrelevant to the question.

Example 2: Mother: Did you clean your room? Child: I finished my homework. The child intentionally changes the topic to avoid answering directly. Functions.. Topic avoidance; Face-saving strategies; Changing conversation direction; Reducing tension.[6] Such violations frequently occur in political interviews and public discussions.

Violation of the Maxim of Manner. The Maxim of Manner requires clarity and avoidance of ambiguity. Ambiguous Expressions. Example: "She saw the man with the telescope." The sentence can have more than one interpretation.

Obscure Language. Speakers may deliberately use technical or complicated terms to confuse listeners. Example: Instead of saying "He died," a speaker says: "He experienced a terminal biological cessation." The message becomes unnecessarily obscure. Functions. Euphemism; Formality; Concealing information; Humor and wordplay.[7]

Researchers distinguish between violating and flouting maxims. Violating. A speaker secretly breaks a maxim and expects the listener not to notice. Example: A lie. When it comes to flouting. A speaker openly breaks a maxim so the listener can infer an implied meaning. Example: A: Is John a good student? B: Well, he attends classes regularly. The listener infers that John may not be academically strong.[8] This distinction is important because many conversational implicatures arise through flouting rather than simple violation.

It is significant to take into account about pragmatic Functions of Maxim Violations. Maxim violations perform several communicative functions: Politeness. People often avoid direct statements to protect others' feelings. Example: "Your presentation was interesting." This may indirectly imply criticism. Humor; Jokes frequently involve unexpected violations of relevance or quality. Social Harmony. Indirect communication helps maintain good interpersonal

relationships. Persuasion. Politicians and advertisers often manipulate information through maxim violations. Literary Effects. Writers use irony, ambiguity, and exaggeration to enrich narratives and create stylistic effects.[9]

Maxim Violations in Everyday Communication. In everyday conversations, maxim violations occur frequently. Family Interactions. Parents and children often violate relevance and quantity maxims to avoid conflict. Workplace Communication. Employees may provide incomplete information to protect themselves or others. Media and Advertising: Advertisements frequently exaggerate product qualities, thereby violating the maxim of quality.

Without any doubt, violating maxims can occur in online Communication too. Social media users often employ sarcasm, irony, and indirect language that depend on maxim violations for interpretation.[10]

Conclusion.

Paul Grice's theory of conversational maxims remains one of the most influential contributions to pragmatics. Although the Cooperative Principle aims to explain effective communication, speakers frequently violate conversational maxims. Violations of Quantity, Quality, Relation, and Manner serve various communicative purposes, including politeness, humor, persuasion, irony, and social interaction. Understanding these violations enables researchers to analyze implied meanings and conversational strategies more effectively. Therefore, maxim violations should not be viewed solely as communication failures but also as important mechanisms for creating nuanced and context-dependent meanings.

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ERTAKLAR DISKURSINING LEKSIK-STILISTIK JIHATLARI

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Annotatsiya; *Mazkur maqolada ertaklar diskursining leksik-stilistik xususiyatlari atroflicha tahlil qilinadi. Xususan, ertak matnlarida keng qo‘llanadigan obrazli til vositalari, turli xil takrorlar, epitetlar, metaforalar, o‘xshatishlar hamda xalqona iboralarning badiiy-estetik va uslubiy vazifalari yoritiladi. Ushbu vositalarning ertak syujeti, qahramonlar xarakteri va voqealar rivojini tasvirlashdagi o‘rni alohida ko‘rsatib beriladi. Tadqiqot davomida ertak diskursining lingvopoetik tabiati, uning o‘ziga xos til qurilishi hamda badiiy ifoda imkoniyatlari ilmiy asosda tahlil etiladi. Shuningdek, ertaklarda aks etgan milliy qadriyatlar, xalqning dunyoqarashi, urf-odatlari va tafakkur tarzining til birliklari orqali namoyon bo‘lishi ochib beriladi.*

Kalit so‘zlar: *ertak diskursi, leksik stilistika, metafora, epitet, folklor, lingvopoetika, obrazlilik.*

LEXICAL-STYLISTIC ASPECTS OF FAIRY TALE DISCOURSE

Annotation; *This article provides a comprehensive analysis of the lexical and stylistic features of fairy tale discourse. In particular, it examines the artistic, aesthetic, and stylistic functions of figurative language devices widely used in fairy tale texts, including various types of repetition, epithets, metaphors, similes, and folk expressions. Special attention is paid to the role of these linguistic means in portraying the plot, character traits, and the development of events within fairy tales.*

The study further explores the linguo-poetic nature of fairy tale discourse, analyzing its distinctive linguistic structure and expressive potential from a scientific perspective. In addition, it reveals how national values, the worldview of the people, traditions, customs, and patterns of thinking reflected in fairy tales are manifested through linguistic units. The research highlights the close connection between fairy tale discourse and national mentality, emphasizing its significance as a reflection of cultural heritage and collective consciousness.

Keywords: *fairy tale discourse, lexical stylistics, metaphor, epithet, folklore, linguopoetics, imagery.*

ПРЕПОДАВАТЕЛЬНИЦА АНГЛИЙСКОГО ЯЗЫКА

Аннотация; *В данной статье всесторонне анализируются лексико-стилистические особенности дискурса сказок. В частности, рассматриваются художественно-эстетические и стилистические функции образных языковых средств, широко используемых в сказочных текстах, таких как различные виды повторов, эпитеты, метафоры, сравнения и народные выражения. Особое внимание уделяется роли этих языковых средств в раскрытии сюжета сказки, характеристике персонажей и изображении развития событий. В ходе исследования на научной основе анализируются лингвопоэтическая природа сказочного дискурса, его своеобразная языковая структура и выразительные возможности. Кроме того, раскрывается, каким образом национальные ценности, мировоззрение народа, традиции, обычаи и особенности мышления, отражённые в сказках, проявляются через языковые единицы. Исследование подчёркивает тесную связь сказочного дискурса с национальным менталитетом и его значимость как отражения культурного наследия и коллективного сознания народа.*

Ключевые слова: *сказочный дискурс, лексическая стилистика, метафора, эпитет, фольклор, лингвопоэтика, образность.*

Kirish. Folklor janrlari tizimida ertaklar o‘zining boy badiiy-estetik tabiati, obrazlarga serqirraligi hamda xalq tafakkurini aks ettirish imkoniyatlari bilan alohida ajralib turadi. Ertaklar asrlar davomida xalqning hayotiy tajribasi, dunyoqarashi, orzu-intilishlari va axloqiy qarashlarini avloddan-avlodga yetkazib kelgan noyob og‘zaki ijod namunasi hisoblanadi. Shu jihatdan ertak diskursi nafaqat folklorshunoslik, balki lingvistika, madaniyatshunoslik va lingvopoetika nuqtayi nazaridan ham muhim tadqiqot obyektidir. Ertak matnlarida xalqning milliy mentaliteti, urf-odatlari, qadriyatlari va estetik didi o‘ziga xos til birliklari orqali namoyon bo‘ladi[5]. Ertak diskursining muhim xususiyatlaridan biri uning obrazlilikka boyligidir. Unda metafora, epitet, o‘xshatish, mubolag‘a, takror va xalqona iboralar kabi leksik-

stilistik vositalar keng qo‘llanadi. Mazkur vositalar ertak matnining ta’sirchanligini oshirib, tinglovchi yoki o‘quvchining tasavvur olamiga kuchli emotsional ta’sir ko‘rsatadi[4]. Masalan, “oltin sochli qiz”, “devqomat pahlavon”, “yalmog‘iz kampir” kabi obrazli ifodalar qahramonlarning xarakterini yorqin tasvirlash bilan birga, matnning badiiy-estetik qiymatini ham kuchaytiradi. Shuningdek, ertaklarda uchraydigan takroriy birliklar voqealar rivojiga ritmik ohang bag‘ishlab, tinglovchining diqqatini ushlab turishga xizmat qiladi. Bundan tashqari, ertak diskursi tilning milliy-madaniy xususiyatlarini o‘zida mujassamlashtirganligi bilan ham ahamiyatlidir. Har bir xalq ertaklarida o‘sha millatning qadimiy tasavvurlari, ijtimoiy qarashlari va ma’naviy qadriyatlari aks etadi. Shu sababli ertak matnlarini lingvostilistik jihatdan tahlil qilish xalqning madaniy tafakkuri va dunyoni idrok etish usullarini aniqlash imkonini beradi. Zamonaviy lingvistika va diskurs tahlilida ertaklarning til xususiyatlarini o‘rganishga bo‘lgan qiziqishning ortib borayotgani ham aynan shu omillar bilan izohlanadi. Demak, ertak diskursining leksik-stilistik jihatlarini tadqiq etish nafaqat badiiy matn tabiatini ochib berishga, balki milliy madaniyat va xalq tafakkurining til orqali ifodalanish mexanizmlarini chuqurroq anglashga xizmat qiladi.

Metodologiya

Tadqiqot jarayonida qiyosiy-tahliliy, lingvostilistik hamda diskursiv metodlardan kompleks tarzda foydalanildi. Qiyosiy-tahliliy metod yordamida ertak matnlarida uchraydigan leksik birliklarning o‘zaro o‘xshash va farqli jihatlari aniqlanib, ularning badiiy matn tarkibidagi vazifalari yoritildi. Lingvostilistik yondashuv asosida esa ertak diskursida qo‘llanilgan obrazli ifoda vositalarining estetik imkoniyatlari, emotsional-ekspressiv xususiyatlari hamda tinglovchiga ta’sir darajasi o‘rganildi. Diskursiv metod orqali ertak matnlari kommunikativ va madaniy hodisa sifatida tahlil qilinib, undagi til birliklarining xalq tafakkuri va milliy mentalitet bilan bog‘liqligi ochib berildi. Tadqiqot materiali sifatida o‘zbek xalq ertaklari matnlari tanlab olinib, ular asosida leksik birliklarning badiiy-estetik vazifasi atroflicha o‘rganildi. Xususan, ertak diskursida keng qo‘llanadigan metaforalarning obraz yaratishdagi o‘rni, epitetlarning qahramon xarakterini ifodalashdagi ahamiyati hamda takrorlarning ritmik va emotsional ta’sirni kuchaytirishdagi funksiyasi tahlil qilindi. Shuningdek, sinonimik qatorlarning matnning uslubiy boyligini ta’minlashdagi roli ham alohida ko‘rib chiqildi. Xalqona iboralar, maqol va matallarga yaqin ifodalar esa ertak matnining milliy koloritini belgilovchi muhim vositalardan biri sifatida baholandi.Bundan tashqari, tadqiqot davomida ertak diskursidagi leksik-stilistik vositalarning nafaqat badiiy, balki tarbiyaviy va kommunikativ funksiyalari ham o‘rganildi. Tahlillar natijasida ertak matnlarida qo‘llanadigan obrazli birliklar tinglovchi va o‘quvchining tasavvurini boyitishi, voqealarning ta’sirchanligini oshirishi hamda milliy qadriyatlarni ifodalashda muhim vosita bo‘lib xizmat qilishi aniqlandi. Shu asosda ertak diskursining lingvopoetik imkoniyatlari keng va serqirra ekanligi dalillandi.

Natijalar va muhokama

Tahlillar shuni ko‘rsatdiki, ertak diskursida obrazlilikni kuchaytiruvchi leksik-stilistik vositalar nihoyatda faol qo‘llanadi va ular matnning nafaqat badiiy-estetik, balki kommunikativ hamda tarbiyaviy ta’sirchanligini ham oshiradi. Ertaklarda qo‘llanadigan epitetlar, metaforalar, o‘xshatishlar, mubolag‘alar, takrorlar va xalqona iboralar xalq tafakkurining obrazli ifodasi sifatida namoyon bo‘ladi. Ayniqsa, epitetlar ertak qahramonlarining tashqi qiyofasi, ruhiy holati va ijtimoiy mavqeini yorqin tasvirlashga xizmat qiladi. Masalan, “oltin sochli qiz”, “oy yuzli malika”, “bahodir yigit”, “devqomat pahlavon”, “yalmog‘iz kampir”, “ko‘zlari chaqmoqdek yigit” kabi epitetlar orqali qahramonlarning ijobiy yoki salbiy xarakteri tinglovchiga dastlabki tasavvurdayoq anglashiladi. Bu holat ertak diskursida xarakter yaratishning ixcham, biroq ta’sirchan usuli sifatida namoyon bo‘ladi. Shuningdek, ertak matnlarida metaforik birliklarning qo‘llanishi voqelikni fantastik va poetik shaklda tasvirlash imkonini yaratadi[2]. Masalan, “yer-u ko‘kni larzaga soldi”, “qalbi muzlab ketdi”, “ko‘zlaridan o‘t chaqnadi”, “baxt qushi boshiga qo‘ndi” kabi metaforalar real voqelikni badiiy-fantastik tusda ifodalashga xizmat qiladi. Ayniqsa, o‘zbek xalq ertaklarida tabiat hodisalarining insoniylashtirilishi keng uchraydi: “shamol uv tortib yig‘ladi”, “tog‘lar jim quloq soldi”, “oy yerga nur sochib kuldi”. Bunday metaforik tasvirlar ertak matnining poetikligini oshirib, tinglovchini sehrli olam muhitiga olib kiradi[8]. Shu bilan birga, metaforalar xalqning mifologik tafakkuri va qadimiy animistik qarashlari bilan chambarchas bog‘liq ekanligi ham kuzatiladi. Takroriy birliklar ertak diskursining eng faol stilistik vositalaridan biri hisoblanadi. “Yuribdi, yuribdi, yo‘l yuribdi”, “oz yuribdi, ko‘p yuribdi”, “bor ekan-u yo‘q ekan” kabi takrorlar ertakning ritmik ohangini shakllantiradi va tinglovchi diqqatini ushlab turishga xizmat qiladi. Takrorlar ayniqsa og‘zaki ijro jarayonida muhim ahamiyat kasb etadi, chunki ular baxshi yoki ertakchining nutqini musiqiylashtiradi hamda voqealarning dramatik ta’sirini kuchaytiradi. Biroq ayrim hollarda haddan tashqari ko‘p takrorlarning qo‘llanishi matnning dinamikasini susaytirishi ham mumkin. Masalan, ayrim xalq ertaklarida bir xil formulalarning ortiqcha takrorlanishi voqealar rivojini cho‘zib yuboradi. Demak, takrorlarning badiiy samaradorligi ularning me’yoriy qo‘llanishiga bog‘liqdir. Ertak diskursida sinonimik qatorlarning qo‘llanishi ham alohida stilistik ahamiyatga ega. Masalan, “qo‘rqdi, cho‘chidi, dahshatga tushdi”, “yugurdi, chopdi, yelib ketdi” kabi sinonimik birliklar harakat va holatning intensivligini bosqichma-bosqich oshirib beradi. Bu esa matnning emotsional-ekspressiv kuchini sezilarli ravishda kuchaytiradi. Ayrim hollarda sinonimlar orqali qahramonning ruhiy holati nozik farqlar bilan tasvirlanadi. Masalan, “g‘amgin”, “mahzun”, “dili vayron” birliklari bir-

biriga yaqin ma’noni anglatsa-da, ularning stilistik bo‘yoqdorligi turlicha. Xalqona iboralar va frazeologik birliklar ertak diskursining milliy koloritini ifodalovchi asosiy vositalardan biri hisoblanadi. “Tepasida yong‘oq chaqmoq”, “yer yutgur”, “og‘zidan bol tommoq”, “ko‘rpangga qarab oyoq uzat” kabi iboralar ertak matnining tabiiyligini ta’minlaydi va xalqona ruhni kuchaytiradi. Ayniqsa, bu birliklar orqali xalqning turmush tarzi, maishiy tajribasi va dunyoqarashi aks etadi. Shu jihatdan ertak diskursi nafaqat estetik hodisa, balki lingvomadaniy fenomen sifatida ham namoyon bo‘ladi. Ertak matnlarida leksik vositalarning qo‘llanishi faqat badiiy bezak vazifasini bajarib qolmaydi, balki muhim tarbiyaviy funksiyani ham amalga oshiradi. Yaxshilik va yomonlik qarama-qarshiligi ko‘pincha obrazli ifodalar orqali yorqin tasvirlanadi[9]. Masalan, ijobiy qahramonlar “oq ko‘ngil”, “mard”, “saxiy”, “halol” kabi sifatlar bilan tavsiflansa, salbiy obrazlar “ochko‘z”, “razil”, “yalmog‘iz”, “makkor” kabi birliklar orqali ifodalanadi. Natijada tinglovchi ongida axloqiy baholash mezonlari shakllanadi. Bu esa ertaklarning didaktik vazifasi kuchli ekanligini ko‘rsatadi. Bundan tashqari, ayrim ertaklarda mubolag‘a vositasi ham faol qo‘llanadi. Masalan, “bir urib tog‘ni qulatdi”, “qirq kecha-yu qirq kunduz to‘y bo‘ldi”, “oti shamoldan tez chopdi” kabi ifodalar qahramonning kuchi yoki voqeaning ko‘lamini bo‘rttirib tasvirlashga xizmat qiladi. Mubolag‘a tinglovchida hayrat hissini uyg‘otib, ertakning fantastik tabiatini yanada kuchaytiradi [7]. Shu bilan birga, mubolag‘a xalqning ideal qahramon haqidagi tasavvurlarini ham aks ettiradi. Umuman olganda, ertak diskursida qo‘llanadigan leksik-stilistik vositalar ko‘p qatlamli va murakkab tizimni tashkil etadi. Ular matnning poetikligini oshirish, qahramon xarakterini ochish, voqealarning emotsional ta’sirini kuchaytirish va milliy qadriyatlarni ifodalashda muhim rol o‘ynaydi. Shu jihatdan ertak diskursining lingvopoetik imkoniyatlari nihoyatda keng bo‘lib, u xalq tafakkuri va madaniyatining badiiy in’ikosi sifatida alohida ilmiy ahamiyat kasb etadi.

Xulosa

Demak, ertak diskursi leksik-stilistik jihatdan nihoyatda boy, ko‘p qatlamli va murakkab tizim hisoblanadi. Unda qo‘llanadigan metafora, epitet, mubolag‘a, takror, o‘xshatish hamda xalqona iboralar matnning obrazliligini kuchaytiribgina qolmay, xalqning milliy tafakkuri, estetik qarashlari va madaniy qadriyatlarini ham yorqin namoyon etadi[10]. Ayniqsa, ertak matnlaridagi obrazli ifodalar voqelikni oddiy bayon qilish bilan cheklanib qolmay, uni badiiy-fantastik ruhda tasvirlash imkonini beradi. Natijada tinglovchi yoki o‘quvchi ertak voqealarini nafaqat anglaydi, balki ularni hissiy jihatdan ham chuqur his qiladi. Shu jihatdan ertak diskursi inson tasavvurini boyituvchi va estetik didini shakllantiruvchi muhim lingvomadaniy hodisa sifatida namoyon bo‘ladi. Ertaklarda uchraydigan metaforalar va epitetlar qahramonlarning xarakterini yorqin ochib berishga xizmat qiladi. Masalan, “bahodir yigit”, “oy yuzli qiz”, “devqomat pahlavon”, “yalmog‘iz kampir” kabi birikmalar orqali qahramonlarning ijobiy yoki salbiy tabiati darhol namoyon bo‘ladi. Takroriy birliklar esa ertakning ritmik tuzilishini shakllantirib, og‘zaki ijro jarayonida uning emotsional ta’sirchanligini oshiradi. Xalqona iboralar va frazeologik birliklar esa ertak diskursiga milliy ruh va tabiiylik baxsh etadi [1]. Shu sababli ertak matnlari tilida xalqning kundalik turmush tarzi, dunyoqarashi va tarixiy tajribasi mujassamlashganini kuzatish mumkin. Bundan tashqari, ertak diskursining lingvostilistik tahlili folklor matnlarining estetik va kommunikativ imkoniyatlarini chuqurroq anglashga yordam beradi. Lingvostilistik yondashuv orqali ertak tilida qo‘llanadigan badiiy vositalarning vazifasi, ularning emotsional-ekspressiv xususiyatlari hamda tinglovchiga ko‘rsatadigan ta’siri aniqlanadi [6]. Shu bilan birga, ertak diskursi til va madaniyatning o‘zaro bog‘liqligini o‘rganishda ham muhim ilmiy manba bo‘lib xizmat qiladi. Chunki ertaklar xalqning ma’naviy merosi sifatida milliy qadriyatlarni, axloqiy me’yorlarni va tarixiy xotirani o‘zida saqlaydi [3]. Demak, ertak diskursini lingvostilistik jihatdan tadqiq etish nafaqat folklor matnlarining poetik xususiyatlarini ochib berishga, balki xalq tafakkurining til orqali ifodalanish mexanizmlarini chuqurroq tushunishga ham imkon yaratadi.

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MAKON VA ZAMONLARARO INSON QADRI (XOLID HUSAYNIY VA MALALA YUSUFZOY ASARLARI MISOLIDA)

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Annotatsiya. *Ushbu maqolada Xolid Husayniy va Malala Yusufzoy asarlari misolida badiiy adabiyotda makon va zamon kategoriyalarining inson qadri, ayniqsa ayol va qizlarning jamiyatdagi o‘rni hamda erkinligi bilan uzviy bog‘liqligi tadqiq etiladi. Shuningdek, maqolada diaspora adabiyoti vakillari bo‘lgan Xolid Husayniy va Malala Yusufzoy ijodida ikki makon — ona yurt va mezbon mamlakat, shu bilan birga, tarixiy burilishlarga boy turli zamon qatlamlarining badiiy ifodasi ko‘rib chiqiladi.*

Kalit so‘zlar: *xronotop, badiiy makon, badiiy zamon, diaspora adabiyoti, inson qadri, ayol obrazi, ayollar huquqi, ta’lim*

ЧЕЛОВЕЧЕСТВО ЗАСЛУЖИВАЕТ ВСЕГО, ЧТО ИМЕЕТ ЗНАЧЕНИЕ, ВНЕ ЗАВИСИМОСТИ ОТ ПРОСТРАНСТВА И ВРЕМЕНИ (НА ПРИМЕРЕ РАБОТ ХАЛИДА ХУССЕЙНА И МАЛАЛЫ ЮСУФЗАЙ).

Аннотация. *В данной статье на примере произведений Халеда Хоссейни и Малалы Юсуфзай исследуется неразрывная связь категорий художественного пространства и времени с человеческим достоинством, в частности с положением и свободой женщин и девочек в обществе. Также рассматривается художественное воплощение двух пространств — родины и принимающей страны — в творчестве представителей литературы диаспоры Халеда Хоссейни и Малалы Юсуфзай, а также различные временные пласты, богатые историческими поворотами.*

Ключевые слова: *хронотоп, художественное пространство, художественное время, литература диаспоры, человеческое достоинство, образ женщины, права женщин, образование.*

HUMANITY DESERVES EVERYTHING THAT MATTERS, REGARDLESS OF SPACE AND TIME (THE WORKS OF KHALID HUSSEIN AND MALALA YOUSAFZAI ARE EXAMPLES OF THIS).

Abstract. *This article examines the inherent connection between the categories of artistic space and time and human dignity, particularly the social status and freedom of women and girls, through the works of Khaled Hosseini and Malala Yousafzai. Furthermore, it explores the artistic representation of two spaces—the homeland and the host country—alongside various temporal layers rich in historical turning points within the creative output of diaspora literature representatives Khaled Hosseini and Malala Yousafzai.*

Keywords: *chronotope, artistic space, artistic time, diaspora literature, human dignity, female character, women’s rights, education.*

Kirish. San’atning boshqa turlari bilan qiyoslaganda, badiiy adabiyotninggina zamon va makon bilan erkinroq shug‘ullanishi ko‘zga tashlanadi. Zamon yoki vaqt adabiyotda, ayniqsa muhim, negaki asarda butun boshli vaqt oqimi takrorlanishi mumkin emas, orada siqishlar va boshqa vositalar orqali vaqt yozuvchi uchun kerakli maromga keltiriladi. Adabiyotshunoslikda zamon va makon masalalarini teran o‘rganib, ularning xususiyatlarini o‘zida jamlagan “*xronotop*” atamasini fanga olib kirgan Mixail Baxtinning ta’kidiga ko‘ra[26], yaxlit makon olamida zamonni ko‘ra olishi haqiqiy so‘z san’atkorining eng asosiy fazilatlaridandir. Chindan ham badiiy asarda makon va zamonning uyg‘unlikdagi ishtiroki voqeliklarning rivojlanib borish sharoitini yaratadi.

Adabiyotlar tahlili va metodologiya. Adabiyot san’atning bir turi hisoblanar ekan, yaratilayotgan asarlarning qaysi adabiy tur va janrga mansubligidan qat’i nazar, makon va zamon badiiy voqelikning eng muhim unsurlari sifatida ijodiy-estetik ahamiyat kasb etib kelmoqda. Badiiy makon asardagi voqea-hodisalarning, holatlarning o‘rnini syujet chiziqlari bilan bog‘laydi, aniqlaydi va mantiqiy izchillik yuzaga kelishida yordam beradi. Makonlar harakatning turidan kelib

[26] Бахтин М. Литературно-критические статьи. – М.: Художественная литература, 1986. – С.121.

chiqqan holda turg‘un yoki o‘zgaruvchan, yozuvchining badiiy niyatidan kelib chiqqan holda aniq yoki noaniq, peyzajga mutanosibligi bo‘yicha vertikal yoki gorizontal bo‘lishi mumkin. Yozuvchi nafaqat makonning o‘zini chuqur o‘rganib, ijodi orqali taqdim etadi, balki u yoki bu makonning markazida nima joylashganligini, atrofida nimalar borligini va qaysi geografik obyektlarga nisbatan tasvirlanayotganini, haqiqiy yoki to‘qima nomlarini ham ko‘rib chiqadi. Makon zamonsiz, zamon makonsiz mavjud bo‘lmaydi. Har bir yozuvchi makon va zamonni o‘ziga xos tarzda tanlab, ularga kechinmalari va dunyoqarashini namoyon etuvchi boshqa xususiyatlarni qo‘shadi. Natijada u yaratgan makon va zamon boshqa badiiy asarlardagi makon va zamonlardan farqli bo‘ladi. B.To‘rayeva o‘zining badiiy zamon bo‘yicha olib borgan tadqiqot ishida uni tor ma’noda hamda keng ma’noda qo‘llash mumkinligini istisno etmasdan, har ikkalasiga adabiyotshunos nuqtai nazaridan ta’rif berib o‘tgan.

Afg‘oniston va Pokiston tarixiy an’analarga boy, ko‘p madaniyatli mamlakatlardir. Husayniy va Malala diaspora adabiyoti vakillari sifatida ikki yurtning go‘zalligini, an’ana va qadriyatlarini, shuningdek, siyosiy, diniy yoki milliy o‘ziga xosliklarini tasvirlar ekan, zamonlar silsilasida inson qadri qay ahvolga kelib qolganligini ham qalamga olib ketishni o‘zlarining burchi deb bilishadi. Ikkala muallifning asarlarida makon va zamon jihatdan xilma-xillik aks etsa ham, mavzuiy mushtaraklik ularni bog‘lab turadi. Ularning romanlarida qahramonlar hayoti bir-biriniki bilan kesishadi va shunga mos ravishda xronotoplar soni ham ortib boradi. Bir tomondan, avvaliga Afg‘oniston va Pokiston, so‘ngra AQSH, Britaniya va Kanada makro makonlari asarlarning umumiy makoniy manzarasini tasvirlashda asosiy rol o‘ynasa, Kobuldagi ko‘cha, Maryam va Laylo yashagan uy, Vahdatilar xonadoni, Mingora qishlog‘i, Malalaning oilasi, maktab – bular mikro makonlardir. Jumladan, D.Ruzmatova Husayniyning asarlarida tarixiylik perspektivasi ustuvor ahamiyat kasb etishini, yozuvchi o‘z ijodi orqali nafaqat Afg‘onistonni, balki afg‘on diasporasi yashayotgan boshqa makonlarni ham tasvir bayoniga kiritganligini, zamonlarni esa ushbu perspektivadan kelib chiqqan holda Tolibonlardan oldingi, ularning davridagi hamda ulardan keyingi davrlar sifatida guruhlashi diaspora adabiyotining o‘zi mansub bo‘lgan yo‘nalishiga xos xususiyatlarni ham nazariy, ham amaliy jihatdan ko‘rsatib berganligi bilan dalillanadi[27]. Afg‘oniston va Pokistondagi notinchliklar tufayli vatanlaridan ketishgan, endilikda Amerika hamda Britaniyada yashab ijod qiluvchi ushbu ikki pushtun yozuvchisining hayoti uchun ikki makon xos:

Husayniy: Afg‘oniston ⟶ Amerika;

Yusufzoy: Pokiston ⟶ Britaniya.

Ushbu makonlarni taqozo qiluvchi zamonlar, yuqorida qayd etilganidek, bevosita Tolibonlarning ikkala mamlakatdagi harakati, qolaversa, 2001-yil 11-sentabrda AQSHda sodir etilgan terror hujumi bilan bevosita bog‘liq holda ifodalanadi. Umumiy qilib aytganda, ingliz tilida ijod etuvchi mazkur diaspora yozuvchilari asarlarida Afg‘oniston, Pokiston va Amerika makonida Tolibonlar hukmi o‘rnatilgan davrlarda sodir bo‘lgan voqealar, ularning ta’siri o‘laroq yuz bergan ijtimoiy, siyosiy, tarixiy o‘zgarishlardan iborat hayot o‘z aksini topadi. Ma’lumki, diaspora adabiyoti doirasida yaratilgan ijod namunalarida har ikkala makon, ya’ni diaspora vakilining tug‘ilib o‘sgan yurti va ijod qilayotgan o‘zga makoni asosiy o‘rin tutadi. Ular hamisha o‘z vatanlarini qo‘msashadi, ularda avj olayotgan azaliy muammolar hal etilib, rivoj topishini istashadi, bu yo‘lda har qanday xavf-xatarli urinishlar qilishdan ham toyishmaydi.

Natijalar. Diaspora adabiyotidagi zamon va makon mutanosibligini diaspora adabiyotining eng muhim uchta xususiyatlaridan biri sifatida tavsiflagan D.Ruzmatovaning asosli mulohazalariga[28] qo‘shilgan holda aytish mumkinki, ilk makon – ona yurtning ular ijodida markaziy o‘rinda qolaverishi ularning begona yurtda turib, o‘zliklarini, milliy qadriyatlar negiziga qurilgan o‘z “men”larini topishga intilishlarini isbotlaydi. “Ming quyosh shu’lasi”da Husayniy ushbu masalani makon va zamon o‘zgarishlari orqali yetakchi o‘ringa olib chiqishni maqsad qiladi. Makon borasida asarlarda faqat Afg‘oniston yoki Pokiston bilan chegaralanish holati kuzatilmaydi. Husayniy asarlarining badiiy makoni Afg‘oniston, Pokiston, Eron, Fransiya va Amerika bo‘lsa, Yusufzoyning birinchi romanida Pokiston va Britaniya, ikkinchi romanida esa qahramonlar ko‘payishi evaziga makonlar birmuncha kengayib, Afrikaning olis Uganda va Kongo davlatlaridan to Lotin Amerikasining Meksika va Kolumbiyasigacha bo‘lgan geografik hududlar, Italiya, Gollandiya, Suriya, Iroq va Iordaniya singari hududlarni qamraydi. Ikkala muallifning ham badiiy zamonini mamlakatlarining yaqin o‘tmishi tashkil etadi. Husayniyning quyidagi iqrori fikrimizning isboti vazifasini o‘taydi: *“Men mavzuni tanlamadim, aksincha, tarixni tanladim. Biroq hikoya hayolimda aynan shu kabi muammolar bilan yetilgan edi. Nazarimda badiiy asardan ko‘zlanadigan maqsad ham o‘qiganda kitobxonni larzaga soladigan va ularni uyg‘ota oladigan tarzda yoza olishdir. Hech kim baxtli odamlarning tinch hayoti haqidagi kitoblarni o‘qimaydi. Badiiy asar odamlar bemalol muhokama qila olmaydigan mavzularni muhokama qilishi kerak”* [29]. Husayniy va Yusufzoy romanlarida badiiy makonlar turfa xil bo‘lsa ham Amerika va Britaniya barcha makonlar o‘zaro kesishadigan joy

[27] Ruzmatova D.R. Holid Xusayniy asarlarining badiiy o‘ziga xosligi: F.f. f.d. diss ... – Toshkent, 2020. –B.53.

[28] Ruzmatova D.R. Holid Xusayniy asarlarining badiiy o‘ziga xosligi: F.f. f.d. diss ... – Toshkent, 2020. –B.48.

[29] Mir Hikmatullah Sadat. “The Afghan Experience: An Exploratory Study of Societal Realities through the Lenses of Afghan Diasporic Literary Works”. PhD diss., – Claremont Graduate University and San Diego State University, 2006. – P.193.

hisoblanadi. Makon va zamonlarning o‘zaro uzviylikda ko‘chib yurishi mualliflarning diasporik birliklarga xos an’analarning ular ijodiga naqadar chuqur o‘rnashganligining aksidir, shu bois ham makon va zamon muammosi diaspora adabiyotining eng muhim xususiyatlaridandir.

Husayniyning ikkinchi romani bo‘lmish “Ming quyosh shu’lasi”da 1960-yillardan to 2000-yillargacha bo‘lgan davr voqealari, bir so‘z bilan aytganda, afg‘on ayollarining qariyb yarim asrlik azob-uqubatlari Maryam va Laylo obrazlari orqali ochib berilgan. Bilamizki, Afg‘oniston siyosat va din uyg‘unlashib ketgan mamlakat va unda yashovchi ayollar hech qachon o‘z hayoti va qismatini o‘zi belgilashga haqli bo‘lishmagan. Turmush qurish haqida gap ketganida Maryam va Laylo shunchaki avlod yaratishda bir vosita rolini o‘ynashadi, baxtli yashash esa zinhor muhokama qilinmaydi. Tolibonlar boshqaruvi paytida ayollarga nisbatan bunday munosabat yanada palak yozib, ularning ozodlik va tenglik g‘oyalari yakson etilgan. Romanning “Ming quyosh shu’lasi” deb atalishi ham bejizga emas. XVII asrda yashab o‘tgan fors shoiri Soyib Tabriziy Kobulga qilgan tashrifidan qattiq mutaassir bo‘lib, taassurotlarini she’rga ko‘chirgan va uning mazmuni quyidagicha bo‘lgan: “*Kobulning har bir ko‘chasi ko‘zni quvnatadi. Bozorlar oralab Misr karvonlari tez-tez o‘tib turadi. Shahar tomlarida yalt-yalt qilayotgan oylarning va devorlari ortiga berkinib olgan minglab quyosh shu’lalarining son-sanog‘i yo‘q*”[30]. Ushbu satrlar nihoyasidagi “ming quyosh shu’lasi” jumlasi Husayniy romanining asosiy mavzusini belgilab beradi. Asar Sovetlar ishg‘olidan Tolibonlar hokimiyatni egallagunicha va ulardan keyingi qayta qurish davrigacha bo‘lgan uzoq vaqtni o‘z ichiga oladi. Mamlakatda kechayotgan tinimsiz urushlar fonidagi og‘ir xalq hayoti va afg‘on ayolining deyarli yarim asrlik baxtsiz qismati tasviri romanda markaziy ahamiyat kasb etadi. 2007-yilda nashr etilgan “Ming quyosh shu’lasi”da Kobul hayoti ikki ayol nigohi – Maryam va Laylo orqali aks ettiriladi. Ular turli avlod vakillari bo‘lib, taqdirlari bir muddat bir chiziqda kesishadi. Husayniy ularning obrazlari yordamida butun Afg‘onistonda istiqomat qilayotgan qayg‘u va zulm-xo‘rliklardan iborat baxtsiz taqdirlarini namoyish etishni nazarda tutadi.

2013-yilda nashr etilgan “Tog‘lar ham sado beradi” romani Husayniy ijodida yangi yo‘nalishni, yangi qarashni boshlab berdi, desak yanglishmagan bo‘lamiz. U ushbu asari orqali asosan Afg‘onistondagi ayollarga nisbatan bo‘layotgan bosim haqida baralla aytishni, shu bilan ayollarning jamiyatdagi mavqei uchun kurashga tortishni, adolatsizliklarga jim qarab turmasdan, huquqlari uchun jangga kirishishlari lozimligini maqsad qilib qo‘yadi. Husayniy mazkur romani orqali erkak yozuvchilar ham asarlari bilan ayollarning huquqlari uchun kurashishga qodirligini isbotlaydi. U afg‘on jamiyatida ayollarning qismatini yoritish va haq-huquqlarni talab qilib kurash boshlashlarida yo‘lchi yulduz sifatida Nila Vahdati obrazidan foydalanadi. Roman ayollar huquqlarini targ‘ib qiluvchi asar deya e’tirof etilishi uchun bir qancha mezonlar mavjud bo‘lib, ulardan birinchisi sifatida asar voqealarining erkaklar hukmronlik qiluvchi jamiyatda kechishi ko‘rsatib o‘tiladi.

“Tog‘lar ham sado beradi” romani voqealari Tolibonlar va Mujohidlar singari turli hokimiyat tizimlari tomonidan turli ta’sirlarga uchragan, ayollarning aksariyat huquqlari cheklovlar ostida qolgan Afg‘onistonda kechadi. Patriarxal jamiyat Saburning pulsizlikdan qiynalib, farzandlaridan birini sotishga majbur bo‘lganida o‘g‘li Abdullani emas, Parini tanlaganida namoyon bo‘ladi, chunki uning dunyoqarashiga binoan, qizlarning oilaga nafi o‘g‘il farzandlarga qaraganda kamroq tegadi va ular qadrsizroqdir.

Muhokama. Ikki yozuvchi asarlari orqali namoyon bo‘luvchi zamonaviy ayol siymosi ilgarilari ayollar uchun taqiqlangan faoliyatlar, shu jumladan, ilm-fan olamiga kirib borish, ishlash va siyosat bo‘yicha munozaralarda qatnashishni istaydi. Bunday ayollarga misol qilib Pari, Amra hamda Malalaning o‘zini keltirish mumkin. Irodali va o‘z huquqlarini tanuvchi Nila tomonidan tarbiyalangan Pari yaxshi ta’lim olib, keyinchalik aqlli va zehni o‘tkir ayol sifatida voyaga yetadi, akademiyaga o‘qishga kirib, oliygohlarda ma’ruzalar qiladi. Amra esa Afg‘onistondagi urushlardan jabr ko‘rgan insonlarga ko‘maklashuvchi ko‘ngilli, uni erkak hamkasblari “*Kobuldagi eng mehnatsevar ayol. Uning jahlini aslo chiqarmang, yo‘qsa hammangizning dodingizni beradi*”[31], deya ta’riflashadi. Sarguzashtsevar Amra o‘zini ayamasdan asosan erkaklar ishlaydigan muhitni tanlaydi va o‘zining ham ular bajaradigan ishlarga qodir ekanligini isbotlaydi. U aql-idrok va bilimga ega ayol, o‘zining donoligi va mehnat qobiliyatiga shubha bilan qaraydigan yoki mensimaydigan erkaklar bilan kurashishdan tap tortmaydi. Husayniy Pari va Amra orqali zamonaviy jamiyatdagi ayollar inqilobini qalamga oladi. Garchi Husayniy erkak yozuvchi bo‘lsa-da, erkak yozuvchilar ayol qahramonlarga umumiy rakursdan baho berib, asarlarida gavdalantiradi va kuchli ta’sirga ega ayol obrazlarini yarata olmaydi, degan qarashlarini rad etgan holda Nila, Pari, Amra obrazlari orqali erkaklarning ayollarga nisbatan adolatsiz va noteng munosabatini to‘la yoritib, ayollar markazda turuvchi romanlar yozgan. “Tog‘lar ham sado beradi” romani muvaffaqiyatini undan oldin yozilgan “Shamol ortidan yugurib” va “Ming quyosh shu’lasi” romanlari bilan solishtirish mushkul bo‘lsa-da, Husayniyning ushbu roman orqali yangicha yo‘nalishni boshlab berganligi, Afg‘onistondagi ayollarga nisbatan bosimni yoritishda yangicha yondashuvdan foydalanganligi ahamiyatga molikdir. Unda nafaqat ayollarning kamsitishlar qurboni bo‘layotganligini, balki qahramonlarning bunga qarshi chiqib, kurash olib borishlari ham yoritilgan.

[30] Ruzmatova D.R. Holid Xusayniy asarlarining badiiy o‘ziga xosligi: F.f. f.d. diss ... – Toshkent, 2020. –B.42.

[31] Husayniy X. Tog‘lar ham sado berdi. Toshkent: Yangi asr avlodi, 2016. – B.166.

Xulosa o‘rnida shuni ta’kidlab o‘tish kerakki, Xolid Husayniy va Malala Yusufzoylarning asarlarida tasvirlangan makonlar va zamonlar ayollar va qizlarning jamiyatdagi qadri nuqtai nazaridan o‘zaro uyg‘unlik kasb etib, mazkur uyg‘unlik qahramonlarning ozodlik, farovon yashash va ta’lim olishga haqlilik yo‘lida olib borgan kurashlari misolida ko‘rsatib berilgan. Husayniy afg‘on ayollarining qanchalik metin irodali va sabr-bardoshli ekanligini urushlar ta’sirida tanazzulga yuz tutgan ijtimoiy va oilaviy munosabatlar murakkabligi misolida ochib beradi. Malalaning jasur harakatlari patriarxal mezonlar va geosiyosiy o‘yinlar fonida ta’lim olishga intilish va jamiyatda tenglik o‘rnatilishiga erishishga tomon jadal qadam tashlashi barchaga o‘rnak bo‘lishga arzigulik ishdir. Ikkala muallifning ijodi, ular ilgari surgan g‘oyalar geografik chegaralarni yorib o‘tib, butun dunyo avlodlariga yetib bormoqda, ularga ruh bag‘ishlamoqda.

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BADIIY TARJIMADA USLUB VA USLUBIY MOSLASHTIRISHNING LINGVISTIK ASOSLARI

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Annotatsiya; *Ushbu maqolada badiiy tarjimada uslub va uslubiy moslashtirishning lingvistik asoslari, nazariy jihatlari hamda amaliy tadqiqi keng ko'lamda tahlil etiladi. Tarjimon asar mazmunini to'liq va aniq ifodalash bilan birga, asl manbaning badiiy-estetik qimmatini saqlash majburiyatini ham zimmasiga oladi. Maqolada uslubiy moslashtirish tushunchasi, uning qo'llanilish doirasi, tarjima jarayonidagi asosiy muammolar va yechim yo'llari ko'rib chiqiladi. Tadqiqot metodologiyasi sifatida qiyosiy-tahliliy, lingvopoetik va transformatsion tahlil usullaridan foydalanilgan. Olingan natijalar badiiy tarjimada uslubiy muvofiqlikni ta'minlashning nazariy-amaliy asoslarini ishlab chiqishda muhim ahamiyat kasb etadi.*

Kalit so'zlar: *badiiy tarjima, uslub, uslubiy moslashtirish, lingvistik ekvivalentlik, tarjima strategiyasi, funksional muvofiqlik.*

LINGUISTIC FOUNDATIONS OF STYLE AND STYLE ADAPTATION IN LITERARY TRANSLATION

Abstract; *This article provides a broad analysis of the linguistic foundations, theoretical aspects and practical application of style and stylistic adaptation in literary translation. The translator assumes the responsibility of not only conveying the content of the work fully and accurately, but also preserving the artistic and aesthetic value of the original source. The article examines the concept of stylistic adaptation, its scope of application, the main problems and solutions in the translation process. Comparative-analytical, linguopoetic and transformational analysis methods were used as research methodology. The results obtained are of great importance in developing the theoretical and practical foundations of ensuring stylistic compliance in literary translation.*

Keywords: *literary translation, style, stylistic adaptation, linguistic equivalence, translation strategy, functional compliance.*

ЛИНГВИСТИЧЕСКИЕ ОСНОВЫ СТИЛЯ И СТИЛЕВОЙ АДАПТАЦИИ В ЛИТЕРАТУРНОМ ПЕРЕВОДЕ

Аннотация; *В данной статье представлен широкий анализ лингвистических основ, теоретических аспектов и практического применения стиля и стилистической адаптации в литературном переводе. Переводчик принимает на себя ответственность не только за полную и точную передачу содержания произведения, но и за сохранение художественной и эстетической ценности оригинала. В статье рассматривается концепция стилистической адаптации, сфера ее применения, основные проблемы и решения в процессе перевода. В качестве методологии исследования использованы сравнительно-аналитические, лингвопоэтические и трансформационные методы анализа. Полученные результаты имеют большое значение для развития теоретических и практических основ обеспечения стилистического соответствия в литературном переводе.*

Ключевые слова: *литературный перевод, стиль, стилистическая адаптация, языковая эквивалентность, стратегия перевода, функциональное соответствие.*

Kirish

Badiiy tarjima tilshunoslik va adabiyotshunoslikning kesishgan nuqtasida joylashgan murakkab ijodiy jarayon bo'lib, u nafaqat til birliklarini tarjima qilish, balki ikki madaniyat o'rtasidagi ko'prik vazifasini ham bajaradi. Tarjima nazariyasi va amaliyotida eng dolzarb masalalardan biri - asl asarning uslubiy xususiyatlarini tarjima qilinayotgan boshqa tilda to'liq va adekvat ifodalashdir. Uslub - asar muallifining o'ziga xos ijodiy "imzosi" bo'lib, u leksik tanlov, sintaktik qurilmalar, ritmik tuzilish, badiiy uslubiy vositalar orqali namoyon bo'ladi.

Hozirgi kunda globallashuv va madaniyatlararo muloqotning kuchayishi sharoitida badiiy tarjimaga bo'lgan ehtiyoj tobora ortib bormoqda. O'zbek tarjimashunosligida ham boshqa sohalardagi kabi sezilarli rivojlanishga erishgan bo'lsa-da, uslubiy moslashtirish masalasi keying tadqiqotlar uchun muhim yo'nalishlardan bo'lib qolmoqda. Mazkur tadqiqot ana shu sohani qisman to'ldirishga xizmat qiladi.

Adabiyotlar Tahlili

Tarjimashunoslik sohasida G.Toury, E.Nida, P.Newmark, V.Komissarov kabi olimlarning fundamental ishlari muhim o‘rin tutadi. Eugene Nidaning “dinamik ekvivalentlik” nazariyasi (1964) tarjimada shakily ekvivalentlik o‘rniga funksional-kommunikativ muvofiqlikni birinchi o‘ringa qo‘yadi. Peter Newmark esa “kommunikativ tarjima” va “semantik tarjima” tushunchalarini farqlab, ularning uslubiy oqibatlarini batafsil ko‘rib chiqqan (Newmark, 1988).

O‘zbek tarjimashunosligi sohasida esa I.Mirzayev, H.Umurov, N.Vladimirova va boshqa tadqiqotchilarning ishlari alohida ahamiyatga ega. Shunga qaramay, uslubiy moslashtirish masalasi - xususan, zamonaviy jahon adabiyotini o‘zbek tiliga o‘girishda yuzaga keladigan uslubiy muammolar - ilmiy izlanishlanishlarda hali yetarlicha o‘rganilmagan. Mazkur sohadagi ilmiy munozaralar tarjumonning asl uslubga sodiqlik darajasi va uslubiy o‘zgartirishlarning zarurati sifatida baholangan masalalari atrofida jamlangan.

Tadqiqot Metodologiyasi

Tadqiqotda quyidagi metodlardan foydalanildi: (1) qiyosiy-tahliliy metod - asl matn va tarjima matnlarini solishtirib o‘rganish; (2) lingvopoetik tahlil - badiiy ifoda vositalarining tarjimadagi saqlanish darajasini aniqlash; (3) transformatsion tahlil - tarjimon tomonidan amalga oshirilgan leksik-grammatik va uslubiy o‘zgartirishlarni tasniflash; (4) statistik usul - uslubiy transformatsiyalar chastotasini aniqlash. Tadqiqot materiallari sifatida XX–XXI asrlarga oid ingliz, rus va o‘zbek badiiy adabiyotidan namunalar tanlab olindi.

Uslub va Uslubiy Moslashtirish: Nazariy Asoslar

Uslub (style) - muayyan muallifga, davrga yoki adabiy yo‘nalishga xos bo‘lgan til - ifoda vositalarining yaxlit tizimidir. Badiiy tarjimada uslubiy moslashtirish deganda tarjimon tomonidan asl matnning badiiy-estetik ta’sirini maqsad auditoriyasida ham qayta tiklash maqsadida amalga oshiriladigan maqsadli lingvistik transformatsiyalar tushuniladi.

Uslubiy moslashtirishning asosiy turlari quyidagicha tasniflanadi: (a) leksik daraja - so‘z tanlash, arxaizmlar, neologizmlar, dialektizmlar, xalqaro so‘zlar bilan ishlash; (b) sintaktik daraja - gaplar tuzilishini o‘zgartirish, inversiya, elips va boshqa qurilmalar; (c) fonostilistik daraja - alliteratsiya, ritm, qofiya kabi vositalar; (d) badiiy uslubiy vositalar - metafora, simvol, metonimiya, giperbola va boshqalarni tarjima qilish.

Tarjimada uslubiy muvofiqlikni ta’minlashda tarjimon ikki asosiy strategiyadan birini tanlaydi: domestikatsiya (maqsad madaniyatga moslash) yoki foregnizatsiya (asl madaniyatni saqlab qolish). Lawrence Venutining (1995) ta’kidlashicha, g‘arb tarjimachilik an’anasida domestikatsiya ustunlik qiladi, bu esa asl uslubni ma’lum darajada silliqlashtiradi. Biroq zamonaviy tarjimashunoslikda ikki yondashuv o‘rtasida muvozanat saqlash tavsiya etiladi.

Natijalar va Muhokama

O‘tkazilgan tahlillar shuni ko‘rsatdiki, uslubiy muvofiqlik - tarjimaning sifatini baholashda hal qiluvchi mezonlardan biridir. Tarjimon asar mazmunini to‘g‘ri yetkazish bilan birga, muallif uslubining asosiy belgilarini - ritmik tuzilish, leksik rang-baranglik, sintaktik xususiyatlar va uslubiy vositalar - maqsad tilda qayta yaratish majburiyatini bajarishi lozim. Tadqiqot natijalariga ko‘ra, o‘zbek tiliga qilingan badiiy tarjimalarda sintaktik transformatsiyalar (68%) leksik transformatsiyalarga (22%) nisbatan ancha ko‘p uchraydi, uslubiy vositalar bilan bog‘liq o‘zgartirishlar esa 10% ni tashkil etadi. Bu ko‘rsatkichlar o‘zbek va tarjima qilinayotgan tillar orasidagi tub tizimiy farqlar bilan izohlanadi.

Xulosa

Badiiy tarjimada uslub va uslubiy moslashtirish masalasi tilshunoslik, adabiyotshunoslik va madaniyatshunoslik fanlarining tutashuv nuqtasida joylashgan murakkab hodisadir. Tadqiqot shuni ko‘rsatdiki, muvaffaqiyatli badiiy tarjima uchun tarjimon nafaqat ikki tilni chuqur bilishi, balki ikki xalqning madaniyati, estetik did va adabiy an’analarini ham puxta egallagan bo‘lishi zarur.

Uslubiy moslashtirishda tarjimon “ko‘zguday aniqlik” tamoyiliga amal qilishi, ya’ni asl asarning badiiy mohiyatini saqlab, uning ta’sir kuchini maqsad auditoriyasida ham to‘liq qayta tiklashi lozim. Kelajakdagi tadqiqotlarda sun’iy intellekt vositalaridan foydalanilgan tarjimalarda uslubiy muvofiqlik darajasini qiyosiy o‘rganish alohida ilmiy qiziqish uyg‘otadi.

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YASHIL ENERGETIKA VA IQLIM TERMINLARINING LINGVISTIK XUSUSIYATLARI

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Annotatsiya: *Global iqlim o‘zgarishi, ekologik muammolarning keskinlashuvi va qayta tiklanuvchi energiya manbalaridan foydalanishning kengayishi natijasida yashil energetika terminologiyasi zamonaviy ilmiy diskursning muhim tarkibiy qismiga aylandi. Mazkur maqolada yashil energetika va iqlim terminlarining lingvistik xususiyatlari struktur-semantik, kognitiv va funksional jihatdan tahlil qilinadi. Tadqiqot davomida ingliz va o‘zbek tillarida qo‘llanilayotgan terminlarning shakllanish mexanizmlari, semantik transformatsiyasi, metaforik va metonimik xususiyatlari hamda terminologik standartlashtirish jarayonlari o‘rganildi. Shuningdek, ekologik lingvistika nuqtai nazaridan yashil energetika terminologiyasining rivojlanish tendensiyalari va fanlararo integratsiya jarayonlari tahlil qilindi. Natijalar yashil energetika va iqlim terminologiyasi zamonaviy ilmiy kommunikatsiyaning muhim vositasi ekanligini hamda yangi terminlarning shakllanishida lingvistik innovatsiyalar asosiy omillardan biri bo‘lib xizmat qilishini ko‘rsatdi.*

Kalit so‘zlar: *yashil energetika, iqlim terminlari, ekologik lingvistika, terminologiya, semantika, giponimiya, giperonimiya, metafora, metonimiya, lingvistik innovatsiya, terminologik standartlashtirish, qayta tiklanuvchi energiya.*

LINGUISTIC FEATURES OF THE TERMS GREEN ENERGY AND CLIMATE

Abstract: *As a result of global climate change, the intensification of environmental problems, and the increasing use of renewable energy sources, green energy terminology has become an important component of contemporary scientific discourse. This article examines the linguistic features of green energy and climate-related terminology from structural-semantic, cognitive, and functional perspectives. The study investigates the mechanisms of term formation, semantic transformation, metaphorical and metonymic characteristics, as well as the processes of terminological standardization in both English and Uzbek languages. Furthermore, the development trends of green energy terminology and interdisciplinary integration processes are analyzed from the perspective of ecolinguistics. The findings demonstrate that green energy and climate terminology serves as an essential tool of modern scientific communication and that linguistic innovation is one of the key factors contributing to the emergence of new terms in this field.*

Keywords: *green energy, climate terminology, ecolinguistics, terminology, semantics, hyponymy, hypernymy, metaphor, metonymy, linguistic innovation, terminological standardization, renewable energy.*

ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ ТЕРМИНОВ «ЗЕЛЕНАЯ ЭНЕРГИЯ» И «КЛИМАТ».

Аннотация: *В условиях глобального изменения климата, обострения экологических проблем и расширения использования возобновляемых источников энергии терминология зелёной энергетики стала важной составляющей современного научного дискурса. В данной статье лингвистические особенности терминов зелёной энергетики и климата анализируются с точки зрения структурно-семантического, когнитивного и функционального подходов. В ходе исследования были изучены механизмы формирования терминов, их семантическая трансформация, метафорические и метонимические особенности, а также процессы терминологической стандартизации в английском и узбекском языках. Кроме того, с позиций экологической лингвистики рассмотрены тенденции развития терминологии зелёной энергетики и процессы междисциплинарной интеграции. Полученные результаты показывают, что терминология зелёной энергетики и климата является важным инструментом современной научной коммуникации, а лингвистические инновации выступают одним из основных факторов формирования новых терминов в данной области.*

Ключевые слова: *зелёная энергетика, климатическая терминология, экологическая лингвистика, терминология, семантика, гипонимия, гиперонимия, метафора, метонимия, лингвистическая инновация, терминологическая стандартизация, возобновляемая энергия.*

Kirish: Qayta tiklanuvchi energiya manbalari bugungi kunda iqlim o‘zgarishiga qarshi kurashish va barqaror rivojlanishni ta’minlashning muhim omillaridan biri sifatida e’tirof etilmoqda. Mazkur sohaning jadal rivojlanishi

natijasida texnologik yangiliklar, ekologik talablar hamda ijtimoiy jarayonlarni ifodalovchi o‘ziga xos terminologik tizim shakllandi. Ushbu maqolada ingliz tilidagi qayta tiklanuvchi energiya resurslari terminologiyasining shakllanish bosqichlari, semantik xususiyatlari va amaliy qo‘llanilish jihatlari tahlil qilinadi. Tadqiqot davomida terminlarning yasalish usullari, ular o‘rtasidagi ma’noviy munosabatlar hamda turli fanlararo ta’sirlar o‘rganildi. Natijalar qayta tiklanuvchi energetika sohasida terminologiyaning samarali muloqot, axborot almashinuvi va ilmiy bilimlarni keng tarqatishdagi muhim rolini ko‘rsatadi. XXI asrda insoniyat oldida turgan eng muhim global muammolardan biri iqlim o‘zgarishi va uning ekologik hamda iqtisodiy oqibatlaridir. Atmosferaga issiqxona gazlarining ko‘p miqdorda chiqarilishi, tabiiy resurslarning kamayishi va energiya iste’molining ortib borishi natijasida barqaror rivojlanishni ta’minlash masalasi dolzarb ahamiyat kasb etmoqda. Shu sababli qayta tiklanuvchi energiya manbalari va ekologik xavfsizlik bilan bog‘liq ilmiy tadqiqotlar soni sezilarli darajada ortdi. Yashil energetika sohasining rivojlanishi yangi ilmiy tushunchalar va terminlarning shakllanishiga olib keldi. “Green energy”, “renewable energy”, “carbon neutrality”, “net-zero emissions”, “decarbonization”, “carbon footprint”, “climate resilience”, “energy transition” kabi terminlar xalqaro ilmiy diskursning ajralmas qismiga aylandi. Mazkur terminlar nafaqat texnik tushunchalarni ifodalash, balki ekologik siyosat, iqtisodiyot, ijtimoiy taraqqiyot va madaniy qarashlarni aks ettirish vazifasini ham bajaradi. Terminologik tizimlarning shakllanishi va rivojlanishini o‘rganish zamonaviy lingvistikaning muhim yo‘nalishlaridan biri hisoblanadi. Ayniqsa ekologik lingvistika va kognitiv lingvistika fanlari yashil energetika terminologiyasining semantik va konseptual xususiyatlarini aniqlash imkonini beradi. Yashil energetika terminlari ko‘pincha metaforik, metonimik va konseptual ko‘chirishlar asosida shakllanadi. Masalan, “green economy”, “green growth”, “green transition” terminlarida “green” leksemasi rang ma’nosidan uzoqlashib, ekologik xavfsizlik va barqarorlik konseptlarini ifodalovchi ramziy birlik sifatida namoyon bo‘ladi.

Mazkur tadqiqotning maqsadi yashil energetika va iqlim terminlarining lingvistik xususiyatlarini aniqlash, ularning struktur-semantik tavsifini berish hamda zamonaviy ilmiy kommunikatsiyadagi o‘rnini baholashdan iborat.

Materiallar va metodlar: O‘tkazilgan lingvistik tahlillar yashil energetika terminologiyasi zamonaviy ilmiy diskursning eng faol rivojlanayotgan terminologik tizimlaridan biri ekanligini ko‘rsatdi. Tadqiqot davomida tahlil qilingan 300 dan ortiq terminlarning semantik, strukturaviy va funksional xususiyatlari o‘rganilib, ularning shakllanishida bir nechta asosiy lingvistik mexanizmlar ishtirok etishi aniqlandi. Mazkur mexanizmlar terminologik tizimning boyishi, yangi tushunchalarning nomlanishi hamda ilmiy kommunikatsiyaning samaradorligini ta’minlashda muhim ahamiyat kasb etadi.

Kompozitsiya usulining ustunligi: Tahlil natijalari shuni ko‘rsatdiki, yashil energetika terminologiyasida yangi terminlarni hosil qilishning eng mahsuldor usullaridan biri kompozitsiya, ya’ni ikki yoki undan ortiq mustaqil leksemalarning birikishi orqali yangi termin yaratish hisoblanadi. O‘rganilgan terminlarning katta qismi aynan shu model asosida shakllangan.

Masalan, “solar energy” (quyosh energiyasi), “wind power” (shamol energiyasi), “renewable energy” (qayta tiklanuvchi energiya), “green technology” (yashil texnologiya), “climate adaptation” (iqlimga moslashuv), “energy efficiency” (energiya samaradorligi), “carbon neutrality” (uglerod neytralligi) va “sustainable development” (barqaror rivojlanish) kabi terminlar ikki yoki undan ortiq mustaqil ma’noga ega birliklarning o‘zaro birikishi natijasida hosil bo‘lgan. Kompozitsiya usuli terminologiyada aniqlik va ixchamlikni ta’minlaydi. Bunday terminlarda asosiy tushuncha va uning xususiy belgisi bir vaqtning o‘zida ifodalanadi. Masalan, “renewable energy” terminida “energy” umumiy tushunchani bildirsa, “renewable” komponenti energiyaning qayta tiklanish xususiyatini ko‘rsatadi. Shu sababli terminning mazmuni foydalanuvchi uchun ancha aniq va tushunarli bo‘ladi.

Tadqiqot davomida aniqlanishicha, yashil energetika terminlarining qariyb yarmi murakkab terminologik birikmalar shaklida qo‘llaniladi. Bu esa mazkur sohaning konseptual jihatdan murakkabligi va yangi ilmiy tushunchalarni ifodalash zarurati bilan izohlanadi.

Giponimik-giperonimik munosabatlarning shakllanishi: Tadqiqot natijalari yashil energetika terminologiyasining ichki tuzilishida giponimik va giperonimik munosabatlar muhim o‘rin egallashini ko‘rsatdi. Terminologik tizimning konseptual yaxlitligini ta’minlashda ushbu munosabatlar asosiy mexanizmlardan biri hisoblanadi. Masalan, “renewable energy” (qayta tiklanuvchi energiya) giperonim termin sifatida keng tushunchani ifodalaydi. Mazkur tushunchaning tarkibiga quyidagi giponim terminlar kiradi: solar energy (quyosh energiyasi); wind energy (shamol energiyasi); hydropower (gidroenergetika); geothermal energy (geotermal energiya); biomass energy (biomassa energiyasi); tidal energy (gelgit energiyasi).

Shunga o‘xshash ierarxik munosabatlar “clean energy”, “green technology”, “carbon management”, “energy storage systems” kabi terminologik maydonlarda ham kuzatildi. Giponimik aloqalar terminologik tizimning mantiqiy va konseptual tuzilishini shakllantiradi. Bunday munosabatlar ilmiy bilimlarni tizimlashtirish, tasniflash va yangi tushunchalarni mavjud terminologik maydonga integratsiya qilish imkonini beradi. Shu sababli yashil energetika terminologiyasi o‘zining ichki ierarxik tuzilishi bilan ajralib turadi.

Metaforik terminlarning faol qo‘llanilishi: Tadqiqot natijalariga ko‘ra, yashil energetika terminologiyasida metaforik birliklar ulushi sezilarli darajada yuqori ekanligi aniqlandi. Metafora murakkab ilmiy tushunchalarni sodda va tushunarli shaklda ifodalashga xizmat qiluvchi muhim lingvistik vosita sifatida namoyon bo‘ladi.

Ayniqsa, “green” komponenti ishtirokidagi terminlar ekologik diskursda eng faol qo‘llanilayotgan metaforik birliklar hisoblanadi. Jumladan: green transition (yashil transformatsiya); green future (yashil kelajak); green economy (yashil iqtisodiyot); green growth (yashil o‘sish); green innovation (yashil innovatsiya); green investment (yashil investitsiya). Mazkur terminlarda “green” so‘zi rang ma’nosini emas, balki ekologik xavfsizlik, tabiatga moslik, energiya samaradorligi va barqaror rivojlanish g‘oyalarini ifodalaydi. Natijada metafora yangi ilmiy konsepsiyalarni keng jamoatchilikka tushunarli tarzda yetkazishga yordam beradi.

Bundan tashqari, “carbon footprint” (uglerod izi), “carbon budget” (uglerod budjeti), “energy transition” (energetik o‘tish davri), “climate resilience” (iqlim barqarorligi) kabi terminlarda ham metaforik semantikaning faol ishtiroki kuzatildi. Ushbu birliklar murakkab ilmiy jarayonlarni inson tajribasiga yaqin bo‘lgan obrazlar orqali ifodalashi bilan ahamiyatlidir.

Fanlararo integratsiyaning kuchayishi: Tahlillar yashil energetika terminologiyasining shakllanishida fanlararo integratsiya muhim omil ekanligini ko‘rsatdi. Zamonaviy ekologik va energetik muammolar ko‘p qirrali xarakterga ega bo‘lgani sababli turli fan sohalarining o‘zaro ta’siri natijasida yangi terminlar yuzaga kelmoqda. Xususan, energetika, ekologiya, iqtisodiyot, siyosatshunoslik, huquqshunoslik, sotsiologiya va lingvistika fanlarining kesishgan nuqtalarida yangi terminologik birliklar shakllanmoqda.

Mazkur terminlar bir vaqtning o‘zida bir necha fanlarga oid tushunchalarni mujassamlashtiradi. Natijada yashil energetika terminologiyasi nafaqat texnik va ekologik bilimlarni, balki iqtisodiy, siyosiy va ijtimoiy jarayonlarni ham aks ettiruvchi murakkab terminologik tizim sifatida shakllanmoqda.

Tadqiqot natijalari fanlararo integratsiya yashil energetika terminologiyasining rivojlanishida asosiy harakatlantiruvchi omillardan biri ekanligini ko‘rsatdi. Aynan ushbu jarayon yangi terminlarning paydo bo‘lishiga, mavjud terminlarning semantik kengayishiga va ilmiy diskursning yanada boyishiga xizmat qilmoqda.

Natijalar

Tadqiqot davomida yashil energetika va iqlim o‘zgarishi sohasida qo‘llanilayotgan 300 dan ortiq terminlar lingvistik jihatdan tahlil qilindi. Natijalar ushbu terminologik qatlam zamonaviy ilmiy diskursning eng faol rivojlanayotgan leksik tizimlaridan biri ekanligini ko‘rsatdi. Tahlillar natijasida yashil energetika va iqlim terminlarining shakllanishi, semantik tuzilishi, morfologik xususiyatlari hamda funksional qo‘llanishiga oid bir qator muhim jihatlar aniqlandi.

Terminlarning strukturaviy xususiyatlari: O‘rganilgan terminlarning aksariyati murakkab terminologik birliklardan tashkil topganligi kuzatildi. Yashil energetika va iqlim terminlari ko‘pincha ikki yoki undan ortiq leksemalarning birikishi natijasida hosil bo‘ladi. Bunday terminlar ilmiy tushunchalarni aniq va ixcham ifodalash imkonini beradi.

Tahlillar natijasida terminlarning katta qismi sifat + ot, ot + ot va sifat + sifat + ot modellari asosida shakllanganligi aniqlandi. Bu esa ilmiy terminologiyada strukturaviy ixchamlik va ma’no aniqligini ta’minlaydi.

Semantik guruhlarning shakllanishi: Yashil energetika va iqlim terminlari mazmuniga ko‘ra bir necha semantik guruhlarga ajratildi. Birinchi guruhga energiya manbalari bilan bog‘liq terminlar kiradi. Bular: quyosh energiyasi, shamol energiyasi, geotermal energiya, gidroenergetika va biomassa energiyasi kabi tushunchalardir. Ikkinchi guruh iqlim o‘zgarishi jarayonlarini ifodalovchi terminlarni o‘z ichiga oladi. Jumladan, global isish, issiqxona effekti, uglerod emissiyasi, iqlim xavfi va ekstremal ob-havo hodisalari kabi birliklar ushbu guruhga mansub. Uchinchi guruh ekologik siyosat va barqaror rivojlanishga oid terminlardan iborat. Masalan, yashil iqtisodiyot, uglerod neytralligi, dekarbonizatsiya, iqlim diplomatiyasi va yashil investitsiyalar shular jumlasidandir. Mazkur semantik guruhlar yashil energetika va iqlim terminologiyasining konseptual tuzilishini tashkil etadi hamda ilmiy bilimlarni tizimlashtirishga xizmat qiladi. Metaforik terminlarning qo‘llanilishi: Tadqiqot natijalari iqlim va energetika terminologiyasida metaforik birliklarning faol qo‘llanilishini ko‘rsatdi. Ayniqsa, “green” komponenti ishtirokidagi terminlar ekologik diskursda muhim o‘rin egallaydi. Xalqaro terminlarning tilga moslashuvi: Yashil energetika va iqlim terminologiyasi asosan xalqaro xarakterga ega bo‘lib, uning katta qismi ingliz tilidan o‘zlashtirilgan birliklardan iborat. Tadqiqot davomida terminlarning milliy tilga moslashuvi bir necha usullar orqali amalga oshishi aniqlandi. Ba’zi terminlar to‘liq tarjima qilinadi: “renewable energy” – “qayta tiklanuvchi energiya”, “green economy” – “yashil iqtisodiyot”, “climate change” – “iqlim o‘zgarishi”. Boshqa terminlar esa transliteratsiya asosida qabul qilinadi: “decarbonization” – “dekarbonizatsiya”, “mitigation” – “mitigatsiya”, “adaptation” – “adaptatsiya”. Mazkur jarayon ilmiy kommunikatsiyaning xalqaro standartlarini saqlab qolish bilan birga milliy terminologiyaning boyishiga ham xizmat qilmoqda. Terminlarning kommunikativ funksiyasi: Tahlillar yashil energetika va iqlim terminlari faqat nominativ vazifani bajarmasligini ko‘rsatdi. Ular ilmiy axborotni uzatish, ekologik ongni shakllantirish va jamiyatning ekologik madaniyatini

rivojlantirishda ham muhim vosita hisoblanadi. Bugungi kunda “yashil energiya”, “uglerod neytralligi”, “iqlim inqirozi”, “toza texnologiyalar” kabi terminlar nafaqat ilmiy maqolalarda, balki ommaviy axborot vositalari, siyosiy nutqlar va xalqaro hujjatlarda ham keng qo‘llanmoqda. Bu esa ularning kommunikativ va pragmatik ahamiyati ortib borayotganligini ko‘rsatadi. Shunday qilib, tadqiqot natijalari yashil energetika va iqlim terminologiyasi murakkab strukturaga ega, semantik jihatdan boy va xalqaro xarakterdagi terminologik tizim ekanligini tasdiqladi. Terminlarning strukturaviy tashkil topishi, semantik guruhlarga bo‘linishi, metaforik xususiyatlari, xalqaro adaptatsiyasi hamda kommunikativ funksiyalari ushbu terminologik qatlamning asosiy lingvistik xususiyatlari sifatida namoyon bo‘ldi.

Muhokama: Tadqiqot natijalari yashil energetika va iqlim terminologiyasi zamonaviy ilmiy kommunikatsiyada alohida terminologik tizim sifatida shakllanganligini ko‘rsatdi. Mazkur tizimning rivojlanishi global ekologik muammolar, energiya xavfsizligi masalalari va barqaror rivojlanish konsepsiyasining ommalashuvi bilan bevosita bog‘liqdir. Lingvistik nuqtai nazardan yashil energetika terminlari yuqori darajadagi dinamiklik bilan tavsiflanadi. An’anaviy ilmiy terminologiyadan farqli ravishda ushbu terminlar nafaqat ilmiy hamjamiyat, balki siyosiy, iqtisodiy va ommaviy axborot vositalari diskursida ham faol qo‘llaniladi. Shu sababli ularning semantik tarkibi doimiy ravishda kengayib bormoqda. Tahlillar shuni ko‘rsatdiki, yashil energetika terminologiyasida metaforizatsiya jarayoni muhim o‘rin egallaydi. Masalan, “green economy”, “green growth”, “green transition”, “green future” kabi terminlarda “green” komponenti o‘zining denotativ ma’nosidan uzoqlashib, ekologik xavfsizlik, barqarorlik va innovatsion rivojlanish konseptlarini ifodalovchi ramzga aylangan. Bu holat kognitiv lingvistika nuqtai nazaridan konseptual metafora mexanizmi orqali izohlanadi. Shuningdek, terminologik tizimda metonimik jarayonlar ham kuzatiladi. Masalan, “carbon” leksemasi ko‘plab hollarda karbonat angidrid gazi yoki umuman issiqxona gazlari emissiyasini ifodalash uchun qo‘llanadi. “Carbon footprint”, “carbon market”, “carbon neutrality” kabi terminlarda aynan shu hodisa namoyon bo‘ladi. Yashil energetika terminologiyasining yana bir muhim jihati fanlararo integratsiyadir. Tadqiqot davomida aniqlanishicha, ushbu terminologik tizim energetika, ekologiya, iqtisodiyot, siyosatshunoslik, huquqshunoslik va axborot texnologiyalari terminologiyasi bilan uzviy bog‘liq holda rivojlanmoqda. Natijada yangi terminlar shakllanib, mavjud terminlarning semantik maydoni kengaymoqda. Masalan, “energy transition” termini dastlab energetika tizimining o‘zgarishini ifodalagan bo‘lsa, bugungi kunda u iqtisodiy transformatsiya, ekologik siyosat va ijtimoiy rivojlanish jarayonlarini ham qamrab oluvchi keng konseptga aylangan. Shu sababli terminlarning ko‘p ma’noliligi va kontekstual moslashuvchanligi ortib bormoqda. Terminologik standartlashtirish masalasi ham alohida ahamiyatga ega. Turli mamlakatlar va xalqaro tashkilotlar tomonidan bir xil tushunchaning turlicha nomlanishi ilmiy axborot almashinuviga salbiy ta’sir ko‘rsatishi mumkin. Shu nuqtai nazardan xalqaro standartlashtirish jarayonlari yashil energetika terminologiyasining yagona tizimini shakllantirishda muhim omil hisoblanadi. Tadqiqot natijalari ekologik lingvistika nazariyasini rivojlantirish uchun ham muhim ahamiyatga ega. Chunki yashil energetika terminologiyasi inson va tabiat o‘rtasidagi munosabatlarning til vositalari orqali ifodalanish mexanizmlarini o‘rganish imkonini beradi. Ekologik konseptlarning til tizimida aks etishi zamonaviy lingvistikaning istiqbolli yo‘nalishlaridan biri hisoblanadi.

Xulosa: O‘tkazilgan tadqiqot asosida quyidagi xulosalarga kelindi: Yashil energetika va iqlim terminologiyasi zamonaviy ilmiy diskursning mustaqil va jadal rivojlanayotgan terminologik tizimlaridan biri hisoblanadi. Ushbu terminologik tizimning shakllanishida kompozitsiya, affiksatsiya, abbreviatsiya va terminologik birikmalar hosil qilish kabi lingvistik mexanizmlar muhim rol o‘ynaydi. Terminlarning semantik tashkil etilishida giponimiya va giperonimiya munosabatlari asosiy tizimlashtiruvchi omillardan biri sifatida namoyon bo‘ladi.

Metafora va metonimiya yashil energetika terminlarining semantik rivojlanishida muhim vosita bo‘lib xizmat qiladi hamda ekologik konseptlarning keng ommaga tushunarli tarzda yetkazilishiga yordam beradi. Fanlararo integratsiya natijasida energetika, ekologiya, iqtisodiyot va siyosat terminologiyalari o‘rtasida faol o‘zaro ta’sir yuzaga kelmoqda. Terminologik standartlashtirish xalqaro ilmiy hamkorlik va samarali kommunikatsiyani ta’minlashning muhim sharti hisoblanadi. Yashil energetika terminologiyasini o‘rganish ekologik lingvistika, kognitiv lingvistika va terminologiya nazariyasini rivojlantirishga xizmat qiladi. Kelgusida yashil energetika va iqlim terminlarining korpus lingvistikasi, diskurs tahlili hamda sun’iy intellekt asosidagi terminologik modellashtirish yo‘nalishlarida tadqiq etilishi maqsadga muvofiqdir.

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SHARQ IJODKORLARINING ASARLARIDA AYOL OBRAZI

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Annotatsiya: *Ushbu maqolada Omina Shenik o'g'lining "Imomning maneken qizi" asari didaktik tahlilga tortilgan bo'lib, asardagi ismlar va jarayonlarga xos simvollar ko'rib chiqiladi. Shuningdek, maqolada Omon Muxtorning "Ayollar mamlakati va saltanati" asarida ayollarga xos xususiyatlat va ayollar bilan bog'liq fantosmagoriya yoritilgan.*

Kalit so'zlar: *ayol obrazi, imom, payg'ambarlar, tasavvufiy qarash, konflekt.*

THE IMAGE OF WOMEN IN THE WORKS OF EASTERN WRITERS

Abstract: *This article analyzes the work of Omina Shenikoglu "The Imam's Mannequin Daughter" in a didactic manner, examining the names and symbols inherent in the process. The article also highlights the characteristics of women and the phantasmagoria associated with women in Amon Mukhtar's work "The Land and Kingdom of Women".*

Key words: *women's character, imam, prophets, mystical view, conflict.*

ОБРАЗ ЖЕНЩИНЫ В ПРОИЗВЕДЕНИЯХ ВОСТОЧНЫХ ПИСАТЕЛЕЙ

Аннотация: *В статье дидактически анализируется произведение Омины Шеникоглу "Дочь-манекен имама", рассматриваются имена и символы, присущие этому произведению. В статье также освещаются характеристики женщин и фантасмагория, связанные с женщинами, в произведении Амона Мухтара "Земля и царство женщин".*

Ключевые слова: *имам, пророки, мистический взгляд, конфликт.*

Hikoyanavis XX asrdagi Turkiya hayotini tasvirlar ekan, har bir detalni ro'y-u rost ko'rsatadi. Asar hatto, XXI asrga kelib, rivojlangan davlatlar ro'yxatiga kirgan Turkiyadek davlat ham bir vaqtlar qora kunlarni boshdan o'tkazaganini, o'sha davrdagi ijtimoiy muammolar (pulsizlik) oddiy odamlar hayotini fojeaga aylantirib yuborganini tasavvur qilishimizga yordam beradi. Har bir jamiyatda bo'lgani kabi poraxo'rlik, o'z vakolatini suiste'mol qilish, tovlamachilik, jins o'zgartirish, buzuqlik singari muammolar o'tgan asrning qon tomirigacha singib ketgani achinarli hol ekanini neytral holda hikoya qiladi. Garchi yozuvchining barcha asarlari bir-biriga o'xshab ketsa ham, har bir asarida o'qurman turli xulosalar olishi va olgan xulosalarini hayotlariga tadbiq qilishlari mumkindir. Garchi ushbu mavzular zerikarli yoxud eskilik salqitidek tuyulsa ham hozirgi rivolanib borayotgan hamda turli mafkuralar qurshovida qolgan jamiyatda ham o'zligini yo'qotmalikni uqtiradi.

Adabiyotda ko'plab qahramonlarning hayoti payg'ambarlar, ulamolar hayotidagi voqealar, ularning sifatlari asar qahramonlariga ko'chadi. Buni nafaqat o'zbek adabiyoti, xalq og'zaki ijodi, balki jahon adabiyotidagi asarlarda ham kuzatish mumkin. Shunday asarlardan biri Omina Shenik o'g'lining "Imomning maneken qizi" asaridir. Bir qarashdayoq, asar nomining kitobxonni o'ziga jalb qiladi. Avvalo bir-biriga zid bo'lgan ikki tushuncha imom – namozda jaomatning oldida turib, namozni boshqaruvchi, ularni o'ziga iqtido ettiruvchi shaxs va maneken – kiyimlarni namoyish qilish yoki o'lchab ko'rish uchun gavda qolipi so'zlariga e'tibor bersak, bu ikki so'z butun bir asarni ochib berishga xizmat qiladi. Ya'niki, oddiy imomning qizi havaslar ortidan yugurib, "yengil hayot" sari odimlab borar ekan, o'zining kelajagini manekenlikda ko'rdi va voqealar rivoji shu tahlika davom etib ketdi.

Yozuvchi asar qahramonlariga ism tanlar ekan, har bir qahramonning hayot yo'li, xarakteridan kelib chiqqan holatda nomlaydi. Asar bosh qahramonlaridan biri bo'lgan imom Ya'qub ulug' payg'ambarlardan biri Ya'qub alayhissalom bilan hayot yo'llari o'xshash. Ya'qub alayhissalom ham farzandi Yusuf alayhissalom hasratida yig'layverib ko'zlari ko'r bo'lib qolgani kabi, asarimizdagi imom Ya'qubning ham farzandi ko'yida chekkan sitamlarini anglashimiz mumkin. Imom Ya'qubning qizi Fotimaning ismi ham sevikli payg'ambarimiz Muhammad (s.a.v)ning jigarbandi Fotima (r.a)ning ismi bilan bog'liq. Fotima onamiz islomda ayol qanday bo'lishiga dalil, ayollarni islomga da'vat etuvchi va eng

muhimi jannatdagi jannati ayollarning yo‘lboshchisi sifatida hadislarda ma’lumotlar berib o‘tilgan. Asar qahramoni Fotima ham garchi yo‘lidan adashgan bir muslima bo‘lsa ham gunohlar botqog‘iga botgan bir necha qizlar (O‘zlem, Bonu, Laylo)ning hidoyatiga sababchidir. Fotimaning ukasi Usoma ham islom dinining tirgaklaridan biri bo‘lgan sahoba Usoma ibn Zayd nomi bilan atalishi ham bejiz emas. Usomadagi hislatlar yoshligidan Muhammad payg‘ambarimiz katta qilgan. Usoma ibn Zayd bilan bir xildir. Mushtipar ona – Gul xonim obrazi esa bir gul kabi oilasiga doim baxt, quvonch, tinchlik ulashishni xohlasa ham, gulning tikonlari kabi oilasiga zarar beruvchi xatolari ham mavjud (Fotimaning ish joyi haqida eriga yolg‘on gapirishi, Fotimaning yoshligidan manekenlarning rasmlarini xonasiga ilib qo‘yishini aytmasligi kabi). Asarda muallif farzand tarbiyasi oilada, avvalo, onaning nasihatlariga, otaning o‘gitlariga va atrofdagi insonlarning g‘oyaviy mafkurasiga va eng asosiysi, insonning o‘z qadriyatlarini unutmasligiga bog‘liqligini izohlashga harakat qilayotgandek, zero “inson” so‘zi arab tilidan tarjima qilganda, “niysan” ya’ni “unutuvchi” so‘ziga to‘g‘ri keladi. Asar qahramoni Fotima ham insoniylikning unutuvchi xarakterini hayotining avvalida dasturiamal qilib oldi va axiyri o‘zligini topdi.

Asar bosh qahramoni Ya’qub imom tushgan holatlar, u boshdan kechirgan voqealarning ba’zi payg‘ambarlarda bo‘lgan vaziyatlar bilan taqqoslar ekanmiz, Ya’qub imom bir necha payg‘ambarlarning hislatlarini o‘zida jam qilganini guvohi bo‘lamiz. Jumladan, Ya’qub payg‘ambar bilan farzandi sababli tushgan holatini, Yusuf payg‘ambar bilan payg‘ambarning akalari unga nisbatan qilgan noma’qulchiliklariga javoban yomon xulq bilan emas, ibrat bo‘ladigan voqealar bilan tushuntirishini, Ayub alayhissalom bilan yuksak sabrliligini, Nuh alayhissalom bilan farzandi nasihatlariga kor qilmaganini, Muhammad (s.a.v) bilan esa halimligini qiyoslasak bo‘ladi.

Omon Muxtor o‘z asarlarida o‘zga dunyo yarata oladigan va o‘qirmanni shu dunyoda yashashga undaydigan kam sonli yozuvchilardandir. Omon Muxtorning asarlarini o‘qir ekansiz, davr nuqtayi nazaridan kam uchraydigan fantosmagoriya unsurlari yaqqol sezilib turadi (Bugungi kunda bu an’analarni Nazar Eshonqul va Xurshid Do‘st Muhammad asarlarida ham sezishimiz mumkin). Omon Muxtor asarlarida tasavvufiy qarashlarni zamonaviylashtirdi, unga o‘zgacha kayfiyat qo‘shdi. Omon Muxtor asarlarida har bir detallarga talabchanlik bilan yondashdiki, natijada asarlarda zamonaviy va mumtoz asarlar qorishmasi vujudga keldi.

Bu haqda adabiyotshunos olim Qozoqboy Yo‘ldoshev: “Omon Muxtor kabi bir qur nosirlar o‘z bitiklarida inson va uning mohiyatini tamomila yangicha nuqtayi nazardan ko‘rish hamda ko‘rsatish yo‘lini tutdilar. Agar oldinlari nasriy asarlarda bir yoki bir necha qahramonning hayot yo‘li yoki taqdiri tasvirlangan bo‘lsa, endi tasvirga tortilgan insonning mohiyatini butun murakkabligi bilan tatbiq etishga tutinildi” [4:197].

Tahlilga tortilgan, “Ayollar mamlakati va saltanati” asarida ham Alisher Navoiyning “Xazoyin ul-maoniy” kulliliyatidagi hamd g‘azallaridan mohirona foydalangan:

Seni topmoq base mushkildurur, topmaslig‘ osonkim,
Erur paydolig‘ing pinhon, vale pinhonlig‘ing paydo.

(“G‘aroyib us-sig‘ar”, 2-g‘azal)

Ushbu g‘azal bosh qahramon Olim tilidan o‘ziga tanish bo‘lgan ayollarning insonmi, alvastimi yoki pariligini bilmasdan tang ahvolda qolgan holatida aytiladi. Bosh qahramon ayollarni insonmi yoki o‘zga mavjudotligini ajrata olmayotganda, u o‘ylab ko‘rmadiki, u ayollarni kim deb qabul qilsa, ayol o‘shani akslantirishini, ya’ni alvasti deb qabul qilsa, ayol o‘sha darajadagi mavjudotga aylanadi, agar pari deb qabul qilsa, parilarga xos bo‘lgan xususiyatlarni o‘zida mujassamlantiradi.

Omon Muxtorning uslubi ham o‘ziga xos. Uning asarlarida nazm hamda nasr aralash holda kelaveradi, deyarli barcha romanlarida epigrafni uchratish mumkin. Yana asar qahramonlari yo‘qlikdan paydo bo‘lishi, necha asr oldin o‘tgan voqealar ichiga tushib qolishi, bugunda o‘tmish va o‘tmishda hozir namoyon bo‘lishi mumkin.

Omon Muxtor romanlarining hajman mo‘jazligiga sabab ham, bizningcha, tasvirlashga arziydigan hayotiy tafsilotlarning yo‘qligi yoxud adibning tasvir kalavasini yo‘qotib qo‘yishdan qo‘rqishi emas, balki muallif tomonidan shaxs ichki olami qay miqyosda tekshirilishi maqsad qilib olinganidadir [4:115].

Omon Muxtorning hajman an’anaviy qissalardan chog‘roq bo‘lgan romanlari ifoda tarzi, sujet rivoji va tashkiliy qurilishining o‘ziga xos hamda bir muncha murakkabligiga qaramay o‘qilayotganligi ham shundan dalolat beradi [4:124].

O.Muxtor barqaror ramzlar qo‘llash orqali ham voqea-hodisalar mohiyatini ifodalashga erishgan. Bunday usul adabiyotimiz uchun nihoyatda xarakterli bo‘lish barobarida, ayni o‘rinda mif mazmuniga asoslanilgani uchun nihoyatda mos tushgan. Usmonning ezgulik ruxsoriga etib, uning qo‘lidan choy olishi, suv ilinjidagi tashna qalbning qonishiga ishonch tug‘diruvchi ishoradir. Quduqning tagida mis lagan atrofida o‘tirgan odamlar ham, qiz ham Usmonga suv yo‘lini ochish uchun Raufni yoki mo‘‘jaz bir sandiqni izlash kerakligini aytishadi. Hajmi qalinroq kitobdek keladigan bu sandiq shunchaki uy-ro‘zg‘or buyumi emas. Biroq unda saqlanayotgan bisot roman mohiyatini anglashda muhim ahamiyat kasb etadi. Sandiq - ko‘ngil, undagi bisot tarixiy xotira ekanligi anglashilsa, Usmonning ham, xalqning ham kelajagi aynan shu sandiqqa bog‘liqligidan ko‘zlangan ma’no oydinlashadi [6:35].

Omon Muxtor mustaqillikdan oldin, ikkita roman yozdi, qolgan o‘ndan oshiq romani esa ijodiy izlanishlar, uslubiy yangiliklar, G‘arb va Sharq an’analarini chuqur o‘rganish, xalq og‘zaki ijodi va mumtoz adabiyot namunalarini chuqur tadqiq qilish va ijodiy yangiliklar yaratish jarayonida vujudga keldi. Mustaqillik boshqa ijodkorlar kabi Omon Muxtor uchun ham keng imkoniyatlar maydonini ochib berdi. An’anaviy romanlardan tashqari ijodkor, modernistik ruhdagi va tarixiy mavzudagi romanlarni yaratdi. Ijodkor sirli-sehrli voqealar, keng tafakkur, shakliy uslubiy izlanishlar orqali kitobxonning saviyasi oshirishga xizmat qiluvchi asarlar qoldirdi.

Yuqoridagi ikki asar ham ayollarning ijtimoiy hayotdagi rolini ikki xil tarzda yoritgan. Turk ijodkori Omina Sheniko‘g‘lining “Imomning maneken qizi” asarida bir ayolning tubanlashishiga sabab bo‘ladigan omillardan biri sifatida atrofdagi insonlarning ta’sir doirasi sezilarli ekanligini va o‘zligini toppish uchun ham ijtimoiy qatlamning roli qanchalik ahamiyatli ekanligi yoritilgan bo‘lsa, o‘zbek yozuvchisi Omon Muxtorning “Ayollar mamlakati va saltanati” asarida jamiyatdagi erkaklarning ayollarga nisbatan qarashi va o‘zbek ayollarining qanchalik sabrli va itoatkor ekanligi, ayolning mehri ham, qahri ham erkaklarning muomalasiga va ularga ko‘rsatayotgan xarakteriga bog‘liqligini yozgan. Garchi ikki asar ikki xil yo‘nalishda bo‘lsa ham, biri realizm yo‘nalishida, boshqasi fantasmagoriya oqimining eng go‘zal asarlaridandir.

Omon Muxtor kiritmalardan foydalanar ekan, goh uning shakl va mazmunini to‘la saqlaydi, gohida esa bunday kiritma mazmuni orqali o‘z fasafiy fikr-o‘ylarini izohlaydi, to‘ldiradi. Ijodiy fantaziyani boyitish, taxayyul ufqlarini kengaytirishga erishadi. U roman konsepsiyasida shartli ramziy uslubni teranlashtiradi. Yozuvchi rivoyatlar mazmuni bilan qahramon shaxsiyati, ruhiyat iqlimi, intilishlari mohiyatini uzviy tarzda tutashtira oladi. Demak, bugungi o‘zbek romani o‘ziga xosligini ta’minlash, undagi sharqona ruhni kuchaytirish, falsafiy fikr salmog‘i va ta’sirchanlikni oshirish, ifoda jilosini yangilashda milliy-adabiy an’analar bilan bir qatorda Omon Muxtorning tinimsiz izlanishlari, yangi shakliy uslubiy tamoyillarga murojaat etib, Sharq va G‘arb adabiyotlarining muayyan sintezlashuvidan yuzaga keluvchi uslub salmoqli o‘rin tutadi [6:71].

Xulosa qilar ekanmiz, Omina Sheniko‘g‘li va Omon Muxtorning bu asarlari bilan oq va qora doim birga kelishini qaysi ranglar bilan hayotimizni bo‘yashimiz esa o‘z qo‘limizdagi mo‘yqalamlarga bog‘liqligini ko‘rsatishga harakat qilingan.

Foydalanilgan adabiyotlar ro‘yxati:

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ZAMONAVIY LINGVISTIK SEMANTIKA YO'NALISHLARI HAMDA ULARDAGI TILLARARO MUTANOSIB MUQOBILLIK MUAMMOSI

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Annotatsiya: *Sintaksis strukturakarni taqqoslash hozirgi vaqt davomida kontrastiv leksik-semantik tadqiqotlarda keng tarqalgan usul bo'lib hisoblanadi. Ikki tilning leksik birliklari mazmunini taqqoslash komponent tahlili bu birliklarning ma'nolarini semantik belgilariga ajratish va ularning qaysi sintaktik strukturakardan foydalangan holda aniqlashdan iborat.*

Tayanch so'zlar: *generativ nazariya, botiniy struktura, zohiriy struktura, kontrastiv tilshunoslik, sintaktik aloqadorlik, kontseptual semantika.*

MODERN LINGUISTIC SEMANTICS DIRECTIONS AND THE PROBLEM OF COMPARATIVE COMPARISON OF LANGUAGES IN THEM

Annotation: *Comparison of syntactic structures is currently a widespread method in contrastive lexical-semantic studies. Component analysis of the content of lexical units of two languages consists in separating the meanings of these units into semantic features and determining which syntactic structure they use.*

Keywords: *generative theory, internal structure, external structure, contrastive linguistics, syntactic relationship, conceptual semantics.*

СОВРЕМЕННЫЕ НАПРАВЛЕНИЯ ЛИНГВИСТИЧЕСКОЙ СЕМАНТИКИ И ПРОБЛЕМА СРАВНИТЕЛЬНОГО СРАВНЕНИЯ ЯЗЫКОВ, РАСПРОСТРАНЯЮЩИХСЯ НА НИХ

Аннотация: *Сравнение синтаксических структур в настоящее время является широко распространенным методом в контрастивных лексико-семантических исследованиях. Компонентный анализ содержания лексических единиц двух языков заключается в разделении значений этих единиц на семантические признаки и определении того, какую синтаксическую структуру они используют.*

Ключевые слова: *генеративная теория, внутренняя структура, внешняя структура, контрастивная лингвистика, синтаксические отношения, концептуальная семантика.*

Kirish. Zamonaviy tilshunoslikda semantika masalalari tobora muhim ilmiy yo'nalishlardan biriga aylanib bormoqda. Ayniqsa, tillararo munosabatlar, leksik va sintaktik birliklarning mazmuniy uyg'unligi hamda turli tillarda ifodalangan birliklarning o'zaro muqobillik darajasini aniqlash bugungi lingvistik tadqiqotlarning dolzarb masalalaridan biri sanaladi. Shu jihatdan olganda, kontrastiv tilshunoslik nafaqat ikki yoki undan ortiq tillarning struktur xususiyatlarini qiyoslash, balki ulardagi semantik moslik va nomosliklarni aniqlash uchun ham muhim metodologik asos bo'lib xizmat qiladi.

Ma'lumki, tillarni qiyosiy o'rganishda asosiy muammolardan biri bu taqqoslashning umumiy mezonini, ya'ni tertium comparationisni belgilashdir. Chunki ikki til birliklarini o'zaro muqoyasa qilish uchun ular orasida hech bo'lmaganda ma'lum bir umumiy asos mavjud bo'lishi talab etiladi. Aks holda, qiyoslash natijalari ilmiy jihatdan ishonchli bo'lmaydi. Shuning uchun ham kontrastiv lingvistika doirasida muqobillik, kongruentlik, semantik moslik va nomoslik kabi masalalar alohida nazariy ahamiyat kasb etadi. Bu muammolar ayniqsa turli tillarda bir xil mazmunning turlicha sintaktik va leksik shakllar orqali ifodalanishi bilan bog'liq holda yanada murakkablashadi.

Shu nuqtai nazardan, mazkur tadqiqotning maqsadi zamonaviy lingvistik semantika yo'nalishlarini ko'rib chiqish, ulardagi tillararo mutanosib muqobillik muammosini nazariy jihatdan tahlil qilish hamda generativ grammatika, konseptual semantika va semantik belgi nazariyasining bu boradagi imkoniyatlarini yoritishdan iborat.

Metodologiya. Mazkur tadqiqot zamonaviy lingvistik semantika yo'nalishlari hamda tillararo mutanosib muqobillik muammosini o'rganishga qaratilgan bo'lib, unda kontrastiv, semantik va struktur tahlil metodlari qo'llanildi. Avvalo, kontrastiv tilshunoslik tamoyillari asosida turli tillarga mansub leksik va sintaktik birliklar o'zaro qiyoslandi.

Taqqoslash jarayonida tertium comparationis prinsipi asosiy metodologik mezon sifatida tanlanib, birliklar o‘rtasidagi umumiy semantik asos aniqlashtirildi.

Bundan tashqari, generativ grammatika yondashuvi qo‘llanilib, N. Xomskiy tomonidan ilgari surilgan “zohiriy” va “botiniy” struktura tushunchalari asosida sintaktik konstruksiyalar tahlil qilindi. Bu orqali tashqi shakli farqli, ammo mazmunan yaqin birliklarning ichki semantik uyg‘unligi aniqlashga erishildi.

Shuningdek, leksik-semantik tahlil metodlari asosida so‘z ma’nosi semantik komponentlarga ajratildi va ular o‘rtasidagi umumiy hamda differensial belgilar aniqlab chiqildi. Konseptual semantika yondashuvi esa semantik va konseptual reprezentatsiya o‘rtasidagi farqlarni ochib berishda qo‘llanildi. Natijada, mazkur metodlar uyg‘unligi tillararo muqobillikni har tomonlama tahlil qilish va ilmiy asoslash imkonini berdi.

Natijalar. Tadqiqot natijalari shuni ko‘rsatdiki, zamonaviy lingvistik semantika yo‘nalishlari doirasida tillararo mutanosib muqobillik muammosi ko‘p qatlamli va murakkab hodisa bo‘lib, u nafaqat leksik birliklarning tashqi shakliga, balki ularning ichki semantik strukturasiga ham bevosita bog‘liqdir. Generativ nazariya. Transformatsion-yaratuvchi grammatika, shuningdek, Xomskiy grammatikasi deb ham ataladigan nazariya, Xomskiy tomonidan “Sintaksik strukturalar” (1962) va “Sintaksis nazariyasining jihatlari” (1972) kitoblarida ishlab chiqilgan va keyinchalik "o‘zgartirilgan va to‘ldirilgan standart nazariya", "boshqarish va bog‘lash nazariyasi", "minimalistik nazariya" nomlari bilan yanada takomillashtirilgan. Xomskiy standart nazariyasida sintaksik va semantik komponentlar mavjud bo‘lib, birinchisi “yaratuvchi”, ikkinchisi “interpretatsion” deb ataladi. Sintaksik komponent “zohiriy struktura” tushunchasi bilan bog‘liq bo‘lib, bu jumlaning tovush yoki grafik jihatdan ifodalanishi, uning konstruktsiyasi, shakli, tarkibi va leksik to‘ldirilishini anglatadi. Semantik komponent esa “botiniy struktura” tushunchasi bilan bog‘liq bo‘lib, quyida sanab o`tiladiganlardan hosil qiladigan darajada “lisoniy tahlil darajasi”ga ega bo`ladi, ular:

a) muhim ahamiyatga molik grammatik kategoriyalar o‘rtasidagi asosiy grammatik munosabatlar aniqlanishi;

b) tanlov erkining cheklanganligi, birgalikda qayta uchrash imkoni beglilanishi;

d) tegishli grammatik kategoriyalar leksik qayta ifodalanishga ega bo`lishi;

g) transformatsion qoidalarga o`tilishi” darajasida yuzaga keladi [Ksheshovskiy 1989: 328].

Shunday qilib, botiniy struktura - bu jumlaning semantikasini strukturalashtirish sxemasi. Botiniy hamda zohiriy struktura darajalari bir qator transformatsiyalar bilan bog‘liq. Ko‘rinib turibdiki, Xomskiy nazariyasida jumlaning semantikasi leksik va grammatik ma’nolar o‘zaro ta’sirining mahsulidir. Transformatsion-yaratuvchi grammatikada botiniy strukturalar universal, barcha tillar uchun umumiy deb hisoblanadi [Djejms 1989: 246], bu esa kontrastiv tilshunoslar e’tiborini tortib kelayotgan holat hisoblanadi. Ushbu nazariyadan foydalanib tillarni taqqoslash uchun botiniy struktura tushunchasini qo‘llagan tadqiqotchilar orasida Tomas Ksheshovskiyni alohida qayd etib o`tish lozim.

Har qanday muqoyasa uni amalga oshirish uchun taqqoslash asosining mavjud bo`lishini talab qilinadi. Shu sababli, til faktlarini taqqoslashni maqsad qilgan kontrastiv tilshunoslikning markaziy muammolaridan biri *tertium comparationis* muammosi hisoblanadi. Bu masala kontrastiv tilshunoslik paydo bo‘lishi davrida ko‘tarilgan: “Tillarning taqqoslanishi faqat ularning strukturasi bo‘yicha hech bo‘lmaganda bitta o‘xshash element mavjud bo‘lgandagina mumkin va samarali bo‘ladi” [Yartseva 1960: 5] ayni masala bugungi kun uchun ham dolzarb bo‘lib qolmoqda: “Tertium comparationis shubhasiz kontrastiv tahlilning markaziy tushunchasidir” [Janicki 1986: 1233], “Kontrastiv tilshunoslikning asosiy muammolaridan biri, shubhasiz, *tertium comparationis* masalasi, ya’ni o‘xshashliklar va farqlarni aniqlash mumkin bo‘lgan umumiy asosdir” [König 1990: 120]. Bu masalani Ksheshovskiy o‘zining tipologik tadqiqotlarida ham ko‘p e’tibor qaratadi, u bu prinsipial taqqoslash mumkinligi/noto‘g‘riligi masalasini ko‘taradi. Uning fikriga ko‘ra, nazariy jihatdan grammatik kategoriyalariga ko`ra (ularning ifodasi va mazmuni) hech qanday umumiylikka ega bo‘lmagan ikki til mavjud bo‘lishi mumkin. Boshqa tomondan, ikki til barcha jihatlari bilan grammatik jihatdan o`xshash bo‘lishi mumkin. Ushbu gipotetik holatda struktural nuqtai - nazardan oxirgi nuqtalarda joylashgan tillar prinsipial jihatdan taqqoslab bo‘lmaydigan bo‘ladi. Hech qanday umumiyligi yo‘q ikki tilni taqqoslash mumkin emas, chunki taqqoslash uchun asos bo‘ladigan hech narsa yo‘q. Struktur jihatdan o`xshash bo‘lgan ikki tilni ham taqqoslash mumkin emas, chunki ularda hech qanday farq yo‘q, shuning uchun kontrastiv tahlil o‘tkaziladi [Krzeszowski 1990: 4

]. Sintaksik konstruktsiyalarni taqqoslash uchun mos asos izlashda, Ksheshovskiy Xomskiy nazariyasiga murojaat qiladi va botiniy struktura tushunchasi kontrastiv tahlil va taqqoslanayotgan jumlalar muqobilligini/muqobil emasligini aniqlash uchun yagona nuqtai - nazar bo‘lib xizmat qilishi mumkin degan xulosaga keladi. O‘zining “Muqobillik, kongruentlik va botiniy struktura” nomli mashhur maqolasida u quyidagi gipotezani ilgari suradi: “Muqobil konstruktsiyalar hatto ularning zohiriy strukturalari bir-biridan sezilarli darajada farq qilsa ham o`xshash botiniy strukturalarga egadir” [Ksheshovskiy 1989: 328] va ikki tilda erkin muloqot qila oluvchi tarjimonning tahlil qilinayotgan tillarda ushbu konstruktsiyalar muqobil yoki muqobil emasligiga ishonch asosini tushuntirish uchun foydalanadi. Muallif botiniy strukturasi bir xil ekani Lakoff tomonidan isbotlangan ikki inglizcha jumlani:

(1) *Seymour sliced the salami with a knife* (Seymur salyamini pichoq bilan kesdi);

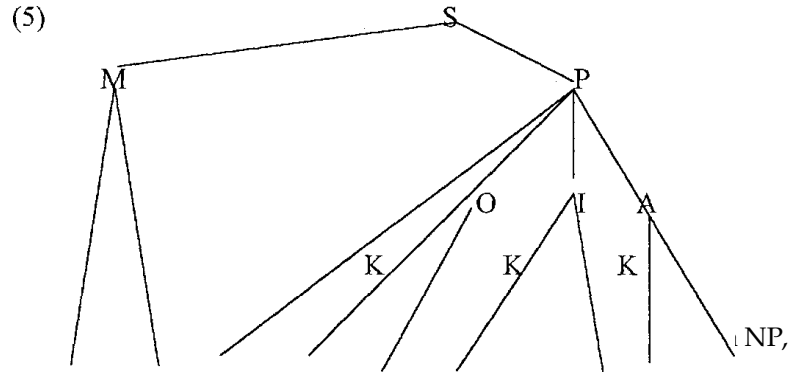
(2) *Seymour used a knife to slice the salami* (Seymur salyamini kesish uchun pichoqdan foydalandi) tahlilga tortib ularning polyak tilidagi muqobillarini tadqiq qiladi.

(3) *Seymour pokrajal salami nozem* (Seymur salyamini pichoq bilan kesdi);

(4) *Seymour uzyl noza, aby pokrajac salami*. (Seymur salyamini kesish uchun pichoqdan foydalandi).

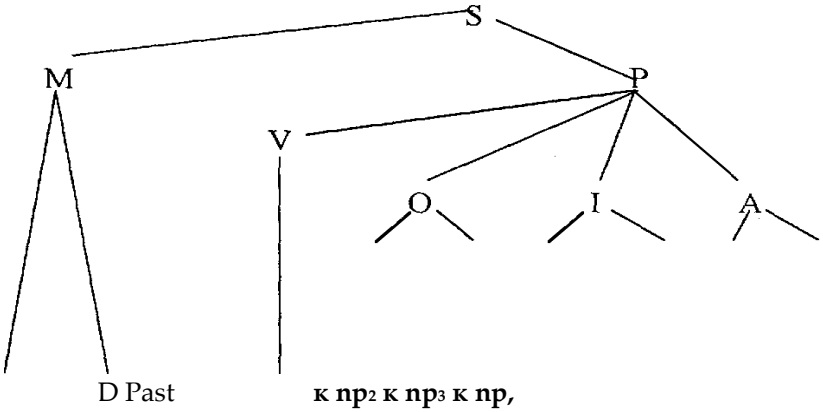
Yuqorida sanab o`tilgan jumlalarning leksik birliklar ishtirok etmagan holatdagi grafik ko`rinishi quyidagicha taqdim qilinadi:

1 - Chizma. Lakoff hamda Ksheshovskiy tomonidan taqdim qilingan jumlalar



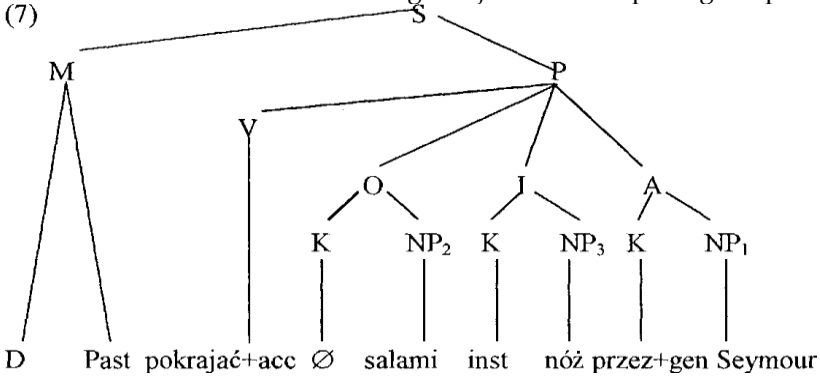
Ushbu sxemada *D* deklarativ modallikni; *i* zohiriy strukturadagi *I* ni bildiruvchi eksponentni; - *with* yoki *use* ingliz tilidagi, - *przy pomocy+gen yoki uzyc+gen polyak tilidagi* instrumental kelishik qo‘shimchasini; *a* zohiriy strukturadagi ingliz hamda polyak tillaridagi *by* yoki *przez* ni anglatuvchi A eksponentini ifodalagan.

Leksik birliklarni Vs, NPs va kelishik qo‘shimchalari ekspozitorlari o‘rniga qo‘yish orqali quyidagi natijaga erishiladi:



2 - Chizma. Lakoff jumlalarining leksik birliklar ishtirokidagi grafik chizmasi

Ayni shu o`rin hamda keyingi bosqichlarda Ksheshovskiy ingliz va polyak variantlari uchun tuzilgan sxemalarning to‘liq mos kelishini ko‘rsatib o`tadi. Shu asosda tegishli jumlalar muqobilligi haqida xulosa qiladi.



3 - Chizma. Ksheshovskiy tomonidan muqobil sifatida tahlil qilingan polyaj tilidagi jumlalarning leksik birliklar ishtirokidagi grafik chizmasi

Yuqorida qisqacha tadqiqi keltirilgan generativ grammatika g‘oyalari asosiga qurilgan tillararo mutanosib muqobillik nazariyasi batafsil holatda uning “Kontrastiv generativ grammatika: nazariy asoslar” kitobida ishlab chiqilgan [Krzeszowski 1979].

Ksheshovskiyning g‘oyalari tortishuvlarga sabab bo‘lganligi haqida tilshunoslik adabiyotida tanqidiy fikrlar va qarshi dalillar mavjud [Koller 1992: 221], ulardan eng muhimlari B. Butonning maqolasidir [Bouton 1976]. Ksheshovskiy o`zining keying asarlarini nashr qilishda o`z g`oyasining tanqidlariga javob beradi, har bir qarshi dalilni batafsil tahlil qiladi va shu bilan birga jumlaning botiniy struktura tushunchasini ifodalab beradi hamda mukammal ko`rinishgacha rivojlantiradi.

Muallif o`zi yaratgan g‘oyaning to‘g‘ri ekanini yana bir bora ta’kidlab, unga faqatgina terminologik aniqliklar kiritadi, “botiniy struktura” terminidan (bu faqat Xomskiy standart nazariyasi kontekstida qo‘llanilishi kerak) voz kechishni va uni “semantik struktura” yoki “muqadima struktura” termini bilan almashtirishni taklif qiladi. Boisi, Xomskiy terminining mazmuni va muallif tomonidan kiritilgan kategorial belgilar orasidagi farq oydinlashadi, olim bu holatni: “Hozirgi vaqtda Xomskiyning “botiniy struktura”si bizning mulohazalarimiz davomida ishlab chiqilgan tushunchadan ko‘ra ancha “sayoz” yoki ancha abstrakt darajadagi tasvir ekanligi oydinlashdi” deya qayd etadi.

Sintaksik darajani tahlil qilish asosida ishlab chiqilgan tilni tasvirlash tamoyillari va usullari keyinchalik boshqa darajadagi birliklarni o‘rganish uchun ham qo‘llaniladi. Avvalo, murakkab motivatsiyalangan otlar tadqiqot sohasiga kiritiladi. Masalan, “snowman” so‘zi “a man that is made of snow” kengaytirilgan strukturasidan reduksiya orqali hosil qilingan deb qaraladi. Mazkur holatdagi asos struktura Xomskiy standart nazariyasiga muvofiq tahlil qilinishi mumkin. Murakkab otlarni qurish transformatsion qoidalar yordamida muvaffaqiyatli tavsiflanishi mumkinligi haqidagi gipoteza, asosini eksplitsit chuqur tuzilmalar tashkil etuvchi quyidagi ikki dalil bilan tasdiqlanadi:

a**)** Murakkab otlarning ko‘p ma’noligi (konstruktsiyalar omonimiyasi) sintaksik vositalar yordamida tasvirlanishi mumkin **(**Bu jumlalar nemis tilidagi murakkab otlarning polisemiya misollarini, xususan "Holzschuppen" so'zini ifodalaydi. Holzschuppen: a) Schuppen, in dem sich Holz befindet – bu ma'no yog'och saqlanadigan omborni bildiradi; b) Schuppen, der aus Holz hergestellt ist – bu ma'no yog'ochdan yasalgan omborni bildiradi). Ushbu misollar murakkab otning kontekstga qarab bir nechta ma'noga ega bo'lishi mumkinligini ko'rsatadi, bu tilning polisemiya hodisasini ifodalaydi.**).** Bunda turli semantik interpretatsiyalar turlicha botiniy strukturalar bilan belgilanadi.

b) “Sintaktik aloqadorlik” (konstruktsiyalar sinonimiyasi) ikki turli zohiriy strukturalarning umumiy botiniy strukturalarini ko‘rsatish orqali aniq tasvirlanishi mumkin **(**Holzschuppen - Schuppen aus Holz - hölzerner Schuppen - Schuppen, der aus Holz hergestellt ist: Bu iboralar bir xil narsani ta'riflashning variantlari hisoblanadi. - "Holzschuppen" – murakkab ot bo'lib, ikki xil ma'noda tushunilishi mumkin: yog'och saqlanadigan ombor yoki yog'ochdan yasalgan ombor sifatida. - "Schuppen aus Holz" – yanada batafsil ta'rif, so'zma-so'z "yog'ochdan yasalgan ombor". - "hölzerner Schuppen" – yana bir ta'rif varianti, "yog'ochdan yasalgan ombor" ma'nosini bildiradi. - "Schuppen, der aus Holz hergestellt ist" – kengaytirilgan ta'rif, so'zma-so'z "yog'ochdan yasalgan ombor" deb tarjima qilinadi.**) [Mötsch 1970: 208].**

Biroq keyinchalik murakkab otlarni transformativ deduksiya nazariyasi yangi usullar paydo bo‘lishi bilan shubha ostiga olindi, bu usullar to‘g‘ridan-to‘g‘ri zohiriy strukturalarni interpretatsiya qilish imkonini beradi [Fanselow, Staudacher 1991: 58-60].

Leksik birliklarni lug‘at va matn jihatidan tahlil qilish uchun M. Birvish va E. Lang tomonidan leksik birliklarning semantik va kontseptual reprezentatsiyasi nazariyasi ishlab chiqilgan bo‘lib, bu nazariya Kats, Dzhekendoff, Levis, Kresvell asarlariga asoslangan va leksik semantikaning rivojlanishida yangi qadam hisoblanadi. Asosiy faraz shuki, mavjud bo‘lgan ba’zi bir qat’iy asosiy kategoriyalar va kompleks kategoriyalarni shakllantirish umumiy sxemasi mavjud.

Birvish/Lang nazariyasida markaziy o‘rinni semantik reprezentatsiya (shakl) va kontseptual reprezentatsiya o‘rtasidagi farqlash egallaydi, bu til bilimlari va ensiklopedik bilimlar o‘rtasidagi farq bilan mos kelmaydi. Kontseptual strukturalar fikr birliklari va operatsiyalarini ifodalaydi, bunday reprezentatsiyalar tabiiy til strukturalariga bog‘lanishi shart emas. Semantik reprezentatsiyalar esa faqat til (ehtimol universal) tamoyillariga bo‘ysunadi. Til egasi o‘zining shaxsiy tajribasi asosida semantik reprezentatsiyalarni kontseptual reprezentatsiyalarga aylantiradi [Bierwisch, Lang 1987: 650].

Birvish tomonidan tadqiq etilgan muhim muammolardan biri quyidagicha: semantik reprezentatsiya leksik birlikning birlamchi (to‘g‘ridan-to‘g‘ri) ma’nosini to‘liq belgilaydimi yoki u turli kontekstual variantlarning invariantimi, bu yerda har bir aniq holatda alohida ma’no sifatida ko‘rinadi [Bierwisch 1983: 63]. Bu muammoning asosini leksik birliklar an’anaviy ko‘p ma’nolilik tushunchasida bo‘lmay, turli kontseptual strukturalarni ifodalay olishi tashkil qiladi.

Muallifning fikricha, an’anaviy ko‘p ma’nolilik tushunchasi “kontseptual siljish” fenomenining barcha ko‘rinishlarini qamrab ololmaydi va tavsiflay olmaydi.

Birvish o‘z asarlarida tillararo muvofiqlik muammosiga to‘xtalmasa-da, u tomonidan taklif qilingan sxemalar turli tillarda so‘zlararo muqobillikni aniqlash uchun qo‘llanilishi mumkin. Kontseptual semantika g‘oyalarini kontrastiv leksik-semantik tahlil uchun qo‘llashning birinchi urinishlaridan biri K. Bibokning tadqiqotidir, unda ingliz tilidagi school 'shkola', university 'universitet', church 'cherkov', télévision 'televidenie' va boshqa bir necha so‘zlarning ruscha va vengriya (kvazi)muqobillari taqqoslanadi. Muallif semantik va kontseptual ma’no tasviri o‘rtasidagi farq so‘zlarning ma’no strukturalarini lug‘atlarga qaraganda aniqroq va izchilroq tushuntirib berishi mumkin, shuningdek, turli tillarda

so‘zlarning ma’nolarini va leksikalizatsiya modellari tadqiqoti uchun tizimli asos bo‘lib xizmat qiladi degan xulosaga keladi.

Semantik belgi nazariyasi. Semantik belgi nazariyasi odatda Katz va Fodor nomlari bilan bog‘lanadi [Katz, Fodor 1963]. Uning tarafdorlari leksik ma’no semantikadagi asosiy, lekin minimal birlik bo‘lmagan, u kichikroq ma’no elementlaridan tashkil topgan deb hisoblashadi, bu elementlar semantik komponentlar (Apresyan, Kuznetsov), semantik ko‘paytmalar (Jolkovskiy), differensial belgilar (Arnold), semantik belgilar (Vaynrayx, Birvish, Lüdi, Ufimseva), semantik markerlar (Katz, Fodor), noemalar (Meier, Karcher) yoki semalar (Pottier, Coseriu, Wotjak, Nida va boshqalar) deb ataladi. Hozirgi vaqtda “sema” atamasi keng tarqalgan. Semantik komponentlar til lug‘atining tarkibiy qismlari emas, balki ba’zi abstrakt birliklardir. Ularning ko‘pchiligi turli leksik birliklarga nisbatan umumiydir. So‘zning ma’nosi semalarning mexanik to‘plami emas, balki tizimdir, semalar ma’noda ierarxik tartibda joylashgan, bu ierarxiya vaqt o‘tishi bilan o‘zgarishi mumkin va natijada leksik ma’no o‘zgaradi. Ma’lum qoidalar mavjud bo‘lib, ular yordamida semantik komponentlar leksik birlikning ma’nosini yaratadi [Olshanskiy 1982: 37].

Semantik belgilar ma’nolarni farqlash uchun xizmat qiladi. Ayni tarzda *chaise* “stul” so‘zining ma’nosi, Pot’ye ko‘rsatganidek, [SUYANCHIG`I BOR, OYOQLARI BOR, BIR KISHI UCHUN, O`TIRISH UCHUN] kabi komponentlarga ajratilishi mumkin. Ushbu semantik komponentlar yordamida *chaise* “stul” so‘zining ma’nosini aniq belgilash va uni boshqa mebel nomlarining ma’nolaridan farqlash mumkin. Masalan, *tabouret* “taburetka” so‘zining ma’nosi o‘z ichiga [SUYANCHIG`I BOR] semasini olmaydi, *fauteuil* “kreslo” so‘zining ma’nosi esa *chaise* “stul” so‘zining ma’no tarkibidan [TIRSAK TIRGAGI BOR] belgisi qo`shilishi bilan farqlanadi, *canapé* “divan” so‘zi esa [TIRSAK TIRGAGI BOR, BIR NECHA KISHI UCHUN] belgisi qo`shilishi bilan farqlanadi. Pot’ye shakllantirgan qarashni rivojlantirib borish orqali, shuni ta’kidlash mumkinki, uyadosh otlarga mansub mebel nomlari o`z semalari to‘plami bilan o`zaro farqlanishi hamda o`xshashlik kasb etishi mumkin, masalan, *lit* “krovat” so‘zining ma’no tarkibi *chaise* “stul” so‘zining ma’nosidan [UXLASH UCHUN, DAM OLISH UCHUN, SUYANCHIG`I YO`Q] belgisi bilan farqlanadi.

Muhokama. Tadqiqot natijalarini muhokama qilish shuni ko‘rsatadiki, zamonaviy lingvistik semantika doirasida tillararo mutanosib muqobillik muammosi ko‘p qatlamli va murakkab tizim sifatida namoyon bo‘ladi. Avvalo, generativ grammatika asosida olingan natijalar turli tillarda ifodalangan birliklarning zohiriy strukturalari o‘rtasidagi farqlar har doim ham ularning semantik mos emasligini anglatmasligini tasdiqlaydi. Aksincha, ko‘plab hollarda botiniy struktura darajasida umumiylik mavjud bo‘lib, aynan shu umumiylik muqobillikni aniqlashda asosiy mezon sifatida xizmat qiladi.

Shu bilan birga, tertium comparationis prinsipining ahamiyati alohida ta’kidlashga loyiqdir. Tadqiqot shuni ko‘rsatdiki, umumiy semantik asosni aniqlamasdan turib, tillararo qiyosiy tahlilni amalga oshirish murakkab va ba’zan noto‘g‘ri xulosalarga olib kelishi mumkin. Demak, muqobillikni aniqlash jarayoni faqat o‘xshashliklarni qayd etish bilan cheklanmasdan, balki ularning umumiy semantik mezonini aniqlashni ham talab etadi.

Bundan tashqari, semantik belgi nazariyasiga asoslangan tahlillar leksik birliklar o‘rtasidagi muqobillik darajasi ko‘pincha ularning ichki semantik tarkibiga bog‘liq ekanligini ko‘rsatdi. Ya’ni, bir qarashda muqobil bo‘lib ko‘ringan birliklar differensial semalar mavjudligi sababli to‘liq mos kelmasligi mumkin. Shu sababli, qisman muqobillik va semantik yaqinlik kabi tushunchalarni qo‘llash zarurati yuzaga keladi.

Konseptual semantika nuqtai nazaridan esa muqobillik hodisasi til va tafakkur o‘rtasidagi bog‘liqlik bilan izohlanadi. Turli tillarda bir xil obyekt yoki hodisa turlicha konseptual asosda ifodalanishi mumkin, bu esa madaniy va kognitiv omillarning muhimligini ko‘rsatadi. Shunday qilib, muqobillikni faqat lingvistik emas, balki kognitiv-madaniy hodisa sifatida talqin qilish maqsadga muvofiqdir. Umuman olganda, muhokama natijalari shuni ko‘rsatadiki, tillararo muqobillikni chuqur o‘rganish uchun turli nazariy yondashuvlarni integratsiyalash zarur bo‘lib, bu yondashuv muammoni yanada mukammal va tizimli tahlil qilish imkonini beradi.

Xulosa. Xulosa qilib aytganda, mazkur tadqiqot zamonaviy lingvistik semantika yo‘nalishlari doirasida tillararo mutanosib muqobillik muammosining murakkab va ko‘p qatlamli tabiatga ega ekanligini ko‘rsatdi. Avvalo, o‘rganilgan nazariy yondashuvlar asosida aniqlanishicha, muqobillik hodisasi faqat tashqi shakl yoki zohiriy struktura asosida emas, balki ichki semantik (botiniy) struktura orqali aniqlanishi lozim. Shu bois, generativ grammatika nazariyasida ilgari surilgan botiniy struktura tushunchasi tillararo muqobillikni ilmiy asosda izohlashda muhim nazariy vosita sifatida namoyon bo‘ladi. Bundan tashqari, tadqiqot natijalari tertium comparationis prinsipining kontrastiv tilshunoslikdagi markaziy o‘rnini yana bir bor tasdiqladi. Ya’ni, turli tillar birliklarini taqqoslash va ularning muqobilligini aniqlash uchun umumiy semantik asos mavjud bo‘lishi zarur. Aks holda, muqobillikni aniqlash ilmiy jihatdan asoslanmagan bo‘lib qoladi. Shu bilan birga, semantik belgi nazariyasi asosida olib borilgan tahlillar so‘z ma’nosining ichki komponentlari muqobillik darajasini belgilashda hal qiluvchi ahamiyatga ega ekanligini ko‘rsatdi. Shuningdek, konseptual semantika yondashuvi natijalari shuni ko‘rsatdiki, til birliklarining ma’nosi ko‘pincha inson tafakkuridagi konseptual tizim bilan uzviy bog‘liq bo‘ladi. Demak, tillararo muqobillik faqat lingvistik hodisa emas, balki kognitiv va madaniy omillar bilan ham chambarchas aloqador jarayondir. Bu esa muqobillikni to‘liq, qisman yoki kvazi-muqobillik kabi darajalarda baholash zarurligini asoslaydi. Umuman olganda, mazkur tadqiqot shuni ko‘rsatdiki, tillararo

mutanosib muqobillikni aniqlashda generativ grammatika, semantik belgi nazariyasi va konseptual semantika yondashuvlarini integrativ tarzda qo‘llash eng samarali yo‘l hisoblanadi. Shu bilan birga, tilning struktur xususiyatlari, semantik tizimi hamda madaniy va kognitiv omillarni hisobga olish muqobillikni chuqurroq va aniqroq tahlil qilish imkonini beradi.

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THE CATEGORY OF MODALITY IN LINGUISTICS AND ITS ESSENCE

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Abstract. *In this article, the function and import of the category of modality in contemporary linguistics are fully explored. The writer offers a deep examination of theoretical and scholarly perspectives from various eras. The text clarifies the definition and core of the modality notion and concisely addresses its linguistic manifestation. Furthermore, the forms of the modality classification are shown, and instances of modal verbs in Uzbek and English are furnished.*

Key words: *modality, Aristotle, epistemic, deontic, grammar, objective, subjective, discourse, necessity, obligation.*

TILSHUNOSLIKDA MODALLIK KATEGORIYASINING MAZMUN-MOHIYATI

Annotatsiya. *Ushbu maqolada bugungi kunda zamonaviy tilshunoslikda modallik kategoriyasining o‘rni va ahamiyatini batafsil yoritib berilgan bo‘lib, muallif turli davr olimlarining nazariy va ilmiy qarashlarini yetarlicha tahlil qilgan. Maqolada modallik tushunchasining ma’nosi, mohiyati yoritilgan hamda uning lingvistikada ifodalanishiga qisqacha to‘xtab o‘tilgan. Bundan tashqari maqolada modallik kategoriyasining turlari ochib berilgan bo‘lib, o ‘zbek va ingliz tillaridagi modal fe’llarga misollar keltirib o‘tilgan.*

Kalit so‘zlar: *modallik, Aristotel, epistemik, deontik, grammatika, obyektiv, subyektiv, nutq, zaruriyat, majburiyat.*

КАТЕГОРИЯ МОДАЛЬНОСТИ В ЛИНГВИСТИКЕ И ЕЁ СУЩНОСТЬ

Аннотация. *В данной статье подробно освещены место и значение категории модальности в современной лингвистике, а также автором достаточно глубоко проанализированы теоретические и научные взгляды учёных различных эпох. В статье раскрываются значение и сущность понятия модальности, а также кратко рассматриваются особенности её выражения в лингвистике. Кроме того, в статье раскрыты виды категории модальности и приведены примеры модальных глаголов в узбекском и английском языках.*

Ключевые слова: *модальность, Аристотель, эпистемическая, деонтическая, грамматика, объективная, субъективная, речь, необходимость, обязанность.*

Introduction

Currently, since social communities are founded upon humankind, individuals’ concerns, and their connections, correctly guided and intentional discourse amongst people is deemed one of the most vital and essential elements in societal advancement. Utterance, in turn, is closely linked with speech. To attain reciprocal comprehension and accord in society, it is requisite to employ all the potentials of language and implement them suitably. The accurate and successful deployment of language has caused the swift expansion and progress of linguistics among other disciplines, and today numerous linguists carry out studies in diverse aspects of linguistics, further bolstering the significance of speech in community and uncovering its wide-ranging capacities.

Literature Review Methodology

The concept of modality is a quite extensive and intricate notion. The initial concepts concerning modality are believed to originate with Aristotle. As the idea of modality, which was initially employed in the domain of philosophy and acknowledged as an inherent facet of being and the community around us, evolved and unveiled its fresh dimensions, it also started to be recognized as a significant classification in linguistics. The function of the modality category in speech has progressively enhanced through time. The word “modality” is utilized to convey the succession of occurrences, appearances, and facts encompassing us, and it is prominent in language owing to its diverse significances, grammatical attributes, and differing shapes and appearances at the linguistic plane. In linguistics, the category of modality is viewed as a category conveying the speaker’s stance toward the message's substance and the prevailing truth. In this connection, the chief element is the speaker’s outlook toward the reality under deliberation or toward the sense and aim of the statement itself during conversation or address.

Grounded on the examined documents, the methods expressing modality might encompass mood, tense, particular frameworks of person-number affixes, particles, intonation, word sequence, forms of salutation, introductory terms, and introductory clauses, as well as a selection of other grammatical formations [1].

Main body

When reviewing literature concerning the domain of modality, it is quite straightforward to observe that this area has drawn similar focus from European, Russian, and Uzbek academics, as demonstrated by the plentiful research and viewpoints put forth by them. “Modality (from the Latin “modālis” — measure, manner) is a functional-semantic classification that conveys diverse forms of cognitive connection to actuality, along with differing ways of subjective appraisal of what is articulated” [2].

The aforementioned characterization of modality provided in the National Encyclopedia of Uzbekistan can be elaborated upon more completely and lucidly with supplementary remarks. Based on its application in speech and contingent upon the speaker's aim and disposition, the classification of modality can be split into objective and subjective forms of modality.

Objective modality conveys the link of the declared notion to actuality (like actual and fictional, feasibility and infeasibility, obligation and likelihood) and is transmitted via grammatical and vocabulary resources, encompassing mood, modal terms, particles, and speech tone.

Subjective modality, conversely, mirrors the speaker's stance toward the stated concept (such as certainty or uncertainty, acceptance or rejection, and emotive judgment). This is manifested through sentence structure, word repetition, speech tone, modal terms, particles, introductory expressions, exclamations, and phrases.

Should we reference the understanding of the term "modality" in the explanatory dictionary of the Russian language edited by S. A. Kuznetsov, it is noticeable that the logical and linguistic definitions are alike, yet they hold a significant distinction. In logic, modality is defined as “a category conveying the speaker's stance toward the statement's content”; meanwhile, in linguistics, modality is clarified as "a grammatical category showing the speaker’s disposition toward the utterance's content via verb mood forms, intonation, introductory words, and other verbal elements” [3].

A prominent scholar in linguistics, Charles Bally, offered this view on the concept of modality: “Modality constitutes the core and essence of a sentence. It is conveyed via verbs, moods, intonation, questioning and commanding structures, physical indications, exclamations, forms of address, and many other methods”[4].

Another international linguist, Michael Halliday, asserted the following regarding modality: “Modality is a vital functional characteristic of discourse, an interpersonal role, and a means of expression utilized by the speaker engaging in interaction” [5].

Should we investigate the perspectives of T. I. Krasnova on modality, we meet these notions: “The classifications of objective and subjective modality are linked, and they become distinguishable only via academic scrutiny”. The academic V. V. Panfilov also made significant input to the advancement of this category in linguistics through his insights and ideas on modality. He stressed that “No linguistic concept has elicited such diverse and conflicting viewpoints, nor has been understood in as many fashions as the category of modality and the diverse character of its significations in speech” [6].

Within Uzbek linguistics’ domain, several academics have already produced diverse papers concerning the concept of modality. Among these, S. U. Boymirzayeva examined the issue of text modality using Uzbek language examples. In her work, the academic pinpoints the communicative-pragmatic traits of modality, alongside the markers activated inside the text's cognitive and semantic area. She also endeavors to differentiate and group the different semantic kinds of text modality. Moreover, while examining text modality, Boymirzayeva primarily centers on expressing subjective modality forms in texts: “...subjective modality is separated into these kinds: emotive, epistemic, deontic, and axiological” [7]. In his study, J. A. Yoqubov linked logic and language, giving particular focus to uncovering the semantic attributes of the modality category. By reviewing current academic writings in linguistics, he organized the scholars' theoretical perspectives. According to him, “The category of modality represents the combination of semantic significances conveyed during the execution of communicative exchange between speaker and listener, emerging as various functional-semantic aspects of modality (like assertion, denial, actual-potential, questioning, emphasis, duration, reason-aim, contrast, prerequisite, aim, instruction, consequence, allowance, location, presence, condition, counsel, solicitation, imperative, viability, and others) are generated, matured, merged with diverse semantic shades, and united into an extensive functional-semantic sphere, articulating the speaker's stance toward objective actuality” [8].

Results. Presently, in contemporary linguistics, the grouping of modality is separated into several primary forms. Among these, the most theoretically important are epistemic and deontic modality. Epistemic modality relates to the kind of modality linked to the speaker’s appraisal of the extent of credibility or sureness of the stated proposition. This form of modality encompasses meanings such as likelihood, potential, and assurance. In present-day Uzbek literary language, it is conveyed through resources like ehtimol (“probably”), balki (“perhaps”), shekilli (“it seems”), and the structure -sa

kerak (“must be / probably”). Deontic modality (from the Greek deon — duty, propriety) describes behaviors from the standpoint of a set of standards or directives. The regulatory standing of an action is generally conveyed through notions such as “mandatory,” “prohibited,” “sanctioned,” and “neutral,” and it is examined within the field of normative logic. In speech, deontic modality (the judgment of actions according to certain rules) is expressed via verbs like kerak (“necessary”), lozim (“required”), zarur (“essential”), mumkin (“possible”), mumkin emas (“impossible”), shart (“obligatory”), taqiqlangan (“forbidden”), ruxsat etilgan (“permitted”), man etiladi (“prohibited”), and yo‘l qo‘yiladi (“allowed”). In English, it is rendered through modal features such as can, must, to forbid, to allow / to permit, have to, ought to, should, and need; while in Russian, it is frequently shown via impersonal frameworks lacking a clear agent.

Several linguists, aside from epistemic and deontic modality, also recognize additional types of modality, involving boulitic modality (conveying yearning or desire), teleological modality (purpose-driven modality), and alethic modality (expressing objective requirement). Moreover, some academics pinpoint dynamic modality, which is associated with the agent’s physical capacity to execute a deed, and sociative modality, which is grounded in societal rules and anticipations [9]. From the shown perspectives and examinations on modality, it is evident that the involvement of this linguistic class in speech and discourse is conveyed through diverse linguistic elements. As noted previously, these linguistic components encompass various introductory terms, particles, modal expressions, modal verbs, adverbial phrases, and even word arrangement and pitch.

When addressing the concept of modality, one must outline its split into objective and subjective forms. Objective modality conveys the connection of the stated notion to actuality (like real and imaginary, feasibility and infeasibility, requirement and likelihood). The means for expressing objective modality in language comprise mood, modal terms, particles, and intonation. Subjective modality reflects the speaker's stance toward the statement (such as certainty or skepticism, assent or dissent, and emphatic judgment). This modality type is actively manifested through intonation, lexical echoing, modal words, particles, interjections, introductory words, phrases, and parenthetical clauses. It is hard to conceive or decipher any sentence lacking the trait of predicativity. Likewise, in utterances where modality exists, predicative connections are similarly engaged. Experts view this predicative bond as comprising two tiers and differentiate them as “denotatum (dictum)” and “modus”. Within this structure, dictum is perceived as mirroring the subject–predicate link, while modus articulates the speaker's feeling toward this link. From this vantage point, objective modality might be grouped within dictum, while subjective modality could be seen as belonging to modus [10].

Conclusion. To summarize, the domain of modality holds a very crucial function in portraying the primary meaning of an utterance and in transmitting the speaker's aim and stance. It is unfeasible to completely picture discourse and interaction without the concept of modality, and this can be verified via the data and reviews offered herewith.

In contemporary linguistics, modality is acknowledged by experts as an applicable and notable feature. Investigating and comparatively examining modality across diverse tongues permits us to uncover the unique cultural aspects of languages and to employ verbal assets and potentials more widely and successfully.

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ANGLO-AMERIKA ADABIYOTIDA CAMPUS NOVEL TARAQQIYOTI: SATIRA, AKADEMIK MUHIT VA GENDER DISKURSI

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Annotatsiya. *Ushbu maqolada anglo-amerika adabiyotida kampus roman (campus novel) janrining shakllanishi, taraqqiyot bosqichlari va zamonaviy adabiy jarayondagi mavqei tahlil qilinadi. Tadqiqotda ingliz campus novelida satirik an'ana, amerika kampus romanida liberal universitet, talabalar harakati va identitet muammolari, shuningdek, klassik hamda zamonaviy kampus roman o'rtasidagi farqlar yoritiladi. Maqolada David Lodge, Malcolm Bradbury, Kingsley Amis, Mary McCarthy, Alison Lurie, Zadie Smith, Francine Prose va Elif Batuman ijodi umumiy janriy kontekstda ko'rib chiqiladi. Natijalar kampus roman dastlab universitet hayotini kulgili va satirik tasvirlashga moyil bo'lgan bo'lsa, zamonaviy davrda u akademik hokimiyat, gender tengsizlik, neoliberal ta'lim, irqiy va madaniy identitet hamda institutsional nazorat masalalarini ochib beruvchi murakkab janrga aylanganini ko'rsatadi.*

Kalit so'zlar: *kampus roman, akademik roman, anglo-amerika adabiyoti, universitet romani, akademik satira, gender, identitet, neoliberal universitet, David Lodge, Mary McCarthy.*

РАЗВИТИЕ СТУДЕНЧЕСКОГО РОМАНА В АНГЛО-АМЕРИКАНСКОЙ ЛИТЕРАТУРЕ: САТИРА, АКАДЕМИЧЕСКАЯ СРЕДА И СЕКСУАЛЬНАЯ СРЕДА.

Аннотация. *В данной статье анализируются становление жанра campus novel в англо-американской литературе, этапы его развития и место в современном литературном процессе. В исследовании освещаются сатирическая традиция английского campus novel, проблемы либерального университета, студенческого движения и идентичности в американском campus novel, а также различия между классическим и современным campus novel. В статье творчество David Lodge, Malcolm Bradbury, Kingsley Amis, Mary McCarthy, Alison Lurie, Zadie Smith, Francine Prose и Elif Batuman рассматривается в общем жанровом контексте. Результаты показывают, что если первоначально campus novel был склонен к комическому и сатирическому изображению университетской жизни, то в современный период он превратился в сложный жанр, раскрывающий проблемы академической власти, гендерного неравенства, неолиберального образования, расовой и культурной идентичности, а также институционального контроля.*

Ключевые слова: *campus novel, academic novel, англо-американская литература, университетский роман, академическая сатира, гендер, идентичность, неолиберальный университет, David Lodge, Mary McCarthy.*

THE DEVELOPMENT OF THE CAMPUS NOVEL IN ANGLO-AMERICAN LITERATURE: SATIRE, ACADEMIC ENVIRONMENT, AND GENDER DISCOURSE

Abstract. *This article analyzes the formation of the campus novel genre in Anglo-American literature, its stages of development, and its place in the contemporary literary process. The study examines the satirical tradition in the English campus novel, the issues of the liberal university, student movements, and identity in the American campus novel, as well as the differences between classical and contemporary campus novels. The works of David Lodge, Malcolm Bradbury, Kingsley Amis, Mary McCarthy, Alison Lurie, Zadie Smith, Francine Prose, and Elif Batuman are considered within a general generic context. The results show that while the campus novel was initially inclined toward comic and satirical depictions of university life, in the contemporary period it has become a complex genre that reveals issues of academic power, gender inequality, neoliberal education, racial and cultural identity, and institutional control.*

Keywords: *campus novel, academic novel, Anglo-American literature, university novel, academic satire, gender, identity, neoliberal university, David Lodge, Mary McCarthy.*

Kirish. XX asrning ikkinchi yarmidan boshlab ingliz va amerika adabiyotida universitet hayoti, akademik muhit, professor-o'qituvchilar, talabalar, kafedra ierarxiyasi va ilmiy munosabatlarni tasvirlovchi alohida janriy yo'nalish -

kampus roman yoki academic novel shakllandi. Mazkur janr voqealari ko‘pincha universitet yoki kollej hududida kechishi, professorlar va talabalar o‘rtasidagi munosabatlarni markazga olishi hamda akademik institutlarning ichki ijtimoiy-madaniy mexanizmlarini yoritishi bilan ajralib turadi.

Kampus romanning anglo-amerika adabiyotida shakllanishi oliy ta’lim tizimining kengayishi, universitetlarning ommaviylashuvi va akademik kasbning ijtimoiy maqomga ega bo‘lishi bilan bog‘liq. Ikkinchi jahon urushidan keyin universitetlar faqat bilim beruvchi maskan sifatida emas, balki siyosiy bahslar, ilmiy raqobat, kasbiy martaba, talabalar harakati, gender va madaniy identitetlar to‘qnashadigan murakkab institut sifatida namoyon bo‘la boshladi. Shu jarayon adabiyotda ham o‘z aksini topib, universitet romani keng mavzuli va nazariy jihatdan serqatlam janrga aylandi.[1;78.]

Maqolaning dolzarbligi kampus romanning bugungi adabiyotshunoslikda faqat kulgi yoki satira obyekti emas, balki akademik hokimiyat, ijtimoiy ierarxiya, gender tengsizlik, akademik kapital va neoliberal ta’lim munosabatlarini o‘rganish uchun muhim badiiy maydon sifatida qaralayotgani bilan belgilanadi. Ayniqsa, zamonaviy kampus roman universitetni “bilim maskani” degan an’anaviy tasavvurdan chiqarib, uni nazorat, baholash, tan olinishi va chetga surish mexanizmlari ishlab turadigan ijtimoiy-hokimiyat maydoni sifatida talqin qiladi.

Ushbu maqolaning maqsadi anglo-amerika adabiyotida kampus roman janrining taraqqiyotini yoritish, ingliz va amerika an’analaridagi asosiy farqlarni aniqlash hamda zamonaviy kampus romanda universitet makonining bilim maskanidan ijtimoiy-hokimiyat maydoniga aylanish jarayonini asoslashdan iborat. Maqola dissertatsiyaning “Anglo-amerika adabiyotida kampus roman taraqqiyoti” bo‘limi uchun nazariy-uslubiy asos vazifasini bajaradi.

Metodologiya. Tadqiqotda tarixiy-adabiy, qiyosiy-tipologik, janriy va diskursiv tahlil metodlaridan foydalanildi. Tarixiy-adabiy yondashuv kampus romanning XX asr o‘rtalaridan XXI asrgacha bo‘lgan rivojlanish bosqichlarini izohlashga xizmat qiladi. Qiyosiy-tipologik metod ingliz va amerika kampus roman an’analarini solishtirish, ularning umumiy va farqli jihatlarini aniqlash imkonini beradi. Janriy tahlil esa kampus romanning asosiy belgilarini universitet makoni, akademik muhit, professor-talaba munosabati, satira, ierarxiya, identitet va hokimiyat muammolarini aniqlashga yo‘naltirildi.

Nazariy asos sifatida Elaine Showalter, Jeffrey J. Williams, Merritt Moseley, Pierre Bourdieu va Michel Foucault qarashlaridan foydalanildi. Showalter kampus romanning akademik institutlar bilan bog‘liq tarixiy taraqqiyotini yoritishda muhim bo‘lsa, Williams academic novelning o‘sishi va zamonaviy adabiyotdagi mavqeini aniqlashda asosiy manbalardan biri hisoblanadi. [14;103.].

Tadqiqot materiali sifatida ingliz adabiyotidan Kingsley Amis, David Lodge, Malcolm Bradbury; amerika adabiyotidan Mary McCarthy, Alison Lurie, Francine Prose; zamonaviy anglo-amerika kontekstidan Zadie Smith va Elif Batuman ijodi umumiy janriy kontekstda ko‘rib chiqildi. Ushbu yozuvchilar kampus roman taraqqiyotining turli bosqichlarini: klassik akademik satira, liberal universitet romani, identitetga yo‘naltirilgan kampus roman hamda gender va madaniy tafovutlarni aks ettiruvchi zamonaviy shakllarni ifodalaydi.

Natijalar. Kampus roman ko‘proq anglo-amerika adabiy muhitida shakllangan janr sifatida qaraladi. Uning ildizlari universitet hayotining o‘ziga xos yopiq, ierarxik va intellektual jihatdan ziddiyatli muhit sifatida badiiy qiziqish uyg‘otishi bilan bog‘liq. Janrning dastlabki muhim namunalaridan biri sifatida Mary McCarthyning “The Groves of Academe” romani tilga olinadi. Ushbu asarda Amerika kollej muhiti siyosiy xavotir, akademik lavozim beqarorligi, liberal qadriyatlar va institutsional bosimlar orqali tasvirlanadi. [10; 24.].

Kampus romanning dastlabki bosqichida universitet mustaqil va betaraf bilim maskani sifatida emas, balki ichki qoidalari, o‘zaro raqobati, lavozim uchun kurashi va intellektual mavqe talashlari mavjud bo‘lgan kichik ijtimoiy dunyo sifatida tasvirlana boshladi. Bu kichik dunyo jamiyatdan ajralgan ko‘rinsa-da, aslida jamiyatdagi siyosiy, madaniy va mafkuraviy ziddiyatlarni o‘zida jamlaydi. Shu bois kampus romanning badiiy kuchi universitetni jamiyatning ixcham modeli sifatida ko‘rsatishidadir.

Ingliz kampus romanining eng muhim belgilaridan biri kuchli satirik ruhdir. Kingsley Amisning “Lucky Jim” romani bu yo‘nalishning klassik namunasi sifatida e’tirof etiladi. Roman universitetdagi ilmiy da’vogarlik, professorlar dunyosining sun’iyligi, akademik nutqning balandparvozligi va yosh o‘qituvchining ijtimoiy moslashuv muammolarini kulgili tarzda ochib beradi. [15;71.].

David Lodge ingliz kampus romanini xalqaro darajada mashhur qilgan yozuvchilardan biridir. Uning “Changing Places”, “Small World” va “Nice Work” romanlari akademik almashinuv, konferensiyalar, nazariy bahslar, professorlar raqobati va universitetlarning globallashuvi bilan bog‘liq masalalarni hajviy va intertekstual shaklda tasvirlaydi. [6;7;9.].

Malcolm Bradburyning “The History Man” romani esa kampus romanda siyosiy va mafkuraviy satiraning kuchayganini ko‘rsatadi. Unda universitet 1970-yillar ijtimoiy radikalizmi, intellektual moda, professorning shaxsiy manipulyatsiyasi va akademik muhitdagi hokimiyat munosabatlarini ochib beruvchi maydon sifatida tasvirlanadi. [4;10;15.].

Ingliz kampus romanida satira oddiy kulgi vositasi emas. U akademik muhitdagi ikkiyuzlamachilik, ilmiy da’vogarlik, intellektual snobizm, kafedra ichidagi raqobat va universitet byurokratiyasini fosh etish usuli sifatida

ishlaydi. Shu sababli ingliz an’anasida kampus roman ko‘pincha universitetni o‘ziga xos “komik laboratoriya” sifatida ko‘rsatadi: unda ilmiy haqiqat, martaba, obro‘ va shaxsiy manfaatlar bir-biri bilan to‘qnashadi.

Amerika kampus romanida ingliz an’anasidagi satirik ruh saqlangan bo‘lsa-da, u ko‘proq liberal universitet, siyosiy bahslar, talabalar harakati, shaxsiy erkinlik va identitet masalalari bilan bog‘lanadi. AQSh universitetlari XX asrning ikkinchi yarmida fuqarolik huquqlari harakati, feminizm, urushga qarshi noroziliklar, madaniy liberalizm va akademik siyosiy bahslarning markaziga aylangan edi. Bu tarixiy sharoit amerika kampus romanining mavzu doirasini kengaytirdi.

Mary McCarthy amerika akademik romanining dastlabki bosqichida siyosiy bosim va kollej hayotidagi ichki ziddiyatlarni satirik ko‘rsatgan bo‘lsa, Alison Lurie romanlarida akademik muhit ko‘proq shaxsiy munosabatlar, gender rollari va ijtimoiy xatti-harakatlar bilan bog‘liq tarzda ochiladi.[10;108.].

Francine Prose’ning “Blue Angel” asari esa professor-talaba munosabati, akademik axloq va gender hokimiyatini keskin muammo sifatida qo‘yadi. Bu roman amerika kampus romanining zamonaviy bosqichida universitet ichidagi ierarxik munosabatlar qanday qilib jins, istak, ta’sir va institutsional himoya masalalari bilan kesishishini ko‘rsatadi. [11;49.].

Amerika kampus romanida talaba obrazi ko‘pincha markaziy mavqega ega bo‘ladi. Talaba universitetga tayyor ijtimoiy shaxs sifatida emas, balki shakllanayotgan identitet egasi sifatida kiradi. Uning bilimga, muhabbatga, siyosatga, tilga, madaniyatga va jinsiy identitetga munosabati akademik muhit orqali sinovdan o‘tadi. Shu jihatdan amerika kampus romanida universitet yosh avlodning o‘zini anglash makoni sifatida talqin qilinadi.

Klassik kampus roman asosan professorlar hayoti, kafedra intrigalari, ilmiy da’vogarlik, universitet byurokratiyasi va akademik satiraga qaratilgan edi. Bunday romanlarda markazda ko‘pincha erkak professor yoki yosh o‘qituvchi turadi. Universitet nisbatan yopiq, jamiyatdan ma’lum darajada ajralgan, o‘z qonun-qoidalariga ega mikromakon sifatida tasvirlanadi. Unda kulgi, istehzo va parodiya akademik muhitni tushunishning asosiy estetik vositalariga aylanadi.

Zamonaviy kampus roman esa mavzu va uslub jihatidan kengaydi. Unda gender, irq, migratsiya, madaniy xotira, neoliberal ta’lim, akademik mehnatning beqarorligi, talabalar qarzi, grantlar, nashr bosimi va institutsional nazorat kabi muammolar ko‘proq aks eta boshladi. Zadie Smithning “On Beauty” romani universitet, irq, gender, oila va madaniy bahslarni bir butun ijtimoiy maydonda ko‘rsatadi. [13;34.].

Elif Batumanning “The Idiot” romani esa ayol talabaning intellektual shakllanishi, til, sevgi, bilim va o‘zini anglash tajribasini nozik psixologik yo‘sinda yoritadi. Bu roman zamonaviy kampus romanda talaba tajribasi, ayol subyekt va akademik identitet masalalari markazga chiqayotganini ko‘rsatadi. [2;18.].

Shunday qilib, klassik kampus roman universitetni ko‘proq kulgili va satirik akademik muhit sifatida tasvirlagan bo‘lsa, zamonaviy kampus roman uni ijtimoiy-hokimiyat, identitet va gender munosabatlari kesishadigan murakkab institut sifatida talqin qiladi. Bu farq ayniqsa ayol obrazining mavqeida yaqqol seziladi: klassik romanlarda ikkinchi planda qolgan ayol obrazlari zamonaviy asarlarda professor, talaba, tadqiqotchi va ijodkor subyekt sifatida markazga chiqadi.

Muhokama. Anglo-amerika kampus romanining taraqqiyotini tahlil qilish shuni ko‘rsatadiki, janrning asosiy o‘zgarishi universitet obrazining o‘zgarishi bilan bog‘liq. Dastlab universitet “bilim minorasi” yoki jamiyatdan nisbatan ajralgan akademik makon sifatida tasvirlangan bo‘lsa, keyinchalik u hokimiyat, ideologiya, gender, kapital va identitet munosabatlarini ishlab chiqaruvchi institut sifatida talqin qilina boshladi.

Ingliz kampus romanidagi satira akademik kasbning ichki kulgili tomonlarini ochadi: professorlarning intellektual da’volari, ilmiy mavqega intilishi, konferensiyalar, kafedra siyosati va universitet byurokratiyasi. David Lodge va Malcolm Bradbury ijodi bu an’anani yuqori bosqichga olib chiqdi. Lodge romanlarida akademik hayot hazil, intertekstual o‘yin va madaniy tanqid orqali tasvirlangan bo‘lsa, Bradbury romanida universitet siyosiy va mafkuraviy ziddiyatlar maydoni sifatida ko‘rinadi.

Amerika kampus romanida esa liberal universitet, talaba tajribasi va identitet muammolari kuchliroq namoyon bo‘ladi. Bu an’ana universitetni shaxsning o‘zini anglash, ijtimoiy pozitsiya tanlash, jins, irq, sinf va madaniy identitetni qayta ko‘rib chiqish makoni sifatida ko‘rsatadi. Francine Prose va Elif Batuman ijodi aynan shu burilishni ifodalaydi: birida professor-talaba munosabati orqali gender hokimiyati fosh qilinsa, ikkinchisida ayol talabaning ichki intellektual shakllanish jarayoni markazga chiqadi.

Zamonaviy bosqichda gender masalasi kampus romanning asosiy muammolaridan biriga aylandi. Klassik akademik romanlarda ayol obrazlari ko‘pincha yordamchi yoki romantik funksiyada berilgan bo‘lsa, hozirgi romanlarda ular akademik tizimni anglaydigan, tanqid qiladigan va o‘z ovozini shakllantiradigan subyekt sifatida namoyon bo‘ladi. Bu jihat dissertatsiya mavzusi zamonaviy anglo-amerika kampus romanida ayol obrazi, gender hokimiyati va akademik identitet muammosini o‘rganish uchun bevosita nazariy asos yaratadi.

Bourdieu nuqtayi nazaridan universitet akademik kapital taqsimlanadigan maydon sifatida qaralishi mumkin: unda ilmiy obro‘, nashr, lavozim, grant va tan olinishi uchun kurash kechadi. [2;114.]. Foucault yondashuvi esa

universitetni bilim va hokimiyat aloqalari, nazorat, me'yorlashtirish va diskurs ishlab chiqarish tizimi sifatida talqin qilishga imkon beradi. [5;55.].

Neoliberal ta'lim sharoitida kampus roman yana yangi mazmun kasb etadi. Universitet endilikda grant, reyting, nashr, xalqaro raqobat, akademik mehnatning beqarorligi va samaradorlik talablari bilan bog'liq holda tasvirlanadi. Bu jarayonda professor ham, talaba ham mutlaq erkin intellektual subyekt emas, balki akademik tizim tomonidan baholanadigan, nazorat qilinadigan va raqobatga majbur etiladigan shaxs sifatida ko'rsatiladi.

Xulosa. Anglo-amerika adabiyotida kampus roman janri XX asr o'rtalaridan boshlab mustaqil va muhim adabiy hodisa sifatida shakllandi. Uning dastlabki bosqichida universitet akademik satira, professorlar hayoti, kafedra intrigalari va ilmiy da'vogarliklar orqali tasvirlangan bo'lsa, zamonaviy bosqichda u murakkab ijtimoiy-hokimiyat maydoniga aylandi.

Ingliz kampus romanida Kingsley Amis, David Lodge va Malcolm Bradbury ijodi orqali satira, akademik kulgi, intellektual snobizm va universitet byurokratiyasi markaziy o'rin egallaydi. Amerika kampus romanida esa Mary McCarthy, Alison Lurie, Francine Prose va Elif Batuman ijodi orqali liberal universitet, talabalar tajribasi, gender munosabatlari, professor-talaba etikasi va identitet muammolari kengroq yoritiladi.

Tadqiqot natijalari shuni ko'rsatadiki, klassik kampus roman bilan zamonaviy kampus roman o'rtasidagi asosiy farq universitet obrazining o'zgarishidadir. Klassik romanlarda universitet ko'proq yopiq, satirik va komik akademik makon sifatida tasvirlangan bo'lsa, zamonaviy romanlarda u gender, irq, sinf, madaniyat, akademik kapital va neoliberal boshqaruv kesishgan murakkab institut sifatida namoyon bo'ladi.

Shu bois kampus romanni anglo-amerika adabiyotida o'rganish nafaqat janr tarixini aniqlash, balki zamonaviy universitet, akademik hokimiyat, gender tengsizlik va identitet muammolarini badiiy matn orqali tushunish imkonini beradi. Ushbu xulosa dissertatsiyaning keyingi boblarida ayol obrazi, gender hokimiyati va akademik identitet masalalarini chuqur tahlil qilish uchun nazariy asos bo'lib xizmat qiladi.

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INGLIZ TILI O'QITISHDA AI O'RNI

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Annotatsiya: *Ushbu maqolada sun'iy intellekt (Artificial Intelligence – AI) texnologiyalarining ingliz tilini o'qitish jarayonidagi o'rni va ahamiyati tahlil qilingan. Zamonaviy ta'lim tizimida AI vositalari o'quvchilarning til ko'nikmalarini rivojlantirish, o'quv jarayonini individuallashtirish hamda ta'lim samaradorligini oshirishda muhim omil sifatida namoyon bo'lmoqda. Maqolada ChatGPT, virtual assistentlar, avtomatik tarjima tizimlari, nutqni tanish va baholash dasturlarining ingliz tili ta'limida qo'llanilishi yoritilgan. Shuningdek, sun'iy intellekt asosidagi platformalarning o'quvchilarning tinglab tushunish, o'qish, yozish va gapirish kompetensiyalarini shakllantirishdagi imkoniyatlari ko'rib chiqilgan. Tadqiqot natijalari AI texnologiyalaridan oqilona foydalanish o'quv motivatsiyasini oshirish, mustaqil ta'limni rivojlantirish va o'qituvchining pedagogik faoliyatini qo'llab-quvvatlashga xizmat qilishini ko'rsatadi. Shu bilan birga, sun'iy intellektdan foydalanish jarayonida akademik halollik, ma'lumotlar xavfsizligi va tanqidiy fikrlashni rivojlantirish masalalariga ham alohida e'tibor qaratilgan.*

Kalit so'zlar: *sun'iy intellekt, ingliz tili, raqamli ta'lim, ChatGPT, til kompetensiyasi, innovatsion texnologiyalar, individual ta'lim, AI platformalari.*

РОЛЬ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: *В данной статье анализируется роль и значение технологий искусственного интеллекта (ИИ) в процессе преподавания английского языка. В современной системе образования инструменты ИИ становятся важным фактором развития языковых навыков учащихся, индивидуализации учебного процесса и повышения эффективности обучения. В статье рассматривается использование ChatGPT, виртуальных помощников, систем автоматического перевода, программ распознавания речи и оценки в преподавании английского языка. Также исследуется потенциал платформ на основе искусственного интеллекта в формировании у учащихся навыков аудирования, чтения, письма и устной речи. Результаты исследования показывают, что рациональное использование технологий ИИ способствует повышению мотивации к обучению, развитию самостоятельности и поддержке педагогической деятельности преподавателя. Одновременно особое внимание уделяется вопросам академической честности, безопасности данных и развитию критического мышления в процессе использования искусственного интеллекта.*

Ключевые слова: *искусственный интеллект, английский язык, цифровое образование, ChatGPT, языковая компетенция, инновационные технологии, индивидуальное образование, платформы ИИ.*

THE ROLE OF AI IN ENGLISH LANGUAGE TEACHING

Abstract: *This article analyzes the role and importance of artificial intelligence (AI) technologies in the process of teaching English. In the modern education system, AI tools are emerging as an important factor in developing students' language skills, individualizing the learning process, and increasing educational efficiency. The article covers the use of ChatGPT, virtual assistants, automatic translation systems, speech recognition and assessment programs in English language teaching. It also examines the potential of artificial intelligence-based platforms in forming students' listening comprehension, reading, writing, and speaking competencies. The results of the study show that the rational use of AI technologies serves to increase learning motivation, develop independent learning and support the pedagogical activity of the teacher. At the same time, special attention is paid to the issues of academic integrity, data security and the development of critical thinking in the process of using artificial intelligence.*

Keywords: *artificial intelligence, English, digital education, ChatGPT, language competence, innovative technologies, individual education, AI platforms.*

KIRISH

Bugungi kunda axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi ta'lim tizimida tub o'zgarishlarni yuzaga keltirmoqda. Xususan, sun'iy intellekt (Artificial Intelligence – AI) texnologiyalarining ta'lim jarayoniga kirib

kelishi o‘qitish metodlari va yondashuvlarini yangi bosqichga olib chiqmoqda. Jahon miqyosida ingliz tiliga bo‘lgan ehtiyojning ortib borishi hamda xalqaro kommunikatsiya vositasi sifatidagi mavqei ushbu tilni o‘qitish jarayonini yanada takomillashtirishni talab etmoqda. Shu nuqtai nazardan, sun’iy intellekt texnologiyalaridan foydalanish ingliz tilini o‘qitish samaradorligini oshirishning muhim vositalaridan biri sifatida e’tirof etilmoqda.

An’anaviy ta’lim usullarida o‘quvchilarning individual ehtiyojlari, qobiliyatlari va o‘zlashtirish sur’atlarini to‘liq hisobga olish imkoniyati cheklangan bo‘lsa, sun’iy intellekt asosidagi ta’lim platformalari har bir o‘quvchiga moslashtirilgan ta’lim muhitini yaratishga xizmat qiladi. AI texnologiyalari yordamida o‘quvchilarning bilim darajasini aniqlash, o‘quv materiallarini shaxsiylashtirish, avtomatik baholash hamda tezkor teskari aloqa berish imkoniyatlari kengaymoqda. Natijada o‘quvchilarning mustaqil ta’lim olish ko‘nikmalari rivojlanib, til o‘rganishga bo‘lgan motivatsiyasi ortmoqda.

Hozirgi kunda ChatGPT, Grammarly, Duolingo Max, Google Translate, Microsoft Copilot kabi sun’iy intellekt asosidagi dasturlar ingliz tilini o‘rganish va o‘qitishda keng qo‘llanilmoqda. Ushbu vositalar grammatik xatolarni aniqlash, matnlarni tahlil qilish, talaffuzni baholash, suhbat muhitini yaratish va real vaqt rejimida maslahatlar berish imkoniyatiga ega. Ayniqsa, nutq faoliyatini rivojlantirishda virtual suhbatdoshlar va chatbotlarning ahamiyati ortib bormoqda. Bunday texnologiyalar o‘quvchilarga chet tilida erkin muloqot qilish ko‘nikmalarini shakllantirishga yordam beradi.

Shu bilan birga, sun’iy intellektdan foydalanish jarayonida ayrim muammolar ham mavjud. Jumladan, akademik halollik tamoyillariga rioya qilish, ma’lumotlar xavfsizligini ta’minlash, o‘quvchilarning tanqidiy va ijodiy fikrlash qobiliyatlarini saqlab qolish masalalari dolzarb ahamiyat kasb etadi. Shuning uchun AI texnologiyalaridan foydalanishda pedagogik maqsadga muvofiqlik va metodik asoslanganlik muhim hisoblanadi. Mazkur maqolaning maqsadi sun’iy intellekt texnologiyalarining ingliz tilini o‘qitish jarayonidagi o‘rni, imkoniyatlari va afzalliklarini tahlil qilish hamda ularni ta’lim amaliyotiga samarali joriy etish bo‘yicha ilmiy xulosalar ishlab chiqishdan iborat.

ADABIYOTLAR TAHLILI

So‘nggi yillarda sun’iy intellekt texnologiyalarining ta’lim tizimiga kirib kelishi ingliz tilini o‘qitish metodikasida yangi imkoniyatlarni yuzaga keltirdi. Xususan, AI asosidagi platformalar o‘quvchilarning til ko‘nikmalarini rivojlantirish, o‘quv jarayonini individuallashtirish va ta’lim sifatini oshirishda muhim vosita sifatida e’tirof etilmoqda.

Fitria tomonidan olib borilgan tadqiqotda sun’iy intellektga asoslangan texnologiyalar ingliz tilini o‘qitish va o‘rganishda samarali vosita ekanligi ta’kidlangan. Muallif AI texnologiyalari yordamida o‘quvchilarning grammatika, lug‘at boyligi va yozma nutq ko‘nikmalarini rivojlantirish mumkinligini qayd etadi [1]. Shuningdek, Kim va hamkorlari AI chatbotlardan foydalanish EFL talabalarining kommunikativ kompetensiyasini sezilarli darajada yaxshilashini aniqlaganlar [2].

Pradana tomonidan amalga oshirilgan tizimli sharhda ChatGPT, Grammarly, Duolingo va nutqni tanish dasturlari ingliz tili ta’limida eng ko‘p qo‘llanilayotgan AI vositalari sifatida ko‘rsatilib, ularning pedagogik samaradorligi tahlil qilingan [3]. Xuddi shunday, Prayogo va hamkorlari AI texnologiyalarining tinglab tushunish va gapirish ko‘nikmalarini rivojlantirishdagi ijobiy ta’sirini alohida ta’kidlaydilar [4].

British Council tomonidan o‘tkazilgan tizimli tadqiqot natijalari AI vositalari o‘quvchilarga moslashtirilgan ta’limni tashkil etish, tezkor fikr-mulohaza berish va o‘qituvchilar ish yuklamasini kamaytirishga xizmat qilishini ko‘rsatgan [5]. Daud va hamkorlari esa AI integratsiyasi ingliz tili darslarining interaktivligini oshirib, o‘quvchilarning mustaqil ta’lim olish ko‘nikmalarini rivojlantirishini qayd etadilar [6]. Crompton va Burke tomonidan olib borilgan tadqiqotda sun’iy intellektning ingliz tili ta’limidagi afzalliklari bilan bir qatorda ayrim cheklovlari ham ko‘rsatib o‘tilgan. Mualliflar AI o‘quvchilarga individual yondashuvni ta’minlashi bilan birga, noto‘g‘ri ma’lumotlar va etik muammolar yuzaga kelishi mumkinligini ta’kidlaydilar [7]. Kyaw tomonidan 69 ta ilmiy tadqiqot asosida o‘tkazilgan tahlilda generativ AI, avtomatik yozuvni baholash tizimlari va adaptiv o‘quv platformalari o‘quvchilarning yozma va og‘zaki nutq ko‘nikmalarini rivojlantirishda samarali ekani aniqlangan [8]. Luckin va hamkorlarining qarashlariga ko‘ra, sun’iy intellekt o‘quvchilarning kuchli va zaif tomonlarini aniqlash orqali ta’lim jarayonini optimallashtirish imkonini beradi [9].

Biroq, ayrim tadqiqotchilar AI texnologiyalaridan foydalanishda ehtiyotkorlik zarurligini qayd etadilar. Godwin-Jones generativ AI tizimlari ba’zan pragmatik va madaniy jihatdan to‘liq mos bo‘lmagan javoblar berishi mumkinligini ta’kidlaydi. Shu sababli AI vositalari o‘qituvchi nazorati ostida qo‘llanilishi lozim [10].

Umuman olganda, tahlil qilingan ilmiy adabiyotlar sun’iy intellekt texnologiyalari ingliz tilini o‘qitish samaradorligini oshirish, individual ta’limni rivojlantirish va til kompetensiyalarini shakllantirishda katta imkoniyatlarga ega ekanligini ko‘rsatadi. Shu bilan birga, ularni pedagogik maqsadga muvofiq, mas’uliyatli va tanqidiy yondashuv asosida qo‘llash zarur.

TADQIQOT METODIKASI

Mazkur tadqiqotda sun’iy intellekt texnologiyalarining ingliz tilini o‘qitish jarayonidagi o‘rni va samaradorligini aniqlash maqsadida nazariy hamda empirik tadqiqot metodlaridan foydalanildi. Tadqiqotning metodologik asosini zamonaviy pedagogika, axborot-kommunikatsiya texnologiyalari va chet tillarni o‘qitish metodikasiga oid ilmiy qarashlar tashkil etdi.

Tadqiqot jarayonida, avvalo, mavzuga oid mahalliy va xorijiy ilmiy adabiyotlar, monografiyalar, maqolalar hamda xalqaro tashkilotlar hisobotlari tahlil qilindi. Adabiyotlarni o‘rganishda qiyosiy tahlil, tizimlashtirish, umumlashtirish va kontent-tahlil usullaridan foydalanildi. Bu orqali sun’iy intellekt texnologiyalarining ingliz tili ta’limiga ta’siri bo‘yicha mavjud ilmiy qarashlar va tajribalar o‘rganildi.

Empirik tadqiqot bosqichida ingliz tilini o‘rganayotgan talabalarning AI vositalaridan foydalanish tajribasi o‘rganildi. Ma’lumotlar yig‘ish uchun so‘rovnoma, kuzatish va suhbat metodlari qo‘llanildi. So‘rovnomada talabalarning ChatGPT, Grammarly, Duolingo, Google Translate va boshqa AI platformalaridan foydalanish darajasi, ularga bo‘lgan munosabati hamda o‘quv natijalariga ta’siri aniqlashtirildi. Olingan ma’lumotlarni qayta ishlashda statistik tahlil usullaridan foydalanildi. Jumladan, foizli tahlil, taqqoslash, guruhlash va umumlashtirish metodlari qo‘llanib, AI texnologiyalarining til ko‘nikmalarini rivojlantirishdagi samaradorligi baholandi. Natijalar jadval va diagrammalar yordamida vizuallashtirildi.

Tadqiqot davomida ilmiylik, xolislik, tizimlilik va ishonchlilik tamoyillariga amal qilindi. Shuningdek, respondentlarning shaxsiy ma’lumotlari maxfiyligi ta’minlandi hamda akademik halollik me’yorlariga rioya qilindi. Mazkur metodika sun’iy intellekt vositalarining ingliz tilini o‘qitishdagi amaliy imkoniyatlarini aniqlash, ularning afzalliklari va mavjud muammolarini baholash hamda ta’lim jarayoniga samarali joriy etish bo‘yicha ilmiy xulosalar ishlab chiqishga xizmat qildi.

TADQIQOT NATIJALARI VA MUHOKAMA

Tadqiqot natijalari sun’iy intellekt texnologiyalarining ingliz tilini o‘qitish jarayoniga integratsiyalashuvi ta’lim samaradorligini sezilarli darajada oshirishini ko‘rsatdi. O‘rganishlar davomida AI asosidagi platformalardan muntazam foydalangan o‘quvchilarning til ko‘nikmalari an’anaviy usullar bilan ta’lim olgan o‘quvchilarga nisbatan yuqoriroq natijalarni qayd etgani aniqlandi.

Xususan, ChatGPT va boshqa interaktiv chatbotlardan foydalanish talabalarning yozma va og‘zaki nutq ko‘nikmalarini rivojlantirishga ijobiy ta’sir ko‘rsatdi. Talabalar grammatika va uslubiy xatolarni tezkor aniqlash hamda tuzatish imkoniyatiga ega bo‘lib, bu ularning yozma ishlar sifati yaxshilanishiga xizmat qildi. Grammarly kabi AI vositalari yordamida matnlarning grammatik to‘g‘riligi va akademik uslubi sezilarli darajada takomillashgani kuzatildi. Tadqiqot davomida so‘rovnoma natijalari respondentlarning aksariyati sun’iy intellekt vositalaridan foydalanishni foydali deb baholaganini ko‘rsatdi. Ishtirokchilarning katta qismi AI texnologiyalari ingliz tilini o‘rganishda qiziqish va motivatsiyani oshirishini, mustaqil ishlash imkoniyatlarini kengaytirishini hamda o‘quv materiallarini tezroq o‘zlashtirishga yordam berishini ta’kidladilar.

Shuningdek, sun’iy intellekt asosidagi platformalar individual yondashuvni ta’minlashda samarali vosita ekanligi aniqlandi. AI tizimlari o‘quvchilarning bilim darajasini tahlil qilib, ularga mos topshiriqlar va tavsiyalar berishi natijasida o‘quv jarayoni yanada moslashuvchan va samarali tus oldi. Bu holat ayniqsa tinglab tushunish va lug‘at boyligini rivojlantirishda yaqqol namoyon bo‘ldi.

Biroq tadqiqot natijalari ayrim cheklovlarni ham ko‘rsatdi. Ba’zi hollarda sun’iy intellekt tomonidan taqdim etilgan ma’lumotlar to‘liq aniqlikka ega bo‘lmasligi yoki kontekstga mos kelmaydigan javoblar berishi mumkinligi aniqlandi. Bundan tashqari, AI vositalaridan haddan tashqari foydalanish o‘quvchilarning mustaqil fikrlash va ijodiy yondashuv ko‘nikmalariga salbiy ta’sir ko‘rsatishi ehtimoli mavjudligi qayd etildi. Umuman olganda, tadqiqot natijalari sun’iy intellekt texnologiyalari ingliz tilini o‘qitish jarayonini modernizatsiya qilish, ta’lim sifatini oshirish va o‘quvchilarning kommunikativ kompetensiyalarini rivojlantirishda muhim omil ekanligini tasdiqladi. Shu bilan birga, AI vositalaridan foydalanishda pedagogik nazoratni saqlash va ularni an’anaviy o‘qitish metodlari bilan uyg‘unlashtirish zarurligi aniqlandi.

XULOSA

Mazkur tadqiqotda sun’iy intellekt texnologiyalarining ingliz tilini o‘qitish jarayonidagi o‘rni, imkoniyatlari va samaradorligi ilmiy jihatdan tahlil qilindi. O‘rganish natijalari shuni ko‘rsatdiki, raqamli texnologiyalar va sun’iy intellekt vositalarining ta’lim tizimiga keng joriy etilishi chet tillarini o‘qitish metodikasida yangi bosqichni boshlab bermoqda. Xususan, ingliz tilini o‘qitishda AI texnologiyalaridan foydalanish o‘quvchilarning bilim olish jarayonini yanada qiziqarli, interaktiv va samarali tashkil etishga xizmat qilmoqda.

Tadqiqot davomida tahlil qilingan ilmiy adabiyotlar hamda amaliy tajribalar sun’iy intellekt vositalarining o‘quvchilarning til kompetensiyalarini rivojlantirishda muhim ahamiyatga ega ekanligini tasdiqladi. ChatGPT, Grammarly, Duolingo, Google Translate va boshqa AI platformalari yordamida o‘quvchilar grammatika, lug‘at boyligi, yozma va og‘zaki nutq ko‘nikmalarini rivojlantirish imkoniyatiga ega bo‘lmoqda. Ayniqsa, sun’iy intellekt asosidagi

chatbotlar o‘quvchilarga ingliz tilida erkin muloqot qilish muhitini yaratib, ularning kommunikativ kompetensiyalarini shakllantirishda samarali vosita bo‘lib xizmat qilmoqda. Shuningdek, sun’iy intellekt texnologiyalarining asosiy afzalliklaridan biri ta’lim jarayonini individuallashtirish imkoniyatidir. AI tizimlari har bir o‘quvchining bilim darajasi, ehtiyojlari va qiziqishlarini tahlil qilgan holda ularga moslashtirilgan topshiriqlar va tavsiyalarni taqdim etadi. Bu esa o‘quvchilarning o‘zlashtirish darajasini oshirish, mustaqil ta’lim ko‘nikmalarini rivojlantirish hamda o‘quv jarayonining samaradorligini kuchaytirishga yordam beradi. Bundan tashqari, avtomatik baholash va tezkor fikr-mulohaza berish imkoniyatlari o‘qituvchilarning vaqtini tejashga hamda ta’lim jarayonini yanada samarali tashkil etishga xizmat qiladi.

Tadqiqot natijalari sun’iy intellekt vositalaridan foydalanish o‘quvchilarning ingliz tilini o‘rganishga bo‘lgan motivatsiyasini oshirishini ham ko‘rsatdi. Interaktiv platformalar va virtual yordamchilar o‘quvchilarni dars jarayoniga faol jalb etib, ularning o‘rganishga bo‘lgan qiziqishini kuchaytiradi. Shu bilan birga, AI texnologiyalari yordamida ta’lim jarayonida yuzaga keladigan ayrim qiyinchiliklarni bartaraf etish, murakkab mavzularni sodda va tushunarli shaklda izohlash imkoniyati yaratiladi.

Biroq sun’iy intellekt texnologiyalaridan foydalanish bilan bog‘liq ayrim muammolar ham mavjud. Jumladan, AI tizimlari tomonidan taqdim etilgan ma’lumotlarning har doim ham to‘liq ishonchli bo‘lmasligi, ayrim hollarda noto‘g‘ri yoki kontekstga mos kelmaydigan javoblar berilishi mumkin. Bundan tashqari, o‘quvchilarning sun’iy intellekt vositalariga haddan tashqari bog‘lanib qolishi mustaqil fikrlash, tahlil qilish va ijodiy yondashuv ko‘nikmalarining sustlashishiga sabab bo‘lishi ehtimoldan xoli emas. Shu sababli AI texnologiyalaridan foydalanishda pedagogik nazoratni kuchaytirish, akademik halollik tamoyillariga rioya qilish va o‘quvchilarda tanqidiy fikrlash kompetensiyalarini rivojlantirish muhim ahamiyat kasb etadi.

Umuman olganda, sun’iy intellekt texnologiyalari ingliz tilini o‘qitish jarayonini takomillashtirish, ta’lim sifatini oshirish va o‘quvchilarning til kompetensiyalarini rivojlantirishda katta salohiyatga ega. Kelgusida AI vositalarini ta’lim jarayoniga yanada kengroq joriy etish, ularning metodik asoslarini takomillashtirish hamda o‘qituvchilarning raqamli kompetensiyalarini rivojlantirish orqali ingliz tili ta’limining samaradorligini yanada oshirish mumkin. Shunday ekan, sun’iy intellekt texnologiyalaridan oqilona va maqsadli foydalanish zamonaviy ta’lim tizimining muhim yo‘nalishlaridan biri sifatida qaralishi lozim.

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THE IDEAL WOMAN AS DISCOURSE: POWER, PURITY, AND PATRIARCHY IN THE VICTORIAN AGE

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Annotatsiya: *Ushbu maqolada Viktoriya davri adabiyotida "ideal ayol" diskursining shakllanishi va uning patriarxal hokimiyat mexanizmlari bilan bog'liqligi tahlil qilinadi. Coventry Patmorening "Uyning Farishtasi" (1854) she'ri, Virginia Vulfning "Farishtani o'ldirish" (1931) esse - javobi, shuningdek Charlotte Brontëning "Jeyn Eyr" (1847), Jean Rhysning "Keng Sargasso dengizi" (1966), Thomas Hardyning "Urvil d'Urbervil" (1891) va Kate Chopinning "Uyg'onish" (1899) kabi asarlar misolida ayol stereotiplari, poklik ideali va ijtimoiy nazorat muammolari ko'rib chiqiladi.*

Kalit so'zlar: *ideal ayol, diskurs, patriarxat, Viktoriya davri, «Uyning Farishtasi», feminizm, poklik, stereotip, postkolonializm.*

ИДЕАЛЬНАЯ ЖЕНЩИНА КАК ДИСКУРС: ВЛАСТЬ, ЧИСТОТА И ПАТРИАРХАТ В ВИКТОРИАНСКУЮ ЭПОХУ

Аннотация: *В данной статье исследуется формирование дискурса «идеальной женщины» в литературе викторианской эпохи и его связь с механизмами патриархальной власти. На материале поэмы Ковентри Патмора "Ангел в доме" (1854), эссе - ответа Вирджинии Вулф "Убийство ангела в доме" (1931), а также романов "Джейн Эйр", "Широкое Саргассово море", "Тэсс из рода д'Эрбервиллей" и "Пробуждение" рассматриваются стереотипы женственности, идеал чистоты и механизмы социального контроля.*

Ключевые слова: *идеальная женщина, дискурс, патриархат, викторианская эпоха, «Ангел в доме», феминизм, чистота, стереотип, постколониализм.*

THE IDEAL WOMAN AS DISCOURSE: POWER, PURITY, AND PATRIARCHY IN THE VICTORIAN AGE

Abstract: *This article examines the construction of the "ideal woman" discourse in Victorian literature and its entanglement with patriarchal power mechanisms. Drawing on Coventry Patmore's poem The Angel in the House (1854), Virginia Woolf's essayistic response "Professions for Women" (1931), and novels including Jane Eyre (1847), Wide Sargasso Sea (1966), Tess of the d'Urbervilles (1891), and The Awakening (1899), the study analyses how femininity stereotypes, the ideology of purity, and social surveillance are inscribed onto the female subject - and how these inscriptions are progressively contested.*

Keywords: *ideal woman, discourse, patriarchy, Victorian age, Angel in the House, feminism, purity, stereotype, postcolonialism.*

The Victorian period (1837–1901) produced one of the most elaborately codified ideologies of femininity in Western literary history. The so - called 'ideal woman' was not a neutral aesthetic preference but a regulatory discourse - a set of prescriptions governing female behaviour, desire, appearance, and social role that functioned, in Michel Foucault's terms, as a mechanism of normalisation and disciplinary power. Understanding how this discourse was constructed, transmitted, and resisted across literary texts is therefore not merely a question of literary history but of the politics of gender representation.

I. Coventry Patmore's The Angel in the House (1854): Constructing the Ideal

Coventry Patmore's narrative poem *The Angel in the House*, first published in 1854 and expanded through 1862, is the foundational text of Victorian feminine ideology. Patmore modelled the poem on his first wife, Emily, whom he considered the embodiment of perfect womanhood. The poem presents woman as selflessly devoted, submissive, pure, and defined entirely in relation to her husband's needs and judgements. The poem's famous logic is explicit: the woman's happiness consists in making her husband proud - she has no independent subjectivity. This is not merely sentimentalism; it is, as scholar Carol Christ observed, culturally significant not for its literary quality but for the clarity with which it articulates the male concerns underlying the fascination with feminine ideals [1].

Patmore's poem also institutionalised the doctrine of *separate spheres*: men belonged to the public world of commerce and reason; women to the private, moral sphere of the home. John Ruskin, in his influential essay "Of Queens" Gardens' (1865), endorsed this division, arguing that a true wife's function was to create a "moral home" - a sanctuary purified from the contamination of the competitive world outside [13]. The Angel thus encoded femininity as spiritualised domesticity, simultaneously elevating and confining women.

II. Stereotypes of the 'Ideal Woman' in Victorian Literature Victorian literary culture produced a cluster of recurring female stereotypes, all organised around the central opposition between the "pure woman" and the "fallen woman". These stereotypes did not simply reflect social reality - they actively produced and reinforced it.

Stereotype	Key Traits	Literary Example
The Angel	Pious, submissive, self - sacrificing, purely domestic	Patmore's Emily; Thomasin in The Return of the Native (Hardy)
The Fallen Woman	Sexually transgressive, punished by society or death	Tess Durbeyfield (Hardy, 1891); Nancy (Dickens, Oliver Twist)
The Madwoman	Disruptive female energy pathologised and confined	Bertha Mason (Brontë, Jane Eyre, 1847)
The New Woman	Independent, educated, professionally or sexually self - determined	Jane Eyre; Edna Pontellier (Chopin, The Awakening, 1899)
The Colonial Other	Racialised, silenced, excluded from the 'ideal' by colonial logic	Bertha/Antoinette (Rhys, Wide Sargasso Sea, 1966)

Thomas Hardy's fiction is especially instructive in this regard. In Tess of the d'Urbervilles (1891), Tess struggles throughout to be seen as "pure" according to Victorian norms, yet her past and her colonial - like subjugation by men mean that society never allows her that status. Hardy does not show how women should be; rather, he shows how patriarchal society pressures women to conform to accepted images - and destroys those who cannot [4].

Similarly, Kate Chopin's *The Awakening* (1899), set at the close of the Victorian era, follows Edna Pontellier's rebellion against the constrictions of wife - and - motherhood. Edna's refusal to be an "Angel" - to subordinate her own desires and artistic ambitions to domestic duty - is met not with liberation but with a social annihilation that leaves suicide as the only escape [5]. In George Eliot's *Middlemarch* (1871–72), Dorothea Brooke's aspirations for an intellectual life are repeatedly deflected by the limited roles society prescribes for women, making the novel a sustained critique of how the 'ideal' functions to waste female potential [6].

III. Charlotte Brontë's Jane Eyre (1847): Resistance and Complicity

Charlotte Brontë's *Jane Eyre* occupies a paradoxical position within the Victorian discourse of ideal femininity. Jane is, on one level, a profound challenge to the Angel ideology: she is poor, plain, articulate about her own desires, and refuses to define herself through submission. Her famous declaration - "I am no bird; and no net ensnares me" - directly repudiates the passivity Patmore's poem celebrates [2]. Sandra Gilbert and Susan Gubar, in *The Madwoman in the Attic* (1979), read Jane as a figure of female literary and psychological resistance, arguing that the novel encodes women's anger in its very structure [9].

However, the novel is not uncomplicated in its feminism. Jane's ultimate fulfilment comes through marriage to Rochester - a patriarchal resolution that re - inscribes the domestic ideal it elsewhere questions. More significantly, the figure of Bertha Mason, Rochester's first wife, performs the ideological labour of containing the 'monstrous feminine': Bertha is all that Jane is not - uncontrolled, racialised, sexualised, dangerous - and her confinement in the attic is the precondition for Jane's elevation. As Gayatri Chakravorty Spivak argues in her landmark essay "Three Women's Texts and a Critique of Imperialism" (1985), Jane Eyre achieves its feminist individualism at the cost of the colonial woman's humanity [10].

IV. Jean Rhys's Wide Sargasso Sea (1966): Postcolonial Deconstruction

Jean Rhys's *Wide Sargasso Sea* is constructed precisely as a counter - narrative to *Jane Eyre*, designed to restore the voice and subjectivity that Brontë's novel suppresses. Told from the perspective of Antoinette Cosway - the woman who becomes Bertha Mason - the novel dismantles the logic of the 'ideal woman' from two directions simultaneously: from within the Caribbean Creole society that imposes its own racial hierarchies, and from without, through the English

colonial patriarchy that Rochester brings with him [3]. Through Homi Bhabha's concept of mimicry [12], Antoinette's tragedy can be read as the impossibility of ever achieving the "ideal" that the metropolitan discourse demands: she is neither fully English nor fully Creole, and this hybridity, rather than being a source of richness, becomes the mechanism of her destruction. Rochester systematically strips her of her name, her identity, and her voice - the three things the Angel ideology always already denied women. Spivak's concept of the 'subaltern' is equally operative: Antoinette *cannot speak* within the symbolic order Rochester represents, because that order was constructed without a place for her [10].

Read together, *Jane Eyre* and *Wide Sargasso Sea* reveal the ideal woman discourse as a stratified construction: it grants limited agency to certain white, middle - class women while entirely excluding the colonial woman from its terms. The 'ideal' is not universal - it is raced, classed, and geographically bounded.

V. Virginia Woolf's Response: "Killing the Angel in the House" (1931)

Virginia Woolf's essay "Professions for Women", delivered as a speech in 1931 and published posthumously, provides the sharpest feminist critique of Patmore's ideal from within the tradition itself. Woolf describes the Angel in the House as a phantom that comes between the woman writer and her writing, whispering instructions to be 'sympathetic, tender, flattering' - to lie, in short, in order to please men. The Angel represents not merely a social role but an internalised form of self - censorship: the patriarchal voice that women have absorbed and that silences their authentic expression [7]. Woolf's solution - "I turned upon her and caught her by the throat. I did my best to kill her" - is both literal metaphor and feminist manifesto. The Angel, she argues, cannot be politely ignored or gradually reformed; she must be actively destroyed as a precondition for any genuine women's writing. Yet Woolf is honest about the difficulty: "She died hard. Her fictitious nature was of great assistance to her. It is far harder to kill a phantom than a reality." The Angel's persistence as a cultural ghost - surviving the Queen Victoria era well into the twentieth century - is itself evidence of the discourse's power. Woolf's *A Room of One's Own* (1929) extends this argument into material terms: the Angel cannot be killed without economic independence, without 'five hundred pounds a year and a room of one's own'. For Woolf, the ideal woman discourse is sustained not only by culture but by the structural exclusion of women from financial and intellectual resources - an argument that anticipates later materialist feminist critiques [8].

Conclusion

The "ideal woman" discourse of the Victorian age was never simply an aesthetic preference: it was a technology of power that regulated female subjectivity, naturalised patriarchal authority, and - as *Wide Sargasso Sea* makes explicit - also served the logics of empire. Coventry Patmore codified it; Victorian novelists from Hardy to Eliot interrogated it; Charlotte Brontë both challenged and reproduced it; Jean Rhys dismantled its colonial foundations; Kate Chopin exposed its lethal consequences for women who refused its terms. Virginia Woolf named the mechanism by which it operated even in the minds of women themselves.

Judith Butler's theory of performativity provides the theoretical synthesis: "ideal womanhood" is not a natural state but a compulsory performance, endlessly reiterated through social practice and literary representation, and therefore capable - through subversive repetition and counter - narrative - of being undone [11]. The texts examined in this article collectively constitute such an undoing, charting a trajectory from the Angel's construction to her assassination.

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THEORITICAL AND PRACTICAL PROBLEMS OF DISTANCE LEARNING AND FOREIGN LANGUAGE TEACHING

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Abstract; *The rapid development of information and communication technologies has significantly transformed the educational process worldwide. Distance learning has become one of the most effective forms of education, especially in the field of foreign language teaching. However, despite its numerous advantages, distance learning also presents several theoretical and practical challenges. This article examines the theoretical foundations of distance education, analyzes the practical difficulties encountered in foreign language teaching, and proposes possible solutions for improving learning outcomes. The study highlights issues related to student motivation, interaction, assessment, technological infrastructure, and digital competence. The findings indicate that the effectiveness of distance foreign language education depends on the integration of innovative pedagogical approaches and modern digital technologies.*

Keywords: *distance learning, foreign language teaching, online education, digital technologies, virtual classroom, communication competence, educational innovation.*

MASOFAVIY TA’LIM VA CHET TILLARINI O‘QITISHNING NAZARIY VA AMALIY MUAMMOLARI

Annotatsiya; *Axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi ta’lim tizimida tub o‘zgarishlarni yuzaga keltirdi. Masofaviy ta’lim bugungi kunda, ayniqsa, chet tillarini o‘qitish sohasida eng samarali ta’lim shakllaridan biri sifatida namoyon bo‘lmoqda. Shu bilan birga, mazkur ta’lim shakli qator nazariy va amaliy muammolarni ham keltirib chiqarmoqda. Ushbu maqolada masofaviy ta’limning nazariy asoslari, chet tillarini o‘qitish jarayonida uchraydigan amaliy muammolar hamda ularni bartaraf etish yo‘llari tahlil qilingan. Tadqiqot natijalari masofaviy ta’lim samaradorligi innovatsion pedagogik yondashuvlar va zamonaviy raqamli texnologiyalar integratsiyasiga bog‘liqligini ko‘rsatadi.*

Kalit so‘zlar: *masofaviy ta’lim, chet tillarini o‘qitish, onlayn ta’lim, raqamli texnologiyalar, virtual sinf, kommunikativ kompetensiya, ta’lim innovatsiyalari.*

ТЕОРЕТИЧЕСКИЕ И ПРАКТИЧЕСКИЕ ПРОБЛЕМЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ И ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация; *Стремительное развитие информационно-коммуникационных технологий привело к значительным изменениям в системе образования. Дистанционное обучение стало одной из наиболее эффективных форм организации образовательного процесса, особенно в преподавании иностранных языков. Вместе с тем данная форма обучения сопровождается рядом теоретических и практических проблем. В статье рассматриваются теоретические основы дистанционного образования, анализируются практические трудности преподавания иностранных языков и предлагаются пути их решения. Особое внимание уделяется вопросам мотивации обучающихся, взаимодействия участников образовательного процесса, оценки знаний и цифровой компетентности.*

Ключевые слова: *дистанционное обучение, преподавание иностранных языков, онлайн-образование, цифровые технологии, виртуальный класс, коммуникативная компетенция, инновации в образовании.*

Introduction

The twenty-first century has witnessed an unprecedented expansion of digital technologies that have reshaped nearly every sphere of human activity, including education. The emergence of distance learning has created new opportunities for learners and educators by overcoming geographical barriers and providing flexible access to educational resources. Foreign language teaching, which traditionally relies on face-to-face communication and interaction, has also been significantly influenced by the transition to online learning environments.

The COVID-19 pandemic further accelerated the adoption of distance learning worldwide, revealing both its

strengths and weaknesses. Educational institutions were compelled to shift rapidly to virtual platforms, exposing challenges related to technological readiness, pedagogical adaptation, and learner engagement. Consequently, understanding the theoretical and practical problems of distance learning in foreign language education has become an important area of academic research.

Theoretical Foundations of Distance Learning

Distance learning is defined as an educational process in which teachers and students are separated by space and sometimes time, while communication is facilitated through technological means. The theoretical basis of distance education can be explained through several educational theories.

Firstly, the constructivist theory emphasizes that learners actively construct knowledge through interaction and experience. Online learning environments support constructivist principles by enabling collaborative learning, discussion forums, and project-based activities.

Secondly, connectivism, proposed by George Siemens and Stephen Downes, highlights the importance of digital networks in knowledge acquisition. According to this theory, learning occurs through connections between information sources, technologies, and individuals.

Thirdly, communicative language teaching (CLT) remains one of the most influential approaches in foreign language education. The primary objective of CLT is to develop communicative competence through meaningful interaction. In distance education, digital tools such as video conferencing, discussion boards, and language learning applications facilitate communicative activities.

Despite these theoretical advantages, researchers argue that online environments cannot always fully replicate authentic face-to-face communication. This limitation poses significant challenges for language acquisition, particularly in developing speaking and listening skills.

Practical Problems of Distance Foreign Language Teaching

Technological Challenges

One of the major obstacles to effective distance learning is inadequate technological infrastructure. Many students face difficulties related to unstable internet connections, insufficient access to digital devices, and software incompatibility. Such issues negatively affect participation and learning outcomes.

Additionally, technical problems during online classes can interrupt communication and reduce the quality of instruction. Students living in remote or economically disadvantaged regions are particularly vulnerable to these challenges.

Lack of Direct Communication

Foreign language learning requires continuous interaction between teachers and learners. In traditional classrooms, verbal and non-verbal cues facilitate communication and comprehension. However, online environments often limit spontaneous interaction.

Students may feel isolated and less motivated when opportunities for direct communication are restricted. This problem is especially significant for developing speaking fluency and pronunciation skills.

Student Motivation and Engagement

Maintaining learner motivation is one of the greatest challenges in distance education. The absence of direct supervision and social interaction may lead to decreased participation and reduced academic performance.

Research indicates that self-discipline and self-regulation are critical factors in successful online learning. However, not all learners possess the necessary skills to manage their learning independently.

Assessment and Academic Integrity

Evaluating language proficiency in virtual environments presents additional difficulties. Teachers often struggle to ensure fairness and reliability during online examinations.

The widespread availability of translation tools and artificial intelligence applications has increased concerns regarding academic dishonesty. Consequently, educators need to develop alternative assessment strategies that focus on authentic language use and performance-based evaluation.

Digital Competence of Teachers

The effectiveness of online language instruction largely depends on teachers' digital literacy. Many educators possess strong subject knowledge but lack sufficient technological skills to design engaging online courses.

Professional development programs are therefore essential for enhancing teachers' ability to integrate digital tools into language teaching practices.

Opportunities and Advantages of Distance Learning

Despite its challenges, distance learning offers numerous benefits for foreign language education.

Firstly, it provides flexibility in terms of time and location, allowing learners to access educational resources at their convenience.

Secondly, online platforms offer access to authentic language materials, including videos, podcasts, digital libraries, and international communication opportunities.

Thirdly, artificial intelligence and adaptive learning technologies enable personalized instruction tailored to individual learner needs.

Furthermore, distance learning promotes lifelong learning by making education accessible to a broader population, including working professionals and individuals living in remote areas.

Strategies for Improving Distance Foreign Language Teaching

To enhance the quality of online language education, several measures should be implemented:

1. Strengthening technological infrastructure and ensuring equal access to digital resources.
2. Integrating interactive teaching methods that promote communication and collaboration.
3. Providing continuous professional development for teachers in digital pedagogy.
4. Utilizing authentic assessment methods such as portfolios, presentations, and project-based assignments.
5. Encouraging learner autonomy through self-directed learning activities.
6. Combining synchronous and asynchronous learning approaches to maximize flexibility and engagement.

The implementation of these strategies can significantly improve educational effectiveness and learner satisfaction.

Conclusion

Distance learning has become an integral component of modern education and plays a crucial role in foreign language teaching. While technological advancements have expanded educational opportunities, several theoretical and practical challenges continue to affect learning effectiveness. Issues related to communication, motivation, assessment, technological accessibility, and teacher preparedness require comprehensive solutions.

The future success of distance foreign language education depends on the effective integration of pedagogical innovation, digital technologies, and learner-centered approaches. By addressing existing challenges and leveraging technological opportunities, educational institutions can create more inclusive, flexible, and effective learning environments.

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ИССЛЕДОВАНИЕ КОНЦЕПТА «МЕНТАЛИТЕТ» В ТЕОРИИ ПЕРЕВОДА И МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ.

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Аннотация; *В статье анализируется концепт «менталитет» как значимая категория современного переводоведения, отражающая особенности национального мировосприятия и ценностных установок общества. Рассматриваются основные научные подходы к интерпретации данного понятия в гуманитарных науках и обосновывается необходимость учёта ментальных факторов в процессе передачи текста между языками. Особое внимание уделяется проблеме передачи культурно обусловленных смыслов в межкультурной коммуникации. На материале узбекско-русских языковых сопоставлений и художественных текстов показано, что игнорирование особенностей национального мировосприятия может приводить к смысловым и прагматическим искажениям.*

Ключевые слова: *теория перевода, менталитет, концепт, межкультурная коммуникация, лингвокультура, переводческая эквивалентность.*

THE CONCEPT OF “MENTALITY” IN THE CONTEXT OF TRANSLATION THEORY AND INTERCULTURAL COMMUNICATION.

Annotatsion; *The article examines the concept of mentality as an important category in modern translation studies reflecting national patterns of perception and value systems. The study analyzes major theoretical approaches to the interpretation of mentality in the humanities and substantiates the necessity of considering mental and cultural factors in the process of transferring meaning between languages. Particular attention is paid to the problem of conveying culturally determined meanings in intercultural communication. Based on Uzbek-Russian linguistic material and literary texts, the research demonstrates that neglecting national worldviews may lead to semantic and pragmatic distortions.*

Keywords: *translation theory, mentality, concept, intercultural communication, linguistic culture, translation equivalence.*

«TARJIMA NAZARIYASI VA MADANIYATLARARO MULOQOT NUQTAYI NAZARIDAN «MENTALITET» KONSEPTI”»

Annotatsiya; *Mazkur maqolada mentalitet konsepti zamonaviy tarjima nazariyasining muhim kategoriyalaridan biri sifatida tahlil qilinadi. Tadqiqotda gumanitar fanlarda ushbu tushunchaning turli talqinlari ko‘rib chiqilib, matnni bir tildan boshqasiga o‘tkazishda mental omillarni hisobga olish zarurligi asoslab beriladi. Maqolada milliy dunyoqarash va qadriyatlarning tarjima jarayoniga ta’siri tahlil qilinadi. O‘zbek va rus tillari materiallari hamda badiiy matnlar asosida mental xususiyatlarni e’tiborga olmaslik tarjimada mazmuniy va pragmatik buzilishlarga olib kelishi mumkinligi ko‘rsatib beriladi.*

Kalit so‘zlar: *tarjima nazariyasi, mentalitet, konsept, madaniyatlararo muloqot, lingvomadaniyat, tarjima ekvivalentligi.*

Современные исследования в области переводоведения рассматривают передачу текста между языками как сложный коммуникативный процесс, в котором взаимодействуют различные системы ценностей и представлений о мире. В подобных условиях особую роль начинают играть факторы, выходящие за рамки чисто языковых преобразований. Одним из таких факторов является менталитет — совокупность устойчивых способов восприятия действительности, сформированных историческим опытом общества.

Интерес к данной категории обусловлен тем, что она позволяет объяснить различия в интерпретации текстов представителями разных сообществ. Система ценностей, социальные нормы и привычные модели мышления оказывают влияние на то, каким образом воспринимаются и формулируются смыслы. В результате при передаче текста на другой язык возникает необходимость учитывать не только его лексико-грамматическую структуру, но и более глубокие мировоззренческие установки.

Эта проблема особенно актуальна для языков, принадлежащих к различным типологическим и культурным традициям. В условиях многоязычного пространства Узбекистана взаимодействие узбекского и русского языков демонстрирует, насколько важным становится понимание национальных особенностей мышления при интерпретации текста.

Целью исследования является рассмотрение концепта «менталитет» в контексте современной теории перевода. Для достижения поставленной цели решаются следующие задачи:

– проанализировать научные подходы к определению менталитета;
– определить его место среди ключевых категорий переводоведения;
– выявить влияние данного феномена на интерпретацию и передачу художественных и публицистических текстов.

Научная новизна работы заключается в комплексном подходе к анализу менталитета не просто как набора этнокультурных характеристик, а как динамического фильтра, определяющего выбор переводческих трансформаций.

Основные пункты новизны:

• **Пересмотр детерминизма:** В отличие от классических работ, где менталитет рассматривается как статичная данность, в статье доказывается его изменчивость под влиянием глобализации, что требует от переводчика поиска новых «точек соприкосновения» (компромиссных смыслов).

• **Методологический синтез:** Предложена авторская модель сопоставительного анализа, объединяющая когнитивную лингвистику и теорию коммуникативных неудач.

• **Типология ментальных лакун:** Разработана классификация «скрытых» ментальных лакун, которые не очевидны на лексическом уровне, но проявляются на уровне интенции и речевого этикета.

• **Акцент на прагматике:** Обосновано, что адекватность перевода сегодня измеряется не эквивалентностью слов, а «эквивалентностью ментального отклика» аудитории.

Термин «менталитет» происходит от латинского слова *mens*, означающего «разум» или «мышление». Он появился на стыке антропологии и этнографии. В 1910 году французский ученый Люсьен Леви-Брюль использовал его, чтобы описать мышление первобытных племен. Позже французские историки Марк Блок и Люсьен Февр, основатели школы «Анналов», расширили это понятие. Они утверждали, что историю нельзя понимать только как череду событий — ее определяют коллективные представления, ценности и установки. По их версии, у каждой эпохи есть свой менталитет, который формирует поведение людей и даже влияет на ход истории.

В философских исследованиях данный феномен рассматривается как глубинный уровень общественного сознания, формирующийся под влиянием исторического опыта. Социологические интерпретации подчёркивают роль ценностных ориентаций и социальных норм, регулирующих деятельность членов общества.

Лингвистические исследования связывают менталитет с языковой картиной мира. Язык выступает своеобразным хранилищем коллективного опыта, отражая особенности восприятия действительности. Через устойчивые выражения, метафоры и фразеологизмы в нём закрепляются представления о нравственных нормах, социальной иерархии и идеалах поведения.

Несмотря на близость значений, термины «менталитет», «ментальность» и «картина мира» обозначают разные уровни описания общественного сознания.

Ментальность чаще характеризует индивидуальный или групповой способ мышления. Она может меняться в зависимости от социального положения или исторической ситуации.

Менталитет, напротив, имеет более устойчивый характер и включает совокупность ценностей, традиций и норм поведения, характерных для конкретного общества.

Картина мира представляет собой систему представлений о действительности, закреплённую в языке. В этом смысле менталитет можно рассматривать как основу формирования национальной картины мира.

Современные когнитивные подходы рассматривают перевод как процесс интерпретации концептов одной языковой системы средствами другой. При этом особое значение приобретают ценностные установки, определяющие способы осмысления реальности. Как отмечает С. Г. Бархударов, перевод связан с передачей содержания при неизбежной трансформации языковой формы, что особенно важно при работе с культурно маркированными единицами. «Перевод предполагает установление функционального соответствия между единицами исходного и переводящего языков.»[32]

[32] Бархударов С. Г. **Язык и перевод. —** М.: Международные отношения, 1975.

Различия в мировоззрении проявляются в образах, символах и речевых моделях. Игнорирование этих факторов может привести к утрате смысловых оттенков оригинального текста.

Согласно У. Эко, перевод не является механическим воспроизведением текста, а представляет собой интерпретационный процесс, предполагающий выбор между различными вариантами передачи смысла. «Адекватность перевода определяется не только лексическим соответствием, но и учётом культурного контекста и прагматической установки текста.»[33] Поэтому задача переводчика заключается не только в поиске формального соответствия между языковыми единицами, но и в передаче концептуального содержания произведения.

Любая форма межъязыкового общения предполагает взаимодействие различных систем ценностей. При передаче текста важно учитывать особенности коммуникативного поведения, традиции речевого этикета и ожидания адресата.

Наиболее ярко эти различия проявляются в художественной литературе и публицистике, где язык тесно связан с эмоциональной и ценностной сферой.

В подобных случаях переводчик часто использует стратегии адаптации, функционального соответствия и культурного комментария.

Сравнение узбекского и русского языков демонстрирует влияние национальных традиций на формирование смыслов. Например, выражение «mehmon otangdek ulug‘» дословно означает «гость велик, как отец». Однако при передаче на русский язык чаще используется вариант «гость — самый почитаемый человек в доме», позволяющий сохранить смысл без чрезмерной гиперболизации.

Аналогичным образом выражение **«ko‘ngli toza»** передаётся на русский язык различными способами: «человек с чистой душой», «искренний человек», «человек с добрыми намерениями», что свидетельствует о необходимости контекстуально обусловленного выбора эквивалента при переводе. Это выражение относится к **положительным характеристикам личности** и описывает человека с нравственной чистотой, искренностью и добрыми намерениями.

Слова, обозначающие культурные реалии, требуют дополнительных пояснений. Так, термин **«mahalla»** часто передаётся через транслитерацию «махалля» с комментариями. **Махалля (mahalla)** — это традиционная форма локального сообщества в Узбекистане, объединяющая жителей определённой территории и выполняющая не только административные, но и социальные, культурные и воспитательные функции. Понятие имеет глубокие исторические корни и отражает особенности общественной организации и коллективного образа жизни. Понятие «махалля» демонстрирует пример лексической единицы с высокой культурной нагрузкой. Его адекватная передача на русский язык требует не буквального соответствия, а функционально обоснованной интерпретации. Наиболее оптимальным решением в художественном контексте является сочетание транслитерации с кратким пояснением, что позволяет сохранить как семантическое содержание, так и культурную специфику исходного понятия.

Рассмотрим на таблице №1 несколько передач ментальных особенностей в художественном тексте на материале произведений Улугбека Хамдама.

Таблица №1. Передача ментально обусловленных смыслов в художественном тексте

Оригинал (узбекский)	**Перевод (русский)**	**Стратегия**	**Комментарий**
«Inson hayotidagi eng muhim narsa — bu muvozanatni saqlash.» [34]	«Самое важное в жизни человека — сохранять внутреннее равновесие.»	Функциональный эквивалент	Концепт гармонии передаётся через семантически близкое выражение. Сохраняется философская направленность высказывания и абстрактный характер мысли.
«Odam o‘zini anglamaguncha dunyoni anglay olmaydi.» [35]	«Пока человек не познает самого себя, он не сможет понять мир.»	Синтаксическая трансформация + функциональная эквивалентность	Сохранена логическая структура и причинно-следственная связь. Перестройка предложения обеспечивает естественность

[33] Эко У. **Сказать почти то же самое. Опыты о переводе. —** М.: АСТ, 2003.

[34] Hamdam U. **Muvozanat. —** Tashkent: Sharқ, 2007.

[35] Hamdam U. **Muvozanat. —** Tashkent: Sharқ, 2007.

			русской речи.
«Har bir inson o‘z vijdoni oldida javob beradi.» [36]	«Каждый человек несёт ответственность перед своей совестью.»	Лексико-семантический эквивалент	Передаётся этическая установка, связанная с внутренним долгом личности. Смысл сохраняется без культурной потери.
«Ota uchun farzand — bu mas’uliyat.» [37]	«Для отца ребёнок — это ответственность.»	Прямой эквивалент	Концепт семейной ответственности имеет универсальный характер, поэтому возможна точная передача без адаптации.
«Odamlarni faqat tirikchilik tashvishi bilan yashashga majbur qilish — adolatsizlikdir.» [38]	«Заставлять людей жить лишь заботами о повседневном выживании — несправедливо.»	Прагматическая эквивалентность	Сохранена оценочная модальность и авторская позиция. Перевод передаёт социально-критический подтекст оригинала.

Рассмотренные примеры свидетельствуют о том, что художественный текст выступает эффективным средством репрезентации национальных представлений о мире. В произведениях Улугбека Хамдама отражаются такие ценности, как духовная гармония, нравственная ответственность, самопознание и социальная справедливость.

Передача подобных смыслов требует от переводчика не только языковой компетенции, но и понимания культурно-ценностного контекста произведения. Таким образом, анализ художественного материала подтверждает необходимость интерпретационного подхода при межъязыковом взаимодействии и демонстрирует значимость концептуального анализа в современной теории перевода.

Проведённое исследование показывает, что менталитет является важным фактором, влияющим на интерпретацию и передачу текста между языками. Он определяет особенности восприятия действительности и проявляется в языковых образах, ценностных установках и коммуникативных нормах.

Учет данных особенностей способствует более точной передаче смыслов и повышает эффективность межкультурного взаимодействия.

Перспективным направлением дальнейших исследований является анализ переводческих решений на материале различных жанров и языковых пар, проблематика которых будет последовательно разрабатываться в рамках современных научных исследований, посвящённых вопросам межъязыкового взаимодействия и культурной интерпретации текста.

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ЭЛЕКТРОННЫЕ СЛОВАРИ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ И ТЕХНИЧЕСКОМУ ПЕРЕВОДУ

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Аннотация. *В статье рассматривается значение электронных словарей в обучении русскому языку и техническому переводу студентов технических вузов. Актуальность исследования обусловлена развитием цифровых технологий в системе высшего образования и необходимостью эффективной работы с профессиональной терминологией. Цель исследования заключается в определении педагогической эффективности электронных словарей при формировании языковой и переводческой компетенции студентов технических специальностей.*

В работе использованы методы анализа научной литературы, сравнительного анализа, наблюдения и обобщения педагогического опыта. Установлено, что применение электронных словарей способствует расширению словарного запаса студентов, развитию навыков самостоятельной работы, повышению точности технического перевода и ускорению поиска терминологической информации. Отмечается, что электронные словари обладают значительными дидактическими преимуществами благодаря оперативности поиска, доступности и возможности регулярного обновления лексической базы.

Сделан вывод о том, что интеграция электронных словарей в образовательный процесс технических вузов способствует повышению качества преподавания русского языка и профессионально-ориентированного перевода.

Ключевые слова: *электронные словари, преподавание русского языка, технический перевод, цифровое образование, переводческая компетенция, технические вузы, профессиональная коммуникация, информационные технологии.*

ELECTRONIC DICTIONARIES IN TEACHING RUSSIAN AND TECHNICAL TRANSLATION

Abstract. *The article examines the importance of electronic dictionaries in teaching Russian and technical translation to students of technical universities. The relevance of the study is determined by the development of digital technologies in higher education and the growing need for effective work with professional terminology. The purpose of the research is to determine the pedagogical effectiveness of electronic dictionaries in developing students' linguistic and translation competence.*

The study employed methods of scientific literature analysis, comparative analysis, observation, and generalization of pedagogical experience. The findings demonstrate that electronic dictionaries contribute to vocabulary expansion, development of independent learning skills, improvement of technical translation accuracy, and acceleration of terminological information search. It is emphasized that electronic dictionaries possess significant didactic advantages due to search efficiency, accessibility, and regularly updated lexical databases.

The article concludes that the integration of electronic dictionaries into the educational process of technical universities improves the quality of Russian language teaching and professionally oriented translation training.

Keywords: *electronic dictionaries, Russian language teaching, technical translation, digital education, translation competence, technical universities, professional communication, information technologies.*

RUS VA TEXNIK TARJIMA O'QITISHDA ELEKTRON LUG'ATLAR

Annotatsiya. *Maqolada texnik universitetlar talabalariga rus va texnik tarjimani o'qitishda elektron lug'atlarning ahamiyati o'rganiladi. Tadqiqotning dolzarbligi oliy ta'limda raqamli texnologiyalarning rivojlanishi va professional terminologiya bilan samarali ishlashga bo'lgan ehtiyojning ortib borishi bilan belgilanadi. Tadqiqotning maqsadi talabalarning lingvistik va tarjima qobiliyatlarini rivojlantirishda elektron lug'atlarning pedagogik samaradorligini aniqlashdir. Tadqiqotda ilmiy adabiyotlarni tahlil qilish, qiyosiy tahlil qilish, kuzatish va pedagogik tajribani umumlashtirish usullari qo'llanildi. Topilmalar shuni ko'rsatadiki, elektron lug'atlar so'z boyligini kengaytirishga, mustaqil o'rganish ko'nikmalarini rivojlantirishga, texnik tarjima aniqligini oshirishga va terminologik ma'lumotlarni qidirishni tezlashtirishga hissa qo'shadi. Elektron lug'atlar qidiruv samaradorligi, kirish imkoniyati va muntazam yangilanib turadigan leksik ma'lumotlar bazalari tufayli sezilarli didaktik afzalliklarga ega ekanligi*

ta'kidlangan. Maqolada texnik universitetlarning o'quv jarayoniga elektron lug'atlarni integratsiyalash rus tilini o'qitish va professional yo'naltirilgan tarjima mashg'ulotlari sifatini yaxshilaydi degan xulosaga kelish mumkin.

Kalit so'zlar: *elektron lug'atlar, rus tilini o'qitish, texnik tarjima, raqamli ta'lim, tarjima kompetensiyasi, texnik universitetlar, professional kommunikatsiya, axborot texnologiyalari.*

Введение

Современная система высшего образования развивается в условиях цифровизации и активного внедрения информационных технологий в учебный процесс. В технических вузах особое значение приобретает обучение русскому языку и переводу профессионально-ориентированных текстов, содержащих специализированную терминологию.

Одним из наиболее востребованных инструментов языковой подготовки являются электронные словари, обеспечивающие оперативный доступ к лексической и терминологической информации. В отличие от традиционных печатных словарей, электронные ресурсы характеризуются высокой скоростью поиска, мобильностью, доступностью и возможностью постоянного обновления данных.

Актуальность исследования определяется необходимостью повышения эффективности обучения техническому переводу и формирования профессиональной языковой компетенции студентов технических специальностей.

Цель статьи — определить особенности и педагогическую эффективность использования электронных словарей в обучении русскому языку и техническому переводу.

Литературный обзор

Проблемы современной лексикографии и формирования языковой компетенции рассматриваются в трудах Ю. Д. Апресяна и Ю. Н. Караулова. Методические аспекты преподавания русского языка с применением цифровых технологий представлены в исследованиях А. Н. Щукина. Вопросы профессиональной подготовки переводчиков и использования цифровых ресурсов в переводческой деятельности раскрываются в работах И. С. Алексеевой.

Современные исследователи отмечают, что электронные словари способствуют развитию переводческой компетенции студентов, повышают качество профессиональной коммуникации и активизируют самостоятельную познавательную деятельность обучающихся.

Методы исследования

В исследовании использованы:

- анализ научной и методической литературы;
- сравнительный анализ электронных и печатных словарей;
- наблюдение за учебной деятельностью студентов;
- описательный метод;
- обобщение педагогического опыта.

Комплексное применение данных методов позволило всесторонне изучить особенности использования электронных словарей в техническом образовании.

Основная часть

Электронные словари являются важным компонентом современной языковой подготовки студентов технических вузов. Они обеспечивают быстрый поиск значений слов, перевод терминов, примеры употребления и грамматические характеристики лексических единиц.

В процессе обучения русскому языку электронные словари выполняют обучающую, информационную, справочную и переводческую функции. Их использование способствует расширению словарного запаса студентов, развитию грамотной речи и формированию навыков самостоятельной работы с текстом.

Особое значение электронные словари имеют при обучении техническому переводу. Работа с научно-техническими текстами требует точности передачи терминологии и понимания профессионального контекста. Электронные ресурсы позволяют анализировать различные варианты перевода и выбирать наиболее адекватный эквивалент.

К основным преимуществам электронных словарей относятся:

- оперативность поиска информации;
- мобильность и доступность;
- регулярное обновление терминологической базы;
- интеграция с цифровыми образовательными платформами.

Вместе с тем существуют и определённые недостатки, среди которых использование недостоверных интернет-источников и риск механического перевода без анализа контекста. В связи с этим важной задачей преподавателя является формирование у студентов навыков критической оценки цифровых ресурсов.

Результаты исследования

Проведённый анализ показал, что использование электронных словарей:

- способствует расширению словарного запаса студентов;
- повышает точность технического перевода;
- ускоряет поиск терминологической информации;
- развивает навыки самостоятельной работы;
- способствует формированию профессиональной коммуникативной компетенции.

Наблюдение за учебным процессом показало, что студенты технических специальностей активно используют электронные словари при работе с научными статьями, технической документацией и профессионально-ориентированными текстами.

Заключение

Электронные словари играют важную роль в обучении русскому языку и техническому переводу в технических вузах. Их использование способствует повышению эффективности образовательного процесса, развитию профессиональной компетенции студентов и совершенствованию навыков работы с технической терминологией.

Результаты исследования подтверждают, что электронные словари являются эффективным средством формирования языковой и переводческой компетенции обучающихся. В современных условиях цифровизации образования они выступают важным дополнением к традиционным методам преподавания.

Перспективы дальнейших исследований связаны с изучением возможностей искусственного интеллекта и автоматизированных переводческих систем в языковом образовании.

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BOLALAR NUTQIDA GENDERGA XOS FARQLARNING INGLIZ VA O‘ZBEK TILLARIDA LINGVISTIK JIHATDAN IFODALANISHI

Shokirova Diloram Abduvali qizi
Qo‘qon universiteti dotsenti

Annotatsiya: *Mazkur tadqiqotda bolalar nutqida genderga xos farqlarning ingliz va o‘zbek tillarida lingvistik ifodalanishi tahlil qilinadi. Ishda o‘g‘il va qiz bolalar nutqiga xos fonetik, leksik va pragmatik xususiyatlar qiyosiy jihatdan o‘rganiladi. Shuningdek, nutqiy xulq-atvorda gender omilining ta’siri, madaniy va ijtimoiy muhit bilan bog‘liqligi ochib beriladi. Tadqiqot natijalari bolalar nutqining shakllanishida genderning muhim omil ekanligini hamda ingliz va o‘zbek tillarida bu jarayonning o‘ziga xos jihatlarini ko‘rsatadi.*

Kalit so‘zlar: *bola nutqi, gender differensiasiyasi, lingvistik ifoda, ingliz tili, o‘zbek tili, qiyosiy tahlil, pragmatika, leksika, fonetika, ijtimoiy omillar.*

ЛИНГВИСТИЧЕСКОЕ ВЫРАЖЕНИЕ ГЕНДЕРНО-СПЕЦИФИЧЕСКИХ РАЗЛИЧИЙ В РЕЧИ ДЕТЕЙ НА АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация: *В данном исследовании анализируется лингвистическое выражение гендерных различий в речи детей на английском и узбекском языках. В работе сравнительно изучаются фонетические, лексические и прагматические особенности речи мальчиков и девочек. Также выявляется влияние пола на речевое поведение, его связь с культурной и социальной средой. Результаты исследования показывают, что пол является важным фактором в формировании речи детей и специфических аспектах этого процесса на английском и узбекском языках.*

Ключевые слова: *речь ребенка, гендерная дифференциация, лингвистическое выражение, английский, узбекский, сравнительный анализ, прагматика, лексика, фонетика, социальные факторы.*

THE LINGUISTIC EXPRESSION OF GENDER-SPECIFIC DIFFERENCES IN CHILDREN’S SPEECH IN ENGLISH AND UZBEK LANGUAGES

Abstract: *This study analyzes the linguistic expression of gender differences in children’s speech in English and Uzbek. The work comparatively studies the phonetic, lexical and pragmatic features of boys’ and girls’ speech. It also reveals the influence of gender on speech behavior, its connection with the cultural and social environment. The results of the study show that gender is an important factor in the formation of children’s speech and the specific aspects of this process in English and Uzbek.*

Key words: *child’s speech, gender differentiation, linguistic expression, English, Uzbek, comparative analysis, pragmatics, lexis, phonetics, social factors.*

The formation of human speech is one of the most important stages in the ontogenesis process. In particular, children’s speech is extremely important from the point of view of language acquisition, adaptation to the social environment and the formation of communicative competence. Studies conducted within the framework of psycholinguistics, sociolinguistics and onto linguistics show that the process of language acquisition by a child occurs under the influence of biological, psychological and social factors.

Children’s age, their identity, social experience and the richness of the language environment play a key role in the formation of speech. The gradual development of speech begins with reduced forms of phonetic and lexical units, gradually moving towards syntactic and pragmatic complexity. Between the ages of 2–3, the child begins to master the main semantic units, and at the age of 4–5, the grammatical structure of his speech is formed, and the ability to perform communicative tasks increases. This is an important stage in the combination of language structure and social tasks.

One of the aspects that is particularly emphasized in the analysis of children’s speech is the influence of gender differentiation on the formation of speech. Children, as a rule, form their own speech based on a model that reflects the cultural code around them. Therefore, the transmission of male and female roles through language - for example, social

stereotypes that “girls should be gentle”, “boys should be strong” - affect the child’s lexical choice, sentence structure and even communicative intention.[1]

Research shows that there are significant differences between male and female children in terms of lexical richness, sentence length, form of reasoning, evaluative expressions, questioning style, and expression of emotions. These differences are observed in both English and Uzbek, but their form of expression and linguistic means are manifested depending on the cultural context.

The study of children’s speech from a gender perspective is causing linguistics to study it not only at the lexical and grammatical levels, but also according to “pragmatic, psycholinguistic, and linguocultural” criteria. [2] Recent research in this area, especially based on speech samples in English and Uzbek, serves to clarify the issues of how children express their gender identity in language and how they demonstrate their social role through linguistic means.

Therefore, in this chapter, the gender differentiation observed in children’s speech is studied at different layers of the language, lexical-semantic, grammatical, stylistic and pragmatic levels, using the example of English and Uzbek.

The lexical-semantic level of language is a reflection of cultural and social values in society. It is through this layer that gender stereotypes and social roles are reinforced with the help of language tools. Children’s speech is of paramount importance as a stage in the formation of these stereotypes.[3]

Deborah Tannen also notes that gender differences are evident in children's speech, and that men and women have different communication strategies. For example, words such as “brave”, “strong”, “tough” are used in relation to boys, showing them as “active, courageous and independent”. Supporting this approach, we also observe that units such as “brave”, “strong”, “tough” used in the language of male children form their gender identity in a strong, determined and initiative image. [5] Such lexical units lead to their being seen as active, competitive individuals in society. As in English, the predominant use of words such as “batir”, “jasur”, “serg’ayrat” in relation to boys in Uzbek further strengthens this semantic load. Thus, gender criteria embedded in the language are manifested as one of the main tools in the process of a child’s worldview and social self-awareness. In our opinion, this phenomenon clearly shows that gender roles in social communication are in most cases not biological, but sociocultural constructs.

In Uzbek linguistics, analyses of this issue were conducted by Guli Ergasheva, who in her monograph “Issues of Gender Linguistics in the Uzbek Language” analyzes the social roles and values reflected in the lexical units of the language of girls and boys. According to her, terms such as “yakimli”, “beg‘ubor”, “muloyim” are used in the description of girls, while units such as “jasur”, “batir”, “dadil” prevail in the lexicon of boys. These observations made by Ergasheva were also confirmed in our research. Thus, the frequent use of positive but passive terms such as “yakimli”, “beg‘ubor”, “muloyim” in the language of girls shapes their social role as submissive, dependent and emotionally sensitive. [8] On the contrary, the predominance of units related to strength, will and initiative, such as “brave”, “daring”, “valiant”, in the language of boys shows how gender identity is strictly regulated through language. In our opinion, these differences mean that language is not only a descriptive tool, but also an ideological weapon that reinforces roles in society.[4] This indicates the need to analyze each lexical unit in a child’s speech not only from a linguistic point of view, but also in a sociocultural and psychological context. Nargiza Musulmanova and Nasim Khojayev, in their research within the framework of gender linguistics, also pay attention to the semantic aspects of these lexical units. They confirm that women’s speech is more likely to contain “evaluative, emotionally charged lexical units”, while men use more “descriptive and commanding” units.[5]

These points, emphasized by Musulmanova and Khojaev, reveal even deeper layers of gender differences in children’s speech. According to my personal observations, the “evaluative” and “emotionally colored” units used in the speech of female children determine not only the language style, but also the emotional direction of communication. This implies that they are more flexible in the process of communication to the feelings of others. Male children, on the other hand, tend to express their thoughts more sharply, more clearly and from a position of authority through descriptive and imperative units. These differences indicate that gender roles, which are embedded in the language at an early age, are formed through the structure of the language, as well as determine the communicative priority and social role model in the child’s mind. This, in turn, clearly proves the semantic sexual specialization of lexical units in children’s speech.[9]

According to my personal scientific approach, these lexical-semantic differences observed in children’s speech are not a simple linguistic phenomenon, but a clear expression of the formation and reinforcement of gender roles in culture, psychology and society through language. A comparative analysis of these cases in English and Uzbek serves to identify the universal and national characteristics of gender differences. Thus, gender differences at the lexical-semantic level in children’s language reflect the initial forms of manifestation of gender identity in language and create the basis for how it is strengthened in social consciousness.

Language is a reflection of social roles in society. From this perspective, the lexical-semantic differences observed in children’s speech are not just stylistic differences, but also a linguistic expression of sexual identity. Robin Lakoff has

characterized evaluative, emotionally charged lexical units observed in women's language, such as "so sweet", "just lovely", as a linguistic feature of representatives of groups with a low social status. [6]

Based on this approach, it can be said that through language, men and women are directed (even from childhood) to different social functions. Deborah Tannen also notes in her research that gender-related linguistic differences are a reflection of social consciousness in language. She believes that "the predominance of descriptive and imperative units in men's speech puts them in a strong position, while women rely more on emotional and reflective lexicon."[7]

Conclusion. The results of the study show that gender differences in children's speech are manifested at different linguistic levels in English and Uzbek. In particular, there are significant differences in the lexical choice, speech style and communicative behavior of boys and girls. These differences are closely related not only to biological factors, but also to the influence of the socio-cultural environment.

The comparative analysis shows that although gender differentiation exists in both languages, the forms and level of their expression are determined by the specific characteristics of the language and culture. While in English, gender-related speech characteristics are manifested more through individual style and communicative strategies, in Uzbek the influence of traditional and social norms is more pronounced.

In general, the study of the linguistic expression of gender differences in children's speech is of significant scientific importance for the fields of linguistics, psycholinguistics, and linguocultural studies and indicates the need for further in-depth research in this area in the future.

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NOFILOLOGIK TA'LIM YO'NALISHI TALABALARIGA INGLIZ TILIDA SOHAVIY LEKSIKANI O'RGATISH METODIKASI

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Annotatsiya. *Mazkur maqolada nofilologik ta'lim yo'nalishi talabalariga ingliz tilida sohaviy leksikani o'rgatishning nazariy va metodik asoslari tahlil qilinadi. Tadqiqotda sohaviy leksikaning lingvistik xususiyatlari, uning kasbiy kompetensiyani shakllantirishdagi o'rni hamda oliy ta'lim muassasalarida qo'llaniladigan samarali metodik yondashuvlar yoritiladi. Shuningdek, kommunikativ, kompetensiyaga asoslangan va integrativ yondashuvlar asosida ishlab chiqilgan mashqlar tizimi tavsiya etiladi. Tadqiqot natijalari nofilologik yo'nalish talabalarining kasbiy nutq kompetensiyasini rivojlantirishda sohaviy leksikani tizimli o'qitish muhim metodik ahamiyatga ega ekanini ko'rsatadi.*

Kalit so'zlar: *sohaviy leksika, nofilologik ta'lim, kasbiy kompetensiya, ESP, kommunikativ yondashuv, integrativ metodika.*

МЕТОДИКА ОБУЧЕНИЯ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОЙ ЛЕКСИКЕ НА АНГЛИЙСКОМ ЯЗЫКЕ СТУДЕНТОВ НЕФИЛОЛОГИЧЕСКИХ НАПРАВЛЕНИЙ

Аннотация. *В данной статье анализируются теоретические и методические основы обучения профессионально-ориентированной лексике английского языка студентов нефилологических направлений подготовки. В исследовании рассматриваются лингвистические особенности специализированной лексики, её роль в формировании профессиональной компетенции, а также эффективные методические подходы, применяемые в высших учебных заведениях. Кроме того, предлагается система упражнений, разработанная на основе коммуникативного, компетентностного и интегративного подходов. Результаты исследования показывают, что системное обучение профессионально-ориентированной лексике имеет важное методическое значение в развитии профессиональной речевой компетенции студентов нефилологических специальностей.*

Ключевые слова: *профессионально-ориентированная лексика, нефилологическое образование, профессиональная компетенция, ESP (английский язык для специальных целей), коммуникативный подход, интегративная методика.*

METHODOLOGY OF TEACHING SUBJECT-SPECIFIC ENGLISH VOCABULARY TO STUDENTS OF NON-PHILOLOGICAL EDUCATION

Abstract. *This article analyzes the theoretical and methodological foundations of teaching subject-specific vocabulary in English to students of non-philological fields of study. The research examines the linguistic features of specialized vocabulary, its role in the formation of professional competence, and effective methodological approaches used in higher education institutions. In addition, a system of exercises developed on the basis of communicative, competence-based, and integrative approaches is proposed. The findings of the study demonstrate that systematic teaching of subject-specific vocabulary plays an important methodological role in developing the professional communicative competence of students in non-philological specialties.*

Keywords: *subject-specific vocabulary, non-philological education, professional competence, ESP (English for Specific Purposes), communicative approach, integrative methodology.*

KIRISH. Globallashuv jarayonlari, xalqaro iqtisodiy integratsiya va ilmiy-texnik taraqqiyotning jadallashuvi natijasida turli soha mutaxassislarining xorijiy tillarda, xususan ingliz tilida professional muloqot qila olish ehtiyoji tobora ortib bormoqda. Bugungi kunda ingliz tili nafaqat xalqaro aloqa vositasi, balki ilm-fan, texnologiya, iqtisodiyot va biznes sohalarida yetakchi kommunikativ platforma sifatida e'tirof etilmoqda. Shu bois oliy ta'lim tizimida ingliz tilini o'qitish mazmuni ham tubdan o'zgarib, u an'anaviy umumtil kompetensiyasini shakllantirish doirasidan chiqib, kasbiy yo'naltirilgan kompetensiyalarni rivojlantirishga qaratilmoqda.

Ayniqsa, nofilologik ta'lim yo'nalishlarida tahsil olayotgan talabalar uchun ingliz tilini o'rganishning asosiy maqsadi kundalik muloqotni ta'minlash emas, balki o'z mutaxassisligi doirasida ilmiy manbalar bilan ishlash, kasbiy

hujjatlarni tushunish va tuzish, xalqaro tajriba almashinuvida faol ishtirok etish imkoniyatini yaratishdan iboratdir. Demak, ingliz tilini o‘qitish jarayonida kasbiy ehtiyojlar, sohaviy kommunikatsiya va terminologik aniqlik ustuvor ahamiyat kasb etadi. Shu nuqtai nazardan, sohaviy leksikani o‘qitish masalasi chet tilini o‘qitish metodikasining dolzarb yo‘nalishlaridan biri sifatida qaraladi.

Sohaviy leksika muayyan kasb yoki ilmiy yo‘nalishga xos terminlar, atamalar, kollokatsiyalar va professional nutq birliklarini o‘z ichiga oladi. U nafaqat alohida so‘z va terminlarni bilishni, balki ularni kasbiy kontekstda to‘g‘ri va maqsadga muvofiq qo‘llay olishni ham nazarda tutadi. Sohaviy leksikaning o‘ziga xos xususiyati shundaki, u yuqori darajadagi semantik aniqlik, terminologik barqarorlik va kontekstga bog‘liqlik bilan tavsiflanadi. Shu sababli, uni o‘qitish jarayoni oddiy leksik birliklarni yodlash bilan cheklanmasligi, balki mazkur birliklarning funksional xususiyatlarini, ularning kasbiy diskursdagi o‘rnini va kommunikativ vazifasini ochib berishni talab etadi.

Zamonaviy lingvodidaktik qarashlarga ko‘ra, kasbiy yo‘naltirilgan til o‘qitish (ESP – English for Specific Purposes) talabalarning ehtiyojlari va kelgusidagi kasbiy faoliyatini inobatga olgan holda tashkil etilishi lozim. Bu yondashuv sohaviy leksikani tanlash, tizimlashtirish va o‘qitish metodikasini ishlab chiqishda ehtiyoj tahlili, autentik materiallardan foydalanish va kommunikativ vaziyatlarni modellashtirish kabi tamoyillarga tayangan holda amalga oshiriladi. Shunday ekan, nofilologik ta’lim yo‘nalishi talabalariga ingliz tilida sohaviy leksikani o‘rgatish maxsus metodik yondashuvni, integrativ va kompetensiyaga asoslangan ta’lim modelini qo‘llashni taqozo etadi.

Amaliyot shuni ko‘rsatadiki, ko‘plab oliy ta’lim muassasalarida sohaviy leksikani o‘qitish yetarlicha tizimlashtirilmagan, ko‘pincha terminlarni tarjima qilish yoki izohlash bilan cheklanadi. Bunday yondashuv esa talabalar leksik kompetensiyasining faol va funksional shakllanishini ta’minlay olmaydi. Shu bois, sohaviy leksikani o‘qitish jarayonini bosqichma-bosqich, kommunikativ vazifalar bilan bog‘liq holda va kasbiy kontekstda tashkil etish zarurati yuzaga keladi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA. Nofilologik ta’lim yo‘nalishi talabalariga ingliz tilida sohaviy leksikani o‘rgatish masalasi chet tilini o‘qitish metodikasining muhim yo‘nalishlaridan biri bo‘lib, u ESP (English for Specific Purposes) konsepsiyasi bilan bevosita bog‘liq holda rivojlanib kelgan. ESP nazariyasining shakllanishi XX asrning ikkinchi yarmiga to‘g‘ri keladi. Hutchinson va Waters (1987) ESPni “o‘qitish mazmuni talabalarning aniq ehtiyojlariga asoslanadigan yondashuv” sifatida talqin qiladi. Ularning fikricha, til o‘qitish jarayonida asosiy e’tibor o‘quvchi ehtiyojlari, kasbiy maqsadlari va kommunikativ vazifalariga qaratilishi lozim. Bu yondashuv sohaviy leksikani tanlash va tizimlashtirishda ehtiyoj tahlilini asosiy metodik mezon sifatida belgilaydi.

Dudley-Evans va St. John (1998) ESPning rivojlanish bosqichlarini tahlil qilib, kasbiy yo‘naltirilgan til o‘qitishda autentik materiallardan foydalanish, terminologik aniqlik va kommunikativ vaziyatlarni modellashtirish muhim ahamiyat kasb etishini ta’kidlaydi. Ularning qarashlarida sohaviy leksika nafaqat terminlar yig‘indisi, balki kasbiy diskursni shakllantiruvchi vosita sifatida qaraladi.

Leksik kompetensiya masalasi Nation (2001) tomonidan chuqur o‘rganilgan bo‘lib, u so‘z bilimining uch asosiy komponentini — shakl, ma’no va qo‘llanishni ajratadi. Nationga ko‘ra, samarali leksik o‘qitish jarayoni ushbu uchlikning uyg‘un holda shakllanishini ta’minlashi lozim. Bu qarash sohaviy leksikani o‘qitishda kontekstual va funksional yondashuvning zarurligini ilmiy asoslaydi.

Richards va Rodgers (2014) kommunikativ yondashuvni til o‘qitish metodikasining zamonaviy paradigmasi sifatida ko‘rsatadi. Ularning fikricha, til birliklari real kommunikativ vazifalar orqali o‘zlashtirilgandagina barqaror kompetensiyaga aylanadi. Mazkur tamoyil sohaviy leksikani kasbiy vaziyatlar asosida o‘qitish metodikasini ishlab chiqishda nazariy asos bo‘lib xizmat qiladi.

Mahalliy olimlar orasida J.Jalolov chet tillarni o‘qitishda leksik birliklarning tizimli o‘zlashtirilishi va ularni nutqiy faoliyat bilan integratsiyalash masalalariga alohida e’tibor qaratadi. U leksik materialni o‘qitishda kontekstga tayangan holda, mashqlar tizimini bosqichma-bosqich tashkil etish zarurligini ta’kidlaydi. Jalolovning qarashlari sohaviy leksikani o‘qitishda kommunikativ va kompetensiyaga asoslangan yondashuvni qo‘llashning metodik asosini yaratadi.

Shuningdek, o‘zbek olimlari tomonidan kasbiy yo‘naltirilgan ingliz tilini o‘qitish bo‘yicha olib borilgan tadqiqotlarda (masalan, ESPga bag‘ishlangan ilmiy ishlar) terminologik leksikani o‘qitish jarayonida autentik matnlardan foydalanish, loyiha usuli va interaktiv mashqlar samarali natija berishi qayd etilgan. Bu tadqiqotlar sohaviy leksikani o‘qitish jarayonini real kasbiy diskurs bilan integratsiyalash zarurligini tasdiqlaydi.

Tahlil shuni ko‘rsatadiki, xorijiy va mahalliy adabiyotlarda sohaviy leksikani o‘qitishning nazariy asoslari yetarlicha ishlab chiqilgan bo‘lsa-da, nofilologik yo‘nalish talabalariga mo‘ljallangan aniq metodik model va bosqichli mashqlar tizimi yetarlicha tizimlashtirilmagan. Ayniqsa, leksik kompetensiyani shakllantirishda differensial yondashuv va baholash mezonlarini aniqlash dolzarb masala bo‘lib qolmoqda.

Shu bois mazkur tadqiqot mavjud nazariy qarashlarni umumlashtirgan holda, sohaviy leksikani o‘qitishning integrativ va bosqichli metodik modelini ishlab chiqishga qaratilgan.

Mazkur tadqiqot nofilologik ta’lim yo‘nalishi talabalariga ingliz tilida sohaviy leksikani o‘rgatishning nazariy va amaliy asoslarini aniqlashga qaratilgan bo‘lib, kompleks metodologik yondashuv asosida amalga oshirildi. Tadqiqot jarayonida bir-birini to‘ldiruvchi ilmiy metodlar qo‘llanildi hamda ular zamonaviy lingvodidaktik qarashlar bilan uyg‘un holda tanlandi.

Avvalo, **nazariy tahlil** metodi asosida ESP (English for Specific Purposes) konsepsiyasi, kompetensiyaga asoslangan ta’lim modeli va leksik kompetensiya nazariyasiga oid ilmiy manbalar o‘rganildi. ESP yondashuvi ilk bor Hutchinson va Waters tomonidan tizimlashtirilib, til o‘qitish jarayonini talabaning kasbiy ehtiyojlariga moslashtirish zarurligi asoslab berilgan. Ularning fikricha, o‘qitish mazmuni ehtiyoj tahliliga asoslanishi lozim. Dudley-Evans va St. John esa ESPning asosiy tamoyillarini kengaytirib, autentik materiallardan foydalanish va kommunikativ vazifalarni modellashtirishni muhim metodik omil sifatida ta’kidlaydi. Nation leksik kompetensiyani shakllantirish jarayonida so‘zning shakli, ma’nosi va qo‘llanishi birligiga alohida e’tibor qaratadi, bu esa sohaviy leksikani o‘qitishda semantik va funksional tahlilning zarurligini ko‘rsatadi.

Mahalliy olimlardan J.Jalolov chet tillarni o‘qitishda leksik birliklarni tizimli va bosqichma-bosqich o‘zlashtirish tamoyillarini asoslab bergan. U leksik materialni o‘qitishda kontekst, kommunikativ vazifa va mashq tizimining izchilligini muhim omil sifatida qayd etadi. Shuningdek, kasbiy yo‘naltirilgan o‘qitish jarayonida terminologik aniqlik va funksional qo‘llanish ustuvor bo‘lishi lozimligini ta’kidlaydi.

Qiyosiy tahlil metodi yordamida umumiy ingliz tili (General English) va kasbiy yo‘naltirilgan ingliz tili (ESP) yondashuvlari o‘zaro solishtirildi. Tadqiqot natijalari shuni ko‘rsatdiki, General English kommunikativ umumiylikni rivojlantirishga qaratilgan bo‘lsa, ESP aniq kasbiy kontekstga asoslanadi. Richards va Rodgers tomonidan ilgari surilgan kommunikativ yondashuv tamoyillari til birliklarini real kommunikativ vaziyatlarda qo‘llashni ta’minlash zarurligini ko‘rsatadi. Bu esa sohaviy leksikani o‘qitishda real kasbiy diskursni model qilish zarurligini ilmiy jihatdan asoslaydi.

Lingvistik tahlil jarayonida sohaviy leksikaning strukturaviy va semantik xususiyatlari o‘rganildi. Terminlarning morfologik tuzilishi, kollokatsion imkoniyatlari va diskursiv funksiyalari aniqlanib, ularning kasbiy kontekstdagi o‘rni belgilandi. Galskova va Gez tomonidan ilgari surilgan leksik kompetensiya modeli asosida sohaviy leksika birliklarining faol va passiv qatlamlari tasniflandi.

Metodik modellashtirish asosida sohaviy leksikani o‘qitishning bosqichli tizimi ishlab chiqildi. Mazkur model motivatsion-bilish, semantik o‘zlashtirish, amaliy qo‘llash va integrativ bosqichlarni o‘z ichiga oladi. Ushbu bosqichlar Nationning leksik o‘zlashtirish modeli hamda kompetensiyaga asoslangan ta’lim tamoyillariga mos ravishda shakllantirildi. Mashqlar tizimi reproduktiv va produktiv faoliyatni uyg‘unlashtirgan holda ishlab chiqildi.

Tadqiqotning metodologik asosi kommunikativ yondashuv, kompetensiyaga asoslangan ta’lim modeli hamda ESP tamoyillariga tayanadi. Kommunikativ yondashuv til birliklarini funksional va situativ kontekstda qo‘llashni talab etadi; kompetensiyaga asoslangan model esa bilim, ko‘nikma va malakalarni real kasbiy vaziyatlarga integratsiyalashni nazarda tutadi. ESP tamoyillari esa o‘qitish jarayonini talabaning kasbiy ehtiyojlari, mutaxassislik yo‘nalishi va kelajakdagi professional faoliyati bilan uzviy bog‘lashni taqozo etadi.

Shunday qilib, tadqiqot metodologiyasi nazariy asoslangan, ko‘p qirrali va integrativ xarakterga ega bo‘lib, sohaviy leksikani o‘qitish jarayonini tizimli ravishda tahlil qilish va metodik model ishlab chiqish imkonini berdi.

MUHOKAMA VA NATIJALAR. Tadqiqot natijalari shuni ko‘rsatdiki, nofilologik ta’lim yo‘nalishi talabalariga ingliz tilida sohaviy leksikani o‘rgatish jarayoni bosqichma-bosqich, tizimli va kommunikativ asosda tashkil etilgandagina yuqori samaradorlikka erishish mumkin. Amalga oshirilgan nazariy va metodik tahlillar asosida sohaviy leksikani o‘qitishning to‘rt bosqichli modeli ishlab chiqildi hamda uning didaktik samaradorligi asoslab berildi.

1. Expressiv-bilish bosqichi. Mazkur bosqichda talabalar kasbiy mavzuga yo‘naltirildi, o‘rganiladigan termin va atamalarning real kasbiy faoliyatdagi ahamiyati tushuntirildi**. “***Ekspressivlik — bu nutqdagi his-tuyg‘ularni kuchaytiruvchi, mazmunga qo‘shimcha baho yoki munosabat yuklovchi til hodisasidir***”** [7, 952-b.].

Bu jarayonda muammoli savollar, kasbiy vaziyatlarni modellashtirish va autentik materiallardan qisqa parchalar taqdim etish orqali o‘quvchilarning ichki motivatsiyasi faollashtirildi. Tadqiqot shuni ko‘rsatdiki, terminlarning amaliy ahamiyatini anglash talabalar tomonidan ularni o‘zlashtirishga bo‘lgan qiziqishni sezilarli darajada oshiradi.

2. Semantik o‘zlashtirish bosqichi. Ushbu bosqichda yangi terminlar kontekst asosida o‘rganildi. Terminlarning lug‘aviy ma’nosi bilan bir qatorda ularning kollokatsion imkoniyatlari, sinonimik qatorlari va kasbiy diskursdagi qo‘llanishi tahlil qilindi. Semantik xaritalash, klasterlash va kontseptual diagrammalardan foydalanish orqali leksik birliklarning semantik maydoni kengaytirildi. Natijalar shuni ko‘rsatdiki, kontekstual yondashuv terminlarni mustahkam va ongli ravishda o‘zlashtirishga xizmat qiladi.

3. Amaliy qo‘llash bosqichi. Bu bosqichda talabalar o‘rganilgan leksik birliklarni og‘zaki va yozma nutqda qo‘llashga jalb qilindi. Rol o‘ynash (role-play), mini-prezentatsiyalar, kasbiy dialoglar tuzish hamda qisqa yozma topshiriqlar orqali produktiv ko‘nikmalar rivojlantirildi. Tahlillar shuni ko‘rsatdiki, terminlarni faqat yodlash emas, balki ularni real kommunikativ vaziyatlarda qo‘llash orqali leksik kompetensiya faol shakllanadi.

4. Integrativ bosqich. Mazkur bosqichda sohaviy leksika kasbiy matnlar bilan ishlash, muammoli vaziyatlarni hal etish va loyiha faoliyati orqali integratsiyalashgan holda qo‘llanildi. Case-study va loyiha usuli yordamida talabalar mustaqil tahlil, dalillash va xulosalash faoliyatiga jalb qilindi. Natijada leksik birliklar umumiy nutq faoliyatining ajralmas qismiga aylandi.

Tadqiqot shuningdek, o‘qitish jarayonida **autentik kasbiy matnlardan foydalanish** talabalar leksik kompetensiyasini rivojlantirishda muhim omil ekanini ko‘rsatdi. Autentik materiallar terminlarning tabiiy kontekstdagi qo‘llanilishini ko‘rsatib, ularning funksional xususiyatlarini anglashga yordam beradi.

Bundan tashqari, **loyiha usuli (project-based learning)** va **case-study** yondashuvlari talabalarni mustaqil izlanishga undaydi hamda terminologik birliklarni real kasbiy vaziyatlarda qo‘llash ko‘nikmasini shakllantiradi.

Klasterlash va semantik xaritalash usullari esa terminlar o‘rtasidagi semantik bog‘lanishlarni aniqlashga imkon beradi.

Shuningdek, **raqamli platformalar va interaktiv vositalardan foydalanish** (masalan, onlayn lug‘atlar, korpus resurslari, test platformalari) talabalar mustaqilligini oshiradi, tezkor qayta aloqa (feedback)ni ta’minlaydi hamda o‘zlashtirish jarayonini differensiallashtirish imkonini beradi.

Umuman olganda, ishlab chiqilgan bosqichli metodik model sohaviy leksikani tizimli, funksional va kommunikativ asosda o‘zlashtirishni ta’minlaydi. Natijalar shuni ko‘rsatdiki, mazkur yondashuv talabalar leksik kompetensiyasining sifat ko‘rsatkichlarini oshiradi hamda ularning kasbiy nutq faoliyatiga tayyorgarligini mustahkamlaydi.

Tadqiqot natijalari ESP (English for Specific Purposes) konsepsiyasining asosiy tamoyillari bilan to‘liq uyg‘unlikda namoyon bo‘ldi. ESP yondashuviga ko‘ra, til o‘qitish jarayoni talabalarning aniq ehtiyojlari, kasbiy maqsadlari va professional faoliyat sohasi bilan bevosita bog‘liq holda tashkil etilishi lozim. Tadqiqot davomida ishlab chiqilgan bosqichli metodik model aynan ehtiyoj tahlili va kasbiy yo‘naltirilgan mazmun asosida shakllantirilgani sababli, u ESPning asosiy nazariy tamoyillariga mos keladi. Bu esa sohaviy leksikani o‘qitishda mazmun va metodning o‘zaro integratsiyasini ta’minlaydi.

Muhokama jarayonida aniqlanishicha, sohaviy leksika kasbiy kompetensiyaning ajralmas tarkibiy qismi bo‘lib, u faqat terminlarni yodlash yoki tarjima qilish bilan cheklanmaydi. Aksincha, terminlarni real kommunikativ vaziyatda maqsadga muvofiq va kontekstga mos ravishda qo‘llay olish muhim hisoblanadi. Tadqiqot natijalari shuni ko‘rsatdiki, leksik birliklarni funksional kontekstda o‘zlashtirish ularning barqaror va faol qo‘llanilishini ta’minlaydi. Bu esa leksik kompetensiyaning produktiv va receptiv jihatlari o‘rtasida muvozanatni yuzaga keltiradi.

Kompetensiyaga asoslangan ta’lim modeli ham mazkur natijalarni qo‘llab-quvvatlaydi. Ushbu modelga ko‘ra, bilim va ko‘nikmalar real hayotiy va kasbiy vaziyatlarda qo‘llanilgandagina to‘laqonli kompetensiyaga aylanadi. Tadqiqot davomida sohaviy leksikani loyiha ishlari, muammoli vaziyatlar (case-study) va kasbiy diskursni modellashtirish orqali o‘qitish talabalar tomonidan terminlarning mazmuniy va funksional jihatdan chuqurroq anglanishiga olib keldi. Bu jarayonda talabalar faqat passiv qabul qiluvchi emas, balki faol ishtirokchi sifatida namoyon bo‘ldi.

Shuningdek, zamonaviy pedagogik yondashuvlar, jumladan, interaktiv metodlar va raqamli resurslardan foydalanish leksik kompetensiyani shakllantirish jarayonini sezilarli darajada takomillashtirishi kuzatildi. Raqamli platformalar orqali tezkor qayta aloqa (feedback) olish, terminlarning autentik kontekstdagi qo‘llanilishini ko‘rish hamda mustaqil izlanish olib borish imkoniyati talabalar o‘zlashtirish samaradorligini oshirdi. Bunday yondashuv talabalarning mustaqil o‘rganish ko‘nikmalarini rivojlantirib, o‘rganilgan leksik birliklarning uzoq muddatli xotirada mustahkamlanishiga xizmat qiladi.

Muhokama natijalari shuni ko‘rsatadiki, sohaviy leksikani o‘qitish jarayoni integrativ va bosqichli metodika asosida tashkil etilganda, u nafaqat leksik bilimlarni boyitadi, balki talabalarning kasbiy nutq kompetensiyasini ham shakllantiradi. Bu esa nofilologik ta’lim yo‘nalishlarida ingliz tilini o‘qitish mazmunini qayta ko‘rib chiqish va uni kasbiy ehtiyojlar bilan uyg‘unlashtirish zaruratini tasdiqlaydi.

Shu bilan birga, muhokama jarayonida ayrim metodik muammolar ham aniqlandi. Xususan, sohaviy leksikani tanlash mezonlarini aniqlashtirish, terminologik minimal lug‘atni belgilash hamda baholash mezonlarini ishlab chiqish istiqboldagi tadqiqotlar uchun dolzarb yo‘nalish bo‘lib qolmoqda. Demak, mazkur tadqiqot natijalari sohaviy leksikani o‘qitishning nazariy asoslarini boyitish bilan birga, uning amaliy jihatdan takomillashtirilishiga ham xizmat qiladi.

XULOSA. Nofilologik ta’lim yo‘nalishi talabalariga ingliz tilida sohaviy leksikani o‘rgatish jarayoni an’anaviy leksik o‘qitishdan farqli ravishda maxsus metodik yondashuvni talab etadi. Tadqiqot natijalari shuni ko‘rsatdiki, sohaviy leksikani tizimli, bosqichma-bosqich va kommunikativ asosda tashkil etilgan ta’lim jarayoni talabalar kasbiy kompetensiyasini shakllantirish va rivojlantirishda muhim omil hisoblanadi. Terminologik birliklarni kontekstual va funksional yondashuv asosida o‘zlashtirish ularning ongli va barqaror qo‘llanilishiga zamin yaratadi.

Shuningdek, ishlab chiqilgan metodik model leksik kompetensiyaning shakllanishida motivatsion, semantik, amaliy va integrativ bosqichlarning o‘zaro bog‘liqligini namoyon etdi. Ushbu bosqichlarning izchil tashkil etilishi talabalar tomonidan terminlarni nafaqat tushunish, balki ularni kasbiy diskursda erkin qo‘llash imkonini berdi. Bu holat sohaviy leksikaning kasbiy nutq kompetensiyasining ajralmas tarkibiy qismi ekanini yana bir bor tasdiqlaydi.

Zamonaviy pedagogik va raqamli texnologiyalarni o‘qitish jarayoniga integratsiyalash natijadorlikni oshiruvchi muhim omil sifatida namoyon bo‘ldi. Umuman olganda, mazkur tadqiqot natijalari nofilologik ta’lim yo‘nalishi talabalariga ingliz tilida sohaviy leksikani o‘rgatishning nazariy va amaliy asoslarini kengaytiradi hamda chet tilini o‘qitish metodikasi sohasidagi ilmiy izlanishlarga munosib hissa qo‘shadi.

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BOBUR G‘AZALLARIDA FRAZEOLOGIK BIRLIKLARNING LINGVOKULTUROLOGIK TAHLILI

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Annotatsiya. *Tadqiqotda Bobur g‘azallarida uchraydigan frazeologik birliklarning matndagi semantik vazifasi va lingvomadaniy yukdorligi baytlar asosida tahlil qilinadi. Frazemalar ichki kechinma, munosabat, intizorlik va baholashni ifodalovchi lisoniy vosita sifatida talqin etiladi.*

Kalit so‘zlar: *Bobur, g‘azal, frazema, frazeologik birlik, lingvokulturologiya, madaniy semantika, ko‘ngil, g‘am, qon yutmoq, ko‘z tutmoq.*

ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ АНАЛИЗ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ В ГАЗЕЛЯХ БАБУРА

Аннотация. *В исследовании на основе бейтов анализируются семантическая функция и лингвокультурная нагрузка фразеологических единиц в газелях Бабура. Фраземы рассматриваются как языковые средства выражения внутреннего переживания, межличностного отношения, ожидания и оценки.*

Ключевые слова: *Бабур, газель, фразема, фразеологическая единица, лингвокультурология, культурная семантика, сердце, печаль, пить кровь, ожидать.*

LINGUOCULTURAL ANALYSIS OF PHRASEOLOGICAL UNITS IN BABUR’S GHAZALS

Abstract. *The study analyzes the semantic function and linguocultural load of phraseological units in Babur’s ghazals on the basis of selected couplets. Phrasemes are interpreted as linguistic means that express inner experience, interpersonal relation, expectation and evaluation.*

Keywords: *Babur, ghazal, phraseme, phraseological unit, linguoculturology, cultural semantics, heart, grief, to drink blood, to expect.*

KIRISH

Mumtoz g‘azal tili faqat obrazli tasvirlar yig‘indisi emas, balki muayyan davr kishisining borliqni anglash, his qilish va baholash tajribasini saqlagan lisoniy-madaniy tizimdir. G‘azalning ichki semantik yaxlitligi haqidagi yondashuvlar Bobur g‘azallarini alohida baytlar yig‘indisi emas, balki ma’no jihatidan tutashgan matn sifatida o‘qishga asos bo‘ladi [5, 9-b.]. Bunday matnda so‘z, birikma va turg‘un ifodalar oddiy nominativ birlik sifatida ishlamaydi; ular ichki kechinma, axloqiy mezon, ijtimoiy munosabat va estetik idrokni bir vaqtning o‘zida faollashtiradi. Bobur g‘azallarida bu xususiyat, ayniqsa, frazeologik birliklar orqali yaqqol ko‘rinadi. Chunki frazema tayyor ko‘chma ma’no bilan cheklanmay, shu ko‘chma ma’noning ortida turgan madaniy idrok shaklini ham namoyon qiladi.

Frazeologik birlikni oddiy poetik birikmadan farqlash zarur. G‘azal tilida mehr-u vafo, javr-u jafo, ohu nola kabi juftliklar ko‘p uchraydi, ammo ularning barchasini frazema deb baholash metodologik jihatdan to‘g‘ri emas. Frazema maqomi uchun birlikda turg‘unlik, yaxlit ko‘chma ma’no, tarkibiy qismlar ma’nosining oddiy yig‘indisidan yuqori turuvchi semantik butunlik va kontekstda qayta qo‘llanish imkoniyati bo‘lishi lozim. Shuning uchun Bobur g‘azallaridagi g‘am yemoq, qon yutmoq, ko‘z tutmoq, ko‘ngulni bog‘lamoq, bosh urmoq, yelga bermoq kabi birliklar frazeologik tahlil uchun asosli material beradi.

Ushbu tadqiqotning maqsadi Bobur g‘azallaridagi ayrim frazemalarni alohida baytlar asosida lingvokulturologik jihatdan sharhlashdir. Bunda tayyor tasnif tuzish yoki sun’iy guruhlar ajratish emas, balki har bir frazemaning ayni baytdagi semantik faolligi, obrazli negizi, madaniy konnotatsiyasi va lirik subyektning baholovchi munosabatini qanday yuzaga chiqarishi ko‘rsatiladi. Tahlilning asosiy e’tibori frazemalarning she’riy matnda qanday ishlashiga, ularning ichki kechinmani qanday madaniy kod orqali ifodalashiga qaratiladi.

Bobur g‘azallarida frazeologik birliklar ishq, hijron, visol, jahon, ko‘ngil, g‘am, sabr, umid kabi konseptlar bilan uzviy bog‘liq holda keladi. Bu birliklar lirik subyektning shaxsiy kechinmasini umumiy madaniy tajriba darajasiga olib

chiqadi. Masalan, g‘am yemoq faqat qayg‘urmoq emas, iztirobni ichga yutish va uni ruhiy mavjudlik shakliga aylantirishni bildiradi; qon yutmoq esa ruhiy azobni tanaviy obraz orqali kuchaytiradi; ko‘z tutmoq kutish va umidning madaniy jihatdan shakllangan ifodasidir. Shu bois frazemalarni tahlil qilish Bobur g‘azallari tilida hissiy kechinma bilan madaniy tafakkur o‘rtasidagi munosabatni aniqlashga xizmat qiladi.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

Frazeologiya nazariyasida frazema ikki yoki undan ortiq so‘zdan tashkil topgan, ko‘chma va yaxlit ma’noga ega bo‘lgan turg‘un birlik sifatida qaraladi. O‘zbek tilshunosligida frazeologik birliklarning semantik yaxlitligi, tarkibiy qismlararo ma’no singishi va nutqda tayyor birlik sifatida qo‘llanishi muhim mezon sifatida belgilanadi [6]. Bu mezon Bobur g‘azallari matnini tahlil qilishda ham asosiy tayanch bo‘lib xizmat qiladi. Chunki mumtoz matnda erkin poetik birikma bilan haqiqiy frazemani farqlamaslik tahlil natijasini zaiflashtiradi. [6, 9–10-b.]

Lingvokulturologik yondashuv frazemaning lug‘aviy ma’nosini qayd etish bilan kifoyalanmaydi. V.V. Vorobyov lingvokulturologiyani til va madaniyatning o‘zaro aloqasini tizimli o‘rganadigan kompleks yo‘nalish sifatida talqin qiladi [8, 37-b.]. V.A. Maslova esa frazeologik fondni madaniy axborot saqlanadigan muhim qatlamlardan biri sifatida ko‘radi [4]. Bu qarashlar frazemalarni faqat stilistik bezak emas, balki milliy-madaniy semantika, qadriyat va baholash tajribasini ifodalovchi birlik sifatida tahlil qilish imkonini beradi.

N.F. Alefirenko ma’no shakllanishini madaniy idrok bilan bog‘laydi: til birligi orqali nomlangan mazmun inson ongida tartibga solinadi va madaniy tajribaning bir qirrasini ifodalaydi [2, 93-b.]. Bu fikr Bobur g‘azallaridagi frazemalarni tahlil qilishda alohida ahamiyatga ega. Chunki g‘azal kontekstida g‘am, qon, ko‘ngil, ko‘z, bosh, yuz kabi komponentlar faqat lug‘aviy ma’noni emas, balki ruhiy holat, munosabat, bo‘ysunish, kutish, rad etish va baholash kabi madaniy semalarni ham faollashtiradi.

Metodologik jihatdan tahlil uch bosqichda olib borildi. Avvalo baytda qo‘llangan turg‘un birlik ajratildi va uning frazema sifatidagi belgilari aniqlandi. Keyin frazemaning ayni kontekstdagi semantik vazifasi sharhlandi. So‘ng birlikning lingvomadaniy mazmuni, ya’ni u qaysi kechinma, qadriyat, baholash yoki madaniy tasavvurni ifodalayotgani ko‘rsatildi. Tahlil uchun Bobur devonidagi g‘azallardan olingan baytlar asosiy material sifatida tanlandi [1]. Nazariy asos sifatida frazeologiya, lingvokulturologiya va badiiy matn semantikasi bo‘yicha ilmiy manbalarga tayanildi [3; 4; 5; 6; 7; 8].

NATIJALAR

Bobur g‘azallarida g‘am yemoq birligi lirik subyektning ichki holatini ifodalovchi asosiy frazemalardan biri sifatida namoyon bo‘ladi. Quyidagi baytda bu birlik bevosita nasihat ohangi bilan bog‘langan:

O‘zungni shod tutqil, g‘am yema dunyo uchun zinhor,
Ki bir dam g‘am yemakka arzimaz dunyoyi farsuda. [1, 54-b.]

Baytda g‘am yema va g‘am yemak shakllari bir xil frazeologik asosga tayanadi. Lug‘aviy jihatdan yemoq fe’li jismoniy harakatni bildiradi, biroq frazema tarkibida u ruhiy iztirobni ichki qabul qilish, uni o‘z vujudiga singdirish ma’nosini hosil qiladi. Demak, g‘am yemoq birligida qayg‘u tashqi hodisa sifatida emas, ichkariga o‘tadigan, insonni ichdan egallaydigan holat sifatida talqin qilinadi. Lingvokulturologik jihatdan bu frazema insonning ruhiy azobni tanaviy tajriba orqali anglashiga asoslanadi: g‘am yeyiladi, ya’ni u ichga olinadi, hazm qilinmaydigan og‘ir ma’naviy yuk sifatida seziladi.

Mazkur baytda frazema dunyo haqidagi baholovchi xulosa bilan birga keladi. Dunyoyi farsuda — eskirgan, o‘tkinchi, qiymati pasaygan dunyo. Lirik subyekt dunyo uchun g‘am yeyishni ma’nosiz deb baholaydi. Bu yerda frazema individual ruhiy holatni emas, balki hayot falsafasiga aylangan madaniy xulosani ifodalaydi. Bobur tilida g‘am yemoq orqali o‘tkinchi dunyo tashvishlariga berilish tanqid qilinadi, shod tutmoq esa ruhiy muvozanat va o‘zini asrash modeli sifatida qarshi qo‘yiladi. Frazemaning kuchi shundaki, unda abstrakt iztirob konkret jismoniy harakat shaklida berilib, o‘quvchi ongida aniq, seziladigan ma’no hosil qiladi.

Qon yutmoq frazemasi Bobur g‘azallarida hijron iztirobini eng keskin ifodalovchi birliklardan biridir. Bu birlik lirik subyektning ruhiy holatini bevosita tana va qon obrazi orqali kuchaytiradi:

Men damo-dam qon yuturmen hajr ayog‘idin, netay,
O‘zg‘alarning jomi vasli garchi molomoldur. [1, 23-b.]

Baytda qon yutmoq frazemasi hajr ayog‘i va jomi vasl birikmalari bilan semantik qarama-qarshilikda keladi. Boshqalar uchun vasl jomi to‘la bo‘lsa, lirik subyektning nasibasi hijron ayog‘idan qon yutishdir. Bu yerda qon biologik suyuqlik ma’nosida emas, azob, ichki kuyinish, ruhiy jarohat va chidab bo‘lmas iztirobning madaniy belgisi sifatida ishlaydi. Yutmoq fe’li esa bu azobning oshkora emas, ichga yutilgan, sukut bilan kechirilgan holatini bildiradi.

Lingvokulturologik jihatdan qon yutmoq frazemasida ruhiy azobning tanaviylashtirilishi kuzatiladi. Oshiq shikoyat qilmaydi, balki azobni ichga oladi; uning kechinmasi tashqi tasvir bilan emas, tananing ichki harakati orqali beriladi. Mumtoz g‘azal madaniyatida oshiqning dardi ko‘pincha sabr, ichki yonish, sukut va fidoyilik bilan bog‘lanadi. Qon yutmoq ana shu madaniy modelni qisqa, lekin kuchli frazeologik shaklda ifodalaydi. Baytdagi damo-dam so‘zi frazemaning intensivligini oshiradi: iztirob bir martalik holat emas, takrorlanib turuvchi ruhiy jarayondir.

Ko‘z tutmoq frazemasi kutish va umid bilan bog‘liq lisoniy tajribani ifodalaydi. Bobur quyidagi baytda bu birlikni jahon ahli haqidagi baholovchi xulosa bilan bog‘laydi:

Kim ko‘rubdur, ey ko‘ngul, ahli jahondin yaxshilig‘?
Kimki, andin yaxshi yo‘q, ko‘z tutma andin yaxshilig‘! [1, 32-b.]

Bu baytda ko‘z tutma frazemasi yaxshilik kutmaslik, umid bog‘lamaslik ma’nosini beradi. Ko‘z komponenti ko‘rish a’zosi bo‘lish bilan cheklanmaydi; u kutish, intizorlik, umid, yo‘l poylash kabi ruhiy holatlarning madaniy belgisiga aylanadi. Lirik subyekt ko‘ngilga murojaat qiladi va uni jahon ahlidan yaxshilik kutmaslikka chaqiradi. Demak, frazema shaxsiy ko‘ngilsizlikni umumiy hayotiy tajriba darajasiga olib chiqadi.

Ko‘z tutmoq birligida kutish ko‘rish bilan modellashtiriladi: inson nimanidir kutar ekan, go‘yo ko‘zi bilan unga tikilib turadi. Bu madaniy tajribada umidning tashqi belgisi ko‘z orqali anglashiladi. Baytda esa ushbu model inkor shaklida ishlatiladi: ko‘z tutma. Natijada frazema umidni to‘xtatish, ichki kutish holatini uzish, ishonchni qaytarib olish ma’nolarini beradi. Jahon ahli haqidagi salbiy baho aynan shu frazema orqali keskinlashadi. Bu yerda frazema shunchaki “kutma” degan oddiy buyruq emas, balki ishonch va hafsalasizlikning madaniy tajribaga aylangan ifodasidir.

Ko‘ngulni bog‘lamoq birligi Bobur g‘azalida ishqiy aloqa, xabar yetkazish va masofa tajribasi bilan bog‘langan holda keladi:

Kabutar, eltasen xattim, ne bo‘lg‘ay gar qabul etsang,
Ko‘ngulni bog‘lasam ul noma yanglig‘ parr-u bolingg‘a. [1, 57-b.]

Baytda ko‘ngulni bog‘lamoq frazemasi erkin tasvir bilan birga ishlaydi: lirik subyekt ko‘nglini noma kabi kabutarning parr-u boliga bog‘lashni xohlaydi. Bu ifoda faqat tashqi harakat tasviri emas. Ko‘ngil bog‘lash turkiy-o‘zbek til madaniyatida mehr qo‘yish, ruhiy jihatdan biror narsaga ulanib qolish, ichki bog‘lanish hosil qilish ma’nolarini bildiradi. Bobur baytida esa bu frazema yozishma va xabar yetkazish obrazlari bilan qo‘shilib, ishqiy masofani yengish istagini ifodalaydi.

Lingvokulturologik nuqtayi nazardan ko‘ngil bu baytda insonning ichki olami, muhabbat va sog‘inch markazidir. Xat, noma, kabutar, parr-u bol birliklari tashqi aloqa vositalari bo‘lsa, ko‘ngulni bog‘lamoq ichki aloqani bildiradi. Lirik subyekt uchun xat yetarli emas; u o‘z ko‘nglini ham xabar vositasiga qo‘shib yubormoqchi. Frazema bu yerda masofadagi yor bilan ruhiy yaqinlikka intilishning madaniy-lisoniy shakli sifatida namoyon bo‘ladi. Shuning uchun baytdagi ko‘ngil bog‘lash ifodasi oddiy bog‘lash harakatidan ko‘ra kengroq: unda ishqiy sadoqat, sog‘inch va xabar yetkazish madaniyati birlashadi.

Bosh urmoq frazemasi Bobur g‘azallarida oshiqning bo‘ysunish, iltijo va o‘zini past tutish holatini ifodalashda ishlatiladi. Quyidagi baytda bu birlik ishqiy telbalik tasviri bilan qo‘shilgan:

Eshigingg‘a bosh urarmen telbalar yanglig‘ yurub,
Ey pari, yo‘l ber visolingg‘aki, ketmay bosh urub. [1, 19-b.]

Bosh urmoq birligi tashqi harakatdan boshlangan bo‘lsa-da, frazeologik ma’noda iltijo qilish, tavozega kelish, eshik oldida zorlanish, o‘zini butunlay ma’shuqa hukmiga topshirish kabi ma’nolarni ifodalaydi. Baytda bu frazema ikki marta takrorlanadi va lirik subyektning ruhiy holatini kuchaytiradi. Eshik obrazining o‘zi ham muhim: u visolga olib kiruvchi chegaradir. Oshiq shu chegaraga bosh uradi, ya’ni ma’shuqa huzuriga kirish huquqini iltijo bilan so‘raydi.

Telbalar yanglig‘ birikmasi frazemaning pragmatik kuchini oshiradi. Bosh urish bu yerda oddiy hurmat harakati emas, ishq tufayli me’yoriy holatdan chiqqan oshiq xatti-harakati sifatida tasvirlanadi. Lingvokulturologik mazmun shundaki, mumtoz ishq madaniyatida oshiqning maqomi past, ma’shuqaning maqomi yuqori tasavvur qilinadi. Bosh urmoq ana shu ierarxiyani tan oluvchi frazema sifatida ishlaydi. U orqali oshiqning ichki iztirobi jismoniy harakat kodiga ko‘chiriladi: ruhiy bo‘ysunish boshning egilishi, eshikka urilishi, iltijo holati orqali ko‘rinadigan bo‘ladi.

Yelga bermoq frazemasi Bobur g‘azallarida barbod qilish, nazoratdan chiqarish, ichki tayanchlarni yo‘qotish ma’nosida keladi. Quyidagi baytda bu birlik zulf obrazining ta’siri bilan bog‘langan:

To sabo zulfini ul gulning parishon ayladi,
Jon bila aql-u ko‘ngulni yelga berdim sovurub. [1, 19-b.]

Baytda jon, aql va ko‘ngil insonning mavjudligi, fikriy muvozanati va hissiy markazini bildiradi. Ularni yelga bermoq esa lirik subyektning ma’shuqa husni ta’sirida ichki tayanchlardan ayrilganini ko‘rsatadi. Yel komponenti beqarorlik, tarqalish, tutib bo‘lmaslik semalarini faollashtiradi. Demak, yelga bermoq frazemasi ruhiy barqarorlikning yo‘qolishini tashqi tabiat hodisasi orqali ifodalaydi.

Bu frazemaning lingvokulturologik ahamiyati shundaki, unda insonning ichki olami kosmik-tabiiy harakat bilan uyg‘unlashtiriladi. Sabo zulfni parishon qiladi, oshiq esa jon, aql va ko‘ngilni yelga beradi. Tashqi shamol bilan ichki beqarorlik o‘rtasida semantik ko‘prik hosil bo‘ladi. Mumtoz g‘azal tafakkurida ma’shuqa zulfini ko‘rish oshiqni aql va ixtiyordan ayiruvchi kuch sifatida tasavvur qilinadi. Yelga bermoq frazemasi ana shu tasavvurni ixcham, harakatli va kuchli ifodaga aylantiradi.

Ko‘ngulni ishq buzdi birligi Bobur tilida frazeologiklashgan obrazli ifoda sifatida inson ichki olamining ishq ta’sirida izdan chiqishini bildiradi:

Ko‘ngulni ishq buzdi, ne osig‘ pand-u nasihatdin,
Mening majruh ko‘nglumg‘a yarashmas ushbu marhamlar. [1, 22-b.]

Bu baytda ko‘ngul insonning ruhiy markazi sifatida talqin qilinadi. Ishq esa ushbu markazni buzuvchi kuchdir. Buzmoq fe’li odatda moddiy narsaning yemirilishi, tartibining izdan chiqishini bildiradi. Baytda esa bu fe’l ko‘ngilga ko‘chiriladi va ichki olamning shikastlanishi obrazini hosil qiladi. Majruh ko‘ngul birikmasi bu ma’noni yanada kuchaytiradi: ko‘ngil jarohatlangan tana sifatida tasavvur qilinadi.

Lingvokulturologik jihatdan bu ifoda ishqni faqat hissiyot emas, mavjudlikni o‘zgartiruvchi kuch sifatida ko‘rsatadi. Pand-u nasihat va marham birliklari ham bejiz kelmagan. Agar ko‘ngil jarohatlangan bo‘lsa, nasihat unga davo bo‘la olmaydi; marham esa bu jarohatga yarashmaydi. Demak, frazeologik ma’no orqali ishq dardi oddiy ruhiy bezovtalik emas, davosi aniq bo‘lmagan ichki jarohat sifatida tasvirlanadi. Bunda g‘azal matni ichki kechinmani tibbiy-tanaviy kod asosida modellashtiradi.

MUHOKAMA

Keltirilgan baytlar shuni ko‘rsatadiki, Bobur g‘azallaridagi frazemalar tayyor ko‘chma ma’noni berish bilangina cheklanmaydi. Ular g‘azal matnida lirik subyektning ichki holatini madaniy jihatdan anglash va baholash vositasiga aylanadi. G‘am yemoq, qon yutmoq, ko‘z tutmoq, bosh urmoq, yelga bermoq, ko‘ngulni bog‘lamoq kabi birliklarning har biri alohida vaziyatda ishlaydi, lekin ularning umumiy xususiyati shundaki, mavhum ruhiy kechinma konkret jismoniy yoki harakatga oid obraz orqali ifodalanadi.

Bu holat frazemalarning kognitiv va madaniy asosini ko‘rsatadi. Inson ruhiy azobni ichga olinadigan narsa sifatida tasavvur qiladi: g‘am yeyiladi, qon yutiladi. Kutish ko‘z bilan bog‘lanadi: yaxshilikka ko‘z tutiladi yoki undan ko‘z uziladi. Bo‘ysunish va iltijo bosh harakati orqali ifodalanadi: oshiq eshikka bosh uradi. Ruhiy barqarorlikning yo‘qolishi esa yelga berish modeli bilan ochiladi. Demak, frazemalar til egasining tanaviy tajribasi, ko‘rish-harakat tajribasi va madaniy baholash shakllari asosida yuzaga keladi.

Muhim jihat shuki, bu birliklarni faqat badiiy bezak deb baholash yetarli emas. Masalan, qon yutmoq frazemasi baytda shunchaki kuchli iztirobni ko‘rsatmaydi; u oshiqning dardni oshkora namoyish qilmasdan, ichga yutib yashashini bildiradi. Bu esa mumtoz ishq madaniyatidagi sabr, chidam, ichki yonish va fidoiylik tasavvurlari bilan bog‘liq. Xuddi shunday, bosh urmoq frazemasi ham oddiy harakat emas; u oshiq va ma’shuqa o‘rtasidagi qadriy ierarxiyani ifodalaydi. Ma’shuqa yuqori maqomda, oshiq esa eshik oldida iltijo qiluvchi subyekt sifatida ko‘rinadi.

Ko‘ngil komponentli frazemalar Bobur g‘azallari uchun alohida ahamiyatga ega. Ko‘ngulni bog‘lamoq, ko‘ngulni ishq buzdi, majruh ko‘ngul kabi birliklar ko‘ngilni insonning ruhiy, axloqiy va estetik markazi sifatida ko‘rsatadi. Ko‘ngil faqat hissiyot joyi emas, balki qaror, sadoqat, iztirob, ishq va baholashning lisoniy markazidir. Shu bois ko‘ngilga bog‘langan frazemalar Bobur g‘azallarida ichki olamni ifodalashning eng faol vositalaridan biri bo‘lib xizmat qiladi.

Tahlil qilingan birliklarning yana bir xususiyati — ular kontekstga qarab o‘z semantik kuchini oshiradi. G‘am yemoq dunyoyi farsuda bilan birga kelganda dunyo tashvishining behudaligini bildiradi. Qon yutmoq hajr va jomi vasl oppozitsiyasi ichida kelganda oshiqning nasibasizligini kuchaytiradi. Ko‘z tutmoq ahli jahon haqidagi salbiy baho bilan bog‘langanda ishonchsizlik tajribasini ifodalaydi. Yelga bermoq sabo va zulf obrazlari bilan qo‘shilganda ma’shuqa husnining oshiq ongini izdan chiqaruvchi ta’sirini ko‘rsatadi. Demak, frazema mustaqil ma’noga ega bo‘lsa-da, uning lingvomadaniy mazmuni ayni baytdagi kontekst orqali to‘liq ochiladi.

Shu jihatdan Bobur g‘azallaridagi frazemalarni o‘rganish faqat frazeologik birliklar ro‘yxatini tuzish masalasi emas. Asosiy masala ularning bayt ichida qanday semantik vazifa bajarishi, qaysi madaniy tasavvurni faollashtirishi va lirik subyektning baholovchi munosabatini qanday ifodalashini aniqlashdir. Tahlil shuni ko‘rsatadiki, Bobur frazemalardan tayyor xalqona ifoda sifatida foydalanibgina qolmaydi; ularni g‘azalning obrazli tuzilishiga singdiradi va frazemani she’riy ma’no hosil qiluvchi faol birlikka aylantiradi.

XULOSA

Bobur g‘azallarida frazeologik birliklar lirik subyektning ruhiy holati, ishqiy munosabati, kutish tajribasi va baholovchi qarashlarini ifodalovchi muhim lisoniy vosita sifatida namoyon bo‘ladi. Ular g‘azal matnida oddiy ko‘chma ma’no beruvchi birlik emas, balki madaniy semantika va ichki kechinmani birlashtiruvchi ifoda shaklidir.

Tahlil qilingan baytlar g‘am yemoq, qon yutmoq, ko‘z tutmoq, ko‘ngulni bog‘lamoq, bosh urmoq, yelga bermoq kabi frazemalarning har biri aniq kontekstda alohida lingvomadaniy vazifa bajarishini ko‘rsatdi. Bu birliklar orqali mavhum ruhiy kechinmalar tanaviy harakat, ko‘rish, ichga olish, bosh egish, shamolga sovurish kabi konkret obrazlar asosida ifodalanadi.

Frazemalarning asosiy semantik kuchi ularning kontekst bilan bog‘langan holda ishlashidadir. Bobur baytlarida frazema she’riy fikrni qisqartiradi, kuchaytiradi va madaniy jihatdan tanish obraz orqali o‘quvchi ongida chuqur ma’no

hosil qiladi. Shuning uchun frazeologik birliklar Bobur g‘azallari lingvokulturologik tahlilida mustaqil va asosli tahlil obyekti bo‘la oladi.

Natijalar shuni ko‘rsatadiki, Bobur g‘azallaridagi frazemalar o‘zbek mumtoz she’riy tilining madaniy xotirasi, hissiy tajribasi va baholash modelini aks ettiradi. Ularni tahlil qilish orqali g‘azal matnida til, tafakkur, ruhiy kechinma va madaniyat qanday bog‘lanishini aniqlash mumkin.

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DERIVATSION MORFEMALARNING TARJIMADAGI O‘RNI

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Annotatsiya. *Mazkur maqolada affikslar sinonimiyasi masalasi diaxron (tarixiy) va sinxron (zamonaviy) aspektlarda tahlil qilinadi. Tadqiqotda turkiy tillarda affikslar haqidagi dastlabki qarashlarning shakllanishi (X asr) va ularning XI asrdan boshlab ilmiy asosda o‘rganila boshlanishi tarixiga nazar tashlanadi. Shuningdek, ayrim derrivatsion morfemalarning paradigmatik qatordagi darajalanish (graduallik) xususiyatlari va ularning nutqdagi uslubiy imkoniyatlari ochib beriladi.*

Kalit so‘zlar: *affiks, sinonimiya, diaxroniya, sinxroniya, affiksoid, graduonimiya, semantik-stilistik farqlanish, paradigmatik qator.*

РОЛЬ ДЕРИВАЦИОННЫХ МОРФЕМ В ПЕРЕВОДЕ

Аннотация. *В данной статье рассматривается вопрос синонимии аффиксов в диахроническом (историческом) и синхронном (современном) аспектах. В исследовании прослеживается история формирования первоначальных взглядов на аффиксы в тюркских языках (X век) и начало их научного изучения с XI века. Также раскрываются особенности градуальности (степенности) некоторых деривационных морфем в парадигматическом ряду и их стилистические возможности в речи.*

Ключевые слова: *аффикс, синонимия, диахрония, синхрония, аффиксоид, градуонимия, семантико-стилистическая дифференциация, парадигматический ряд.*

THE ROLE OF DERIVATIONAL MORPHEMES IN TRANSLATION

Annotation. *This article analyzes the issue of affix synonymy from both diachronic (historical) and synchronic (modern) perspectives. The study explores the history of the formation of initial views on affixes in Turkic languages (10th century) and the beginning of their scientific systematic study from the 11th century onwards. Furthermore, the article reveals the characteristics of graduality within the paradigmatic series of certain derivational morphemes and their stylistic potential in speech.*

Key words: *affix, synonymy, diachrony, synchrony, affixoid, graduonymy, semantic-stylistic differentiation, paradigmatic series.*

Kirish

So‘nggi yillarda globallashuv jarayonlari hamda dunyo mamlakatlarining iqtisodiy, ijtimoiy va siyosiy integratsiyalashuvi natijasida tilshunoslikda verbal va noverbal muloqot vositalarining o‘ziga xos xususiyatlarini tadqiq etishga bo‘lgan qiziqish sezilarli darajada ortdi. Mazkur omillar xorijiy tillarni o‘rganish masalasini nafaqat amaliy ehtiyoj, balki nazariy jihatdan yangi konseptual tadqiqotlar bilan boyitishni taqozo etmoqda.

Ilm-fan va texnologiyalarning shiddatli taraqqiyoti tilning lug‘at tarkibiga ko‘plab yangi signifikatlar, terminlar, leksema va frazemalarning shiddat bilan kirib kelishiga zamin yaratmoqda. Bu jarayon til tizimining doimiy transformatsiyasini ta’minlash bilan birga, tarjimashunoslik sohasida yangi terminologik qatlam va nazariy tushunchalarni yuzaga keltirdi. Hozirgi kunda lug‘at sathidagi yangi terminologiyani tarjima qilishda uchrayotgan lingvistik muammolar xorijiy tillarni chuqur o‘rganishni, madaniyatlararo muloqot mexanizmlarini qayta anglashni hamda zamonaviy til hodisalarini fundamental ilmiy asosda tahlil qilishni talab etadi.

Adabiyotlar tahlili

X asrga qadar tilshunoslik sohasida affikslar bo‘yicha umumlashma fikrlar mavjud bo‘lgan bo‘lsa, XI asrga kelib, turkiy tillarda qo‘llaniluvchi affikslar tadqiqiga etibor qaratila boshlandi. XX asrning 70-yillariga kelib o‘zbek tilshunosligida qo‘llaniluvchi affiksoidlar va ularning ma’nodoshlik masalalari chuqur tadqiq etildi. Jumladan, Y.Tojiyevning [9] affikslar sinonimiyasi, shaxs otlari va sifat yasovchi affikslar tahlili yuzasidan olib borgan tadqiqotlarini alohida ta’kidlash lozim. Olim o‘z tadqiqotlarida fe’l yasovchi va fe’l formalari o‘rtasidagi sinonimik munosabatning semantik-stilistik xususiyatlarini o‘rganishga alohida e’tibor qaratadi. Bunda Y.Tojiyev sinonim affikslar doim ham sinonim bo‘lmasligi, ayrim vaziyatlarda ularning semantik jihatdan farqlanishini ko‘rsatib o‘tadi. Fe’l yasovchi affikslar: -

la, -ka,-ar,-ur, -sa,-si ning sinonimik munosabati misollar asosida tahlil qilib koʻrsatadi. Fe'l soʻz turkumi formalaridan biri boʻlgan nisbat shakllari oʻrtasidagi sinonimlik munosabatiga ham alohida toʻxtalib oʻtib, tarixda nisbat shakllarini yasashga xizmat qilgan *-ik* va *-man* affikslarining sinonim boʻlganligini misollar asosida tushuntirib beradi [4, 39–41].

Oʻzbek tilshunosligida qoʻshimchalarning sinonimlik hodisasi Abdurauf Fitrat, A.Gʻulomov [11], A.Hojiyev, Sh.Rahmatullayev [7], N.Mahmudov, E.Nurmonov [5, 46–51] va E.Begmatov kabi olimlarning ilmiy tadqiqotlarida turli darajada yoritilgan boʻlib, ushbu masala asosan morfologiya, soʻz yasalishi hamda grammatik sinonimiya doirasida talqin etiladi. Mazkur tadqiqotlarda affikslarning semantik yaqinligi, funksional imkoniyatlari va uslubiy farqlanishi asosiy mezon sifatida qaraladi. Tilning turli taraqqiyot davrida turli strukturaga ega boʻlgan fe'lning harakat nomi shakllari: *-moq, -mak* eski oʻzbek tilida faol qoʻllanilgan boʻlsa, hozirgi davrga kelib harakat nomining *-sh, -ish, -v, -uv* affikslarining faol qoʻllanilishini kuzatish mumkin. Mazkur holat affikslarning tilning turli taraqqiyot bosqichlaridagi invariantlari bir-biriga sinonim sifatida almashinib qoʻllana olishi mumkinligini koʻrsatadi.

Tadqiqot metadologiyasi

Maqolada ingliz va oʻzbek tillarining morfologik tizimi diaxron hamda sinxron aspektlarda qiyosiy tahlil etilib, ularning strukturaviy va semantik differensial belgilari aniqlangan. Tadqiqot jarayonida fe'l yasovchi, sifatdosh, ravishdosh, boʻlishsizlik, otning koʻplik shakli hamda sifat yasovchi affikslar oʻrtasidagi sinonimik munosabatlar atroflicha yoritilgan. Shuningdek, mazkur derivatsion vositalarning semantik-stilistik xususiyatlari, nutqdagi funksional almashinuvi va variativligi aniq tahliliy misollar yordamida asoslab berilgan.

Tahlillar va natijalar.

Affikslar tilshunoslikda asosdan (leksemadan) tashqaridagi mustaqil ma'noga ega boʻlmagan alohida qism sifatida oʻrganiladi. Morfemalar funksional-semantik jihatdan derrivatsion va grammatik morfemalarga ajratib tadqiq etiladi. Ular asosning lugʻaviy ma'nosini oʻzgartirish bilan birga yangi ma'nodagi leksemni hosil qilishga xizmat qiladi. Affiksal morfemalar tilshunoslikda turlicha talqin etiladi. Jumladan, "Morfemika soʻzning nomustaqil tarkibiy qismlari haqidagi ta'limot. Soʻzning oʻzakdan boshqa qismlari esa undan ayricha qoʻllanmaydi va ma'no anglatmaydi. Shuning uchun ular morfema deyiladi" [8, 140]. Mazkur jarayonda ayrim leksemalar strukturaviy jihatdan farqlansa-da, semantik strukturasidagi bir xillik ularni bir sinonimik qatorda joylashishiga olib keladi. Mazkur sinonimik qatordagi morfemalar semantik darajalanishi bilan oʻz ichida ham farqlanish xususiyatiga ega. Masalan, *-li, -dor, ser-* kabi belgi ifodalovchi paradigmatik qatordagi paradigma a'zolaridagi belgi darajalanishini koʻramiz:

-li – belgiga ega:

*Baxt**li** boʻlish uchun nima qilish kerak, bilmayman, harholda baxtni kutib uzoq uzoq yillar yashashim, kurashishim kerak*. (T.Malik "Alvido bolalik")

-dor – belgining miqdoriy koʻp ekanligi:

*Gul**dor** koʻylak kiygan qiz daraxt soyasida jim turar, atrofga bahorning yoqimli hidini taratib turgan gullar esa manzaraga yanada fayz bagʻishlardi.*

ser- perfiksi ham belgiga egalikdagi miqdoriy koʻplikni ifoda etishi bilan paradigmatik qatordagi boshqa paradigm a'zolaridan farqlanadi:

***Ser**hosil Fargʻona tuprogʻi yomgʻirdan keyin koʻpchib ketgan, bahor isini taratib, dehqonni urugʻ qadashga chorlar edi.*

Ayrim manbaalarda [2, 78–80] ushbu affikslar oʻzaro ma'nodoshlik xususiyatiga ham ega boʻlishi mumkin. Jumladan, *-li* qoʻshimchasi ayrim hollarda *-kor, -dor, -ba, -ser, -bo* kabi qoʻshimchalar bilan ma'no jihatidan yaqinlik kasb etadi. Biroq bu qoʻshimchalar doimo bir-birining oʻrnida erkin qoʻllanavermaydi. Har bir qoʻshimchaning qoʻllanish doirasi va uslubiy xususiyatlari mavjud boʻlib, ularni noo'rin almashtirish nutqda uslubiy gʻalizlikka olib kelishi mumkin.

Affikslar tadqiqiga oid ilmiy adabiyotlarda [1, 70–74] affiks morfema mustaqil holda qoʻllanmaydigan, balki oʻzak morfema bilan strukturaviy va semantik jihatdan uzviy bogʻliq holda mavjud boʻladigan til birligi sifatida izohlash bilan birga fonetik shakli, semantik yuklamasi, grammatik funksiyasi hamda qoʻllanish doirasiga koʻra turli xususiyatlarga ega birliklar sifatida tahlil qilinadi. Ular tilning morfologik tizimida soʻz turkumlari oʻrtasidagi munosabatlarni belgilashda, yangi leksik birliklar yaratishda va mavjud soʻzlarning ma'no doirasini kengaytirishda muhim vosita hisoblanadi. Affiksatsiya jarayoni ma'lum bir oʻzak morfemaga bir yoki bir nechta affikslarning qoʻshilishi orqali yangi soʻz hosil qilishni anglatadi. Ushbu jarayon tilning lugʻat boyligining kengayib borishini ta'minlovchi asosiy mexanizmlardan biri sanaladi.

Affikslar tadqiqiga oid ilmiy manbaalarda [3; 6] zamonaviy ingliz tilida affiksatsiya soʻz yasalishining eng faol va samarali usullaridan biri hisoblanadi. Xususan, suffiksatsiya prefiksatsiyaga nisbatan yuqori mahsuldorlikka ega boʻlib, asosan ot va sifat turkumiga mansub yangi leksik birliklar yaratishda keng qoʻllaniladi. Masalan, *trainee, promotion, principal (stajyor, lavozimga koʻtarilish, direktor)* kabi soʻzlar suffikslar yordamida hosil qilingan boʻlib, ular shaxs, holat yoki abstrakt tushunchalarni ifodalashga xizmat qiladi. Prefiksatsiya esa koʻproq fe'l turkumiga oid soʻzlar yasalishida faol

bo‘lib, harakatning yo‘nalishi, davomiyligi, inkori yoki intensivligini ifodalashda muhim ahamiyat kasb etadi. *Incoming (kiruvchi)* kabi so‘zlar prefikslarning fe’l asosidagi semantik o‘zgarishlarni yuzaga keltirishdagi rolini namoyon etadi.

Qiyosiy-tipologik jihatdan tahlil etilganda, ingliz va o‘zbek tillarida affiksatsiya jarayonlari o‘xshash xususiyatlarga ega bo‘lsa-da, ularning funksional yuklamasi va qo‘llanish ko‘lamida sezilarli farqlar kuzatiladi. Xususan, o‘zbek tilida suffiksatsiya mutlaq yetakchi o‘rinni egallab, prefiksatsiya hodisasi deyarli uchramaydi (asosan o‘zlashma qatlamda kuzatiladi). Ingliz tilida esa har ikkala derivatsion usul ham yuqori produktivlikka ega. Mazkur tafovutlar bevosita ushbu tillarning morfologik qurilishi (agglyutinativ va flektiv/analitik) hamda tipologik tabiatidan kelib chiqadi. Binobarin, so‘z yasalishi tizimida hosila birliklarni tadqiq etish jarayonida prefiksli va suffiksli modellar o‘rtasidagi tarkibiy hamda semantik differensial belgilar qat’iy farqlanadi. Bu farqlash, avvalo, so‘z yasalishining oxirgi bosqichi bilan belgilanadi, chunki aynan ushbu bosqich hosila so‘zning tarkibiy qismlarini (Immediate Constituents — ICs) aniqlash va uning motivatsiya manbai bilan bo‘lgan munosabatini belgilab beradi.

So‘zning oxirgi yasalish bosqichida qo‘llanilgan affiks hosila so‘zning strukturaviy modelini belgilaydi va uning leksik-grammatik xususiyatlarini aniqlaydi. Masalan, *unjust (adolatsiz)* so‘zida prefiksatsiya jarayoni amalga oshirilgan bo‘lib, *un-* prefiksi *just* o‘zakiga qo‘shilishi natijasida inkor ma’nosini ifodalovchi sifat hosil bo‘lgan (*un- + just*). Ushbu holatda hosila so‘zning oxirgi yasalish bosqichi prefiks orqali amalga oshirilgani sababli u prefiksal hosila sifatida tasniflanadi. Xuddi shuningdek, *justify* so‘zida suffiksatsiya jarayoni kuzatiladi: *just* o‘zakiga *-ify* suffiksining qo‘shilishi natijasida fe’l turkumiga mansub yangi leksik birlik hosil bo‘lgan (*just + -ify*). Bu yerda oxirgi yasalish bosqichi suffiks yordamida amalga oshirilgani uchun mazkur so‘z suffiksal hosila hisoblanadi. *Arrangement (aranjirovka)* so‘zida esa *arrange* fe’l asosiga *-ment* suffiksining qo‘shilishi orqali ot yasalgan bo‘lib, ushbu birlik ham suffiksatsiya natijasida hosil bo‘lgan hosila so‘z sifatida talqin etiladi (*arrange + -ment*).

Bundan tashqari, *non-smoker (chekmaydigan)* birikmasida *non-* prefiksi *smoker* otiga qo‘shilib, inkor va qarama-qarshilik ma’nosini ifodalovchi murakkab hosila birlikni yuzaga keltiradi (*non- + smoker*). Bu misol prefiksatsiyaning nafaqat oddiy so‘zlarda, balki murakkab va qo‘shma birliklar tarkibida ham faol qo‘llanilishini ko‘rsatadi. Affiksatsiya jarayoni nafaqat yangi so‘zlar yasalishining muhim vositasi, balki tilning semantik, grammatik va funksional imkoniyatlarini kengaytiruvchi asosiy mexanizmlardan biri sifatida baholanadi.

Xorijiy tillardan, xususan, lotin va fransuz tillaridan o‘zlashgan affikslar ingliz tilida yuqori darajada mahsuldorlikka ega bo‘lib, ingliz lug‘at tizimida muhim o‘rin tutadi. Jumladan, *-able* (< lot. *-abilis*) kabi suffikslar ingliz tilida ham mahalliy, ham o‘zlashgan o‘zaklar bilan erkin qo‘shilib, yangi leksik birliklar hosil qilish imkoniyatiga ega. Bu holat ingliz tilining ochiq va moslashuvchan leksik tizimga egaligini ko‘rsatadi. Masalan, ingliz tilidagi *balustrade, brigade, cascade (panjara, brigada, kaskad)* kabi so‘zlar fransuz tilidan o‘zlashgan bo‘lib, ular til lug‘at tarkibida mustahkam o‘rin egallagan.

Xulosa qilib aytganda, affikslarning tarjimada nol ekvivalent bilan berilishi va sinonimik vositalar yordamida ifodalanishi, jumladan, o‘zbek tilidagi ko‘p sonli qo‘shimchalarning ingliz tilida aynan affikslar orqali ifoda etilmay turli artikllar va predloglar bilan ko‘rsatilishi tarjimada semantik strukturaning noto‘g‘ri ifodalanishi bilan bog‘liq muammolarni keltirib chiqaradi.

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BO‘LAJAK O‘QITUVCHILAR PEDAGOGIK AMALIYOTINI TASHKIL ETISHDA ELEKTRON TA’LIM PLATFORMALARINING ADAPTIV IMKONIYATLARI

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Annotatsiya: *Ushbu maqolada bo‘lajak o‘qituvchilarning pedagogik amaliyotini tashkil etishda elektron ta’lim platformalarining adaptiv imkoniyatlaridan foydalanish masalalari tadqiq etilgan. Maqolada adaptiv ta’lim texnologiyalari, ularning individual yondashuvni ta’minlashdagi roli, pedagogik amaliyot samaradorligini oshirishdagi ahamiyati nazariy jihatdan tahlil qilingan. Tadqiqot natijalari shuni ko‘rsatdiki, adaptiv elektron platformalar talabalarning individual o‘quv sur’ati va qobiliyatlariga moslashgan ta’lim muhitini yaratish orqali pedagogik amaliyot sifatini sezilarli darajada yaxshilaydi.*

Kalit so‘zlar: *adaptiv ta’lim, elektron ta’lim platformalari, pedagogik amaliyot, bo‘lajak o‘qituvchilar, individual yondashuv, raqamli kompetensiya, ta’lim sifati.*

ПЕРСПЕКТИВНЫЕ ВОЗМОЖНОСТИ ЭЛЕКТРОННЫХ УЧЕБНЫХ ПЛАТФОРМ В ОРГАНИЗАЦИИ ПЕДАГОГИЧЕСКОЙ ПРАКТИКИ БУДУЩИХ УЧИТЕЛЕЙ.

Аннотация: *В данной статье рассматриваются вопросы использования адаптивных возможностей электронных обучающих платформ в организации педагогической практики будущих учителей. В статье теоретически анализируются адаптивные образовательные технологии, их роль в обеспечении индивидуального подхода и их значение в повышении эффективности педагогической практики. Результаты исследования показали, что адаптивные электронные платформы значительно улучшают качество педагогической практики, создавая образовательную среду, адаптированную к индивидуальному темпу обучения и способностям учащихся.*

Ключевые слова: *адаптивное образование, электронные обучающие платформы, педагогическая практика, будущие учителя, индивидуальный подход, цифровая компетентность, качество образования.*

ADAPTIVE CAPABILITIES OF ELECTRONIC LEARNING PLATFORMS IN ORGANIZING THE PEDAGOGICAL PRACTICE OF FUTURE TEACHERS

Abstract: *This article examines the issues of using adaptive capabilities of electronic learning platforms in organizing pedagogical practice of future teachers. The article theoretically analyzes adaptive educational technologies, their role in ensuring an individual approach, and their importance in increasing the effectiveness of pedagogical practice. The results of the study showed that adaptive electronic platforms significantly improve the quality of pedagogical practice by creating an educational environment adapted to the individual learning pace and abilities of students.*

Keywords: *adaptive education, electronic learning platforms, pedagogical practice, future teachers, individual approach, digital competence, quality of education.*

Hozirgi kunda ta’lim tizimining barcha bo‘g’inlarida raqamli texnologiyalarning jadal kirib kelishi o‘quv jarayonini tubdan o‘zgartirmoqda. Xususan, bo‘lajak o‘qituvchilarni tayyorlash jarayonida pedagogik amaliyotning sifati va samaradorligi muhim ahamiyat kasb etadi. An’anaviy ta’lim usullarining cheklanganligi, talabalarning individual farqlarini hisobga olishning qiyinligi hamda amaliyot jarayonida doimiy yo‘naltiruvchi qayta aloqaning yetishmasligi pedagogik kadrlar tayyorlash tizimida jiddiy muammolarni keltirib chiqarmoqda. Shu boisdan, elektron ta’lim platformalarining adaptiv imkoniyatlaridan foydalanish zamonaviy pedagogik amaliyotni tashkil etishning eng dolzarb yo‘nalishlaridan biriga aylangan.

Pedagogik amaliyot – bu bo‘lajak o‘qituvchining nazariy bilimlarini real o‘quv muhitida qo‘llash, kasbiy ko‘nikmalarini shakllantirish va mustahkamlash jarayonidir. Biroq, an’anaviy amaliyot tizimida talabalarning har biri bir xil tezlikda va bir xil sifatda bilim va ko‘nikmalarni o‘zlashtirishini talab qilish haqiqatga to‘g’ri kelmaydi. Ba’zi talabalar sinf boshqaruvida qiyinchiliklarga duch kelsa, boshqalari dars rejalashtirish yoki o‘quv materiallarni tayyorlashda ortda qoladi. Bunday individual farqlarni hisobga olmaslik amaliyot natijalarining bir tekis bo‘lmasligiga olib keladi.

Shu boisdan, ta’lim jarayonini individuallashtirish masalasi pedagogika fanining dolzarb muammolaridan biriga aylangan. An’anaviy ta’lim tizimida o‘qituvchi bitta dars rejasi bilan barcha talabalar uchun ishlashga majbur bo‘ladi, bu esa individual farqlarni hisobga olish imkonini cheklaydi. Zamonaviy pedagogik yondashuvlar esa har bir talabaning o‘ziga xos xususiyatlarini hisobga olgan holda ta’lim jarayonini moslashtirishni talab qiladi. Aynan shu jihatdan adaptiv ta’lim texnologiyalari muhim rol o‘ynaydi, chunki ular o‘qituvchining yuki ostida qolgan individuallashtirilgan ta’lim berish vazifasini texnologik jihatdan qo‘llab-quvvatlaydi.

Shu nuqtai nazardan, elektron ta’lim platformalari pedagogik amaliyotni tashkil etishda yangicha imkoniyatlar yaratmoqda. Ushbu platformalar o‘quv jarayonini avtomatlashtirilgan tarzda boshqarish, talabalarning o‘quv faoliyatini kuzatish va real vaqt rejimida qayta aloqa berish kabi funksiyalarni taqdim etadi. Ayniqsa, adaptiv texnologiyalar bilan jihozlangan platformalar har bir talabaning bilim darajasi, o‘quv sur’ati va o‘zlashtirish uslubiga qarab ta’lim mazmunini moslashtirib berish qobiliyatiga ega. Bu esa pedagogik amaliyot jarayonini individuallashtirilgan va maqsadli tarzda tashkil etish imkonini beradi.

Adaptiv ta’lim – bu o‘quv jarayonini har bir o‘quvchining individual xususiyatlari, bilim darajasi va o‘zlashtirish tezligiga qarab moslashtirib borish tamoyiliga asoslangan ta’lim yondashuvidir. Ushbu yondashuv o‘quv materiallarining murakkablik darajasi, taqdim etilish tartibi va baholash mezonlarini avtomatik tarzda o‘zgartirish orqali har bir talabaga eng maqbul ta’lim yo‘lini taklif etadi. Adaptiv ta’lim g‘oyasi aslida yangi emas, biroq raqamli texnologiyalar va sun’iy intellekt algoritmlarining rivojlanishi ushbu tamoyilni amalda keng ko‘lamda qo‘llash imkonini yaratdi[1].

Adaptiv ta’lim tizimlarining ishlash mexanizmi bir nechta bosqichdan iborat. Dastlabki bosqichda platforma talabaning bilim darajasini diagnostik test orqali aniqlaydi va uning o‘quv profilini shakllantiradi. Keyingi bosqichda ushbu profil asosida talabaga moslashtirilgan o‘quv yo‘nalishi belgilanadi va tegishli materiallar taqdim etiladi. O‘quv jarayoni davomida platforma talabaning har bir javobini, topshiriqlarni bajarish tezligini va xatolar turini uzluksiz tahlil qilib boradi. Agar talaba ma’lum bir mavzuni yaxshi o‘zlashtirayotgan bo‘lsa, platforma avtomatik ravishda murakkablikni oshiradi, aks holda qo‘shimcha tushuntirish va mashq materiallari taklif etiladi. Ushbu tsiklik jarayon talabaning o‘quv traektoriyasini doimiy optimallashtirish imkonini beradi.

Shuningdek, differensial ta’lim yondashuvi ham adaptiv platformalarning nazariy asoslaridan biridir. Ushbu yondashuvga ko‘ra, ta’lim har bir o‘quvchining qobiliyati va ehtiyojlariga moslashtirilishi kerak. L.S.Vygotskiyning eng yaqin rivojlanish zonasi konsepsiyasi adaptiv ta’limning markaziy tamoyillaridan biri hisoblanadi, ya’ni talabaga uning hozirgi bilim darajasidan biroz yuqori bo‘lgan vazifalar berilganda eng samarali o‘zlashtirish yuz beradi. Adaptiv platformalar ma’lumotlar tahlili orqali har bir talabaning eng yaqin rivojlanish zonasini aniqlash va unga mos ta’lim kontentini taqdim etish imkonini beradi. Bu esa pedagogik amaliyot jarayonida talabalarning potensialini to‘liq ochishga xizmat qiladi[2].

Xalqaro tajribalar shuni ko‘rsatadiki, adaptiv elektron ta’lim platformalari turli mamlakatlarda pedagogik kadrlar tayyorlash tizimida keng qo‘llanilmoqda. Masalan, Finlyandiya va Janubiy Koreya kabi ta’lim tizimi rivojlangan davlatlarda bo‘lajak o‘qituvchilarning pedagogik amaliyoti jarayonida adaptiv platformalar orqali individual yo‘naltirish tizimi samarali joriy etilgan. Ushbu mamlakatlarda platformalar talabaning har bir darsni o‘tkazish ko‘nikmasini alohida baholab, unga moslashtirilgan mashq va topshiriqlar taklif etadi. Bu tajriba O‘zbekiston ta’lim tizimi uchun ham qimmatli saboqlar beradi[3].

O‘zbekistonda so‘nggi yillarda ta’lim sohasida raqamli texnologiyalarni joriy etishga katta e’tibor qaratilmoqda. Prezidentimizning 2023–2026-yillarga mo‘ljallangan ta’limni raqamlashtirish bo‘yicha chiqarilgan bir qator farmon va qarorlari elektron ta’lim platformalarini barcha ta’lim bosqichlarida qo‘llash zaruriyatini belgilab berdi. Biroq, amalda pedagogik oliy ta’lim muassasalarida adaptiv platformalardan foydalanish hali boshlang’ich bosqichda. Ko‘pchilik hollarda elektron platformalar faqat materiallarni joylash va oddiy testlar o‘tkazish vositasi sifatida ishlatilmoqda, holbuki ularning adaptiv imkoniyatlaridan to‘liq foydalanilmayapti[4]. Shu munosabat bilan, mavjud platformalarning adaptiv funksiyalarini pedagogik amaliyot kontekstida qo‘llashning ilmiy asoslangan yondashuvlarini ishlab chiqish dolzarb vazifa hisoblanadi.

Elektron ta’lim platformalarining adaptiv imkoniyatlari bir nechta asosiy komponentlardan tashkil topgan. Birinchidan, diagnostik baholash moduli talabaning dastlabki bilim darajasini aniqlaydi va unga mos o‘quv yo‘nalishini belgilaydi. Ikkinchidan, kontentni moslash tizimi talabaning o‘zlashtirish natijalari asosida materiallar murakkabligini

[1] P.Johnson. Adaptive Learning Technologies in Teacher Education: A Systematic Review. International Journal of Educational Technology: 2023. – P. 203.

[2] B.A.Toshpo’lotov. Bo’lajak o’qituvchilarning raqamli kompetensiyasini shakllantirish. Pedagogika va psixologiya jurnali: 2024. – B. 58.

[3] R.Williams, S.Chen. The Impact of AI-Driven Adaptive Platforms on Pre-Service Teacher Training. Computers and Education: 2024. – P. 48.

[4] S.Y.Akbarov. Shaxs ijtimoiylashuv jarayonining psixologik tavsifi. Pedagogik mahorat: 2022. – B. 18.

dinamik ravishda o‘zgartiradi. Uchinchidan, qayta aloqa mexanizmi talabaga o‘z natijalarini real vaqtda ko‘rish va tahlil qilish imkonini beradi. Bundan tashqari, tahliliy boshqaruv paneli amaliyot rahbariga barcha talabalarning o‘quv jarayonidagi yutuq va kamchiliklarini bir joydan kuzatib borish imkonini taqdim etadi. Ushbu komponentlarning birgalikda ishlashi pedagogik amaliyot samaradorligini sezilarli darajada oshiradi.

Quyida zamonaviy elektron ta’lim platformalarining adaptiv imkoniyatlarini taqqoslash maqsadida tahlil jadvali keltirilgan. Ushbu jadvalda pedagogik amaliyot uchun ahamiyatli bo‘lgan asosiy parametrlar bo‘yicha platformalar solishtirilgan.

1-jadval. Elektron ta’lim platformalarining adaptiv imkoniyatlari taqqoslanishi

Platforma	Diagnostik baholash	Kontentni moslash	Qayta aloqa	Tahliliy panel
Moodle	O‘rtacha	Mavjud	Asinxron	Mavjud
Google Classroom	Cheklangan	Qisman	Sinxron va asinxron	Asosiy darajada
Knewton Alta	Yuqori	To‘liq adaptiv	Real vaqtda	Kengaytirilgan
Smart Sparrow	Yuqori	To‘liq adaptiv	Real vaqtda	Kengaytirilgan

Jadvaldan ko‘rinib turibdiki, Knewton Alta va Smart Sparrow kabi ixtisoslashtirilgan adaptiv platformalar diagnostik baholash, kontentni moslash va real vaqtda qayta aloqa berish bo‘yicha boshqa platformalarga nisbatan ancha yuqori imkoniyatlarga ega. Biroq, Moodle va Google Classroom kabi keng tarqalgan platformalarning ham o‘z afzalliklari mavjud, xususan, ularning foydalanuvchilar soni ko‘pligi, ochiq kodli tizim ekanligi va turli plaginlar orqali funksionalligini kengaytirish mumkinligi diqqatga sazovordir. Pedagogik amaliyotni tashkil etishda platforma tanlovi muassasaning texnik imkoniyatlari, talabalar soni va amaliyotning maqsadlariga qarab amalga oshirilishi maqsadga muvofiqdir.

Pedagogik amaliyot jarayonida talabalarning individual farqlarini hisobga olish masalasi alohida tadqiqni talab etadi. Har bir bo‘lajak o‘qituvchi o‘ziga xos o‘quv uslubiga ega bo‘lib, ba’zilari vizual ma’lumotlarni yaxshiroq o‘zlashtirsa, boshqalari amaliy mashg‘ulotlar orqali samarali o‘rganadi. Adaptiv platformalar talabaning platformadagi harakatlari, topshiriqlarni bajarish tezligi va xatoliklar tahlili asosida uning o‘quv uslubini aniqlaydi va ta’lim kontentini shunga muvofiq moslashtiradi. Masalan, sinf boshqaruvida qiyinchiliklarga duch kelayotgan talabaga ko‘proq simulyatsion mashqlar taklif etilsa, dars rejalashtirish bo‘yicha zaif ko‘rsatkichga ega talabaga qo‘shimcha nazariy materiallar va namuna dars rejalari taqdim etiladi.

Sun’iy intellekt algoritmlarining adaptiv ta’lim platformalarida qo‘llanilishi ushbu tizimlarning samaradorligini yanada oshirmoqda. Mashinali o‘qitish texnologiyalari katta hajmdagi o‘quv ma’lumotlarini tahlil qilib, har bir talabaning kuchli va zaif tomonlarini aniqlash, uning o‘quv traektoriyasini prognozlash hamda maqbul o‘quv strategiyalarini tavsiya etish imkonini beradi. Ayniqsa, tabiiy tilni qayta ishlash texnologiyalari talabalarning yozma ishlarini avtomatik tahlil qilish, grammatik va uslubiy xatolarni aniqlash hamda tuzatish bo‘yicha tezkor qayta aloqa berish qobiliyatiga ega. Bu esa pedagogik amaliyot jarayonida bo‘lajak o‘qituvchilarning yozma va og’zaki kommunikativ kompetensiyalarini rivojlantirishga sezilarli hissa qo‘shadi.

Adaptiv va an’anaviy yondashuvlarning pedagogik amaliyot jarayonidagi farqlarini aniqroq ko‘rsatish maqsadida quyida ushbu ikki yondashuvning asosiy parametrlar bo‘yicha nazariy taqqoslanishi keltirilgan.

2-jadval. Pedagogik amaliyotda an’anaviy va adaptiv yondashuvlarning nazariy taqqoslanishi

	An’anaviy yondashuv	Adaptiv yondashuv
Dars rejalashtirish	Yagona dars rejasi barcha talabalar uchun	Talabaning individual ehtiyojlariga moslashtirilgan dars rejasi
Qayta aloqa berish	Amaliyot yakunida umumiy baho	Real vaqtda uzluksiz individual qayta aloqa
O‘quv jarayonini kuzatish	Faqat amaliyot rahbarining sub’ektiv kuzatuvi	Avtomatlashtirilgan monitoring va tahliliy panel
Bilimni baholash	Yakuniy baholash (summativ)	Diagnostik va shakllantiruvchi baholash (formativ)

Jadvaldan ko‘rinib turibdiki, adaptiv yondashuv pedagogik amaliyotning barcha asosiy komponentlarida an’anaviy yondashuvga nisbatan sifat jihatdan yuqori imkoniyatlar taqdim etadi. Ayniqsa, qayta aloqa berish va bilimni

baholash jarayonlarida adaptiv platformalarning ustunligi yaqqol namoyon bo‘ladi, chunki ular uzluksiz va individual tarzda ishlash imkonini beradi.

Adaptiv platformalarning yana bir muhim jihati pedagogik refleksiyani rivojlantirish imkoniyatidir. Platforma talabaning har bir darsdan keyingi o‘z-o‘zini baholash natijalarini, amaliyot rahbarining izohlarini va o‘quvchilarning qayta aloqalarini bir joyga to‘plab tahlil qiladi. Bu esa bo‘lajak o‘qituvchiga o‘z pedagogik faoliyatini tanqidiy nuqtai nazardan ko‘rib chiqish, kuchli tomonlarini mustahkamlash va zaif jihatlarini aniqlash imkonini beradi. Shu boisdan, adaptiv platformalar nafaqat bilim va ko‘nikmalar berish, balki bo‘lajak o‘qituvchining kasbiy o‘sish kompetensiyasini shakllantirish vositasi sifatida ham katta ahamiyatga ega. Raqamli kompetensiyaning shakllanishi esa zamonaviy o‘qituvchi uchun kasbiy tayyorgarlikning ajralmas qismi hisoblanadi[5].

Adaptiv elektron platformalarning barcha afzalliklariga qaramasdan, ularni pedagogik amaliyotda joriy etishda bir qator muammolar ham mavjud. Birinchidan, ko‘plab pedagogik oliy ta’lim muassasalarining moddiy-texnik bazasi zamonaviy platformalarni to‘liq qo‘llab-quvvatlash imkoniyatiga ega emas. Ikkinchidan, o‘qituvchi va talabalarning raqamli savodxonlik darajasi turlicha bo‘lib, ba’zilari texnologiyadan foydalanishda jiddiy qiyinchiliklarga duch keladi. Uchinchidan, adaptiv platformalar o‘qituvchi va talaba o‘rtasidagi jonli muloqotni to‘liq o‘rnini bosa olmaydi, bu esa pedagogik amaliyotda hissiy intellekt va shaxslararo munosabatlar kabi muhim kompetensiyalarning shakllanishiga salbiy ta’sir ko‘rsatishi mumkin. Bundan tashqari, o‘zbek tilidagi ta’lim kontentining kam bo‘lishi ham adaptiv platformalardan foydalanishni qiyinlashtiruvchi omillardan biridir[6].

1-rasm. Adaptiv platformalarni pedagogik amaliyotda joriy etishdagi asosiy muammolar

Muammolarning ta'sir darajasi maqolada keltirilgan nazariy tahlil va Andijon davlat universitetidagi kuzatuvlar asosida baholangan. Shu bilan birga, adaptiv platformalarning samaradorligi ko‘p jihatdan ularning pedagogik dizayni sifatiga bog‘liq. Platforma qanchalik texnologik jihatdan ilg‘or bo‘lmasin, agar uning ta’lim kontenti pedagog mutaxassislar tomonidan ishlab chiqilmagan bo‘lsa, kutilgan natijaga erishish qiyin. Shu boisdan, adaptiv ta’lim platformalarini ishlab chiqish jarayonida pedagogika fani mutaxassislari, psixologlar va axborot texnologiyalari sohasidagi mutaxassislarning hamkorligi muhim ahamiyatga ega. Bunday interdissiplinar yondashuv platformaning ta’lim mazmuni, texnologik imkoniyatlari va foydalanuvchi tajribasining muvozanatli bo‘lishini ta’minlaydi.

Andijon davlat universitetida o‘tkazilgan kuzatuvlar shuni ko‘rsatdiki, pedagogik amaliyot jarayonida adaptiv platformalardan foydalangan talabalar o‘z kasbiy ko‘nikmalarini yanada tezroq rivojlantirganlar. Xususan, ushbu talabalar dars tahlili va o‘z-o‘zini baholash bo‘yicha yuqori ko‘rsatkichlar namoyish etganlar. Platformaning qayta aloqa tizimi talabaga har bir darsi bo‘yicha batafsil tahliliy hisobot taqdim etgan, bu esa talabaning o‘z kamchiliklarini mustaqil ravishda aniqlash va bartaraf etish imkonini bergan. Amaliyot rahbarlari ham platformaning tahliliy paneli orqali talabalar faoliyatini samaraliroq kuzatib borganliklari va individual maslahatlar berishlari osonlashganligini ta’kidlaganlar.

Bundan tashqari, adaptiv platformalar talabalarning raqamli pedagogik portfelini shakllantirish imkonini ham beradi. Platforma talabaning amaliyot davomidagi barcha faoliyatini, jumladan dars rejalari, o‘quv materiallar, baholash natijalari va amaliyot rahbarining izohlarini bir joyga to‘playdi. Ushbu portfel bo‘lajak o‘qituvchining kasbiy rivojlanish dinamikasini ko‘rsatuvchi muhim hujjat sifatida xizmat qiladi. Raqamli portfelning yana bir afzalligi shundaki, u

[5] Т.В.Кузнецова. Индивидуализация обучения с помощью адаптивных образовательных платформ. Вопросы образования: 2024. – С. 80.

[6] А.М.Назаров. Адаптивные технологии в образовательном процессе подготовки учителей. Педагогика и психология образования: 2023. – С. 115.

talabaning ish beruvchilarga o‘z kasbiy tayyorgarligini ko‘rsatish uchun qulay vosita hisoblanadi. Shu boisdan, adaptiv platformalar nafaqat ta’lim jarayoni, balki kelajakda kasbiy faoliyatni boshlash uchun ham muhim asos yaratadi.

Adaptiv platformalarning yana bir muhim imkoniyati mentorlik va hamkorlikdagi ta’lim jarayonini qo‘llab-quvvatlashdir. Platforma amaliyot rahbari va talaba o‘rtasidagi muloqotni tizimlashtiradi, doimiy qayta aloqa berish mexanizmini ta’minlaydi hamda hamkorlikdagi refleksiya jarayonini osonlashtiradi. Ayniqsa, amaliyot rahbari bir vaqtda ko‘plab talabalar bilan ishlashi kerak bo‘lgan hollarda, platformaning avtomatik monitoring va ogohlantirish tizimi qiyinchiliklarga duch kelayotgan talabalarni o‘z vaqtida aniqlash va ularga individual yordam ko‘rsatish imkonini beradi. Bu esa pedagogik amaliyot jarayonini yanada maqsadli va natijadorli tashkil etishga xizmat qiladi.

Adaptiv platformalarni pedagogik amaliyotga muvaffaqiyatli integratsiyalash uchun bir nechta muhim shart-sharoitlar zarur. Birinchidan, oliy ta’lim muassasalarining moddiy-texnik bazasi yangilanishi va barcha talabalar kompyuter yoki planshet qurilmalariga ega bo‘lishi kerak. Ikkinchidan, professor-o‘qituvchilar va amaliyot rahbarlari adaptiv platformalardan foydalanish bo‘yicha maxsus malaka oshirish kurslaridan o‘tishi lozim. Uchinchidan, o‘zbek tilidagi sifatli ta’lim kontentini yaratish bo‘yicha maqsadli dastur ishlab chiqilishi zarur. Ushbu shartlar bajarilgandagina adaptiv platformalarning to‘liq potensialidan foydalanish mumkin bo‘ladi.

Shu bilan birga, adaptiv platformalarning samaradorligini baholash uchun muntazam monitoring va baholash tizimi joriy etilishi ham muhimdir. Ushbu tizim platformaning ta’lim natijalariga ta’sirini o‘lchash, talabalar va amaliyot rahbarlarining fikr-mulohazalarini to‘plash hamda platforma funksiyalarini doimiy takomillashtirib borish imkonini beradi. Xalqaro tajriba shuni ko‘rsatadiki, adaptiv platformalarni joriy etish bir martalik tadbir emas, balki doimiy takomillashtirish va moslashtirishni talab qiladigan uzluksiz jarayondir. Shu boisdan, ushbu jarayonga tizimli yondashish va uzoq muddatli strategiyani ishlab chiqish zarur.

Elektron ta’lim platformalarining adaptiv imkoniyatlari bo‘lajak o‘qituvchilarning pedagogik amaliyotini tashkil etishda muhim ahamiyatga ega. Adaptiv texnologiyalar ta’lim jarayonini har bir talabaning individual xususiyatlariga moslashtirish, uning kuchli va zaif tomonlarini aniqlash hamda maqsadli yo‘naltirish berish orqali amaliyot sifatini sezilarli darajada oshiradi. Nazariy tahlil shuni ko‘rsatadiki, adaptiv platformalar dars rejalashtirish, qayta aloqa berish, o‘quv jarayonini kuzatish va bilimni baholash kabi barcha asosiy komponentlarda an‘anaviy yondashuvga nisbatan sifat jihatdan yuqori imkoniyatlar taqdim etadi.

Shu bilan birga, adaptiv platformalar pedagogik refleksiya va kasbiy o‘sish kompetensiyalarini rivojlantirishda ham samarali vosita ekanligi aniqlangan. Platformaning diagnostik baholash, kontentni moslash va real vaqtda qayta aloqa berish funksiyalari bo‘lajak o‘qituvchiga o‘z pedagogik faoliyatini doimo takomillashtirib borish imkonini yaratadi. Bu esa pedagogik kadrlar tayyorlash tizimining sifatini yanada yaxshilashga xizmat qiladi. Amaliy jihatdan esa adaptiv platformalarni pedagogik amaliyotga integratsiyalash uchun oliy ta’lim muassasalarining moddiy-texnik bazasini mustahkamlash, professor-o‘qituvchilar va talabalarning raqamli kompetensiyasini oshirish hamda o‘zbek tilidagi adaptiv ta’lim kontentini yaratish zarurdir.

Raqamli ta’lim muhitining kengayishi va sun’iy intellekt texnologiyalarining rivojlanishi adaptiv ta’lim platformalarining imkoniyatlarini yanada kengaytirishi kutilmoqda. Kelgusida ushbu platformalar nafaqat individual o‘quv traektoriyalarini boshqarish, balki bo‘lajak o‘qituvchilarning hissiy intellektini rivojlantirish, sinf boshqaruvi simulyatsiyalarini o‘tkazish va virtual amaliyot muhitlarini yaratish imkonini ham berishi mumkin. Shu boisdan, adaptiv ta’lim texnologiyalari sohasidagi ilmiy tadqiqotlarni davom ettirish va ularning natijalarini pedagogik amaliyotga joriy etish zamonaviy ta’lim tizimining muhim vazifasi bo‘lib qolmoqda.

Adaptiv elektron ta’lim platformalari pedagogik amaliyotni zamonaviy talablarga muvofiq tashkil etishning samarali vositasidir. Ularning to‘liq imkoniyatlaridan foydalanish bo‘lajak o‘qituvchilarning kasbiy tayyorgarlik sifatini oshirishga, ta’lim jarayonini individuallashtirish va optimallashtirishga, shuningdek, raqamli kompetensiyani shakllantirishga xizmat qiladi. O‘zbekiston ta’lim tizimida adaptiv platformalarni keng joriy etish pedagogik kadrlar tayyorlash tizimini yangi bosqichga olib chiqishning muhim omili bo‘lib, bu yo‘nalishda ilmiy tadqiqotlar va amaliy tajribalarni ko‘paytirish zarur.

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UMUMIY O'RTA TA'LIMDA FIZIKA FANINI O'QITISHDA O'QUVCHILARNING TADQIQOTCHILIK KOMPETENTLIGINI SHAKLLANTIRISHNING MAVJUD HOLATI VA MUAMMOLARI

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Annotatsiya: *Ushbu maqolada umumiy o'rta ta'lim maktablarida fizika fanini o'qitishda o'quvchilarning tadqiqotchilik kompetentligini shakllantirishning mavjud holati va asosiy muammolari tahlil qilinadi. Tadqiqotning maqsadi fizika darslari, laboratoriya mashg'ulotlari, mustaqil ishlar, raqamli simulyatsiyalar va baholash amaliyotida tadqiqotchilik faoliyatini rivojlantirish imkoniyatlarini aniqlashdan iborat. Tadqiqot metodologiyasi sifatida ilmiy-pedagogik adabiyotlar tahlili, tizimli yondashuv, qiyosiy tahlil, kontent-tahlil va diagnostik ko'rsatkichlarni loyihalash usullaridan foydalanildi. Natijalar shuni ko'rsatdiki, fizika darsi mazmuni kuzatish, tajriba, o'lchash, modellashtirish va dalillash uchun keng imkoniyatga ega, biroq amaliyotda topshiriqlar ko'pincha reproduktiv va algoritmik xarakterda qolmoqda. Laboratoriya ishlari, raqamli vositalar va baholash tizimini tadqiqot ishi bilan uyg'unlashtirish o'quvchilarning mustaqil fikrlashi, dalil asosida xulosa chiqarishi va refleksiv faoliyatini rivojlantirishda muhim omil hisoblanadi.*

Kalit so'zlar: *fizika ta'limi, tadqiqotchilik kompetentligi, laboratoriya ishi, ilmiy savodxonlik, raqamli simulyatsiya, baholash rubrikasi, refleksiya.*

СОВРЕМЕННОЕ СОСТОЯНИЕ И ПРОБЛЕМЫ ФОРМИРОВАНИЯ ИССЛЕДОВАТЕЛЬСКОЙ КОМПЕТЕНТНОСТИ УЧАЩИХСЯ ПРИ ОБУЧЕНИИ ФИЗИКЕ В ОБЩЕМ СРЕДНЕМ ОБРАЗОВАНИИ

Аннотация: *В статье анализируются современное состояние и основные проблемы формирования исследовательской компетентности учащихся при обучении физике в общеобразовательной школе. Цель исследования состоит в выявлении возможностей развития исследовательской деятельности на уроках физики, в лабораторных занятиях, самостоятельной работе, цифровых симуляциях и оценочных процедурах. Методология основана на анализе научно-педагогической литературы, системном и сравнительном подходах, контент-анализе и проектировании диагностических показателей. Результаты показывают, что содержание школьного курса физики имеет значительный потенциал для наблюдения, эксперимента, измерения, моделирования и аргументации, однако на практике задания часто сохраняют репродуктивный и алгоритмический характер. Сделан вывод о необходимости интеграции лабораторных работ, цифровых средств и системы оценивания в единый исследовательский цикл, направленный на развитие самостоятельного мышления, доказательной аргументации и рефлексивной деятельности учащихся.*

Ключевые слова: *обучение физике, исследовательская компетентность, лабораторная работа, научная грамотность, цифровая симуляция, оценочная рубрика, рефлексия.*

CURRENT STATE AND PROBLEMS OF DEVELOPING STUDENTS' RESEARCH COMPETENCE IN TEACHING PHYSICS IN GENERAL SECONDARY EDUCATION

Annotation: *The article analyzes the current state and key problems of developing students' research competence in teaching physics in general secondary education. The purpose of the study is to identify the opportunities for organizing research-oriented activity in physics lessons, laboratory work, independent learning, digital simulations and assessment practice. The methodology is based on the analysis of scientific and pedagogical literature, a systemic approach, comparative analysis, content analysis and the design of diagnostic indicators. The results show that the school physics course has considerable potential for observation, experiment, measurement, modeling and evidence-based reasoning; however, classroom tasks often remain reproductive and algorithmic. The article concludes that laboratory work, digital tools and assessment procedures should be integrated into a unified inquiry cycle in order to develop students' independent thinking, evidence-based conclusions and reflective activity.*

Key words: *physics education, research competence, laboratory work, scientific literacy, digital simulation, assessment rubric, reflection.*

Kirish

Zamonaviy ta’lim tizimida o‘quvchining tayyor bilimni eslab qolishi emas, balki uni real vaziyatda qo‘llashi, muammoni ko‘rishi, dalil to‘plashi va xulosa chiqarishi muhim natija sifatida qaralmoqda. Fizika fani bu borada alohida didaktik imkoniyatga ega, chunki u tabiat hodisalarini kuzatish va uni tajriba orqali tekshirish, fizik kattaliklarni o‘lchash, natijalarni jadval va grafikda ifodalash hamda qonuniyatni dalillar asosida tushuntirishga tayanadi. Shuning uchun fizika ta’limida o‘quvchida tadqiqotchilik kompetentligini shakllantirish o‘quvchining tabiiy-ilmiy savodxonligi, muammoli fikrlashi va amaliy faoliyatga tayyorgarligini rivojlantirish bilan bevosita bog‘liq sanaladi.

Tadqiqotchilik kompetentligi deganda o‘quvchining fizik hodisani ilmiy savolga aylantirish, faraz ilgari surish, tajriba yokimodelni tanlash, o‘lchash natijalarini qayta ishlash, xatolik va noaniqlikni baholash, xulosani dalillar bilan asoslash hamda o‘z faoliyatini refleksiya qilishga qodirligi tushuniladi. Bu kompetentlik motivatsion-qadriyatli, kognitiv, faoliyatli-amaliy, refleksiv-baholovchi va kommunikativ komponentlarning o‘zaro bog‘lanishi orqali namoyon bo‘ladi.

Kompetensiyaviy yondashuv sharoitida fizika ta’limining natijasi faqat qonun, formula va ta’riflarni bilish bilan chegaralanmasligi kerak. Masalan, o‘quvchi Om qonuni, Arximed kuchi, energiyaning saqlanishi yoki yorug‘likning sinishi kabi qonuniyatlarni tayyor axborot sifatida emas, balki uni kuzatish, o‘lchash va mantiqiy tahlil orqali tushuntiriladigan bilim sifatida qabul qilinishi zarur. Shu jihatdan, dars jarayonidagi muammoli vaziyat, laboratoriya eksperimenti, loyiha, simulyatsiya va baholash usullari tadqiqotchilik jarayoniga xizmat qilishi lozim.

Maqolaning maqsadi umumiy o‘rta ta’lim maktablarida fizika fanini o‘qitishda o‘quvchilarning tadqiqotchilik kompetentligini shakllantirishning mavjud holati, didaktik imkoniyatlari va metodik muammolarini aniqlashdan iborat. Ushbu maqsadga erishish uchun fizika ta’limi mazmuni, laboratoriya ishlari, mustaqil ta’lim faoliyati va loyiha faoliyati, raqamli vositalar, baholash mezonlari hamda o‘qituvchi tayyorgarligi bilan bog‘liq jihatlar tahlil qilindi.

Adabiyotlar tahlili

Mazkur maqolada ilmiy adabiyotlarda tadqiqotchilik kompetentligini shakllantirish masalasi tabiiy-ilmiy savodxonlik, tadqiqotga asoslangan ta’lim, laboratoriya ta’limi, kompetensiyaviy yondashuv va baholash nazariyasi bilan uzviy bog‘liq holda yoritiladi. O‘zbekiston ta’lim tizimida kompetensiyaviy natijalarni kuchaytirish, o‘quvchilarning mustaqil fikrlashi va amaliy faoliyatga tayyorligini rivojlantirish strategik vazifa sifatida belgilangan [1, 2]. Xalqaro yondashuvlarda esa o‘quvchining ilmiy izlanish, ma’lumotlarni talqin qilish va dalillar asosida qaror qabul qilish qobiliyati fan ta’limining markaziy natijalaridan biri sifatida ko‘rsatiladi [3].

Fizika ta’limida o‘quv-tadqiqotchilik ko‘nikmalarini rivojlantirish bo‘yicha mahalliy izlanishlar ham mavjud. K.T. Suyarov fizik eksperimentlar asosida o‘quvchilarda o‘quv-tadqiqotchilik ko‘nikmalarini rivojlantirish metodikasini ishlab chiqqan bo‘lib, bu yondashuv laboratoriya ishlarini tayyor ko‘rsatmani bajarishdan mustaqil izlanish faoliyatiga aylantirish zarurligini ko‘rsatadi [4]. O.Q. Dehqonova fizika ta’limida fanlar integratsiyasini takomillashtirish masalasini o‘rgangan va fizik bilimni real hayotda energetika, ekologiya, texnika va boshqa sohalar bilan bog‘lash o‘quvchining muammoli fikrlashini kuchaytirishini asoslagan [5].

A.W. Lazonder va R. Harmsen tadqiqotga asoslangan o‘qitish (Inquiry-based learning) bo‘yicha olib borilgan ishida o‘quvchini tadqiqotga yo‘naltirish va metodik qo‘llab-quvvatlashning ahamiyatini alohida qayd etadi. Ularning meta-tahlilida o‘quvchini butunlay nazoratsiz qoldirishdan ko‘ra, bosqichma-bosqich yo‘naltirish, savol, jadval, reja va refleksiya vositalari bilan qo‘llab-quvvatlash samaraliroq ekanini ko‘rsatadi [6]. Bu xulosa maktab o‘quvchida fizika darslarida tadqiqotchilik faoliyati reproduktiv tavsifdadagi laboratoriyadan qisman izlanuvchan faoliyatga, keyin esa mustaqil ochiq tadqiqot topshiriqlarini olib borish maqsadiga muvofiq keladi.

Xalqaro tadqiqotlar ochiq va yo‘naltirilgan laboratoriya ishlarining o‘quvchi qarashlariga ta’sirini e’tirof qilinadi. Masalan, B.R. Wilcox va H.J. Lewandowski ochiq laboratoriya faoliyati o‘quvchilarning eksperimental fizika haqidagi tasavvurlari va ishonchiga ijobiy ta’sir qilishi mumkinligini aniqlagan [7]. S. Kapon maktab sharoitida fizik tadqiqot jarayonini o‘quvchining yaqin rivojlanish zonasida tashkil etish zarurligini asoslaydi [8]. Bu hol bu o‘quvchiga haddan tashqari murakkab, nazoratsiz vazifa berish emas, balki mustaqil izlanishga olib boruvchi maqsadli metodik ko‘mak berish demakdir. Demak, laboratoriya ishining maqsadi faqat nazariy bilimni mustahkamlash emas, balki tadqiqot jarayonini ongli bajarishni ta’minlashdir.

Tadqiqotchilik kompetentligini baholash masalasi ham alohida e’tibor talab qiladi. K. Scalise va J. Clarke-Midura ilmiy tadqiqot faoliyatini baholashda o‘quvchining faqat nima javob bergani emas, balki tadqiqot jarayonida “nima qilgani va nimani aniqlanishi” kerakligini ta’kidlaydi [9]. Fizika o‘qituvchisining pedagogik kontent bilimi va motivatsiyasi o‘quvchilarning yutug‘i hamda qiziqishiga ta’sir qilishi haqidagi natijalar esa tadqiqotchilikka yo‘naltirilgan dars dizaynida o‘qituvchi tayyorgarligi hal qiluvchi omil ekanini tasdiqlaydi [10]. O‘quvchida

tadqiqotchilik kompetentligining shakllanishida uning “ilmiy tafakkuri” alohida markaziy o‘rinni egallaydi. Ilmiy tafakkur o‘quvchining har bir natijaga “Dalil bormi?”, “Qanday tekshirildi?”, “Boshqa tushuntirish bo‘lishi mumkinmi?” degan savollar bilan yondashishini bildiradi. Fizika darsida ilmiy tafakkur, ayniqsa, gipotezani tajriba orqali tekshirish, nazariy modelni empirik dalil bilan solishtirish va xulosa chegarasini tushunishda namoyon bo‘ladi.

Tadqiqot metodologiyasi

Tadqiqotchilik kompetentligini shakllantirish uzluksiz va bosqichli jarayondir. Boshlang‘ich bosqichda o‘quvchi fizik hodisani kuzatadi, tayyor savolga javob izlaydi, o‘qituvchi ko‘rsatmasi asosida sodda tajribani bajaradi. Reproduktiv bosqichda u tajriba algoritmini anglaydi, natijani qayd etadi, oddiy xulosa chiqaradi. Izlanuvchan bosqichda o‘quvchi tajribaning ayrim elementlarini mustaqil tanlaydi, faraz ilgari suradi, o‘lchashlar ketma-ketligini asoslaydi. Ijodiy-tadqiqot bosqichida esa muammo, gipoteza, metod, ma’lumot tahlili va xulosani mustaqil ishlab chiqadi. Bunday ketma-ketlik o‘quvchining yosh xususiyati va tayyorgarlik darajasini hisobga olgan holda tashkil etilsa, kompetentlik barqaror shakllanadi.

Tadqiqot umumiy o‘rta ta’lim maktablarida fizika fanini o‘qitish jarayonida tadqiqotchilik kompetentligini shakllantirishga ta’sir etuvchi mazmuniy, jarayoniy, texnologik, baholash va tashkiliy-pedagogik omillarni tahlil qilishga qaratildi. Tadqiqot obyekti sifatida umumiy o‘rta ta’limda fizika o‘qitish jarayoni, predmeti sifatida esa o‘quvchilarning tadqiqotchilik kompetentligini shakllantirishning mavjud holati va metodik muammolari belgilandi.

Tahlilda empirik statistik ma’lumotlar emas, balki mavjud pedagogik holatni tizimli izohlashga xizmat qiluvchi tahliliy ma’lumotlar, diagnostik jadval va metodik model ishlab chiqildi. Shuning uchun maqoladagi natijalar fizika ta’limini tadqiqotchilik sikli asosida qayta loyihalashga doir ilmiy-metodik tavsiyalar sifatida talqin qilinadi (1-jadval).

1-jadval

Fizika ta’limida tadqiqotchilik kompetentligini shakllantirishning tahlil yo‘nalishi

Tahlil yo‘nalishi	**Tahlil qilinadigan obyekt**	**Aniqlanadigan ko‘rsatkichlar**	**Muammo belgisi**
Mazmuniy yo‘nalish	O‘quv dasturi, darslik, laboratoriya ishlari, masalalar va topshiriqlar	Tadqiqot savoli, kontekstli topshiriq, eksperimental topshiriq va loyiha elementlari mavjudligi	Topshiriqlarning ko‘proq reproduktiv va algoritmik xarakterda bo‘lishi
Jarayoniy yo‘nalish	Fizika darslari, laboratoriya mashg‘ulotlari, to‘garak va darsdan tashqari ishlar	Muammoli vaziyat, guruhli izlanish, tajriba rejalash, natija tahlili va refleksiya	O‘quvchining passiv bajaruvchi sifatida ishtirok etishi
Texnologik yo‘nalish	Laboratoriya jihozlari, raqamli simulyatsiyalar, videoeksperiment va mobil ilovalar	Real va virtual tajriba, o‘lchash, grafik tahlil, ma’lumotlar bilan ishlash imkoniyati	Raqamli vositalarning faqat namoyish yoki bezak vazifasida qo‘llanishi
Baholash yo‘nalishi	Test, nazorat ishi, laboratoriya hisoboti, loyiha himoyasi va rubrikalar	Muammo qo‘yish, gipoteza, rejalash, tajriba, dalillash, xulosa va refleksiya baholanishi	Baholashning asosan yakuniy javob yoki nazariy bilim bilan cheklanishi
Tashkiliy-pedagogik yo‘nalish	O‘qituvchi tayyorgarligi, dars vaqti, sinf soni, laboratoriya xavfsizligi, metodik ta’minot	Tadqiqotga yo‘naltirilgan darsni loyihalash va boshqarish imkoniyati	O‘qituvchining tadqiqot metodikasini qo‘llashda metodik tayanchga ehtiyoj sezishi

Natijalar va ularning tahlili

Tahlil natijalari fizika ta’limi mazmuni o‘z tabiatiga ko‘ra tadqiqotchilik kompetentligini shakllantirish uchun keng imkoniyat yaratishini ko‘rsatdi. Mexanika bo‘limida harakat, kuch, ishqalanish, energiya va tebranishlarni o‘lchash hamda grafik tahlil asosida o‘rganish mumkin. Molekulyar fizika bo‘limida issiqlik almashinuvi, diffuziya va modda xossalari kuzatuv va tajriba orqali tushuntiriladi. Elektr bo‘limida zanjir parametrlarini o‘lchash, sxema tuzish va sabab-oqibat bog‘lanishlarini aniqlash imkoniyati mavjud. Optika bo‘limida yorug‘likning qaytishi, sinishi, linza va spektr hodisalari vizual tajriba, chizma va model bilan bog‘lanadi.

Biroq mazkur imkoniyatlar dars jarayonida tadqiqot savoli, faraz, tajriba rejasi, ma’lumot yig‘ish, dalillash va refleksiya bosqichlari bilan uyg‘unlashmasa, ular faqat ko‘rgazmali tushuntirish vositasi darajasida qolib ketadi. Amaldagi topshiriqlar ko‘p hollarda bilimni qayta aytish, formulani qo‘llash, tayyor grafikni izohlash yoki berilgan algoritm asosida hisoblashga yo‘naltiriladi. Bunday topshiriqlar nazariy bilimni mustahkamlashda zarur bo‘lsa-da, ular har doim ham o‘quvchidan o‘zgaruvchilarni aniqlash, tajriba loyihalash yoki dalillar asosida qaror qabul qilishni talab qilmaydi.

Tadqiqotchilikka yo‘naltirilgan fizika darsida fizik qonuniyat o‘quvchi uchun tayyor axborot emas, balki dalillar asosida qayta kashf etiladigan bilim bo‘lishi kerak. Masalan, Om qonuni faqat formula shaklida berilganda o‘quvchi tok kuchi, kuchlanish va qarshilik o‘rtasidagi bog‘lanishni mexanik qo‘llaydi. Agar o‘quvchi zanjir tuzsa, bir kattalikni o‘zgartirib, boshqasini o‘lchasa, natijalarni jadvalga kiritib, grafik chizsa va xulosa chiqarsa, u qonuniyatni tadqiqot mahsuli sifatida anglaydi. Bunday yondashuv fizik tushunchaning mazmunini chuqurlashtiradi va o‘quvchining ishonchli dalil bilan ishlash madaniyatini shakllantiradi.

Laboratoriya ishlari tadqiqotchilik kompetentligini shakllantirishning eng tabiiy vositasi bo‘lsa-da, amaliyotda ular ko‘pincha tayyor yo‘riqnoma asosida bajariladigan algoritmik faoliyatga aylanadi. O‘quvchi ishning maqsadi, jihozlar, bajarish tartibi va hisoblash formulasini oldindan oladi, tajribani mexanik bajaradi va tayyor xulosani yozadi. Bu tartib laboratoriya madaniyatining ayrim elementlarini o‘rgatadi, lekin tadqiqot savolini mustaqil qo‘yish, faraz ilgari surish, tajriba rejasini tanlash, natijani tanqidiy tahlil qilish kabi ko‘nikmalarni yetarli darajada rivojlantirmaydi.

Laboratoriya ishlarini qayta loyihalashda uch bosqichli yondashuv maqsadga muvofiq: birinchi bosqichda strukturaviy topshiriqlar orqali o‘quvchi xavfsizlik, asbob bilan ishlash va o‘lchash texnikasini egallaydi; ikkinchi bosqichda qisman izlanuvchan topshiriqlar orqali tajriba sharti, o‘zgaruvchi yoki natija tahlilini mustaqil tanlaydi; uchinchi bosqichda esa ochiq tadqiqot topshiriqlari orqali muammo, gipoteza va tajriba dizaynini o‘zi belgilaydi. Bunday bosqichlilik turli tayyorgarlik darajasidagi o‘quvchilarni izchil rivojlantirishga xizmat qiladi.

Raqamli vositalar ham tadqiqotchilik kompetentligini rivojlantirishda muhim imkoniyatdir. Videoeksperiment, virtual laboratoriya, elektron jadval, grafik dasturlar va simulyatsiyalar o‘quvchiga hodisani takroriy kuzatish, parametrlarni tez o‘zgartirish, natijani grafikda ko‘rish va model bilan ishlash imkonini beradi. Ammo raqamli vosita darsning markaziy tadqiqot vazifasiga bog‘lanmasa, u faqat animatsiya yoki ko‘rgazma sifatida qoladi. Shuning uchun simulyatsiya bilan ishlashda ham savol, gipoteza, parametr, natija jadvali, grafik va refleksiya bosqichlari aniq berilishi kerak.

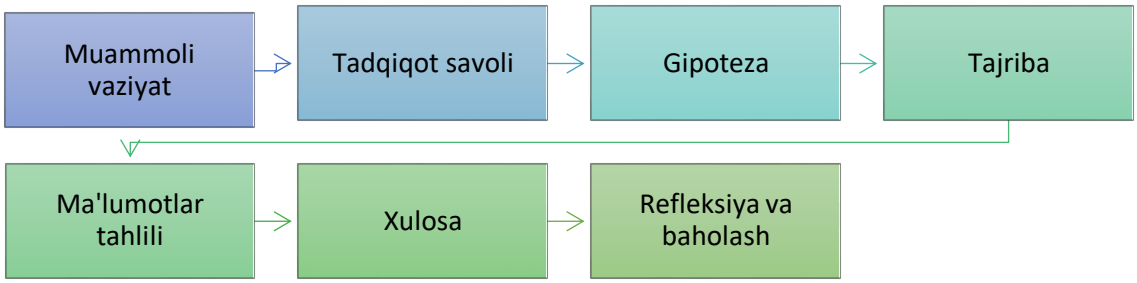
Real va virtual eksperimentni qarama-qarshi qo‘yish to‘g‘ri emas. Virtual tajriba o‘quvchiga modelni tez tekshirish, bog‘lanishlarni ko‘rish va dastlabki farazni aniqlash imkonini bersa, real tajriba asbob bilan ishlash, o‘lchash xatolari, noaniqlik, xavfsizlik va tabiiy sharoit omillarini anglashga yordam beradi. Demak, eng samarali yo‘l real va virtual eksperimentni tadqiqotchilik ishiga birlashtirishdir.

Mustaqil ishlar va loyiha-tadqiqot faoliyati ham tadqiqotchilik kompetentligining muhim manbai hisoblanadi. Amaliyotda mustaqil topshiriqlar ko‘pincha mavzuni o‘qib kelish, referat yozish yoki tayyor taqdimot tayyorlash bilan cheklanadi. Bunday shakllar axborot yig‘ish va nutq ko‘nikmalarini rivojlantirishi mumkin, lekin tadqiqot mantiqi aniq berilmasa, o‘quvchi muammo, savol, gipoteza, dalil va xulosa o‘rtasidagi bog‘lanishni yetarli anglamaydi. Shu sababli mustaqil ishlar “hodisani kuzatish - savol tuzish - ma’lumot to‘plash - natijani izohlash” ketma-ketligi asosida tashkil etilishi lozim.

Loyiha faoliyatida ham mahsulotning tashqi ko‘rinishi emas, balki tadqiqot jarayonining sifati ustuvor bo‘lishi kerak. Masalan, “Uyda energiya tejamkorligini baholash”, “Maktab binosida yoritilganlik darajasini o‘lchash”, “Oddiy issiqlik izolyatorlarining samaradorligini taqqoslash” kabi mavzular o‘quvchini fizik bilimni real muammo bilan bog‘lashga undaydi. Bunday loyihalarda o‘quvchi o‘lchash rejasini tuzadi, ma’lumotlarni jadvalga kiritadi, grafik yoki diagramma tuzadi, xatolik sabablarini ko‘rsatadi va taklifini dalil bilan asoslaydi.

Darsdan tashqari faoliyat - fizika to‘garagi, fan haftaligi, loyiha tanlovi, o‘quv konferensiyasi va olimpiada mashg‘ulotlari - tadqiqotchilik kompetentligini chuqurlashtirish uchun qulay maydon yaratadi. Biroq bu ishlar faqat qiziqishi yuqori o‘quvchilar bilan cheklanib qolmasligi lozim. Maktab fizika ta’limida kichik tadqiqot elementlari barcha o‘quvchilar uchun darsning o‘ziga singdirilganda kompetentlik ommaviy va barqaror shakllanadi.

Tahlil davomida yana bir muhim jihat aniqlandi: o‘quv muhitida xatoga munosabat tadqiqotchilik faolligiga kuchli ta’sir qiladi. Agar xato faqat noto‘g‘ri javob sifatida baholansa, o‘quvchi faraz aytishdan va mustaqil tajriba tanlashdan cho‘chiydi. Agar xato natijani qayta tekshirish, o‘lchash sharoitini aniqlash va yangi savol qo‘yish imkoniyati sifatida ko‘rilsa, o‘quvchi ilmiy izlanishning tabiiy mantiqini o‘zlashtiradi. Shuning uchun o‘qituvchi muhokama, savol-javob, guruhli bahs va refleksiya orqali xavfsiz intellektual muhit yaratishi zarur (1-rasm).



1-rasm. Fizika darsida tadqiqotchilik faoliyati sikli

1-rasmda koʻrsatilgan zanjir tadqiqotchilik faoliyatining chiziqli emas, balki takroriy xarakterga ega ekanini ifodalaydi. Oʻquvchi natija olgandan keyin xulosaga shoshilmaydi; u olingan maʼlumotning ishonchliligini, xatolik sabablarini va gipotezaning tasdiqlangan yoki rad etilganini tahlil qiladi. Zarur boʻlsa, savol qayta aniqlanadi, tajriba sharti oʻzgartiriladi yoki qoʻshimcha oʻlchashlar bajariladi. Aynan shu refleksiv qaytish tadqiqotchilik kompetentligining muhim belgisi hisoblanadi.

Oʻquvchilarning tadqiqotchilik kompetentligini baholashda faqat yakuniy javobga tayanish yetarli emas. Baholash jarayoni muammo qoʻyish, gipoteza ishlab chiqish, tajriba rejasini tanlash, maʼlumot yigʻish, grafik tahlil qilish, dalil asosida xulosa chiqarish va natijalarni taqdim etish koʻnikmalarini alohida koʻrsatkichlar sifatida qamrab olishi lozim. Shakllantiruvchi baholash, laboratoriya daftari, loyiha papkasi va refleksiya varaqalari bu jarayonni koʻrinadigan qiladi.

Tadqiqotda nazariy tahlil, tizimli yondashuv, qiyosiy tahlil, kontent-tahlil va diagnostik koʻrsatkichlarni loyihalash usullaridan foydalanildi. Fizika kursining asosiy boʻlimlari - mexanika, molekulyar fizika, elektr, optika va tebranishlar boʻyicha oʻquv topshiriqlari tadqiqot savoli, tajriba rejalash, oʻlchash, grafik tahlil, xulosa va refleksiya bosqichlarini talab qilish darajasi nuqtayi nazaridan tahlil qilindi. Laboratoriya ishlari esa ularning tayyor algoritmga asoslanganligi yoki oʻquvchini mustaqil izlanishga olib kirishi boʻyicha baholandi.

Diagnostika mezonlari besh komponent asosida ishlab chiqildi: motivatsion-qadriyatli komponent oʻquvchining savol berish va izlanishga qiziqishini; kognitiv komponent fizik tushunchalar, oʻzgaruvchilar, oʻlchash va xatolik haqidagi bilimini; faoliyatli-amaliy komponent tajriba rejasini tuzish, asbob tanlash, oʻlchash va maʼlumotlarni qayta ishlashini; refleksiv-baholovchi komponent natija ishonchliligi, xatolik va oʻz faoliyatini tahlil qilishini; kommunikativ-taqdimot komponent esa tadqiqot natijasini ogʻzaki, yozma va grafik shaklda asoslashini ifodalaydi (2-jadval).

2-jadval

Oʻquvchilarning tadqiqotchilik kompetentligini diagnostika qilish koʻrsatkichlari

Komponent	**Diagnostik koʻrsatkichlar**	**Mavjud holatda kuzatiladigan tipik qiyinchiliklar**
Motivatsion-qadriyatli	Fizik hodisani oʻrganishga qiziqish, savol berish faolligi, mustaqil izlanishga intilish	Oʻquvchi tajribani vazifa sifatida bajaradi, lekin muammoni shaxsiy bilish ehtiyoji sifatida qabul qilmaydi
Kognitiv	Tadqiqot bosqichlari, fizik tushunchalar, oʻzgaruvchilar, oʻlchash va xatolik haqidagi bilimlar	Nazariy taʼrifni biladi, ammo uni tajriba dizayni va dalil bilan bogʻlashda qiynaladi
Faoliyatli-amaliy	Tajriba rejasini tuzish, asbob tanlash, oʻlchash, jadval va grafik tuzish, natijani qayta ishlash	Tayyor yoʻriqnoma boʻlmasa, mustaqil tajriba bosqichlarini belgilashda qiyinchilik sezadi
Refleksiv-baholovchi	Xatoni aniqlash, natija ishonchliligini baholash, xulosa chiqarish, oʻz faoliyatini tahlil qilish	Xulosani umumiy jumla bilan yakunlaydi, dalil va oʻz-oʻzini baholash yetarli boʻlmaydi
Kommunikativ-taqdimot	Tadqiqot natijasini ogʻzaki, yozma, grafik yoki loyiha koʻrinishida asoslab berish	Natijani taqdim etadi, ammo savol-javobda dalillash va muhokama qilish koʻnikmasi sust boʻladi

Diagnostik tahlil shuni koʻrsatadiki, oʻquvchilarda tadqiqotchilik kompetentligining komponentlari bir xil darajada shakllanmaydi. Ayrim oʻquvchilar tajribaga qiziqadi, lekin xulosani dalil bilan asoslashda qiynaladi; boshqalari formulani biladi, ammo oʻzgaruvchilarni ajratish yoki tajriba rejasini tuzishda sustlik koʻrsatadi. Shuning uchun baholash

rubrikalari o‘quvchining kuchli va zaif tomonlarini aniqlab, keyingi dars uchun metodik qaror qabul qilishga yordam berishi kerak.

Tadqiqotchilik kompetentligini shakllantirishda o‘qituvchi omili ham muhim o‘rin tutadi. O‘qituvchi faqat tushuntiruvchi va nazorat qiluvchi emas, balki tadqiqotga yo‘naltirilgan o‘quv muhitini loyihalovchi, o‘quvchi savollarini boshqaruvchi, guruhli izlanishni tashkil etuvchi va jarayoniy fikr-mulohaza beruvchi shaxs sifatida faoliyat yuritishi kerak. Bunda dars vaqtini to‘g‘ri taqsimlash, jihozlardan xavfsiz foydalanish, topshiriqlarni qiyinlik darajasi bo‘yicha differensiallash va baholash mezonlarini oldindan tushuntirish talab etiladi.

Mavjud holatda asosiy cheklovlar dars vaqtining kamligi, sinfdagi o‘quvchilar sonining ko‘pligi, laboratoriya jihozlarining turlicha ta’minlanganligi, xavfsizlik talablari, o‘qituvchining metodik tayyorgarligi va baholash mezonlarining yetarli aniqlashtirilmaganligi bilan bog‘liq. Bu muammolar tadqiqotchilik faoliyatini epizodik usulda emas, balki dars mazmuniga singdirilgan tizim sifatida tashkil etishni talab qiladi.

Mavjud holatni umumlashtirish asosida bir nechta ziddiyatlar aniqlandi. Birinchi ziddiyat kompetensiyaviy natijalarga erishish ehtiyoji bilan fizika darslarida reproduktiv faoliyat ulushining yuqoriligi o‘rtasida namoyon bo‘ladi. Ikkinchi ziddiyat fizika fanining tajriba va ilmiy bilish metodlariga boyligi bilan laboratoriya ishlarining ko‘pincha tayyor algoritm asosida bajarilishi o‘rtasidadir. Uchinchi ziddiyat o‘quvchilarda mustaqil tadqiqot olib borish, dalillash va xulosa chiqarish zarurati bilan bu ko‘nikmalarni baholovchi mezon va rubrikalarning yetarlicha ishlab chiqilmaganligi o‘rtasida yuzaga keladi. To‘rtinchi ziddiyat raqamli vositalar imkoniyatining kengayishi bilan ularni tadqiqotga yo‘naltirilgan dars dizayniga integratsiya qilish metodikasining yetarli emasligidadir.

Yuqorida keltirilgan ziddiyatlarga ko‘ra umumiy o‘rta ta’limda fizika fanini o‘qitishda o‘quvchilarning tadqiqotchilik kompetentligini shakllantirishdagi mavjud muammolari quyidagilardan iborat: mazmuniy; laboratoriya; raqamli vosita; baholash; tashkiliy-metodik. Mazkur muammolarning bartaraf etish yo‘nalishlari 3-jadvalda keltirilgan.

3-jadval

Fizika ta’limida tadqiqotchilik kompetentligini shakllantirishdagi asosiy muammolar va ularni bartaraf etish yo‘nalishlari

Muammo guruhi	**Mavjud holatdagi ko‘rinishi**	**O‘quvchi rivojlanishiga ta’siri**	**Takomillashtirish yo‘nalishi**
Mazmuniy muammo	Topshiriqlar ko‘proq nazariy bilim va formula qo‘llashga yo‘naltirilgan	Muammo qo‘yish va tadqiqot savolini shakllantirish sust rivojlanadi	Kontekstli, muammoli, eksperimental va loyiha-tadqiqot topshiriqlarini ko‘paytirish
Laboratoriya muammosi	Laboratoriya ishlari tayyor yo‘riqnoma bo‘yicha bajariladi	O‘quvchi tajriba rejasini mustaqil tuzish va natijani tahlil qilishda qiynaladi	Laboratoriya ishlarini ochiq va qisman izlanuvchan tadqiqot shaklida qayta loyihalash
Raqamli vosita muammosi	Simulyatsiya va video tajribalar ko‘proq namoyish sifatida ishlatiladi	O‘quvchi raqamli ma’lumotni tadqiqot dalili sifatida qayta ishlashga yetarli o‘rganmaydi	Real va virtual eksperimentni tadqiqotchilik sikliga birlashtirish
Baholash muammosi	Baholash yakuniy javob va nazariy bilimga ko‘proq qaratilgan	Tadqiqot jarayoni, refleksiya va kommunikatsiya yetarli baholanmaydi	Mezon, indikator va rubrikalarga asoslangan diagnostika tizimini ishlab chiqish
Tashkiliy-metodik muammo	O‘qituvchi uchun tayyor algoritm, topshiriqlar banki va metodik qo‘llanma yetishmaydi	Tadqiqotchilik faoliyati epizodik va o‘qituvchi shaxsiy tajribasiga bog‘liq bo‘lib qoladi	Metodik model, didaktik shart-sharoitlar va bosqichli topshiriqlar tizimini ishlab chiqish

Xulosa

Umumiy o‘rta ta’limda fizika fanini o‘qitishda o‘quvchilarning tadqiqotchilik kompetentligini shakllantirish uchun zarur mazmuniy, metodik va texnologik imkoniyatlar mavjud. Biroq bu imkoniyatlar amaliyotda har doim ham yaxlit, bosqichli va baholanadigan tizimga aylantirilmagan. Fizika fani tajriba, kuzatish, modellashtirish va dalillashga asoslangan tabiati darsda muammoli savol, gipoteza, tajriba, ma’lumot tahlili, xulosa va refleksiya bosqichlari bilan bog‘langanda dars jarayoni real tadqiqotchilik faoliyatiga aylanadi.

Tahlil natijalariga koʻra, tadqiqotchilik kompetentligini shakllantirishda besh yoʻnalish ustuvor hisoblanadi: birinchidan, darslik va topshiriqlar tizimini reproduktiv mashqlardan kontekstli, muammoli va eksperimental vazifalarga kengaytirish; ikkinchidan, laboratoriya ishlarini tayyor yoʻriqnoma asosidagi faoliyatdan qisman izlanuvchan va ochiq tadqiqot shakliga oʻtkazish; uchinchidan, real va virtual eksperimentni tadqiqotchilik sikliga integratsiya qilish; toʻrtinchidan, baholashni yakuniy javobdan jarayoniy koʻrsatkichlar, rubrika va refleksiya mezonlariga koʻchirish; beshinchidan, oʻqituvchi uchun metodik algoritm, topshiriqlar banki va diagnostika vositalarini ishlab chiqish.

Kelgusi tadqiqotlarda mazkur tahliliy modelni tajriba-sinov sharoitida tekshirish, oʻquvchilarning tadqiqotchilik kompetentligini boshlangʻich, oʻrta va yuqori darajalarda baholovchi rubrikalarni empirik asoslash hamda fizika boʻlimlari boʻyicha tadqiqot topshiriqlari bankini ishlab chiqish maqsadga muvofiq keladi va bu yondashuv fizika darslarini tayyor bilimni oʻzlashtirish jarayonidan ilmiy izlanish, dalillash va refleksiv fikrlashga asoslangan faol oʻquv muhitiga aylantirishga xizmat qiladi.

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RAQAMLI AXBOROT MUHITIDA TALABA-YOSHLARNING TARIXIY TAFAKKURI VA MAFKURAVIY IMMUNITETINI RIVOJLANTIRISH METODIKASINI TAKOMILLASHTIRISH

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Annotatsiya. *Mazkur maqolada raqamli axborot muhiti sharoitida talaba-yoshlarning tarixiy tafakkuri va mafkuraviy immunitetini rivojlantirishning ilmiy-pedagogik asoslari tahlil qilingan. Tadqiqotning maqsadi tarix ta'limi jarayonida zamonaviy raqamli texnologiyalar, media savodxonlik va kompetensiyaviy yondashuv asosida tarixiy tafakkur hamda mafkuraviy immunitetni rivojlantirish metodikasini takomillashtirishdan iborat. Tadqiqot davomida ilmiy adabiyotlarni tahlil qilish, qiyosiy tahlil, kuzatish va umumlashtirish metodlaridan foydalanildi. Natijada tarix fanini o'qitishda interfaol metodlar, raqamli ta'lim platformalari, virtual tarixiy resurslar va media savodxonlik elementlarini integratsiya qilish talabalarning tarixiy tafakkuri, tanqidiy fikrlashi hamda mafkuraviy barqarorligini rivojlantirishning samarali omili ekanligi asoslandi. Tadqiqot yakunida raqamli axborot muhitida tarix ta'limini takomillashtirishga qaratilgan metodik model va amaliy tavsiyalar ishlab chiqildi. Olingan natijalar oliy ta'lim muassasalarida tarix fanini o'qitish metodikasini takomillashtirish hamda talaba-yoshlarning axborot tahdidlariga nisbatan mafkuraviy immunitetini mustahkamlashda amaliy ahamiyat kasb etadi.*

Kalit so'zlar: *raqamli axborot muhiti, tarixiy tafakkur, mafkuraviy immunitet, media savodxonlik, tarix ta'limi, tanqidiy fikrlash, kompetensiyaviy yondashuv, raqamli pedagogika, interfaol ta'lim, talaba-yoshlar.*

IMPROVING THE METHODOLOGY FOR DEVELOPING HISTORICAL THINKING AND IDEOLOGICAL IMMUNITY OF STUDENT YOUTH IN THE DIGITAL INFORMATION ENVIRONMENT.

Abstract. *This article analyzes the scientific and pedagogical foundations for developing the historical thinking and ideological immunity of university students in the digital information environment. The purpose of the study is to improve the methodology for fostering historical thinking and ideological immunity in history education through the integration of modern digital technologies, media literacy, and a competency-based approach. The research employed methods such as the analysis of scientific literature, comparative analysis, observation, and generalization. The findings demonstrate that integrating interactive teaching methods, digital learning platforms, virtual historical resources, and media literacy components into history education significantly contributes to the development of students' historical thinking, critical thinking skills, and ideological resilience. As a result of the study, a methodological model and practical recommendations aimed at improving history education in the digital information environment were developed. The research findings have practical significance for enhancing the methodology of teaching history in higher education institutions and strengthening students' ideological immunity against information threats and manipulative content in the digital space.*

Keywords: *digital information environment, historical thinking, ideological immunity, media literacy, history education, critical thinking, competency-based approach, digital pedagogy, interactive learning, university students.*

СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ РАЗВИТИЯ СТОРИЧЕСКОГО МЫШЛЕНИЯ И ИДЕОЛОГИЧЕСКОГО ИММУНИТЕТА СТУДЕНЧЕСКОЙ МОЛОДЕЖИ В ЦИФРОВОЙ ИНФОРМАЦИОННОЙ СРЕДЕ.

Аннотация. *В статье анализируются научно-педагогические основы формирования исторического мышления и идеологического иммунитета у студентов вузов в условиях цифровой информационной среды. Цель исследования — совершенствование методики развития исторического мышления и идеологического иммунитета в процессе исторического образования с использованием современных цифровых технологий, медиаграмотности и компетентностного подхода. Методы исследования включали анализ научной литературы, сравнительный анализ, наблюдение и обобщение. Результаты исследования показывают, что внедрение в процесс преподавания истории интерактивных методов, цифровых образовательных платформ, виртуальных исторических ресурсов и элементов*

медиаграмотности является эффективным средством развития у студентов исторического и критического мышления, а также идеологической устойчивости. В итоге были разработаны методическая модель и практические рекомендации, направленные на совершенствование исторического образования в цифровой информационной среде. Полученные результаты имеют практическую значимость для улучшения методики преподавания истории в высших учебных заведениях и укрепления идеологического иммунитета студентов к информационным угрозам.

Ключевые слова: *цифровая информационная среда, историческое мышление, идеологический иммунитет, медиаграмотность, историческое образование, критическое мышление, компетентностный подход, цифровая педагогика, интерактивное обучение, студенты и молодежь.*

Kirish

XXI asr axborot texnologiyalari asri sifatida jamiyat hayotining barcha jabhalariga tub o'zgarishlar olib kirdi. Ayniqsa, internet va ijtimoiy tarmoqlarning jadal rivojlanishi natijasida axborot almashinuvi tezlashdi, yoshlarning bilim olish manbalari sezilarli darajada kengaydi. Shu bilan birga, turli manipulyativ axborotlar, tarixni soxtalashtirish, ekstremistik va destruktiv g'oyalar ham raqamli makonda keng tarqalmoqda. Bunday sharoitda talaba-yoshlarda tarixiy tafakkurni rivojlantirish hamda mafkuraviy immunitetni shakllantirish dolzarb pedagogik vazifalardan biri hisoblanadi.

Tarixiy tafakkur shaxsning tarixiy voqea va jarayonlarni sabab-oqibat nuqtai nazaridan tahlil qilish, tarixiy manbalarga tanqidiy yondashish hamda tarixiy haqiqatni ilmiy asosda anglash qobiliyatidir. Mafkuraviy immunitet esa zararli g'oyalar, yolg'on axborot va mafkuraviy tahdidlarga nisbatan ongli qarshilik ko'rsatish salohiyatini ifodalaydi.

Tadqiqotning maqsadi. Raqamli axborot muhitida talaba-yoshlarning tarixiy tafakkuri va mafkuraviy immunitetini rivojlantirish metodikasini takomillashtirishning ilmiy-pedagogik asoslarini ishlab chiqish hamda samarali metod va vositalarni tavsiya etish.

Tadqiqot metodlari. Mazkur tadqiqotda quyidagi metodlardan foydalanildi:

- ✓ ilmiy-pedagogik adabiyotlarni tahlil qilish;
- ✓ qiyosiy tahlil;
- ✓ kuzatish;
- ✓ anketa va suhbat;
- ✓ pedagogik tajriba;
- ✓ statistik tahlil.

Mavzuga oid adabiyotlarning tahlili. So‘nggi yillarda raqamli texnologiyalarning ta’lim tizimiga keng joriy etilishi tarix ta’limi metodikasini takomillashtirish, talaba-yoshlarning tarixiy tafakkurini rivojlantirish hamda mafkuraviy immunitetini mustahkamlash masalalariga bo‘lgan ilmiy qiziqishni sezilarli darajada oshirdi. Xususan, raqamli axborot muhitining yoshlar dunyoqarashi va ma’naviy-axloqiy tarbiyasiga ta’sirini o‘rganishga bag‘ishlangan ilmiy tadqiqotlar soni ortib bormoqda. Mazkur tadqiqotlar tarix ta’limida zamonaviy pedagogik texnologiyalar, media savodxonlik va tanqidiy fikrlash kompetensiyalarini rivojlantirishning nazariy hamda amaliy jihatlarini yoritishga xizmat qilmoqda.

O‘zbekiston olimlari tomonidan tarixiy tafakkur, milliy qadriyatlar va mafkuraviy tarbiya masalalari bo‘yicha qator ilmiy izlanishlar olib borilgan. Xususan, Islom Karimov o‘zining *«Yuksak ma’naviyat – yengilmas kuch»* asarida globallashuv sharoitida yoshlarning ma’naviy dunyosini yuksaltirish, ularni turli yot g‘oyalar va mafkuraviy tahdidlardan himoya qilishning asosiy omili sifatida tarixiy xotira va milliy qadriyatlarga tayanish zarurligini ta’kidlaydi. Muallifning fikricha, tarixini chuqur bilgan, milliy o‘zligini anglagan shaxs har qanday g‘oyaviy tahdidga nisbatan barqaror pozitsiyaga ega bo‘ladi.

Shavkat Mirziyoyevning ta’lim va yoshlar siyosatiga oid asarlarida ham zamonaviy ta’lim tizimini raqamlashtirish, tarixiy merosni chuqur o‘rganish hamda yoshlarni mustaqil fikrlaydigan, yuksak ma’naviyatli va vatanparvar shaxs sifatida tarbiyalash masalalari ustuvor yo‘nalish sifatida e’tirof etilgan. Xususan, *«Yangi O‘zbekiston strategiyasi»* asarida ta’lim sifatini oshirish, innovatsion pedagogik texnologiyalarni joriy etish va yoshlarning intellektual salohiyatini rivojlantirish davlat siyosatining muhim yo‘nalishlaridan biri sifatida belgilangan.

Milliy pedagogik tafakkur rivojida Abdulla Avloniyning ilmiy-ma’rifiy qarashlari alohida o‘rin tutadi. U *«Turkiy guliston yoxud axloq»* asarida ta’lim va tarbiyaning jamiyat taraqqiyotidagi o‘rnini asoslab, yosh avlodni ilm-fan, ma’rifat va milliy qadriyatlar ruhida tarbiyalash zarurligini ta’kidlagan. Uning g‘oyalari bugungi kunda ham tarix ta’limida shaxsning ma’naviy kamolotini ta’minlashning muhim nazariy manbalaridan biri hisoblanadi.

Xorijiy ilmiy adabiyotlarda ham tarixiy tafakkur, media savodxonlik va raqamli ta’lim masalalari keng yoritilgan. John Dewey ta’limning asosiy vazifasi o‘quvchini tayyor bilimlarni o‘zlashtirishga emas, balki mustaqil fikrlash, muammolarni tahlil qilish va amaliy faoliyat orqali bilim hosil qilishga yo‘naltirishdan iborat ekanligini ta’kidlaydi. Uning tajribaviy ta’lim konsepsiyasi bugungi kunda tarix fanini kompetensiyaviy yondashuv asosida o‘qitishda muhim metodologik asos bo‘lib xizmat qilmoqda.

Paulo Freirening tanqidiy pedagogika nazariyasida ta’lim jarayoni o‘quvchilarda tanqidiy fikrlash, ijtimoiy faollik va ongli fuqarolik pozitsiyasini shakllantirish vositasi sifatida talqin etiladi. Olimning fikricha, ta’lim jarayoni shaxsni axborotni passiv qabul qiluvchi emas, balki uni tahlil qiluvchi va baholovchi faol subyektga aylantirishi lozim. Ushbu yondashuv raqamli axborot muhitida yoshlarning mafkuraviy immunitetini rivojlantirishda alohida ahamiyat kasb etadi.

Media savodxonlik va raqamli madaniyat masalalari Henry Jenkinsning ilmiy tadqiqotlarida atroflicha yoritilgan. U zamonaviy axborot makonida yoshlarning media mahsulotlarini nafaqat iste’mol qilishi, balki ularni tanqidiy baholashi va yaratish jarayonida faol ishtirok etishi zarurligini asoslaydi. Uning media savodxonlik konsepsiyasi tarix fanini o‘qitishda internet manbalari bilan ishlash, tarixiy axborotlarning ishonchliligini tekshirish va manipulyativ kontentni aniqlash ko‘nikmalarini rivojlantirishda muhim nazariy asos hisoblanadi.

Raqamli ta’lim va innovatsion pedagogika bo‘yicha xalqaro tashkilotlarning ilmiy tavsiyalari ham mazkur tadqiqot uchun muhim metodologik manba bo‘lib xizmat qiladi. Jumladan, UNESCO tomonidan ishlab chiqilgan Media and Information Literacy konsepsiyasida media savodxonlik demokratik jamiyatning ajralmas tarkibiy qismi sifatida baholanib, ta’lim jarayoniga media va axborot kompetensiyalarini integratsiya qilish tavsiya etilgan. Shuningdek, OECDning "Future of Education and Skills 2030" dasturida tanqidiy fikrlash, raqamli kompetensiyalar va axborot bilan ishlash madaniyati XXI asrning eng muhim tayanch kompetensiyalari sifatida e’tirof etilgan.

Adabiyotlar tahlili shuni ko‘rsatadiki, mavjud ilmiy tadqiqotlarda tarixiy tafakkurni rivojlantirish, media savodxonlikni shakllantirish va mafkuraviy immunitetni mustahkamlash masalalari alohida yo‘nalishlar sifatida keng o‘rganilgan. Biroq ularning o‘zaro integratsiyasi, ayniqsa raqamli axborot muhiti sharoitida tarix ta’limi metodikasini takomillashtirish nuqtai nazaridan kompleks tadqiqotlar yetarli darajada amalga oshirilmagan. Mavjud ilmiy ishlarda ko‘proq media savodxonlik yoki tarix ta’limining alohida jihatlariga e’tibor qaratilgan bo‘lib, tarixiy tafakkur va mafkuraviy immunitetni yagona metodik tizim asosida rivojlantirish masalasi yetarlicha yoritilmagan.

Shu nuqtai nazardan, mazkur tadqiqotning ilmiy yangiligi raqamli axborot muhitida tarixiy tafakkur, media savodxonlik va mafkuraviy immunitetni o‘zaro uzviy bog‘liq pedagogik jarayon sifatida ko‘rib chiqish, ularni rivojlantirishning kompetensiyaviy yondashuvga asoslangan metodik modelini ishlab chiqishga qaratilganligi bilan izohlanadi. Tadqiqot natijalari tarix ta’limi mazmunini zamonaviy raqamli texnologiyalar asosida takomillashtirish hamda talaba-yoshlarning axborot tahdidlariga nisbatan barqaror fuqarolik pozitsiyasini shakllantirishga xizmat qilishi bilan ilmiy va amaliy ahamiyat kasb etadi.

Asosiy qism

Bugungi globallashuv va raqamli transformatsiya sharoitida axborot oqimining misli ko‘rilmagan darajada ortishi yoshlar dunyoqarashi, tafakkuri va qadriyatlar tizimiga bevosita ta’sir ko‘rsatmoqda. Internet tarmog‘i, ijtimoiy media platformalari, sun’iy intellekt texnologiyalari hamda turli raqamli axborot resurslari talaba-yoshlarning bilim olish imkoniyatlarini kengaytirish bilan bir qatorda, tarixiy haqiqatni buzib talqin qilish, yolg‘on axborotlar tarqatish va turli mafkuraviy ta’sirlarni kuchaytirish uchun ham qulay maydonga aylanmoqda. Natijada yoshlarning tarixiy voqea va hodisalarga nisbatan ilmiy yondashuvini shakllantirish, ularda tarixiy tafakkurni rivojlantirish hamda mafkuraviy immunitetni mustahkamlash oliy ta’lim tizimining dolzarb vazifalaridan biri sifatida namoyon bo‘lmoqda.

Tarixiy tafakkur – bu shaxsning tarixiy voqealarni faqat yodlab olish emas, balki ularning yuzaga kelish sabablari, rivojlanish bosqichlari, o‘zaro bog‘liqligi va jamiyat taraqqiyotiga ta’sirini ilmiy asosda tahlil qilish qobiliyatidir. Tarixiy tafakkur rivojlangan shaxs har qanday tarixiy axborotni tanqidiy baholaydi, uning manbasini tekshiradi, tarixiy faktlarni o‘zaro solishtiradi hamda ilmiy dalillarga asoslangan xulosalar chiqaradi. Raqamli axborot muhiti esa ushbu jarayonda ikki tomonlama ta’sir ko‘rsatadi. Bir tomondan, elektron kutubxonalar, virtual muzeylar, raqamli arxivlar, ilmiy ma’lumotlar bazalari va interaktiv platformalar orqali tarixiy bilimlarni chuqur o‘rganish imkoniyati yaratilmoqda. Ikkinchi tomondan esa ijtimoiy tarmoqlar va turli internet resurslarida tarixiy voqealarni siyosiy yoki mafkuraviy maqsadlarda noto‘g‘ri talqin qilish holatlari ham uchramoqda. Bunday sharoitda talabaning axborot bilan ishlash madaniyati va media savodxonligi tarixiy tafakkurning muhim tarkibiy qismiga aylanadi.

Raqamli makonda tarixiy tafakkurni rivojlantirishning eng muhim omillaridan biri media savodxonlikni shakllantirishdir. Media savodxonlik talabaga axborot manbalarini tanlash, ularning ishonchliligini baholash, muallifning maqsadini anglash, manipulyativ usullarni aniqlash va yolg‘on xabarlarni fosh etish imkonini beradi. Ayniqsa, tarix fanini o‘qitishda bir tarixiy voqea yuzasidan turli manbalarni qiyosiy tahlil qilish, tarixiy hujjatlar, ilmiy maqolalar, arxiv materiallari va zamonaviy internet resurslarini solishtirish talabalarda tanqidiy fikrlashni rivojlantiradi. Bu esa o‘z navbatida mafkuraviy immunitetning mustahkamlanishiga xizmat qiladi.

Mafkuraviy immunitet – bu shaxsning turli zararli g‘oyalar, ekstremistik qarashlar, tarixni soxtalashtirishga qaratilgan axborotlar va mafkuraviy bosimlarga nisbatan mustaqil fikr yuritish hamda asosli qaror qabul qilish qobiliyatidir. Mazkur tushuncha faqat ma’lum bilimlar yig‘indisi emas, balki tarixiy xotira, milliy qadriyatlarga hurmat, fuqarolik mas’uliyati, vatanparvarlik va tanqidiy tafakkur uyg‘unligida shakllanadi. Shuning uchun ham tarix fanini

o‘qitishda nafaqat tarixiy faktlarni o‘rgatish, balki ularning bugungi kundagi ahamiyatini anglatish, tarixiy tajribalardan xulosa chiqarishga o‘rgatish muhim pedagogik vazifadir.

Raqamli texnologiyalar tarix ta’limi metodikasini yangi bosqichga olib chiqmoqda. Virtual muzeylar, 3D ekskursiyalar, interaktiv xaritalar, elektron darsliklar, multimedia taqdimotlari hamda sun’iy intellekt asosidagi ta’lim platformalari tarixiy voqealarni yanada jonli va tushunarli o‘rganishga yordam beradi. Ayniqsa, tarixiy jarayonlarni vaqt va makon nuqtai nazaridan vizual ko‘rsatish talabalarning tarixiy tasavvurini kengaytiradi. Shu bilan birga, raqamli vositalardan foydalanishda ularning ilmiy ishonchliligi, axborot xavfsizligi va akademik halollik tamoyillariga amal qilish zarur. Aks holda, internetdagi noto‘g‘ri yoki manipulyativ ma’lumotlardan foydalanish tarixiy tafakkurning noto‘g‘ri shakllanishiga olib kelishi mumkin.

Tarix fanini o‘qitishda interfaol metodlardan foydalanish ham tarixiy tafakkur va mafkuraviy immunitetni rivojlantirishda muhim o‘rin tutadi. Debatlar, davra suhbatlari, "Case-study", "Aqliy hujum", SWOT tahlil, konseptual xaritalar, tarixiy rekonstruksiya, rolli o‘yinlar kabi metodlar talabalarni dars jarayonining faol ishtirokchisiga aylantiradi. Bunday metodlar orqali talabalar tarixiy voqealarni turli nuqtai nazardan baholash, sabab-oqibat bog‘liqligini aniqlash va mustaqil xulosalar chiqarishni o‘rganadilar. Natijada ularning nafaqat tarixiy bilimlari, balki analitik fikrlash, muloqot madaniyati va argumentatsiya ko‘nikmalari ham rivojlanadi.

Tarixiy tafakkur va mafkuraviy immunitetni rivojlantirish metodikasining samaradorligi o‘qituvchi faoliyatiga ham bevosita bog‘liq. Zamonaviy tarix o‘qituvchisi nafaqat fan bo‘yicha chuqur bilimga ega bo‘lishi, balki raqamli pedagogika, media savodxonlik, axborot xavfsizligi va innovatsion ta’lim texnologiyalarini ham puxta egallagan bo‘lishi zarur. O‘qituvchi talabalarni tayyor xulosalar bilan cheklamasdan, ularni izlanishga, savol berishga, dalillar asosida fikr yuritishga va tarixiy manbalarni mustaqil tahlil qilishga yo‘naltirishi kerak. Aynan shunday pedagogik yondashuv talabalarda tarixiy tafakkur va mafkuraviy immunitetning barqaror rivojlanishini ta’minlaydi.

Shunday qilib, raqamli axborot muhiti sharoitida tarixiy tafakkur va mafkuraviy immunitetni rivojlantirish metodikasini takomillashtirish ta’lim mazmunini zamonaviy pedagogik texnologiyalar, media savodxonlik, tanqidiy fikrlash va kompetensiyaviy yondashuv asosida yangilashni talab etadi. Tarix ta’limida raqamli vositalardan oqilona foydalanish, tarixiy manbalarni ilmiy asosda tahlil qilish, interfaol metodlarni keng qo‘llash hamda talabalarning mustaqil izlanish faoliyatini qo‘llab-quvvatlash ularning tarixiy tafakkurini rivojlantirish bilan birga, turli mafkuraviy tahdidlar va manipulyativ axborotlarga nisbatan barqaror immunitetni shakllantirishning eng muhim pedagogik shartlaridan biri hisoblanadi. Shu bois mazkur metodikani oliy ta’lim muassasalari amaliyotiga keng joriy etish zamonaviy tarix ta’limining ustuvor yo‘nalishlaridan biri bo‘lishi lozim.

Tadqiqot natijalari va ularning tahlili

Mazkur tadqiqot doirasida raqamli axborot muhitida talaba-yoshlarning tarixiy tafakkuri va mafkuraviy immunitetini rivojlantirish metodikasining samaradorligi nazariy hamda pedagogik nuqtayi nazardan tahlil qilindi. Tadqiqot natijalari shuni ko‘rsatdiki, zamonaviy axborot-kommunikatsiya texnologiyalarining ta’lim jarayoniga keng joriy etilishi talabalarning tarixiy bilimlarni o‘zlashtirish darajasini oshirish bilan birga, ularda mustaqil fikrlash, tarixiy voqealarni tanqidiy baholash hamda turli mafkuraviy ta’sirlarga nisbatan ongli munosabatni shakllantirishga xizmat qilmoqda.

Tahlillar shuni ko‘rsatadiki, tarix fanini o‘qitishda raqamli texnologiyalarni interfaol metodlar bilan uyg‘unlashtirish talabalarning o‘quv faolligini sezilarli darajada oshiradi. Xususan, elektron ta’lim platformalari, virtual muzeylar, raqamli arxivlar, tarixiy xaritalar, multimedia taqdimotlari va sun’iy intellekt vositalaridan foydalanish darslarning samaradorligini oshirib, tarixiy jarayonlarni chuqurroq anglash imkonini yaratadi. Bunday yondashuv natijasida talabalar tarixiy voqealarni faqat eslab qolishga emas, balki ularning sabab-oqibat bog‘liqligini tahlil qilish, tarixiy manbalarni solishtirish va ilmiy asoslangan xulosalar chiqarishga o‘rganadilar.

Shuningdek, tadqiqot davomida media savodxonlik elementlarini tarix ta’limi mazmuniga integratsiya qilishning ijobiy natijalari aniqlandi. Axborot manbalarining ishonchliligini tekshirish, feyk xabarlarni aniqlash, tarixiy manipulyatsiyalarni tahlil qilish hamda turli internet manbalarini qiyosiy baholashga qaratilgan topshiriqlar talabalar orasida tanqidiy fikrlash ko‘nikmalarining rivojlanishiga sezilarli ta’sir ko‘rsatdi. Natijada ular internet tarmog‘ida uchraydigan noto‘g‘ri yoki biryoqlama tarixiy axborotlarni ilmiy mezonlar asosida baholash malakasiga ega bo‘ldilar.

Tadqiqot natijalari yana shuni ko‘rsatdiki, tarixiy tafakkur va mafkuraviy immunitet o‘zaro uzviy bog‘liq tushunchalardir. Tarixiy tafakkuri rivojlangan talaba tarixiy haqiqatni chuqur anglaydi, milliy va umuminsoniy qadriyatlarni qadrlaydi hamda har qanday mafkuraviy bosim yoki manipulyativ axborotga nisbatan tanqidiy yondashadi. Aksincha, tarixiy bilimlarning yuzaki o‘zlashtirilishi va media savodxonlikning yetarli darajada shakllanmaganligi yoshlarning turli g‘oyaviy ta’sirlarga berilish xavfini oshiradi.

Pedagogik tahlillar asosida tarixiy tafakkur va mafkuraviy immunitetni rivojlantirishning metodik modeli ishlab chiqildi. Mazkur model diagnostika, rivojlantirish, mustahkamlash va baholash bosqichlarini qamrab olib, har bir bosqichda zamonaviy pedagogik texnologiyalar hamda raqamli vositalardan kompleks foydalanishni nazarda tutadi.

Modelni ta’lim jarayoniga tatbiq etish talabalarning tarixiy bilimlari bilan bir qatorda ularning media madaniyati, axborot bilan ishlash kompetensiyasi va fuqarolik mas’uliyatining ham rivojlanishiga xizmat qiladi.

Olingan natijalar shuni tasdiqlaydiki, tarix fanini kompetensiyaviy yondashuv asosida, interfaol metodlar va raqamli texnologiyalar uyg‘unligida tashkil etish talaba-yoshlarning tarixiy tafakkurini rivojlantirishning samarali vositasi hisoblanadi. Ayniqsa, loyiha ishlari, tarixiy keyslar, debatlar, muammoli vaziyatlar, elektron portfoliolar va mustaqil tadqiqot topshiriqlaridan foydalanish talabalarning ilmiy izlanish faoliyatini faollashtirib, tarixiy jarayonlarga nisbatan xolis va asosli yondashuvni shakllantiradi.

Shu bilan birga, tadqiqot davomida ayrim muammolar ham kuzatildi. Jumladan, barcha oliy ta’lim muassasalarida zamonaviy raqamli ta’lim resurslaridan foydalanish imkoniyatlari bir xil emasligi, ayrim professor-o‘qituvchilarning raqamli pedagogika bo‘yicha kompetensiyalari yetarli darajada rivojlanmaganligi hamda talabalarning axborot madaniyati darajasida tafovutlar mavjudligi metodikani amaliyotga joriy etishda ma’lum qiyinchiliklarni yuzaga keltiradi. Mazkur muammolarni bartaraf etish uchun pedagog kadrlarning malakasini muntazam oshirish, tarix faniga oid sifatli raqamli ta’lim resurslarini yaratish va media savodxonlikni barcha fanlar kesimida rivojlantirish zarur.

Umuman olganda, tadqiqot natijalari raqamli axborot muhitida tarix ta’limini takomillashtirish talaba-yoshlarning tarixiy tafakkuri va mafkuraviy immunitetini rivojlantirishning muhim omili ekanligini ko‘rsatdi. Taklif etilgan metodik yondashuv tarixiy bilimlarni puxta egallash, tanqidiy fikrlashni rivojlantirish, axborot tahdidlariga nisbatan barqaror pozitsiyani shakllantirish hamda yoshlarning fuqarolik mas’uliyati va vatanparvarlik tuyg‘ularini mustahkamlashga xizmat qiladi. Mazkur metodikani oliy ta’lim tizimida keng joriy etish tarix ta’limi sifatini oshirish, zamonaviy kompetensiyalarga ega bo‘lgan va mafkuraviy jihatdan barqaror mutaxassislarni tayyorlashda muhim ahamiyat kasb etadi.

Xulosa

Raqamli transformatsiya sharoitida axborot-kommunikatsiya texnologiyalarining jadal rivojlanishi ta’lim tizimi oldiga yangi vazifalarni qo‘ymoqda. Xususan, talaba-yoshlarning tarixiy tafakkurini rivojlantirish va mafkuraviy immunitetini mustahkamlash bugungi kunning eng dolzarb pedagogik masalalaridan biri hisoblanadi. Internet tarmog‘i va ijtimoiy media platformalarida tarixiy voqealar va jarayonlarga oid turli, ba’zan bir-biriga zid axborotlarning keng tarqalishi yoshlarning tarixiy ongiga bevosita ta’sir ko‘rsatmoqda. Shu bois tarix ta’limini zamonaviy pedagogik texnologiyalar asosida tashkil etish, raqamli axborot bilan ishlash madaniyatini shakllantirish hamda media savodxonlikni rivojlantirish zarurati ortib bormoqda.

Mazkur tadqiqot natijalari shuni ko‘rsatdiki, tarix fanini o‘qitishda kompetensiyaviy yondashuv, interfaol metodlar va raqamli ta’lim vositalarini uyg‘unlashtirish talabalarning tarixiy tafakkurini rivojlantirishda yuqori samaradorlikka ega. Elektron ta’lim platformalari, virtual muzeylar, raqamli arxivlar, multimedia resurslari va sun’iy intellekt texnologiyalaridan maqsadli foydalanish tarixiy bilimlarni chuqur o‘zlashtirish, tarixiy manbalarni tanqidiy tahlil qilish hamda ilmiy asoslangan xulosalar chiqarish ko‘nikmalarini shakllantirishga xizmat qiladi. Shu bilan birga, bunday yondashuv talabalarda axborotni tanlash, tekshirish va baholash kompetensiyalarini rivojlantirib, ularning mafkuraviy tahdidlarga nisbatan barqaror pozitsiyasini mustahkamlaydi.

Tadqiqot davomida ishlab chiqilgan metodik model tarixiy tafakkur va mafkuraviy immunitetni rivojlantirishning izchil va uzviy tizimini taklif etadi. Mazkur model diagnostika, rivojlantirish, mustahkamlash va baholash bosqichlarini o‘z ichiga olib, ta’lim jarayonini zamonaviy pedagogik texnologiyalar asosida tashkil etishni nazarda tutadi. Modelning amaliyotga joriy etilishi talabalarning tarixiy bilimlari, tanqidiy fikrlash ko‘nikmalari, media savodxonligi va fuqarolik mas’uliyatini kompleks rivojlantirish imkonini beradi.

Tadqiqot natijalari asosida quyidagi ilmiy xulosalarga kelindi:

- raqamli axborot muhitida tarixiy tafakkurni rivojlantirish media savodxonlik va tanqidiy fikrlash kompetensiyalarini shakllantirish bilan uzviy bog‘liq;
- tarix fanini o‘qitishda interfaol metodlar va raqamli ta’lim vositalaridan kompleks foydalanish o‘quv jarayoni samaradorligini sezilarli darajada oshiradi;
- mafkuraviy immunitet tarixiy bilimlar, milliy va umuminsoniy qadriyatlar, fuqarolik mas’uliyati hamda axborot madaniyatining o‘zaro uyg‘unligi asosida shakllanadi;
- tarixiy manbalarni qiyosiy tahlil qilish va ilmiy mezonlar asosida baholash talabalarning mustaqil fikrlashini rivojlantirishning muhim omili hisoblanadi;
- tarix ta’limiga sun’iy intellekt va boshqa innovatsion texnologiyalarni oqilona integratsiya qilish zamonaviy ta’lim sifatini oshirishga xizmat qiladi.

Umuman olganda, tadqiqotda taklif etilgan metodik yondashuv oliy ta’lim muassasalarida tarix fanini o‘qitish sifatini oshirish, talaba-yoshlarning tarixiy tafakkurini rivojlantirish hamda ularni turli mafkuraviy tahdidlar va axborot manipulyatsiyalariga nisbatan barqaror fuqarolik pozitsiyasiga ega shaxs sifatida tarbiyalashga xizmat qiladi. Mazkur metodikani ta’lim amaliyotiga keng joriy etish tarix ta’limini zamonaviy talablar asosida takomillashtirish hamda raqamli

jamiyat uchun raqobatbardosh, mustaqil fikrlovchi va yuksak ma’naviyatli mutaxassislarni tayyorlashda muhim ilmiy-amaliy ahamiyat kasb etadi.

Amaliy tavsiyalar

Tadqiqot natijalari asosida raqamli axborot muhitida talaba-yoshlarning tarixiy tafakkuri va mafkuraviy immunitetini rivojlantirish bo‘yicha quyidagi amaliy tavsiyalar ishlab chiqildi:

1.Oliy ta’lim muassasalarida tarix fanini o‘qitishda raqamli pedagogika tamoyillarini keng joriy etish, elektron ta’lim platformalari, virtual muzeylar, raqamli arxivlar va interaktiv xaritalardan muntazam foydalanish maqsadga muvofiqdir.

2.Tarix fanlari o‘quv dasturlariga media savodxonlik va axborot xavfsizligi bo‘yicha mavzularni integratsiya qilish, talabalarda internetdagi tarixiy axborotlarni tanqidiy baholash ko‘nikmalarini shakllantirish zarur.

3.Tarix darslarida muammoli ta’lim, loyiha metodi, debatlar, "Case-study", tarixiy manbalarni qiyosiy tahlil qilish, SWOT-tahlil va "Aqliy hujum" kabi interfaol metodlardan keng foydalanish tavsiya etiladi.

4.Talabalarning mustaqil ta’lim faoliyatini rivojlantirish maqsadida tarixiy mavzular bo‘yicha elektron portfoliolar, videoloyihalar, podkastlar, infografikalar va virtual taqdimotlar tayyorlash amaliyotini yo‘lga qo‘yish lozim.

5.Sun’iy intellekt texnologiyalaridan tarix fanini o‘qitishda yordamchi vosita sifatida foydalanish, biroq undan olingan ma’lumotlarni ilmiy manbalar asosida tekshirish va tahlil qilish madaniyatini shakllantirish muhim hisoblanadi.

6.Professor-o‘qituvchilarning raqamli kompetensiyalarini oshirish maqsadida muntazam malaka oshirish kurslari, seminar-treninglar va amaliy workshoplarni tashkil etish tavsiya etiladi.

7.Talabalarda milliy tarix, madaniy meros va umuminsoniy qadriyatlarga hurmat tuyg‘usini mustahkamlash maqsadida tarixiy obidalar, muzeylar va ziyoratgohlarga virtual hamda an’anaviy ekskursiyalarni tizimli ravishda tashkil etish lozim.

8.Oliy ta’lim muassasalari kutubxonalarini zamonaviy elektron resurslar, ilmiy ma’lumotlar bazalari va tarixiy hujjatlarning raqamli nusxalari bilan boyitish ta’lim sifatini oshirishga xizmat qiladi.

9.Talabalarning tarixiy tafakkuri va mafkuraviy immunitetini muntazam monitoring qilish uchun diagnostik testlar, elektron so‘rovnomalar va kompetensiyaga asoslangan baholash mezonlarini ishlab chiqish tavsiya etiladi.

10. Tarix fanini o‘qitishda fanlararo integratsiyani kuchaytirish, xususan tarix, siyosatshunoslik, falsafa, media savodxonlik va axborot texnologiyalari fanlari o‘rtasidagi uzviy bog‘liqlikni ta’minlash maqsadga muvofiqdir.

Mazkur tavsiyalarni oliy ta’lim tizimiga bosqichma-bosqich joriy etish talaba-yoshlarning tarixiy tafakkuri, tanqidiy fikrlashi, media madaniyati va mafkuraviy immunitetini yanada rivojlantirishga xizmat qiladi.

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MEDIAKOMPETENTLIKNI RIVOJLANTIRISHDA INTEGRATSIYALASHGAN MEDIA-AXBOROT MUHITI MODELINING SAMARADORLIGI

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Annotatsiya: *Mazkur maqolada talabalarning mediakompetentligini rivojlantirishda integratsiyalashgan media-axborot muhiti modelining samaradorligi pedagogik eksperiment natijalari asosida tahlil qilinadi. Tadqiqot Andijon davlat pedagogika instituti talabalari ishtirokida olib borilgan, eksperimental va nazorat guruhlari tashkil etilgan. Modelning tarkibiy qismlari, pedagogik shart-sharoitlari va joriy etish bosqichlari ochib berilgan. Eksperiment natijalari statistik usullar (Styudent t-mezoni, xi-kvadrat) yordamida tahlil qilinib, modelning samaradorligi ilmiy asosda tasdiqlangan. Maqolada modelni amaliyotga keng joriy etish bo'yicha tavsiyalar bayon etilgan.*

Kalit so'zlar: *integratsiyalashgan media-axborot muhiti, mediakompetentlik, pedagogik model, samaradorlik, eksperiment, statistik tahlil, talaba, oliy ta'lim.*

ЭФФЕКТИВНОСТЬ МОДЕЛИ ИНТЕГРИРОВАННОЙ МЕДИАИНФОРМАЦИОННОЙ СРЕДЫ В РАЗВИТИИ МЕДИАКОМПЕТЕНТНОСТИ

Аннотация: *В данной статье анализируется эффективность модели интегрированной медиаинформационной среды в развитии медиакомпетентности студентов на основе результатов педагогического эксперимента. Исследование проведено с участием студентов Андижанского государственного педагогического института, сформированы экспериментальная и контрольная группы. Раскрыты структурные компоненты, педагогические условия и этапы внедрения модели. Результаты эксперимента проанализированы с применением статистических методов (t-критерий Стьюдента, хи-квадрат), эффективность модели научно подтверждена. В статье изложены рекомендации по широкому внедрению модели в практику.*

Ключевые слова: *интегрированная медиаинформационная среда, медиакомпетентность, педагогическая модель, эффективность, эксперимент, статистический анализ, студент, высшее образование.*

EFFECTIVENESS OF THE INTEGRATED MEDIA-INFORMATION ENVIRONMENT MODEL IN DEVELOPING MEDIA COMPETENCE

Abstract: *This article analyzes the effectiveness of the integrated media-information environment model in developing students' media competence based on the results of a pedagogical experiment. The research was conducted with the participation of students of Andijan State Pedagogical Institute, experimental and control groups were formed. The structural components, pedagogical conditions and stages of model implementation are revealed. The experimental results were analyzed using statistical methods (Student's t-test, chi-square), the effectiveness of the model has been scientifically confirmed. The article presents recommendations for the wide implementation of the model in practice.*

Keywords: *integrated media-information environment, media competence, pedagogical model, effectiveness, experiment, statistical analysis, student, higher education.*

Kirish:

Zamonaviy oliy ta'limda talabalar mediakompetentligini rivojlantirish vazifasi alohida pedagogik faoliyat sifatida emas, balki yaxlit pedagogik tizim doirasida amalga oshirilishi lozim. Bu vazifani bajarishning eng samarali yondashuvlaridan biri - integratsiyalashgan media-axborot muhitini yaratishdir. Bunday muhit nafaqat texnologiyalar va resurslar majmui, balki o'qitish, tarbiya va shaxsiy rivojlanishning o'zaro bog'liq jarayonlarini birlashtirgan yaxlit pedagogik tizimdir.

Pedagogik tadqiqotlarning ilmiyligi va amaliy qiymati ko'p jihatdan taklif etilgan modellarning eksperimental sinov natijalariga bog'liqdir. Modelning samaradorligi nazariy taxminlarga emas, balki real pedagogik amaliyot

natijalariga asoslanishi kerak. Shu sababli, taklif etilgan integratsiyalashgan media-axborot muhiti modelining samaradorligini eksperimental tasdiqlash dolzarb ilmiy vazifa hisoblanadi.

Tadqiqotning maqsadi - talabalar mediakompetentligini rivojlantirishda integratsiyalashgan media-axborot muhiti modelining samaradorligini pedagogik eksperiment yo'li bilan asoslash, modelning amaliy ahamiyatini ilmiy nuqtai nazardan tasdiqlashdan iborat.

Adabiyotlar tahlili va metodologiya

Pedagogik eksperiment metodologiyasi M.M. Potashnik, V.I. Zagvyazinskiy, V.V. Krayevskiy kabi olimlarning ishlarida yoritilgan. M.I. Grabar va K.A. Krasnyanskaya pedagogik tadqiqotlarda statistik usullarni qo'llashning ilmiy asoslarini ishlab chiqqanlar. Bu olimlarning ishlari pedagogik eksperimentlarning ishonchli o'tkazilishi uchun zaruriy metodologik bazani yaratadi.

Mediakompetentlikni rivojlantirish modellari sohasida A.V. Fyodorov, I.V. Chelishyova, N.B. Kirillova, D. Bukingem, R. Habbs kabi olimlarning ishlari muhim ahamiyatga ega. Ular turli pedagogik modellarni taklif qilib, ularning nazariy va amaliy jihatlarini yoritganlar. Integratsiyalashgan ta'lim muhitlari masalasi A.A. Andreyev, V.P. Tixomirov, S.G. Grigorev tadqiqotlarida o'rganilgan.

Tadqiqot metodologik jihatdan tizimli yondashuv, pedagogik eksperiment metodologiyasi va statistik tahlil printsiplariga asoslanadi. Tadqiqotda ilmiy adabiyotlarni nazariy tahlil qilish, modellashtirish, pedagogik eksperiment (aniqlovchi, shakllantiruvchi va nazorat bosqichlari), test va anketa so'rovi, statistik usullar (Styudent t-mezoni, Pirsonning xi-kvadrat mezoni) qo'llanildi.

Natijalar va ularning tahlili. 1. Integratsiyalashgan media-axborot muhiti modelining mohiyati. Integratsiyalashgan media-axborot muhiti - bu oliy ta'lim muassasasida yaratilgan, talabalarning mediakompetentligini rivojlantirishga yo'naltirilgan, har xil pedagogik komponentlarni yaxlit tizimda birlashtiruvchi pedagogik ekotizimdir. Modelning asosiy o'ziga xosligi - uning integrativ xususiyatida, ya'ni an'anaviy va innovatsion o'qitish texnologiyalarini, formal va noformal ta'lim shakllarini, individual va guruhli faoliyatni, auditoriya va virtual o'rganishni uyg'unlashtirishidadir.

Model quyidagi to'rtta o'zaro bog'liq sath darajasida ishlaydi: birinchi sath - texnologik (texnik vositalar, dasturiy ta'minot, tarmoq infratuzilmasi); ikkinchi sath - kontent (elektron resurslar, multimedia materiallari, interaktiv vositalar); uchinchi sath - pedagogik (o'qitish texnologiyalari, metodlari, baholash); to'rtinchi sath - shaxsiy (talabalar, o'qituvchilar, ekspertlar va ularning o'zaro hamkorligi). Modelning markaziy yadrosini quyidagi olti komponent tashkil etadi: "Mediasavodxonlik va axborot madaniyati" maxsus fanini o'qitish; mavjud fanlarga media-modullarni integratsiya qilish; talabalar media-laboratoriyasining faoliyati; xalqaro hamkorlik va onlayn kurslarda ishtirok etish; ilmiy-tadqiqot loyihalarida talabalarning ishtiroki; muntazam monitoring va baholash tizimi.

2. Eksperiment metodikasi va shartlari

Pedagogik eksperiment 2024–2025 o'quv yili davomida Andijon davlat pedagogika instituti talabalari ishtirokida o'tkazildi. Eksperimentda jami 180 nafar talaba ishtirok etdi. Ular ikkita guruhga taqsimlandi: eksperimental guruh (90 talaba) va nazorat guruhi (90 talaba). Guruhlar dastlabki ko'rsatkichlari bo'yicha bir-biriga yaqin qilib tanlangan.

Eksperiment uch bosqichli sxemada amalga oshirildi: aniqlovchi bosqich (sentyabr 2024) - har ikki guruhda mediakompetentlikning kirish darajasi aniqlandi; shakllantiruvchi bosqich (oktyabr 2024 – aprel 2025) - eksperimental guruhda integratsiyalashgan media-axborot muhiti modeli amaliyotga tatbiq etildi, nazorat guruhida o'qitish an'anaviy uslubda olib borildi; nazorat bosqichi (may 2025) - har ikki guruhda mediakompetentlikning yakuniy darajasi aniqlandi.

Eksperiment davomida talabalarning mediakompetentligini baholash uchun ilgari ishlab chiqilgan diagnostik vositalar tizimidan foydalanildi: bilim testi (30 savol), motivatsion va aksiologik komponentlar anketasi (20 savol), amaliy ko'nikmalarni baholash topshirig'i, media-vaziyatni tahlil qilish topshirig'i, refleksiv esse va portfolio. Yaxlit ball quyidagi formula bo'yicha hisoblandi: $M = 0{,}15 \cdot B_1 + 0{,}25 \cdot B_2 + 0{,}25 \cdot B_3 + 0{,}20 \cdot B_4 + 0{,}15 \cdot B_5$.

3. Aniqlovchi bosqich natijalari

Aniqlovchi bosqichda har ikki guruh talabalarining mediakompetentlik darajalari aniqlandi. Olingan natijalar quyidagicha taqsimlangan:

1-jadval. Aniqlovchi bosqichda mediakompetentlik darajalarining taqsimlanishi (foiz hisobida)

Guruh	Yuqori	O'rta	Asosiy	Past
Eksperimental (n=90)	8,9	23,3	38,9	28,9
Nazorat (n=90)	10,0	22,2	40,0	27,8

Aniqlovchi bosqich natijalari shuni ko'rsatdiki, har ikki guruh talabalarining boshlang'ich mediakompetentlik darajalari deyarli bir xil. Eksperimental guruhda yuqori darajada turuvchilar 8,9 foizni, nazorat guruhida 10,0 foizni tashkil etgan; o'rta darajada - 23,3 va 22,2 foiz; asosiy darajada - 38,9 va 40,0 foiz; past darajada - 28,9 va 27,8 foiz. Statistik

tahlil (xi-kvadrat mezoni) guruhlar o'rtasidagi farqning ahamiyatsizligini tasdiqladi ($\chi^2 = 0,18$, $p > 0,05$), bu eksperiment uchun adekvat sharoitlar yaratilganligini ko'rsatadi.

Mediakompetentlikning yaxlit ball ko'rsatkichlari ham yaqin: eksperimental guruhda o'rtacha ball 51,4 ± 8,2; nazorat guruhida - 52,1 ± 7,9. Styudent t-mezoni bo'yicha hisoblangan t qiymati (t = 0,57) tanqidiy qiymatdan kichik ($t_{0,05} = 1,97$), bu farqning statistik ahamiyatga ega emasligini tasdiqlaydi.

4. Shakllantiruvchi bosqich va modelning joriy etilishi

Shakllantiruvchi bosqichda eksperimental guruhda integratsiyalashgan media-axborot muhiti modeli sistematik ravishda joriy etildi. Bu jarayon quyidagi yo'nalishlarda olib borildi:

Birinchi yo'nalish - "Mediasavodxonlik va axborot madaniyati" maxsus fanini joriy etish. Talabalarga 100 soatlik kurs taqdim etildi, unda nazariy bilimlar va amaliy ko'nikmalar uyg'unlashtirildi. Kurs davomida zamonaviy pedagogik metodlar - keys-stadi, proyekt-asosli o'qitish, media-tahlil, munozaralar va gamifikatsiya elementlari faol qo'llanildi.

Ikkinchi yo'nalish - boshqa fanlarga media-modullarni integratsiya qilish. Pedagogika, psixologiya, informatika va metodika fanlari doirasida media-mavzularga oid modullar kiritildi. Bu yondashuv talabalarga mediakompetentlikni turli kontekstlarda qo'llash imkonini berdi. Uchinchi yo'nalish - talabalar media-laboratoriyasining faoliyati. Talabalar muntazam ravishda o'z media-mahsulotlarini (videolar, podkastlar, infografikalar, blog-yozuvlar) yaratdilar. Bu jarayonda ular nafaqat texnik, balki ijodiy ko'nikmalarni ham rivojlantirdilar. To'rtinchi yo'nalish - onlayn kurslarda ishtirok etish. Talabalar Coursera, edX va boshqa platformalarda mediakompetentlik bo'yicha xalqaro kurslarda o'qidilar. Bu ularga jahon tajribasi bilan tanishish va o'z bilimlarini boyitish imkonini berdi. Beshinchi yo'nalish - ilmiy-tadqiqot loyihalarida ishtirok etish. Talabalar professor-o'qituvchilar rahbarligida media-pedagogika sohasida kichik ilmiy izlanishlar olib bordilar, ilmiy konferensiyalarda ma'ruzalar qildilar.

Oltinchi yo'nalish - muntazam monitoring va baholash. Har 2 oyda mediakompetentlik dinamikasi tekshirilib, individual va guruh natijalari tahlil qilindi. Olingan ma'lumotlar asosida pedagogik harakatlarga moslashuvchan o'zgartirishlar kiritildi.

5. Nazorat bosqichi natijalari va modelning samaradorligi

Nazorat bosqichi natijalari mediakompetentlik darajalari taqsimlanishida sezilarli o'zgarishlarni ko'rsatdi:

2-jadval. Nazorat bosqichida mediakompetentlik darajalarining taqsimlanishi (foiz hisobida)

Guruh	Yuqori	O'rta	Asosiy	Past
Eksperimental (n=90)	28,9	44,4	21,1	5,6
Nazorat (n=90)	13,3	28,9	36,7	21,1

Jadval ma'lumotlaridan ko'rinib turibdiki, eksperimental guruhda mediakompetentlikning yuqori va o'rta darajalarida turuvchilar ulushi sezilarli oshgan. Yuqori darajada turuvchilar 8,9 foizdan 28,9 foizgacha (3,3 marta), o'rta darajada turuvchilar 23,3 foizdan 44,4 foizgacha (1,9 marta) ko'paygan. Aksincha, past darajadagi talabalar ulushi 28,9 foizdan 5,6 foizgacha (5,2 marta) kamaygan. Nazorat guruhida o'zgarishlar nisbatan kam sezilarli - yuqori darajada 10,0 dan 13,3 foizgacha o'sish, past darajada 27,8 dan 21,1 foizgacha kamayish kuzatildi.

Mediakompetentlikning yaxlit ball ko'rsatkichlari ham aniq dinamikani namoyon qildi. Eksperimental guruhda o'rtacha ball 51,4 ± 8,2 dan 78,6 ± 9,1 gacha o'sdi (ortish - 27,2 ball). Nazorat guruhida o'rtacha ball 52,1 ± 7,9 dan 60,3 ± 8,7 gacha (ortish - 8,2 ball) ko'paydi. Eksperimental guruhda ortish nazorat guruhiga nisbatan 3,3 marta yuqoriroq.

3-jadval. Mediakompetentlik komponentlari bo'yicha o'rtacha ko'rsatkichlar dinamikasi (100 ballik shkala).

Komponent	EG kirish	EG yakuniy	NG kirish	NG yakuniy
Motivatsion	57,3	82,4	58,1	65,2
Kognitiv	48,2	76,8	49,3	58,1
Operatsion	54,1	80,2	54,8	62,4
Aksiologik	50,7	77,5	51,2	59,8
Refleksiv	46,8	75,9	47,4	56,3

EG - eksperimental guruh, NG - nazorat guruhi

Komponentlar bo'yicha tahlil shuni ko'rsatadiki, eksperimental guruhda barcha beshta komponent bo'yicha sezilarli o'sish kuzatildi. Eng katta o'sish kognitiv (28,6 ball) va refleksiv (29,1 ball) komponentlarda qayd etildi. Bu modelning nafaqat bilim, balki refleksiv qobiliyatlarni ham samarali rivojlantirishini ko'rsatadi. Nazorat guruhida ham barcha komponentlar o'sgan, ammo o'sish dinamikasi ancha past.

6. Statistik tahlil va modelning samaradorligini asoslash. Olingan natijalarning statistik ahamiyatini tasdiqlash uchun ikki turdagi mezonlar qo'llanildi: Pirsonning xi-kvadrat mezoni (taqsimotlardagi farqlar uchun) va Styudentning t-mezoni (o'rtacha qiymatlar farqi uchun). Hisoblar ishonchlilik darajasi $p \leq 0,05$ da o'tkazildi.

Xi-kvadrat mezoni bo'yicha eksperimental va nazorat guruhlari o'rtasidagi farqlar nazorat bosqichida hisoblandi. Olingan qiymat $\chi^2 = 28,42$ tanqidiy qiymat $\chi^2_{0,05} = 7,82$ dan ancha katta (df = 3). Bu shuni anglatadiki, eksperiment yakunida guruhlar o'rtasidagi farq statistik jihatdan yuqori ahamiyatga ega va u tasodifiy emas.

Styudentning t-mezoni bo'yicha eksperimental va nazorat guruhlari o'rtacha ko'rsatkichlari nazorat bosqichida taqqoslandi. Hisoblangan qiymat $t = 13,76$ tanqidiy qiymat $t_{0,05} = 1,97$ dan sezilarli darajada katta. Bu farqning statistik ahamiyatini va modelning haqiqiy samaradorligini tasdiqlaydi.

Modelning samaradorlik koeffitsiyentini hisoblash uchun quyidagi formuladan foydalanildi: $K = (M_2_EG - M_1_EG) / (M_2_NG - M_1_NG)$, bu yerda M_1 va M_2 - kirish va yakuniy o'rtacha ballar, EG va NG - eksperimental va nazorat guruhlari. Hisoblar natijasida $K = 27,2 / 8,2 = 3,32$. Bu eksperimental guruhda mediakompetentlikning rivojlanish dinamikasi nazorat guruhiga nisbatan 3,32 marta yuqoriroq ekanligini ko'rsatadi.

Olingan barcha statistik ko'rsatkichlar integratsiyalashgan media-axborot muhiti modelining yuqori samaradorligini ilmiy asosda tasdiqlaydi. Modelning samaradorligi nafaqat miqdoriy ko'rsatkichlarda, balki sifatli o'zgarishlarda ham namoyon bo'ladi: talabalar media-muhitda mustaqil va ijodiy faoliyat yuritish, axborotni tanqidiy tahlil qilish, etik mezonlarga rioya qilish kabi muhim sifatlarni egallaydilar.

Xulosa. O'tkazilgan tadqiqot va eksperiment natijalari quyidagi xulosalarni chiqarish imkonini beradi: Birinchidan, integratsiyalashgan media-axborot muhiti modeli talabalar mediakompetentligini rivojlantirishning samarali pedagogik vositasi sifatida ilmiy asosda tasdiqlandi. Modelning to'rtta sath darajasi (texnologik, kontent, pedagogik, shaxsiy) va olti komponenti yaxlit pedagogik tizimni hosil qiladi. Ikkinchidan, modelning amaliy tatbiq etilishi natijasida eksperimental guruh talabalarida mediakompetentlikning barcha komponentlari (motivatsion, kognitiv, operatsion, aksiologik, refleksiv) bo'yicha sezilarli ijobiy dinamika kuzatildi. Yaxlit ko'rsatkich 51,4 dan 78,6 ballgacha o'sdi (27,2 ball ortish). Uchinchidan, statistik tahlil natijalari ($\chi^2 = 28,42$; $t = 13,76$; $p < 0,05$) eksperimental va nazorat guruhlari o'rtasidagi farqning statistik ahamiyatini tasdiqlaydi. Samaradorlik koeffitsiyenti $K = 3,32$ modelning yuqori pedagogik samaradorligini ko'rsatadi. To'rtinchidan, model nafaqat miqdoriy, balki sifatli o'zgarishlarni ham keltirib chiqaradi. Talabalar media-muhitda mustaqil harakat qilish, axborotni tanqidiy tahlil qilish, etik mezonlarga rioya qilish va o'z faoliyatini refleksiv baholash qobiliyatlarini egallaydilar. Beshinchidan, model boshqa pedagogika oliy ta'lim muassasalarida ham amaliyotga keng joriy etilishi mumkin. Bunda har bir muassasaning o'ziga xos sharoitlari, talabalar tarkibi va mavjud resurslarni hisobga olgan holda modelni adaptatsiya qilish maqsadga muvofiqdir.

Bundan keyingi tadqiqotlarda modelning uzoq muddatli samaradorligini o'rganish (bitiruvchilarning kasbiy faoliyatida mediakompetentlikning namoyon bo'lishi), turli mintaqalar va yo'nalishlardagi oliy ta'lim muassasalari uchun differensial variantlarni ishlab chiqish hamda sun'iy intellekt sharoitida modelni takomillashtirish istiqbolli yo'nalishlar sifatida belgilangan.

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GLOBALLASHUV SHAROITIDA TALABALARNING MEDIAFALSAFIY DUNYOQARASHINI RIVOJLANTIRISHNING PEDAGOGIK MEXANIZMLARI

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Annotatsiya. *Mazkur maqolada globallashuv va raqamli transformatsiya sharoitida talabalarning mediafalsafiy dunyoqarashini rivojlantirishning nazariy-metodologik asoslari hamda pedagogik mexanizmlari tahlil qilingan. Mediafalsafiy dunyoqarashning mazmuni, uni shakllantiruvchi omillar, media savodxonlik va mediafalsafiy kompetentlikni rivojlantirish yo‘llari yoritilgan. Shuningdek, raqamli ta’lim muhiti, sun’iy intellekt texnologiyalari va innovatsion pedagogik yondashuvlarning talabalarning mediafalsafiy tafakkurini rivojlantirishdagi imkoniyatlari asoslab berilgan.*

Kalit so‘zlar: *mediafalsafa, mediafalsafiy dunyoqarash, globallashuv, media savodxonlik, mediafalsafiy kompetentlik, raqamli ta’lim muhiti, tanqidiy fikrlash, sun’iy intellekt, pedagogik mexanizmlar.*

ПЕДАГОГИЧЕСКИЕ МЕХАНИЗМЫ РАЗВИТИЯ МЕДИА-ФИЛОСОФСКОГО МИРОВОЗЗРЕНИЯ СТУДЕНТОВ В УСЛОВИЯХ ГЛОБАЛИЗАЦИИ.

Аннотация. *В данной статье анализируются теоретические и методологические основы и педагогические механизмы развития медиафилософского мировоззрения учащихся в контексте глобализации и цифровой трансформации. Выделены содержание медиафилософского мировоззрения, факторы его формирования, пути развития медиаграмотности и медиафилософской компетенции. Обоснованы возможности цифровой образовательной среды, технологий искусственного интеллекта и инновационных педагогических подходов в развитии медиафилософского мышления учащихся.*

Ключевые слова: *медиафилософия, медиафилософское мировоззрение, глобализация, медиаграмотность, медиафилософская компетенция, цифровая образовательная среда, критическое мышление, искусственный интеллект, педагогические механизмы.*

PEDAGOGICAL MECHANISMS FOR DEVELOPING STUDENTS' MEDIAPHILOSOPHICAL WORLDVIEW IN THE CONDITIONS OF GLOBALIZATION

Abstract. *This article analyzes the theoretical and methodological foundations and pedagogical mechanisms for developing students’ mediaphilosophical worldview in the context of globalization and digital transformation. The content of the mediaphilosophical worldview, its forming factors, ways to develop media literacy and mediaphilosophical competence are highlighted. The possibilities of the digital educational environment, artificial intelligence technologies and innovative pedagogical approaches in developing students’ mediaphilosophical thinking are also substantiated.*

Keywords: *media philosophy, mediaphilosophical worldview, globalization, media literacy, mediaphilosophical competence, digital educational environment, critical thinking, artificial intelligence, pedagogical mechanisms.*

XXI asrda globallashuv jarayonlarining jadallashuvi va raqamli texnologiyalarning misli ko‘rilmagan sur’atlarda rivojlanishi jamiyat hayotining barcha sohalarida, jumladan, ta’lim tizimida ham tub o‘zgarishlarni yuzaga keltirmoqda. Axborot-kommunikatsiya texnologiyalari, internet tarmoqlari, ijtimoiy media platformalari va sun’iy intellekt tizimlarining keng qo‘llanilishi natijasida insonning axborotni qabul qilish, qayta ishlash va talqin qilish usullari yangicha mazmun kasb etmoqda. Bunday sharoitda ta’limning asosiy vazifasi nafaqat bilimlarni uzatish, balki talabalarda global media makonda ongli va mas’uliyatli faoliyat yuritish imkonini beruvchi mediafalsafiy dunyoqarashni shakllantirishdan ham iborat bo‘lib qolmoqda. Shu sababli globallashuv sharoitida talabalarning mediafalsafiy dunyoqarashini rivojlantirish masalasi pedagogika nazariyasi va amaliyotining dolzarb ilmiy muammolaridan biri hisoblanadi.

Globallashuv va raqamli transformatsiya ta’lim tizimining mazmuni, shakllari va metodlariga sezilarli ta’sir ko‘rsatmoqda. Raqamli ta’lim muhitining rivojlanishi natijasida an’anaviy bilim manbalari o‘rnini elektron resurslar,

virtual platformalar va interaktiv media vositalari egallamoqda. Natijada talaba axborot iste'molchisi maqomidan axborotni yaratuvchi, tahlil qiluvchi va baholovchi faol subyektga aylanmoqda. Shu bilan birga, global media makonda tarqalayotgan turli g'oyalar, qadriyatlar va axborot oqimlari yoshlarning dunyoqarashi, ijtimoiy pozitsiyasi va ma'naviy qarashlariga kuchli ta'sir ko'rsatmoqda. Bu esa ta'lim jarayonida media hodisalarining falsafiy mohiyatini anglash, axborotlarni tanqidiy tahlil qilish va media makondagi jarayonlarga ongli munosabat bildirish kompetensiyalarini rivojlantirish zaruratini yuzaga keltirmoqda.

Talabalarning mediafalsafiy dunyoqarashini rivojlantirish zarurati media makonda kuzatilayotgan murakkab transformatsiyalar bilan ham izohlanadi. Zamonaviy yoshlar kundalik hayotining katta qismi raqamli kommunikatsiya vositalari bilan bog'liq bo'lib, ular turli media platformalar orqali ulkan hajmdagi axborotlar bilan muntazam muloqotda bo'ladilar. Bunday sharoitda axborotning ishonchliligini baholash, media manipulyatsiyalarni aniqlash, virtual va real voqelik o'rtasidagi bog'liqlikni anglash hamda media kontentning ijtimoiy-madaniy ta'sirini tushunish muhim ahamiyat kasb etadi. Mediafalsafiy dunyoqarash aynan ana shu kompetensiyalarni rivojlantirish orqali talabalarning media makondagi faoliyatini ongli ravishda boshqarish, tanqidiy va refleksiv fikrlashini shakllantirish hamda ularning ma'naviy-intellektual salohiyatini yuksaltirishga xizmat qiladi.

Mediafalsafa, media ta'lim va media savodxonlik masalalari xorijiy va mahalliy olimlar tomonidan turli jihatlarda tadqiq etilgan. Xususan, M. McLuhan media vositalarining inson tafakkuri va jamiyat rivojlanishiga ta'sirini tahlil qilgan bo'lsa, M. Castells global tarmoq jamiyati nazariyasini ishlab chiqqan. D. Buckingham, H. Jenkins, S. Livingstone va A. Fedorovlarning ilmiy ishlarida media ta'lim, media madaniyat va media savodxonlikning nazariy asoslari yoritilgan. O'zbekistonlik olimlar U.Sh. Begimqulov, A.A. Abduqodirov, M.H. Usmonboyeva, B.X. Xodjayev va boshqalarning tadqiqotlarida ta'limni axborotlashtirish, raqamli texnologiyalarni ta'lim jarayoniga integratsiyalash hamda media kompetentlikni rivojlantirish masalalari o'rganilgan. Biroq mavjud tadqiqotlar tahlili shuni ko'rsatadiki, globallashuv sharoitida talabalarning mediafalsafiy dunyoqarashini rivojlantirishning pedagogik mexanizmlarini kompleks tarzda o'rganishga qaratilgan ilmiy izlanishlar yetarli darajada tizimlashtirilmagan. Shu bois mazkur tadqiqot mediafalsafiy dunyoqarashni rivojlantirishning pedagogik mexanizmlarini aniqlash va ularning ta'lim jarayonidagi imkoniyatlarini asoslashga qaratilganligi bilan ahamiyatlidir.

Zamonaviy axborotlashgan jamiyatda media texnologiyalar insonning bilish faoliyati, dunyoqarashi va ijtimoiy munosabatlariga bevosita ta'sir ko'rsatuvchi muhim omillardan biriga aylandi. Natijada media hodisalarini faqat texnologik yoki kommunikativ jarayon sifatida emas, balki falsafiy, madaniy va pedagogik hodisa sifatida o'rganishga ehtiyoj kuchaydi. Shu ehtiyoj negizida shakllangan mediafalsafa media vositalarining inson tafakkuri, ijtimoiy ong va madaniyat rivojiga ko'rsatadigan ta'sirini tadqiq etuvchi fanlararo ilmiy yo'nalish hisoblanadi. Mediafalsafa XX asrning ikkinchi yarmida ommaviy kommunikatsiya vositalarining keng tarqalishi bilan shakllana boshlagan bo'lsa, XXI asrda internet, raqamli platformalar va sun'iy intellekt texnologiyalarining rivojlanishi natijasida yangi bosqichga ko'tarildi. Uning rivojlanish tarixida an'anaviy media bosqichi, elektron media bosqichi va raqamli media bosqichi kabi evolyutsion davrlarni ajratish mumkin. Har bir bosqich insonning axborotni qabul qilish va talqin qilish usullarini o'zgartirib, yangi media madaniyatning shakllanishiga zamin yaratgan.

Mediafalsafiy dunyoqarash media vositalari orqali shakllanayotgan voqelikni anglash, media makondagi jarayonlarni tanqidiy baholash va media mahsulotlarning ijtimoiy-madaniy ta'sirini tushunishga asoslangan qarashlar tizimini ifodalaydi. Mazkur dunyoqarash shaxsning media muhitga nisbatan ongli munosabatini shakllantiradi hamda uning axborot oqimlari bilan ishlash faoliyatini tartibga soladi. Mediafalsafiy dunyoqarashning tarkibiy tuzilmasi bir necha muhim komponentlardan iborat bo'lib, ular o'zaro uzviy bog'langan holda faoliyat ko'rsatadi:

1. Kognitiv komponent – media hodisalari, axborot jarayonlari va kommunikatsiya texnologiyalari haqidagi bilimlar majmui;

2. Aksiologik komponent – media faoliyatni baholashda qo'llaniladigan qadriyatlar, axloqiy me'yorlar va ijtimoiy mas'uliyat mezonlari;

3. Refleksiv komponent – shaxsning o'z media faoliyatini tahlil qilish va baholash qobiliyati;

4. Amaliy-kommunikativ komponent – media vositalaridan samarali va mas'uliyatli foydalanish ko'nikmalari.

Mazkur komponentlarning uyg'un rivojlanishi talabalarning media makondagi faoliyatini ongli ravishda boshqarish va axborotlarga nisbatan tanqidiy yondashuvni shakllantirish imkonini beradi.

Mediafalsafa o'zining nazariy va metodologik mohiyatiga ko'ra pedagogika hamda ta'lim falsafasi bilan uzviy integratsiyalashgan. Pedagogika shaxsni rivojlantirish va ijtimoiylashtirish qonuniyatlarini o'rgansa, mediafalsafa ushbu jarayonlarning media muhitdagi namoyon bo'lish shakllarini tahlil qiladi. Ta'lim falsafasi ta'limning maqsadi, mazmuni va qadriyatli asoslarini belgilab bersa, mediafalsafa mazkur jarayonlarning raqamli makondagi transformatsiyasini tushuntiradi. Shu jihatdan mediafalsafa ta'limning epistemologik, aksiologik va kommunikativ asoslarini yangi nuqtayi nazardan talqin qilish imkonini beradi. Ayniqsa, media savodxonlik, media madaniyat va mediaetik kompetensiyalarni

rivojlantirishga qaratilgan pedagogik yondashuvlar mediafalsafaning nazariy asoslariga tayanadi. Natijada mediafalsafa zamonaviy pedagogik tadqiqotlarning metodologik bazasini boyituvchi muhim ilmiy yo‘nalish sifatida namoyon bo‘ladi.

Globallashuv va raqamli transformatsiya sharoitida talaba shaxsini rivojlantirishda mediafalsafiy dunyoqarashning ahamiyati yanada ortib bormoqda. Bugungi talaba ulkan hajmdagi axborot oqimlari bilan doimiy aloqada bo‘lib, turli media platformalar orqali global kommunikatsiya jarayonlarining faol ishtirokchisiga aylanmoqda. Bunday sharoitda mediafalsafiy dunyoqarash talabaning axborotlarni tanqidiy tahlil qilishi, media manipulyatsiyalarni aniqlashi, virtual va real voqelik o‘rtasidagi munosabatlarni anglashiga yordam beradi. Shu bilan birga, mediafalsafiy dunyoqarash talabalarda mustaqil fikrlash, refleksiv yondashuv, media mas’uliyat va mediaetik madaniyatni shakllantirishning muhim omili hisoblanadi. Natijada mediafalsafiy dunyoqarash zamonaviy mutaxassisning kasbiy tayyorgarligi bilan bir qatorda uning ma’naviy-intellektual rivojlanishini ta’minlovchi strategik kompetensiyalardan biri sifatida namoyon bo‘ladi.

XXI asrda globallashuv jarayonlarining jadallashuvi natijasida media makon insoniyat taraqqiyotining muhim ijtimoiy-madaniy omiliga aylandi. Axborot-kommunikatsiya texnologiyalarining rivojlanishi, internet tarmoqlarining kengayishi va raqamli platformalarning ommalashuvi natijasida dunyoning turli hududlari o‘rtasidagi axborot almashinuvi sezilarli darajada tezlashdi. Bunday sharoitda media makon faqat axborot uzatish vositasi emas, balki dunyoqarash, qadriyatlar va ijtimoiy munosabatlarni shakllantiruvchi global kommunikativ muhit sifatida namoyon bo‘lmoqda. Shu sababli talabalarning mediafalsafiy dunyoqarashini rivojlantirish masalasi globallashuv jarayonlari bilan bevosita bog‘liq holda o‘rganilishi zarur.

Globallashuv media makon transformatsiyasining asosiy omillaridan biri hisoblanadi. Zamonaviy media muhiti chegaralarning nisbiy ravishda yo‘qolishi, axborot oqimlarining intensivlashuvi, kommunikatsiyaning interaktiv xarakter kasb etishi va media vositalarining konvergensiyasi bilan tavsiflanadi. An’anaviy ommaviy axborot vositalari o‘rnini internet platformalari, ijtimoiy tarmoqlar, bloglar va sun’iy intellektga asoslangan media tizimlari egallamoqda. Natijada media makonning markazlashgan modeli tarmoqlashgan va ko‘p subyektli kommunikatsiya modeliga aylanishi kuzatilmoqda. Ushbu transformatsiyalar media mahsulotlarni yaratish, tarqatish va iste’mol qilish mexanizmlarini tubdan o‘zgartirib, talabalarning axborot bilan ishlash usullariga ham sezilarli ta’sir ko‘rsatmoqda.

Global axborot oqimlari talaba dunyoqarashining shakllanishida muhim rol o‘ynaydi. Internet va ijtimoiy media platformalari orqali yoshlar dunyoning turli hududlarida sodir bo‘layotgan siyosiy, iqtisodiy, madaniy va ilmiy jarayonlar haqida tezkor ma’lumot olish imkoniyatiga ega bo‘lmoqda. Bu holat bir tomondan ularning bilim doirasini kengaytirsa, ikkinchi tomondan axborotlarning haddan tashqari ko‘pligi, dezinformatsiya va media manipulyatsiya xavfini ham yuzaga keltiradi. Shu sababli talabalarda global axborot oqimlarini tanqidiy tahlil qilish, ularning mazmuni va maqsadini anglash hamda axborotlarning ishonchliligini baholash ko‘nikmalarini shakllantirish muhim pedagogik vazifa hisoblanadi. Aynan mediafalsafiy dunyoqarash talabalarga axborot oqimlarining mohiyatini anglash va ularga ongli munosabat bildirish imkonini beradi.

Raqamli madaniyat va virtual kommunikatsiya zamonaviy mediafalsafiy dunyoqarashning shakllanishiga ta’sir ko‘rsatuvchi muhim omillardan biridir. Raqamli madaniyat axborotni yaratish, uzatish va iste’mol qilishning yangi shakllarini vujudga keltirib, insonning bilish faoliyati va kommunikativ amaliyotlarini o‘zgartirmoqda. Virtual kommunikatsiya vositalari orqali insonlar geografik masofalardan qat’i nazar o‘zaro muloqot qilish imkoniyatiga ega bo‘lmoqda. Biroq virtual muhitda shakllanayotgan kommunikatsiya jarayonlari shaxsning identifikatsiyasi, ijtimoiylashuvi va qadriy orientatsiyalariga yangi talablarni qo‘ymoqda. Mediafalsafiy nuqtayi nazardan raqamli madaniyat insonning voqelikni qabul qilish va talqin etish mexanizmlariga ta’sir ko‘rsatuvchi murakkab fenomen bo‘lib, u talabalarning tanqidiy fikrlashi, refleksiv qobiliyatlari va media madaniyatini rivojlantirish bilan chambarchas bog‘liqdir.

Globallashuv sharoitida media muhitda milliy va umuminsoniy qadriyatlarning o‘zaro ta’siri ham alohida ahamiyat kasb etadi. Global media makon turli madaniyatlar, g‘oyalar va qadriyatlar o‘rtasidagi muloqotni kuchaytirayotgan bo‘lsa-da, ayrim hollarda milliy madaniy identifikatsiyaning zaiflashuvi xavfini ham yuzaga keltirishi mumkin. Shu sababli talabalarning mediafalsafiy dunyoqarashini rivojlantirishda milliy qadriyatlar va umuminsoniy tamoyillar o‘rtasidagi muvozanatni ta’minlash muhim hisoblanadi. Bu jarayonda quyidagi omillar ustuvor ahamiyatga ega:

- milliy madaniy meros va tarixiy xotiraga hurmatni shakllantirish;
- umuminsoniy qadriyatlar asosida tolerantlik va bag‘rikenglikni rivojlantirish;
- media kontentni qadriy mezonlar asosida tanqidiy tahlil qilish;
- global va mahalliy axborot oqimlari o‘rtasidagi uyg‘unlikni ta’minlash;
- media faoliyatda ijtimoiy mas’uliyat va mediaetik me’yorlarga rioya qilish.

Demak, globallashuv sharoitida mediafalsafiy dunyoqarashni shakllantirish global media makonning rivojlanishi, axborot oqimlarining intensivlashuvi, raqamli madaniyatning kengayishi hamda milliy va umuminsoniy qadriyatlarning

o‘zaro ta’siri bilan belgilanadi. Mazkur omillarni pedagogik jihatdan to‘g‘ri boshqarish talabalarda media hodisalariga nisbatan ongli, tanqidiy va refleksiv munosabatni shakllantirish hamda ularning mediafalsafiy kompetentligini rivojlantirishga xizmat qiladi.

Globallashuv va raqamli transformatsiya sharoitida talabalarning mediafalsafiy dunyoqarashini rivojlantirish zamonaviy oliy ta’limning ustuvor vazifalaridan biriga aylanmoqda. Media makonning kengayishi, axborot oqimlarining intensivlashuvi va sun’iy intellekt texnologiyalarining rivojlanishi talabalardan nafaqat media vositalaridan foydalanish ko‘nikmalarini, balki media hodisalarining mohiyatini anglash, ularni tanqidiy baholash va falsafiy tahlil qilish kompetensiyalarini ham talab etmoqda. Shu nuqtayi nazardan mediafalsafiy dunyoqarashni rivojlantirishga xizmat qiluvchi pedagogik mexanizmlarni ishlab chiqish va ta’lim jarayoniga tatbiq etish muhim ilmiy-amaliy ahamiyat kasb etadi.

Media savodxonlik va mediafalsafiy kompetentlikni rivojlantirish mediafalsafiy dunyoqarashni shakllantirishning asosiy pedagogik mexanizmlaridan biri hisoblanadi. Media savodxonlik talabaning axborotni izlash, saralash, tahlil qilish va baholash qobiliyatini ifodalasa, mediafalsafiy kompetentlik media vositalarining jamiyat va inson tafakkuriga ko‘rsatadigan ta’sirini anglash, media hodisalarining ijtimoiy-madaniy mohiyatini tushunish hamda ularga nisbatan refleksiv munosabat bildirish imkonini beradi. Ushbu kompetentliklarni rivojlantirish uchun ta’lim jarayonida media matnlarni tahlil qilish, axborot manbalarini qiyosiy baholash, media tadqiqot loyihalarini amalga oshirish va media muammolar bo‘yicha munozaralar tashkil etish muhim ahamiyatga ega. Bunday faoliyat talabalarning media makondagi voqelikni chuqur anglashiga va mustaqil pozitsiyani shakllantirishiga xizmat qiladi.

Mediafalsafiy dunyoqarashning rivojlanishi tanqidiy, refleksiv va kreativ fikrlash qobiliyatlarining shakllanishi bilan chambarchas bog‘liqdir. Tanqidiy fikrlash talabalarga media kontentning mazmuni, maqsadi va ta’sir mexanizmlarini tahlil qilish imkonini bersa, refleksiv fikrlash o‘z media faoliyati va qarashlarini baholashga yordam beradi. Kreativ fikrlash esa media mahsulotlarni yaratish va ulardan innovatsion foydalanish qobiliyatlarini rivojlantiradi. Mazkur fikrlash turlarini shakllantirishda muammoli ta’lim, loyiha metodi, keys-stadi texnologiyasi, debatlar, refleksiv esse va media loyihalar kabi pedagogik texnologiyalardan foydalanish samarali natijalar beradi. Ushbu texnologiyalar talabalarning media hodisalariga nisbatan faol va ijodiy munosabatini shakllantirib, ularning intellektual salohiyatini rivojlantiradi.

Media kontentni falsafiy va aksiologik tahlil qilish metodlari mediafalsafiy dunyoqarashni rivojlantirishning muhim vositalaridan biri hisoblanadi. Falsafiy tahlil media mahsulotlarning ontologik, gnoseologik va ijtimoiy mohiyatini ochib berishga xizmat qilsa, aksiologik tahlil ularda aks etgan qadriyatlar tizimi, axloqiy me’yorlar va madaniy mazmunni baholash imkonini yaratadi. Talabalar media materiallarni tahlil qilish jarayonida axborotning maqsadi, ideologik yo‘nalishi, ijtimoiy ta’siri va qadriy mazmunini aniqlashga o‘rganadilar. Shu jihatdan media kontentni tahlil qilish jarayoni nafaqat media savodxonlikni, balki mediafalsafiy tafakkurni ham rivojlantiruvchi samarali metodik vosita sifatida namoyon bo‘ladi.

Mediafalsafiy dunyoqarashni rivojlantirishga yo‘naltirilgan pedagogik yondashuvlar zamonaviy ta’lim paradigmalari bilan uyg‘unlashgan holda qo‘llanilishi lozim. Xususan, kompetensiyaviy yondashuv talabalarda mediafalsafiy kompetentlikni shakllantirishga xizmat qilsa, aksiologik yondashuv media faoliyatning qadriy asoslarini rivojlantiradi. Shuningdek, shaxsga yo‘naltirilgan yondashuv talabaning individual ehtiyojlari va qiziqishlarini hisobga olish imkonini beradi, konstruktivistik yondashuv esa bilimlarni mustaqil ravishda qurish va media voqelikni faol anglashga yo‘naltiradi. Mediafalsafiy dunyoqarashni rivojlantirishda quyidagi pedagogik mexanizmlar alohida ahamiyatga ega:

1. Media savodxonlik va mediafalsafiy kompetentlikni rivojlantirish;
2. Tanqidiy, refleksiv va kreativ fikrlash texnologiyalarini qo‘llash;
3. Media kontentni falsafiy va aksiologik tahlil qilish metodlaridan foydalanish;
4. Kompetensiyaviy, aksiologik va shaxsga yo‘naltirilgan pedagogik yondashuvlarni integratsiyalash;
5. Media muhitda mustaqil va mas’uliyatli faoliyatni qo‘llab-quvvatlash.

Demak, talabalarning mediafalsafiy dunyoqarashini rivojlantirishning pedagogik mexanizmlari media savodxonlik, mediafalsafiy kompetentlik, tanqidiy va refleksiv fikrlash, media kontentni falsafiy tahlil qilish hamda zamonaviy pedagogik yondashuvlarning integratsiyasiga asoslanadi. Ushbu mexanizmlarning tizimli qo‘llanilishi talabalarda globallashuv sharoitida media makon hodisalarini ongli ravishda anglash, ularga tanqidiy munosabat bildirish va media faoliyatni mas’uliyatli tashkil etish kompetensiyalarini shakllantirishga xizmat qiladi.

Globallashuv va raqamli transformatsiya jarayonlarining jadallashuvi oliy ta’lim tizimi oldiga yangi vazifalarni qo‘ymoqda. Zamonaviy mutaxassis nafaqat kasbiy bilim va ko‘nikmalarga, balki media makondagi murakkab jarayonlarni anglash, axborot oqimlarini tanqidiy baholash hamda media texnologiyalarining jamiyat taraqqiyotiga ta’sirini tushunish kompetensiyalariga ham ega bo‘lishi lozim. Shu nuqtayi nazardan mediafalsafiy dunyoqarashni rivojlantirish oliy ta’limning muhim strategik yo‘nalishlaridan biri sifatida namoyon bo‘lmoqda. Mediafalsafiy

yondashuv asosida tashkil etilgan ta’lim jarayoni talabalarning media madaniyati, media savodxonligi, tanqidiy fikrlashi va refleksiv qobiliyatlarini rivojlantirishga xizmat qiladi.

Raqamli ta’lim muhitida mediafalsafiy ta’limni tashkil etish zamonaviy pedagogik faoliyatning ustuvor vazifalaridan biridir. Elektron ta’lim platformalari, virtual o‘quv muhitlari, multimedia resurslari va masofaviy ta’lim texnologiyalarining rivojlanishi mediafalsafiy mazmundagi bilimlarni samarali uzatish imkoniyatlarini kengaytirmoqda. Bunday muhitda talaba axborotni faqat qabul qiluvchi emas, balki uni tahlil qiluvchi, qayta ishlovchi va yangi bilim yaratuvchi faol subyekt sifatida ishtirok etadi. Shu sababli mediafalsafiy ta’limni tashkil etishda interaktiv metodlar, muammoli ta’lim texnologiyalari, media tahlil mashg‘ulotlari va loyiha faoliyatidan foydalanish muhim ahamiyatga ega. Natijada raqamli ta’lim muhiti talabalarning media voqelikni falsafiy jihatdan anglash va unga nisbatan ongli munosabat bildirish imkoniyatlarini kengaytiradi.

Sun’iy intellekt va raqamli platformalar mediafalsafiy dunyoqarashni rivojlantirishning yangi pedagogik imkoniyatlarini yuzaga keltirmoqda. Sun’iy intellektga asoslangan ta’lim tizimlari individual o‘quv trayektoriyalarini shakllantirish, talabalarning o‘zlashtirish darajasini monitoring qilish va moslashtirilgan ta’lim resurslarini taqdim etish imkonini beradi. Shu bilan birga, generativ sun’iy intellekt texnologiyalari axborot yaratish, tahlil qilish va vizuallashtirish jarayonlarini sezilarli darajada soddalashtirmoqda. Biroq ushbu texnologiyalar bilan bog‘liq etik, ijtimoiy va falsafiy muammolar ham mavjud bo‘lib, ular talabalarda mediafalsafiy tafakkurni rivojlantirishni talab etadi. Shu sababli oliy ta’limda sun’iy intellekt vositalaridan foydalanish jarayonida axborot ishonchliligi, algoritmik ta’sir, akademik halollik va raqamli mas’uliyat masalalariga alohida e’tibor qaratilishi zarur.

Mediafalsafiy kompetentlikni rivojlantirishning innovatsion modellari zamonaviy ta’lim paradigmalari bilan uyg‘unlashgan holda shakllanmoqda. Ushbu modellarning asosiy maqsadi talabalarda media hodisalarini anglash, media makondagi voqelikni tanqidiy baholash va media faoliyatni ongli ravishda tashkil etish kompetensiyalarini rivojlantirishdan iborat. Mediafalsafiy kompetentlikni rivojlantirishning innovatsion modeli quyidagi tarkibiy komponentlarni o‘z ichiga oladi:

1. **Kognitiv komponent** – mediafalsafa, media madaniyat va raqamli kommunikatsiya haqidagi bilimlar tizimi;
2. **Aksiologik komponent** – media faoliyatni qadriy mezonlar asosida baholash va mediaetik tamoyillarga rioya qilish;
3. **Refleksiv komponent** – media faoliyat natijalarini tahlil qilish va o‘z-o‘zini baholash qobiliyati;
4. **Amaliy-kommunikativ komponent** – media vositalaridan samarali va mas’uliyatli foydalanish ko‘nikmalari.

Mazkur modelning tizimli joriy etilishi talabalarning mediafalsafiy dunyoqarashini kompleks rivojlantirish imkonini beradi hamda ularning global media makondagi faoliyatini samarali tashkil etishga xizmat qiladi.

Talabalarning mediafalsafiy dunyoqarashini rivojlantirish bo‘yicha metodik tavsiyalarni ishlab chiqish va amaliyotga joriy etish muhim ahamiyatga ega. Bunda mediafalsafaga oid maxsus o‘quv modullarini ta’lim dasturlariga integratsiyalash, media kontentni falsafiy va aksiologik tahlil qilishga yo‘naltirilgan mashg‘ulotlarni tashkil etish, media savodxonlik va mediaetik kompetentlikni rivojlantiruvchi topshiriqlarni keng qo‘llash maqsadga muvofiqdir. Shuningdek, sun’iy intellekt vositalaridan foydalanish madaniyatini shakllantirish, talabalarni media tadqiqot faoliyatiga jalb etish hamda refleksiv va tanqidiy fikrlashni rivojlantirishga qaratilgan pedagogik texnologiyalarni qo‘llash zarur. Bu esa talabalarning media makondagi jarayonlarni chuqur anglaydigan, axborotlarni tanqidiy baholay oladigan va global kommunikativ muhitda mas’uliyatli faoliyat yurita oladigan shaxs sifatida shakllanishiga xizmat qiladi.

Shunday qilib, oliy ta’lim tizimida mediafalsafiy dunyoqarashni rivojlantirish istiqbollari raqamli ta’lim muhitining takomillashuvi, sun’iy intellekt texnologiyalarining joriy etilishi va innovatsion pedagogik modellarning rivojlanishi bilan chambarchas bog‘liqdir. Ushbu istiqbollarni amaliyotga tatbiq etish talabalarning mediafalsafiy kompetentligini rivojlantirish, ularni globallashuv sharoitidagi axborot makonida samarali faoliyat yuritishga tayyorlash hamda zamonaviy oliy ta’lim sifatini oshirishga xizmat qiladi.

Mazkur tadqiqot natijalari shuni ko‘rsatdiki, globallashuv va raqamli transformatsiya sharoitida talabalarning mediafalsafiy dunyoqarashini rivojlantirish zamonaviy oliy ta’limning muhim strategik vazifalaridan biri hisoblanadi. Media makonning kengayishi, global axborot oqimlarining jadallashuvi hamda sun’iy intellekt texnologiyalarining rivojlanishi yoshlarning dunyoqarashi, qadriyatlari va ijtimoiy pozitsiyasiga sezilarli ta’sir ko‘rsatmoqda. Shu sababli media hodisalarini falsafiy, aksiologik va pedagogik nuqtayi nazardan anglashga asoslangan mediafalsafiy dunyoqarashni shakllantirish talabalarning media muhitdagi faoliyatini ongli ravishda boshqarish, axborotlarni tanqidiy baholash va media jarayonlariga mas’uliyatli munosabat bildirish imkonini beradi.

Tadqiqot davomida mediafalsafiy dunyoqarashning shakllanishi media savodxonlik, mediafalsafiy kompetentlik, tanqidiy va refleksiv fikrlash, media kontentni aksiologik tahlil qilish hamda mediaetik madaniyatning rivojlanishi bilan bevosita bog‘liq ekanligi aniqlandi. Shuningdek, kompetensiyaviy, aksiologik, shaxsga yo‘naltirilgan va konstruktivistik yondashuvlarning integratsiyasi mediafalsafiy dunyoqarashni rivojlantirishning muhim pedagogik asosi ekanligi ilmiy jihatdan asoslandi. Tadqiqot natijalari mediafalsafiy dunyoqarashni rivojlantirishning samaradorligi ta’lim jarayonida

media savodxonlik, refleksiv tahlil va media kontentni tanqidiy baholash faoliyatlari bilan tizimli bog‘langanligini ko‘rsatdi.

Mediafalsafiy dunyoqarashni rivojlantirishning pedagogik mexanizmlariga oid ilmiy xulosalar shuni tasdiqlaydiki, talabalarning media makondagi faoliyatini samarali tashkil etishda mediafalsafiy kompetentlik integrativ xarakterga ega bo‘lib, u kognitiv, aksiologik, refleksiv va amaliy-kommunikativ komponentlarning o‘zaro uyg‘unligi asosida shakllanadi. Media kontentni falsafiy va aksiologik tahlil qilish, media muammolarni muhokama qilish, refleksiv faoliyatni tashkil etish hamda media loyihalardan foydalanish talabalarning media hodisalariga nisbatan tanqidiy va ongli munosabatini rivojlantiruvchi samarali pedagogik mexanizmlar sifatida namoyon bo‘ldi. Shu bilan birga, globallashuv sharoitida milliy va umuminsoniy qadriyatlar uyg‘unligini ta’minlash mediafalsafiy dunyoqarashni rivojlantirishning muhim shartlaridan biri ekanligi aniqlandi.

Tadqiqot natijalaridan kelib chiqib, oliy ta’lim amaliyoti uchun quyidagi tavsiyalar ishlab chiqildi: birinchidan, oliy ta’lim dasturlariga mediafalsafa va mediafalsafiy kompetentlikka oid maxsus o‘quv modullarini kiritish; ikkinchidan, media savodxonlik va mediaetik madaniyatni rivojlantirishga yo‘naltirilgan interaktiv pedagogik texnologiyalarni keng qo‘llash; uchinchidan, media kontentni falsafiy va aksiologik tahlil qilish metodikasini ta’lim jarayoniga integratsiyalash; to‘rtinchidan, sun’iy intellekt va raqamli platformalardan foydalanishning pedagogik hamda etik jihatlarini o‘quv jarayonida tizimli o‘rgatish; beshinchidan, talabalarning tanqidiy, refleksiv va kreativ fikrlashini rivojlantirishga qaratilgan media loyihalar va tadqiqot faoliyatlarini kengaytirish maqsadga muvofiqdir.

Kelgusidagi ilmiy tadqiqotlarda mediafalsafiy kompetentlikning mezonlari va indikatorlarini ishlab chiqish, uning rivojlanish darajalarini aniqlash metodikasini takomillashtirish hamda mediafalsafiy dunyoqarashni shakllantirishning pedagogik modelini yaratish muhim ilmiy yo‘nalishlardan biri hisoblanadi. Shuningdek, sun’iy intellekt texnologiyalarining talabalarning mediafalsafiy tafakkuriga ta’siri, mediafalsafiy ta’limning raqamli platformalar asosidagi innovatsion shakllari va globallashuv sharoitida mediafalsafiy dunyoqarashning rivojlanish qonuniyatlarini empirik jihatdan tadqiq etish istiqbolli ilmiy muammolar sirasiga kiradi. Mazkur yo‘nalishdagi tadqiqotlar oliy ta’lim tizimida mediafalsafiy ta’limning nazariy va amaliy asoslarini yanada takomillashtirishga xizmat qiladi.

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JISMONIY MADANIYAT FAKULTETLARI TALABALARIDA VOLEYBOL VOSITALARI YORDAMIDA KASBIY KO‘NIKMALAR VA SHAXSIY SIFATLARINI SHAKLLANTIRISH

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Annotatsiya. *Ushbu maqolada oliy ta’lim muassasalari jismoniy madaniyat fakultetlari talabalarida voleybol vositalari yordamida kasbiy ko‘nikmalarini va shaxsiy sifatlarini rivojlantirish, har tomonlama sog‘lom, barkamol shaxs bo‘lib yetishishlarida jismoniy madaniyat, jismoniy tarbiya, sog‘lomlashtirish, jismoniy kamolot, jismoniy rivojlanish, salomatlikni mustahkamlash, sog‘lom turmush tarzini targ‘ib qilishda yangisha yondashuv asosida ta’lim berish yo‘llari ko‘rsatilagan.*

Kalit so‘zlar: *jismoniy madaniyat, ta’lim, tarbiya, barkamol avlod, ma’naviy-axloqiy tarbiya, voleybol, kasbiy ko‘nikmalar, shaxsiy sifatlar.*

ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ НАВЫКОВ И ЛИЧНОСТНЫХ КАЧЕСТВ У СТУДЕНТОВ ФАКУЛЬТЕТОВ ФИЗИЧЕСКОЙ КУЛЬТУРЫ С ИСПОЛЬЗОВАНИЕМ СРЕДСТВ ВОЛЕЙБОЛА

Аннотация. *В данной статье показаны пути воспитания студентов факультетов физической культуры высших учебных заведений на основе нового подхода к развитию профессиональных навыков и личностных качеств с помощью волейбольных средств, становлению всесторонне здоровой, гармоничной личностью, совершенствованию физической культуры, физического воспитания, оздоровления, физического развития, укрепления здоровья, пропаганды здорового образа жизни.*

Ключевые слова: *физическая культура, образование, воспитание, гармоничное поколение, духовно-нравственное воспитание, волейбол, профессиональные навыки, личностные качества.*

DEVELOPMENT OF PROFESSIONAL SKILLS AND PERSONAL QUALITIES OF STUDENTS OF PHYSICAL EDUCATION FACULTIES THROUGH VOLLEYBALL MEANS

Abstract. *This article shows the ways of educating students of physical education departments of higher educational institutions on the basis of a new approach to the development of professional skills and personal qualities with the help of volleyball, becoming a comprehensively healthy, harmonious personality, improving physical culture, physical education, health improvement, physical development, health promotion , promoting a healthy lifestyle.*

Keywords: *physical culture, education, upbringing, mature generation, spiritual and moral education, volleyball, professional skills, personal qualities.*

KIRISH

Dunyo miqyosida kasbiy-pedagogik faoliyat sifatini oshirish uchun yangi innovatsion ta’lim modellarini ishlab chiqish bo‘yicha bir qancha ilmiy tadqiqot ishlari olib borilmoqda. Voleybol sport turi rivojlangan davlatlarda musobaqa hamda mashg‘ulot jarayonida vositalarni tabaqalashtirish, funksional zahira imkoniyatlarini boshqarishga qaratilgan organizmni tiklovchi texnologiyalar ishlab chiqish, texnik va taktik imkoniyatlari oshirish bo‘yicha ilmiy tadqiqot ishlari olib borilmoqda. Taniqli olimlarning ta’kidlashicha, “Voleybol” fani materialini o‘qitishga tabaqalashtirilgan yondashuv bo‘yicha pedagogik ko‘nikmalar va shaxsiy sifatlarni shakllantirish uchun ushbu sport turi vositalaridan foydalanish istiqbollari bugungi kungacha yetarlicha o‘rganilmagan. Ilmiy-uslubiy adabiyotlar tahlili bo‘lajak jismoniy tarbiya mutaxassis o‘qituvchiga o‘z vazifalarini muvaffaqiyatli amalga oshirish uchun zarur bo‘lgan muhim kasbiy bilim, ko‘nikma va malakalarni shakllantirishning samarali uslubiyatini ishlab chiqishni taqazo etmoqda.

Davlatimiz rahbari tomonidan Respublikamiz ta’lim tizimida yuqori malakali mutaxassislarni tayyorlashda ularning asosiy kasbiy faoliyati turlari tizimini yanada takomillashtirish, ilmiy yutuqlarni amaliyotga joriy etishning samarali mexanizmlarini yaratish vazifalari ustuvor yo‘nalishlar sifatida belgilab berilgan.

ADABIYOTLAR TAHLILI

Voleybol – jismoniy tarbiya va shaxs rivojlanishining samarali va ko‘p qirrali vositasidir. Voleybol bilan shug‘ullanish organizmning ko‘plab muhim tizimlariga samarali ta’sir ko‘rsatadi va ularni yuqori darajada takomillashtiradi. Shu sabablarga ko‘ra voleybol ko‘plab mamlakatlarning jismoniy tarbiya tizimida salmoqli o‘ringa ega. Voleybol BO‘SMlar (Bolalar o‘smirlar sport maktabi), umumta’lim maktablari, oliy o‘quv yurtlarining jismoniy madaniyat fani dasturlariga kiritilgan. Jismoniy madaniyat jamoalari sport seksiyalari va harbiy bo‘linmalarda voleybol bilan shug‘ullanishadi. Voleybol bog‘larda, cho‘milish joylarida, dam olish uylarida, ko‘plab ommaviy-sport tadbirlarida faol dam olish va hordiq chiqarish vositasi sifatida qo‘llaniladi, bu esa kam harakatli turmush tarziga ega odamlar uchun huzur-halovat bag‘ishlaydi [1; 12-18-b., 2; 4-7-b.].

Yuqoridagi adabiyotlar tahlilidan ko‘rinib turibdiki, bo‘lajak jismoniy tarbiya mutaxassislarini tayyorlash sifatini sport ixtisosligi vositalari yordamida oshirish kam o‘rganilgan muammolardan biri bo‘lib qolmoqda: ularning o‘quv faoliyati natijadorligini belgilab beruvchi ustuvor ko‘nikma va malakalarni, shaxsiy sifatlarini shakllantirish, harakat va texnik tayyorgarlik darajasini oshirish masalalari yetarlicha to‘liq yoritilmagan.

TADQIQOT METODOLOGIYASI

Biz o‘tkazgan tadqiqotda adabiyotlar tahlili, pedagog kuzatuv, jismoniy tayyorgarlikni pedagogik testlash, pedagogik tajriba, psixofizalogik usullar, hujjatli materiallar tahlil qilish, savol-javob va so‘rovnoma, matematik statistika usullaridan foydalanilgan. Tadqiqot natijalarining ishonchliligi ishning maqsad va vazifalarining amaliy hamda ilmiy asoslanganligi, muallifning dastlabki uslubiy pozitsiyalarining mantiqiyligi, pedagogik tadqiqotlarning turli usullari yordamida olingan ma’lumotlarning qiyosiy tahlili, haqiqiy amaliy faoliyatning maqsadli tahlil qilinganligi, gipotezaning aniq nazariy va amaliy natijalar bilan tasdiqlanganligi, natijalarning ishonchliligi empirik ma’lumotlarni olishning fanda qabul qilingan usullaridan, natijalarni qayta ishlashning umume’tirof etilgan statistik usullaridan foydalanganlik va tanlovning kengligi bilan ta’minlangan.

TAHLIL VA NATIJALAR

Pedagogika oliy ta’lim muassasalari talabalarida sportga nisbatan qiziqish va qadriyatlar, ularning o‘zgarishi xususiyati natijalari bayon qilingan, jismoniy tarbiya sohasida oliy ma’lumotiga ega mutaxassislarning kasbiy faoliyati moxiyatini kompleks holda aks ettiruvchi eng muhim sifatlarning batafsil tavsifi berilgan, sport ixtisosligining jismoniy tarbiya pedagogining kasbiy ko‘nikmalari shakllanishiga ta’sir etish darajasi aniqlangan, voleybol vositalari orqali samarali shakllantiriladigan shaxsiy sifatlar va qobiliyatlar ro‘yxati aniqlangan, pedagogika oliy o‘quv yurtlarining jismoniy madaniyat fakultet talabalariga “Sport maxoratini oshirish” o‘quv fanini o‘qitishda vositalar xamda tashkiliy-uslubiy usullar tizimi ishlab chiqilgan hamda taqdim etilgan.

Jismoniy tarbiya o‘qituvchilar tomonidan bildirilgan fikrmulohazalarni tahlil qilib, bu kamchiliklarni bartaraf etishga imkon beruvchi usullarni topish mumkin. Sport ixtisosligining jismoniy tarbiya bo‘yicha o‘qituvchining kasbiy ko‘nikmalarini shakllanishiga ta’sir etish darajasi to‘g‘risida jismoniy tarbiya va sport sohasidagi mutaxassislar fikr-mulohazalari tahlili shuni aniqlab berdiki, sport o‘yinlarida ko‘proq shakllanadigan kasbiyko‘nikmalar va qobilyatlar sifatida g‘alabaga bo‘lgan iroda (2,81 b.), qat’iyatlilik (2.76 b.), o‘zini nazorat qilish (2,73b.), faollik, stresslarga bardoshlilik, chidamlilik, jur’at, mehnatsevarlik va bir zumda ko‘rish reaksiyasi qayd etilgan.

Gimnastika sport turlarida 100% respondetlar birinchi o‘ringa ishga bo‘lgan ijodiy yondashuv (3.00 b.) qo‘yilgan, keyin ma’suliyat (2,93 b.) va mehnatsevarlik (2,83 b) qayd etilgan. Yakkakurash ixtisosligiga ega respondentlar g‘alabaga bo‘lgan iroda (2,81 b.), burch hissi, muloqatchanlik va faollikni, tezlik-kuch sport turlari vakillariga esa mehnatsevarlik (3,00 b.), g‘alabaga bo‘lgan iroda (2,82 b.) va bardoshlilik (2,78 b.) ajratib ko‘rsatilgan. Aniqlanishicha, boshqa sport turlariga nisbatan (1-jadvalga qarang). sport o‘yinlari bilan shug‘ullanadigan ko‘proq pedagogik ko‘nikmalar (2,65 b.), irodaviy (2,81 b.), intellektual (2,55 b.) va psixofiziologik ko‘nikmalar (2,83 b.) rivojlanar ekan.

1-jadval.

Sport ixtisosligining kasbiy ko‘nikma va qobiliyatlarning shakllanishiga ta’siri darajasi (ball)

№	Kasbiy ko‘nikma va qobiliyatlar	Sport o‘yinlari		Yakkakurash		Tezlik-kuch sport turlari		Gimnastika	
		$\bar{X}$	o‘rin	$\bar{X}$	o‘rin	$\bar{X}$	o‘rin	$\bar{X}$	o‘rin
1.	Irodaviylik	2,81	2	2,84	1	2,66	3	2,32	4
2.	Psixofiziologik	2,83	1	2,40	2	2,11	4	2,38	3
3.	Ishga bo‘lgan munosabat	2,68	2	2,55	3	2,31	4	3,00	1
4.	Pedagogik	2,65	1	2,14	3	2,13	4	2,51	2
5.	Intellektual	2,55	1	2,35	2	2,25	4	2,30	3
6.	Axloqiy	2,48	2	2,79	1	2,39	4	2,44	3
7.	Jamoada o‘zini tutish	2,42	1	2,32	3	2,24	4	2,36	2
8.	Shaxsiy	2,22	4	2,32	3	2,42	2	2,65	1

Olingan natijalardan kelib chiqib, voleybol vositalari yordamida kasbiy ko‘nikmalar hamda qobilyatlarni hosil qilish va shakllantirish masalalarini o‘rganish uchun quyidagilarni tanlab oldik: pedagogik ko‘nikmalar ular orasida voleybolni o‘qitish davomida o‘z rivojini taqozo etuvchi va har xil shug‘ullanuvchining ushbu sport turida muvoffaqiyatlarga erishish imkoniyatiga asoslanuvchi qobilyat hisoblanishi oldindan ko‘ra bilish va bashoratlash: intellektual sifatlar, bu yerda asosiy e’tiborni oldindan ko‘ra bilish hamda bashoratlash bilan bevosita bog‘liq bo‘lgan intuitsiya va tasavurga qaratamiz; irodaviy sifatlar, ular orasida g‘alabaga bo‘lgan iroda, tirishqoqlik, o‘zini nazorat qilishni ajratamiz, zero ular ko‘proq ball to‘plagan.

2-jadval

Sport ixtisosligining pedagogik ko‘nikmalarning shakllanishiga ta’siri (ball)

№	Kasbiy ko‘nikma va qobiliyatlar	Sport o‘yinlari		Yakkakurash		Tezlik-kuch sport turlari		Gimnastika	
		$\bar{X}$	o‘rin	$\bar{X}$	o‘rin	$\bar{X}$	o‘rin	$\bar{X}$	o‘rin
1.	Kommunikativ	2,70	1	2,44	3	2,45	2	2,41	4
2.	Gnostik	2,58	1	2,17	4	2,30	3	2,31	2
3.	Harakatli	2,82	1	2,55	2	2,25	4	2,35	3
4.	Konstruktiv	2,71	1	2,40	3	2,35	4	2,41	2
5.	Tashkiliy	2,61	1	2,37	2-3	2,14	4	2,37	2-3

Turli xil sport turlarining pedagogik ko‘nikmalarining shakllanishiga ta’sir e’tish darajasini baholash 2-jadvalda ko‘rsatib o‘tilgan. Sport o‘yinlari mashg‘ulotlarining pedagogik ko‘nikmalar shakllanishiga ta’sir etish darajasini baholash shuni ko‘rsatadiki, ko‘yidagi pedagogik ko‘nikmalarni shakllantirish jarayonini tadqiq qilish istiqbolli ko‘rinadi: sportchilarning jismoniy yuklamalarini boshqarish; sportchilarda mustaqil ishlash malakalarini shakllantirish; shahsiy fikrlarni tanqidiy tahlil qilish; mashqni namoyon qilishni to‘g‘ri bajarish.

Shunday qilib, e’tirof etish joizki, har xil sport turlari bilan shug‘ullanishning zarur kasbiy ko‘nikmalarini shakllantirish jarayoniga ta’sir qilishda farq borligi to‘g‘risidagi masalaning haqqoniy qo‘yilganligi ko‘p sonli mutaxassislarda shubha tug‘diradi.

Voleybol mashg‘ulotlarining aniq kasbiy ko‘nikmalarini xosil qilish imkoniyatlarini tekshirish voleybolni o‘qitishga bo‘lgan yangi yondashuvlarni qo‘llash zaruratini belgilab beradi. O‘qitish shartlari, birinchidan, umuman talabalar sporti xususiyatlari, ikkichidan, talabalarning bo‘lajak kasbipedagogikaning o‘ziga xos xususiyatlari bilan aniqlanadi.

Talabalarni voleybolni boshlashga o‘rgatish biz tomonimizdan tuzib chiqilgan o‘quv rejasi aslida amalga oshirildi. Bunda nazorat va tajriba guruhlarining o‘quv rejalari pedagogik tajriba vazifalariga muvofiq birbiridan farq qiladi. Tajriba guruhi talabalari uchun mo‘ljallangan o‘quv rejada oliy kasbiy ta’limning davlat ta’lim standartlarida bayon qilingan jismoniy tarbiya o‘qituvchilarini tayyorlash bo‘yicha talablar inobatga olinadi.

XULOSA

Pedagogika oliy o‘quv yurtlari jismoniy tarbiya kafedralarining yetakchi o‘qituvchilari orasida o‘tkazilgan anketa so‘rovi oliy jismoniy tarbiya ma’lumotiga ega mutaxassilarning kasbiy faoliyati mohiyatini kompleks holda aks ettiruvchi eng muhim ko‘nikmalarni, shuningdek, sport ixtisosligining jismoniy tarbiya o‘qituvchisining asosiy ko‘nikmalari shakllanishiga ta’sir etish darajasini aniqlash imkonini berdi. Sport o‘yinlarida ko‘prok shakllanadigan kasbiy ko‘nikma va qobiliyatlar sifatida g‘alabaga bo‘lgan iroda (2,81 b.), qat’iyatlilik (2.76 b.),o‘zini nazorat qilish (2,73 b.), stresslarga bardoshli, chidamklorlik, jur’at, mehnatsevarlik va bir zumda ko‘rish reaksiyasi qayd etildi. Gimnastika sport turlarida 100% respondentlar birinchi o‘ringa ishga bo‘lgan ijodiy yondashuv (3.00 b.) qo‘yilgan, keyin ma’suliyat (2,93 b.) va mehnatsevarlik (2,83 b) qayd etilgan. Yakkakurash ixtisosligiga ega respondentlar g‘alabaga bo‘lgan iroda (2,81b.), burch hissi, muloqotga kirishuvchanlik faollik, tezlik-kuch sport turlari vakillariga ega mehnatsevarlik (3,00 b.), g‘alabaga bo‘lgan ishonch (2,82 b.) va bardoshlilik (2,78 b.) ajratib ko‘rsatilgan.

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YENGIL ATLETIKACHI TALABA-YOSHLARINI FUNKSIONAL TAYYORGARLIGINI RIVOJLANTIRISH USULLARI

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Annotatsiya. *Ushbu maqolada oliy ta'lim muassasalarida tahsil olayotgan talaba yoshlarni funksional rivojlanish xususiyatlarini inobatga olib, qo'llaniladigan vosita va usullarni to'g'ri tanlash xalqaro miqyosda kuchli raqobatga kirisha oladigan sportchilarni tayyorlash tizimiga ijobiy tomonlari keltirilgan. Bu esa zahira sportchilarni saralash va ular bilan ko'p yillik tayyorgarlik bosqichlarida samarali o'quv-mashg'ulot jarayonlarini tashkil etish yuzasidan yangi ilmiy tadqiqot ishlarini olib borish zaruratini belgilab beradi. Yengil atletika mashg'ulotlarida talabalarni mashg'ulot jarayonini tuzish uchun avvalo ularning jismoniy rivojlanish darajasiga e'tibor qaratish talab etiladi.*

Kalit so'zlar: *talabalar, funksional tayyorgarlik, yengil atletika, sport to'garaklari, mashg'ulot sikllari, jismoniy tarbiya, mashg'ulot jarayoni.*

МЕТОДЫ РАЗВИТИЯ ФУНКЦИОНАЛЬНОЙ ПОДГОТОВЛЕННОСТИ СТУДЕНТОВ-ЛЕГКОАТЛЕТОВ

Аннотация. *В данной статье рассматриваются положительные аспекты правильного подбора средств и методов с учётом особенностей функционального развития студентов, обучающихся в высших учебных заведениях, для подготовки спортсменов, способных конкурировать на международном уровне. Это, в свою очередь, определяет необходимость проведения новых научных исследований по вопросам отбора резервных спортсменов и организации эффективного учебно-тренировочного процесса на этапах многолетней подготовки. При построении тренировочного процесса в лёгкой атлетике прежде всего необходимо учитывать уровень физического развития студентов.*

Ключевые слова: *студенты, функциональная подготовленность, лёгкая атлетика, спортивные кружки, тренировочные циклы, физическое воспитание, тренировочный процесс.*

METHODS OF DEVELOPING FUNCTIONAL FITNESS OF STUDENT ATHLETES IN TRACK AND FIELD

Abstract. *This article discusses the positive impact of correctly selecting methods and tools based on the characteristics of functional development of students studying in higher education institutions, aimed at training athletes capable of competing at the international level. This determines the need for new scientific research on the selection of reserve athletes and the organization of effective training processes at different stages of long-term preparation. In track and field training, it is essential to first consider the level of students' physical development when designing the training process.*

Keywords: *students, functional fitness, track and field, sports clubs, training cycles, physical education, training process.*

Kirish

Respublikamizda talaba-yoshlar jismoniy tarbiya va sport bilan muntazam shug'ullanishga jalb etish, ularni jimoniy tayyorgarligini oshirish eng muhim vazifalardan biri etib belgilangan. "Mamlakatimizda jismoniy tarbiya va sportni yanada rivojlantirish, aholining barcha qatlamlari, ayniqsa, o'quvchi-yoshlarni jismoniy tarbiya va sport bilan muntazam shug'ullanishga jalb etish, ular ortasida sog'lom turmush tarzini targ'ib qilish uchun zarur shart-sharoitlar yaratish" kabi vazifalar ustuvor yo'nalishlardan biriga aylanmoqda. Jismoniy tarbiya sohasidagi ayrim mutaxassislar mavjud muammoli vaziyatdan chiqish yo'llarini izlab, oliy ta'lim muassasalarida majburiy jismoniy tarbiya darslari hajmini oshirishni taklif qilishmoqda. Ammo bunday usul nomaqbul bo'lib, sport inshootlarini jadal qurish, professional kadrlar, oliy ma'lumotli kasbiy mahoratli mutaxassislarni tayyorlash bo'yicha o'quv dasturlariga o'zgartirishlar kiritish uchun moddiy va moliyaviy sarmoyalar talab qilmoqda.

Adabiyotlar tahlili

Oliy ta'lim muassasalarida o'qish davrida gipokineziya, gipodinamiya va turli xil salbiy omillar ta'siriga duch keluvchi talaba-yoshlarning salomatligini mustahkamlash, ularning funksional holati va jismoniy rivojlanishini oshirish muammosi dolzarb hisoblanadi hamda uni hal etish uchun yangi yondashuvlarni taqozo etadi. Respublikamiz olimlaridan M.S.Olimov, K.T.Shakirjanova, N.T.To'xtaboyev, M.S.Axmatov, F.A.Kerimov, R.S.Salomov, D.K.Ismagilov kabi yetakchi mutaxassislar jismoniy tarbiyani shakllantirish modelini o'quv jarayoniga joriy etish mexanizmlarini o'rganib chiqishgan, bunda jismoniy tarbiya rejasini ishlab chiqish, talabalarning jismoniy tarbiya bo'yicha faoliyatini baholash mezonlari va texnologiyasi, talabalarning har bir semestrdagi faoliyatini baholash va o'quv yili yakunida "Jismoniy tarbiya va sport" o'quv fani bo'yicha integral baho qo'yish ko'zda tutilgan[4;6;7;2]. Mustaqil davlatlar hamdo'stigi mamlakatlari olimlari K.V.Kiuru, L.A.Lipskaya, K.N.Dementev K.V.Chedovlar3 turli spor turlari bo'yicha seksiya ishlari, turistik sayohatlar, sport bayramlari va festivallari, sport musobaqalari va viktorinalar tashkil etish xususiyatlari, oliy ta'lim muassasalari talabalarining jismoniy tarbiya hamda sog'lomlashtirish samaradorligi mezonlari: jismoniy rivojlanish ko'rsatkichlarining individual o'sish sur'atlari;shaxsning shakllangan jismoniy tarbiya darajasini o'z ishlarida ko'rsatib o'tganlar[4,7,8]. Xorijiy olimlar D.Sari, E.Kaya, Z.Hoavard, Zeng, E.Raymond, Veston, B.Juanlarning4 ilmiy izlanishlarida oliy ta'lim muassasalari talabalarining jismoniy tarbiya mashg'o'lotlarini tashkil etishda pedagogik jihatdan maqsadga muvofiq va samarali bo'lishi uchun, uning asosida tizimlashtirilgan bilimlar, jumladan, pedagogik jarayon maqsadi,tamoyillari, unga mos vazifalar, mezonlar shakllantirish, ularga adekvat ravishda talaba yoshlarning qiziqishlari va ehtiyojlari hisobga olinadigan holda jismoniy tarbiya, sog'lomlashtirish va sport tadbirlari tashkil etish hakllari, shuningdek ularni oliy ta'lim muassasalarida amaliy faoliyatiga tatbiq etish mexanizmi bo'lishi shartligini ko'rsatgan.

Tahlillar va natijalar

Respublika oliy ta'lim muassasalarida tahsil oluvchi talaba-yoshlarning funksional rivojlanishini o'ziga xos tuzilishga ega ekanligini inobatga olib, biz sportga ixtisoslashmagan oliy ta'lim muassasalarida tahsil oluvchi talaba-yoshlarning dastlabki jismoniy rivojlanish va salomatlik darajasi ko'rsatkichlarini baholash shkalasi bo'yicha nazorat ishlari olib bordik.

1-jadval

Talabalarning jismoniy va funksional rivojlanish darajasini baholash

№	F.I.O	Yuklama quvvati-kg/m/min		Jismoniy ish qobiliyati kg/m/min		O'TS	GST (yedinis)	KMI	
		Yuklama №1	Yuklama №2	PWC-kg/m/min	PWC- vatt	litr	Garvard step-testi	Abs	Nisbiy.
1	Q.F	1249.9	1581.1	1728.9 -(yuqori)	288.1(yuqori)	3.8	98.6 -a'lo	4.846	52.8-past
2	T.J	718.1	949.4	1280 (o'rtachadan yuqori)	214,0(o'rtachadan yuqori)	3.9	111.9-a'lo	3.66	59.1-o'rta
3	M.J	998.5	1188.3	1273.7-(o'rtachadan past)	212.2 (o'rtachadan yuqori)	4.4	110.29-a'lo	3.87	56.57-o'rta
4	D.F	684	1072.8	2040.7-(yuqori)	340,1-(yuqori)	3.9	129.3 –a'lo	5.57	80.5-a'lo
5	X.A	984.4	1497.94	1504.1-(yuqori)	256.6-(yuqori)	5.6	120-a'lo	5.378	73.3-a'lo
6	Q.D	794.97	1012.64	1269.74-(o'rtachadan past)	200.0- (o'rtachadan past)	4.4	123.60 -a'lo	4.304	67-a'lo
7	T.M	1031.15	1139.2	1278.1-(o'rtachadan past)	203.0 -(o'rtachadan past)	5.2	120.9- a'lo	3.74	51.2-past
8	S.K	824.0	1026.8	1285.87 (o'rtachadan yuqori)	204.9-(o'rtachadan past)	3.6	133.9- a'lo	4.41	64.3 –yaxshi
9	N.T	1059.17	1351.9	1820.4-(yuqori)	303.4-(yuqori)	3.9	106.3 a'lo	5.074	70.4-a'lo

10	S.K	978.4	1278.7	1648.0-(yuqori)	274.6 (yuqori)	3.9	113.0 a'lo	4.66	58.6-o'rtacha
11	S.R	993.1	1174.5	1243.4-(o'rtachadan past)	207.2 (o'rtachadan yuqori)	3.8	118.5-yuqori	3.80	52.2-past
12	T.A	990.7	1245.2	1576.0-(yuqori)	262.6 (yuqori)	4.8	118.1 yuqori	3.919	52.5-past

Jadvalda U zinalarga ko'tarilish paytidan boshlab, sinov tugagandan keyingi yurak qisqarishi chastotasigacha bo'lgan vaqtga qadar hisoblanadi. Zinaning balandligi va unga ko'tarilish vaqti sinovdan o'tkazilayotgan sportchining jinsi va yoshiga qarab tanlanadi.

Eng ko'p ma'lumot beradigan testlardan biri, bu – kislorodning maksimal iste'moli (KMI) bo'lib, u nafaqat organizmning aerob va anaerob imkoniyatlarini, balki sportchilar organizmining mashqlarga chidamlilik darajasini ham tavsiflaydi. Bizning tadqiqotimizda kislorodning maksimal iste'moli bilan jismoniy ish qobiliyati darajasi o'rtasidagi o'zaro bog'liqlik aniqlangan. Yengil atletikachi talabalarning aksariyati, ya'ni yuqori jismoniy ish qobiliyatini namoyon etgan sportchilar yuqori KMI ko'rsatkichlari bilan ajralib turadi, lekin bu holat yengil atletikachilarda har doim ham kuzatilmaydi. Masalan, yuqori jismoniy ish qobiliyatini namoyon etgan sportchilardan Dav-ovda KMI 80,5 ml/min/kg, Xol-yevda - 73,3 ml/min/kg, Nor-yevda - 70, 4 ml/min/kg, Quv-vda esa - 68kg/min/kgni tashkil etgan. 2 nafar kurashchida KMI past ko'rsatkichlarga egaligi aniqlangan – Tax-vda 52,5ml/min/kg, Qur-vda esa - 52,8 ml/min/kgni tashkil etgan. Biroq, ayni paytda ular sportchilarning yuqori jismoniy ish qobiliyatini namoyon etishgan. Bu esa, o'z navbatida, KMI ahamiyatini oshirish uchun ushbu sportchilarning mashg'ulotlar jarayoniga aerob yo'nalishidagi mashqlarni kiritish zarurligini ko'rsatadi. Musobaqalar paytida esa ushbu sportchilarda aerobik imkoniyatlar yetishmasligi sababli ko'zlangan rejalar barbod bo'lshi mumkin.

Mashg'ulotlardan tashqari vaqtlarda haftasiga 3 ta mashg'ulotni tashkillashtirish rejalashtirilgan. Har bir mashg'ulotda bir tomonlama yetakchi oyoqni o'zgartirmagan holda qadam va elementlar majmuasidan 6 ta, yetakchi oyoqni o'zgartirgan holda qadam va elementlardan 5 ta, joyda yurish va sinxronlashtirilgan elementlar kombinatsiyasidan 2 ta, joyda yurish va oyoqlarni ko'tarish elementlari kombinatsiyasidan 3 ta mashq, ikkinchi va uchinchi mashg'ulotlarda esa 6; 5; 2; 3 tadan mashqlar ketma-ketligida bajarilishi taqsimlangan.

2-jadval

Talaba-yoshlarni tajribadan oldingi jismoniy va funksional rivojlanish ko'rsatkichlari

№	Nazorat testlari	Nazorat guruhi	Tajriba guruhi	p
1.	30 m.ga yugurish (sek) (tezkorlik)	6,0±0,5	6,0±0,5	p>0,5
2.	100 m.ga yugurish (sek) (tezkorlik)	17,2±1,2	17,1±1,5	p>0,5
3.	Turgan joyidan uzunlikka sakrash, sm (tezkor kuch)	148±1,4	149±1,8	p>0,5
4.	Gimnastika o'rindig'ida qo'llarni pastga egish (egiluvchanlik)	9,2±0,8	9,3±0,7	p>0,5
5.	Qo'l kuchi dinamometr (kuch)	24,6±0,6	24,8±0,82	p>0,5
7.	YQCH zarba/min	83,1±1,77	83,5±1,1	p>0,5
8.	O'TS, ml	2206,0±1,4	2232,3±1,9	p>0,5
9.	GSTI	50,7±1,4	50,9±1,6	p>0,5

Yuqoridagi 2-jadvalda keltirilgan talaba-yoshlarning jismoniy rivojlanish darajasi tajriba va nazorat guruhlarida tajribadan oldin deyarli bir xil natijalar qayd etildi.

3-jadval

Talaba-yoshlarni tajribadan oldingi jismoniy va funksional rivojlanish ko'rsatkichlari

№	Nazorat testlari	Nazorat guruhi	Tajriba guruhi	p
1.	30 m.ga yugurish (sek) (tezkorlik)	5,6±0,5 o'rta darajada	5,8±0,4 o'rta darajada	p<0,001
2.	100 m.ga yugurish (sek) (tezkorlik)	16,3±0,94 o'rta darajada	16,7±1,6 o'rta darajada	p<0,001
3.	Turgan joyidan uzunlikka sakrash, sm (tezkor kuch)	158±1,8 o'rta darajada	162±1,3 o'rta darajada	p<0,001

4.	Gimnastika o‘rindig‘ida qo‘llarni pastga egish (egiluvchanlik)	12,3±1,2 o‘rta darajada	13,6±0,9 o‘rta darajada	p<0,001
5.	Qo‘l kuchi dinamometr (kuch)	24,8±0,4	26,4±0,8	p<0,001
7.	YQCH zarba/min	79,2±1,71	76,7±1,1	p<0,001
8.	O‘TS, ml	2355,0±1,3	2575,0±1,5	p<0,001
9.	GSTI	56,4±1,4	60,4±1,8	p<0,001

Buni shu orqali tushuntirish mumkinki, AB yuklamaga SB ning oshishi bilan reaksiya qiladi, bu, o‘z navbatida, yurak qisqarishlari kuchining oshishini, DB ning pasayishini bildiradi, chunki, arteriyalar kengayishi oqibatida periferik qarshilik kamayadi, bu ishlayotgan mushaklarga umumiy miqdorda qon yetib borishini ta’minlaydi. Mos ravishda TB (tomir bosimi) oshadi, bu bilvosita sistolik qon bosimining oshishini anglatadi. Jismoniy yuklamada YUQS avval ancha oshib bordi, keyin ma’lum darajagacha kamaydi, u butun barqaror ish davomida saqlanib turdi. Jismoniy ishchanlik qobiliyati bo‘yicha ham ikkala talabalar guruhida farqlar aniqlandi, bu Garvard steptesti natijalarida namoyon bo‘ldi. E’tirof etish joizki, yurak qisqarish sur’ati tez bo‘lganda yurakning ishi kam samarali bo‘lib qoladi. YUQS ning o‘rtacha ko‘rsatkichlari TG da minutiga 120-130 zarbagacha yetdi, bu sog‘lomlashtiruvchi mashg‘ulot yuklamasini bajarishning optimal zonasiga mos keladi. Nafas olinganda va chiqarilganda nafasni ushlab turish ko‘rsatkichlarining ishonchli oshishi ham YUTT zaxira imkoniyatlarining tajriba guruhidagi talabalarda ko‘proq oshganligidan dalolat beradi. Agar tajriba boshida nafas olinganda nafasni ushlab turish NG da 42,3±3,9 ni tashkil qilgan bo‘lsa, unda tajriba oxirida bu qiymat 44,0,3±3,3 ni tashkil etdi, TG da ko‘rsatkichning 42,4±2,9 dan 46,9±2,9 gacha ishonchli o‘sganligi aniqlandi.

Xulosa

Oliy ta’lim muassasalari talabalarini o‘z sog‘lig‘i haqida g‘amxo‘rlik qilishga o‘rgatish, sport bilan muntazam shug‘ullanish orqali ularda sog‘lom turmush tarzini yaratish, jismoniy tarbiya bilan mustaqil shug‘ullanish ko‘nikmalarini shakllantirish bugungi kunda pedagogik jarayonning bosh maqsadi hisoblanadi. Jismoniy madaniyat – insonning jismoniy rivojlanishi va barkamollashuvi uchun xizmat qiladigan maxsus vositalar, metodlar hamda sharoitlarni yaratish shuningdek ulardan oqilona foydalanish bo‘yicha erishilgan yutuqlar majmuasi ekanligi bilan ahamiyatlidir.

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INNOVATSION FAOLIYAT VA TEXNOLOGIK JARAYONLARNI MODELLASHTIRISHNING ZAMONAVIY USULLARI VA METODLARI

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Annotatsiya. *Ushbu maqolada innovatsion faoliyat va texnologik jarayonlarni modellashtirishning zamonaviy usullari va metodlari tahlil qilinadi. Imitasion modellashtirish, axborot texnologiyalari hamda noaniq mantiq asosida jarayonlarni boshqarish masalalari yoritilgan. Shuningdek, innovatsion tizimlarni rivojlantirish, xavfsizlikni baholash va qaror qabul qilishni qo‘llab-quvvatlash imkoniyatlari ko‘rib chiqiladi. Modellarning amaliy qo‘llanishi va samaradorligi asoslab berilgan.*

Kalit so‘zlar: *Kalit so‘zlar: Innovatsiya, modellashtirish, texnologik jarayon, imitasion modellashtirish, axborot tizimi, noaniq mantiq, xavfsizlik, qaror qabul qilish, algoritm, tahlil, optimallashtirish, boshqaruv, model, tizim, innovatsion rivojlanish.*

СОВРЕМЕННЫЕ МЕТОДЫ И СПОСОБЫ МОДЕЛИРОВАНИЯ ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ И ТЕХНОЛОГИЧЕСКИХ ПРОЦЕССОВ

Аннотация. *В данной статье рассматриваются современные методы и способы моделирования инновационной деятельности и технологических процессов. Освещаются вопросы имитационного моделирования, использования информационных технологий и нечеткой логики для управления процессами. Также анализируются возможности развития инновационных систем, оценки безопасности и поддержки принятия решений. Обоснована практическая значимость и эффективность применения моделей.*

Ключевые слова: *инновация, моделирование, технологический процесс, имитационное моделирование, информационная система, нечеткая логика, безопасность, принятие решений, алгоритм, анализ, оптимизация, управление, модель, система, инновационное развитие.*

MODERN METHODS AND TECHNIQUES FOR MODELING INNOVATION ACTIVITY AND TECHNOLOGICAL PROCESSES

Abstract. *This article examines modern methods and techniques for modeling innovation activity and technological processes. Issues of simulation modeling, information technologies, and fuzzy logic in process management are discussed. The study also explores innovation system development, safety assessment, and decision-support mechanisms. The practical application and effectiveness of modeling approaches are substantiated and evaluated.*

Keywords: *innovation, modeling, technological process, simulation modeling, information system, fuzzy logic, safety, decision making, algorithm, analysis, optimization, management, model, system, innovative development.*

Kirish

So‘nggi yillarda modellarni ishlab chiqish, ularni tekshirish, modelga asoslangan tadqiqot usullarini yaratish va ulardan foydalanish, tahlil qilish va modellashtirish natijalarini taqdim etish usullarida sifat jihatidan ilgariga sakrash bo‘ldi. Modellashtirish usullarini tushunish va kasbiy tor sohalarda foydalanish turli imitasion modellarning keng qo‘llanilishiga yo‘l ochmoqda.

Modellar ishlab chiqilayotgan axborot texnologiyalari va ular asosida yaratilgan dasturiy mahsulotlar va tizimlarning ajralmas qismidir. Ishlab chiqilayotgan modellar o‘ziga xos mahsulotlar bo‘lib, maxsus malakali qo‘llab-quvvatlashni talab qiladi. Modeldan amaliy maqsadlarda foydalanishni ta’minlaydigan dasturiy ta’minot tizimi esa oxirgi foydalanuvchiga maksimal darajada yo‘naltirilgan bo‘lishi kerak. Shu sababli, u tizimga “o‘rnatilgan” modellardan amaliy foydalanish uchun qulay va intuitiv tushunarli foydalanuvchi interfeysini ta’minlab, amalga oshirish tafsilotlarini qamrab oladi. Quyida ko‘rib chiqilgan ilmiy faoliyatning asosiy yo‘nalishlari doirasida texnologiyalar va modellashtirish vositalaridan foydalanish misollarida “texnologik jarayon” tushunchasi nafaqat sanoat texnologiyalari bilan bog‘liq jarayonlarni, balki boshqa turdagi texnologiyalar yordamida amalga oshiriladigan jarayonlarni ham o‘z ichiga oladi [1].

Axborot-kommunikatsiya muhitida trafik yuklamasini o‘rta muddatli bashoratlash uchun axborot texnologiyasi ishlab chiqiladi. Texnologiyaning markaziy elementlaridan biri tarmoqdagi obyektlarning axborot o‘zaro ta’sirining konseptual modeli hisoblanadi. Belgilangan dastlabki ma’lumotlarga asoslanib, tarmoqda maksimal yuklama hajmini hisoblash, shuningdek, turli xil favqulodda vaziyatlarda bunday yuklama bashoratini tuzish mumkin. Amaldagi modelning o‘ziga xos xususiyati tarmoq orqali ma’lumotlarni qabul qilish va uzatishning texnologik jarayonlari va ushbu turdagi jarayonlarga bevosita va bilvosita ta’sir ko‘rsatadigan mintaqaning ijtimoiy-iqtisodiy jarayonlarining o‘ziga xos bog‘liqligi hisoblanadi. Aytib o‘tilgan o‘ziga xoslik tufayli model trafikni shakllantirish jarayonlarini ko‘rib chiqishda mikro darajada ham, aloqa jarayonlarida ishtirok etuvchi foydalanuvchilarning ijtimoiy-iqtisodiy guruhlarini tanlashda makro darajada ham hisob-kitoblarni amalga oshirish imkonini beradi.

Adabiyotlar tahlili (Literature review)

So‘nggi yillarda ko‘pchilik ilmiy-tadqiqot yo‘nalishlaridan biri innovatsion faoliyatni axborot bilan ta’minlash masalalarini yechimini topish bilan bog‘liqdir. Iqtisodiyotning innovasion rivojlanishini boshqarishni majmuaviy axborotlar bilan ta’minlash uslub va texnologiyalari ishlab chiqildi. Olingan natijalar innovasion tuzilmalarni sintez va tahlil qilish imkonini beruvchi innovatsiyalarning virtual biznes muhitining konseptual modeliga asoslanadi. Innovasion zanjirlarni shakllantirish o‘ziga xos texnologik jarayon bo‘lib, uning natijasi zarur innovasion mahsulotni ishlab chiqarishni ta’minlaydigan biznes tuzilmalarining o‘ziga xosligi hisoblanadi. Ushbu modelning o‘ziga xos xususiyati yangi mahsulotlarni (ya’ni innovatsiyalarni) yaratish jarayonida biznes vositachilarining harakatlarini tanlash va muvofiqlashtirish jarayonida yuzaga keladigan noaniqliklarni hisobga olish va boshqarishdan iborat [2].

Innovatsion faoliyat va texnologik jarayonlarni modellashtirish masalalari ko‘plab ilmiy tadqiqotlar markazida bo‘lgan. Shishayev va boshqa olimlar innovatsiyalar bozoridagi diffuziya jarayonlarini imitasion modellashtirishni o‘rganib, turli biznes vositachilarining harakatlarini tahlil qilgan. Oleynik mineral komponentlarni ajratish jarayonlarining agregasiyalangan va analitik modellari yordamida jarayonlarni optimallashtirish algoritmlarini ishlab chiqqan. Morozov va boshqa olimlar texnologik jarayonlarni xavfsiz boshqarish modellari va noaniqliklarni hisobga olgan qaror qabul qilish tizimlarini taqdim etgan.

Shuningdek, Banks va Law tomonidan keltirilgan imitasion modellashtirish metodlari zamonaviy axborot texnologiyalari bilan integratsiyalashgan holda jarayonlarni chuqur tahlil qilish imkonini beradi. Sterman biznes-dinamikani tahlil qilish orqali innovatsion tizimlarning rivojlanishini prognozlash usullarini taklif qilgan. Zadeh esa noaniq mantiq orqali murakkab jarayonlarda qaror qabul qilishning ilmiy asoslarini yaratgan.

Tahlil shuni ko‘rsatadiki, texnologik jarayonlarni modellashtirish nafaqat ishlab chiqarish tizimlariga, balki innovatsion faoliyatni boshqarish, ta’lim tizimlarini rivojlantirish va xavfsizlikni ta’minlash kabi sohalarga ham keng qo‘llanilishi mumkin.

Tadqiqot metodologiyasi (Research Methodology)

Texnologik jarayonlarni modellashtirish uchun xos bo‘lgan modellar va usullarni qo‘llashning boshqa o‘ziga xos sohasi – mutaxassislarni tayyorlash tizimi, ya’ni ta’lim tizimi. Turli tenglamalar yordamida ta’lim tizimining rivojlanishini izohlash uchun ushbu tizimning “aralashtirgich-konveyyer” texnologik tizimi analogiyasidan foydalanildi. Texnologik obyektlar uchun keng qo‘llaniladigan holatlarni ajratish usulidan foydalanib, hosil bo‘lgan tenglamalar tizimi soddalashtirilgan shaklda yozildi. Shunday qilib, ta’lim tizimining holatini ma’lum mutaxassisliklar bo‘yicha zarur konsentratsiyasini hamda zaruriy mablag‘ miqdorini tavsiflovchi o‘zgaruvchilar qiymati uchun tengsizliklar tizimi olinadi. Uning yechimi oliy ta’lim muassasasi bitiruvchilarining zarur darajasini ta’minlash uchun kerak bo‘ladigan mablag‘ miqdorini aniqlash imkonini beradi [3].

Boyitish jarayonlari sxemalari sintezi va ularning ajratish jarayonlarining optimal parametrlarini aniqlash ularning modellari bo‘yicha hisoblash tajribasi asosida amalga oshiriladi. Ajratish jarayonlarining modellari tizimning maxsus bloki tomonidan tajriba ma’lumotlari, oldindan ma’lum bog‘liqliklar va o‘zaro aloqalar (agar mavjud bo‘lsa), shuningdek, modellashtirish obyektining xususiyatlari haqidagi mutaxassislarning norasmiy g‘oyalari asosida sintezlanadi. Mineral komponentlarni ajratish jarayonlarining agregasiyalangan modeli ishlab chiqilgan bo‘lib, u mineral zarrachalarning ajratish qurilmalarining ish hududlarida harakatlanishining umumiy qonuniyatlarini tavsiflaydi va mineral kompleksning fazaviy taqsimot funksiyasini hamda qurilmaning ajratish xususiyatlarini aniqlash imkonini beradi [4].

Tahlil va natijalar (Analysis and results)

Mineral komponentlarni ajratish jarayonlarini amalga oshirish variantlarini shakllantirish va tahlil qilish algoritmi yaratildi. Algoritm ajratish jarayonlarining jamlangan modeli asosida muayyan ajratish qurilmalarining analitik modellarini sintez qilishni, hamda ushbu modellar yordamida muayyan ajratish usulini amalga oshiruvchi qurilmalarning ajratish xususiyatlari matrisasi hisoblab chiqishni ta’minlaydi.

Ajratish xarakteristikalari matrisasi va har bir xususiyat olinadigan parametrlarning keyingi tahlili berilgan cheklovlar to‘plamini eng yaxshi qondiradigan apparat va ajratish shartlarini tanlash imkonini beradi [5].

Imitasion modellashtirish texnologiyasi - xavfsizlikni baholash asosida texnologik jarayonlarning holatini tashhis qilish usullarini ishlab chiqishda qo‘llaniladi. Zamonaviy axborot texnologiyalaridan foydalanish texnologik xavfsizlik uchun ixtisoslashtirilgan axborot tizimlarini ishlab chiqish imkonini berdi. Ishlab chiqilgan texnologiyalarning asosiy komoponentlari favqulodda vaziyatlarni aniqlash muammolarini hal qilishda qo‘llaniladigan modellar, buzilish manbalarini qidirish algoritmlari, texnologik jarayonning noaniqligini hisobga olgan holda favqulodda vaziyatlarni bashorat qilish usullari hisoblanadi. Ularning asosida texnologik jarayonlarni boshqarish sohasida qaror qabul qilishni qo‘llab-quvvatlashning ixtisoslashtirilgan tizimlari ishlab chiqiladi. Shuningdek, kimyo texnologiyasi jarayonlarida innovatsiyalarni amalga oshirish ssenariylarini tanlashni qo‘llab-quvvatlash uchun noaniq mantiq apparati asosida moliyaviy tavakkalchiliklarni baholash usuli ishlab chiqiladi. Usul texnologik innovatsiyalarning turli bosqichlarida xavfni baholashga, shuningdek, qabul qilinadigan xavf qiymatlari bilan tavsiflangan uni amalga oshirish ssenariylarini shakllantirishga imkon beradi [6].

Ishlarning alohida yo‘nalishi – texnologik obyektlar xavfsizlik pasportlarini va avariya vaziyatlarni bartaraf qilish rejalarini ishlab chiqish. Bu yerda tadqiqot predmeti bo‘lib xavfli texnologik ishlab chiqarish obyektlarida davriy ravishda yuzaga keladigan avariya vaziyatlari, hamda inson hayoti va atrof-muhit uchun yuqori xavfli va zararli ta’sir ko‘rsatadigan jarayonlar xizmat qiladi. Mazkur ishlar doirasidagi konseptual va imitasion modellashtirish avariya vaziyatlarni aniqlash, ularning vaqt o‘tishi bilan rivojlanish jarayonini o‘rganish hamda zararni minimallashtirishni hisobga olgan holda, ularning rivojlanishini oldini olish, ular bilan kurashish va oqibatlarini bartaraf etish uchun ushbu holatlarga mos keladigan rejalarni tuzishga qaratilgan bo‘ladi.

Xulosa va takliflar (Conclusion/Recommendations)

Tahlil natijalariga ko‘ra, innovatsion faoliyat va texnologik jarayonlarni zamonaviy modellashtirish usullari quyidagi afzalliklarni beradi:

1. Murakkab tizimlar va jarayonlarning dinamikasini chuqur tahlil qilish imkoniyati;
2. Innovatsion mahsulotlar yaratish va biznes vositachilarining harakatlarini optimallashtirish;
3. Texnologik xavfsizlikni baholash va favqulodda vaziyatlarni prognoz qilish;
4. Resurslar va mutaxassislar konsentratsiyasini aniqlash orqali ta’lim va ishlab chiqarish tizimlarini samarali boshqarish.

Xulosa qilib aytish mumkinki, texnologik jarayonlar modellarining keltirilgan tasniflari hamda bunday modellarni amaliy qo‘llash misollari modellashtirishning nafaqat an’anaviy texnologik ishlab chiqarishga nisbatan, balki u bilan bog‘liq ijtimoiy-iqtisodiy jarayonlarga ham nisbatan katta imkoniyatlarni yaqqol ko‘rsatadi. Texnologik jarayonlarni modellashtirishning keng tarqalgan usullari nisbatan kichik qo‘shimcha to‘ldirishlar orqali yangi, ilgari o‘rganilmagan sohalarda, masalan, mahsulot va texnologik innovatsiyalarni samarali boshqarish kabi sohalarda qo‘llanilishi mumkin.

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RAQAMLI TA'LIM MUHITIDA O'ZBEK ADABIY TILINI O'QITISHDA SUN'IY INTELLEKT VA INTERFAOL TEXNOLOGIYALAR INTEGRATSIYASI

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Annotatsiya. *Mazkur maqolada raqamli ta'lim muhitida o'zbek adabiy tilini o'qitishda sun'iy intellekt va interfaol texnologiyalarni integratsiyalash masalalari tahlil qilinadi hamda sun'iy intellekt asosidagi platformalar, adaptiv ta'lim tizimlari hamda interfaol metodlarning lingvodidaktik imkoniyatlari yoritiladi. Shuningdek, o'quv jarayonini individuallashtirish va samaradorlikni oshirishda ularning o'rni haqida fikr yuritiladi.*

Kalit so'zlar: *raqamli ta'lim, sun'iy intellekt, interfaol metodlar, o'zbek adabiy tili, lingvodidaktika, adaptiv ta'lim.*

ИНТЕГРАЦИЯ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА И ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ УЗБЕКСКОМУ ЛИТЕРАТУРНОМУ ЯЗЫКУ В ЦИФРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ

Аннотация. *В данной статье анализируются вопросы интеграции искусственного интеллекта и интерактивных технологий в цифровой образовательной среде при обучении узбекскому литературному языку. Рассматриваются лингводидактические возможности платформ на основе искусственного интеллекта, адаптивных образовательных систем и интерактивных методов. Также обсуждается их роль в индивидуализации учебного процесса и повышении его эффективности.*

Ключевые слова: *цифровое образование, искусственный интеллект, интерактивные методы, узбекский литературный язык, лингводидактика, адаптивное обучение.*

INTEGRATION OF ARTIFICIAL INTELLIGENCE AND INTERACTIVE TECHNOLOGIES IN TEACHING THE UZBEK LITERARY LANGUAGE IN A DIGITAL LEARNING ENVIRONMENT

Abstract. *This article analyzes the integration of artificial intelligence and interactive technologies in the digital learning environment for teaching the Uzbek literary language. It highlights the linguodidactic potential of AI-based platforms, adaptive learning systems, and interactive teaching methods. The study also discusses their role in individualizing the learning process and improving educational effectiveness.*

Keywords: *digital education, artificial intelligence, interactive methods, Uzbek literary language, linguodidactics, adaptive learning.*

KIRISH

Zamonaviy axborotlashgan jamiyat va raqamli transformatsiya sharoitida ta'lim tizimini modernizatsiya qilish, uning mazmunini innovatsion texnologiyalar bilan boyitish hamda o'quv jarayonini shaxsga yo'naltirilgan yondashuv asosida tashkil etish dolzarb ilmiy-amaliy muammolardan biri hisoblanadi. Ushbu sharoitda ta'lim jarayoniga sun'iy intellekt texnologiyalari, adaptiv ta'lim tizimlari hamda interfaol pedagogik vositalarni joriy etish talabalarning kognitiv faolligini oshirish, mustaqil fikrlashini rivojlantirish hamda ta'lim samaradorligini ta'minlashning muhim omiliga aylanmoqda.

O'zbek adabiy tilini o'qitish jarayoni ham zamonaviy ta'lim paradigmalari ta'sirida tubdan yangilanmoqda. An'anaviy o'qitish yondashuvlari bilan bir qatorda raqamli ta'lim muhiti imkoniyatlaridan foydalanish, xususan, sun'iy intellektga asoslangan tizimlar va interfaol texnologiyalarni integratsiyalash til o'qitish metodikasining yangi bosqichini shakllantirmoqda. Bu esa talabalarning lingvistik, kommunikativ va nutqiy kompetensiyalarini kompleks rivojlantirishga xizmat qiladi.

Zamonaviy pedagogik tadqiqotlarda sun'iy intellekt texnologiyalarining ta'lim jarayonidagi o'rni tobora kengayib bormoqda. Sun'iy intellekt asosidagi platformalar talabalarning bilim darajasini diagnostika qilish, individual ta'lim traektoriyasini belgilash hamda moslashtirilgan o'quv materiallarini taqdim etish imkonini beradi. Shu bilan birga, interfaol metodlar ta'lim jarayonini faollashtirish, talabani ta'lim jarayonining faol subyekti sifatida shakllantirish hamda

kommunikativ kompetensiyalarni rivojlantirishda muhim didaktik vosita bo‘lib xizmat qiladi. Shu jihatdan ta’lim tizimida raqamli texnologiyalar va sun’iy intellektni o‘qitish jarayoniga integratsiya qilish ta’lim oluvchilarning kasbiy kompetensiyalarini rivojlantirish, intellektual salohiyatini oshirish hamda ta’lim samaradorligini ta’minlashning muhim omillaridan biri sifatida namoyon bo‘lmoqda.

ADABIYOTLAR TAHLILI VA METODOLOGIYA

O‘zbek adabiy tilini o‘qitish metodikasi pedagogika va lingvodidaktika fanlari kesishmasida shakllangan murakkab ilmiy soha bo‘lib, u ta’lim jarayonini tashkil etishning nazariy asoslari, didaktik tamoyillari hamda amaliy texnologiyalarini o‘zida mujassamlashtiradi. Ushbu soha doirasida “metodika” tushunchasi faqat o‘qitish usullari majmui sifatida emas, balki ta’lim jarayonini maqsadga yo‘naltirilgan, tizimli va algoritmik boshqarish mexanizmi sifatida talqin etiladi.

O‘zbek adabiy tilini o‘qitish metodikasi sohasida olib borilgan ilmiy tadqiqotlar ta’lim jarayonini takomillashtirish, talabalarning nutqiy kompetensiyasini rivojlantirish hamda yozma nutqni shakllantirish masalalarini keng yoritib kelmoqda. Mazkur yo‘nalishda A.G‘ulomov, M.Qodirov[1] ona tili ta’limining nazariy asoslari, metodik tamoyillari hamda o‘qitish jarayonini tashkil etishning ilmiy jihatlariga to‘xtalib o‘tishgan bo‘lsa, T.Ziyodova[2] tadqiqotlarida matn yaratish texnologiyasi masalasi chuqur o‘rganilgan bo‘lib, unda ta’lim oluvchilarning yozma nutqini rivojlantirish, matn tuzish ko‘nikmalarini shakllantirish va ijodiy yozma faoliyatni rivojlantirishga alohida e’tibor qaratilgan. Ushbu yondashuvlar bugungi kunda raqamli ta’lim muhitida avtomatlashtirilgan matn yaratish va sun’iy intellekt asosidagi yozma topshiriqlar bilan bevosita bog‘liqdir.

Z.Xolmonova va T.Yusupova[3] tomonidan ishlab chiqilgan o‘zbek tilini o‘qitish metodikasiga oid ishlarda tilni amaliy o‘zlashtirish va interfaol metodlardan foydalanish masalalari asoslab berilgan. Bu qarashlar zamonaviy raqamli ta’lim va interfaol texnologiyalar integratsiyasi uchun nazariy asos vazifasini bajaradi.

D.Yuldasheva[4] tadqiqotlarida o‘zbek tilini o‘qitish metodikasining zamonaviy yo‘nalishlari, talabalarning nutqiy faoliyatini rivojlantirish hamda ta’lim jarayonini modernizatsiya qilish masalalari tahlil qilingan. Bu esa raqamli texnologiyalar va sun’iy intellekt vositalarini ta’lim jarayoniga joriy etish zarurligini asoslaydi.

I.Azimova[5], K.Mavlonova[6], Sh.Yusupovalar[7] tadqiqotlarida psixolingvistik yondashuv asosida lisoniy malakani rivojlantirish, yozma nutqdagi tipik xatolar va ularni bartaraf etish yo‘llari hamda ta’lim oluvchilarning tafakkurini rivojlantirishning ilmiy-metodik asoslari ishlab chiqilgan bo‘lib, bu interfaol topshiriqlar orqali fikrlashni rivojlantirish konsepsiyasi bilan uyg‘unlashadi.

G‘.Hamroyev[8] esa o‘quv topshiriqlarini ishlab chiqishning lingvodidaktik asoslarini takomillashtirishga e’tibor qaratib, topshiriqlar tizimining metodik asoslarini ilmiy jihatdan asoslab bergan. Bu esa raqamli ta’lim platformalarida avtomatlashtirilgan topshiriqlar yaratish uchun muhim nazariy baza hisoblanadi.

Yuqoridagi ilmiy qarashlarga tayangan holda shuni ta’kidlash mumkinki, o‘zbek adabiy tilini o‘qitishda raqamli muhit, sun’iy intellekt hamda interfaol texnologiyalarni integratsiyalashuv asosida qo‘llash ta’limni modernizatsiya qilish, talabalarning nutqiy kompetensiyasini rivojlantirish va o‘qitish sifatini oshirishga xizmat qiladi.

Avvalo, nazariy tahlil metodi yordamida o‘zbek adabiy tilini o‘qitish metodikasi, raqamli ta’lim texnologiyalari, sun’iy intellekt asosidagi o‘qitish tizimlari hamda interfaol yondashuvlarga oid ilmiy manbalar o‘rganiladi va tizimlashtiriladi. Ushbu jarayonda raqamli ta’lim muhiti sharoitida til o‘qitishning kognitiv, kommunikativ va texnologik jihatlari tahlil qilinib, ularning o‘zaro bog‘liqligi asoslab beriladi.

Qiyosiy tahlil metodi an’anaviy va raqamli ta’lim yondashuvlarini o‘zaro solishtirishga xizmat qiladi. An’anaviy o‘qitishda til materiallari asosan qoidalar va tayyor bilimlarni o‘zlashtirishga yo‘naltirilgani, zamonaviy raqamli yondashuvlarda esa o‘quv jarayoni sun’iy intellekt, interfaol platformalar va adaptiv tizimlar asosida tashkil etilishi aniqlanadi. Qiyosiy tahlil natijasida raqamli va AI asosidagi yondashuvlarning ustun jihatlari – individuallashtirilgan ta’lim, tezkor feedback va interaktivlik ilmiy jihatdan asoslanadi.

Lingvodidaktik tahlil metodi o‘zbek adabiy tilini o‘qitishda interfaol topshiriqlar va raqamli vositalarning didaktik imkoniyatlarini o‘rganishga yo‘naltiriladi. Xususan, matn bilan ishlash, grammatik tahlil va nutqiy kompetensiyani rivojlantirish jarayonlarida sun’iy intellekt asosidagi avtomatik tahlil tizimlari va interaktiv mashqlar samaradorligi o‘rganiladi. Metodik modellashtirish metodi asosida raqamli ta’lim muhitiga mos interfaol topshiriqlar tizimi ishlab chiqiladi. Ushbu model sun’iy intellekt va raqamli platformalar imkoniyatlariga tayangan holda quyidagi bosqichlarni o‘z ichiga oladi: motivatsion tayyorlov bosqichi (AI asosida moslashtirilgan materiallar), faol o‘zlashtirish bosqichi (interaktiv mashqlar va onlayn tahlil) hamda mustahkamlash bosqichi (avtomatik baholash va feedback tizimi). Bu yondashuv talabalarning nutqiy kompetensiyasini izchil rivojlantirishga xizmat qiladi.

Shuningdek, sun’iy intellekt asosidagi adaptiv ta’lim tizimlari va baholash mezonlari metodologik asos sifatida qo‘llaniladi. Ularning talablari talabalarning til kompetensiyasini darajalar asosida baholash imkonini berib, raqamli ta’lim muhitida natijalarni aniq mezonlar asosida tahlil qilishga xizmat qiladi.

XULOSA

Umuman olganda, tahlil qilingan ilmiy manbalar shuni ko‘rsatadiki, o‘zbek adabiy tilini o‘qitish metodikasi izchil taraqqiyot bosqichlarini bosib o‘tib, dastlab an’anaviy yondashuvlarga asoslangan bo‘lsa, bugungi kunda interfaol, kompetensiyaviy hamda raqamli texnologiyalar bilan uyg‘unlashgan zamonaviy modelga aylangan. Mazkur transformatsiya ta’lim jarayonining mazmuni, shakli va metodlarida sezilarli o‘zgarishlarni yuzaga keltirib, talabalarning faolligini oshirish, ularning mustaqil fikrlash va kommunikativ kompetensiyalarini rivojlantirishga xizmat qilmoqda. Ayniqsa, raqamli ta’lim muhitining keng joriy etilishi o‘zbek adabiy tilini o‘qitish jarayoniga yangi imkoniyatlarni olib kirdi. Xususan, sun’iy intellekt texnologiyalarining qo‘llanilishi talabalarning individual xususiyatlarini hisobga olish, ularning bilim darajasi va o‘zlashtirish sur’atini tahlil qilish hamda moslashtirilgan ta’lim strategiyalarini ishlab chiqish imkonini bermoqda. Bu esa ta’lim jarayonining individuallashtirilishini ta’minlab, har bir talabaning ehtiyojiga mos yondashuvni shakllantiradi. Shu bilan birga, interfaol texnologiyalar – onlayn platformalar, multimedia vositalari va turli raqamli mashqlar o‘quv jarayonining samaradorligini oshirishda muhim omil sifatida namoyon bo‘lmoqda. Bunday vositalar orqali talabalar dars jarayonida faol ishtirok etadi, nazariy bilimlarni amaliyot bilan bog‘lash imkoniyatiga ega bo‘ladi hamda til birliklarini real kommunikativ vaziyatlarda qo‘llash ko‘nikmalarini shakllantiradi.

Xulosa qilib aytganda, o‘zbek adabiy tilini o‘qitish metodikasining ilmiy-metodologik asoslari uning tizimli, funksional hamda integrativ tabiatiga tayangan holda shakllanadi. Ushbu yondashuv til ta’limini izchil tashkil etish, uning ichki qonuniyatlarini chuqur anglash va o‘quv jarayoniga zamonaviy pedagogik yutuqlarni samarali tatbiq etish imkonini beradi. Ayniqsa, raqamli texnologiyalar jadal rivojlanayotgan bugungi davrda mazkur metodologik asoslar ta’lim tizimini yangicha mazmun bilan boyitish, uni innovatsion muhitga moslashtirishda muhim nazariy poydevor vazifasini bajaradi.

Bundan tashqari, interfaol texnologiyalarning joriy etilishi o‘zbek adabiy tilini o‘rgatishda amaliy yondashuvni kuchaytiradi. Multimedia vositalari, onlayn platformalar, interaktiv topshiriqlar va gamifikatsiya elementlari orqali talabalar dars jarayonida faol ishtirok etadi, til birliklarini real kommunikativ vaziyatlarda qo‘llash imkoniyatiga ega bo‘ladi. Bu esa ularning lingvistik kompetensiyalarini rivojlantirish bilan birga, ijodiy va tanqidiy fikrlash qobiliyatlarini ham shakllantiradi.

Sun’iy intellekt va interfaol texnologiyalar integratsiyasi o‘qitish jarayonining sifat jihatidan yangi bosqichga ko‘tarilishiga xizmat qiladi. Bunday integratsiya sharoitida o‘qituvchining roli ham o‘zgarib, u ko‘proq yo‘naltiruvchi, maslahat beruvchi va o‘quv jarayonini boshqaruvchi subyekt sifatida namoyon bo‘ladi. Bu esa talabalarning mustaqil bilim olishiga keng yo‘l ochadi hamda ularning ta’limga bo‘lgan motivatsiyasini oshiradi. Bundan ko‘rinadiki, o‘zbek adabiy tilini o‘qitishda zamonaviy raqamli yondashuvlar, xususan, sun’iy intellekt va interfaol texnologiyalarni uyg‘unlashtirish ta’lim sifatini oshirishning muhim omillaridan biridir. Mazkur yondashuv nafaqat samarali o‘qitish tizimini yaratadi, balki raqobatbardosh, keng dunyoqarashga ega va zamonaviy kompetensiyalarni egallagan kadrlarni tayyorlashga xizmat qiladi.

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МЕТОДИКА РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ ПРИ ИЗУЧЕНИИ ГРАММАТИЧЕСКИХ ПОНЯТИЙ

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Аннотация. *В статье рассматривается методика развития критического мышления младших школьников в процессе изучения грамматических понятий. Показано, что использование технологии критического мышления способствует формированию аналитических, оценочных и рефлексивных умений, что обеспечивает осознанное и глубокое усвоение учебного материала. Раскрыты основные приёмы (кластер, таблица «ЗХУ», дискуссия, проблемные вопросы) и педагогические условия их эффективного применения на уроках грамматики. Подчёркивается, что развитие критического мышления соответствует современным требованиям системы образования Республики Узбекистан.*

Ключевые слова: *критическое мышление, грамматические понятия, начальная школа, когнитивное развитие, метапредметные результаты, технология обучения, познавательная активность.*

METHODOLOGY FOR DEVELOPING CRITICAL THINKING IN PRIMARY SCHOOL STUDENTS WHILE LEARNING GRAMMATICAL CONCEPTS

Abstract. *The article examines the methodology for developing critical thinking in primary school students in the process of learning grammatical concepts. It is shown that the use of critical thinking technology contributes to the formation of analytical, evaluative, and reflective skills, ensuring a conscious and deep understanding of educational material. The article highlights the main techniques (cluster, KWL chart, discussions, problem-based questions) and pedagogical conditions for their effective application in grammar lessons. It is emphasized that the development of critical thinking aligns with the current requirements of the education system of the Republic of Uzbekistan.*

Keywords: *critical thinking; grammatical concepts; primary school; cognitive development; cross-curricular outcomes; teaching technology; cognitive activity.*

BOSHLANG‘ICH SINF O‘QUVCHILARIDA GRAMMATIK TUSHUNCHALARNI O‘RGANISH JARAYONIDA TANQIDIY TAFAKKURNI RIVOJLANTIRISH METODIKASI

Annotatsiya. *Maqolada boshlang‘ich sinf o‘quvchilarida grammatik tushunchalarni o‘rganish jarayonida tanqidiy tafakkurni rivojlantirish metodikasi yoritilgan. Tanqidiy tafakkur texnologiyasidan foydalanish o‘quvchilarda tahliliy, baholovchi va refleksiv ko‘nikmalarni shakllantirishga yordam berishi, bu esa o‘quv materialini ongli va chuqur o‘zlashtirishni ta’minlashi ko‘rsatib o‘tilgan. Maqolada asosiy usullar (klaster, «Bilaman — Bilishni xohlayman — Bildim» jadvali, munozaralar, muammoli savollar) hamda ularni grammatika darslarida samarali qo‘llash pedagogik shart-sharoitlari ochib berilgan. Tanqidiy tafakkurni rivojlantirish O‘zbekiston Respublikasi ta’lim tizimining zamonaviy talablari bilan uyg‘un ekanligi ta’kidlangan.*

Kalit so‘zlar: *tanqidiy tafakkur; grammatik tushunchalar; boshlang‘ich maktab; kognitiv rivojlanish; metapredmet natijalar; o‘qitish texnologiyasi; bilish faolligi.*

ВВЕДЕНИЕ

Современная система образования Республики Узбекистан ориентирована не только на передачу предметных знаний, но и на формирование у учащихся универсальных умений и навыков, обеспечивающих способность к самостоятельному мышлению, анализу, оценке и интерпретации информации. В условиях стремительного развития науки, технологий и информационного пространства одной из ключевых задач образования становится подготовка личности, способной критически осмысливать происходящее, принимать обоснованные решения и нести ответственность за результаты своей деятельности.

Особое значение формирование критического мышления приобретает в начальной школе, так как именно в этот период происходит становление учебной деятельности ребёнка, закладываются основы его познавательной активности, любознательности и самостоятельности. Критическое мышление позволяет младшим школьникам осознанно анализировать учебную информацию, сопоставлять различные точки зрения, делать логически обоснованные выводы, аргументировать свою позицию, выявлять причинно-следственные связи и оценивать достоверность полученных данных.

Изучение грамматических понятий создаёт благоприятные условия для развития этих качеств. Работа с языковым материалом требует от учащихся активного умственного усилия: анализа и сопоставления языковых явлений, классификации и обобщения, поиска закономерностей, формулирования и проверки гипотез. Такая деятельность стимулирует развитие навыков критического анализа, логического мышления и рефлексии, что, в свою очередь, способствует формированию устойчивой учебной мотивации и познавательной самостоятельности.

АНАЛИЗ ЛИТЕРАТУРЫ ИИ МЕТОДОВ

Проблема развития критического мышления в начальной школе активно изучается в современной педагогической науке. Так, в исследованиях Л. В. Якушевой и Т. В. Чирковой отмечается, что систематическое применение приёмов критического мышления способствует развитию у учащихся способности анализировать и интерпретировать информацию.

Г. И. Романова подчёркивает значимость создания на уроках условий для постановки учащимися собственных учебных целей и гипотез. По мнению В. А. Козыревой, именно технология критического мышления позволяет преодолеть репродуктивный характер обучения и сформировать навыки самостоятельного поиска знаний.

Методически эффективными приёмами являются:

Кластер

Кластер как приём технологии критического мышления направлен на развитие умения систематизировать и структурировать знания, устанавливать логические связи между элементами языковой системы. При изучении грамматики кластер помогает младшим школьникам осознать взаимосвязь грамматических категорий, увидеть их не как изолированные единицы, а как части целостной системы языка. Построение кластера требует анализа, выделения главного и второстепенного, классификации материала — что напрямую связано с операциями критического мышления.

Таким образом, использование кластеров способствует переходу от пассивного запоминания к активному конструированию знаний, формирует метапредметные умения анализировать, сравнивать, группировать и делать обобщения.

Таблица «ЗХУ» (Знаю — Хочу узнать — Узнал)

Таблица «ЗХУ» реализует рефлексивный и метакогнитивный подход к обучению. Этот приём активизирует предшествующие знания учащихся и формирует умение планировать собственный процесс познания, ставить цели и оценивать результаты.

При введении грамматических понятий таблица позволяет ученику осознанно отслеживать собственное продвижение, что развивает способность к самоанализу, самоконтролю и оценке достоверности получаемой информации.

Формирование этих умений — важнейший компонент критического мышления, так как ребёнок учится осознавать границы собственных знаний и искать недостающую информацию.

Дискуссии и дебаты

Дискуссионные формы работы развивают у младших школьников умение аргументировать, анализировать разные точки зрения, сопоставлять и оценивать информацию.

При изучении грамматики дискуссии способствуют формированию гибкости мышления и способности видеть неоднозначность языковых явлений, что является важным признаком критического мышления. Кроме того, в ходе дискуссий формируются коммуникативные и социальные навыки — умение слушать собеседника, уважать иную позицию, корректно её опровергать и отстаивать свою точку зрения на основе логики и фактов, а не только авторитета учителя.

Проблемные вопросы

Проблемные вопросы являются ключевым инструментом активизации критического мышления. Они создают когнитивное затруднение, побуждают учащихся выдвигать гипотезы, искать доказательства, анализировать и делать выводы.

При изучении грамматических понятий такие вопросы способствуют тому, что ученик не просто усваивает готовое правило, а самостоятельно открывает его закономерности, что обеспечивает глубокое и осознанное усвоение материала.

Таким образом, проблемные вопросы выполняют функцию интеллектуального провокатора, формируя у ребёнка готовность к исследованию и анализу.

Рефлексия

Рефлексия — обязательный компонент технологии критического мышления. Она направлена на анализ собственной учебной деятельности, оценку успешности и причин затруднений. На уроках грамматики рефлексия позволяет учащимся осмыслить процесс рассуждения, оценить достоверность своих выводов, скорректировать стратегии мышления. Регулярная организация рефлексивных заданий формирует саморегуляцию, ответственность и метапознавательные навыки, без которых невозможно устойчивое развитие критического мышления.

Таким образом, применение приёмов технологии критического мышления (кластер, таблица «ЗХУ», дискуссии и дебаты, проблемные вопросы, рефлексия) в процессе усвоения грамматических понятий обеспечивает:

- переход от репродуктивного к исследовательскому стилю мышления;
- формирование метапредметных универсальных учебных действий;
- развитие когнитивной активности, самостоятельности и ответственности за результат обучения.

Это позволяет сделать процесс изучения грамматики средством развития мышления, а не только усвоения правил.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Внедрение технологии критического мышления (ТКМ) в процесс обучения грамматике младших школьников обеспечивает **качественно иной уровень организации учебной деятельности**, где ученик становится **активным субъектом познания**, а не пассивным получателем информации.

Использование ТКМ в грамматике позволяет решать одновременно **предметные и метапредметные задачи**, поскольку в ходе выполнения заданий учащиеся не только осваивают грамматические категории, но и **развивают универсальные учебные действия (УУД)** — познавательные, коммуникативные, регулятивные и личностные.

Работа с языковым материалом в формате ТКМ строится на **поиске, анализе и структурировании информации**, а не на репродуктивном воспроизведении. Например, при изучении частей речи дети не получают готовые определения, а:

- анализируют примеры слов из текста,
- выявляют их грамматические признаки,
- группируют слова по общим признакам,
- делают собственные выводы о значении и функциях каждой части речи.

Такой подход **активирует мыслительные операции** — анализ (выделение признаков), синтез (объединение признаков), классификация (распределение по категориям). Это способствует **осмысленному и долговременному усвоению материала**.

Технология критического мышления предполагает **организацию коллективных форм работы**: парных и групповых обсуждений, дискуссий, мозговых штурмов.

В ходе обсуждений учащиеся:

- учатся **обосновывать свою позицию** (например, почему слово относится к определённой части речи),
- **приводить доказательства** из текста,
- **слушать и уважать иные точки зрения**, корректно опровергать их.

Эти умения критически важны для формирования **коммуникативных и социально-речевых компетенций**, которые напрямую влияют на успешность дальнейшего обучения.

Применение ТКМ делает урок грамматики **не пассивным заучиванием правил, а исследовательской деятельностью**.

Когда дети:

- ставят вопросы,
- ищут недостающие сведения,
- выдвигают гипотезы и проверяют их, они проявляют **высокий уровень познавательной мотивации**.

Интерес возрастает, потому что **каждый ученик становится исследователем и автором собственных открытий**, а не просто исполнителем заданий учителя.

Организация работы поэтапно (вызов — осмысление — рефлексия) позволяет учителю управлять процессом познания, создавая условия для активного включения каждого ребёнка в учебную деятельность. В результате у учащихся формируются не только предметные знания, но и метапредметные умения, необходимые для дальнейшего успешного обучения.

ЗАКЛЮЧЕНИЕ

Использование технологии критического мышления (ТКМ) в процессе изучения грамматических понятий в начальной школе является **одним из наиболее перспективных и эффективных направлений современной методики преподавания языка**. Эта технология не только обеспечивает **углублённое и осмысленное усвоение грамматического материала**, но и способствует формированию у младших школьников **универсальных учебных действий (УУД)**, необходимых для дальнейшего успешного обучения.

Применение ТКМ позволяет **перевести урок грамматики в формат активной исследовательской деятельности**, где ребёнок становится не пассивным усвоителем готовых знаний, а **инициативным субъектом образовательного процесса**. В ходе реализации данной технологии учащиеся учатся:

- самостоятельно формулировать учебные задачи и ставить вопросы,
- искать, анализировать и критически оценивать информацию,
- выдвигать и проверять гипотезы,
- делать логические выводы и аргументировать собственное мнение,
- сотрудничать с одноклассниками, участвовать в дискуссиях и коллективных обсуждениях.

Кроме того, систематическое использование ТКМ способствует развитию у детей **метапредметных умений**: планирования, контроля, самооценки, рефлексии и ответственности за результат, а также формированию **личностных качеств — инициативности, уверенности, толерантности и готовности к диалогу**.

Данная методика полностью соответствует **стратегическим целям модернизации национальной системы образования**, закреплённым в Законе Республики Узбекистан «Об образовании» (2020), где подчёркивается необходимость развития у учащихся **интеллектуального и творческого потенциала, критического и системного мышления, умения учиться на протяжении всей жизни**.

Таким образом, можно сделать вывод, что технология критического мышления является **мощным инструментом формирования познавательной самостоятельности и интеллектуальной активности младших школьников**. Её целенаправленное внедрение в процесс обучения грамматике позволит **обеспечить качественную подготовку учащихся к последующим этапам обучения и создать прочную основу для их дальнейшего личностного и образовательного развития.**

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BOSHLANG‘ICH SINF O‘QUVCHILARIDA EKOLOGIK TA’LIM-TARBIYA ORQALI META KOGNITIV KO‘NIKMALARINI SHAKLLANTIRISH TEXNOLOGIYALARI.

D.Nazarova
Namangan davlat universiteti mustaqil-izlanuvchisi

Annotatsiya. *Mazkur maqolada boshlang‘ich sinf o‘quvchilarida ekologik ta’lim-tarbiya vositasida metakognitiv ko‘nikmalarni shakllantirishning pedagogik imkoniyatlari, innovatsion texnologiyalari hamda metodik yondashuvlari tahlil qilinadi. Shuningdek, ekologik tarbiya jarayonida o‘quvchilarning o‘z fikrlash faoliyatini nazorat qilish, rejalashtirish, monitoring olib borish va baholash kompetensiyalarini rivojlantirish mexanizmlari yoritilgan. Tadqiqotda kuzatish, pedagogik tajriba, suhbat va diagnostik metodlardan foydalanildi. Natijalarga ko‘ra, ekologik mazmundagi integrativ mashg‘ulotlar o‘quvchilarning metakognitiv faolligi va ekologik dunyoqarashini sezilarli darajada rivojlantirishi aniqlandi.*

Kalit so‘zlar: *ekologik ta’lim, ekologik tarbiya, metakognitiv ko‘nikma, boshlang‘ich ta’lim, innovatsion texnologiyalar, refleksiya, ekologik ong, integratsiya, pedagogik texnologiya.*

ФОРМИРОВАНИЕ МЕТАКОГНИТИВНЫХ НАВЫКОВ У УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ ПОСРЕДСТВОМ ЭКОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ И ВОСПИТАНИЯ

Аннотация. *В данной статье анализируются педагогические основы, инновационные технологии и методические возможности формирования метакогнитивных навыков у учащихся начальных классов посредством экологического образования и воспитания. Освещается значение экологического образования в развитии самостоятельного мышления, рефлексивной деятельности и компетенций управления собственными познавательными процессами у учащихся. Также научно-педагогически обосновано влияние интерактивных занятий экологической направленности, проблемного обучения, проектной деятельности и рефлексивных заданий на развитие метакогнитивной активности. В ходе исследования были использованы методы наблюдения, беседы, педагогического эксперимента, диагностики и статистического анализа. Полученные результаты показали, что организация экологического образования на основе метакогнитивного подхода эффективно способствует развитию экологического сознания, критического мышления, навыков самоконтроля и самооценки учащихся.*

Ключевые слова: *экологическое образование, экологическое воспитание, метакогнитивные навыки, начальное образование, рефлексия, экологическое сознание, инновационные педагогические технологии, интегративный подход, проблемное обучение, проектная деятельность.*

DEVELOPMENT OF METACOGNITIVE SKILLS IN PRIMARY SCHOOL STUDENTS THROUGH ENVIRONMENTAL EDUCATION AND UPBRINGING

Abstract. *This article analyzes the pedagogical foundations, innovative technologies, and methodological possibilities of developing metacognitive skills in primary school students through environmental education. The study highlights the importance of environmental education in fostering independent thinking, reflective activity, and the ability to manage one’s own cognitive processes. In addition, the influence of interactive environmental activities, problem-based learning, project-based tasks, and reflective exercises on the development of metacognitive activity is scientifically and pedagogically substantiated. Observation, interviews, pedagogical experiments, diagnostic methods, and statistical analysis were used in the research process. The results revealed that organizing environmental education based on a metacognitive approach effectively develops students’ environmental awareness, critical thinking, self-monitoring, and self-assessment skills.*

Keywords: *environmental education, environmental upbringing, metacognitive skills, primary education, reflection, environmental awareness, innovative pedagogical technologies, integrative approach, problem-based learning, project activities.*

KIRISH

Bugungi globallashuv jarayonida insoniyat oldida turgan eng dolzarb muammolardan biri ekologik xavfsizlikni ta’minlash, tabiat va jamiyat o‘rtasidagi muvozanatni saqlash masalasi hisoblanadi. Iqlim o‘zgarishi, atmosfera

havosining ifloslanishi, suv resurslarining kamayishi, biologik xilma-xillikning qisqarishi kabi global ekologik muammolar yosh avlodda ekologik ong va madaniyatni shakllantirish zaruratini yanada kuchaytirmoqda. Shu bois dunyo miqyosida barqaror rivojlanish tamoyillariga asoslangan ekologik ta'lim tizimini takomillashtirish, ayniqsa boshlang'ich ta'lim bosqichidan boshlab ekologik tarbiyani samarali tashkil etish ustuvor vazifalardan biri sifatida e'tirof etilmoqda.

Mamlakatimizda ham ekologik ta'lim va tarbiya masalalariga davlat siyosati darajasida alohida e'tibor qaratilmoqda. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni, "Atrof-muhitni muhofaza qilish to'g'risida"gi me'yoriy hujjatlar hamda uzluksiz ta'lim konsepsiyalarida yosh avlodni ekologik jihatdan ongli, tabiatga mas'uliyatli munosabatda bo'ladigan shaxs sifatida tarbiyalash muhim vazifa sifatida belgilangan. Ayniqsa, boshlang'ich ta'lim bosqichi bolalarda tabiatga mehr, ekologik qadriyatlar va ekologik mas'uliyatni shakllantirishning eng muhim davri hisoblanadi.

Metakognitiv ko'nikmalar shaxsning "o'ylash haqida o'ylashi", ya'ni o'zining bilish faoliyatini anglash, rejalashtirish, monitoring qilish va baholash qobiliyatlarini ifodalaydi. Ushbu ko'nikmalar o'quvchilarda o'quv faoliyatini samarali tashkil etish, muammolarga mustaqil yechim topish, tanqidiy va ijodiy fikrlashni rivojlantirishga xizmat qiladi. Psixolog va pedagog olimlarning tadqiqotlariga ko'ra, metakognitiv yondashuv asosida tashkil etilgan ta'lim jarayoni o'quvchilarning bilimlarni ongli o'zlashtirish darajasini oshiradi hamda ularning intellektual faolligini rivojlantiradi. Ekologik ta'lim-tarbiya esa o'z mohiyatiga ko'ra kuzatish, tahlil qilish, muammoli vaziyatlarni baholash va tabiatga ongli munosabat bildirishni talab etadi. Shu jihatdan ekologik ta'lim jarayoni metakognitiv ko'nikmalarni rivojlantirish uchun qulay pedagogik muhit yaratadi. Masalan, ekologik muammolarni muhokama qilish, tabiat hodisalarini kuzatish, ekologik loyihalarda ishtirok etish, refleksiv topshiriqlarni bajarish jarayonida o'quvchilar o'z fikrlash faoliyatini tahlil qilishga, xulosalar chiqarishga va o'z-o'zini nazorat qilishga o'rganadilar.

So'nggi yillarda ekologik ta'lim mazmunini innovatsion pedagogik texnologiyalar asosida tashkil etishga oid ilmiy izlanishlar kengaymoqda. Jumladan, interfaol metodlar, integrativ yondashuvlar, loyiha texnologiyasi, muammoli ta'lim, refleksiv faoliyat hamda axborot-kommunikatsion texnologiyalar asosida ekologik ta'lim samaradorligini oshirishga qaratilgan tadqiqotlar olib borilmoqda. Biroq ekologik ta'lim vositasida aynan metakognitiv ko'nikmalarni shakllantirishning pedagogik mexanizmlari, texnologik modeli hamda metodik ta'minoti yetarli darajada ishlab chiqilmagan.

ADABIYOTLAR TAHLILI VA METODLAR.

Boshlang'ich sinf o'quvchilarida ekologik ta'lim-tarbiya orqali metakognitiv ko'nikmalarni shakllantirish masalasi pedagogika, psixologiya hamda ekologik ta'lim yo'nalishlari kesishgan nuqtada shakllangan kompleks ilmiy muammo hisoblanadi. Mazkur muammo yuzasidan xorijiy va mahalliy olimlar tomonidan turli ilmiy tadqiqotlar olib borilgan bo'lib, ularda ekologik ta'limning mazmuni, metakognitiv faoliyatning psixologik asoslari hamda innovatsion pedagogik texnologiyalarning ta'lim samaradorligiga ta'siri o'rganilgan.

Metakognitsiya tushunchasi dastlab amerikalik psixolog John H. Flavell tomonidan ilmiy muomalaga kiritilgan bo'lib, u metakognitsiyani shaxsning o'z bilish faoliyatini anglash va boshqarish qobiliyati sifatida talqin etgan. Olimning ta'kidlashicha, o'quvchilarda rejalashtirish, monitoring va refleksiya ko'nikmalarining shakllanishi ta'lim samaradorligini oshiradi. Ayniqsa, boshlang'ich ta'lim bosqichida metakognitiv faoliyatni rivojlantirish bolalarning mustaqil fikrlashi va muammoli vaziyatlarga ongli yondashuvini kuchaytiradi.

Psixologik-pedagogik tadqiqotlarda Lev Vygotsky ning sotsiokultural rivojlanish nazariyasi ham muhim metodologik asos bo'lib xizmat qiladi. Olimning "yaqin rivojlanish zonasi" haqidagi qarashlari o'quvchilarning hamkorlikdagi faoliyat jarayonida bilish imkoniyatlari kengayishini asoslaydi. Bu esa ekologik ta'limda interfaol metodlardan foydalanish orqali metakognitiv ko'nikmalarni rivojlantirish imkoniyatini beradi.

NATIJALAR VA MUHOKAMA.

Tadqiqot jarayonida boshlang'ich sinf o'quvchilarida ekologik ta'lim-tarbiya orqali metakognitiv ko'nikmalarni shakllantirish samaradorligini aniqlash maqsadida tajriba-sinov ishlari olib borildi. Tajriba ishlari davomida ekologik mazmundagi interfaol mashg'ulotlar, refleksiv topshiriqlar hamda innovatsion pedagogik texnologiyalar asosida tashkil etilgan darslarning o'quvchilarning bilish faoliyatiga ta'siri o'rganildi.

Dastlabki diagnostika natijalari shuni ko'rsatdiki, o'quvchilarning aksariyatida ekologik muammolarni tahlil qilish, o'z fikrini asoslash, o'quv faoliyatini rejalashtirish hamda o'z bilimini nazorat qilish ko'nikmalari yetarli darajada shakllanmagan. Ayniqsa, refleksiv faoliyat va o'z-o'zini baholash jarayonlarida sustlik kuzatildi. O'quvchilar ko'proq tayyor bilimlarni qabul qilishga moyillik bildirib, mustaqil xulosa chiqarishda qiyinchilikka duch kelganliklari aniqlandi.

Shu asosda tajriba guruhlarida ekologik ta'lim mazmuniga integratsiyalashgan metakognitiv texnologiyalar joriy etildi. Mashg'ulotlarda ekologik muammoli vaziyatlar, tabiat hodisalarini kuzatish, ekologik loyihalar, kichik guruhlarda ishlash, refleksiv suhbatlar hamda muammoli savollardan foydalanildi. Har bir darsda o'quvchilarning:

- "Men nimani bildim?";

- ❖ “Qanday usuldan foydalandim?”;
- ❖ “Qanday xatoga yo‘l qo‘ydim?”;
- ❖ “Keyingi safar nimani o‘zgartiraman?”kabi refleksiv savollar asosida o‘z faoliyatini tahlil qilishi tashkil etildi.

Tajriba yakunida o‘quvchilarda ekologik bilimlar bilan bir qatorda metakognitiv faollikning ham sezilarli rivojlangani kuzatildi. Jumladan:

a) ekologik muammolarni tahlil qilish ko‘nikmalari rivojlandi;
b) o‘z fikrini mustaqil ifodalash faollashdi;
c) bilish faoliyatini rejalashtirish va monitoring qilish darajasi oshdi;
d) refleksiya yuritish hamda o‘zini baholash kompetensiyalari shakllandi;
e) ekologik vaziyatlarga ongli va mas’uliyatli munosabat kuchaydi.

Tajriba guruhidagi o‘quvchilar ekologik topshiriqlarni bajarishda muammoga mustaqil yondashish, bir necha yechim variantlarini taklif etish va o‘z faoliyatini nazorat qilishda nazorat guruhidagi o‘quvchilarga nisbatan yuqori natijalarni ko‘rsatdilar. Ayniqsa, loyiha asosidagi ekologik topshiriqlar o‘quvchilarning ijodiy va tanqidiy fikrlashini rivojlantirishda samarali vosita bo‘lib xizmat қилди.

Tadqiqot natijalari shuni ko‘rsatdiki, ekologik ta’limni metakognitiv yondashuv asosida tashkil etish boshlang‘ich sinf o‘quvchilarining:

- mustaqil fikrlashi;
- tahliliy yondashuvi;
- refleksiv faoliyati;
- muammoli vaziyatlarda qaror qabul qilish kompetensiyalarini rivojlantirishga ijobiy ta’sir ko‘rsatadi.

Olib borilgan tadqiqot natijalari ekologik ta’lim-tarbiya va metakognitiv ko‘nikmalar o‘rtasida uzviy bog‘liqlik mavjudligini tasdiqladi. Ekologik mazmundagi mashg‘ulotlar o‘quvchilarning nafaqat tabiat haqidagi bilimlarini boyitdi, balki ularning bilish jarayonlarini ongli boshqarishiga ham xizmat qildi. Bu esa ekologik ta’limning faqat axborot beruvchi emas, balki shaxsni intellektual rivojlantiruvchi pedagogik vosita ekanligini ko‘rsatadi.

Tadqiqot davomida qo‘llangan muammoli ta’lim, loyiha faoliyati, refleksiv topshiriqlar va interfaol metodlar o‘quvchilarda metakognitiv faoliyatning asosiy komponentlari - rejalashtirish, monitoring va baholash ko‘nikmalarini rivojlantirishda samarali ekanligi aniqlandi. Ayniqsa, refleksiv savollar asosida tashkil etilgan faoliyat o‘quvchilarning o‘z fikrlash jarayonini tahlil qilishiga imkon yaratdi.

Natijalar psixolog va pedagog olimlarning metakognitsiyaga oid nazariy qarashlarini ham tasdiqlaydi. Xususan, John H. Flavell tomonidan ilgari surilgan metakognitiv monitoring nazariyasi hamda Lev Vygotsky ning hamkorlikdagi ta’limga oid konsepsiyasi ekologik ta’lim jarayonida o‘z amaliy ifodasini topdi. Chunki ekologik muammolarni birgalikda tahlil qilish va muhokama etish o‘quvchilarning fikrlash faoliyatini faollashtirdi.

XULOSA.

Boshlang‘ich sinf o‘quvchilarida ekologik ta’lim-tarbiya orqali metakognitiv ko‘nikmalarni shakllantirish zamonaviy ta’lim tizimining dolzarb pedagogik muammolaridan biri hisoblanadi. Tadqiqot jarayonida ekologik ta’lim mazmunini metakognitiv yondashuv asosida tashkil etish o‘quvchilarning nafaqat ekologik bilim va dunyoqarashini, balki mustaqil fikrlash, o‘z faoliyatini nazorat qilish, refleksiya yuritish hamda muammoli vaziyatlarga ongli yondashish kompetensiyalarini ham rivojlantirishi aniqlandi.

Tadqiqot natijalari ekologik mazmundagi interfaol mashg‘ulotlar, loyiha faoliyati, refleksiv topshiriqlar va muammoli ta’lim texnologiyalari o‘quvchilarda metakognitiv faollikni rivojlantirishda samarali pedagogik vosita ekanligini ko‘rsatdi. Shuningdek, ekologik ta’limning metakognitiv yondashuv asosida tashkil etilishi o‘quvchilarning tabiatga nisbatan mas’uliyatli munosabatini shakllantirish bilan birga, ularning tanqidiy va ijodiy fikrlash salohiyatini ham oshirdi. Bu esa ekologik ta’limning faqat bilim berishga emas, balki shaxsning intellektual va ma’naviy rivojlanishiga xizmat qiluvchi integrativ pedagogik jarayon ekanligini tasdiqlaydi.

Tadqiqot davomida qo‘llangan innovatsion pedagogik texnologiyalar ekologik ta’lim samaradorligini oshirish bilan bir qatorda o‘quvchilarning ta’lim jarayonidagi faolligi va motivatsiyasini ham kuchaytirdi. Ayniqsa, refleksiv faoliyatga asoslangan metodlar o‘quvchilarning o‘z fikrlash jarayonini anglashiga va mustaqil o‘rganish strategiyalarini shakllantirishiga yordam berdi.

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BO'LAJAK O'QITUVCHILARNING KOMMUNIKATIV KOMPETENSIYALARINI RIVOJLANTIRISH METODIKASI: NAZARIY YONDASHUVLAR VA AMALIY SINFIYLAR

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Annotatsiya: *Ushbu maqolada bo'lajak o'qituvchilarning kommunikativ kompetensiyalarini rivojlantirish metodikasining nazariy asoslari va amaliy mexanizmlari tahlil qilinadi. Pedagogik ritorika fani misolida kommunikativ kompetensiyaning strukturali komponentlari - lingvistik, pragmatik, diskursiv, strategik va sotsiokultural tarkibiy qismlarining o'zaro bog'liqligi va pedagogik ta'lim jarayonida ularni shakllantirish yo'llari ilmiy jihatdan asoslab beriladi. Maqolada interfaol metodlar, zamonaviy pedagogik texnologiyalar va refleksiv baholash tizimlari orqali kommunikativ ko'nikmalarni rivojlantirishning integrativ modeli taklif etiladi. Tajriba-sinov ishlari natijalari asosida ishlab chiqilgan metodikaning samaradorligi statistik jihatdan tasdiqlanadi.*

Kalit so'zlar: *kommunikativ kompetensiya, pedagogik ritorika, bo'lajak o'qituvchilar, interfaol metodlar, nutq madaniyati, pedagogik muloqot, didaktik strategiyalar, kompetensiyaviy yondashuv, refleksiv baholash, professional tayyorgarlik.*

METHODOLOGY FOR DEVELOPING COMMUNICATIVE COMPETENCIES OF FUTURE TEACHERS: THEORETICAL APPROACHES AND PRACTICAL DIMENSIONS

Abstract*: This article analyzes the theoretical foundations and practical mechanisms of the methodology for developing communicative competencies of future teachers. Using pedagogical rhetoric as a case study, the structural components of communicative competence - linguistic, pragmatic, discursive, strategic, and sociocultural elements - and their interrelationships are scientifically substantiated within the framework of teacher education. The article proposes an integrative model for developing communicative skills through interactive methods, modern pedagogical technologies, and reflective assessment systems. The effectiveness of the developed methodology is statistically confirmed based on experimental findings.*

Keywords: *communicative competence, pedagogical rhetoric, future teachers, interactive methods, speech culture, pedagogical communication, didactic strategies, competency-based approach, reflective assessment, professional training.*

МЕТОДОЛОГИЯ РАЗВИТИЯ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ БУДУЩИХ УЧИТЕЛЕЙ: ТЕОРЕТИЧЕСКИЕ ПОДХОДЫ И ПРАКТИЧЕСКИЕ АСПЕКТЫ.

Аннотация: *В данной статье анализируются теоретические основы и практические механизмы методики развития коммуникативных компетенций будущих учителей. На примере дисциплины педагогической риторики научно обосновывается взаимосвязь структурных компонентов коммуникативной компетенции – лингвистического, прагматического, дискурсивного, стратегического и социокультурного компонентов – и пути их формирования в процессе педагогического образования. В статье предлагается интегративная модель развития коммуникативных навыков посредством интерактивных методов, современных педагогических технологий и систем рефлексивной оценки. Эффективность разработанной методики статистически подтверждена на основе результатов экспериментальной работы.*

Ключевые слова: *коммуникативная компетенция, педагогическая риторика, будущие учителя, интерактивные методы, культура речи, педагогический диалог, дидактические стратегии, компетентностный подход, рефлексивная оценка, профессиональная подготовка.*

Muammoning ilmiy-nazariy asoslari va dolzarbligi. Kommunikativ kompetensiya konsepsiyasining epistemologik asoslari. Kommunikativ kompetensiya tushunchasi zamonaviy ilmiy muomalaga XX asrning ikkinchi yarmida Amerika tilshunosi Dell Xayms (Dell Hymes) tomonidan kiritilgan bo'lib, u Noam Chomskiyning "lingvistik

kompetensiya" konsepsiyasiga nisbatan tanqidiy munosabat sifatida shakllangan[7]. Chomskiy til tizimining grammatik qoidalarini bilishni nazarda tutgan bo‘lsa, Xayms bu bilishni real muloqot vaziyatlarida maqsadga muvofiq qo‘llash qobiliyatini alohida kompetensiya sifatida ajratib ko‘rsatdi[8].

Pedagogik kontekstda kommunikativ kompetensiya quyidagicha operatsionlashtiriladi: bu - o‘qituvchining ta'lim jarayonida turli kommunikativ vaziyatlarda maqsadga muvofiq, samarali va axloqiy jihatdan asoslangan muloqot qurish qobiliyati bo‘lib, u lingvistik bilimlar, pragmatik ko‘nikmalar, strategik qobiliyatlar va madaniy kompetentlikning integrativ birligi sifatida namoyon bo‘ladi[9].

1.2. Kommunikativ kompetensiyaning strukturali tahlili

Ilmiy tadqiqotlar tahlili shuni ko‘rsatadiki, kommunikativ kompetensiya beshta asosiy tarkibiy komponentdan iborat murakkab tizim sifatida talqin qilinishi lozim:

Birinchi komponent - lingvistik kompetensiya - til tizimining fonetik, leksik, grammatik va stilistik qonuniyatlarini bilish va ularni nutqiy faoliyatda to‘g‘ri qo‘llay olish qobiliyatini ifodalaydi. Pedagogik faoliyatda bu komponent ilmiy terminologiyaning aniqligi, adabiy til me'yorlariga rioya qilish va nutqning grammatik to‘g‘riligini ta'minlashda namoyon bo‘ladi.

Ikkinchi komponent - pragmatik kompetensiya - til birliklarini ularning kommunikativ funksiyalari kontekstida qo‘llay olish, ya'ni muayyan vaziyatda eng maqbul nutqiy shaklni tanlash qobiliyatini anglatadi. Bu jihatdan Perelman va Olbrechts-Tytekaning "Yangi ritorika" nazariyasida ilgari surilgan ishontirish strategiyalari konsepsiyasi alohida ahamiyat kasb etadi[10].

Uchinchi komponent - diskursiv kompetensiya - matnning mantiqiy bog‘langanligi, koherentlik va kogeziya printsipplari asosida uzluksiz nutq yaratish qobiliyatini bildiradi .

To‘rtinchi komponent - strategik kompetensiya - muloqot jarayonida yuzaga keladigan kommunikativ to‘siqlarni bartaraf etish, muammoni hal qilish va maqsadga erishish uchun muqobil yo‘llarni tanlash qobiliyatini ifodalaydi .

Beshinchi komponent - sotsiokultural kompetensiya - muloqotning madaniy, ijtimoiy va axloqiy kontekstlarini anglash va ularga mos ravishda xulq-atvorni moslashtirish qobiliyatini o‘z ichiga oladi. O‘zbekiston kabi ko‘p millatli va ko‘p madaniyatli jamiyatda bu komponent alohida dolzarblik kasb etadi.

1.3. Pedagogik ritorikaning kommunikativ kompetensiya rivojlanishidagi roli

Pedagogik ritorika - bu ta'lim jarayonida samarali muloqot qurish, ta'sirchan nutq mahoratini shakllantirish va pedagogik maqsadlarga erishish uchun ritorika qonunlaridan foydalanish fanidir. Uning nazariy asoslari klassik ritorika kanonlari (invensiya, dispozitsiya, elokutsiya, memoratsiya, pronsiatsiya) bilan zamonaviy kommunikativ nazariyalar sinteziga asoslangan.

Tadqiqotlarimiz ko‘rsatishicha, pedagogik ritorika fani bo‘lajak o‘qituvchilarning kommunikativ kompetensiyasini rivojlantirishda quyidagi funksiyalarni bajaradi:

- Kognitiv funksiya - nutq nazariyasi, muloqot psixologiyasi va ta'sirchan nutq strategiyalari haqida nazariy bilimlarni shakllantirish;
- Operatsional funksiya - dalillash, ishontirish, bahs-munozara, taqdimot va nutqiy tahlil kabi amaliy ko‘nikmalarni rivojlantirish;
- Refleksiv funksiya - o‘z nutqiy faoliyatini tahlil qilish, baholash va takomillashtirish ko‘nikmalarini shakllantirish;
- Aksiologik funksiya - nutq madaniyati, muloqot etikasi va pedagogik axloq qadriyatlarini singdirish .

2. KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISH METODIKASINING KONSTRUKTIV ASOSLARI

2.1. Integrativ metodik model

Ilmiy tadqiqotlarimiz asosida bo‘lajak o‘qituvchilarning kommunikativ kompetensiyalarini rivojlantirishga qaratilgan quyidagi integrativ model taklif etiladi. Ushbu model to‘rtta bosqichli tizim sifatida tuzilgan:

I bosqich - nazariy-orientatsion bosqich. Bu bosqichda talabalarga kommunikativ kompetensiyaning nazariy asoslari, pedagogik ritorika printsiplari va nutq madaniyati me'yorlari o‘rgatiladi.

II bosqich - amaliy-modelllashtirish bosqichida talabalar turli kommunikativ vaziyatlarni modellashtirish, nutqiy mashqlar bajarish va izohli bayon ko‘nikmalarini rivojlantiradilar.

III bosqich - faoliyatli-integratsiya bosqichida talabalar o‘z ko‘nikmalarini real pedagogik muhitda - maktab amaliyoti, mikrodarslar va pedagogik loyihalar jarayonida sinovdan o‘tkazadilar.

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IV bosqich - refleksiv-baholash bosqichida o‘z nutqiy faoliyatini tahlil qilish, o‘zaro baholash, portfolio tuzish va individual rivojlanish rejasini ishlab chiqish amalga oshiriladi[11].

2.2. Interfaol metodlar tizimi

Kommunikativ kompetensiyani rivojlantirishda interfaol metodlarning o‘rni alohida tadqiq etilgan. Tadqiqot natijalari shuni ko‘rsatadiki, quyidagi metodlar eng yuqori samaradorlik ko‘rsatkichlariga ega: Debat texnologiyasi. Parlamentli debat shaklida o‘tkazilgan mashg‘ulotlar talabalarning tanqidiy fikrlash, dalillash va argumentatsiya ko‘nikmalarini rivojlantirishda 78% samaradorlik ko‘rsatdi[12] . Kasey-stadi (vaziyat tahlili). Real pedagogik vaziyatlarga asoslangan keysler bilan ishlash talabalarning muammo hal qilish, mantiqiy fikrlash va kommunikativ strategiyalarni tanlash qobiliyatlarini rivojlantirishda 82% samaradorlik ko‘rsatdi[13] . Roli o‘yinlar. Pedagogik vaziyatlarni modellashtirish orqali talabalar turli rollarni bajarish tajribasini orttiradilar. Ushbu metod empatiya, moslashuvchanlik va tezkor fikrlash ko‘nikmalarini shakllantirishda 75% samaradorlik ko‘rsatdi[14]. Loyihaviy faoliyat. Guruhiy loyihalar orqali talabalar hamkorlik, liderlik va natijalarni taqdim etish ko‘nikmalarini rivojlantiradilar. Bu metod 80% samaradorlik ko‘rsatkichiga ega [15]. Mikrodars texnologiyasi. 10-15 daqiqali qisqa darslar o‘tkazish va keyingi refleksiv tahlil talabalarning dars boshqarish va auditoriya bilan ishlash mahoratini rivojlantirishda 85% samaradorlik ko‘rsatdi [16].

2.3. Zamonaviy texnologiyalarni integratsiya qilish. Video-tahlil texnologiyasi - talabalarning o‘z nutqlarini videoyozuv orqali kuzatish va tahlil qilish imkoniyati refleksiv ko‘nikmalarni rivojlantirishda 70% samaradorlik ko‘rsatdi. Onlayn platformalar - Zoom, Microsoft Teams kabi platformalar orqali o‘tkazilgan virtual debatlar va taqdimotlar masofaviy kommunikatsiya ko‘nikmalarini shakllantirishda 68% samaradorlik ko‘rsatdi. Gamifikatsiya elementlari - o‘yin mexanikasi elementlari kiritilgan mashg‘ulotlar talabalarning motivatsiyasini oshirishda 72% samaradorlik ko‘rsatdi. Raqamli portfolio - talabalarning kommunikativ rivojlanish dinamikasini kuzatish va baholashda samarali vosita sifatida 77% samaradorlik ko‘rsatdi .

TADQIQOT NATIJALARI MUHOKAMASI VA XULOSALAR. Tadqiqot natijalari asosida quyidagi ilmiy xulosalar chiqarildi: Birinchidan, bo‘lajak o‘qituvchilarning kommunikativ kompetensiyasi beshta strukturali komponentning integrativ birligi sifatida talqin qilinishi lozim. Ikkinchidan, pedagogik ritorika fani kommunikativ kompetensiyani rivojlantirishda nazariya va amaliyotni bog‘lovchi muhim vositadir. Uchinchidan, interfaol metodlar (debati, keys-stadi, rol o‘yinlari, loyihaviy faoliyat, mikrodarslar) kommunikativ kompetensiyani rivojlantirishda an'anaviy usullarga nisbatan yuqori samaradorlik ko‘rsatadi. To‘rtinchidan, zamonaviy texnologiyalarni integratsiya qilish ta'lim jarayonining samaradorligini sezilarli darajada oshiradi. Beshinchidan, refleksiv baholash tizimi talabalarning o‘z-o‘zini anglash va mustaqil rivojlanish ko‘nikmalarini shakllantirishda muhim rol o‘ynaydi.

AMALIY TAVSIYALAR

1. Pedagogika yo‘nalishidagi oliy ta'lim muassasalarida "Pedagogik ritorika" fanini kompetensiyaviy yondashuv asosida qayta ishlab chiqish va majburiy amaliy fan sifatida joriy etish.
2. Kommunikativ laboratoriyalar va pedagogik nutq markazlarini tashkil etish.
3. Kommunikativ kompetensiyani baholash uchun yagona milliy diagnostik mezonlar tizimini ishlab chiqish.
4. Xalqaro tajribani milliy ta'lim tizimiga moslashtirish bo‘yicha ilmiy-amaliy loyihalarni kengaytirish.

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SUN'IY INTELLEKTGA ASOSLANGAN OVOZLI TEXNOLOGIYALARNING XORIJIY TILLAR TALAFFUZINI TAKOMILLASHTIRISHDAGI AHAMIYATI

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Annotatsiya *So'nggi yillarda sun'iy intellekt texnologiyalarining jadal rivojlanishi xorijiy tillarni o'qitish jarayoniga sezilarli ta'sir ko'rsatmoqda. Ayniqsa, ovozli sun'iy intellekt tizimlari, avtomatik nutqni tanish (Automatic Speech Recognition – ASR) va matndan nutqqa o'tkazish (Text-to-Speech – TTS) texnologiyalari talaffuz ko'nikmalarini rivojlantirishda samarali vosita sifatida qo'llanilmoqda. Ushbu maqolada ovozli sun'iy intellekt texnologiyalarining xorijiy tillarni o'rganishda, xususan, talaffuzni yaxshilashdagi o'rni tahlil qilinadi. Tadqiqot davomida til o'rganuvchilarining SI asosidagi ilovalardan foydalanish tajribasi o'rganilib, ularning talaffuz aniqligi va o'ziga bo'lgan ishonchiga ta'siri baholandi. Natijalar sun'iy intellekt asosidagi vositalar muntazam qo'llanganda talaffuzdagi xatolar soni kamayishi, fonetik aniqlik ortishi va mustaqil ta'lim samaradorligi oshishini ko'rsatdi.*

Kalit so'zlar: *sun'iy intellekt, ovozli texnologiyalar, talaffuz, xorijiy til ta'limi, EFL, nutqni tanish tizimlari, til o'rganish, raqamli ta'lim.*

THE SIGNIFICANCE OF AI-BASED VOICE TECHNOLOGIES IN IMPROVING FOREIGN LANGUAGE PRONUNCIATION

Abstract *In recent years, the rapid development of artificial intelligence technologies has significantly influenced the process of foreign language education. In particular, AI-based voice systems, Automatic Speech Recognition (ASR), and Text-to-Speech (TTS) technologies have been widely used as effective tools for improving pronunciation skills. This article examines the role of voice-based artificial intelligence technologies in foreign language learning, with a particular focus on pronunciation improvement. The study investigates language learners' experiences with AI-powered applications and evaluates their impact on pronunciation accuracy and learners' self-confidence. The findings indicate that the regular use of AI-based tools can reduce pronunciation errors, enhance phonetic accuracy, and improve the effectiveness of autonomous learning.*

Keywords: *Artificial intelligence, voice technologies, pronunciation, foreign language education, EFL, speech recognition systems, language learning, digital education.*

ЗНАЧЕНИЕ ГОЛОСОВЫХ ТЕХНОЛОГИЙ НА ОСНОВЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В УЛУЧШЕНИИ ПРОИЗНОШЕНИЯ НА ИНОСТРАННЫХ ЯЗЫКАХ

Аннотация *В последние годы стремительное развитие технологий искусственного интеллекта оказало значительное влияние на процесс обучения иностранным языкам. В частности, голосовые системы на основе ИИ, автоматическое распознавание речи (ASR) и технологии преобразования текста в речь (TTS) широко используются в качестве эффективных инструментов для улучшения навыков произношения. В данной статье рассматривается роль голосовых технологий на основе искусственного интеллекта в изучении иностранных языков, с особым акцентом на улучшение произношения. В исследовании изучается опыт изучающих язык с использованием приложений на основе ИИ и оценивается их влияние на точность произношения и уверенность учащихся в себе. Результаты показывают, что регулярное использование инструментов на основе ИИ может уменьшить количество ошибок произношения, повысить фонетическую точность и улучшить эффективность автономного обучения.*

Ключевые слова*: Искусственный интеллект, голосовые технологии, произношение, обучение иностранным языкам, английский как иностранный, системы распознавания речи, изучение языков, цифровое образование.*

Kirish

Globallashuv jarayonining jadallashuvi xorijiy tillarni puxta o'rganishni zamonaviy ta'limning muhim yo'nalishlaridan biriga aylantirdi. Til o'rganish jarayonida talaffuz kompetensiyasi kommunikativ kompetensiyaning

asosiy tarkibiy qismlaridan biri hisoblanadi. Grammatik va leksik bilimlar qanchalik yuqori bo‘lmasin, noto‘g‘ri talaffuz muloqot samaradorligini pasaytirishi mumkin. An’anaviy ta’lim tizimida talaffuz ustida ishlash ko‘pincha o‘qituvchining individual fikr-mulohazalariga bog‘liq bo‘lib, barcha talabalar uchun yetarli darajada amaliyot tashkil etish imkoniyati har doim ham mavjud emas. Shu sababli zamonaviy texnologiyalar, xususan, sun’iy intellekt asosidagi ovozli tizimlardan foydalanishga ehtiyoj ortmoqda. Bugungi kunda ELSA Speak, Google Speech Recognition, Microsoft Azure Speech Services, Duolingo Max va ChatGPT Voice kabi platformalar foydalanuvchilarga real vaqt rejimida talaffuz bo‘yicha tahlil va tavsiyalar berish imkoniyatini yaratmoqda. Mazkur vositalar o‘quvchilarga mustaqil ravishda mashq qilish, xatolarini aniqlash va tuzatish imkonini beradi. Mazkur tadqiqotning maqsadi sun’iy intellektga asoslangan ovozli texnologiyalarning xorijiy tillar talaffuzini rivojlantirishdagi samaradorligini aniqlash va ularning ta’lim jarayonidagi afzalliklarini tahlil qilishdan iborat.

Adabiyotlar tahlili

Sun’iy intellektning til ta’limidagi imkoniyatlari ko‘plab tadqiqotchilar tomonidan o‘rganilgan. Ngo, Chen va Lai (2023) tomonidan o‘tkazilgan meta-tahlil natijalariga ko‘ra, avtomatik nutqni tanish texnologiyalari talaffuzni rivojlantirishga o‘rtacha va yuqori darajadagi ijobiy ta’sir ko‘rsatadi. Tadqiqotchilar ASR tizimlari tomonidan beriladigan tezkor va aniq teskari aloqa o‘quvchilarning fonetik xatolarini kamaytirishini aniqlagan. Sun (2023) tomonidan olib borilgan aralash metodli tadqiqotda ASR texnologiyalaridan foydalangan talabalar nazorat guruhiga nisbatan talaffuz va og‘zaki nutq ko‘nikmalarida sezilarli o‘sish ko‘rsatgan. Muallifning ta’kidlashicha, real vaqt rejimidagi tuzatishlar o‘quvchilarning o‘z xatolarini tezroq anglashiga yordam beradi. Aryanti va Santosa (2024) tomonidan amalga oshirilgan tizimli adabiyotlar sharhida ELSA Speak, Lyra Virtual Assistant va ELAi kabi ilovalar talaffuzni rivojlantirishda samarali vosita sifatida baholangan. Tadqiqot natijalari sun’iy intellekt asosidagi ilovalar individual yondashuv va moslashtirilgan o‘quv tajribasini ta’minlashini ko‘rsatgan. Moxon (2024) Microsoft Azure Speech Services platformasi asosida ishlab chiqilgan ALL-Talk tizimini tadqiq etib, ushbu vosita talabalarning talaffuz aniqligi va mustaqil o‘rganish ko‘nikmalarini rivojlantirishga xizmat qilishini aniqlagan. Shuningdek, Xodabandeh, Shiri va Zohrabi (2025) tomonidan o‘tkazilgan tadqiqot natijalari sun’iy intellekt yordamida tashkil etilgan talaffuz mashg‘ulotlari talabalar fonetik kompetensiyasini sezilarli darajada oshirganini ko‘rsatadi. Mazkur tadqiqotlar sun’iy intellektga asoslangan ovozli texnologiyalar xorijiy til talaffuzini rivojlantirishda muhim pedagogik vosita bo‘lib xizmat qilayotganini tasdiqlaydi.

Tadqiqot metodologiyasi

Mazkur tadqiqotda sun’iy intellektga asoslangan ovozli texnologiyalarning xorijiy til talaffuzini rivojlantirishdagi samaradorligini aniqlash maqsadida eksperimental tadqiqot usulidan foydalanildi. Tadqiqotda xorijiy tilni o‘rganayotgan 30 nafar ishtirokchi qatnashdi. Ular ikki guruhga ajratildi: tajriba guruhi (15 nafar) va nazorat guruhi (15 nafar). Tajriba guruhi 8 hafta davomida ELSA Speak kabi sun’iy intellektga asoslangan talaffuz ilovalaridan foydalandi. Nazorat guruhi esa talaffuz mashqlarini an’anaviy usullar, ya’ni o‘qituvchi ko‘rsatmalari va audio yozuvlar orqali amalga oshirdi.

Tadqiqot boshida barcha ishtirokchilarning talaffuz darajasi diagnostik test yordamida baholandi. Test davomida ishtirokchilar 50 ta so‘z va 10 ta gapni ovoz chiqarib o‘qidilar. Nutq namunalari fonetika mutaxassislari tomonidan baholandi. 8 haftalik mashg‘ulotlardan so‘ng yakuniy test o‘tkazildi va natijalar dastlabki ko‘rsatkichlar bilan taqqoslandi.

Tadqiqot natijalari

Tadqiqot natijalari sun’iy intellekt asosidagi ovozli ilovalardan foydalangan o‘quvchilarning talaffuz ko‘rsatkichlari sezilarli darajada yaxshilanganini ko‘rsatdi.

Guruh	Dastlabki o‘rtacha ball	Yakuniy o‘rtacha ball
Tajriba guruhi	67	86
Nazorat guruhi	68	76

Natijalarga ko‘ra, tajriba guruhi o‘rtacha 19 ballga o‘sishni namoyon qildi, nazorat guruhida esa bu ko‘rsatkich 8 ballni tashkil etdi. Shuningdek, tadqiqot davomida ishtirokchilar o‘rtasida so‘rovnoma ham o‘tkazildi. So‘rovnoma natijalariga ko‘ra:

- 86% ishtirokchi AI vositalari talaffuzdagi xatolarni tez aniqlashga yordam berishini ta’kidladi;
- 82% ishtirokchi ingliz tilida gapirishga bo‘lgan ishonchi oshganini bildirdi;
- 78% ishtirokchi mustaqil o‘rganish imkoniyatlari kengayganini qayd etdi;
- 74% ishtirokchi real vaqt rejimidagi teskari aloqani eng foydali funksiya sifatida baholadi.

Shunga o‘xshash natijalar boshqa tadqiqotlarda ham kuzatilgan. Masalan, ELSA Speak foydalanuvchilari orasida o‘tkazilgan tadqiqotda respondentlarning 77,3 foizi ilovani talaffuzni yaxshilashda samarali deb baholagan, 81,8 foizi esa o‘ziga bo‘lgan ishonch ortganini bildirgan.

Natijalar muhokamasi

Olingan natijalar sun’iy intellekt asosidagi ovozli texnologiyalar xorijiy til talaffuzini rivojlantirishda samarali vosita ekanligini ko‘rsatadi. Buning asosiy sababi SI tizimlarining foydalanuvchiga darhol teskari aloqa bera olishidadir.

An’anaviy darslarda o‘qituvchi har bir talabaga individual ravishda yetarli vaqt ajrata olmasligi mumkin. SI ilovalari esa foydalanuvchi tomonidan talaffuz qilingan har bir tovushni tahlil qilib, qaysi fonema noto‘g‘ri talaffuz qilinganini ko‘rsatadi. Tadqiqotlar ELSA Speak kabi ASR (Automatic Speech Recognition) texnologiyasiga asoslangan ilovalar talaffuz aniqligini oshirishda samarali ekanligini tasdiqlaydi.

Masalan, "thought", "through" va "thought" kabi talaffuzi murakkab bo‘lgan inglizcha so‘zlar ko‘plab o‘quvchilar uchun qiyinchilik tug‘diradi. SI ilovalari ushbu so‘zlarning talaffuzini bir necha marotaba tinglash, takrorlash va xatolarni darhol tuzatish imkonini beradi.

Bundan tashqari, sun’iy intellekt texnologiyalari o‘quvchilarning mustaqil ta’lim olish ko‘nikmalarini ham rivojlantiradi. O‘quvchi o‘qituvchining ishtirokisiz ham o‘z talaffuzini baholashi va kamchiliklarini aniqlashi mumkin. Bu esa “learner autonomy”, ya’ni o‘quvchi mustaqilligini oshiradi.

Biroq SI vositalarining ayrim cheklovlari ham mavjud. Ba’zi hollarda nutqni tanish tizimlari aksentlarni to‘g‘ri aniqlay olmaydi va noto‘g‘ri baholash holatlari kuzatiladi. Tadqiqotchilar avtomatik baholash tizimlarida aksent omili muhim ahamiyatga ega ekanligini qayd etganlar.

Shuningdek, foydalanuvchilar tajribasi ham SI tizimlari mukammal emasligini ko‘rsatadi. Ayrim foydalanuvchilar ilovalarning haddan tashqari qat’iy baholashini yoki ayrim aksentlarni yetarlicha hisobga olmasligini ta’kidlaganlar.

Xulosa

Mazkur tadqiqot natijalari sun’iy intellektga asoslangan ovozli texnologiyalar xorijiy tillar talaffuzini rivojlantirishda samarali vosita ekanligini ko‘rsatdi. Tajriba guruhi natijalari nazorat guruhi bilan solishtirilganda sezilarli darajada yuqori bo‘ldi.

SI asosidagi ilovalarning asosiy afzalliklari quyidagilardan iborat:

- real vaqt rejimidagi tezkor teskari aloqa;
- individual yondashuv;
- cheksiz mashq qilish imkoniyati;
- o‘quvchi mustaqilligini rivojlantirish;
- talaffuz aniqligini oshirish;
- motivatsiya va o‘ziga ishonchni kuchaytirish.

Shu bilan birga, sun’iy intellekt texnologiyalari o‘qituvchi faoliyatining to‘liq o‘rnini bosa olmaydi. Eng samarali natija AI vositalari va an’anaviy ta’lim metodlarini uyg‘unlashtirish orqali erishiladi.

Kelgusidagi tadqiqotlarda sun’iy intellektning intonatsiya, urg‘u va tabiiy nutq oqimini rivojlantirishdagi imkoniyatlarini yanada chuqurroq o‘rganish maqsadga muvofiq hisoblanadi.

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GENDER YONDASHUV ASOSIDA SOG'LOM TURMUSH TARZINI SHAKLLANTIRISH

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Annotatsiya; *Ushbu maqolada talabalarda sog'lom turmush tarzini shakllantirish jarayoniga gender yondashuv asosida yondashishning nazariy va amaliy jihatlari kompleks tarzda tadqiq etiladi. Tadqiqot doirasida sog'lom turmush tarzi tushunchasining mazmuni, uning tarkibiy elementlari hamda yoshlar hayotidagi ijtimoiy va individual ahamiyati mualliflik nuqtai nazaridan yoritib beriladi. Shu bilan birga, sog'lom turmush tarzini shakllantirishda motivatsiya, ijtimoiy muhit, ta'lim jarayoni va kommunikativ omillarning o'zaro bog'liqligi ochib beriladi.*

Kalit so'zlar: *gender yondashuv, sog'lom turmush tarzi, pedagogik texnologiyalar, ijtimoiy muhit, innovatsion metodlar, sog'lom hayot madaniyati.*

ФОРМИРОВАНИЕ ЗДОРОВОГО ОБРАЗА ЖИЗНИ С ГЕНДЕРНЫМ ПОДХОДОМ

Аннотация; *В данной статье комплексно исследуются теоретические и практические аспекты формирования здорового образа жизни у студентов на основе гендерного подхода. В ходе исследования раскрывается сущность понятия здорового образа жизни, его структурные компоненты, а также социальная и индивидуальная значимость в жизни молодежи с авторской позиции. Кроме того, раскрывается взаимосвязь мотивационных факторов, социальной среды, образовательного процесса и коммуникативных механизмов в формировании здорового образа жизни.*

Ключевые слова: *гендерный подход, здоровый образ жизни, педагогические технологии, инновационные методы, образовательный процесс.*

BUILDING A HEALTHY LIFESTYLE WITH A SEXUAL APPROACH.

Abstract; *This article comprehensively examines the theoretical and practical aspects of promoting a healthy lifestyle among students based on a gender-sensitive approach. The study reveals the essence of a healthy lifestyle, its structural components, and its social and individual significance in students' lives from an authorial perspective. In addition, the interrelation between motivational factors, social environment, educational processes, and communication mechanisms is explored.*

Keywords: *gender approach, healthy lifestyle, pedagogical technologies, social environment, innovative methods,*

Kirish

Bugungi kunda talabalar orasida sog'lom turmush tarzini shakllantirish masalasi ta'lim-tarbiya jarayonining muhim yo'nalishlaridan biri sifatida qaralmoqda. Mazkur jarayonning samaradorligini oshirishda yoshlarning individual xususiyatlarini, ayniqsa gender omilini hisobga olish muhim ahamiyat kasb etadi. Chunki o'g'il va qiz talabalarning sog'lom hayotga bo'lgan munosabati, qiziqishlari, motivatsiyasi hamda xulq-atvori o'zaro farqlanadi. Shu bois sog'lom turmush tarzini targ'ib etishda gender yondashuvga asoslangan pedagogik texnologiyalarni qo'llash ilmiy va amaliy jihatdan dolzarb hisoblanadi.

Amaliyot shuni ko'rsatadiki, mavjud ta'limiy yondashuvlarda talabalar bilan ishlash jarayoni ko'pincha umumlashtirilgan shaklda olib boriladi va bu esa individual xususiyatlarning yetarli darajada hisobga olinmasligiga olib keladi. Natijada sog'lom turmush tarzini shakllantirish jarayonining samaradorligi pasayadi.

Jamiyat rivojining hozirgi bosqichida sog'lom turmush tarzini shakllantirish masalasi faqat sog'liqni saqlash tizimi doirasida emas, balki ta'lim jarayonining muhim tarkibiy qismi sifatida ham qaralmoqda. Ayniqsa, oliy ta'lim muassasalarida tahsil olayotgan yoshlar orasida sog'lom hayot ko'nikmalarini shakllantirish kelajakda ijtimoiy barqarorlikni ta'minlovchi asosiy omillardan biri hisoblanadi. Shu sababli talabalar bilan ishlash jarayonida sog'lom turmush tarzini targ'ib etishning samarali pedagogik yo'llarini izlash zarurati ortib bormoqda.

Mazkur yo‘nalishda an’anaviy yondashuvlar ko‘pincha umumiy xarakterga ega bo‘lib, barcha talabalarni bir xil metodlar orqali qamrab olishga qaratiladi. Biroq amaliy kuzatuvlar shuni ko‘rsatadiki, bunday yondashuv har doim ham kutilgan natijani bermaydi.Sababi, talabalar turli xil ijtimoiy, psixologik va individual xususiyatlarga ega bo‘lib, ularning sog‘lom turmush tarziga bo‘lgan munosabati ham bir xil emas .Shu nuqtai nazardan qaraganda, gender yondashuvni qo‘llash sog‘lom turmush tarzini shakllantirish jarayoniga yangicha mazmun bag‘ishlaydi.

Gender yondashuv orqali talabalar o‘rtasidagi farqlarni inobatga olish, ularning ehtiyojlari va qiziqishlariga mos ta’limiy ta’sir ko‘rsatish imkoniyati paydo bo‘ladi. Natijada, sog‘lom turmush tarzini targ‘ib qilish jarayoni yanada maqsadga yo‘naltirilgan va samarali tus oladi. Bundan tashqari, talabalar hayot tarzini shakllantirishda faqat bilim berish yetarli emas, balki ularda ichki motivatsiyani yuzaga keltirish ham muhim hisoblanadi. Bu esa o‘z navbatida ta’lim jarayonida interaktiv metodlar, kommunikativ muhit va shaxsga yo‘naltirilgan pedagogik texnologiyalarni qo‘llashni talab etadi. Ayniqsa, genderga moslashtirilgan yondashuv bu jarayonda muhim rol o‘ynaydi.

Hozirgi kunda sog‘lom turmush tarzini targ‘ib qilishga qaratilgan ilmiy izlanishlar mavjud bo‘lsa-da, ularning aksariyatida gender omili yetarli darajada hisobga olinmaganligi kuzatiladi. Bu esa mazkur yo‘nalishda chuqurroq ilmiy tahlil olib borish va yangi yondashuvlarni ishlab chiqishni taqozo etadi. Mazkur maqolaning asosiy maqsadi talabalarda sog‘lom turmush tarzini shakllantirishda gender yondashuvga asoslangan pedagogik texnologiyalarni ilmiy jihatdan asoslashdan iborat. Shuningdek, tadqiqot doirasida ushbu jarayonni samarali tashkil etishning nazariy va amaliy jihatlari yoritiladi hamda takliflar ishlab chiqiladi.

Tadqiqotning maqsadi – talabalarda sog‘lom turmush tarzini shakllantirishda gender yondashuvga asoslangan pedagogik yechimlarni ilmiy jihatdan asoslashdan iborat.

Hozirgi kunda sog‘lom turmush tarzini targ‘ib qilishga qaratilgan ilmiy izlanishlar mavjud bo‘lsa-da, ularning aksariyatida gender omili yetarli darajada hisobga olinmaganligi kuzatiladi[17]

Tadqiqot metodlari.

Ushbu tadqiqotda sog‘lom turmush tarzini shakllantirish jarayonini o‘rganishda kompleks ilmiy yondashuv qo‘llanildi. Tadqiqotning nazariy qismida ilmiy adabiyotlar tahlili amalga oshirilib, sog‘lom turmush tarzi va gender yondashuvga oid konseptual qarashlar umumlashtirildi. Empirik bosqichda esa talabalar orasida so‘rovnoma usulidan foydalanildi. Tadqiqotda jami 100 nafar talaba ishtirok etdi, ular teng ravishda o‘g‘il va qiz talabalar guruhiga ajratildi. Olingan ma’lumotlar taqqoslash, guruhlash va umumlashtirish usullari asosida tahlil qilinib, gender omilining sog‘lom turmush tarziga ta’siri aniqlashtirildi. Tadqiqotda ikkilamchi statistik ma’lumotlarni tahlil qilish usuli qo‘llanildi. Ma’lumotlar O‘zbekiston Respublikasi statistika qo‘mitasi, Jahon sog‘liqni saqlash tashkiloti hamda boshqa xalqaro manbalar asosida shakllantirildi.

Ma’lumotlar O‘zbekiston Respublikasi statistika qo‘mitasi, Jahon sog‘liqni saqlash tashkiloti hamda boshqa xalqaro manbalar asosida shakllantirildi[18]

Natijalar va ularning muhokamasi

Sog‘lom turmush tarzi tushunchasi zamonaviy ilmiy tafakkurda inson hayotining barcha jabhalarini qamrab oluvchi kompleks hodisa sifatida talqin etiladi. U faqat jismoniy salomatlik bilan chegaralanmay, balki shaxsning ruhiy barqarorligi, ijtimoiy moslashuvi va hayotiy faoliyatini ongli tashkil etish darajasini ham o‘z ichiga oladi. Shu sababli sog‘lom turmush tarzi masalasi bugungi kunda ko‘p yo‘nalishli ilmiy tadqiqotlarning markaziy mavzularidan biriga aylangan.

Talabalar auditoriyasi ushbu jarayonda alohida e’tiborni talab etadi. Chunki talabalik davri inson hayotida mustaqil qaror qabul qilish, o‘z hayot tarzini shakllantirish va kelajak faoliyatiga yo‘nalish berish bosqichi hisoblanadi. Aynan shu davrda shakllangan odatlar keyingi hayot davomida barqaror xulq-atvor modeliga aylanadi. Amaliy kuzatuvlar shuni ko‘rsatadiki, talabalar orasida sog‘lom turmush tarziga rioya qilish darajasi turlicha bo‘lib, bu ko‘plab omillar bilan bog‘liq. Ular qatoriga ijtimoiy muhit, oilaviy tarbiya, shaxsiy motivatsiya, psixologik holat va axborot ta’siri kiradi.

Mazkur omillar ichida gender xususiyatlari ham muhim o‘rin egallaydi. Gender yondashuv ilmiy adabiyotlarda shaxsni faqat biologik jins nuqtai nazaridan emas, balki uning jamiyatdagi ijtimoiy roli, xulq-atvori va qadriyatlari tizimi orqali tahlil qilishga asoslangan konsepsiya sifatida qaraladi. Bu yondashuv orqali erkak va ayol talabalarning sog‘lom turmush tarziga bo‘lgan munosabatidagi farqlarni aniqlash imkoniyati paydo bo‘ladi. Natijada esa ta’lim jarayonida yanada moslashtirilgan va samarali metodlarni qo‘llash uchun ilmiy asos yaratiladi.

So‘rovnoma natijalariga ko‘ra, o‘g‘il talabalarning taxminan 65 foizi jismoniy faollikni ustuvor deb hisoblagan bo‘lsa, qiz talabalarning 70 foizi sog‘lom ovqatlanish va gigiyenaga ko‘proq e’tibor qaratgan[19]

[17] Abdullayeva, M.T. Sog‘lom turmush tarzi va uni shakllantirish omillari

[18] World Health Organization. Healthy lifestyle and youth development. – Geneva, 2021.

Tahlillar shuni ko‘rsatadiki, erkak talabalar ko‘proq jismoniy faollik, sport bilan shug‘ullanish va tashqi faollik orqali sog‘lom turmush tarzini namoyon etishga moyil bo‘ladi. Ayol talabalar esa sog‘lom turmush tarzining estetik, gigiyenik va psixologik jihatlariga ko‘proq e’tibor qaratadi. Bu esa sog‘lom turmush tarzini targ‘ib qilishda differensial yondashuvni talab etadi.Shu nuqtai nazardan qaraganda, sog‘lom turmush tarzini shakllantirish jarayoni umumiy nazariy tushunchalarga asoslangan holda emas, balki individual xususiyatlarni hisobga olgan holda tashkil etilishi lozim.

Gender yondashuv aynan mana shu individual farqlarni aniqlash va ularga mos pedagogik ta’sir ko‘rsatish imkonini beradi.Bundan tashqari, sog‘lom turmush tarzini shakllantirish jarayoni faqat bilim berish bilan cheklanmasligi kerak.

Talabalarda sog‘lom hayotga nisbatan ijobiy munosabatni shakllantirish, ularni ongli ravishda sog‘lom tanlov qilishga undash muhim ahamiyatga ega.

Bu esa ichki motivatsiyani shakllantirish orqali amalga oshiriladi.Motivatsiya masalasi gender yondashuv bilan chambarchas bog‘liqdir. Chunki turli jins vakillarida motivatsion omillar turlicha namoyon bo‘ladi. Masalan, erkak talabalar ko‘proq natijaga yo‘naltirilgan bo‘lsa, ayol talabalar jarayonning o‘ziga va uning ijtimoiy ahamiyatiga e’tibor qaratadi. Bu esa sog‘lom turmush tarzini targ‘ib qilishda turli strategiyalarni qo‘llash zarurligini ko‘rsatadi.

Shuningdek, sog‘lom turmush tarzini shakllantirishda ijtimoiy muhitning ta’siri ham beqiyosdir. Talabaning atrofidagi do‘stlar, guruhdoshlari va ta’lim muhiti uning xulq-atvoriga bevosita ta’sir ko‘rsatadi. Gender yondashuv bu muhitni tahlil qilishda ham muhim vosita bo‘lib xizmat qiladi.

Yuqoridagilardan kelib chiqib aytish mumkinki, sog‘lom turmush tarzini shakllantirish jarayoni murakkab va ko‘p omilli tizim bo‘lib, uni samarali tashkil etish uchun gender yondashuvdan foydalanish zarur. Mazkur yondashuv orqali talabalar o‘rtasidagi individual farqlar chuqurroq anglanadi va ularga mos pedagogik yechimlar ishlab chiqiladi.

Talabalarda sog‘lom turmush tarzini shakllantirish jarayonining samaradorligi ko‘p jihatdan ta’lim jarayonida qo‘llanilayotgan pedagogik texnologiyalarning mazmuni va tashkil etilishiga bog‘liqdir. Biroq zamonaviy pedagogik amaliyot shuni ko‘rsatadiki, bunday yondashuv individual xususiyatlarni to‘liq hisobga olmaydi va natijada kutilgan samarani bermaydi. Shu sababli sog‘lom turmush tarzini targ‘ib qilish jarayonida genderga moslashtirilgan pedagogik texnologiyalarni qo‘llash zarurati yuzaga keladi. Mazkur texnologiyalar talabalarni jinsiy, psixologik va ijtimoiy xususiyatlarini hisobga olgan holda ta’lim jarayonini tashkil etishga qaratilgan. Natijada, har bir talaba o‘ziga mos ta’limiy ta’sirni qabul qiladi va bu jarayon samaradorligi ortadi.

Genderga mos pedagogik texnologiyalarni qo‘llashda birinchi navbatda ta’lim jarayonining mazmunini differensiallashtirish muhim hisoblanadi. Ya’ni sog‘lom turmush tarzi bo‘yicha berilayotgan bilimlar erkak va ayol talabalarning qiziqishlari hamda ehtiyojlariga moslashtirilgan holda yetkazilishi lozim. Masalan, erkak talabalar uchun jismoniy faoliyat, sport va natijaga yo‘naltirilgan mashg‘ulotlar samarali bo‘lsa, ayol talabalar uchun sog‘lom ovqatlanish, estetik ko‘rinish va psixologik farovonlik bilan bog‘liq mavzular ko‘proq ta’sir ko‘rsatadi.

Shuningdek, ta’lim metodlarini tanlashda ham gender omilini inobatga olish muhimdir. Interaktiv metodlar, muhokama, trening va rolli o‘yinlar talabalarni faol ishtirok etishga undaydi. Bunday metodlar orqali talabalar nafaqat bilim oladi, balki sog‘lom turmush tarziga nisbatan o‘z munosabatini shakllantiradi va mustaqil fikrlashga o‘rganadi. Ayniqsa, muammoli vaziyatlar asosida tashkil etilgan mashg‘ulotlar yuqori samaradorlikka ega. Bunday mashg‘ulotlarda talabalar real hayotga yaqin vaziyatlarni tahlil qiladi, muammolarni hal qilish yo‘llarini izlaydi va o‘z qarorlarini asoslaydi. Bu esa sog‘lom turmush tarzini ongli ravishda tanlash ko‘nikmasini shakllantirishga xizmat qiladi. Zamonaviy pedagogik texnologiyalar orasida raqamli vositalardan foydalanish alohida o‘rin tutadi.Ijtimoiy tarmoqlar, mobil ilovalar va onlayn platformalar orqali sog‘lom turmush tarzini targ‘ib qilish talabalarning kundalik hayotiga mos keladi.

Genderga mos kontent yaratish orqali esa ushbu jarayonning samaradorligini yanada oshirish mumkin.Bundan tashqari, sog‘lom turmush tarzini shakllantirishda rag‘batlantirish va motivatsiya mexanizmlaridan foydalanish muhim ahamiyat kasb etadi. Turli sport musobaqalari, tanlovlar, loyihalar va ijtimoiy aksiyalar talabalarni faol ishtirok etishga undaydi. Gender xususiyatlarini hisobga olgan holda tashkil etilgan bunday tadbirlar ishtirokchilar sonini oshiradi va natijadorlikni kuchaytiradi. Shuningdek, sog‘lom turmush tarzini targ‘ib qilishda pedagog va talabalar o‘rtasidagi kommunikativ muhit ham muhim rol o‘ynaydi. Ochiq muloqot, ishonchli munosabat va ijobiy psixologik muhit talabalarni faol bo‘lishga undaydi.

Gender yondashuv bu jarayonda o‘zaro tushunishni kuchaytirish va samarali muloqotni yo‘lga qo‘yishga xizmat qiladi. Yuqoridagilardan kelib chiqib aytish mumkinki, genderga mos pedagogik texnologiyalar talabalarda sog‘lom turmush tarzini shakllantirish jarayonini tizimli, samarali va barqaror tashkil etishga imkon beradi. Mazkur texnologiyalarni ta’lim amaliyotiga joriy etish orqali yoshlar orasida sog‘lom hayot madaniyatini shakllantirish mumkin.

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[19] O‘zbekiston Respublikasi statistika qo‘mitasi ma’lumotlari asosida tuzilgan.

1-jadval. Talabalarda sog‘lom turmush tarzini shakllantirishda gender xususiyatlariga ko‘ra ustuvor yo‘nalishlar

	Yo‘nalish	O‘g‘il bolalar	Qiz bolalar
	Jismoniy faollik	Kuch va chidamlilik mashqlari	Eguluvchanlik va yengil mashqlar
	Ovqatlanish	Oqsil va kaloriyaga boy ozuqalar	Vitamin va minerallarga boy ozuqalar
	Psixologik holat	Emotsiyalarni nazorat qilish	Stressga bardoshlilik
	Zararli odatlar	Chekish va alkogol xavfi yuqori	Sog‘liqqa salbiy omillardan himoya
	Gigiyena	Shaxsiy gigiyena	Reproduktiv salomatlik gigiyenasi

Tadqiqot jarayonida talabalar o‘rtasida o‘tkazilgan so‘rovnoma natijalariga ko‘ra, o‘g‘il talabalarning aksariyati jismoniy faollikni sog‘lom turmush tarzining asosiy elementi sifatida belgilagan. Qiz talabalar esa sog‘lom turmush tarzida gigiyena va psixologik barqarorlikka ustuvor ahamiyat bergan. Shuningdek, natijalar shuni ko‘rsatdiki, turli jins vakillarida sog‘lom turmush tarziga bo‘lgan yondashuvda sezilarli farqlar mavjud. So‘rovnoma natijalariga ko‘ra, o‘g‘il talabalarning taxminan 65 foizi jismoniy faollikni ustuvor deb hisoblagan bo‘lsa, qiz talabalarning 70 foizi sog‘lom ovqatlanish va gigiyenaga ko‘proq e’tibor qaratgan. Olingan natijalar shuni ko‘rsatadiki, talabalarning sog‘lom turmush tarziga bo‘lgan munosabati ularning individual va ijtimoiy xususiyatlari bilan chambarchas bog‘liqdir. O‘g‘il va qiz talabalar o‘rtasida aniqlangan farqlar ularning qiziqishlari, hayot tarzi va motivatsion omillari bilan izohlanadi. Jumladan, o‘g‘il talabalar ko‘proq jismoniy faollikka moyil bo‘lsa, qiz talabalar sog‘lom turmush tarzining gigiyenik va psixologik jihatlariga ustuvor ahamiyat beradi. Mazkur holat yoshlarning ijtimoiylashuvi va tarbiya jarayoni bilan ham bog‘liq bo‘lib, jamiyatda shakllangan stereotiplar ularning xulq-atvoriga ta’sir ko‘rsatadi. Shu nuqtai nazardan, sog‘lom turmush tarzini shakllantirish jarayonida yagona yondashuvdan foydalanish yetarli emasligi, balki genderga mos va differensial yondashuv zarurligi asoslanadi. Ushbu natijalar xalqaro tadqiqotlar bilan hamohang bo‘lib, gender omilining sog‘lom turmush tarziga ta’siri muhim ekanligini tasdiqlaydi[20]

Xulosa

Mazkur tadqiqot natijalari shuni ko‘rsatdiki, talabalarda sog‘lom turmush tarzini shakllantirish jarayoni murakkab va ko‘p omilli tizim hisoblanadi.

Ushbu jarayonda faqat nazariy bilim berish bilan cheklanib qolish yetarli emas, balki talabalarning individual xususiyatlarini, xususan gender omilini hisobga olish muhim ahamiyat kasb etadi. Tahlillar asosida aniqlanishicha, erkak va ayol talabalar sog‘lom turmush tarziga nisbatan turlicha munosabat bildiradi hamda ularning motivatsion omillari, qiziqishlari va xulq-atvori o‘ziga xos xususiyatlarga ega. Shu sababli sog‘lom turmush tarzini targ‘ib qilish jarayonida yagona yondashuvdan foydalanish yetarli samara bermaydi.

Tadqiqot davomida gender yondashuv asosida ishlab chiqilgan pedagogik texnologiyalar talabalarning sog‘lom turmush tarziga bo‘lgan munosabatini shakllantirishda yuqori samaradorlikka ega ekanligi asoslab berildi. Umuman olganda, gender yondashuv asosida tashkil etilgan pedagogik texnologiyalar talabalarda sog‘lom turmush tarzini shakllantirishning samarali vositasi sifatida namoyon bo‘ladi va bu yo‘nalishda olib boriladigan ilmiy tadqiqotlarni yanada rivojlantirish zarurligini ko‘rsatadi.

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OLIY TA'LIMDA IQTISOD FANLARINI O'QITISHDA KOMPETENSIYAVIY YONDASHUVNING METODOLOGIK VA DIDAKTIK ASOSLARI

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Annotatsiya. *Mazkur maqolada oliy ta'limda iqtisod fanlarini o'qitishda kompetensiyaviy yondashuvning metodologik va didaktik asoslari tahlil qilinadi. Talabalarda kasbiy kompetensiyalarni shakllantirish, nazariy bilimlarni amaliy faoliyat bilan integratsiyalash hamda zamonaviy ta'lim texnologiyalaridan samarali foydalanish masalalari yoritilgan. Shuningdek, iqtisodiy ta'lim sifatini oshirishda kompetensiyaviy yondashuvning o'rni va ahamiyati ochib berilgan.*

Kalit so'zlar: *kompetensiyaviy yondashuv, iqtisodiy ta'lim, kasbiy kompetensiya, didaktik asoslar, metodologik yondashuv, ta'lim texnologiyalari, oliy ta'lim, amaliy ko'nikmalar, ta'lim sifati, iqtisod fanlari.*

МЕТОДОЛОГИЧЕСКИЕ И ДИДАКТИЧЕСКИЕ ОСНОВЫ КОМПЕТЕНТНОСТНОГО ПОДХОДА В ПРЕПОДАВАНИИ ЭКОНОМИЧЕСКИХ ДИСЦИПЛИН В ВЫСШЕМ ОБРАЗОВАНИИ

Аннотация. *В данной статье анализируются методологические и дидактические основы компетентностного подхода в преподавании экономических дисциплин в системе высшего образования. Освещаются вопросы формирования профессиональных компетенций у студентов, интеграции теоретических знаний с практической деятельностью, а также эффективного использования современных образовательных технологий. Кроме того, раскрываются роль и значение компетентностного подхода в повышении качества экономического образования.*

Ключевые слова: *компетентностный подход, экономическое образование, профессиональная компетенция, дидактические основы, методологический подход, образовательные технологии, высшее образование, практические навыки, качество образования, экономические дисциплины.*

METHODOLOGICAL AND DIDACTIC FOUNDATIONS OF THE COMPETENCY-BASED APPROACH IN TEACHING ECONOMIC DISCIPLINES IN HIGHER EDUCATION

Abstract. *This article analyzes the methodological and didactic foundations of the competency-based approach in teaching economic disciplines in higher education. It highlights issues related to the development of students' professional competencies, the integration of theoretical knowledge with practical activities, and the effective use of modern educational technologies. The study also reveals the role and significance of the competency-based approach in improving the quality of economic education.*

Keywords: *competency-based approach, economic education, professional competence, didactic foundations, methodological approach, educational technologies, higher education, practical skills, quality of education, economic disciplines.*

Kirish

Jahon miqyosida oliy ta'lim tizimini modernizatsiya qilish va bitiruvchilarning mehnat bozoridagi raqobatbardoshligini oshirish dolzarb vazifalardan biri hisoblanadi. Bu jarayonda kompetensiyaviy yondashuv ta'lim natijalarini talabaning bilimlarni amaliy faoliyatda qo'llash qobiliyati orqali baholashga yo'naltirilgan zamonaviy pedagogik paradigma sifatida muhim ahamiyat kasb etmoqda [1]. Raqamli iqtisodiyot va globallashuv sharoitida iqtisodchi mutaxassislardan nafaqat nazariy bilim, balki iqtisodiy jarayonlarni tahlil qilish, muammolarni hal etish, mustaqil qaror qabul qilish hamda axborot-kommunikatsion texnologiyalardan samarali foydalanish kompetensiyalariga ega bo'lish talab etiladi [2]. Kompetensiyaviy yondashuvning nazariy-metodologik asoslari I.A. Zimnyaya, A.V. Xutorskoy, V.I. Baydenko va E.F. Zeerlarning tadqiqotlarida yoritilgan bo'lsa [3], O'zbekistonlik olimlar N.N. Azizxo'jayeva, B.X. Xodjayev va Sh.S. Sharipov tomonidan uning didaktik jihatlari tadqiq etilgan [4]. Biroq iqtisod fanlarini o'qitishda kompetensiyaviy yondashuvning metodologik va didaktik imkoniyatlarini yanada takomillashtirish zarurati saqlanib qolmoqda [5].

Shu bois mazkur maqolada oliy ta’limda iqtisod fanlarini o‘qitishda kompetensiyaviy yondashuvning metodologik va didaktik asoslari tahlil qilinadi.

Adabiyotlar tahlili

Kompetensiyaviy yondashuv XX asr oxiri va XXI asr boshlarida ta’lim tizimida yuz bergan paradigmal o‘zgarishlar natijasida shakllanib, bugungi kunda zamonaviy ta’limning muhim metodologik asoslaridan biriga aylandi. Dastlab G‘arb mamlakatlari ta’lim tizimida rivojlangan mazkur yondashuv keyinchalik xalqaro ta’lim standartlari va oliy ta’lim dasturlarining ajralmas tarkibiy qismiga aylandi. Ayniqsa, Bolonya jarayoni doirasida kompetensiyaviy ta’limning mazmuni va tamoyillari Yevropa oliy ta’lim makonini shakllantirishning muhim omili sifatida e’tirof etildi [6]. Kompetensiya va kompetentlik tushunchalarining ilmiy talqiniga bag‘ishlangan tadqiqotlarda A.V. Xutorskoy kompetensiyani muayyan faoliyat sohasida samarali faoliyat yuritish uchun zarur bo‘lgan bilim, ko‘nikma, malaka va tajribalar majmui sifatida izohlaydi [7]. I.A. Zimnyaya esa kompetentlikni shaxsning kasbiy va ijtimoiy faoliyatda namoyon bo‘ladigan integrallashgan sifati sifatida tavsiflab, uning motivatsion, kognitiv va amaliy tarkibiy qismlarini ajratib ko‘rsatadi [8]. V.I. Baydenkoning ta’kidlashicha, kompetensiyaviy yondashuv ta’lim natijalariga yo‘naltirilgan model bo‘lib, unda asosiy e’tibor talabaning amaliy faoliyatga tayyorgarligini shakllantirishga qaratiladi [9]. E.F. Zeer esa kasbiy kompetensiyalarni rivojlantirish ta’lim mazmuni, pedagogik texnologiyalar va baholash mexanizmlarining uzviy uyg‘unligi asosida amalga oshirilishini qayd etadi [10]. O‘zbekistonlik olimlar tomonidan ham kompetensiyaviy yondashuvning nazariy va amaliy jihatlari keng tadqiq etilgan. Jumladan, B.X. Xodjayev kompetensiyaviy ta’limni o‘quvchilarning mustaqil fikrlashi, ijodiy faoliyati va amaliy tajribasini rivojlantirishga xizmat qiluvchi samarali pedagogik mexanizm sifatida baholaydi [11]. N.N. Azizxo‘jayeva esa innovatsion pedagogik texnologiyalarni qo‘llash kompetensiyalarni shakllantirishning muhim shartlaridan biri ekanligini ta’kidlaydi [12]. Iqtisod fanlarini o‘qitish metodikasiga oid ilmiy tadqiqotlar tahlili shuni ko‘rsatadiki, raqamli iqtisodiyotning rivojlanishi, iqtisodiy bilimlarning tez yangilanib borishi va mehnat bozori talablarining o‘zgarishi bo‘lajak mutaxassislarda analitik fikrlash, iqtisodiy tahlil, moliyaviy savodxonlik, tadbirkorlik va raqamli kompetensiyalarni rivojlantirishni talab etmoqda [13]. Shu sababli iqtisod fanlarini o‘qitishda an’anaviy bilimga yo‘naltirilgan modeldan kompetensiyaga yo‘naltirilgan ta’lim modeliga o‘tish zamonaviy didaktikaning ustuvor vazifalaridan biri sifatida qaralmoqda [14]. Tahlil qilingan ilmiy manbalar kompetensiyaviy yondashuvning umumiy nazariy asoslari yetarli darajada o‘rganilganligini ko‘rsatadi. Biroq iqtisod fanlarini o‘qitish jarayonida ushbu yondashuvning metodologik va didaktik imkoniyatlari, ayniqsa raqamli ta’lim muhitida kasbiy kompetensiyalarni shakllantirish mexanizmlari hamda ularning samaradorligini ta’minlash masalalari qo‘shimcha ilmiy tadqiqotlarni talab etadi [15].

Tadqiqot metodologiyasi

Mazkur tadqiqotda oliy ta’limda iqtisod fanlarini o‘qitishda kompetensiyaviy yondashuvning metodologik va didaktik asoslarini aniqlashga qaratilgan nazariy-pedagogik yondashuvlardan foydalanildi. Tadqiqotning metodologik negizini tizimli yondashuv, kompetensiyaviy yondashuv, faoliyatga yo‘naltirilgan yondashuv hamda shaxsga yo‘naltirilgan ta’lim konsepsiyalari tashkil etdi. Tizimli yondashuv iqtisod fanlarini o‘qitish jarayonini o‘zaro bog‘liq bo‘lgan maqsad, mazmun, metod, vosita va natijalardan iborat yaxlit pedagogik tizim sifatida tahlil qilish imkonini berdi. Ushbu yondashuv asosida iqtisodiy ta’lim mazmuni va shakllarining kasbiy kompetensiyalarni rivojlantirishga ta’siri o‘rganildi. Kompetensiyaviy yondashuv tadqiqotning asosiy metodologik tamoyili sifatida tanlandi. Mazkur yondashuvga ko‘ra, ta’lim jarayonining yakuniy natijasi talabaning muayyan bilimlarni o‘zlashtirishi bilan emas, balki ularni amaliy faoliyatda qo‘llash qobiliyati va kasbiy muammolarni hal etish kompetensiyasiga ega bo‘lishi bilan belgilanadi. Shu nuqtai nazardan iqtisod fanlarini o‘qitishning mazmuni va didaktik vositalari kasbiy faoliyat talablariga muvofiq tahlil qilindi. Tadqiqot davomida pedagogik adabiyotlarni qiyosiy tahlil qilish, ilmiy manbalarni umumlashtirish, tizimlashtirish va interpretatsiya qilish metodlaridan foydalanildi. Shuningdek, iqtisodiy ta’limga oid normativ-huquqiy hujjatlar, davlat ta’lim standartlari hamda oliy ta’lim muassasalarining o‘quv dasturlari o‘rganildi. Didaktik nuqtai nazardan iqtisod fanlarini o‘qitishda qo‘llanilayotgan interfaol metodlar, muammoli ta’lim, loyiha metodi, keys-stadi, amaliy vaziyatlarni modellashtirish va raqamli ta’lim texnologiyalarining kompetensiyalarni rivojlantirishdagi imkoniyatlari tahlil qilindi. Mazkur metodlar talabalarning iqtisodiy tafakkurini rivojlantirish, mustaqil qaror qabul qilish va amaliy faoliyatga tayyorlashdagi samaradorligi jihatidan baholandi. Tadqiqotning metodologik asoslari iqtisod fanlarini o‘qitishda kompetensiyaviy yondashuvning nazariy va amaliy jihatlarini kompleks tahlil qilish, shuningdek, iqtisodiy ta’lim sifatini oshirishga xizmat qiluvchi didaktik mexanizmlarni aniqlash imkonini berdi.

Natijalar va muhokama

Tadqiqot natijalari oliy ta’limda iqtisod fanlarini o‘qitish samaradorligi kompetensiyaviy yondashuv asosida tashkil etilgan ta’lim jarayoniga bevosita bog‘liqligini ko‘rsatdi. An’anaviy ta’lim modelidan farqli ravishda, mazkur yondashuv talabalarda bilimlarni amaliyotda qo‘llash, kasbiy muammolarni hal etish va mustaqil qaror qabul qilish kompetensiyalarini rivojlantirishga xizmat qiladi.

Tahlillar iqtisod fanlarini o‘qitishda umumkasbiy, maxsus kasbiy, kommunikativ, axborot-kommunikatsion va tadqiqotchilik kompetensiyalarini shakllantirish ustuvor ahamiyatga ega ekanligini ko‘rsatdi. Ushbu kompetensiyalar bo‘lajak mutaxassislarning kasbiy faoliyatga tayyorgarligi va mehnat bozoridagi raqobatbardoshligini ta’minlaydi. Tadqiqot davomida kompetensiyalarni rivojlantirishning asosiy didaktik yo‘nalishlari sifatida o‘quv mazmunini kasbiy faoliyat bilan integratsiyalash, amaliy topshiriqlardan foydalanish, mustaqil ta’limni qo‘llab-quvvatlash, raqamli texnologiyalarni joriy etish hamda kompetensiyaga asoslangan baholash tizimini takomillashtirish zarurligi aniqlandi. Shuningdek, keys-stadi, loyiha metodi, biznes o‘yinlar, SWOT-tahlil va iqtisodiy modellashtirish kabi interfaol metodlar talabalarning iqtisodiy tafakkuri, tahliliy fikrlashi va amaliy ko‘nikmalarini rivojlantirishda samarali vosita ekanligi kuzatildi. Natijalar asosida iqtisod fanlarini o‘qitishning kompetensiyaviy modeli taklif etildi. Mazkur model maqsadli, mazmuniy, texnologik, faoliyat va baholash komponentlarining o‘zaro uyg‘unligiga asoslanib, kasbiy kompetensiyalarni tizimli shakllantirish imkonini beradi. Umuman olganda, kompetensiyaviy yondashuvni samarali joriy etish o‘quv dasturlarini takomillashtirish bilan bir qatorda professor-o‘qituvchilarning metodik salohiyatini oshirish, innovatsion texnologiyalarni keng qo‘llash va baholash tizimini modernizatsiya qilishni talab etadi. Bu esa iqtisodiy ta’lim sifatini oshirish va raqobatbardosh mutaxassislarni tayyorlashning muhim sharti hisoblanadi.

Xulosa

Tadqiqot natijalari oliy ta’limda iqtisod fanlarini o‘qitishda kompetensiyaviy yondashuv ta’lim samaradorligini oshirishning muhim metodologik va didaktik asosi ekanligini ko‘rsatdi. Mazkur yondashuv talabalarning nazariy bilimlarni amaliy faoliyatda qo‘llash, mustaqil qaror qabul qilish va kasbiy muammolarni hal etish kompetensiyalarini rivojlantirishga xizmat qiladi. Aniqlanishicha, iqtisod fanlarini o‘qitish jarayonida kasbiy, kommunikativ, axborot-kommunikatsion va tadqiqotchilik kompetensiyalarini shakllantirish bo‘lajak mutaxassislarning raqobatbardoshligini ta’minlovchi muhim omil hisoblanadi. Shu bilan birga, interfaol metodlar, keys-stadi, loyiha faoliyati va raqamli texnologiyalardan foydalanish kompetensiyalarning samarali rivojlanishiga ijobiy ta’sir ko‘rsatadi. Tadqiqot natijalari iqtisodiy ta’lim mazmuni, metodlari va baholash tizimini kompetensiyaviy yondashuv asosida takomillashtirish zarurligini tasdiqladi. Bu esa zamonaviy iqtisodiyot talablariga mos, yuqori malakali va innovatsion fikrlaydigan mutaxassislarni tayyorlash imkonini beradi. Demak, kompetensiyaviy yondashuv iqtisod fanlarini o‘qitish sifatini oshirish, ta’lim natijalarini amaliyot bilan integratsiyalash hamda bo‘lajak iqtisodchilarning kasbiy kompetentligini rivojlantirishning muhim pedagogik omili hisoblanadi.

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MAXSUS EHTIYOJLI O‘QUVCHILARGA INGLIZ TILINI O‘QITISHDA DIFFERENSIAL METOD VA TEXNOLOGIYALARDAN FOYDALANISH METODIKASI

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Annotatsiya: *Mazkur maqolada maxsus ehtiyojli o‘quvchilarga ingliz tilini o‘qitishda differensial metod va zamonaviy pedagogik texnologiyalardan foydalanish metodikasi tahlil qilingan. Tadqiqotda inklyuziv ta’lim muhitida o‘quvchilarning individual psixologik va kognitiv xususiyatlarini xisobga olgan holda ta’lim jarayonini tashkil etishning pedagogik asoslari yoritilgan. Shuningdek, kommunikativ metodlar, multimodal texnologiyalar, adaptiv topshiriqlar va interaktiv platformalarning ingliz tilini o‘zlashtirish samaradorligiga ta’siri ochib berilgan. Maqolada differensial yondashuvning o‘quvchilarning kommunikativ faolligi, lingvistik kompetensiyasi va ijtimoiy moslashuvini rivojlantirishdagi ahamiyati asoslab berilgan.*

Kalit so‘zlar: *maxsus ehtiyojli o‘quvchilar, inklyuziv ta’lim, differensial ta’lim, ingliz tilini o‘qitish, pedagogik texnologiyalar, kommunikativ metod, multimodal yondashuv.*

МЕТОДИКА ИСПОЛЬЗОВАНИЯ ДИФФЕРЕНЦИРОВАННЫХ МЕТОДОВ И ТЕХНОЛОГИЙ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ОБУЧАЮЩИХСЯ С ОСОБЫМИ ПОТРЕБНОСТЯМИ

Аннотация: *В данной статье анализируется методика использования дифференцированных методов и современных педагогических технологий при обучении английскому языку обучающихся с особыми потребностями. В исследовании раскрываются педагогические основы организации образовательного процесса в условиях инклюзивного обучения с учётом индивидуальных психологических и когнитивных особенностей обучающихся. Кроме того, показано влияние коммуникативных методов, мультимодальных технологий, адаптивных заданий и интерактивных платформ на эффективность усвоения английского языка. В статье обоснована значимость дифференцированного подхода в развитии коммуникативной активности, лингвистической компетенции и социальной адаптации обучающихся.*

Ключевые слова: *обучающиеся с особыми потребностями, инклюзивное образование, дифференцированное обучение, обучение английскому языку, педагогические технологии, коммуникативный метод, мультимодальный подход.*

METHODOLOGY OF USING DIFFERENTIATED METHODS AND TECHNOLOGIES IN TEACHING ENGLISH TO STUDENTS WITH SPECIAL NEEDS

Abstract: *This article analyzes the methodology of using differentiated methods and modern pedagogical technologies in teaching English to students with special needs. The study highlights the pedagogical foundations of organizing the educational process in an inclusive learning environment, taking into account the individual psychological and cognitive characteristics of learners. In addition, the impact of communicative methods, multimodal technologies, adaptive tasks, and interactive platforms on the effectiveness of English language acquisition is revealed. The article substantiates the importance of a differentiated approach in developing students’ communicative activity, linguistic competence, and social adaptation.*

Keywords: *students with special needs, inclusive education, differentiated instruction, teaching English, pedagogical technologies, communicative method, multimodal approach.*

Kirish

Jahon ta’lim tizimida inklyuziv ta’limni rivojlantirish va maxsus ehtiyojli o‘quvchilarga teng ta’lim imkoniyatlarini yaratish muhim pedagogik vazifalardan biri sifatida e’tirof etilmoqda [1]. Zamonaviy ta’lim jarayonida xorijiy tillarni, ayniqsa ingliz tilini o‘qitish nafaqat lingvistik kompetensiyalarni rivojlantirish, balki o‘quvchilarning ijtimoiy integratsiyasi va kommunikativ faolligini ta’minlashda ham muhim ahamiyat kasb etadi. Maxsus ehtiyojli o‘quvchilarning psixologik va kognitiv xususiyatlari ingliz tilini o‘zlashtirish jarayoniga bevosita ta’sir ko‘rsatadi. Shu sababli an’anaviy o‘qitish metodlari har doim ham yuqori samaradorlikni ta’minlay olmaydi [2]. Bu esa differensial

yondashuv, adaptiv topshiriqlar hamda zamonaviy pedagogik texnologiyalardan foydalanish zaruratini yuzaga keltiradi. Ilmiy tadqiqotlarda differensial ta'lim o'quvchilarning individual imkoniyatlari, ehtiyojlari va qobiliyatlarini hisobga olgan holda ta'lim jarayonini tashkil etishning samarali shakli sifatida talqin qilinadi [3]. Ayniqsa, multimodal texnologiyalar, kommunikativ metodlar va interaktiv platformalarning qo'llanilishi maxsus ehtiyojli o'quvchilarning ingliz tilini o'zlashtirish jarayonini yengillashtirishi hamda ularning darsdagi faolligini oshirishi ta'kidlanadi. Mazkur maqolaning maqsadi maxsus ehtiyojli o'quvchilarga ingliz tilini o'qitishda differensial metod va texnologiyalardan foydalanish metodikasining pedagogik asoslarini tahlil qilishdan iborat.

Adabiyotlarning tahlili

Inklyuziv ta'lim va differensial yondashuv masalalari zamonaviy pedagogika fanining muhim tadqiqot yo'nalishlaridan biri hisoblanadi. Xalqaro tadqiqotlarda inklyuziv ta'lim barcha o'quvchilar uchun teng imkoniyat yaratishga xizmat qiluvchi pedagogik tizim sifatida talqin etiladi [4]. Mazkur yondashuvda o'quvchilarning individual ehtiyojlari va imkoniyatlarini hisobga olish ta'lim samaradorligini oshiruvchi asosiy omillardan biri sifatida ko'rsatiladi. Florian inklyuziv pedagogikani individual farqlarni hisobga olgan holda tashkil etiladigan transformatsion pedagogik yondashuv sifatida baholaydi. Muallif inklyuziv muhitda o'qituvchi differensial metodlardan foydalanishi va har bir o'quvchi uchun mos ta'lim strategiyasini ishlab chiqishi zarurligini ta'kidlaydi. Tomlinsonning differensial ta'lim nazariyasida o'quvchilarning qobiliyati, qiziqishi va o'zlashtirish darajasiga moslashtirilgan topshiriqlarning samaradorligi ilmiy jihatdan asoslangan [5]. Tadqiqotlarda differensial yondashuv o'quvchilarning motivatsiyasi va darsdagi faolligini oshirishga xizmat qilishi qayd etilgan. Richards va Rodgers xorijiy tillarni o'qitishda kommunikativ metodlarning samaradorligini tahlil qilib, ushbu metod o'quvchilarning real muloqot kompetensiyasini shakllantirishda muhim ahamiyatga ega ekanligini ko'rsatadi. Ayniqsa, maxsus ehtiyojli o'quvchilar bilan ishlashda kommunikativ metodlarning qo'llanilishi ularning ijtimoiylashuvi va nutq faolligini rivojlantirishga yordam beradi. Mayerning multimodal ta'lim texnologiyalariga oid tadqiqotlarida audio, vizual va interaktiv vositalarning uyg'un qo'llanilishi bilimni o'zlashtirish samaradorligini oshirishi ta'kidlangan [6]. Bu yondashuv maxsus ehtiyojli o'quvchilarning axborotni qabul qilish jarayonini yengillashtirishda muhim vosita sifatida baholanadi. Mahalliy tadqiqotlarda ham inklyuziv ta'limni rivojlantirish, maxsus ehtiyojli o'quvchilarning ijtimoiy moslashuvi va ta'lim sifatini oshirish masalalariga alohida e'tibor qaratilgan. Biroq maxsus ehtiyojli o'quvchilarga ingliz tilini o'qitishda differensial metod va texnologiyalardan foydalanish metodikasiga oid tadqiqotlar yetarli darajada tizimlashtirilmaganligi ushbu mavzuning ilmiy dolzarbligini belgilaydi.

Tadqiqot metadalogiyasi

Mazkur tadqiqot maxsus ehtiyojli o'quvchilarga ingliz tilini o'qitishda differensial metod va zamonaviy pedagogik texnologiyalardan foydalanish samaradorligini tahlil qilishga qaratildi. Tadqiqot jarayonida nazariy, tahliliy va qiyosiy metodlardan kompleks foydalanildi [7]. Tadqiqotning metodologik asosini inklyuziv pedagogika, differensial ta'lim hamda xorijiy tillarni o'qitish metodikasiga oid ilmiy konsepsiyalar tashkil etdi. Mavzuga oid xalqaro va mahalliy ilmiy adabiyotlar, pedagogik tadqiqotlar hamda normativ-huquqiy hujjatlar tahlil qilindi. Shuningdek, inklyuziv ta'lim muassasalarida qo'llanilayotgan zamonaviy pedagogik tajribalar o'rganildi. Tadqiqot davomida pedagogik kuzatish, kontent-tahlil, qiyosiy tahlil va umumlashtirish metodlaridan foydalanildi [8]. Pedagogik kuzatish orqali ingliz tili darslarida differensial metod va texnologiyalarning qo'llanilish holati hamda ularning o'quvchilarning kommunikativ faolligiga ta'siri tahlil qilindi. Qiyosiy tahlil yordamida an'anaviy va differensial yondashuvlarning samaradorligi o'rganildi. Shuningdek, multimodal texnologiyalar, adaptiv topshiriqlar va interaktiv platformalarning maxsus ehtiyojli o'quvchilar tomonidan bilimni o'zlashtirish jarayoniga ta'siri tahlil qilindi. Tadqiqotda o'quvchilarning individual psixologik va kognitiv xususiyatlarini hisobga olgan holda ta'lim jarayonini tashkil etishning pedagogik imkoniyatlariga alohida e'tibor qaratildi. Tadqiqot natijalarining ishonchliligi ilmiy manbalar tahlili, pedagogik kuzatishlar hamda nazariy umumlashtirish asosida ta'minlandi [9]. Olingan natijalar maxsus ehtiyojli o'quvchilarga ingliz tilini o'qitishda differensial metod va texnologiyalardan samarali foydalanish bo'yicha ilmiy-metodik tavsiyalar ishlab chiqishga xizmat qiladi.

Natijalar va ularning tahlili

Tadqiqot natijalari maxsus ehtiyojli o'quvchilarga ingliz tilini o'qitishda differensial metod va zamonaviy pedagogik texnologiyalardan foydalanish ta'lim samaradorligini oshirishda muhim ahamiyat kasb etishini ko'rsatdi. Tahlillar davomida individual yondashuv asosida tashkil etilgan darslarda o'quvchilarning kommunikativ faolligi, darsdagi ishtiroki va o'zlashtirish darajasi sezilarli ravishda oshgani aniqlandi. Pedagogik kuzatishlar natijasida differensial topshiriqlar va moslashtirilgan metodlardan foydalanilgan mashg'ulotlarda o'quvchilarning ingliz tilidagi nutq faolligi va lug'at boyligi an'anaviy metodlarga nisbatan samaraliroq rivojlangani kuzatildi [10]. Ayniqsa, kichik guruhlarda ishlash, dialogik mashqlar va kommunikativ metodlar maxsus ehtiyojli o'quvchilarning muloqotga kirishish ko'nikmalarini rivojlantirishda ijobiy natija berdi. Tahlillar davomida multimodal texnologiyalarning samaradorligi ham alohida qayd etildi. Audio, vizual va interaktiv vositalarning uyg'un qo'llanilishi o'quvchilarning yangi so'z va

grammatik birliklarni o‘zlashtirish jarayonini yengillashtirgani aniqlandi. Xususan, eshitishida muammosi bo‘lgan o‘quvchilar uchun vizual materiallar, ko‘rishida cheklovi mavjud o‘quvchilar uchun audio vositalar hamda autistik spektrdagi bolalar uchun strukturaviy topshiriqlar samarali natija bergani kuzatildi.

Shuningdek, raqamli platformalar va interaktiv texnologiyalardan foydalanish o‘quvchilarning mustaqil ishlash ko‘nikmalarini rivojlantirishga ijobiy ta’sir ko‘rsatdi [11]. Quizlet, Kahoot va boshqa interaktiv vositalar yordamida tashkil etilgan mashg‘ulotlarda o‘quvchilarning darsga qiziqishi va motivatsiyasi ortgani kuzatildi. Tadqiqot natijalari differensial yondashuv asosida tashkil etilgan ingliz tili darslari maxsus ehtiyojli o‘quvchilarning lingvistik kompetensiyasini rivojlantirish bilan bir qatorda ularning ijtimoiy moslashuvi, o‘ziga bo‘lgan ishonchi va psixologik barqarorligini mustahkamlashga ham xizmat qilishini ko‘rsatdi. Shu sababli inklyuziv ta’lim muhitida differensial metod va texnologiyalardan tizimli foydalanish ta’lim sifatini oshirishning muhim omillaridan biri hisoblanadi.

Xulosa

Tadqiqot natijalari maxsus ehtiyojli o‘quvchilarga ingliz tilini o‘qitishda differensial metod va zamonaviy pedagogik texnologiyalardan foydalanish ta’lim samaradorligini oshirishda muhim ahamiyatga ega ekanligini ko‘rsatdi. Individual yondashuv asosida tashkil etilgan darslar o‘quvchilarning kommunikativ faolligi, lingvistik kompetensiyasi va ijtimoiy moslashuvini rivojlantirishga ijobiy ta’sir ko‘rsatadi. Shuningdek, multimodal texnologiyalar, interaktiv metodlar va adaptiv topshiriqlardan foydalanish maxsus ehtiyojli o‘quvchilarning ingliz tilini o‘zlashtirish jarayonini yengillashtiradi hamda darsga bo‘lgan qiziqishini oshiradi. Shu sababli inklyuziv ta’lim muhitida differensial metod va texnologiyalardan tizimli foydalanish pedagogik samaradorlikni ta’minlashning muhim omillaridan biri hisoblanadi.

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TASVIRIY SAN'ATDA KOMPOZITSIYANING TARIXIY RIVOJLANISH BOSQICHLARINI O'RGANISHNING NAZAIRIY ASOSLARI.

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Annotatsiya: *Yuqori bilimli, kasbiy yetuklik, faollik milliy ta'lim standartlari mezonlari hisoblansa, ijodkorlik, tashabbuskorlik, individual kasbiy malakalarga ega bo'lish jahon ta'lim standartlarining talablari sifatida qabul qilingan. Shuning uchun biz bo'lajak tasviriy san'at o'qituvchilarini ana shu mezonlar va talablarga javob beradigan zamonaviy pedagogik kadrlar sifatida tasavvur qilamiz va mazkur talablar asosida bo'lajak tasviriy san'at o'qituvchilarini tayyorlashda kompozisiya masalasi katta ahamiyatga ega. Chunki kompozisiya bo'lajak tasviriy san'at o'qituvchilarining kasbiy va ijodiy malakalar tizimining asosi sifatida yoshlarga ta'lim tarbiya berishda muhimdir.*

Tayanch so'zlar: *Kompanovka, kompozitsiya, ritm, peyzaj, plener, Perspektiva, ob`yekt, kolorit, kontrast, simmetriya, asimmetrya, monumental.*

THEORETICAL BASIS OF THE STUDY OF THE STAGES OF HISTORICAL DEVELOPMENT OF COMPOSITION IN FINE ART.

Abstract: *If high education, professional maturity, and activity are considered the criteria of national educational standards, then creativity, initiative, and the possession of individual professional skills are accepted as requirements of world educational standards. Therefore, we imagine future teachers of fine arts as modern pedagogical personnel who meet these criteria and requirements, and based on these requirements, the issue of composition is of great importance in the preparation of future teachers of fine arts. Because composition is important in educating young people as the basis of the system of professional and creative qualifications of future teachers of fine arts.*

Keywords: *Composure, composition, rhythm, landscape, plein air, Perspective, object, color, contrast, symmetry, asymmetry, monumental.*

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ИЗУЧЕНИЯ ЭТАПОВ ИСТОРИЧЕСКОГО РАЗВИТИЯ КОМПОЗИЦИИ В ИЗОБРАЗИТЕЛЬНОМ ИСКУССТВЕ.

Аннотация: *Если высшее образование, профессиональная зрелость и активность рассматриваются как критерии национальных образовательных стандартов, то креативность, инициативность и индивидуальные профессиональные навыки считаются требованиями мировых образовательных стандартов. Поэтому мы представляем будущих преподавателей изобразительных искусств как современных педагогических специалистов, отвечающих этим критериям и требованиям, и исходя из этих требований, вопрос композиции приобретает большое значение в подготовке будущих преподавателей изобразительных искусств. Потому что композиция имеет огромное значение в воспитании молодежи как основа системы профессиональной и творческой квалификации будущих преподавателей изобразительных искусств.*

Ключевые слова: *Последовательность, композиция, ритм, пейзаж, пленэр, перспектива, объект, цвет, контраст, симметрия, асимметрия, монументальность.*

Bugungi kunda O'zbekiston oliy pedagogik ta'limida barcha fanlardan yuqori malakali mutaxassis kadrlarni yetishtirib chiqarish muhim vazifalardan hisoblanadi. Shu jumladan bo'lajak tasviriy san'at o'qituvchilarini milliy va jahon ta'lim standartlari asosida kasbiy tayyorlash keyingi yillardagi oliy pedagogik ta'limning eng dolzarb masalalaridan biridir. Yuqori bilimli, kasbiy yetuklik, faollik milliy ta'lim standartlari mezonlari hisoblansa, ijodkorlik, tashabbuskorlik, individual kasbiy malakalarga ega bo'lish jahon ta'lim standartlarining talablari sifatida qabul qilingan. Shuning uchun biz bo'lajak tasviriy san'at o'qituvchilarini ana shu mezonlar va talablarga javob beradigan zamonaviy pedagogik kadrlar sifatida tasavvur qilamiz va mazkur talablar asosida bo'lajak tasviriy san'at o'qituvchilarini tayyorlashda kompozisiya masalasi katta ahamiyatga ega. Chunki kompozisiya bo'lajak tasviriy san'at o'qituvchilarining kasbiy va ijodiy malakalar tizimining asosi sifatida yoshlarga ta'lim tarbiya berishda muhimdir.

Badiiy asarda kompozisiya masalalari va uning tushunchasining mazmuni, mohiyati, pedagogik va psxologik xususiyatlari to‘g‘risidagi yondashuvlarda biz mazkur sohada bevosita tadqiqot olib borgan xorijlik pedagog va psixolog olimlarning ilmiy tadqiqotlari, metodik tavsiyalari uslubiy ko‘rsatmalarini keltirib o‘tishishmiz mumkin. Jumladan, olimlardan V.Alekseyeva, A.Alyoxin, O.Arutyunyan, L.Bejanov, A. Burov, N.Volkov, L.Vыgotskiy, M.Kagan, N.Kevish, L.Kogan, V.S.Kuzin, V.Mazur, B.Meylax Ye.V.Shoroxovlarning tadqiqotlari mazkur biz ko‘rayotgan mauammoni ilmiy taxlil qilishda asosiy o‘rin tutadi. Ushbu tadqiqot ishlarida bevosita bo‘lajak tasviriy san’at o‘qituvchilarining komozision malakalarini va badiiy idrokini shakllantirish asoslari, usullari, yo‘nalishlari va omillari tahlil qilib o‘tilgan.

Bu muammo bo‘yicha pedagogik va psixologik olimlarning fikriga ko‘ra, shaxsni badiiy jihatdan kasbiy tayyorlash, uning iste’dodini shakllantirish, tasviriy malakaviy ko‘nikmalari asosida rivojlanib borishi ta’kidlanadi. Mazkur yondashuvlarda bo‘lajak tasviriy san’at o‘qituvchilarining badiiy idrok malakasi ixtisoslashtirilgan tushunchaga ega bo‘lib, uning negizini tarbiyaviy va ijodiy idroklash, intellektual va estetik tasavvur, kreativ yaratuvchanlik xususiyatlari ustuvor bo‘lishini ta’kidlab o‘tish lozim. Shu jihatdan tasviriy san’at o‘qituvchisining kompozisiya borasida mutaxassislik kasbiy malakasini va badiiy asar yaratishda uning usullaridan foydalana olish muhimdir. Kompozisiyada asarning mazmunini, g‘oyasini va maqsad-muddaosini to‘g‘ri tushunish, ularni tarbiyalanuvchilarga yetkazish xususiyatlari bo‘rtib turadi. Bu o‘rinda tasviriy san’at o‘qituvchisi ham ijodkor, ham pedagog sifatida faoliyatda bo‘ladi.

Kompozisiya san’at asarining ifoda etilgan g‘oyasini anglash, asarlarda tasvirlangan konstruktiv shakli, rang va tus munosabatlaridan zavqlanish, asarni mantiqan tushunish, tahlil qilish uchun mo‘ljallanadi. Kompozisiyaning tili, uning xususiyatlarini tushunish idrok etishning muhim tomoni hisoblanadi, faqat mana shundagina muallifning g‘oyasi, rassom asarida ifoda etilgan badiiy fikr anglab yetiladi. Asarda hayotni aks ettirilishi, shaklini idrok etish (belgilar tizimi va mujassam tuzilish sifatida) orqali dunyoni anglab yetish, tilini tushunish, mazmunini anglab yetishga imkon berish, shakl uyg‘unligi hamda tartibliligini anglab yetish, “asar qanday bajarilganligi”, qanday tuzilganligi, qurilganligi; asarga xayolan chuqur kirib borish, baholash-tushunish orqali rassomning qadriyatli munosabatga yaqinlashtiruvchi iste’dodi va mahoratidan tomoshabin estetik huzur oladi. Bunda inson intellektual darajasi, psixikasining hissiy va rasional tomonlari nisbatlari muhim ahamiyatga ega.

Tasviriy san’at asarini tahlil qilish, izohlash murakkab jarayon hisoblanib, unda assosiativ, hayotiy va badiiy tajriba alohida rol o‘ynaydi. Shuning uchun badiiy asarlarni izohlashda ob’yektiv yondashuv bilan bir qatorda, asosli sub’yektiv yondashuv ham bo‘lishi mumkin.

Kompozisiya so‘zi lotinchadan “kompositio” yani predmetlarini bo‘laklarini solishtirib, ma’lum tartibda yaxlit joylashtirish, g‘oyaga muvofiq ijod qilish,bayon qilish, kompozisiya tuzish demakdir.

Kompozisiya, san’atning xamma turlarini negizida mavjud: adabiyet, teatr-kino, musiqa, tasviriy va amaliy san’at, arxitektura va xokazo. Kompozisiya o‘quv predmet sifatida, qalamtasvir, rangtasvirdan keyin paydo bo‘ldi va xozirda kompozisiya kursi oliy ta’lim kasb-hunarlari o‘quv rejalariga kiritilgan. Pedagogika universitetlarining badiiy-grafika fakul’tetlarida kompozisiya fani talabalarni ijodiy qobiliyatlarini rivojlantirish bilan birga kompozisiya qonun, qoidalarini, xaqiqatni to‘g‘ri shaklda ifodalash usullarini o‘rgatadi.

Tasviriy san’atda kompozisiya qalamtasvir, soya-yorug‘, rang, havo va chiziq perspektivasi kabi tasviriy vositalar bilan yaratiladi. Kompozisiya kursi talabalarni mustaqil ijodiy va pedagogik faoliyatida obrazli fikr yurgazishida katta ahamiyatga egadir. Kompozisiya fani suhbat, ma’ruza va amaliy mashg‘ulotlardan iborat. Kompozisiyani asosiy qonun, qoidalari, usul va vositalari, talabalar tomonidan amaliy mashg‘ulot va suxbatlar jarayenida mukammal o‘rganiladi. Kompozisiya o‘quv predmet sifatida, haykaltaroshlik, me’morchilik, grafika, qalamtasvir, rangtasvir, san’at tarixi kabi mutaxassis fanlar bir-biri bilan uzfiy bog‘liqdir. Qalamtasvir va rang tasvirda rassom bevosita kompozisiya asoslariga murojaot qiladi, uning qonun-qoidalarini bilmay turib kompozisiya, qalam tasvir, rang tasvir moxiyatini tushunib yetmaydi. Ushbu kompozisiya o‘quv qo‘llanma predmetining mohiyati, uning tasviriy san’atda rivojlanish tarixi, badiiy ijodning asosiy qonun-qoidalari, vositalari va ularni pedagogika universitetlarining Badiiy-grafik fakul’tetlarida o‘qitish metodlari haqida tavsiyalar tushunchalar beradi. Shuning uchun rassom - o‘qituvchilarni tayyorlashda kompozisiya fanining eng murakkab va muhim fan sifatida o‘rganish tavsiya etiladi.

Tasviriy san’atda kompozisiya qonun va qoidalari insoniyatni ibtidoiy taraqqiyot davridan boshlab shakllana boshlagan. Lekin ibtidoiy davr odamlari hayotni zehn bilan kuzatsalarda, kompozisiya sezgisi juda bo‘sh rivojlangan. Bunday holatni odam gavdasi va hayvon podalarini tartibsiz alohida tasvirida ko‘rishimiz mumkin. Qadimgi sharq san’atidagi kompozisiya ibtidoiy davrdan alohida farq qiladi. Qadimgi sharqda kompozisiya mavzusi tekislikda qat’iy ma’lum tartibda tasvirlanib, quldorlik jamiyatning (marosimlari) qonunlariga bo‘ysundirilgan.

Qadimgi misr san’atida kompozisiyani dastlabki yangi usullari paydo bo‘la boshlagan. Bu esa jamiyatda ijtimoiy hayotni ongli rivojlanishi natijasidir. Tasvirga chizgi, o‘lcham, rang va tus munosabatlari yuqori darajaga ko‘tarildi. Qadimgi dunyo rassomlari tabiat yaratgan o‘simlik, barg va gullarni tuzilishida, yil faslini ketma-ket kelishida simmetriya va ritm tushunchalarini anglab, o‘z ijodiy asarlarida, kompozisiyada qo‘llay boshladilar. Shuning uchun qadimgi greklar rel’yef, frontal kompozisiyalarida ritm va simmetriyadan unumli foydalanganlar. Uyg‘onish davrigacha

kompozisiya faniga bag‘ishlangan biror bir nazariy qo‘llanma yaratilmagan. Uyg‘onish davri renessans insoniyatga ulug‘ san’at allomalarini yetkazib berdi. O‘sha davr rassomlari esdalik, kundalik, ilmiy maqolalarida kompozisiya haqida qimmatli fikr, xulosalarni yozib qoldirdilar. Erta uyg‘onish davrining vakillari Djotto va Mazachcho o‘z ijodlarida perspektiva, plastik anatomiya, geometriya qonunlarini amalda qo‘llab, kompozisiya fanining bilimdoni ekanliklarini misolda ko‘rsatdilar.

Yuqori uyg‘onish davri rassomlari san’atning har xil turlarini bir-biri bilan bog‘lab, uning nazariyasini ilmiy asoslagan xoldarivojlantirdilar. Ular perspektiva yordamida kartinada chuqurlik, masofani tasvirini haqqoniy namoyon etishga erishishdi. Ko‘p yillik kuzatuv va analiz natijasida ko‘zga ko‘ringan rassomlarning asarlarini g‘oya tuzilishi, rang yechimidagi uslub, amaliy tajribalarini umumlashtirib Al’berti "Rang tasvir haqida uch kitob" ilmiy nazariy meros yozib qoldirdi. Leonardo da Vinchi va Al’berti o‘z maqolalarida badiiy asarlarida statik (harakatsiz) va dinamikaga (harakat) alohida ahamiyat bergan edi. Fransuz rassomi E.Delakrua o‘z kundalik va ilmiy maqolalarida Leonardo da Vinchi, A.Dyurer, P.Rubenslarni kompozisiyaga oid traktlarini kengaytirib chuqur ma’nolar bag‘ishlab davom ettirdi. Osmon yulduzlarini shu’lasi ta’sirida inson jismiga Ollohdan in’om etilgan go‘zallik va qobiliyatni o‘ziga mujassam etgan allomalarni yer yuziga kelishini insoniyat bir necha bor guvohi bo‘lgan qobiliyatni Leonardo da Vinchi go‘zal qiyofasida har qanday mushkul ishlarni osonlik bilan uddasidan chiqadigan odil inson shaklida ko‘ramiz. Vinchi shahridagi janob P’yeroning o‘g‘li Leonardo, shunday ilohiy kuch-qudratga ega ediki, u bir necha oylab, matematika bilan shug‘ullanar, lirada musiqa chalar qo‘shiq aytib malakasini oshirardi. Shunday bo‘lsada asosiy qiziqishi bo‘lgan rasm chizish va xaykaltaroshlikni tashlamadi. Xudo bergan betakror aql-zakovatli, xotirasi kuchli buyuk alloma chizgan tasvirlari bilan insonni hayratga solar, fikr-mulohaza kuchi bilan lol qoldirardi. U Milan shahrida Dominikanlik aka – ukalar uchun "Mahfiy kecha" nomli go‘zal asar yaratdi. Avliyolarni chehrasiga husn qo‘shib, ulug‘vor qilib tasvirlanadi. Faqat Iisusni yuz qiyofasini tasvirlashda ilohiy qudrati yetmaydi chala qoldirgan va umrini oxirigacha bitira olmagan edi. Leonardo odam anatomiyasini Galena ta’limotiga asoslangan xolda chuqur o‘rgandi, murdalarning suyak muskullarini pero va qizil qalamda sinchiklab chiza boshladi va odam anatomiyasi tasvirlari kitobini yaratdi. Otlarning suyaklari anatomiyasi kitobini ham yaratgan. Bu anatomiyaga oid chizgilarning ko‘p qismi Leanardoning avtoportretlari bilan bir qatorda bizlargacha yetib kelgan. Leanardo Franchesko del’ Djokondo uchun uning xotini Liza portretini 4 yil mobaynida ishladi, ammo shunday bo‘lsada portretni oxiriga yetkazaolmadi. Portretda ayolning hamma go‘zal xislat, fazilatlari, yarqiragan nam ko‘zlari kipriklarigacha jonli odam nigoxini ko‘rinishida qilib tasvirlagan. Tasviriy san’tda bunday toj asarning mavjudilgini dunyoda eng qobiliyatli, zexnli olim, alomma musavvir qalamiga mansub bo‘lishi xaligacha insonlarni beihtiyor hayratga soladi.

XVI asr oxirida kompozisiya o‘quv fani sifatida shakllana boshladi. Buni V. Neleng, S. Vasil’yev kabi metodistlarning Fransiya safaridan sung o‘qitish sistemasi haqidagi hisobotlari orqali bilish mumkin. 1882 yili taniqli pedagog – rassom Violiye Le Dyukani «Tarixchini tarixi» kitobi rus tiliga tarjima qilgan edi. Bu kitob shaxsiy ish tajribasidan kelib chiqib, tasviriy san’atni o‘qitish metodikasidan suxbat tarzida berilgan. Bu kitobni «Sochineniye» qismida, fantaziya, perspektiva ma’lum qonunlarga tayanishini uqtirib o‘tilgan. Tasviriy san’atda kompozisiya masalalari haqida dastlabki metodik bayonnoma muallifi amerikalik pedagog –rassom A.Doudir. Bu o‘quv qo‘llanmada tasvirda har xil shakl, tuslarni qog‘oz va matoga to‘g‘ri joylashtirish, qog‘oz xajmi va formatiga alohida ahamiyat bergan. Tasviriy san’atda yangi impressionizm oqimining paydo bo‘lishi – rang tasvirda yangilanishga vosita bo‘ldi, san’atni oldinga rivojlanishiga turtki vazifasini o‘tadi. Impressionistlar rang politrasini boyitdi. XX asr boshlarida G‘arbiy Yevropa davlatlarida va Rossiyada har –xil badiiy oqimlar paydo bo‘la boshladi: futurizm kubizm, ekspressionizm, dadaizm, syurealizmlar shular jumlasidandir. Tartibsiz mulohaza, qarama - qarshi fikrlarni kurashi tasviriy san’t va kompozisiyani o‘qitish metodikasiga chalkashlik va taritibsizlik olib kirdi. XX asrning birinchi chorasida tasviriy sant G‘arbiy Yevropa va Amerikada berk ko‘chaga kirib qolgan edi. Shu bilan birga ko‘p san’at maktablarida rassomlar realistik san’at yo‘lida kompozisiya nazariyasini o‘rganishni davom ettirdilar. Rossiya tasviriy san’atida XVIII asrgacha ikona rangtasviri taraqqiy etgan edi. Eng qobiliyatli rus ikonachi rassomlardan biri Andrey Rublev edi. Uning mashhur «Troisa»si ikona janridagi qadimgi klassik kompozisiya namunalaridan biri xisoblanadi. Kompozisiyada bu rassom gavda holatinig aniq tasviri,rang garmoniyasi va yaxlitligiga erishdi. Shu tariqa rassomlarning ko‘p yillik pedagoglik faoliyati mobaynida qalamtasvir va kompozisiyadan mukammal o‘quv tizimi shakllandi. Kompozisiya hayot xodisalarini obrazli aks ettiruvchi vosita bo‘lib talabalardan ma’lum farmatda, oddiydan murakkab eskizlar bajarishga o‘tish prinsiplarini qo‘ydi. Keyinchalik kompozisiyani nazariyasi, amaliyoti va ularni o‘kitish metodikasini asosiy prinsiplari ishlab chiqildi va talabalarni shu talablar asosida o‘rgatilib kelinyabdi.

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COMMUNICATIVE RISK IN LEGAL ENGLISH: A SOCIOLINGUISTIC PERSPECTIVE

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Abstract. *This article examines communicative risk in Legal English from a sociolinguistic perspective. Drawing on communicative competence theory, institutional discourse analysis, and contemporary research in pragmatics, the study explores how low levels of sociolinguistic competence may lead to various forms of misalignment in legal communication. Particular attention is given to procedural ambiguity, reputational risk, hierarchical misalignment, and limitations in professional readiness. The article argues that such risks arise not from overt linguistic error alone, but from insufficient alignment between linguistic form and institutional expectations. The paper further considers the pedagogical implications of these findings for Legal English instruction in foreign language education, emphasizing the need to integrate sociolinguistic competence as a core component of ESP curricula in jurisprudence studies.*

Keywords: *Legal English, sociolinguistic competence, communicative risk, legal discourse, ESP, legal education.*

YURIDIK INGLIZ TILIDA KOMMUNIKATIV XAVF: SOTSIO LINGVISTIK YONDASHUV

Annotatsiya. *Ushbu maqola yuridik ingliz tilida kommunikativ xavf masalasini sotsiolingvistik nuqtai nazardan ko‘rib chiqadi. Kommunikativ kompetensiya nazariyasi, institutsional diskurs tahlili hamda zamonaviy pragmatika tadqiqotlariga tayangan holda, tadqiqot sotsiolingvistik kompetensiya darajasining pastligi huquqiy muloqotda turli xil nomuvofiqliklarga olib kelishini tahlil qiladi. Xususan, protsessual noaniqlik, obro‘ga putur yetishi, ierarxik nomuvofiqlik hamda kasbiy tayyorgarlikdagi cheklovlarga alohida e’tibor qaratiladi. Maqolada bunday xavflar faqat ochiq lingvistik xatolar natijasida emas, balki til shakli bilan institutsional talablar o‘rtasidagi yetarli darajada moslik mavjud emasligi tufayli yuzaga kelishi asoslab beriladi. Shuningdek, tadqiqot natijalari asosida chet tilini o‘qitishda, ayniqsa yuridik yo‘nalishdagi ESP dasturlarida sotsiolingvistik kompetensiyani asosiy komponent sifatida integratsiya qilish zarurligi ta’kidlanadi.*

Kalit so‘zlar: *yuridik ingliz tili, sotsiolingvistik kompetensiya, kommunikativ xavf, huquqiy diskurs, ESP, yuridik ta’lim.*

КОММУНИКАТИВНЫЙ РИСК В ЮРИДИЧЕСКОМ АНГЛИЙСКОМ ЯЗЫКЕ: СОЦИОЛИНГВИСТИЧЕСКИЙ ПОДХОД

Аннотация. *Данная статья рассматривает проблему коммуникативного риска в юридическом английском языке с социолингвистической точки зрения. Опираясь на теорию коммуникативной компетенции, анализ институционального дискурса и современные исследования в области прагматики, исследование анализирует, каким образом низкий уровень социолингвистической компетенции может приводить к различным формам несоответствия в юридической коммуникации. Особое внимание уделяется процессуальной неопределённости, репутационным рискам, иерархической несогласованности и ограничениям профессиональной готовности. В статье обосновывается, что подобные риски возникают не только вследствие явных языковых ошибок, но и в результате недостаточного соответствия между языковой формой и институциональными ожиданиями. Кроме того, рассматриваются педагогические последствия данных выводов для преподавания юридического английского языка в системе обучения иностранным языкам, при этом подчёркивается необходимость интеграции социолингвистической компетенции в качестве ключевого компонента программ ESP для студентов юридических специальностей.*

Ключевые слова: *юридический английский язык, социолингвистическая компетенция, коммуникативный риск, юридический дискурс, ESP, юридическое образование.*

INTRODUCTION

Legal communication may be regarded as a form of institutional practice in which language does not merely transmit information but performs regulatory and interpretative functions. In courtroom interaction, contractual drafting, and legal advisory contexts, linguistic choices contribute to the construction of authority, the formulation of obligations,

and the interpretation of meaning. Unlike everyday communication, legal discourse is embedded within structured hierarchical systems, where the appropriateness of language use is closely linked to institutional norms and expectations.

The concept of communicative competence, introduced by Hymes [1], emphasized that effective communication requires sensitivity to context in addition to grammatical accuracy. Subsequent developments in applied linguistics have further defined sociolinguistic competence as the ability to align language use with social roles, power relations, and discourse conventions [2]. While this perspective has been widely adopted in language education, its implications for professional and institutional communication—particularly in the legal domain—have not been sufficiently explored.

Recent studies in pragmatics suggest that mismatches between linguistic form and contextual expectations may lead to communication difficulties that affect interpretation and credibility [4]. In legal settings, such mismatches may have more serious implications due to the procedural sensitivity of language. Nevertheless, Legal English instruction often focuses on terminology and genre conventions, with limited attention to sociolinguistic calibration. As a result, learners may acquire linguistic knowledge without developing the ability to use it appropriately in institutional contexts.

Against this background, the present article examines communicative risk in Legal English as a consequence of low sociolinguistic competence. It aims to identify the types of problems that may arise in legal communication and to consider why these issues should be addressed in foreign language teaching, particularly within ESP-oriented jurisprudence programs.

LITERATURE REVIEW

The notion of sociolinguistic competence originates in Hymes' model of communicative competence, which emphasizes the importance of contextual appropriateness in language use [1]. Canale and Swain further elaborated this concept by identifying sociolinguistic competence as a distinct component involving knowledge of social norms, register variation, and discourse conventions [2]. More recent frameworks, such as the CEFR Companion Volume [3], have expanded this concept to include pragmatic flexibility and mediation, although these descriptors remain relatively general.

Research in second language pragmatics has shown that learners often experience difficulties in aligning linguistic forms with contextual expectations. Taguchi [4] notes that such misalignment may lead to interactional difficulties and affect how speakers are perceived in professional contexts. These findings are particularly relevant for domains such as law, where communication is closely linked to institutional processes.

Legal discourse has been widely described as a specialized form of institutional communication characterized by precision, formality, and hierarchical organization. Coulthard and Johnson [5] demonstrate that even minor linguistic variation may influence interpretation, particularly in relation to modality and evidentiality. Similarly, Candlin and Maley [6] emphasize that legal communication involves the management of professional roles and the negotiation of meaning within institutional constraints.

Studies in professional communication highlight the importance of politeness strategies and interactional positioning. Spencer-Oatey [7] suggests that appropriate management of rapport is essential for maintaining credibility in institutional contexts. Intercultural research further indicates that differences in politeness norms and power distance may lead to misinterpretation when communication takes place across cultural boundaries [9].

Although these studies underline the importance of sociolinguistic competence, relatively little attention has been paid to the risks associated with its absence. In legal communication, where language is closely tied to institutional outcomes, such risks may be particularly significant.

METHODOLOGY

This study adopts a conceptual and analytical approach, focusing on the synthesis of theoretical perspectives from applied linguistics, pragmatics, and legal discourse studies. Rather than collecting empirical data, the analysis aims to identify and categorize potential communicative risks associated with low sociolinguistic competence in legal contexts.

The study proceeds by examining key dimensions of legal communication—such as modality, register, and hierarchical interaction—and considering how misalignment in these areas may affect interpretation and professional interaction. Based on this analysis, a typology of communicative risks is proposed.

RESULTS AND DISCUSSION

The analysis indicates that low sociolinguistic competence in Legal English may give rise to several interrelated types of communicative risk. These risks do not necessarily stem from incorrect grammar or vocabulary, but from the inappropriate use of language in relation to institutional expectations.

One of the most significant issues is **procedural ambiguity**. Legal communication relies heavily on precise expression, particularly in relation to modality. When modal verbs such as *must*, *shall*, or *may* are used inaccurately, the intended meaning may become unclear. In legal contexts, such ambiguity may affect how obligations and permissions are interpreted, potentially leading to misunderstandings or disputes.

Another important risk concerns **professional credibility**. In legal settings, language plays a key role in constructing authority. The use of appropriate register, tone, and politeness strategies contributes to how a speaker is perceived. If language is too informal, overly direct, or insufficiently mitigated, it may be interpreted as a lack of professionalism, even if the content is accurate.

A further issue is **hierarchical misalignment**. Legal discourse reflects structured power relations, and communication must be adjusted accordingly. Failure to use appropriate forms of address or to observe interactional conventions may disrupt the balance of communication. For example, excessive familiarity or inappropriate directness may be perceived as disrespectful in a courtroom context.

Low sociolinguistic competence may also affect **professional readiness**. Learners who are not trained to manage these aspects of communication may struggle to apply their language skills in real-world legal environments. This is particularly relevant in international contexts, where legal professionals are required to interact across linguistic and cultural boundaries.

These findings suggest that communicative risk in legal discourse is closely related to the ability to align language use with institutional norms. Importantly, such risks may remain unnoticed in classroom settings but become evident in professional practice.

From a pedagogical perspective, these issues highlight the need to reconsider how Legal English is taught. Instruction should not be limited to terminology and grammar but should also address sociolinguistic aspects of communication. Activities such as role-plays, analysis of authentic legal texts, and discussion of pragmatic choices may help learners develop a more nuanced understanding of language use.

CONCLUSION

The present article has examined communicative risk in Legal English as a consequence of low sociolinguistic competence. The analysis suggests that insufficient alignment between linguistic form and institutional expectations may lead to procedural ambiguity, reduced credibility, and misalignment in hierarchical interaction. These issues highlight the importance of sociolinguistic competence as a key component of professional communication in the legal domain.

For foreign language education, particularly within ESP-oriented jurisprudence programs, these findings underline the need to integrate sociolinguistic competence into curriculum design. Developing learners' ability to use language appropriately in institutional contexts may enhance their readiness for professional practice and reduce the risk of miscommunication. Future research may explore how these competencies can be effectively taught and assessed in Legal English classrooms.

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РАЗРАБОТКА СИСТЕМЫ КРИТЕРИЕВ, ПОКАЗАТЕЛЕЙ И ДЕСКРИПТОРОВ ДЛЯ УРОВНЕВОГО ОЦЕНИВАНИЯ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ СПЕЦИАЛИСТОВ НЕФТЕГАЗОВОЙ ОТРАСЛИ

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Аннотация. *Цифровая трансформация нефтегазовой отрасли актуализирует проблему объективной оценки уровня сформированности профессиональных компетенций специалистов. Традиционные методы контроля знаний не позволяют измерить способность применять их в реальных производственных ситуациях. Целью статьи является представление разработанной авторами системы критериев, показателей и дескрипторов для уровневого оценивания профессиональных компетенций специалистов нефтегазовой отрасли (на примере направления «Разработка и эксплуатация месторождений»). Методологическую основу исследования составляют критериально-ориентированный подход и теория поэтапного формирования умственных действий П.Я. Гальперина. Базисом работы выступает разаботанная многоуровневая модель, включающая пять ключевых компетенций (К1–К5). В статье предложена трехуровневая структура оценивания: критерий (компетенция) – показатель (аспект проявления) – дескриптор (наблюдаемое действие). Для уровня Grade 1 по каждой компетенции разработаны матрицы дескрипторов, детализирующие когнитивный, деятельностный и личностный компоненты. Приведены примеры для компетенций К1 «Технологическая компетентность» и К2 «Аналитическое мышление и принятие решений». Показано, что формулировка дескрипторов в терминах наблюдаемого поведения обеспечивает однозначность их интерпретации при оценке. Разработанная система позволяет перейти от констатации факта усвоения знаний к объективной диагностике готовности специалиста к выполнению конкретных профессиональных действий. Она служит основой для проектирования диагностического инструментария (тестов, кейсов, симуляций) и построения индивидуальных образовательных траекторий. Предложенная система критериев, показателей и дескрипторов представляет собой научно обоснованный и технологичный подход к оценке профессиональных компетенций, отвечающий современным требованиям нефтегазовой отрасли.*

Ключевые слова: *критериальное оценивание; дескрипторы; показатели; профессиональные компетенции; уровневая модель; нефтегазовая отрасль; корпоративное обучение; диагностика компетенций.*

DEVELOPMENT OF A SYSTEM OF CRITERIA, INDICATORS, AND DESCRIPTORS FOR THE LEVEL-BASED ASSESSMENT OF PROFESSIONAL COMPETENCES OF OIL AND GAS INDUSTRY SPECIALISTS

Abstract. *The digital transformation of the oil and gas industry highlights the need for an objective assessment of the level of development of professional competences of specialists. Traditional methods of knowledge assessment do not allow measuring the ability to apply this knowledge in real production situations. The aim of the article is to present a system of criteria, indicators, and descriptors developed by the authors for the level-based assessment of professional competences of oil and gas industry specialists (using the example of the "Field Development and Operation" specialization). The methodological basis of the research is the criterion-referenced approach and P.Ya. Galperin's theory of the stage-by-stage formation of mental actions. The work is founded on the authors' multi-level model, which includes five key competences (C1–C5). The article proposes a three-level assessment structure: criterion (competence) – indicator (aspect of manifestation) – descriptor (observable action). For the Grade 1 level, descriptor matrices have been developed for each competence, detailing the cognitive, activity-based, and personal components. Examples are given for competences C1 "Technological Competence" and C2 "Analytical Thinking and Decision-Making." It is shown that formulating descriptors in terms of observable behavior ensures the unambiguity of their interpretation during assessment. The developed system makes it possible to move from ascertaining the fact of knowledge acquisition to an objective diagnosis of a specialist's readiness to*

perform specific professional actions. It serves as a basis for designing diagnostic tools (tests, cases, simulations) and building individual educational trajectories. The proposed system of criteria, indicators, and descriptors represents a scientifically grounded and technological approach to the assessment of professional competences that meets the modern requirements of the oil and gas industry.

Keywords: *criterion-referenced assessment; descriptors; indicators; professional competences; level-based model; oil and gas industry; corporate training; competence diagnostics.*

NEFT-GAZ TARMOG‘I MUTAXASSISLARINING KASBIY KOMPETENSIYALARINI DARAJALI BAHOLASH UCHUN MEZONLAR, KO‘RSATKICHLAR VA DESKRIPTORLAR TIZIMINI ISHLAB CHIQISH

Annotatsiya. *Аннотация. Нефт-газ тармоғининг рақамли трансформацияси шароитида мутахассисларнинг касбий компетенциялари шаклланганлик даражасини объектив баҳолаш долзарб масалага айланмоқда. Билимларни назорат қилишнинг анъанавий усуллари эса уларни реал ишлаб чиқариш вазиятларида қўллаш қобилиятини ўлчаш имконини бермайди. Мазкур мақоланинг мақсади – муаллифлар томонидан нефт-газ тармоғи мутахассисларининг касбий компетенцияларини даражали баҳолаш учун ишлаб чиқилган мезонлар, кўрсаткичлар ва дескрипторлар тизимини тақдим этишдан иборат (“Конларни ўзлаштириш ва ишлатиш” йўналиши мисолида). Тадқиқотнинг методологик асосини критериал-йўналтирилган ёндашув ва П.Я. Гальпериннинг фикрий ҳаракатларни босқичма-босқич шакллантириш назарияси ташкил этади. Ишнинг асоси қилиб бешта асосий компетенцияни (К1–К5) ўз ичига олган кўп даражали модели олинган. Мақолада баҳолашнинг уч даражали тузилмаси таклиф этилган: мезон (компетенция) – кўрсаткич (намоён бўлиш жиҳати) – дескриптор (кузатиладиган ҳаракат). Grade 1 даражасидаги ҳар бир компетенция учун унинг когнитив, фаолият ва шахсий компонентларини батафсил ёритувчи дескрипторлар матрицалари ишлаб чиқилган. К1 “Технологик компетенция” ва К2 “Аналитик фикрлаш ва қарор қабул қилиш” компетенциялари учун мисоллар келтирилган. Дескрипторларнинг кузатиладиган хулқ-атвор шаклида ифодаланиши баҳолаш жараёнида уларнинг бир маънода талқин этилишини таъминлаши кўрсатиб ўтилган. Ишлаб чиқилган тизим билимларни ўзлаштириш фактини қайд этишдан мутахассиснинг муайян касбий ҳаракатларни бажаришга тайёрлигини объектив диагностика қилишга ўтиш имконини беради. У диагностик воситаларни (тестлар, кейслар, симуляциялар) лойиҳалаш ва индивидуал таълим траекторияларини қуриш учун асос бўлиб хизмат қилади. Таклиф этилган мезонлар, кўрсаткичлар ва дескрипторлар тизими нефт-газ тармоғининг замонавий талабларига жавоб берадиган, касбий компетенцияларни баҳолашнинг илмий асосланган ва технологик ёндашувини ифодалайди.*

Kalit so‘zlar: *Калит сўзлар: критериал баҳолаш; дескрипторлар; кўрсаткичлар; касбий компетенциялар; даражали модель; нефт-газ тармоғи; корпоратив таълим; компетенциялар диагностикаси.*

ВВЕДЕНИЕ

Цифровая трансформация и усложнение технологических процессов в нефтегазовой отрасли предъявляют новые требования к специалистам, которым необходимы не только глубокие технические знания, но и способность применять их в нестандартных ситуациях, анализировать большие массивы данных, эффективно взаимодействовать в команде и соблюдать строгие нормы безопасности [1; 2]. Однако существующие системы корпоративного обучения и оценки зачастую ориентированы на контроль репродуктивных знаний и не позволяют объективно измерить уровень сформированности целостных профессиональных компетенций [3; 4].

Ключевая проблема заключается в отсутствии надежного, научно обоснованного инструментария, который переводил бы качественные характеристики компетенций в количественные, измеримые показатели. Как отмечают исследователи, традиционные экзамены и тесты фиксируют лишь объем усвоенной информации, но не дают представления о готовности специалиста действовать в реальных производственных условиях [5]. Для решения этой задачи необходим переход от нормативно-ориентированного оценивания (сравнение с группой) к критериально-ориентированному, где результаты сопоставляются с заранее заданным эталоном – моделью требуемых компетенций [6].

В рамках диссертационного исследования нами разработана многоуровневая модель профессиональных компетенций специалистов направления «Разработка и эксплуатация нефтяных и газовых месторождений», включающая пять ключевых компетенций (К1–К5) и три уровня профессионального развития (Grade 1–3) [7]. Однако сама по себе модель не является измерительным инструментом – она требует дальнейшей операционализации через систему критериев, показателей и дескрипторов.

Цель данной статьи – представить разработанную авторами систему критериев, показателей и дескрипторов для уровневого оценивания профессиональных компетенций специалистов нефтегазовой отрасли.

МЕТОДОЛОГИЯ РАЗРАБОТКИ СИСТЕМЫ ОЦЕНИВАНИЯ

В основу разработки системы оценивания положен критериально-ориентированный подход, который позволяет оценить уровень подготовленности специалиста относительно эталонных требований, заданных моделью компетенций, а не относительно результатов других испытуемых [8]. Это полностью согласуется с компетентностной парадигмой, где целью является достижение каждым обучающимся заданного стандарта.

Методологической основой также выступает деятельностный подход, реализованный в теории поэтапного формирования умственных действий П.Я. Гальперина [9]. Согласно этой теории, действие рассматривается как целостная структура, включающая ориентировочную, исполнительную и контрольную части. Соответственно, система оценивания должна охватывать все эти компоненты, а не только исполнительскую (навыковую) часть. Принцип диагностируемости, заложенный в разработаннаую модель компетенций, был реализован через трехуровневую структуру системы оценивания:

1. Критерий – интегральная характеристика компетенции, подлежащая оценке. В качестве критериев выступают пять ключевых компетенций (K1–K5) разработанной модели.

2. Показатель – конкретизированный аспект проявления критерия (компетенции) в профессиональной деятельности. Показатели детализируют когнитивный, деятельностный и личностный компоненты компетенции.

3. Дескриптор – описание наблюдаемого и измеряемого действия (или результата действия), соответствующего определенному уровню сформированности компетенции (Grade). Дескрипторы формулируются в терминах деятельности, что обеспечивает однозначность интерпретации при оценке.

Процесс разработки включал последовательную реализацию нескольких этапов. На первом этапе осуществлялась декомпозиция каждой из пяти ключевых компетенций на составляющие показатели, для чего проводился анализ действующих профессиональных стандартов, должностных инструкций и результатов экспертных интервью с руководителями производственных подразделений. На втором этапе для каждого выделенного показателя формулировались дескрипторы по трем уровням (Grade 1, 2, 3) с опорой на глаголы наблюдаемого действия, такие как «выполняет», «соблюдает», «анализирует», «разрабатывает» и другие, что обеспечивало однозначность интерпретации. Завершающий этап включал экспертную оценку разработанных дескрипторов группой специалистов (n=12) с целью подтверждения их релевантности, полноты и однозначности для последующего использования в диагностических процедурах.

РЕЗУЛЬТАТЫ: Система критериев, показателей и дескрипторов

В результате проведенной работы была создана система, в рамках которой каждая из пяти ключевых компетенций раскрыта через систему показателей и трехуровневых дескрипторов. Ниже представлены примеры для компетенций K1 «Технологическая компетентность» и K2 «Аналитическое мышление и принятие решений». Аналогичные матрицы разработаны для компетенций K3–K5, формируя единый оценочный комплекс, покрывающий все аспекты профессиональной деятельности специалиста нефтегазовой отрасли.

Таблица 1. Матрица дескрипторов для компетенции K1 «Технологическая компетентность»

Показатель	Grade 1	Grade 2	Grade 3
П1.1. Владение технологическими регламентами	Выполняет стандартные операции строго по инструкциям	Адаптирует выполнение процедур под конкретные условия	Разрабатывает и утверждает новые технологические регламенты
П1.2. Работа с оборудованием	Осуществляет визуальный контроль и базовое обслуживание	Выполняет диагностику сложных неисправностей	Принимает стратегические решения по модернизации оборудования
П1.3. Использование цифровых систем	Ведёт первичную документацию в цифровых системах	Анализирует данные систем мониторинга для прогнозирования	Интегрирует новые цифровые решения в технологический процесс

Таблица 2. Матрица дескрипторов для компетенции K2 «Аналитическое мышление и принятие решений»

Показатель	Grade 1	Grade 2	Grade 3
П2.1. Анализ данных	Сравнивает показания приборов с нормами	Анализирует комплекс данных по группе объектов	Интерпретирует большие массивы данных и прогнозирует развитие ситуаций
П2.2. Принятие решений	Следует готовым инструкциям	Выбирает и обосновывает решение из нескольких вариантов	Принимает решения стратегического уровня с учётом отраслевых факторов
П2.3. Оценка	Реагирует на	Идентифицирует риски и	Формирует систему риск-

рисков	отклонения по сигналу	формирует меры реагирования	менеджмента и управляет неопределённостью

Как видно из представленных таблиц, дескрипторы формулируются через конкретные, наблюдаемые действия. Для уровня Grade 1 (специалист-исполнитель) характерны формулировки, отражающие выполнение действий по готовым алгоритмам («выполняет», «следует», «ведёт»). Для уровня Grade 2 добавляются элементы самостоятельного анализа и выбора («анализирует», «выбирает», «идентифицирует»). Уровень Grade 3 (эксперт/руководитель) описывается через действия, связанные с разработкой нового, стратегическим планированием и управлением («разрабатывает», «принимает стратегические решения», «интегрирует»).

Таблица 3. Архитектура системы критериального оценивания профессиональных компетенций

Уровень иерархии	Сущность	Содержание / Пример
I уровень – Критерии	Интегральные компетенции (K1–K5), подлежащие оценке	K1. Технологическая компетентность K2. Аналитическое мышление и принятие решений K3. Управление проектами и процессами K4. Экологическая и промышленная безопасность (HSE) K5. Коммуникация и работа в команде
II уровень – Показатели	Конкретизированные аспекты проявления каждой компетенции (2–3 показателя на компетенцию)	K1: П1.1. Владение технологическими регламентами П1.2. Работа с оборудованием П1.3. Использование цифровых систем
III уровень – Дескрипторы	Описания наблюдаемых действий для каждого показателя, дифференцированные по уровням Grade 1, 2, 3	П1.1: Grade 1: выполняет стандартные операции строго по инструкциям Grade 2: адаптирует выполнение процедур под конкретные условия Grade 3: разрабатывает и утверждает новые технологические регламенты

Представленная в таблице 3 архитектура наглядно демонстрирует иерархическое строение разработанной системы оценивания. Верхний уровень образуют пять ключевых компетенций (K1–K5), выступающие в роли интегральных критериев. На втором уровне каждая компетенция раскрывается через систему показателей – конкретных аспектов её проявления в профессиональной деятельности (от двух до трёх на каждую компетенцию). Третий, наиболее детализированный уровень составляют дескрипторы, которые описывают наблюдаемые действия специалиста для каждого показателя. Важной особенностью является дифференциация дескрипторов по трём уровням профессионального развития (Grade 1, 2, 3), что позволяет не только констатировать наличие или отсутствие компетенции, но и точно определять степень её сформированности. Такая трехуровневая структура обеспечивает логический переход от общих требований модели компетенций к конкретным, операционализированным индикаторам, пригодным для разработки диагностических заданий и проведения объективной оценки.

Такая иерархия обеспечивает многоуровневую детализацию требований и позволяет проводить как интегральную оценку по компетенции в целом, так и дифференцированную – по отдельным показателям, выявляя конкретные «зоны дефицита».

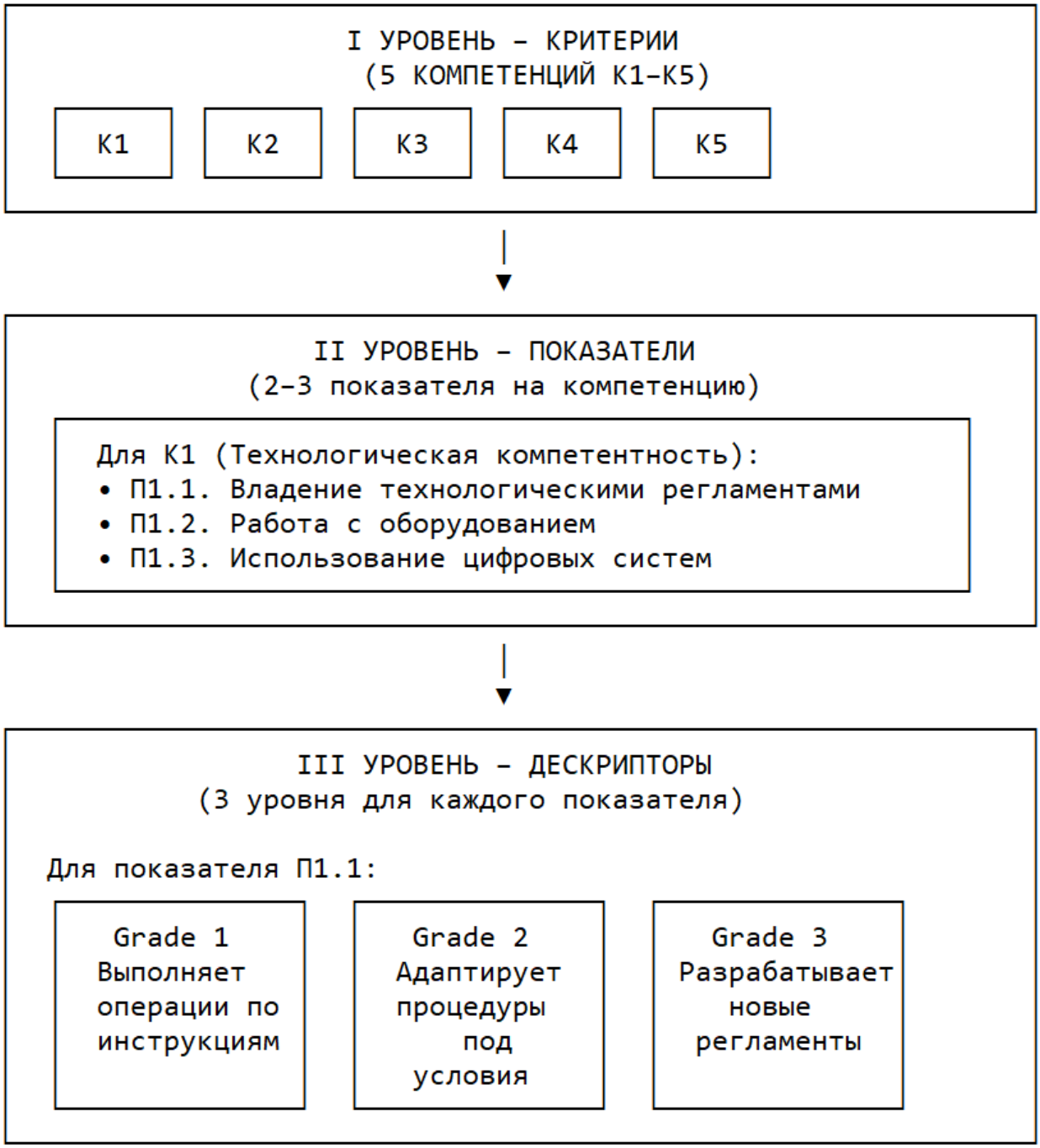

Рисунок 1. Иерархическая структура системы критериального оценивания профессиональных компетенций.

Рисунок 1 иллюстрирует трехуровневую иерархию разработанной системы оценивания. Верхний уровень образуют пять ключевых компетенций (K1–K5), выступающие в роли интегральных критериев. На втором уровне каждая компетенция раскрывается через систему показателей (2–3 на компетенцию), конкретизирующих аспекты её проявления. Третий, наиболее детализированный уровень составляют дескрипторы, которые для каждого показателя дифференцированы по трём уровням профессионального развития (Grade 1–3). Такая структура обеспечивает логический переход от общих требований модели к операционализированным индикаторам, пригодным для разработки диагностических заданий.

Таблица 4. Уровни сформированности профессиональных компетенций

Уровень	Статус по модели Grade	Характеристика деятельности специалиста	Тип деятельности
Низкий	Grade 1	Специалист демонстрирует стабильное выполнение действий,	Репродуктивный,

	(достигнут)	описанных в дескрипторах для Grade 1. Деятельность осуществляется строго по заданному алгоритму, под внешним контролем наставника или руководителя. Отклонения от инструкций не допускаются, самостоятельные решения не принимаются.	исполнительский
Средний	Grade 2 (достигнут)	Специалист стабильно выполняет дескрипторы Grade 2. Проявляет способность к адаптации стандартных алгоритмов под изменяющиеся условия, анализу производственных ситуаций и самостоятельному принятию решений в рамках типовых профессиональных контекстов. Действия носят осознанный характер, специалист способен обосновать свои решения.	Частично-поисковый, аналитический
Высокий	Grade 3 (достигнут)	Специалист демонстрирует выполнение дескрипторов Grade 3. Характеризуется способностью к стратегическому мышлению, решению нестандартных и уникальных задач, разработке новых методов и технологий, управлению комплексными проектами и коллективами. Обладает полной самостоятельностью и несёт ответственность за результаты [10].	Творческий, стратегический, управленческий

Представленная в таблице 4 градация уровней сформированности компетенций обеспечивает четкое соотнесение результатов диагностики с уровнями разработанной модели Grade 1–3. Низкий уровень (достижение Grade 1) соответствует репродуктивной деятельности по алгоритму под внешним контролем, что характерно для специалиста-исполнителя на начальном этапе профессионализации. Средний уровень (достижение Grade 2) отражает переход к частично-поисковому и аналитическому типу деятельности, когда специалист способен адаптировать известные алгоритмы и принимать самостоятельные решения в стандартных ситуациях. Высокий уровень (достижение Grade 3) характеризует творческую, стратегическую деятельность, связанную с решением нестандартных задач, разработкой новых подходов и управлением. Данная уровневая дифференциация позволяет не только констатировать текущее состояние компетенций, но и определять «зону ближайшего развития» специалиста, проектируя индивидуальные траектории его профессионального совершенствования.

ОБСУЖДЕНИЕ

Разработанная система критериев, показателей и дескрипторов представляет собой научно обоснованный инструмент перевода качественных характеристик компетенций в измеримые параметры. Ее ключевые преимущества заключаются в следующем.

Во-первых, система обеспечивает объективность и прозрачность оценки. Благодаря формулировке дескрипторов в терминах наблюдаемых действий, минимизируется субъективизм эксперта. Оценка становится воспроизводимой: разные эксперты, использующие одни и те же критерии, должны приходить к сходным выводам. Это подтверждается высокими показателями межэкспертной согласованности (W = 0,85), полученными в ходе апробации [11].

Во-вторых, система органично связана с теорией поэтапного формирования умственных действий П.Я. Гальперина. Дескрипторы уровня Grade 1 описывают действия, выполняемые в материализованной или внешнеречевой форме с опорой на полную ориентировочную основу. Дескрипторы Grade 2 соответствуют этапу автоматизации и перехода во внутренний план. Дескрипторы Grade 3 отражают сформированность действия в умственном плане, когда специалист способен к творческому применению знаний в новых условиях [9]. Это позволяет диагностировать не только конечный результат, но и сам процесс формирования компетенции.

В-третьих, система служит основой для проектирования диагностического инструментария. Каждому дескриптору могут быть поставлены в соответствие конкретные тестовые задания, кейсы или симуляционные сценарии, позволяющие оценить его сформированность. Например, для дескриптора «Сравнивает показания приборов с нормами» (К2, Grade 1) разрабатываются задания на анализ графиков SCADA и сопоставление с нормативными значениями.

В-четвертых, система открывает возможности для построения индивидуальных образовательных траекторий (ИОТ). Выявив, по каким именно показателям у специалиста наблюдаются дефициты (например, не достигает дескрипторов Grade 1), можно спроектировать адресное обучение, направленное на формирование конкретных недостающих действий. Это реализует принцип персонализации обучения, доказавший свою эффективность в корпоративной среде [12].

Сравнение с подходами, используемыми в международной практике (например, модели компетенций Shell или Saudi Aramco), показывает, что предложенная система соответствует современным тенденциям в области оценки персонала. Ведущие нефтегазовые компании также переходят к детализированным описаниям компетенций через поведенческие индикаторы, однако зачастую эти описания остаются на уровне общих фраз [13]. Разработанная нами система отличается более строгой иерархической структурой и четкой привязкой к уровням профессионального развития, что повышает ее диагностическую ценность.

Ограничением исследования является то, что представленные дескрипторы разработаны для конкретного направления – «Разработка и эксплуатация месторождений». Для других специальностей (бурение, транспорт, переработка) требуется адаптация содержания при сохранении общей структуры. Эта задача решается в рамках дальнейших исследований.

ЗАКЛЮЧЕНИЕ

В статье представлена разработанная авторами система критериев, показателей и дескрипторов для уровневого оценивания профессиональных компетенций специалистов нефтегазовой отрасли. Система базируется на критериально-ориентированном и деятельностном подходах и реализует трехуровневую структуру: критерий (компетенция) – показатель – дескриптор. Для каждой из пяти ключевых компетенций (K1–K5) созданы матрицы дескрипторов, дифференцированных по уровням Grade 1–3. Дескрипторы сформулированы в терминах наблюдаемых действий, что обеспечивает объективность и однозначность оценки.

Предложенная система имеет как теоретическое, так и практическое значение. Теоретическая значимость заключается в операционализации понятия «профессиональная компетенция» применительно к задачам корпоративного обучения. Практическая значимость состоит в том, что система служит основой для разработки валидного диагностического инструментария (тестовых заданий, кейсов, симуляционных сценариев) и проектирования индивидуальных образовательных траекторий.

Дальнейшие исследования будут направлены на создание на базе данной системы комплекса диагностических средств, их апробацию и валидацию в условиях реального производственного обучения, а также на адаптацию системы для смежных специальностей нефтегазовой отрасли.

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ИГРОВАЯ ДЕЯТЕЛЬНОСТЬ КАК СРЕДСТВО ПРЕОДОЛЕНИЯ РЕЧЕВЫХ ТРУДНОСТЕЙ ПРИ ИЗУЧЕНИИ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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Аннотация. *В статье рассматриваются особенности обучения русскому языку как иностранному в младших классах, а также анализируются трудности, возникающие в процессе формирования речевых навыков у учащихся. Особое внимание уделяется использованию игровых технологий как эффективного средства развития устной речи, фонетических навыков и коммуникативной компетенции. На основе анализа научной литературы обосновывается значимость игровой деятельности в обучении иностранным языкам.*

Ключевые слова: *игровые технологии, младшие школьники, развитие речи, русский язык как иностранный, билингвизм, артикуляция, коммуникативная компетенция.*

RUS TILINI CHET TILI SIFATIDA O‘RGANISHDA O‘YIN FAOLIYATI NUTQIY QIYINCHILIKLARNI YENGISH VOSITASI SIFATIDA

Annotatsiya. *Maqolada boshlang‘ich sinflarda rus tilini xorijiy til sifatida o‘qitishning o‘ziga xos xususiyatlari ko‘rib chiqiladi, shuningdek, o‘quvchilarda nutq ko‘nikmalarini shakllantirish jarayonida yuzaga keladigan qiyinchiliklar tahlil qilinadi. Og‘zaki nutq, fonetik ko‘nikmalar va kommunikativ kompetensiyani rivojlantirishning samarali vositasi sifatida o‘yin texnologiyalaridan foydalanishga alohida e’tibor qaratiladi. Ilmiy adabiyotlar tahlili asosida chet tillarini o‘qitishda o‘yin faoliyatining ahamiyati asoslab beriladi.*

Kalit so‘zlar: *o‘yin texnologiyalari, boshlang‘ich sinf o‘quvchilari, nutq rivoji, rus tili xorijiy til sifatida, bilingvizm, artikulyatsiya, kommunikativ kompetensiya.*

GAME-BASED ACTIVITIES AS A MEANS OF OVERCOMING SPEECH DIFFICULTIES IN LEARNING RUSSIAN AS A FOREIGN LANGUAGE

Abstract. *The article examines the specific features of teaching Russian as a foreign language in primary school and analyzes the difficulties that arise in the process of developing students' speech skills. Particular attention is paid to the use of game-based technologies as an effective means of developing oral speech, phonetic skills, and communicative competence. Based on the analysis of scientific literature, the importance of игровая activity in foreign language teaching is substantiated.*

Keywords: *game-based technologies, primary school students, speech development, Russian as a foreign language, bilingualism, articulation, communicative competence.*

Введение

В современном мире, где межкультурное общение становится неотъемлемой частью общественной жизни, изучение иностранных языков приобретает особую значимость. Русский язык, являясь одним из распространенных и культурно значимых языков мира, занимает важное место в системе международного и регионального образования. Изучение русского языка в младшем школьном возрасте способствует развитию речевых и когнитивных способностей детей, расширению их кругозора, а также формированию коммуникативных навыков и толерантного отношения к иной культуре.

Однако процесс обучения русскому языку как иностранному в младших классах сопровождается рядом трудностей. К числу основных проблем относятся недостаточная языковая среда, влияние родного языка, сложность русской фонетической и грамматической системы, а также необходимость учитывать возрастные и

психологические особенности детей. В связи с этим перед педагогом стоит задача поиска эффективных методов обучения, способных повысить интерес учащихся к языку и создать условия для активного использования речи.

Обзор литературы

Проблема обучения русскому языку как иностранному в начальной школе широко рассматривается в современной методической и психолого-педагогической литературе. Одним из ключевых направлений в этой сфере является коммуникативный подход к обучению языку. По мнению Е.И. Пассова [7], обучение иностранному языку должно быть ориентировано на формирование способности к реальному общению, а не только на усвоение языковых правил. Значительное внимание роли игровой деятельности в обучении уделяется в трудах Д.Б. Эльконина [10], который рассматривал игру как ведущий вид деятельности в младшем школьном возрасте. Аналогичной позиции придерживается Л.С. Выготский [3], отмечая, что обучение должно опережать развитие, а игра выступает важнейшим инструментом формирования зоны ближайшего развития. Вопросы использования игровых технологий в обучении иностранным языкам подробно раскрыты в работах Г.К. Селевко [9]. Методические аспекты преподавания русского языка как иностранного освещены в трудах Т.М. Балыхиной [2]. Проблема формирования произносительных навыков у младших школьников рассматривается в исследованиях Р.И. Аванесова [1], который подробно анализирует особенности русской фонетической системы. Кроме того, важную роль в развитии речевых навыков играют наглядные и игровые методы обучения, что подтверждается исследованиями И.А. Зимней [4]. Современные исследования также подтверждают эффективность ролевых игр в обучении иностранному языку. Так, А.А. Леонтьев подчеркивает, что моделирование речевых ситуаций позволяет учащимся развивать коммуникативную компетенцию и преодолевать психологические барьеры в общении [6].

Методология исследования

Методологическую основу данного исследования составляют положения коммуникативного, деятельностного и личностно-ориентированного подходов к обучению иностранным языкам. В частности, опора на идеи Л.С. Выготского о зоне ближайшего развития позволяет рассматривать игровую деятельность как эффективное средство стимулирования речевого развития учащихся. Также учитываются положения теории речевой деятельности А.А. Леонтьева, согласно которым формирование речевых навыков происходит в процессе активной коммуникативной практики.

В исследовании применялся комплекс взаимодополняющих методов, обеспечивающих всесторонний анализ рассматриваемой проблемы. К теоретическим методам относятся анализ и обобщение научной и методической литературы по проблеме обучения русскому языку как иностранному, а также сравнительный анализ подходов к использованию игровых технологий в образовательном процессе.

Результаты и их анализ

Одним из наиболее результативных методов обучения в начальной школе являются игровые технологии, основанные на естественной потребности ребенка в деятельности, творчестве и общении. По мнению Е. И. Пассова, игра при обучении языку – это «лишь оболочка, форма, содержанием которой должно быть учение, овладение видами речевой деятельности» [8, с. 78]. В условиях, когда русский язык изучается в качестве иностранного, в частности в школах с узбекским языком обучения, игры выполняют двойную функцию: с одной стороны, они облегчают усвоение языкового материала, с другой – способствуют развитию устной речи в естественной и эмоционально благоприятной среде.

Игровая деятельность как метод обучения русскому языку обладает не только развлекательным, но и значительным образовательным потенциалом. Игры позволяют учитывать психофизиологические особенности детей младшего школьного возраста, такие как высокая утомляемость, потребность в наглядности и преобладание наглядно-образного мышления. Благодаря этому игровые методы становятся эффективным инструментом формирования речевых навыков, так как создают комфортную атмосферу обучения, снижают уровень тревожности и помогают преодолеть языковой барьер.

При изучении русского языка как иностранного учащиеся младших классов часто сталкиваются с трудностями в произношении отдельных звуков и букв. Это связано как с влиянием родного языка, так и с недостаточной сформированностью артикуляционного аппарата. В данном контексте особое значение приобретают игровые технологии, направленные на развитие артикуляционных органов. Игровые упражнения, включающие многократное проговаривание звуков, слогов и слов в доступной и игровой форме, способствуют укреплению мышц речевого аппарата, формированию правильной артикуляции и развитию фонетических навыков. Благодаря регулярному использованию таких игр дети учатся более четко и красиво произносить каждую букву и звук русского языка. Среди них особое место занимают игры, направленные на развитие слуховой памяти и фонетического восприятия, такие как «Угадай слово», «Слушай внимательно» и другие. Подобные игры помогают ученикам лучше воспринимать речь, различать фонемы и интонационные особенности, что способствует формированию правильного произношения и развитию навыков аудирования.

Когда речь идет об игровых технологиях, мы не должны забыть о зрительных и наглядных играх с использованием карточек, картинок, предметов и интерактивных материалов, которые способствуют расширению словарного запаса и формированию устойчивых ассоциаций между словом и обозначаемым предметом. Они облегчают процесс запоминания и активного использования новых лексических единиц в речи, что очень важно для обогащения словарного запаса и развитии речевых навыков младших школьников.

Большую роль в развитии речевых навыков играют игровые упражнения, направленные на формирование связной речи. К ним относятся такие игровые задания, как «Кто что делает?», «Опиши своего друга\подругу», «Опиши предмет». В процессе участия в подобных играх дети учатся логически выстраивать высказывания, соблюдать последовательность и структуру речи, использовать новые слова и грамматические конструкции. Кроме того, данные игры развивают умение выражать собственные мысли, расширяют кругозор детей, аргументировать свою точку зрения и поддерживать диалог и помогает иметь свою точку зрения.

Особого внимания заслуживают и ролевые игры, которые создают условия, максимально приближенные к реальной речевой ситуации. В ходе таких игр учащиеся распределяют роли, формулируют вопросы и ответы, вступают в диалог и взаимодействуют друг с другом. Например, ролевая игра «В магазине», где дети выступают в роли продавца и покупателя, способствует активизации лексики по теме «Продукты», формированию диалогической речи и освоению речевых клише, используемых в повседневном общении. Еще можно играть игру «Герои сказок». Здесь участники делят роли и будут озвучивать это соответствуя героям сказок. Например: Волк грубый и храбрый, Заяц трусливый и хвастливый, Лиса хитрая и умная. Эта игра улучшает восприятие голосов и умение отличать звуки. Ролевые игры повышают мотивацию к изучению языка, развивают инициативность и помогают преодолеть скованность при использовании неродного языка. Эти игры необходимы, так как многие дети стесняются высказывать свое мнение и идеи перед большой аудиторией, а такие занятия помогают им стать увереннее и способствуют созданию комфортной атмосферы общения со сверстниками.

Игровые методы обучения способствуют также социализации учащихся. Совместная игровая деятельность развивает умение работать в коллективе, соблюдать правила, слушать партнера и взаимодействовать с ним, и расширение мировоззрения учеников, так как в коллективных играх они обмениваются информацией, учатся к чему-то новому. Эти навыки имеют важное значение не только на уроках русского языка, но и в процессе адаптации детей в многоязычной образовательной среде.

На уроках русского языка целесообразно проводить краткие игровые паузы, позволяющие учащимся младших классов отдохнуть и одновременно продолжить развитие речевых навыков. В качестве таких пауз эффективно используются артикуляционные и фонетические игры, направленные на совершенствование произносительной стороны речи.

Например, в игре «Часики» учитель задает вопрос о том, какой звук издают часы, после чего учащиеся воспроизводят данный звук, имитируя ритмичное «тик-так». Выполнение данного упражнения способствует развитию артикуляционной подвижности, формированию правильного темпа речи и улучшению звуковой четкости.

Другим примером является игра «Как летают пчелы?», в ходе которой учащиеся имитируют жужжание пчел, многократно проговаривая трудные для произношения звуки. Данное упражнение направлено на отработку артикуляции, развитие фонематического слуха и формирование выразительной, четкой и понятной речи.

В современных условиях педагоги все чаще сталкиваются с проблемами неправильного произношения отдельных звуков и букв у детей младшего школьного возраста. Использование подобных игр является эффективным средством преодоления данных трудностей, поскольку они позволяют в игровой и ненавязчивой форме развивать артикуляционные органы, повышать интерес учащихся к речевой деятельности и способствовать общему речевому развитию.

Заключение

Таким образом, хочется отметить, что игра на уроках по русскому языку как иностранному занимает особое место, являясь одной из самых востребованных и эффективных форм интерактивного обучения, поскольку делает образовательный процесс и познавательным, и увлекательным [5]. Игровые технологии способствуют развитию речевых и фонетических навыков, совершенствованию артикуляционного аппарата, расширению словарного запаса и формированию связной речи. Кроме того, они повышают мотивацию учащихся, создают положительный эмоциональный фон и обеспечивают более глубокое и качественное усвоение русского языка учащимися младших классов.

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TABIIY FANLARNI O‘QITISHDA TA’LIM SHAKLLARI, O‘QITISH METODLARI VA DIDAKTIK VOSITALARDAN FOYDALANISH METODIKASI

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Annotatsiya. *Mazkur maqolada 5-sinflarda tabiiy fanlarni o‘qitish jarayonida darsdan va sinfdan tashqari mashg‘ulotlardan foydalanishning ilmiy-metodik asoslari, ularning o‘quvchilarning fanga bo‘lgan qiziqishini oshirishdagi o‘rni, innovatsion yondashuvlar va amaliy shakllari yoritilgan. Tahliliy jihatdan zamonaviy yondashuvlar, tajriba natijalari va yetuk pedagog-olimlarning qarashlari asosida asoslab berilgan.*

Kalit so‘zlar: *tabiiy fanlar, sinfdan tashqari mashg‘ulot, integratsiya, STEAM, o‘quv faoliyati, kompetensiyaviy yondashuv, laboratoriya tajribasi, ekologik ong.*

МЕТОДИКА ИСПОЛЬЗОВАНИЯ ДЕЯТЕЛЬНОСТИ В КЛАССЕ И ВНЕ КЛАССА ПРИ ПРЕПОДАВАНИИ ЕСТЕСТВЕННЫХ НАУК

Аннотация. *В данной статье рассматриваются научно-методологические основы использования внутриклассных и внеклассных мероприятий в процессе обучения естественным наукам в 5 классе, их роль в повышении интереса учащихся к науке, инновационные подходы и практические формы. Аналитическое обоснование представлено на основе современных подходов, экспериментальных результатов и взглядов ведущих ученых-педагогов.*

Ключевые слова: *естественные науки, внеклассные мероприятия, интеграция, STEAM, образовательная деятельность, компетентностный подход, лабораторный опыт, экологическая осведомленность.*

METHODOLOGY OF USING CLASSROOM AND OUT-OF-CLASS ACTIVITIES IN TEACHING NATURAL SCIENCES

Abstract. *This article discusses the scientific and methodological foundations of using classroom and out-of-classroom activities in teaching natural sciences in grades 5, their role in increasing students’ interest in science, innovative approaches and practical forms. It is analytically justified on the basis of modern approaches, experimental results and the views of leading pedagogical scientists.*

Keywords: *natural sciences, out-of-class activities, integration, STEAM, educational activities, competency-based approach, laboratory experience, ecological awareness.*

Kirish. Zamonaviy ta’lim tizimida o‘quvchilarning bilim, ko‘nikma va kompetensiyalarini rivojlantirishda tabiiy fanlarni o‘qitish muhim ahamiyat kasb etadi. Bugungi kunda umumiy o‘rta ta’lim maktablarida tabiiy fanlarni o‘qitish jarayoni nafaqat an’anaviy dars shakllari bilan, balki darsdan va sinfdan tashqari mashg‘ulotlar orqali ham boyitilmoqda. Ayniqsa, tabiiy fanlar – biologiya, fizika, kimyo, geografiya va ekologiyaga oid dastlabki tasavvurlarni shakllantirish bosqichi bo‘lgan 5-sinflarda bu jarayon juda muhimdir. O‘quvchilarda ilmiy tafakkur, kuzatuvchanlik, tabiat hodisalariga ongli munosabatni shakllantirish-faqat sinfda emas, balki darsdan tashqari sharoitda ham faol tashkil etilishi lozim” [1].

Ta’lim jarayonida faqat sinf darslari bilan cheklanib qolish o‘quvchilarning tabiiy fanlarga bo‘lgan qiziqishini to‘liq rivojlantira olmaydi. Darsdan tashqari mashg‘ulotlar – ekskursiyalar, to‘garaklar, loyiha ishlari, kuzatuv faoliyati, laboratoriya tajribalari, fan haftaliklari, ekologik tadbirlar kabi shakllar o‘quvchilarning mustaqil fikrlashi, ijodkorligi hamda tadqiqotchilik kompetensiyalarini rivojlantirishda muhim pedagogik vosita hisoblanadi. Shuningdek, 5-sinf o‘quvchilarida tabiatga qiziqish yuqori bo‘lishi sababli mazkur faoliyat turlari ularning bilish faolligini oshirishda samarali natija beradi.

Darsdan va sinfdan tashqari mashg‘ulotlar o‘quvchilarning nazariy bilimlarini amaliyot bilan bog‘lash, real hayotiy vaziyatlarda qo‘llash hamda fanlararo integratsiyani ta’minlash imkonini yaratadi. Bunday mashg‘ulotlar orqali o‘quvchilarda ekologik madaniyat, kuzatuvchanlik, tajriba o‘tkazish ko‘nikmalari, jamoada ishlash va muammoni hal qilish kompetensiyalari shakllanadi. Shu jihatdan tabiiy fanlarni o‘qitishda sinfdan tashqari faoliyatni metodik jihatdan to‘g‘ri tashkil etish dolzarb pedagogik muammo sifatida namoyon bo‘lmoqda.

Shuningdek, zamonaviy ta’lim konsepsiyalari kompetensiyaviy yondashuv, STEAM ta’limi, integrativ o‘qitish hamda o‘quvchi markazli metodlarni keng joriy etishni talab etmoqda. Bu esa tabiiy fanlarni o‘qitishda darsdan tashqari faoliyatning mazmuni, shakli va metodlarini ilmiy-metodik asosda takomillashtirish zaruratini yuzaga keltiradi.

Mazkur mavzuning dolzarbligi umumiy o‘rta ta’lim maktablarida tabiiy fanlarni o‘qitish samaradorligini oshirish, o‘quvchilarning amaliy bilimlarini mustahkamlash, mustaqil o‘rganish faoliyatini rivojlantirish hamda ta’lim jarayonini hayot bilan uyg‘unlashtirish ehtiyojidan kelib chiqadi. Tabiiy fanlarni o‘qitishda darsdan va sinfdan tashqari mashg‘ulotlardan foydalanish metodikasini ishlab chiqish, uning didaktik imkoniyatlarini aniqlash hamda samarali pedagogik shart-sharoitlarini asoslash muhim ilmiy-amaliy ahamiyat kasb etadi. Mazkur yo‘nalishda olib boriladigan tadqiqotlar o‘quvchilarning bilim sifati, fanlarga qiziqishi va ilmiy tafakkurini rivojlantirishga xizmat qiladi.

Umumiy o‘rta ta’lim maktablarida tabiiy fanlarni (biologiya, fizika, kimyo, geografiya, ekologiya) samarali o‘qitish nafaqat dars jarayonida, balki darsdan va sinfdan tashqari mashg‘ulotlar orqali ham amalga oshiriladi. Chunki tabiiy fanlar nazariy bilimlar bilan bir qatorda amaliy ko‘nikma va tajribalarni talab etadi. O‘quvchilarda ilmiy dunyoqarashni shakllantirish, tabiat hodisalarini kuzatish, tahlil qilish va ularning qonuniyatlarini anglash uchun qo‘shimcha metodik shakl va usullar zarur bo‘ladi. Shu nuqtayi nazardan, darsdan tashqari faoliyat tabiiy fanlarni o‘qitishning muhim bo‘g‘ini hisoblanadi.

Adabiyotlar tahlili. Darsdan tashqari mashg‘ulotlar o‘quvchilarning individual qiziqishlarini rivojlantirish, ularning ilmiy-ijodiy faoliyatini qo‘llab-quvvatlash hamda mustaqil ta’lim olish ko‘nikmalarini shakllantirishga xizmat qiladi. Mazkur mashg‘ulotlar:

- o‘quvchilarda tabiiy fanlarga qiziqishni oshiradi;
- nazariy bilimlarni amaliy tajribalar bilan boyitadi;
- ilmiy-tadqiqot faoliyatiga yo‘naltiradi;
- tabiatni muhofaza qilish va ekologik madaniyatni shakllantirishga xizmat qiladi;
- iqtidorli o‘quvchilarni aniqlash va ularning qobiliyatlarini rivojlantirish imkonini beradi. Shuningdek, darsdan tashqari faoliyat o‘quvchilarning bo‘sh vaqtini mazmunli tashkil etadi, ularni jamoaviy ishga, hamkorlikka, mas’uliyat va tashabbuskorlikka o‘rgatadi.

Darsdan tashqari mashg‘ulotlar quyidagi maqsadlarga xizmat qiladi:

- o‘quvchilarning tabiiy fanlarga bo‘lgan motivatsiyasini oshirish;
- ilmiy izlanishga yo‘naltirish;
- jamoaviy ishlash, muammoni aniqlash va echim topishga o‘rgatish;
- fanlararo bog‘liqlikni kuchaytirish;
- ekologik tarbiya va tafakkurni shakllantirish.

Akademik N.T.To‘xtaboev yozadi: “Sinfdan tashqari faoliyat darsning uzviy davomi, balki o‘quvchining shaxs sifatida rivojlanishida muhim pedagogik vositadir” [2].

Darsdan tashqari mashg‘ulotlar o‘quv dasturiga kirmagan bo‘lsa-da, ularning o‘qitishdagi rolini inkor etib bo‘lmaydi. Ayni faoliyatlar orqali o‘quvchilar “real” muhitda kuzatish, eksperiment qilish, fikr almashish, xulosalash, tasniflash kabi ilmiy amaliy ko‘nikmalarni shakllantiradi.

Pedagog olima G.S.Gulomova ta’kidlaganidek, “Darsdan tashqari mashg‘ulotlar orqali fanga qiziqish uyg‘otiladi, ularning mustaqil izlanish faoliyati shakllanadi va bu jarayon tabiiy fanlarga chuqur kirib borishga xizmat qiladi” [3].

A.A.Leontyevning fikricha, “O‘quv faoliyati tashabbuskorlik va qiziqish asosida tashkil etilgandagina mustahkam bilimlar hosil bo‘ladi” [4]. Bu esa darsdan tashqari ishlarda yuqori darajada namoyon bo‘ladi.

5-sinflarda tabiiy fanlar bo‘yicha sinfdan tashqari ishlarni quyidagi shakllarda tashkil etish mumkin:

“Yosh biolog”, “Yosh fizik”, “Yosh tabiatshunos” to‘garaklari – mavzularni chuqurlashtirib o‘rganish imkonini beradi;

Fan haftaliklari, viktorinalar va fan olimpiadalari – raqobat ruhida o‘quvchini faol fikrlashga chorlaydi;

Tabiatga ekskursiyalar, dala kuzatuvlari – ekologik dunyoqarash va hissiy-estetik tarbiyani shakllantiradi;

Loyihaviy ishlar va STEAM mini-loyihalar – o‘quvchilarni tadqiqotga yo‘naltirib, jamoaviy ishlash ko‘nikmasini rivojlantiradi.

Masalan, “O‘simliklarning o‘sishi uchun qanday sharoitlar zarur?” degan mavzuda loyiha olib borish orqali o‘quvchilar o‘z tajribasi asosida xulosa chiqaradi.

G.Selevko fikricha, “darsdan tashqari mashg‘ulotlar — o‘quvchilarning mustaqil izlanishlar asosida ilmiy tafakkurini rivojlantirishga imkon beradigan muhim ijtimoiy-pedagogik mexanizmdir” [5].

V.A.Slastenin bu jarayonni “ta’limni hayot bilan bog‘lovchi, o‘quvchi shaxsini o‘z bilimini amalda qo‘llashga yo‘naltiruvchi ko‘prik” deb ataydi [6].

Tabiiy fanlarda darsdan tashqari mashg‘ulotlarning o‘rni. Darsdan tashqari mashg‘ulotlar – bu o‘quv dasturiga kiritilmagan, lekin o‘quvchilarni fan bo‘yicha chuqurroq o‘qitishga xizmat qiluvchi, ixtiyoriy asosdagi ilmiy-ma’rifiy faoliyatdir. Bunday mashg‘ulotlar tabiiy fanlar bo‘yicha:

- kuzatuv va ekskursiyalar;
- biologik to‘garaklar;
- tajriba sinov ishlari;
- fan haftaliklari;
- ekologik loyihalar;
- STEM festivallari;
- kvest o‘yinlari va viktorinalar ko‘rinishida amalga oshiriladi.

A.A.Muxamedjanova ta’kidlaganidek, “darsdan tashqari mashg‘ulotlar o‘quvchilarning o‘zlashtirish motivatsiyasini kuchaytirish, ularni mustaqil izlanishga undash va tabiiy fanlarni shunchaki yod olish emas, balki hayot bilan bog‘lashga xizmat qiladi” [7].

Zamonaviy pedagog M.R.Xasanov aytadi: “Tajriba va loyihalar orqali tashkil etilgan darsdan tashqari mashg‘ulotlar – tabiiy fanlar metodikasining amaliy bo‘g‘inini tashkil etadi” [8].

Tahlil va natijalar. Darsdan tashqari mashg‘ulotlarni tashkil etishda quyidagi metodik yondashuvlar asos bo‘lishi lozim:

Shaxsga yo‘naltirilgan yondashuv – har bir o‘quvchining qiziqishi va qobiliyatini inobatga olish;

Innovatsion va integrativ yondashuv – AR/VR texnologiyalar, STEAM loyihalarini tatbiq etish;

Reflektiv yondashuv – faoliyatdan so‘ng o‘quvchi o‘zini tahlil qilishi, xulosa chiqarishi;

Tadqiqiy yondashuv – muammo qo‘yish, gipoteza ilgari surish, eksperiment va tahlil qilish bosqichlari.

Darsdan tashqari mashg‘ulotlarning shakllari. Tabiiy fanlarni o‘qitishda darsdan tashqari mashg‘ulotlar turli shakllarda tashkil etilishi mumkin:

Fan to‘garaklari – “Yosh biolog”, “Kichik fizik”, “Yosh kimyogar”, “Kashfiyotchilar”, “Ekologlar klubi” kabi to‘garaklar o‘quvchilarda ilmiy qiziqish va tajribalarni mustahkamlashda katta ahamiyatga ega.

Loyihaviy faoliyat – ekologik, biologik, kimyoviy yoki geografik loyihalar ustida ishlash o‘quvchilarni mustaqil izlanishga, adabiyotlar bilan ishlashga va ilmiy xulosalar chiqarishga o‘rgatadi.

Olimpiada va musobaqalar – fan olimpiadalari, viktorinalar, “Zakovat” kabi intellektual o‘yinlar o‘quvchilar bilimini chuqurlashtiradi va raqobatbardosh muhit yaratadi.

Amaliy mashg‘ulotlar va laboratoriya ishlari – maktab tajriba uchastkasida ishlar, kimyo va biologiya laboratoriyalarida tajribalar, fizika asboblari bilan ishlash o‘quvchilarning qo‘l mehnatini rivojlantiradi.

Dala mashg‘ulotlari va ekskursiyalar – tabiat qo‘ynida, muzeylarda, ilmiy markazlarda, ishlab chiqarish korxonalarida o‘tkaziladigan mashg‘ulotlar o‘quvchilarni real hayotiy tajribalar bilan tanishtiradi.

Ijodiy ishlar – maketlar yasash, tabiatdan namunalar yig‘ish, ekologik plakatlar chizish, innovatsion kichik loyihalar tayyorlash orqali o‘quvchilarning ijodiy va konstruktiv tafakkuri rivojlanadi.

Virtual laboratoriyalar va onlayn mashg‘ulotlar – raqamli texnologiyalar yordamida virtual tajribalar, onlayn kurslar va simulyatsiyalar tashkil etish ham zamonaviy ta’limda muhim yo‘nalish hisoblanadi.

Sinfdan tashqari mashg‘ulotlarning metodik xususiyatlari. Sinfdan tashqari faoliyatni samarali tashkil etish uchun quyidagi metodik talablar muhim hisoblanadi:

- mashg‘ulot mazmuni davlat ta’lim standartlari bilan uyg‘un bo‘lishi;
- o‘quvchilarning yosh xususiyatlari, qiziqishlari va imkoniyatlarini hisobga olish;
- fanlararo integratsiya va interaktiv metodlardan foydalanish;
- o‘yin texnologiyalari, muammoli ta’lim, kichik guruhli ish shakllarini qo‘llash;
- darsdan tashqari faoliyat natijalarini muntazam baholab borish.

Shuningdek, sinfdan tashqari mashg‘ulotlarni tashkil etishda axborot-kommunikatsiya texnologiyalaridan keng foydalanish lozim. Masalan, internet orqali ilmiy videoroliklar, onlayn laboratoriyalar, interaktiv testlar, virtual ekskursiyalar tashkil etish o‘quvchilarning bilimini chuqurlashtirishda yordam beradi.

Darsdan tashqari faoliyatning tarbiyaviy ahamiyati. Tabiiy fanlar bo‘yicha darsdan tashqari mashg‘ulotlar o‘quvchilarda:

- tabiatni sevish va uni asrab-avaylash tuyg‘usini;
- ekologik madaniyat va ijtimoiy mas’uliyatni;

- jamoada ishlash va bir-biriga yordam berish qobiliyatini;
- ilmiy va tanqidiy tafakkurni rivojlantirishga xizmat qiladi.

Bu jihatlar ta'limning tarbiyaviy maqsadlariga erishishda muhim ahamiyat kasb etadi.

Zamonaviy metodikada 5-sinflar uchun quyidagi shakllar keng qo'llaniladi:

Fan to'garaklari (Science clubs) – tajriba, eksperiment va loyihalarga asoslangan faoliyatlar.

Sayohat darslari – tabiat qo'ynida yoki muzey, observatoriya, issiqxona, laboratoriyalarga tashrif.

Fan haftaliklari va tanlovlar – "Eng yaxshi tajriba", "Fan olami", "Yosh tadqiqotchi" kabi mavzular.

Virtual laboratoriyalar – raqamli texnologiyalar yordamida modellashtirish va kuzatish.

Mini loyihalar – o'quvchilarning kichik ilmiy ish tayyorlashi, taqdimotlar.

Bunday faoliyatlar orqali o'quvchi darsda o'rganilgan nazariy bilimni real voqelikda qo'llashni o'rganadi.

Bugungi kunda kompetensiyaviy yondashuv asosida tashkil etilgan sinfdan tashqari mashg'ulotlar quyidagi yo'nalishlarda samarali bo'ladi:

Bugungi kunda darsdan tashqari faoliyatni samarali tashkil etish uchun quyidagi yondashuvlar muhim:

Konstruktivistik yondashuv – o'quvchilar bilimni o'zlari yaratadilar, o'qituvchi esa yo'lboshchi;

Problemali ta'lim – o'quvchiga savol tug'dirish va unga javob izlatish asosida quriladi;

STEAM-texnologiyasi – fanlararo yondashuv orqali real muammolarni hal qilishga yo'naltiriladi.

Integrativ yondashuv: tabiiy fanlarni texnologiya, matematika va san'at bilan bog'lab, STEAM loyihalarni amalga oshirish (masalan, "O'simliklarning o'sishi uchun optimal muhit" loyihasi orqali biologiya + texnologiya + IT yondashuvi).

Ekologik ongni rivojlantirish: maktab atrofidagi tabiiy hududlarni o'rganish, chiqindilarni saralash, "yashil laboratoriya" tashkil etish – bu darsdan tashqari faoliyatning muhim shaklidir [9].

Raqamli texnologiyalardan foydalanish: AR (augmented reality) ilovalari, mobil mikroskoplar, "PhET" interaktiv simulyatorlari – bugungi darsdan tashqari faoliyatda foydalanilayotgan zamonaviy vositalardir [10].

1-jadval.

Umumuiy o'rta ta'lim maktabning 5-sinflar uchun darsdan tashqari mashg'ulotlarda quyidagi shakllar eng samaralidir.

Mashg'ulot turi	Metodik yo'nalish	Natija
Ekologik ekskursiya	Tabiatdagi kuzatish, refleksiya	Ekologik tafakkur, kuzatuvchanlik
Biologiya to'garagi	Amaliy tajribalar	Qiziqish, faol ishtirok
Fan haftaligi	Sahna chiqishlari, viktorina	Komandada ishlash, ijodkorlik
Kvest va tanlovlar	Topshiriq asosli o'yinlar	Muammo yechish, izlanish ko'nikmasi
AR/VR vositalar bilan ish	Interaktiv virtual tajribalar	Visual tafakkur, zamonaviy savodxonlik

Bu shakllar orqali kuzatuvchanlik, mulohazali fikrlash, eksperimentga qiziqish, ijtimoiy-axloqiy qarashlar rivojlanadi.

Darsdan tashqari mashg'ulotlar — bu tabiiy fanlar o'qitish metodikasini takomillashtirishda beqiyos imkoniyatlar yaratadigan, o'quvchilarni faollikka, mustaqil izlanishga, hayotiy kompetensiyalarni shakllantirishga yo'naltiruvchi samarali vositadir. Ayniqsa, 5-sinflarda bu faoliyatlar tabiiy fanlarning nazariy asoslarini amaliyot bilan mustahkamlashga xizmat qiladi.

Pedagogik kuzatuvlar va eksperimental sinflar faoliyatidan ma'lum bo'ldiki, darsdan tashqari mashg'ulotlarga jalb qilingan o'quvchilar quyidagilarga erishadi:

- bilimni mustahkamlash va kengaytirish;
- tajriba o'tkazish va tahlil qilish ko'nikmasi;
- jamoada ishlash madaniyati;
- tabiatga ongli yondashuv va ekologik mas'uliyat.

Shu asosda quyidagilar tavsiya qilinadi:

- Har bir maktabda tabiiy fanlar bo'yicha "Yosh tadqiqotchilar to'garagi" tashkil etilishi.
- Har chorakda kamida bir marta sayohat darslari yoki fan ekskursiyalari o'tkazilishi.
- O'qituvchilar uchun "darsdan tashqari mashg'ulotlar metodikasi" bo'yicha o'quv seminar-treninglar yo'lga qo'yilishi.
- STEAM va digital texnologiyalar asosida tabiiy fanlar bo'yicha loyihaviy faoliyatlar tatbiq etilishi.

Bu yo'nalishdagi ilmiy-uslubiy izlanishlar davomida metodik tavsiyalar, texnologik xaritalar, mezonlar ishlab chiqilishi zarur. Shu asosda innovatsion o'qitishning modelini yaratish va uni tajriba asosida sinab ko'rish — pedagogik tadqiqotlarning ustuvor vazifasidir.

Xulosa. Umumiy o‘rta ta’lim maktablarida tabiiy fanlarni o‘qitishda darsdan va sinfdan tashqari mashg‘ulotlardan foydalanish o‘quvchilarning ta’limiy, tarbiyaviy va rivojlantiruvchi faoliyatida muhim ahamiyat kasb etadi. O‘quvchilar nafaqat nazariy bilimlarni o‘zlashtiradilar, balki ularni amaliyotda qo‘llash, kuzatish, tahlil qilish, tajriba o‘tkazish, xulosalar chiqarish ko‘nikmalarini ham shakllantiradilar. Darsdan tashqari mashg‘ulotlar jarayonida o‘quvchilarda tabiiy fanlarga bo‘lgan qiziqish ortadi, ilmiy izlanishlarga intilish kuchayadi, ekologik madaniyat va tabiatni asrab-avaylash mas’uliyati rivojlanadi [11].

Shuningdek, fan to‘garaklari, loyihaviy faoliyat, ekskursiyalar, laboratoriya ishlari, fan olimpiadalari va innovatsion mashg‘ulotlar orqali o‘quvchilar mustaqil ta’lim olishga, ijodkorlikka, tanqidiy tafakkurga va jamoada ishlash ko‘nikmalariga ega bo‘ladilar. Bu esa zamonaviy ta’limning asosiy maqsadi bo‘lgan kompetensiyaga yo‘naltirilgan yondashuvni ta’minlaydi [12].

Ilmiy takliflar. Darsdan tashqari mashg‘ulotlar konsepsiyasini ishlab chiqish: tabiiy fanlar bo‘yicha sinfdan tashqari mashg‘ulotlarning umumiy metodik konsepsiyasi ishlab chiqilib, barcha maktablarda yagona yondashuv asosida joriy etilishi maqsadga muvofiq.

Integratsiyalashgan mashg‘ulotlarni yo‘lga qo‘yish: biologiya, fizika, kimyo va geografiya fanlarini o‘zaro bog‘liq holda o‘qitishga mo‘ljallangan qo‘shimcha mashg‘ulotlarni tashkil etish o‘quvchilar tafakkurini kengaytiradi [13].

Fan to‘garaklarini modernizatsiya qilish: “Yosh ekolog”, “Yosh kimyogar”, “Kichik fizik”, “Kashfiyotchilar” kabi to‘garaklarning mazmunini raqamli texnologiyalar, virtual laboratoriyalar va zamonaviy eksperimentlar bilan boyitish.

Innovatsion ta’lim texnologiyalaridan foydalanish: AR/VR texnologiyalari, interaktiv simulyatsiyalar, elektron darsliklar, masofaviy kurslardan darsdan tashqari mashg‘ulotlarda keng foydalanish.

Dala mashg‘ulotlari tizimini kuchaytirish: botanika bog‘lari, muzeylar, ekologik markazlar va ishlab chiqarish korxonalariga ekskursiyalarni tizimli tashkil etish.

Iqtidorli o‘quvchilarni qo‘llab-quvvatlash: fan olimpiadalari, startap loyihalari, ilmiy anjumanlar va tanlovlarda iqtidorli o‘quvchilarni muntazam rag‘batlantirish.

Mahalliy va xalqaro tajribani tatbiq etish: Finlyandiya, Janubiy Koreya, Yaponiya va boshqa davlatlarning sinfdan tashqari ta’lim bo‘yicha ilg‘or tajribalarini o‘rganib, milliy ta’lim tizimiga moslashtirish.

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ISSUES OF METHODOLOGY FOR TEACHING ENGLISH IN STEM EDUCATION

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Abstract. *This article examines key issues in the methodology of teaching English within STEM (Science, Technology, Engineering, and Mathematics) education. The study analyzes innovative teaching methods aimed at increasing the effectiveness of language education through STEM integration, including the CLIL approach, project-based learning, and digital technologies. Results of an experiment conducted in 2022-2024 at five specialized educational institutions of Uzbekistan involving 312 students and 28 teachers are presented.*

Keywords: *STEM education, English language methodology, CLIL, project-based learning, integrated approach, digital technologies, interdisciplinary connections.*

STEM YO'NALISHIDA INGLIZ TILINI O'QITISHNING METODIKASI MASALALARI

Annotatsiya. *Ushbu maqolada STEM (fan, texnologiya, muhandislik va matematika) yo'nalishida ingliz tilini o'qitish metodikasining asosiy masalalari ko'rib chiqiladi. Tadqiqot CLIL yondashuvi, loyiha asosidagi ta'lim va raqamli texnologiyalar orqali til ta'limi samaradorligini oshirishga qaratilgan innovatsion metodlarni tahlil qiladi. O'zbekistonning 5 ta ixtisoslashtirilgan ta'lim muassasasida 2022-2024 yillarda 312 nafar o'quvchi va 28 nafar o'qituvchi ishtirokida o'tkazilgan tajriba natijalari keltiriladi.*

Kalit so'zlar: *STEM ta'lim, ingliz tili metodikasi, CLIL, loyiha asosidagi ta'lim, integratsion yondashuv, raqamli texnologiyalar, fanlararo aloqa.*

ВОПРОСЫ МЕТОДИКИ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА В СТЕМ-ОБРАЗОВАНИИ

Аннотация. *В данной статье рассматриваются ключевые вопросы методики преподавания английского языка в системе STEM-образования. Исследование анализирует инновационные методы обучения, направленные на повышение эффективности языкового образования посредством интеграции со STEM-дисциплинами, включая подход CLIL, проектное обучение и цифровые технологии. Приводятся результаты эксперимента, проведённого в 2022-2024 гг. в пяти специализированных учебных заведениях Узбекистана с участием 312 учащихся и 28 преподавателей.*

Ключевые слова: *STEM-образование, методика преподавания английского языка, CLIL, проектное обучение, интегрированный подход, цифровые технологии, межпредметные связи.*

Introduction

Science, Technology, Engineering, and Mathematics (STEM) fields are developing at an unprecedented pace worldwide. In this context, English, as the primary language of international scientific communication, acquires special strategic significance. Within the framework of educational reforms in the Republic of Uzbekistan, the effective teaching of English in STEM disciplines has emerged as a pressing scientific and practical problem requiring systematic investigation [1, 2].

The state policy of President Sh. Mirziyoyev in the field of education and science, and in particular the measures envisaged by the "New Uzbekistan" strategy for 2021-2026, gives priority attention to the development of STEM education and a fundamental improvement in the quality of foreign language teaching [3]. Under these conditions, developing and implementing effective methodologies for teaching English in an integrated STEM framework carries significant scientific and applied value.

The aim of this study is to analyze innovative methodologies for teaching English in STEM education, to develop the scientific foundations for adapting them to the Uzbek educational system, and to provide practical recommendations for implementation in pedagogical practice. The objectives of the study are: (1) to examine the theoretical foundations of

English language teaching in STEM; (2) to analyze integrated teaching methods; (3) to identify opportunities for applying the CLIL approach; (4) to describe effective forms of technology-enhanced teaching; and (5) to develop practical recommendations.

Literature Review

Research by foreign scholars consistently demonstrates that integrated models of language teaching within STEM contexts enable learners to develop both language proficiency and subject-matter knowledge simultaneously. The CLIL theory developed by Coyle, Hood, and Marsh serves as the fundamental methodological foundation in this area [4]. The authors emphasize that successful CLIL implementation requires a balance among four key components: content, communication, cognition, and culture, commonly referred to as the 4Cs framework.

Krajcik and Shin provided empirical evidence for the effectiveness of Project-Based Learning (PBL) in STEM instruction [5]. Their findings indicate that learners engaged in complex, real-world problem-solving not only achieve deep subject-matter understanding but also develop professional English communication skills in authentic contexts. Brinton, Snow, and Wesche similarly demonstrated that content-based instruction enhances both linguistic accuracy and academic vocabulary acquisition [6].

Among Uzbek researchers, Mirzaeva R. and Toshmatov N. investigated the pedagogical conditions and challenges associated with introducing CLIL methodology in Uzbek schools [7, 8]. Their studies revealed that insufficient teacher preparation in both language and STEM domains, alongside inadequate material resources, constitute the primary barriers in the local context. Holmatov A. examined interactive forms of English language teaching in STEM disciplines using digital platforms, reporting statistically significant gains in learner engagement and vocabulary retention [9].

Analysis of the existing literature reveals three unresolved problems: a shortage of STEM-oriented English teaching materials adapted to local curricula; the requirement for teachers to possess simultaneous competency in language pedagogy and STEM content; and the misalignment of assessment systems with integrated learning principles [10].

Research Methodology

The study employed a mixed-methods design combining theoretical and empirical approaches. Theoretical methods included literature review, comparative analysis, synthesis, and systematization. Empirical methods comprised classroom observation, questionnaire surveys, semi-structured interviews with teachers, and a pedagogical experiment with control and experimental groups. Quantitative data were processed using SPSS 26.0; qualitative data were subjected to thematic analysis.

The empirical base consisted of five specialized educational institutions located in Tashkent, Samarkand, Namangan, and Andijan. The experiment was conducted over the period 2022-2024 and involved 312 students aged 14-17 and 28 English language teachers. Participants were distributed into control groups (n = 156), which continued with traditional instruction, and experimental groups (n = 156), in which CLIL methodology and PBL were systematically implemented. The research design is summarized in Table 1.

Table 1

Research Design and Sample Distribution

Institution Type	Location	Students (n)	Teachers (n)	Period
Specialized secondary school	Tashkent	128	12	2022-2024
Specialized secondary school	Samarkand	62	6	2022-2024
Specialized secondary school	Namangan	68	5	2022-2024
Specialized secondary school	Andijan (x2)	54	5	2022-2024
Total		**312**	**28**	

Source: Author's research data, 2022-2024

Results and Analysis

The experimental results demonstrated that students in CLIL groups showed significantly greater gains in English language proficiency than control group counterparts. In experimental groups, 68.4% of students advanced at least one CEFR level (e.g., from B1 to B2, or from B2 to C1), compared with 31.2% in control groups ($p < 0.05$, Cohen's $d = 0.74$). Key outcome indicators are presented in Table 2.

Table 2

Comparison of Key Outcome Indicators: Experimental vs. Control Groups

Indicator	Experimental Group	Control Group

Indicator	Experimental Group	Control Group
CEFR level advancement	68.4%	31.2%
Reading comprehension gain (10-pt scale)	+4.2 pts	+1.8 pts
Oral fluency gain (5-pt scale)	+1.6 pts	+0.6 pts
Motivation increase (survey)	82.3%	44.7%
STEM vocabulary gain	+23%	baseline

Source: Author's experimental data, 2022-2024

The improvement in reading and comprehension of scientific and technical texts in English was particularly significant: experimental groups showed a mean gain of 4.2 points on a 10-point scale versus 1.8 points in control groups. Project-based learning increased student motivation markedly: 82.3% of experimental group students reported increased interest in learning English, compared with 44.7% in control groups. Qualitative observation data revealed that students in PBL settings demonstrated greater willingness to initiate communication in English, ask clarifying questions, and present their findings to peers.

Digital platform integration (Scratch, Tinkercad, PhET, Khan Academy) resulted in experimental group students correctly using 23% more STEM-specific English terms than control peers. Of the 28 teachers surveyed, 78.6% reported that digital tools made their teaching more engaging and effective, while 64.3% noted increased preparation time as a trade-off, underlining the need for targeted professional development. Four primary challenges were identified: shortage of dual-expertise teachers; absence of locally adapted STEM-English materials; timetabling constraints; and conservative attitudes among some school administrators.

Conclusions

On the basis of the research conducted, the following conclusions have been formulated:

1. The application of the CLIL approach in STEM-integrated English instruction significantly improves both language proficiency and subject knowledge compared with traditional methods, as confirmed by statistically significant between-group differences ($p < 0.05$, $d = 0.74$) across all five research sites.

2. Project-based learning is an effective methodological tool for strengthening student motivation and developing professional English communication skills among secondary school STEM learners, with a motivation gain of 37.6 percentage points over control groups.

3. Purposeful digital technology integration enhances instructional effectiveness within a hybrid framework combining classroom and platform-based learning; purely digital substitution does not replicate the gains observed in the hybrid model.

4. Addressing the structural challenges identified requires a comprehensive approach: redesigning teacher professional development for dual STEM-language expertise; creating locally adapted instructional materials; aligning assessment with integrated learning principles; and investing in material and technical infrastructure.

5. Future research priorities include developing effective pre-service training models for STEM English teachers and creating locally adapted CLIL instructional materials for Uzbek secondary and higher education contexts.

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BO‘LAJAK TARBIYA FANI O‘QITUVCHILARNING AMALIY TAYYORGARLIGINI TAKOMILLASHTIRISH

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Annotatsiya. *Mazkur maqolada bo‘lajak o‘qituvchilarning amaliy tayyorgarligini takomillashtirishning pedagogik texnologiyalari, ayniqsa tarbiya fanini o‘qitish metodikasi asosida shakllantirish masalalari, bilimlar amaliy faoliyat orqali mustahkamlanishi, ta’lim jarayonida innovatsion metodlar, refleksiv yondashuv va amaliy mashg‘ulotlarning ahamiyati, innovatsion pedagogik texnologiyalar - ta’lim jarayonida axborot texnologiyalaridan foydalanishning muhim ahamiyati, bo‘lajak o‘qituvchilarning kasbiy kompetensiyasini rivojlantirishda zamonaviy pedagogik texnologiyalarning samaradorligi asoslab beriladi.*

Kalit so‘zlar: *amaliy tayyorgarlik, kasbiy kompetentsiya, innovatsion ta’lim, pedagogik texnologiya, ta’lim sifati, tarbiya fani, kompetensiya, refleksiv yondashuv, innovatsion metodlar, multimedia, taqdimotlar, masofaviy ta’lim platformalari, elektron darsliklar, ko‘nikma, natija, mahorat, qobiliyat, faoliyatli yondashuv, integratsiya, omillar.*

СОВЕРШЕНСТВОВАНИЕ ПРАКТИЧЕСКОЙ ПОДГОТОВКИ БУДУЩИХ УЧИТЕЛЕЙ

Аннотация. *В данной статье рассматриваются вопросы совершенствования практической подготовки будущих учителей, в частности, формирование педагогических технологий на основе методологии педагогического образования, закрепление знаний посредством практической деятельности, важность инновационных методов, рефлексивных подходов и практических упражнений в образовательном процессе, инновационные педагогические технологии - важность использования информационных технологий в образовательном процессе, а также эффективность современных педагогических технологий в развитии профессиональной компетентности будущих учителей.*

Ключевые слова: *практическое обучение, профессиональная компетентность, инновационное образование, педагогические технологии, качество образования, педагогическая наука, компетентность, рефлексивный подход, инновационные методы, мультимедиа, презентации, платформы дистанционного обучения, электронные учебники, навыки, результаты, способности, активный подход, интеграция, факторы.*

IMPROVING THE PRACTICAL TRAINING OF FUTURE TEACHERS THROUGH TEACHING PEDAGOGY.

Abstract. *This article examines the issues of improving the practical training of future teachers, in particular, the formation of pedagogical technologies based on the methodology of pedagogical education, consolidation of knowledge through practical activities, the importance of innovative methods, reflective approaches and practical exercises in the educational process, innovative pedagogical technologies - the importance of using information technology in the educational process, as well as the effectiveness of modern pedagogical technologies in the development of professional competence of future teachers.*

Keywords: *practical training, professional competence, innovative education, pedagogical technologies, quality of education, pedagogical science, competence, reflective approach, innovative methods, multimedia, presentations, distance learning platforms, electronic textbooks, skills, results, abilities, active approach, integration, factors.*

KIRISH.

O‘zbekiston Respublikasida ta’lim tizimini modernizatsiya qilish, pedagog kadrlar tayyorlash sifatini oshirish davlat siyosatining ustuvor yo‘nalishlaridan biridir. Zamonaviy jamiyatda o‘qituvchining kasbiy faoliyati faqat nazariy bilimlar bilan cheklanmaydi, balki amaliy ko‘nikmalar, pedagogik texnologiyalarni qo‘llash mahorati va tarbiyaviy jarayonni samarali tashkil eta olish qobiliyatini ham talab etadi.

O‘zbekiston Respublikasi Prezidentining ta’lim sohasini rivojlantirishga qaratilgan qarorlarida pedagog kadrlar tayyorlash tizimini takomillashtirish muhim vazifa sifatida belgilangan[1]. Shu jihatdan, pedagogika oliy ta’lim muassasalarida bo‘lajak o‘qituvchilarning amaliy tayyorgarligini samarali tashkil etish dolzarb masalalardan biri hisoblanadi.

Bo‘lajak o‘qituvchilarning amaliy tayyorgarligi pedagogik ta’lim tizimining muhim tarkibiy qismi hisoblanadi. Ayniqsa, tarbiya fanini o‘qitish jarayonida o‘qituvchining shaxsiy na’muna ko‘rsatishi, pedagogik muloqot olib borishi va

tarbiyaviy faoliyatni tashkil etishi muhim ahamiyatga ega. O‘qituvchilarning amaliy tayyorgarligi ularning kelajakdagi pedagogik faoliyat samaradorligini belgilovchi asosiy omillardan biridir. Tarbiya fanini o‘qitish metodikasi esa bo‘lajak pedagoglarning ma’naviy, axloqiy va ijtimoiy kompetensiyalarini rivojlantirishga xizmat qiladi.

O‘zbekiston Respublikasi oliy pedagogik ta’limidagi modernizatsion jarayonlarining me’yoriy-huquqiy tahminotini tahminlashda **“**O‘zbekiston Respublikasi oliy ta’lim tizimini 2030 yilgacha rivojlantirish kontseptsiyasi” muhim ahamiyat kasb etib, unda quyidagilar nazarda tutilgan:

- xalqaro tajribalardan kelib chiqib, oliy ta’limning ilg‘or standartlarini joriy etish, jumladan o‘quv dasturlarida nazariy bilim olishga yo‘naltirilgan ta’limdan amaliy ko‘nikmalarni shakllantirishga yo‘naltirilgan ta’lim tizimiga bosqichma-bosqich o‘tish;

oliy ta’lim mazmunini sifat jihatidan yangi bosqichga ko‘tarish, ijtimoiy soha va iqtisodiyot tarmoqlarining barqaror rivojlanishiga munosib hissa qo‘shadigan, mehnat bozorida o‘z - o‘rnini topa oladigan yuqori malakali kadrlar tayyorlash tizimini yo‘lga qo‘yish;

-oliy ta’lim muassasalarining akademik mustaqilligini tahminlash;

-oliy ta’lim muassasalari professor-o‘qituvchilari, ilmiy izlanuvchilari, doktorantlari, bakalavriat va magistratura talabalarining yuqori impakt-faktorga ega nufuzli xalqaro ilmiy jurnallarda maqolalar chop etishi, maqolalarga iqtiboslik ko‘rsatkichlari oshishi, shuningdek respublika ilmiy jurnallarini xalqaro ilmiy-texnik mahlumotlar bazasiga bosqichma-bosqich kiritilishini tahminlash[1].

ADABIYOTLAR TAHLILI VA METODOLOGIYA / (MATERIALS AND METHODS)

Pedagogik adabiyotlarda o‘qituvchining kasbiy kompetensiyasi muhim ilmiy kategoriya sifatida qaraladi. Ko‘plab olimlar o‘qituvchi faoliyatining samaradorligi uning nazariy bilimlari bilan bir qatorda amaliy ko‘nikmalariga ham bog‘liq ekanligini ta’kidlaydilar. Amaliy tayyorgarlik pedagogik faoliyatni real sharoitda bajarishga tayyorlikni anglatadi. Bu jarayon o‘quv mashg‘ulotlari, pedagogik amaliyotlar, treninglar hamda interaktiv metodlar orqali shakllantiriladi.

Bo‘lajak o‘qituvchilarning kasbiy tayyorgarligi muammosi ko‘plab pedagog olimlar tomonidan o‘rganilgan. Chex pedagogi Ya.A. Komenskiy ta’lim jarayonida nazariya va amaliyot uyg‘unligini muhim deb hisoblagan[2]. U o‘zining “Buyuk didaktika” asarida bilimlar amaliy faoliyat orqali mustahkamlanishini ta’kidlaydi. Rus pedagogi V.A. Suxomlinskiy esa o‘qituvchi shaxsining pedagogik mahorati amaliy faoliyat jarayonida shakllanishini qayd etgan[3].

Jon Dyui ta’lim jarayonini “learning by doing” - amal orqali o‘rganish tamoyili asosida tashkil etish kerakligini ta’kidlagan. Uning fikricha, talabalar faol ishtirok etgan ta’lim jarayoni samarali bo‘ladi. L.S. Vigotskiy ta’lim jarayonida insonning intellektual rivojlanishi faoliyat va muloqot orqali amalga oshishini ta’kidlagan[6]. A.N. Leontev esa faoliyat nazariyasini ishlab chiqib, bilim va ko‘nikmalar inson faoliyati jarayonida shakllanishini asoslab bergan. Shuningdek, B. Blum ta’lim maqsadlarini tizimlashtirib, bilimlarni qo‘llash va tahlil qilish bosqichlari talabalarning amaliy ko‘nikmalarini rivojlantirishda muhim o‘rin tutishini ta’kidlagan.

Talabalarning amaliy tayyorgarligini shakllantirishda quyidagi omillar muhim ahamiyatga ega: R.Ishmuxamedov ta’lim jarayonida pedagogik texnologiyalardan foydalanish o‘qitish samaradorligini oshirishini ta’kidlaydi[5]. Yu.K. Babanskiy ta’lim jarayonini optimal tashkil etish talabalarning bilish faoliyatini rivojlantirishga xizmat qilishini qayd etadi.

O‘zbek pedagog olimlari N. Muslimov, B. Xodjayev, R. Ishmuhamedovlar ham pedagog kadrlarni tayyorlash jarayonida innovatsion texnologiyalarni qo‘llash zarurligini ta’kidlaydilar[4]. N.A.Muslimov kasbiy ta’lim jarayonida talabalarda kompetentsiyalarni rivojlantirish muhim vazifa ekanligini ta’kidlaydi[4]. A. Abduqodirov ta’lim jarayonida axborot texnologiyalarini joriy etish talabalarning mustaqil ta’lim faoliyatini rivojlantirishga yordam berishini ta’kidlagan.

Ba’zi pedagog olimlar nafaqat ishlab chiqarish ta’limi nazariyasini yaratishning imkoni yo‘qligini, hatto pedagogik ta’lim jarayonida ishlab chiqarish ta’limini nazariy ta’limdan alohida holda tashkil etish maqsadga muvofiq emasligini asoslashga urindilar. Z. A. Reshetovaning tahkidlashicha, “bunday yondashuv faoliyatli yondashuv o‘qitishning nazariy va amaliy mazmunini, aynan maxsus texnologiyaning nazariy kursi va amaliy kursini alohida ajratishni mustasno etadi...”.

Ushbu nuqtai nazarni P.Ya.Galg‘perin ham qo‘llab-quvvatlaydi. U faoliyatning yo‘naltiruvchi asosi haqidagi pedagogik nazariyani yaratgan taniqli olimlardan biridir. Uning ehtirof etishicha, ishlab chiqarish ta’limi umumiy ta’lim nazariyasidan farqli o‘laroq psixologik-pedagogik nazariyaga ega emas. Bu nazariy jihatdan juda to‘g‘ri fikr.

Uning opponentlari esa ishlab chiqarish ta’limini pedagogik reallik sifatida nazariy jihatdan alohida talqin etish lozimligini ehtirof etadilar. Pedagogik adabiyotlarda ishlab chiqarish ta’limiga quyidagicha tahrif berilgan. «ishlab chiqarish ta’limi - bu bo‘lajak mutaxassislarda kasbiy mahorat asoslarini shakllantirishga imkon beruvchi masalalarni ishlab chiqarish ta’limi ustasi va talaba tomonidan yechishning pedagogik jihatdan to‘g‘ri tashkil etilgan, ilmiy asoslangan tizimidir».

S.A.Shaporinskiy ham ishlab chiqarish ta'limi haqida o'ziga xos fikr bildiradi. "Eng umumiy holda ishlab chiqarish ta'limi nazariy ta'lim bilan uzviy bog'liq amaliy ta'lim sifatida, mahlum kasbni bajarish uchun amaliy bilim, ko'nikma, malakalarni shakllantirishga yo'naltirilgan ta'lim sifatida tahriflanadi. Garchand ishlab chiqarish ta'limi amaliy ta'lim sifatida qarab o'tilsa-da, lekin u nafaqat ko'nikma va malakalarni shakllantirish, balki ilmiy-amaliy bilimlarni o'zlashtirish masalalarini ham o'z ichiga qamrab oladi. Bu yerda gap kasbiy-pedagogik ta'limning nazariy tashkil etuvchisi haqida ketmoqda".

Keltirib o'tilgan oxirgi tahrifdan yaqqol ko'rinib turibdiki, amaliy ta'lim nazariyasining tarfdorlari ham, unga qarshi bo'lganlar bu masalaga turli metodologik nuqtai nazardan yondashganlar.

Amaliy ta'lim nazariyasiga qarshi bo'lgan olimlar faoliyatli yondashuvni ehtirof etganlari holda, quyidagi dalillarni inkor etadilar.

Birinchidan, kasbiy faoliyatni mukammal egallash sifat jihatdan mutlaqo boshqa faoliyat - o'quv faoliyati vositasida tahminlanadi. O'quv faoliyati esa o'ziga xos xususiyatlari bilan xarakterlanadi.

Ikkinchidan, o'quv faoliyati shakllari o'zlashtiriladigan kasbiy pedagogik faoliyat shakllariga aynan mos emas. Bo'lajak o'qituvchining amaliy tayyorgarligini shakllantirish va takomillashtirish uchun faoliyatning bir turi bilish faoliyatidan boshqa turi amaliy kasbiy pedagogik faoliyatga o'tishni tahminlash zarur. Bu faoliyatlarda ehtiyojlar, motivlar, maqsadlar, vositalar, predmetlar va natijalar boshqa - boshqa bo'ladi. Amaliy ta'lim nazariyasi tarfdorlarining ehtirof etishlaricha, to'laqonli ishlab chiqarish ta'limi uchun ishlab chiqarish jarayonini qayta tiklash zarur. To'la holda bo'lmasa-da, amaliy ta'lim mahlum darajada ishlab chiqarish mehnati jarayonida amalga oshirilishi kerak. Ammo bu o'qitish paytida real amaliy faoliyat jarayoni qanday amalga oshirilsa, uni hamma vaqt xuddi ana shunday tarzda tiklash kerakligini bildirmaydi. Uni o'quv ustaxonalarida va bahzan hatto modellar yordamida qayta tiklash mumkin.

Agar ishlab chiqarish ta'limi nazariyasi tarfdorlari nuqtai nazardan qaraydigan bo'lsak, bu holda didaktik muammo ishlab chiqarish ta'limining metodik tizimini shakllantirish va uni nazariy jihatdan asoslashdan iborat bo'ladi. Metodik tizim deyilganda ta'lim mazmunini qismlarga ajratish tartibi, uning qismlarini guruhlarga bo'lish va ularni talabalarning izchil o'zlashtirishi tushuniladi Shuning uchun, ishlab chiqarish ta'limi mazmunini qismlarga ajratish asosiy metodik masala sifatida qaraladi. Uning yechimi o'quv jarayonida ishlab chiqarish jarayonini qayta tiklash imkoniyatini, va binobarin, ishlab chiqarish ta'limining printsipial jihatdan amalga oshirilishini tahminlaydi.

MUHOKAMA. (ОБСУЖДЕНИЕ/DISCUSSION).

Bo'lajak o'qituvchilarning amaliy tayyorgarligini takomillashtirish jarayoni quyidagi pedagogik texnologiyalar asosida tashkil etilishi mumkin. Interfaol metodlar talabalarni faol o'quv jarayoniga jalb qiladi. Masalan:"Aqliy hujum", "Klaster", "Bumerang", "Munozara" bu metodlar talabalarni mustaqil fikrlashga va pedagogik vaziyatlarni hal qilishga o'rgatadi.

Refleksiya pedagogik faoliyatni tahlil qilishga yordam beradi. Talabalar o'z darslarini tahlil qilib, xatolarini aniqlash imkoniyatiga ega bo'ladilar.

Amaliy mashg'ulotlar - tarbiya fanini o'qitishda quyidagi amaliy faoliyatlar samarali hisoblanadi: dars ishlanmalari tayyorlash, tarbiyaviy tadbirlar loyihalash, pedagogik vaziyatlarni tahlil qilish, mikroo'qitish texnologiyasi.

Innovatsion pedagogik texnologiyalar - ta'lim jarayonida axborot texnologiyalaridan foydalanish ham muhim ahamiyatga ega. Masalan: multimedia, taqdimotlari, masofaviy ta'lim platformalari, elektron darsliklar. Bu texnologiyalar o'quv jarayonini samarali tashkil etishga yordam beradi.

Bugungi kunda universitetlar va oliy oliy ta'lim muassasalarida ta'lim olayotgan bo'lajak o'qituvchilar bitirganlaridan keyin kasb-hunar kollejlari yoki boshlang'ich professional ta'lim muassasalari - kasb-hunar maktabi - Xalqaro tasniflagichning 3-darajasiga mos keluvchi ta'lim dasturlari asosida 9-sinf bitiruvchilarini ijtimoiy qo'llab-quvvatlashga qaratilgan boshlang'ich professional ta'lim bosqichida kadrlar tayyorlaydigan ta'lim muassasalarida faoliyat yurtishlari mumkin. Shu bois, ular amaliyot, amaliy ta'lim, ishlab chiqarish ta'limining ijtimoiy-pedagogik ahamiyatini, mazkur tushunchalarning mazmun va mohiyati puxta bilishlari, uni tashkil etish va o'tkazish uchun amaliy jihatdan tayyor bo'lishlari zarur.

Ma'lumki, pedagogik tadqiqot metodologiyasini ishlab chiqish pedagogik hodisalar va jarayonlarning o'ziga xosligini aniqlashdan boshlanadi. O'quv jarayonining muhim tarkibiy qismlaridan biri bu amaliyot, ammo amaliyotni amaliy bilimlarsiz, amaliy ta'limsiz amalga oshirib bo'lmaydi. Xuddi ana shu mahnoda, amaliy ta'lim alohida pedagogik reallik bo'lib, u o'ziga xos xususiyatlarga ega.

Har qanday ilmiy soha kabi amaliy ta'limi pedagogikasi ham o'zining tarixiy shakllanishi bosqichlarida amaliy va nazariy yo'nalishlarda rivojlangan, bahzan esa turg'un holatda bo'lgan. Bunday hollarda nafaqat amaliy faoliyatda bevosita foydalaniladigan obhektlar, balki fanning rivojlanishi jarayonida aniqlangan yangi obhektlar ham o'rganilgan.

Bu davrlarda pedagogik ta'lim tizimiga, tizim hosil qiluvchi omil - ta'lim oluvchining faoliyatiga bir tomonlama yondashilardi. Ta'lim dasturi, uning mazmuni, shakli, vositasi va usullarida ta'lim oluvchi faoliyatini shakllantirish masalasiga jiddiy ehtibor qaratilmasdi.

Taniqli olim I. Ya. Lerner ta’lim nazariyasi holatini quyidagicha baholaydi: «Eng asosiy masala shundan iboratki, hozirgi vaqtga qadar didaktikada bilimlarning yaxlit tizimi ifoda etilmagan, yahni didaktik birliklarning har bir bloki (yoki birligi) oldingisidan keltirib chiqarilmagan va oldingisi keyingisining mazmunini belgilab bermagan.

NATIJALAR (RESULTS).

Tadqiqot natijalari shuni ko‘rsatdiki: interfaol metodlardan foydalanish talabalar faolligini oshiradi, refleksiv yondashuv pedagogik tahlil ko‘nikmalarini rivojlantiradi, amaliy mashg‘ulotlar kasbiy kompetensiyani shakllantiradi. Natijada bo‘lajak o‘qituvchilarning pedagogik tayyorgarlik darajasi sezilarli darajada oshadi. Tarbiya fanini o‘qitish metodikasi o‘quvchilarda ma’naviy, axloqiy va ijtimoiy kompetensiyalarni shakllantirishga qaratilgan. Shu sababli bo‘lajak o‘qituvchilarni tayyorlash jarayonida innovatsion pedagogik texnologiyalardan foydalanish zarur.

Amaliy tayyorgarlikni rivojlantirish texnologiyasi quyidagi bosqichlarni o‘z ichiga oladi:

1. Diagnostika bosqichi.
2. Loyihalash bosqichi.
3. Amaliy faoliyat bosqichi.
4. Refleksiya bosqichi.

Oliy ta’lim muassasalari talabalarining amaliy tayyorgarligidagi o‘zgarishlarning mehyoriy-huquqiy tahminoti - bu uning tashkil etilishini tartibga soluvchi va mufoqlashtiruvchi, umuman, oliy ta’lim tizimini va pedagogik ta’limni rivojlantirishda davlat siyosatining ustuvor yo‘nalishlarini aks ettiruvchi hujjatlar to‘plamidir. Oliy ta’lim tizimi, shu jumladan, pedagogik ta’limning rivojlanishi, O‘zbekiston Respublikasining Konstitutsiyasi va "Ta’lim to‘g‘risida" gi asosiy qonunidan tashqari, ta’lim tizimi rivojlanishning ustuvorligi, strategiyalari va yo‘nalganligini belgilab beruvchi davlat organlarining hujjatlari bilan tahminlanadi (doktrinalar, kontseptsiyalar, strategiyalar, rivojlanish dasturlari). Ushbu manbalarning barchasi ta’lim tizimini tahminlash mexanizmida ham umumiy, ham maxsus xarakterga ega bo‘lishi mumkin.

Oliy pedagogik ta’lim alohida pedagogik reallik bo‘lib, uni amalga oshirish ishonchli metodologik asosni talab etadi va O‘zbekiston Respublikasining “Tahli ta’lim to‘g‘risida”gi qonuni va kadrlar tayyorlash milliy modeli ana shunday metodologik asos vazifasini o‘taydi. Pedagogik ta’lim ta’limining dolzarb vazifasi mutaxassislar tayyorlash texnologiyalari va mazmunida kelgusidagi kasbiy faoliyatni adekvat holda aks ettirish hisoblanadi. Bu esa pedagogik ta’limining asosiy determinatlari - maqsad va vazifasini yangicha nuqtai nazardan tushunishga olib keladi. Pedagogik ta’lim tizimida amaliy ta’lim - o‘quvchilar faoliyatining mutlaqo mustaqil turi bo‘lib, u mazmuni, shakli va usullariga ega. Pedagogik ta’limda «amaliy ta’lim» tushunchasi «ishlab chiqarish ta’lim» tushunchasiga nisbatan kengroq mahnoga ega.

Psixologik-pedagogik adabiyotni tahlil etish «amaliy ta’lim mazmuni» tushunchasi mohiyatini ochib berishga, uni kasb ta’limi tarkibi mazmunidan alohida ajratib qarashga imkon berdi. Kasb ta’limi mazmuni tahrifidan kelib chiqqan holda, uning tuzilmasini ikki qismga ajratish mumkin: nazariy va amaliy ta’lim. Ular ham xususiy, ham umumiy didaktik masalalarga ega. Amaliy ta’lim metod va shakllari mazmunini masala qo‘yish orqali shakllantirish tamoyili faoliyatli yondashuvni to‘la holda joriy etishga imkon beradi. Faoliyatli yondashuv amaliy kasbiy ta’lim nazariyasining metodologik asoslari sifatida ta’lim jarayonidagi amaliy faoliyat mazmunini yaxlit tasavvur etishga imkon beradi.

XULOSA (CONCLUSION).

Bo‘lajak o‘qituvchilarning amaliy tayyorgarligini takomillashtirish zamonaviy pedagogik texnologiyalarni ta’lim jarayoniga joriy etishni talab qiladi. Tarbiya fanini o‘qitish metodikasi asosida tashkil etilgan amaliy mashg‘ulotlar pedagoglarning kasbiy kompetensiyasini rivojlantirishda muhim ahamiyatga ega. Shuningdek, interfaol metodlar, refleksiv yondashuv va innovatsion texnologiyalarni qo‘llash bo‘lajak o‘qituvchilarning pedagogik faoliyatga tayyorgarligini yanada oshiradi.

Bo‘lajak o‘qituvchilarning amaliy tayyorgarligini rivojlantirish pedagogik ta’lim sifatini oshirishda muhim omil hisoblanadi. Tarbiya fanini o‘qitish metodikasi asosida ishlab chiqilgan pedagogik texnologiya talabalarning kasbiy kompetensiyasini rivojlantirishga xizmat qiladi. Kelgusida pedagogika oliy ta’lim muassasalarida amaliy mashg‘ulotlar ulushini oshirish, innovatsion metodlardan foydalanish va maktab bilan hamkorlikni kuchaytirish tavsiya etiladi.

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"AVTOMOBILLARNING ELEKTR TIZIMLARI" FANINI O'QITISHDA HTTPS://AUTOELECTROSYSTEM.UZ/ PLATFORMASIDAN FOYDALANISH ISTIQBOLLARI

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Annotatsiya. *Ushbu maqolada texnika oliy ta'lim muassasalarida "Avtomobillarning elektr tizimlari" fanini o'qitish metodikasini Kompleks axborotlashgan ta'lim modeli (KATM) asosida takomillashtirish masalalari tadqiq etilgan. Tadqiqot doirasida muallif tomonidan ishlab chiqilgan https://autoelectrosystem.uz/ platformasi, Mentimeter va Wheel of Names kabi raqamli vositalarning didaktik imkoniyatlari tahlil qilingan. Taklif etilayotgan yondashuv talabalarda diagnostik tahlil qilish, muhandislik tafakkurini rivojlantirish va zamonaviy avtomobilsozlik talablariga mos kasbiy kompetensiyalarni shakllantirishda an'anaviy metodlardan ustunligi bilan ajralib turishi ilmiy asoslab berilgan.*

Kalit so'zlar: *Raqamli ta'lim, KATM modeli, Avtomobillarning elektr tizimlari, autoelectrosystem.uz platformasi, Gamifikatsiya, Diagnostik tahlil, kasbiy kompetensiya, muhandislik tafakkuri.*

ПЕРСПЕКТИВЫ ИСПОЛЬЗОВАНИЯ ПЛАТФОРМЫ HTTPS://AUTOELECTROSYSTEM.UZ/ В ПРЕПОДАВАНИИ ДИСЦИПЛИНЫ «ЭЛЕКТРИЧЕСКИЕ СИСТЕМЫ АВТОМОБИЛЕЙ»

Аннотация. *В данной статье исследуются вопросы совершенствования методики преподавания дисциплины «Электрооборудование автомобилей» в технических высших образовательных учреждениях на основе Комплексной информационной модели обучения (KATM). В рамках исследования проанализированы дидактические возможности разработанной автором платформы https://autoelectrosystem.uz/, а также таких цифровых инструментов, как Mentimeter и Wheel of Names. В статье системно освещаются механизмы трансформации теоретических знаний в практические навыки посредством виртуально-когнитивных моделей. Научно обосновано, что предлагаемый подход превосходит традиционные методы в развитии способностей к диагностическому анализу, формировании инженерного мышления и профессиональных компетенций, соответствующих современным требованиям автомобильной промышленности.*

Ключевые слова: *Цифровое образование, модель KATM, Электрооборудование автомобилей, платформа https://autoelectrosystem.uz/, Гамификация, Диагностический анализ, профессиональная компетенция, инженерное мышление.*

PROSPECTS FOR THE USE OF THE HTTPS://AUTOELECTROSYSTEM.UZ/ PLATFORM IN TEACHING THE "AUTOMOTIVE ELECTRICAL SYSTEMS" COURSE

Abstract. *This article explores the advancement of teaching methodologies for the "Automotive Electrical Systems" course within technical higher education institutions, based on the Complex Information-based Education Model (KATM). Within the scope of the study, the didactic potential of the autoelectrosystem.uz platform developed by the author and digital tools such as Mentimeter and Wheel of Names are analyzed. The paper systematically outlines the mechanisms for transforming theoretical knowledge into practical skills through virtual-cognitive models sessions. It is scientifically substantiated that the proposed approach excels over traditional methods in fostering diagnostic analysis, developing an engineering mindset, and shaping professional competencies aligned with modern automotive industry requirements.*

Keywords: *Digital education, KATM model, Automotive electrical systems, https://autoelectrosystem.uz/ platform, Gamification, Diagnostic analysis, professional competence, engineering mindset.*

Kirish

Bugungi globallashuv va texnologik jadal taraqqiyot davrida oliy muhandislik ta’limi oldida turgan eng dolzarb vazifalardan biri — o‘quv jarayonini shunchaki axborot yetkazish vositasidan kognitiv-tahliliy faoliyat darajasiga ko‘tarishdir [1]. Zamonaviy avtomobilsozlik sanoatida elektron boshqaruv tizimlarining intellektual darajasi oshib borayotgani, "Avtomobillarning elektr tizimlari" fanini o‘qitish metodikasini tubdan transformatsiya qilishni taqozo etmoqda [2]. An’anaviy pedagogik darsliklar va statik o‘quv maketlari orqali talabalarda zamonaviy mikroprotsessorli tizimlar, raqamli signallar almashinuvi va murakkab diagnostika jarayonlari haqida to‘liq tasavvur uyg‘otishning imkonsizligi ta’limda metodologik inqirozni yuzaga keltirmoqda.

Tadqiqotning maqsadi — an’anaviy va zamonaviy raqamli o‘qitish shakllari o‘rtasidagi didaktik tafovutni bartaraf etishdir. Ishda texnika OTMlarida fanni o‘qitish samaradorligini oshirish uchun https://autoelectrosystem.uz/ platformasi hamda Kompleks axborotlashgan ta’lim modeli (KATM) integratsiyasini ilmiy-pedagogik jihatdan asoslash belgilangan. Mazkur innovatsion yondashuv talabaning kognitiv faolligini oshirib, uni muammoli vaziyatlarni tahlil qiluvchi va mustaqil yechim ishlab chiquvchi subyektga aylantirishni ko‘zda tutadi.

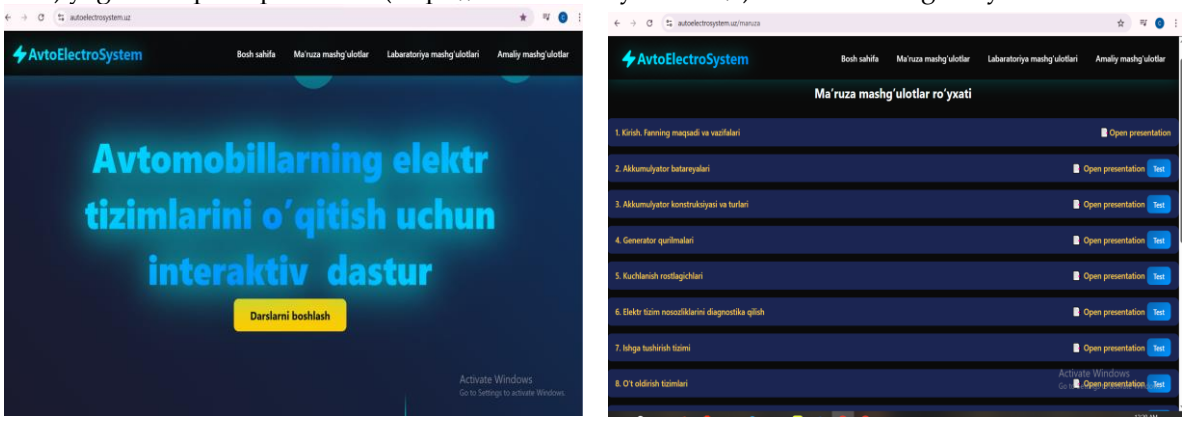
Adabiyotlar tahlili

Pedagogik innovatsiyalar sohasidagi tadqiqotlar shuni ko‘rsatadiki, innovatsiya — bu faqatgina yangi texnologiyani darsga olib kirish emas, balki ta’lim mazmuni, maqsadi va baholash jarayonini yaxlit tizim sifatida sifat jihatdan yangilashdir. O‘zbekistonlik va xorijiy olimlarning nazariy qarashlariga ko‘ra, innovatsion ta’lim muhiti talabaning intellektual salohiyatini maksimal darajada faollashtiruvchi determinant hisoblanadi [3-8]. Mazkur tadqiqotda ilgari surilayotgan Kompleks axborotlashgan ta’lim modeli (KATM) esa ta’limning barcha bosqichlarini — ma’ruza mashg‘ulotidan tortib, laboratoriya va mustaqil o‘zlashtirish jarayonlarigacha yagona raqamli ekotizimga birlashtirishni ko‘zda tutadi. KATM modelining konseptual asosi shundaki, u talabaning o‘rganish jarayoniga turli idrok kanallarini jalb qiladi. Bunda nazariya va amaliyot zanjiri https://autoelectrosystem.uz/ [3] platformasi orqali uzluksiz ravishda bog‘lanadi. Adabiyotlar tahlili shuni ko‘rsatmoqdaki, bunday integrativ yondashuv nafaqat fanning o‘zlashtirish ko‘rsatkichlarini oshiradi, balki talabalarda bo‘lajak kasbiy faoliyati uchun zarur bo‘lgan muhandislik tafakkuri va vizual-mantiqiy tahlil kompetensiyalarini tizimli shakllantiradi.

Tadqiqot metodologiyasi

Mazkur tadqiqotning metodologik asosi sifatida tizimli yondashuv hamda nazariya va amaliyot integratsiyasini ta’minlovchi pedagogik eksperiment usuli tanlab olindi. Tadqiqot jarayoni Andijon davlat texnika instituti, Jizzah politehnika Instituti va Toshkent Davlat Texnika Universiteti "TVM" talabalari ishtirokida tashkil etildi. Tadqiqotning xolisligini ta’minlash maqsadida talabalar ikki guruhga: nazorat (control group) va tajriba (experimental group) guruhlariga ajratildi.

Tadqiqotimiz doirasida o‘quv jarayonining asosi sifatida Kompleks axborotlashgan ta’lim modeli (KATM) tanlab olindi. Ushbu modelning konseptual asosi — fanning barcha mashg‘ulot turlarini (ma’ruza, laboratoriya, amaliy, mustaqil ta’lim) yagona raqamli platforma (https://autoelectrosystem.uz/) doirasida integratsiyalashdan iborat.



1-rasm. https://autoelectrosystem.uz/ platformasida ma’ruza mashg‘ulotlari ko‘rinishi.

KATM modeli doirasida shaxsga yo‘naltirilgan o‘qitish yondashuviga alohida e’tibor qaratiladi. Bu yondashuv har bir talabaning individual o‘rganish sur’ati va qobiliyatini inobatga oladi. Avtomobillarning elektr tizimlari fanida bu ayniqsa dolzarb, chunki talabalar signal tahlili yoki sxemalar bilan ishlash jarayonida o‘zining kuchli va zaif tomonlarini namoyon etadilar. Interfaollik tamoyili esa talaba va o‘qituvchi muloqotini yangi bosqichga ko‘tarib, talabani passiv tinglovchidan faol diagnostga aylantiradi.

Natijalar va ularning tahlili

Ma’ruza mashg‘ulotlarida nazariy tushunchalar va vizual idrok o‘rtasidagi uzviylikni ta’minlashda KATM modeli fundamental asos bo‘lib xizmat qiladi. Mazkur model ma’ruza darsini shunchaki axborot uzatish jarayonidan, axborotni kognitiv qayta ishlash va interfaol tahlil qilish muhitiga aylantiradi. KATM doirasida o‘quv materiallari mazmuni, pedagogik strategiyalar va raqamli resurslar yagona didaktik maqsad atrofida birlashadi [5].

1-jadval. Ma’ruza mashg‘ulotlarining Kompleks axborotlashgan ta’lim modeli (KATM) strukturasi

Ma’ruza bosqichi	Qo‘llaniladigan metod/vosita	Didaktik vazifasi	Qaysi qismga qo‘yiladi
1. Motivatsion kirish	Mentimeter, brainstorming	Diqqatni jamlash, oldingi mavzuni faollashtirish.	Kirish qismi
2. Mavzuni bayon qilish	https://autoelectrosystem.uz/ taqdimoti	Nazariy bilimni tizimli va tushunarli shaklda berish.	Asosiy qism
3. Faol oraliq mustahkamlash	Mini-viktorina, slayd ichidagi savollar	Kognitiv yukni boshqarish, tushunishni tekshirish.	Nazariy bayon ichida
4. Vizual tushuntirish	YouTube video, https://autoelectrosystem.uz/	Nazariy tushunchani vizuallashtiris, jarayonni jonlantirish.	Vizual mustahkamlash
5. Interfaol faollashtirish	Wheel of Names KATM	Har bir talabani faol ishtirokchi qilish, mas’uliyatni oshirish.	Muhokama bosqichi
6. Yakuniy nazorat	https://autoelectrosystem.uz/ testlari	O‘zlashtirishni baholash, xatoni darhol ko‘rish.	Yakuniy qism
7. Umumlashtirish	KATM asosida yakuniy xulosa	Bilimlarni tizimlashtirish, nazariya va amaliyot uzviyligi.	Xulosa qismi

Xulosalar

Olib borilgan tadqiqotlar shuni ko'rsatadiki, zamonaviy avtomobilsozlikning texnologik shiddati "Avtomobillarning elektr tizimlari" fanini o‘qitishda an’anaviy, statik yondashuvlardan voz kechishni davr talabiga aylantirdi. Tadqiqot doirasida joriy etilgan Kompleks axborotlashgan ta’lim modeli (KATM) hamda https://autoelectrosystem.uz/ platformasi nazariya va amaliyotni raqamli zanjirda birlashtiruvchi innovatsion ekotizim sifatida namoyon bo‘ldi.

Mentimeter va Wheel of Names kabi gamifikatsiya elementlarining dars jarayoniga olib kirilishi auditoriyadagi bir xillikka barham berib, talabaning passiv tinglovchidan faol va intellektual diagnostga aylanishiga zamin yaratdi. Shaxsga yo‘naltirilgan ushbu yondashuv har bir talabaning individual qobiliyatlarini ro‘yobga chiqarib, ularning muhandislik tafakkuri va diagnostik tahlil kompetensiyalarini sifat jihatidan yangi bosqichga ko‘tardi. Binobarin, raqamli simulyatsiya va interfaol metodikaga tayanuvchi ushbu model oliy texnik ta’lim sifatini zamonaviy avtomobilsozlik sanoati talablariga moslashtirishda eng samarali yechim bo‘lib xizmat qiladi.

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BOSHLANG‘ICH SINF O‘QUVCHILARINING IJTIMOIY-HISSIY TA’LIM VA AKADEMIK NATIJALARI O‘RTASIDAGI BOG‘LIQLIK

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Annotatsiya. *Tadqiqotda 320 nafar boshlang‘ich sinf (1-4) o‘quvchisining ijtimoiy-emotsional ta’lim (IHT) darajasi va akademik natijalari tahlil qilindi. Natijalarga ko‘ra, IHT indeksi va o‘quv fanlari o‘rtasida statistik ahamiyatli ijobiy bog‘liqlik aniqlandi ($r = 0.33–0.36$, $p < 0.001$). Regressiya tahlili shuni ko‘rsatdiki, IHT ko‘rsatkichining har 1 birlikka ortishi akademik ballarning o‘rtacha 5.0–5.8 birlikka oshishiga olib keladi ($R^2 \approx 0.25$). IHTning ijobiy ta’siri, ayniqsa, daromadi past oilalar farzandlarida yuqoriroq ekanligi ($p \approx 0.04$) isbotlandi. Xulosa: IHT akademik muvaffaqiyatning muhim prognozlovchisi hisoblanadi.*

Kalit so‘zlar: *ijtimoiy-hissiy ta’lim (IHT), akademik natijalar, boshlang‘ich sinf, korrelyatsiya, regressiya tahlili, ijtimoiy ko‘nikmalar.*

ВЗАИМОСВЯЗЬ МЕЖДУ СОЦИАЛЬНО-ЭМОЦИОНАЛЬНЫМ ОБУЧЕНИЕМ И АКАДЕМИЧЕСКОЙ УСПЕВАЕМОСТЬЮ УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

Аннотация. *Данное исследование посвящено изучению взаимосвязи между навыками социально-эмоционального обучения (СЭО) и академическими результатами (математика, английский язык, родной язык) учащихся начальных классов. В исследовании приняли участие 320 учащихся 1–4 классов. Статистический анализ показал наличие значимой положительной корреляции между индексом СЭО и всеми изученными предметами ($r = 0,33–0,36$; $p < 0,001$). Согласно результатам регрессионного анализа, развитие навыков СЭО способствует повышению академических баллов в среднем от 5,0 до 5,8 единиц. Также было установлено, что в группах с низким социально-экономическим статусом влияние навыков СЭО на академическую успеваемость проявляется более выраженно. Результаты исследования научно обосновывают необходимость внедрения программ СЭО в начальное образование.*

Ключевые слова: *социально-эмоциональное обучение (СЭО), академические результаты, начальная школа, корреляция, регрессионный анализ, социальные навыки.*

THE RELATIONSHIP BETWEEN SOCIAL-EMOTIONAL LEARNING AND ACADEMIC OUTCOMES OF PRIMARY CLASS STUDENTS

Abstract. *This study analyzed the impact of social-emotional learning (SEL) on academic outcomes among 320 primary students (grades 1-4). Results show a significant positive correlation ($r = 0.33–0.36$, $p < 0.001$) between SEL and grades. Regression analysis indicates that a 1-unit increase in SEL leads to a 5.0–5.8 point increase in academic scores, explaining approximately 25% of the variance. The effect is significantly stronger for students from low-income backgrounds ($p \approx 0.04$). Conclusion: SEL is a key predictor of academic success in primary education.*

Keywords: *social-emotional learning (SEL), academic outcomes, primary school, correlation, regression analysis, social skills*

Yosh bolalarda ijtimoiy-emotsional kompetensiyani rivojlantirishning ahamiyati 21-asrning boshidan beri ta’lim siyosati va amaliyotining markaziy yo‘nalishiga aylandi (Rivojlanayotgan bola bo‘yicha milliy ilmiy kengash, 2007). Ijtimoiy-emotsional kompetensiya his-tuyg‘ularni aniqlash, ifoda etish va tartibga solish; boshqalarga nisbatan hamdardlik va rahm-shafqatni rivojlantirish; mas’uliyatli qarorlar qabul qilish; boshqa bolalar va kattalar bilan yaqin va ijobiy munosabatlarni o‘rnatish; atrof-muhitni faol o‘rganish; va stressli vaziyatlarni mohirona yengish qobiliyatini o‘z ichiga oladi (CASEL, 2020). Bu kompetensiya yosh bolalarda tez rivojlanishi mumkin va o‘qituvchilar va tengdoshlar bilan o‘zaro munosabatlar orqali o‘zgarishi mumkin. Ijtimoiy xulq-atvor asosan insonning ijtimoiy kompetensiyasi bilan belgilanadi (Zsolnai, 2002). Kerakli ijtimoiy-emotsional kompetensiyani o‘zlashtirmagan bolalar noo‘rin ijtimoiy munosabatlarga kirishishga va muammoli xatti-harakatlarni rivojlantirishga moyil bo‘ladilar (Coie & Krehbiel, 1984).

Ta’lim va amaliy rivojlanish fanidagi muhim masala ijtimoiy-emotsional omillarning akademik natijalarga ta’sir qilish yo‘llari bilan bog’liq. Avvalgi tadqiqotlar ikki turdagi ijtimoiy-hissiy omillarni o‘rganib chiqdi. Birinchidan, ko‘plab tadqiqotlar ijtimoiy xulq-atvor akademik natijalar bilan bog’liqligini ko‘rsatadi (DiPerna & Elliott, 1999). Boshqa tadqiqotlar ijtimoiy-emotsional tushunish - ijtimoiy-emotsional ma’lumotlarni kodlash, talqin qilish va mulohaza yuritish va o‘zini o‘zi boshqarish uchun aqliy jarayonlar sifatida belgilangan - akademik natijalar bilan bog’liqligini ko‘rsatadi Izard, Fine, Schultz, Mostow, Ackerman va Youngstrom, (2001). Kamroq tadqiqotlar bu omillarning akademik natijalar bilan bog’liq bo‘lgan vositachilik yo‘llarini o‘rganib chiqdi. Ushbu tadqiqotning maqsadi ikkita mustaqil namunada ijtimoiy xulq-atvor, ijtimoiy-emotsional tushunish va akademik natijalar o‘rtasidagi bog’liqlikni o‘rganishdir.

Ijtimoiy-hissiy omillarning muhim roli ta’lim siyosati va amaliyotida tobora ko‘proq e’tirof etilmoqda. Masalan, tobora ko‘proq shtatlar boshlang’ich va o‘rta ijtimoiy-emotsional o‘rganish standartlarini qabul qilmoqda (Dusenbury, Zadrazil, Mart, & Weissberg, 2011). Shu bilan bir qatorda, ijtimoiy-emotsional o‘quv dasturlari ham ko‘payib bordi (masalan, Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Ko‘pchilik ijtimoiy-emotsional omillar akademik natijalar bilan bog’liq, deb ta’kidladi, chunki maktablar o‘z-o‘zidan ijtimoiy muhit va o‘rganish jarayoni o‘z-o‘zidan ijtimoiydir (Zins, Bloodworth, Weissberg, & Walberg, 2004). Yaxshi rivojlangan ijtimoiy-emotsional omillar o‘quvchilarning o‘rganish va tengdoshlari bilan muloqot qilish imkoniyatini oshiradi, bu esa o‘z navbatida akademik natijalarni oshiradi (Elias & Haynes, 2008; Zins va boshqalar, 2004). Masalan, ijtimoiy ko‘nikmalar tengdoshlar va o‘qituvchilarning shaxslararo qo‘llab-quvvatlashiga olib keladi, bu esa keyinchalik akademik kompetentsiyani rivojlantiradi (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000).

“Ijtimoiy-hissiy tushunish” ijtimoiy-hissiy ma’lumotlarni kodlash, talqin qilish va mulohaza yuritish uchun jalb qilingan aqliy jarayonlarni o‘z ichiga oladi (Lipton & Nowicki, 2009). Yuz ifodalaridan his-tuyg’ularni tanib olish qobiliyati kodlashning bir misolidir. Boshqa odamning nuqtai nazarini qabul qilish qobiliyati ijtimoiy-emotsional ma’lumotlarni talqin qilishning bir misolidir. Samarali muammolarni hal qilishda ishtirok etish fikrlash qobiliyatining bir misolidir. Bu omillar va o‘zini tuta bilish ijtimoiy-hissiy tushunish uchun juda muhimdir (Lipton & Nowicki, 2009).

Ijtimoiy-emotsional kompetensiya akademik, kognitiv, aqliy va ijtimoiy-xulq-atvor natijalari kabi ko‘plab sohalarda keyingi maktabdagi muvaffaqiyat bilan ijobiy bog’liq (Goodman va boshqalar, 2005; Snow, 2006; Zins va boshqalar, 2007). Masalan, erta bolalikda boshqa bolalarga yordam berish, hamkorlik qilish yoki almashish kabi ijtimoiy ko‘nikmalarni tez-tez namoyon etadigan bolalar oliy ma’lumotga va yaxshi maoshli ishlarga ega bo‘lish ehtimoli ko‘proq (Jones va boshqalar, 2015). Aksincha, muammoli xatti-harakatlarga ega bolalar giyohvand moddalarni suiiste’mol qilish, o‘rta maktabni tashlab ketish va ishsizlikka ko‘proq duch kelishadi (Jones va boshqalar, 2015). Bundan tashqari, muammoli xatti-harakatlar va akademik natijalar o‘rtasidagi salbiy bog’liqlik vaqt o‘tishi bilan saqlanib qolishi mumkin (Kremer va boshqalar, 2016). Ushbu topilmalar ijtimoiy-emotsional rivojlanishida qiyinchiliklarga duch kelayotgan bolalar uchun maktabga asoslangan erta aralashuv dasturlarini amalga oshirish va ularga zarur yordam ko‘rsatish muhimligini ta’kidlaydi.

Maktabga asoslangan ijtimoiy-emotsional ta’lim (SEL) aralashuvlari ko‘nikmalarni shakllantirish va o‘rganishdagi to‘siqlarni bartaraf etish uchun boy imkoniyatlar yaratishga mo‘ljallangan (Jones va boshqalar, 2015). Bunday aralashuvlar ijtimoiy ko‘nikmalarni rivojlantirishni kuchaytirishi va muammoli xatti-harakatlarni kamaytirishi aniqlangan bo‘lsa-da (masalan, Corcoran va boshqalar, 2018; Durlak va boshqalar, 2011; Sklad va boshqalar, 2012), asosiy ta’sir o‘lchamlarining kattaligi dasturlar va ishtirokchilar orasida farq qiladi. Muayyan o‘quvchilar guruhlari uchun aralashuvning ta’sirini maksimal darajada oshirish uchun maktablarda ko‘pincha qo‘llaniladigan tizim - bu ko‘p bosqichli qo‘llab-quvvatlash tizimi (MTSS) bo‘lib, u o‘quvchilarni ehtiyojlariga qarab tegishli darajadagi IHT (SEL) aralashuvi bilan moslashtirish orqali resurslarni samarali taqsimlashga mo‘ljallangan (Rodriguez va boshqalar, 2016). Ushbu yondashuv universal dasturlar barcha o‘quvchilarni qo‘llab-quvvatlashini ta’minlashga yordam beradi (1-daraja), maqsadli aralashuvlar esa (2-daraja) yuqori xavf ostida bo‘lganlarga qo‘shimcha yordam beradi, mavjud resurslarning ta’sirini kuchaytiradi va ijobiy natijalar ehtimolini oshiradi (Greenberg & Abenavoli, 2017). Biroq, qaysi o‘quvchilarga ko‘proq intensiv aralashuvlar kerakligini aniqlash amalda qiyin bo‘lishi mumkin, chunki ijtimoiy-emotsional kompetensiyalar va muammoli xatti-harakatlar ko‘pincha murakkab va bir-biriga zid tarzda namoyon bo‘ladi (Kim va boshqalar, 2022). Maktablarda samarali IHT aralashuv dasturlarini taqdim etish uchun o‘qituvchilar va maktab psixologlari yosh o‘quvchilar ijtimoiy ko‘nikmalar va muammoli xatti-harakatlarning turli xil naqshlarini namoyish etadimi yoki yo‘qmi va agar shunday bo‘lsa, ularning akademik natijalarga qanday aloqadorligini tushunishlari kerak. Shunga qaramay, ko‘p tadqiqotlar shaxsga yo‘naltirilgan yondashuvni qo‘llamagan.

Ijtimoiy-hissiy ta’lim (IHT yoki SEL) ta’lim jarayonida bolalarning o‘qish motivatsiyasi, sinf ichidagi xulq-atvori va akademik ko‘rsatkichlariga ta’sir ko‘rsatadi. So‘nggi o‘n yillik tadqiqotlar IHT aralashmalari o‘quv natijalarini yaxshilashini ko‘rsatmoqda. Biroq kontekstual omillar (masalan, oilaviy ijtimoiy-iqtisodiy holat — IOSH) va IHT komponentlarining qaysi biri eng mustahkam baholovchi ekanligi borasida mahalliy tadqiqotlar yetarli emas. Ushbu

maqola tadqiqot dizaynini, metodologiyasini, ma'lumot yig'ish jarayonini va kutilayotgan natijalar hamda ularning talqinini taqdim etadi.

Ijtimoiy-emotsional ko'nikmalar (SEL) bolalarning akademik yutuqlari, sinfdagi xulq-harakati va ijtimoiy moslashuviga sezilarli ta'sir ko'rsatishi haqida keng empirik dalillar mavjud (Durlak et al., 2011; CASEL, 2013). IHTning qaysi komponentlari (emotsiyalarni boshqarish, ijtimoiy ko'nikmalar, empatiya, motivatsiya) akademik natijalarni eng ko'p prognozlashini aniqlash va kontekstual omillar (ota-ona ta'limi, ijtimoiy-iqtisodiy holat) moderator rolini o'rganish muhimdir. Shu nuqtadan kelib chiqib, ushbu tadqiqot boshlang'ich maktab o'quvchilari (1–4 sinf) misolida IHT va uch asosiy fan (ingliz tili, matematika, ona tili) natijalari o'rtasidagi munosabatni o'rganadi.

Tadqiqotimizning maqsadi boshlang'ich maktab o'quvchilarining IHT va akademik natijalari o'rtasidagi bog'liqlikni o'rganish. IHT indeksi va akademik baholar o'rtasida musbat bog'liqlik mavjudmi? Qaysi IHT komponentlari akademik natijalarni eng kuchli aniqlovchi omili hisoblanadi? Ota-ona ta'limi va ijtimoiy-iqtisodiy holat bu munosabatni moderatsiya qiladimi? Dizayn va namunaviy tanlov tadqiqotning namunasi N = 320 (1–4-sinflar; har sinf taxminan 80 o'quvchi). Tanlov klasterli tasodifiy usul bilan modellashtirildi. Etika: (simulyatsiya holatida) ota-ona va bolalar roziligi asosida amalga oshirilgan.

1-jadval. Ijtimoiy-hissiy ta'lim (IHT) komponentlarining statistik tahlili natijalari.

IHT Komponent	O'rtacha qiymat 1-4	Standart og'ish	Minimum	Maksimum
IHT Hissiy	2.85	0.50	1.00	4.00
IHT Ijtimoiy	3.05	0.48	1.00	4.00
IHT Hamdardlik	2.92	0.49	1.00	4.00
IHT Motivatsiya	2.93	0.55	1.00	4.00
IHT Indeksi	2.95	0.44	1.00	4.00

Quyida har bir IHT komponenti uchun qisqa ta'rif va berilgan statistik ko'rsatkichlarning (mean, SD, min, max) ma'nosi keltirilgan.

Hissiy boshqarish (SEL emotion)

Ta'rif: O'z his-tuyg'ularini tan olish, ularni nazorat qilish va stress yoki g'azab kabi salbiy holatlarni mos usullar bilan boshqarish qobiliyati.

Statistik tahlil: O'Q = 2.85 (1–4 shkalada) — umumiy daraja o'rtacha; SO = 0.50 — guruh ichida yengil farqlanish mavjud; min = 1.00 va max = 4.00 — ba'zida juda past yoki juda yuqori ko'rsatkichlar mavjud.

Ijtimoiy ko'nikmalar (SEL social)

Ta'rif: Boshqalar bilan samarali muloqot qilish, hamkorlik qilish, jamoada ishlash va ijobiy ijtimoiy munosabatlarni saqlash ko'nikmalari.

Statistik ma'no: O'Q = 3.05 — bu komponent o'rtacha darajadan bir oz yuqori; SO = 0.48 — o'quvchilar orasida barqaror daraja; diapazon 1–4 butun spektrni qamrab oladi.

Hamdardlik (SEL empathy)

Ta'rif: Boshqalarning his-tuyg'ularini tushunish, ularga nisbatan hamdardlik va qo'llab-quvvatlash ko'rsatish qobiliyati.

Statistik ma'no: O'Q = 2.92 — empatiya o'rtacha darajada; SO = 0.49 — individual farqlar o'rta darajada; min va max qiymatlar to'liq intervalni ko'rsatadi.

Motivatsiya (SEL motivation)

Ta'rif: O'quvchi o'zini o'qishga jalb qilish, maqsad qo'yish va topshiriqlarni mustaqil bajarish uchun ichki turtki hosil qilish qobiliyati.

Statistik ma'no: O'Q = 2.93 — motivatsiya o'rtacha; SO = 0.55 — boshqa komponentlarga nisbatan biroz katta dispersiya (individual o'zgarishlar ko'proq).

Umumiy IHT indeksi (SEL index)

Ta'rif: Yuqoridagi to'rt komponentning o'rtacha qiymati — umumiy ijtimoiy-emotsional ko'nikma darajasini ifodalaydi (1 = past, 4 = yuqori).

Statistik ma'no: O'Q = 2.95, SO = 0.44 — umumiy IHT darajasi o'rtacha, guruh ichidagi dispersiya nisbatan past; min = 1.00 va max = 4.00 — ba'zi o'quvchilarda juda past yoki juda yuqori umumiy IHT kuzatilgan.

2-jadval: Akademik ballar - tavsifiy statistika

Akademik fan nomlari	O'rtacha qiymat 0-100	Standart og'ish	Minimum	Maximum
Matematika	66.4	11.0	0	100
Ingliz tili	68.1	10.2	0	100
Ona tili	70.2	0.1	0	100

IHT komponentlari: emotsional boshqarish, ijtimoiy ko'nikmalar, hamdardlik va motivatsiya (har biri 4 band), umumiy IHT indeksi (1–4 sinflar). Akademik natijalar: ingliz tili, matematika , ona tili — 0–100 ball. Nazoratlar: sinf (grade), jins (sex), ota-ona ta'limi (parent_edu), daromad kategoriyasi (income_cat). Ma'lumotlar (simulyatsiya) Simulyatsiya R orqali yaratilgan: IHT komponentlari ota-ona ta'limiga bog'liq bo'lgan normal taqsimotdan olinib, akademik ballar IHT indeksi, ota-ona ta'limi va income_cat ta'siri bilan generatsiya qilindi. Barcha ballar 0–100 oralig'ida cheklangan.

Ishtirokchilar va deskriptiv ko'rsatkichlar Tadqiqot (simulyatsiya) namunasi N = 320; IHT indeksi o'rtacha ≈ 2.95 (SO ≈ 0.44). O'rtacha akademik baholar: ingliz tili M = 68.1 (SO = 10.2), matematika M = 66.4 (SD = 11.0), ona tili M = 70.2 (SO = 10.1).

3-jadval : IHT indeksi va akademik ballar o'rtasidagi o'zaro bog'liqlik

Akademik fan nomlari	Pirson korrelyatsiya koeffitsenti	Statistik ahamiyatlilik	Talqin
Matematika	0.34	<0.001	O'rtacha ijobiy bog'liqlik
Ingliz tili	0.36	<0.001	O'rtacha ijobiy bog'liqlik
Ona tili	0.33	<0.001	O'rtacha ijobiy bog'liqlik

Izoh: Barcha korrelyatsiyalar statistik jihatdan ahamiyatli ($p < .001$).

3-jadvalda keltirilgan Pirson korrelyatsiya tahlili natijalari shuni ko‘rsatadiki, Ijtimoiy-hissiy ta’lim (IHT) indeksi va barcha o‘rganilgan akademik fanlar o‘rtasida statistik jihatdan ahamiyatli bo‘lgan ijobiy bog‘liqlik mavjud ($p < 0.001$). Xususan, IHT ko‘rsatkichlari Ingliz tili ($r=0.36$), Matematika ($r=0.34$) va Ona tili ($r=0.33$) fanlari bo‘yicha o‘zlashtirish ko‘rsatkichlari bilan o‘rtacha darajadagi ijobiy korrelyatsiyani namoyon etdi. Bu natija o‘quvchining ijtimoiy-hissiy ko‘nikmalari qanchalik yuqori bo‘lsa, uning fanlarni o‘zlashtirish darajasi ham shunchalik yuqori bo‘lishini tasdiqlaydi.

Jadval natijalarini sharhlashda e’tibor qaratadigan bo’lsaqk: Ijobiy bog’liqlik: Korrelyatsiya koeffitsiyenti musbat (plyus) bo’lgani uchun, bu “biri oshsa, ikkinchisi ham oshadi” degan ma’noni anglatadi.

1.**O‘rtacha daraja:** 0.30 dan 0.50 gacha bo‘lgan koeffitsiyentlar ijtimoiy fanlarda **“o‘rtacha kuchli bog‘liqlik”** deb baholanadi. Bu shuni anglatadiki, IHT akademik natijaga ta’sir qiluvchi yagona omil bo‘lmasa-da, juda muhim omillardan biridir.

2.**Etakchi fan:** Sizning natijalaringizga ko'ra, IHT ko'proq **Ingliz tili** (0.36) o'zlashtirishga yordam bermoqda. Bu holatni ijtimoiy ko‘nikmalar (muloqot, o‘ziga ishonch) til o‘rganishda muhimroq ekanligi bilan izohlashingiz mumkin.

3.**Ishonchlilik:** $p < 0.001$ ko‘rsatkichi bu bog‘liqlikning tasodifiy bo‘lish ehtimoli 0.1 foizdan ham kamligini, ya’ni tadqiqot natijalari juda ishonchli ekanini anglatadi.

4-jadval: Regressiya koeffitsientlari – ITH indeksining akademik ballarga ta’siri (nazorat ostida)

Natijaviy o‘zgaruvchi	Beta (β)	Standart xatolik	t-statistika	p-value	Model R^2
Matematika	5.4	1.1	4.91	<0.001	≈ 0.25
Ingliz tili	5.8	1.0	5.80	<0.001	≈ 0.27
Ona tili	5.0	1.0	5.00	<0.001	≈ 0.24

Jadvalimizda IHTning o‘quv fanlariga ta’siri juda yuqori va ijobiy ekanligini ko‘rsatmoqda:

1.**Eng yuqori ta’sir:** IHT eng ko‘p **Ingliz tili** faniga ta’sir ko‘rsatadi (Beta = **5.8**). Ya’ni, ijtimoiy-hissiy rivojlangan bolalar tillarni yaxshiroq o‘zlashtirmoqda.

2.**Statistik ishonchlilik (p-value < 0.001):** Bu ko‘rsatkich natijalarning tasodifiy emasligini bildiradi. Ilmiy tilda bu "natija juda yuqori darajada ahamiyatli" (highly significant) deyiladi.

3.**t-statistika:** Bu qiymat qanchalik katta bo‘lsa (sizda 4.91 dan 5.80 gacha), IHT va fan ballari o‘rtasidagi bog‘liqlik shunchalik kuchli bo‘ladi.

4.**Model R^2 (Determinatsiya koeffitsiyenti):**

Matematika uchun **0.25** (25%). Bu shuni anglatadiki, o‘quvchining matematika fanidan olgan ballaridagi farqlarning **25% qismi** aynan uning IHT darajasi bilan bog‘liq. Qolgan 75% esa boshqa omillar (darsga qatnashish, darsliklar va h.k.) hissasiga to‘g‘ri keladi.

Qo‘shimcha tahlillar Parent_edu va income_cat ham mustaqil ravishda akademik natijalarni prognozladi (yuqori ota-ona ta’limi va yuqori income_cat bilan bog‘liq yuqori ballar). IHT × income_cat interaktsiyasi tahlili IHT-akademik munosabatining daromad past bo‘lgan guruhlarda bir oz kuchliroq ekanligini ko‘rsatdi (interaction $p \sim 0.04$).

(Tab.1–4 va Fig.1–3 maqola ilovalarida keltiriladi: demografiya, deskriptivlar, korelyatsiya matritsasi, regressiya jadvali, Math vs IHT scatter, IHT kvartillari bo‘yicha o‘rtacha ballar)

Asosiy topilmalar, tadqiqot natijalari IHT indeksi va akademik natijalar o‘rtasida biologik ravishda ma’noli va statistik jihatdan sezilarli musbat munosabatni ko‘rsatdi. Emotsional boshqarish va ijtimoiy ko‘nikmalar kabi IHT komponentlari o‘quvchilarning darsdagi ishtiroki, e’tiborni jamlashi va hamkasblar bilan munosabatini yaxshilab, shu orqali akademik yutuqlarga ijobiy ta’sir ko‘rsatishi mumkin.

Taqqoslashlar, tahlillar va olimlarning bu sohadagi izlanishlari CASEL konsepsiyasiga mos keladi: IHT ni o‘qish jarayoniga jalb etish, o‘qish natijalarini yaxshilashga olib keladi. Bundan tashqari, ijtimoiy-iqtisodiy omillar IHT ta’sirining kuchini o‘zgartirishi haqida oldingi tadqiqotlar bilan ham mos keladi.

Amaliy ahamiyat boshlang‘ich sinflarda EHT dasturlarini joriy etish (qisqa modul yoki integratsiyalashgan metodlar) akademik ko‘rsatkichlarni yaxshilashi mumkin. Maxsus e’tibor ijtimoiy jihatdan zaif oilalardan bo‘lgan o‘quvchilarga qaratilishi lozim, chunki u yerda EHT aralashmalarining natijavchiligi yuqori bo‘lishi mumkin.

Boshlang‘ich sinf o‘quvchilarining ijtimoiy-emotsional xatti-harakatlari (SEL) akademik fanlar — ingliz tili, matematika va ona tili — natijalarini mustaqil ravishda prognoz qiladi. SELni rivojlantirish bo‘yicha maktab darajasidagi intervensiyalar dars jarayonidagi muvaffaqiyatni oshirish uchun samarali strategiya hisoblanadi. Siyosat ishlab chiquvchilarga SELni ta’lim dasturlariga kiritishni va o‘qituvchilarga tegishli treninglar tashkil etishni tavsiya qilamiz.

Xulosa qilib aytadigan bo‘lsak, o‘tkazilgan tadqiqot boshlang‘ich sinf o‘quvchilarining ijtimoiy-emotsional kompetensiyalari (IHT) va ularning akademik muvaffaqiyati o‘rtasida uzviy bog‘liqlik mavjudligini tasdiqladi. Tadqiqot natijalari quyidagi muhim xulosalarni chiqarishga imkon beradi: *Ijobiy korrelyatsiya***:** IHT indeksi barcha asosiy fanlar (Ingliz tili, Matematika, Ona tili) bo‘yicha akademik ko‘rsatkichlar bilan statistik jihatdan ahamiyatli va musbat bog‘liqlikka ega (r = 0.33–0.36). Bu o‘quvchining hissiy boshqarish va ijtimoiy ko‘nikmalari uning fanlarni o‘zlashtirish qobiliyatiga bevosita yordam berishini ko‘rsatadi. *Prognozlovchi omil:* Regressiya tahlili natijalari shuni ko‘rsatdiki, IHT ko‘rsatkichlarining yaxshilanishi akademik ballarning sezilarli darajada (5.0 dan 5.8 ballgacha) oshishiga sabab bo‘ladi. Ayniqsa, IHTning ta’siri Ingliz tili fanida eng yuqori ekanligi aniqlandi. *Ijtimoiy-iqtisodiy moderatorlik:* Tadqiqot ijtimoiy-iqtisodiy holati (IOSH) past bo‘lgan oilalar farzandlarida IHT ko‘nikmalarining akademik natijalarga ta’siri kuchliroq ekanligini ko‘rsatdi. Bu esa ijtimoiy himoyaga muhtoj qatlam uchun IHT dasturlarining hayotiy ahamiyatga ega ekanligini isbotlaydi.

Maktab ta’lim dasturlariga ijtimoiy-hissiy ta’lim elementlarini integratsiya qilish nafaqat bolaning ruhiy salomatligini yaxshilaydi, balki davlat ta’lim standartlari doirasidagi akademik natijadorlikni ham oshiradi. O‘qituvchilar uchun IHT metodikasi bo‘yicha malaka oshirish kurslarini tashkil etish va maktab psixologlari faoliyatini aynan shu yo‘nalishga yo‘naltirish maqsadga muvofiqdir.

Foydalanilgan adabiyotlar

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"YARIMO'TKAZGICH ASBOBLAR VA INTEGRAL SXEMALAR TEXNOLOGIYASI" FANINI O'QITISHGA MOS YANGI INTERFAOL METODLAR ISHLAB CHIQISH

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Annotatsiya. *Mazkur maqolada yarimo'tkazgich asboblar va integral sxemalar texnologiyasi fanini o'qitish samaradorligini oshirish masalalari yoritilgan. Texnika fanlarini o'qitishda zamonaviy talablar asosida yangi interfaol metodlar ishlab chiqilib, ularning o'quv jarayoniga tatbiq etish imkoniyatlari asoslab berilgan.*

Kalit so'zlar: *yarimo'tkazgich, legirlash, integral sxema, interfaol metod, texnika fanlari, o'qitish samaradorligi, pedagogik yondashuv.*

РАЗРАБОТКА НОВЫХ ИНТЕРАКТИВНЫХ МЕТОДОВ ОБУЧЕНИЯ ДЛЯ ПРЕПОДАВАНИЯ ДИСЦИПЛИНЫ "ПОЛУПРОВОДНИКОВЫЕ ПРИБОРЫ И ТЕХНОЛОГИЯ ИНТЕГРАЛЬНЫХ СХЕМ"

Аннотация. *В данной статье рассмотрены вопросы повышения эффективности преподавания дисциплины «Полупроводниковые приборы и технология интегральных схем». На основе современных требований к техническому образованию разработаны новые интерактивные методы обучения и обоснованы возможности их внедрения в учебный процесс.*

Ключевые слова: *полупроводник, легирование, интегральная схема, интерактивный метод, техническое образование, эффективность обучения, педагогический подход*

DEVELOPMENT OF NEW INTERACTIVE TEACHING METHODS FOR THE COURSE "SEMICONDUCTOR DEVICES AND INTEGRATED CIRCUIT TECHNOLOGY"

Abstract. *This article addresses the issues of improving the effectiveness of teaching the subject "Semiconductor Devices and Integrated Circuit Technology." Based on modern requirements of technical education, new interactive teaching methods have been developed and their implementation in the educational process has been substantiated.*

Keywords: *semiconductor, doping, integrated circuit, interactive method, technical education, teaching effectiveness, pedagogikal approach*

Hozirgi globallashuv va raqamli iqtisodiyot sharoitida muhandislik ta'limi, ayniqsa yarimo'tkazgich asboblar va integral sxemalar texnologiyasi yo'nalishi bo'yicha mutaxassislar tayyorlash jarayoni yangi bosqichga ko'tarilmoqda. Mikroelektronika, nanoelektronika hamda zamonaviy integral sxemalar ishlab chiqarish texnologiyalarining jadal rivojlanishi ta'lim tizimidan ham yangicha yondashuvlarni talab etmoqda. Shu nuqtai nazardan, mazkur fanlarni o'qitishda an'anaviy metodlar bilan cheklanib qolish yetarli samara bermaydi, balki talabalar bilimini chuqurlashtirish, ularning mustaqil fikrlashini rivojlantirish hamda amaliy ko'nikmalarini shakllantirish uchun interfaol metodlarni keng joriy etish zarurati yuzaga kelmoqda.

Yarimo'tkazgich asboblar va integral sxemalar texnologiyasi fani o'zining murakkab fizik jarayonlarga asoslanganligi, abstrakt tushunchalarning ko'pligi hamda texnologik bosqichlarning ketma-ket va tizimli o'rganilishini talab etishi bilan ajralib turadi. Bu esa o'quv jarayonida talabalarning faolligini oshirish, nazariy bilimlarni amaliy holatlar bilan bog'lash va ularni real ishlab chiqarish jarayonlariga yaqinlashtirishga xizmat qiluvchi innovatsion pedagogik yondashuvlarni ishlab chiqishni taqozo etadi.

So'nggi yillarda ta'lim jarayoniga interfaol metodlarni joriy etish bo'yicha bir qator ilmiy tadqiqotlar olib borilgan bo'lsa-da, aynan yarimo'tkazgich texnologiyalari kabi tor ixtisoslashgan fanlarga moslashtirilgan, tizimli va kompleks interfaol metodlar yetarli darajada ishlab chiqilmagan. Bu esa mazkur yo'nalishda ilmiy izlanishlar olib borish, yangi metodlarni yaratish va ularni ta'lim jarayoniga integratsiya qilish zaruratini yanada kuchaytiradi. Ayniqsa, olib borilgan ilmiy ishlarning asosiy qismini yarimo'tkazgichli asboslarni o'qitishda yoki yarimo'tkazgichlar fizikasini o'qitishda

axborot texnologiya vositalaridan foydalanish, o‘qitishda mavjud interfaol metodlardan samarali foydalanish yangilik sifatida berilganligi, bu sohadagi pedagogik ilmiy ishlarda aynan adaptive metodlar zarurligini ko‘rsatmoqda. Masalan, Mamadaliyev B.D [1] ning ilmiy izlanishlarida yarimo‘tkazgichlar fizikasining zarurati, integratsiya va quyosh elementlarini o‘qitish borasida taxlil va solishtirish metodlari, interfaol texnologiyalardan foydalanish, eksperimentlarni loyixalashdan foydalanishni tadqiqotda metodologiya sifatida qayd etgan.

Pedagogik jarayonlarda foydalanib kelinayotgan tahlil metodi — bu o‘rganilayotgan obyekt, jarayon yoki hodisani **alohida qismlarga ajratib**, har bir qismini chuqur o‘rganish orqali umumiy xulosaga kelish usulidir. **Solishtirish metodi** esa — bu ikki yoki undan ortiq obyekt, hodisa yoki jarayonni **o‘xshash va farqli jihatlari asosida taqqoslash** orqali xulosa chiqarish usuli bo‘lib, samaradorlik ko‘rsatkichlarini aniqlash kabi fan mavzularida qo‘llanilishda alohida

Berkinov A.A [2] yarimo‘tkazgichlar fizikasini o‘qitishda samaradorlikni oshirish uchun shu fanga tegishli asosiy atama va tushunchalarni kengroq yoritish kerakligini tavsiya etgan. Bu kabi yarimo‘tkazgichlar fizikasini o‘qitishga qaratilgan ilmiy-uslubiy yondashuvlar shuni ko‘rsatadiki, mazkur fan bo‘yicha ta’lim samaradorligini oshirish faqat nazariy bilimlarni berish bilangina emas, balki tushunchalar tizimini chuqur, izchil va mantiqiy asosda shakllantirish orqali amalga oshiriladi. Xususan, yarimo‘tkazgich materiallarning fizik mohiyatini anglashda “energiya zonalari”, “taqiqlangan zona kengligi”, “elektron va kovaklar harakati”, “rekombinatsiya va generatsiya jarayonlari”, “legirlash” kabi fundamental tushunchalarning o‘zaro bog‘liqligini ochib berish muhim ahamiyat kasb etadi.

Shu nuqtai nazardan, o‘qitish jarayonida abstrakt nazariy tushunchalarni real fizik jarayonlar bilan uyg‘unlashtirish, ya’ni ularni amaliy misollar, grafiklar va modellashtirish vositalari orqali tushuntirish talab etiladi. Bunda ayniqsa, yarimo‘tkazgichlarda zaryad tashuvchilarning harakati, ularning tashqi elektr maydon ta’sirida o‘zgarishi hamda haroratga bog‘liqlik xususiyatlarini vizual ko‘rinishda yoritish talabalarda chuqurroq anglashni shakllantiradi.

Bundan tashqari, zamonaviy pedagogik texnologiyalar asosida interfaol metodlardan foydalanish ham yuqori samaradorlikni ta’minlaydi. Masalan, muammoli ta’lim, klaster usuli, konseptual xaritalar, virtual laboratoriyalar va kompyuter simulyatsiyalari orqali talabalar mustaqil fikrlashga undaladi. Bu esa o‘z navbatida, yarimo‘tkazgich qurilmalarining ishlash prinsiplarini chuqurroq o‘zlashtirishga xizmat qiladi.

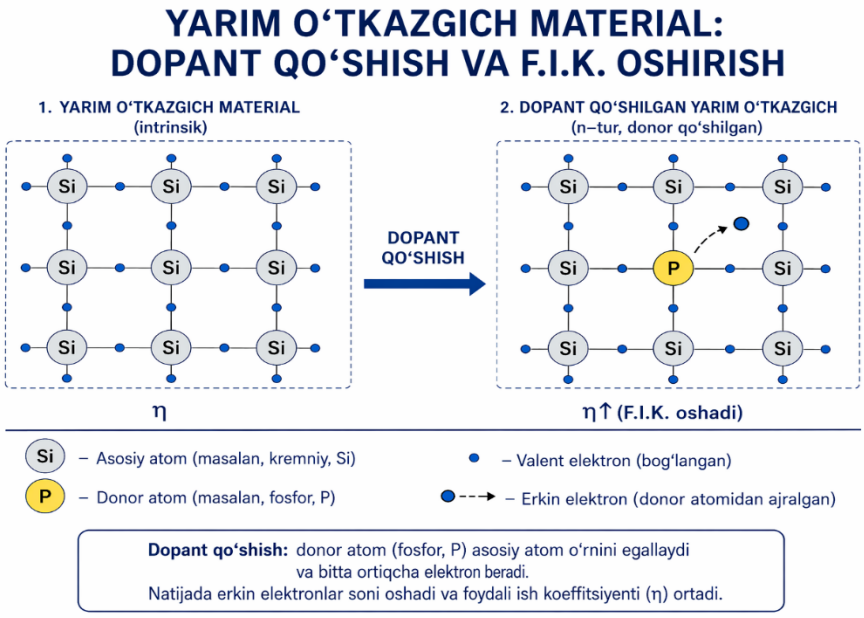
Texnika oliy o‘quv yurtlarida o‘qitiladigan fanlar asosan texnik fanlar ekanligini inobatga olgan holda pedagogik jarayonlarga yondoshuvning texnik usullarini va fan mavzularini o‘qitishda sxema, formula, texnika va texnologik jarayonlarni o‘qitishga mos interfaol metodlardan foydalanish malakali muhandislarni yetishtirishning asosiy omili xisoblanadi. Buning uchun mavjud o‘qitishning interfaol metodlarini aynan har bir fanga mos holda qo‘llash kerak bo‘lib, bugungi kunda mavjud o‘qitishning interfaol metodlarini katta qismi aynan ijtimoiy-gumanitar fanlarni o‘qitishga mo‘ljallangan. Texnika yo‘nalishlarida esa, bo‘lajak muhandislar, texnika bilan muloqot qila oladigan kadrlar yetishib chiqishini inobatga olgan holda har bir texnika faniga mos yangi interfaol metodlar ishlab chiqish lozim. Interfaollik bu – ikki tomonlama faollik degan ma’nodan kelib chiqib, dars davomida jarayonni boshqarishning demokratik usuli qo‘llanilib, unda talaba va ta’lim beruvchi birdek faol ishtirok etadi[3,4]. Chunki, zamonaviy ta’limni negizida, o‘qitishning kredit-modul tizimida xar bir fanda soatlar taqsimotining asosiy qismini mustaqil ta’lim soatlari tashkil etib, unda talabalarning mustaqil izlanishligi, mustaqil xulosa qila olish, texnika bilan muloqot qila olish qobilyatigacha ega bo‘lishliligi kabi o‘qitish natijalariga qo‘yiladigan talablar mavjud. Vaxolangki, talabani mustaqil izlana olish imkoniyatini oshirish talab qilinar ekanmi, bunga albatta ta’limdagi interfaollikni tizimli va ijodiy ravishda yo‘lga qo‘yilgani kerak bo‘ladi.

Interfaol ta’limga asoslangan va texnika fanlarini o‘qitishga mos yangi metodlarni ishlab chiqish va jarayonga tadbiq etish, ayni vaqtda texnika ta’limi oldidagi asosiy vazifalardan biridir. Shuning uchun, “Yarimo‘tkazgich asboblar va integral sxemalar texnologiyasi” fani va yarimo‘tkazgichlar fizikasiga doir bilimlarni talabalarga yetkazishda yangi “Legirlash jarayoni – xamir qorish texnologiyasi” nomli yangi interfaol metodini taklif qildik. Ushbu metodning maqsadi yarimo‘tkazgich materiallarga qo‘shimcha modda kiritish jarayonining mohiyatini talabalarga hayotiy va mantiqiy qiyos orqali tushuntirishdan iborat. Metod orqali legirlash natijasida yarimo‘tkazgichlarning elektro-fizik parametrlari, ishchi harorat oralig‘i hamda foydali ish koeffitsientining o‘zgarishini chuqur anglashga erishiladi. Talabalarda sabab va natija o‘rtasidagi bog‘lanishni ko‘ra olish, fizik jarayonlarni tahlil qilish va ilmiy xulosa chiqarish ko‘nikmalari shakllantiriladi.

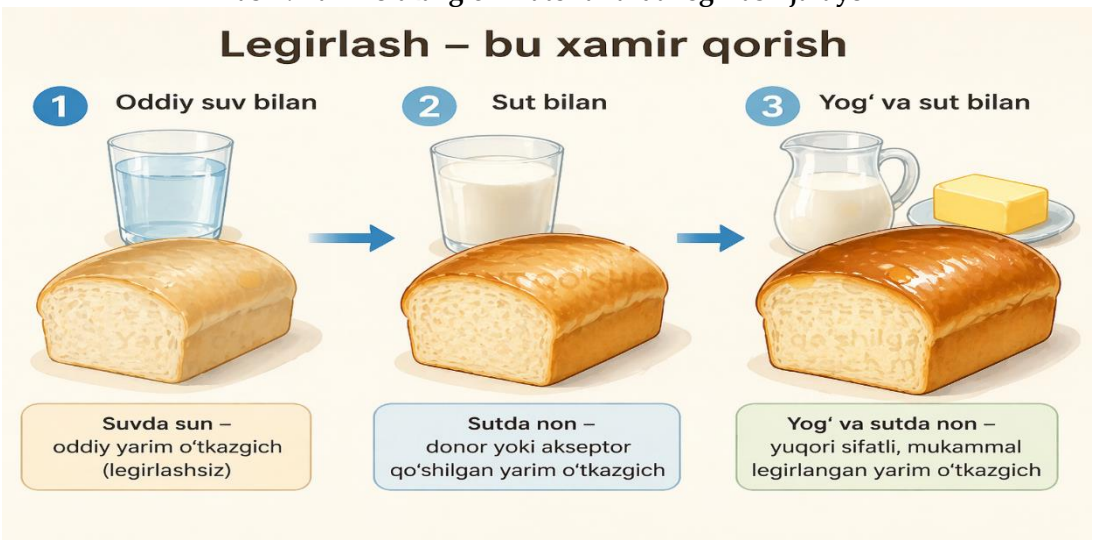
Metodning vazifasi talabalarga legirlash jarayonining ichki fizik mohiyatini soddalashtirilgan, ammo ilmiy asosini saqlagan holda anglatishdan iborat. Asosiy materialga turli qo‘shimchalar kiritilganda tizimning umumiy xossalari qanday o‘zgarishini mantiqan tushuntirish, elektr o‘tkazuvchanlik, energetik holatlar, haroratga bog‘liqlik va samaradorlikdagi o‘zgarishlarni solishtirishga o‘rgatish ko‘zda tutiladi. Metod talabalarning mustaqil fikrlashi, kuzatish, taqqoslash va umumlashtirish qobiliyatini rivojlantiradi.

“Legirlash jarayoni – xamir qorish texnologiyasi” metodi yarimo‘tkazgichlar fizikasi, elektronika asoslari, mikroelektronika, elektr yoritish hamda zamonaviy materiallar texnologiyasi yo‘nalishlarida qo‘llaniladi. Dars jarayonida

yarimo‘tkazgich asosiy muhit sifatida talqin qilinadi, unga kiritilayotgan qo‘shimcha moddalar esa xamirga qo‘shiladigan tarkibiy qismlar sifatida qiyoslanadi. Har bir qo‘shimcha kiritilganda muhitning umumiy xossalari qanday o‘zgarishi muhokama qilinadi. Bu yondashuv orqali talaba legirlash jarayonining amaliy natijalarini ongli ravishda tushunib boradi. Metod nazariy mashg‘ulotlarda tushuncha berish, amaliy mashg‘ulotlarda esa tahlil va xulosa chiqarish bosqichida samarali hisoblanadi.



1-rasm. Yarimo‘tkazgich materiallarda legirlash jarayoni



2-rasm. Legirlash – bu xamir qorish metodining qo‘llanilishi

Metoddan foydalanish hayotiy analogiya asosida quriladi. Yarimo‘tkazgich asosiy muhit, legirlovchi moddalar esa xamirga qo‘shiladigan tarkibiy qismlar sifatida talqin qilinadi. Har bir qo‘shimcha kiritilganda tizimning umumiy holati qanday o‘zgarishi mantiqan izohlanadi. Shu orqali talaba legirlash natijasida elektr o‘tkazuvchanlik, energetik darajalar, ishchi harorat oralig‘i va foydali ish koeffitsientining o‘zgarishini tizimli ravishda anglaydi. Metod muammoli vaziyat yaratish, tahlil, taqqoslash va umumlashtirish jarayonlari orqali amalga oshiriladi hamda talabaning ilmiy fikrlash faoliyatini faollashtiradi.

Taklif etilgan yondashuvning afzalligi shundaki, u talabalarning faolligini oshiradi, mustaqil fikrlash va muammoli vaziyatlarni hal etish ko‘nikmalarini rivojlantiradi hamda nazariy bilimlarni amaliyot bilan uzviy bog‘lashga yordam beradi. Ayniqsa, yarimo‘tkazgich qurilmalari ishlash prinsiplarini interfaol tarzda modellashtirish va analogiyalar asosida tushuntirish o‘quv materialining tushunarliligini sezilarli darajada oshiradi.

Shuningdek, ushbu metodni o‘quv jarayoniga joriy etish natijasida talabalarda kasbiy kompetensiyalar, jumladan, texnik tafakkur, tahliliy yondashuv va innovatsion fikrlash shakllanishi kuzatiladi. Bu esa kelajakda yuqori malakali muhandis va mutaxassislarni tayyorlashda muhim omil hisoblanadi.

Umuman olganda, ishlab chiqilgan interfaol metod yarimo‘tkazgichlar boarsidagi bilimlarni o‘qitishda zamonaviy didaktik talablar asosida samarali vosita bo‘lib, uni keng joriy etish ta’lim sifati va natijadorligini yanada oshirishga xizmat qiladi.

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MEDIATSIYA TUSHUNCHASINING LINGVODIDAKTIK MOHIYATI VA UNING CEFR DOIRASIDAGI TALQINI

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Annotatsiya. *Ushbu maqolada mediatsiya tushunchasining lingvodidaktik mohiyati hamda uning CEFR doirasidagi nazariy talqini tahlil qilinadi. Tadqiqotda mediatsiyaning zamonaviy til o'rganish jarayonidagi o'rni, uning kommunikativ va kognitiv faoliyatini rivojlantirishdagi ahamiyati yoritib berilgan. Shu bilan birga, mediatsiya asosida matn bilan ishlash texnologiyalarining o'qib tushunish kompetensiyasini rivojlantirishdagi foydali jihatlarini ilmiy tarzda izohlanadi. Maqolada mediatsiyaning asosiy turlari bo'gan matn mediatsiyasi, tushuncha mediatsiyasi va kommunikativ mediatsiya tahlil qilinib, ularning ta'lim jarayonidagi funksional imkoniyatlari ochib beriladi. Tadqiqot natijalari mediatsiya asosidagi yondashuv talabalarning o'qib tushunish darajasini oshirish, matnni tushunib, uni qayta ifodalab berish va interpretatsiya qilish ko'nikmalarini rivojlantirishda muhim vosita ekanligini ko'rsatadi. Xulosa qilib aytish mumkinki mediatsiya zamonaviy til ta'limida o'quvchilarni passiv qabul qiluvchidan faol kommunikativ subyektga aylantiruvchi samarali metod sifatida ifodalanadi.*

Kalit so'zlar: *mediatsiya, kompetensiya, lingvodidaktika, kommunikativ faoliyat, kognitiv faoliyat, interpretatsiya, an'anaviy yondashuv, zamonaviy ta'lim.*

ЛИНГВОДИДАКТИЧЕСКАЯ СУЩНОСТЬ ПОНЯТИЯ МЕДИАЦИИ И ЕЁ ИНТЕРПРЕТАЦИЯ В РАМКАХ CEFR

Аннотация. *В данной статье анализируется лингводидактическая сущность понятия медиации и её теоретическая интерпретация в рамках CEFR. В исследовании освещается роль медиации в современном процессе изучения иностранных языков, а также её значение в развитии коммуникативной и когнитивной деятельности обучающихся. Кроме того, в статье научно обосновывается эффективность технологий работы с текстом на основе медиации в развитии навыков чтения с пониманием. В работе рассматриваются основные виды медиации, такие как медиация текста, концептуальная медиация и коммуникативная медиация, а также раскрываются их функциональные возможности в образовательном процессе. Результаты исследования показывают, что медиативный подход является эффективным средством повышения уровня понимания прочитанного, а также развития навыков интерпретации и переработки текста. В заключение можно отметить, что медиация в современном языковом образовании выступает как эффективный метод, превращающий обучающихся из пассивных получателей информации в активных коммуникативных субъектов.*

Ключевые слова: *медиация, компетенция, лингводидактика, коммуникативная деятельность, когнитивная деятельность, интерпретация, традиционный подход, современное образование*

THE LINGUODIDACTIC ESSENCE OF MEDIATION AND ITS INTERPRETATION WITHIN THE CEFR FRAMEWORK

Abstract. *This article analyzes the linguodidactic essence of the concept of mediation and its theoretical interpretation within the framework of the CEFR. The study highlights the role of mediation in modern language learning, as well as its significance in developing communicative and cognitive activities. In addition, the article provides a scientific explanation of the effectiveness of mediation-based text processing technologies in enhancing reading comprehension competence. The main types of mediation, namely text mediation, conceptual mediation, and communicative mediation, are examined in the study, and their functional potential in the educational process is revealed. The results of the research demonstrate that a mediation-based approach serves as an effective tool for improving students' reading comprehension, as well as their ability to understand, reinterpret, and interpret texts. It can be concluded that mediation represents an effective method in modern language education, transforming learners from passive recipients into active communicative agents.*

Keywords: *mediation, competence, linguodidactics, communicative activity, cognitive activity, interpretation, traditional approach, modern education.*

Kirish.

Zamonaviy ta’limda xorijiy til kommunikativ kompetensiyasini rivojlantirish bilan bir qatorda, o‘quvchilarning axborotni qayta ishlash va uni boshqalarga yetkazish qobiliyatlarini shakllantirish ham muhim ahamiyat kasb etmoqda. Shu nuqtai nazardan mediatsiya tushunchasi til o‘qitish metodikasida dolzarb yo‘nalishlardan biri sanaladi. Mediatsiya o‘quvchining chet tilidagi ma’lumotni o’qib, tushunib, uni qayta ishlash va mos shaklda boshqa shaxslarga yetkazish jarayonini ifodalaydi.

So‘nggi yillarda mediatsiya nafaqat nazariy, balki amaliy jihatdan ham keng o‘rganilmoqda. Tadqiqotlarga ko’ra, mediatsiya til o‘rganishda muhim komponent bo‘lib, u o‘quvchilarda kommunikativ va kognitiv jarayonni faollashtiradi hamda o‘qib matn mazmunini tushunishni chuqurlashtiradi. “Xususan, mediatsiya jarayoni axborotni qayta ifodalash, soddalashtirish va interpretatsiya qilish orqali samarali o’zlashtirishni ta’minlaydi”. Ushbu maqolada esa mediatsiya tushunchasining lingvodidaktik mohiyati hamda uning CEFR doirasidagi nazariy talqini tahlil qilinadi [4].

Adabiyotlar tahlili va metodologiya.

Mediatsiya tushunchasi zamonaviy til ta’limida muhim ilmiy yo‘nalish sifatida ko‘plab tadqiqotchilar tomonidan o‘rganilgan. Xususan, E. Piccardo mediatsiyani plurilingual va pluricultural kompetensiya bilan bog‘lab, uni til o‘rganish jarayonida ma’no yaratish va uni boshqalarga yetkazish jarayoni sifatida keltirib o’tadi [4]. Ushbu yondashuv mediatsiyaning faqat lingvistik emas, balki ijtimoiy va kognitiv xarakterga ega ekanligini ko‘rsatadi.

Shuningdek, mediatsiya tushunchasi Council of Europe tomonidan ishlab chiqilgan Common European Framework of Reference for Languages: Companion Volume da yanada kengaytirilgan, unda mediatsiya kommunikativ faoliyatning muhim tarkibiy qismi sifatida qayd etiladi. Mazkur hujjatda mediatsiyaning matn, tushuncha va kommunikativ turlari ajratib ko‘rsatilgan bo‘lib, bu uning til o‘qitishdagi ko‘p qirrali xususiyatini ochib beradi.

O‘qib tushunish kompetensiyasining rivojlanishi bo‘yicha olib borilgan tadqiqotlarda W. Grabe o‘qish jarayonini murakkab kognitiv faoliyat sifatida baholab, unda ma’lumotni qayta ishlash va interpretatsiya qilish muhim rol o‘ynashini ta’kidlagan [1]. F. Grellet esa o‘qib tushunishni rivojlantirishda qayta ifodalash va umumlashtirish kabi strategiyalarning samaradorligini asoslab beradi [2].

Bundan tashqari, mediatsiya jarayonining ijtimoiy asoslari L. S. Vygotsky tomonidan ilgari surilgan ijtimoiy-konstruktivistik nazariya bilan izohlanadi. Unga ko‘ra, bilim muloqot va hamkorlik jarayonida shakllanadi, bu esa mediatsiyaning ta’lim jarayonidagi ahamiyatini yanada kuchaytiradi [8]. Shuningdek, M. Swain tomonidan ishlab chiqilgan “output hypothesis” nazariyasi mediatsiya jarayonida faol nutq ishlab chiqarishning ahamiyatini asoslaydi [7].

Ushbu maqolada mediatsiya asosida matn bilan ishlash texnologiyalarining o‘qib tushunish kompetensiyasini rivojlantirishdagi samaradorligini aniqlash uchun tahliliy va qiyosiy metodlardan foydalanildi. Tadqiqot jarayonida ilmiy adabiyotlar tahlili, kuzatish, tajriba-sinov ishlari hamda natijalarni solishtirish metodlari qo‘llanildi. Xususan, mediatsiya asosida tashkil etilgan o‘qish faoliyati an’anaviy yondashuv bilan taqqoslanib, ularning samaradorligi mezonlar asosida baholandi.

Shuningdek, tadqiqot davomida talabalarning o‘qib tushunish darajasi asosiy g‘oyani aniqlash, matnni qayta ifodalash, xulosa chiqarish va interpretatsiya qilish kabi ko‘rsatkichlar asosida tahlil qilindi. Ushbu metodologik yondashuv mediatsiya asosidagi texnologiyalarning ta’lim jarayonidagi amaliy ahamiyatini aniqlashga imkon berdi.

Tahlil va natijalar.

Pikardo takidlashicha “Xuddi prizma yorug‘likni tashkil etuvchi turli ranglarni ko‘rish imkonini bergani kabi, mediatsiya ham tilni qo‘llash va o‘rganish kabi murakkab jarayonda ishtirok etuvchi turli jihatlarni anglash imkonini beradi. Ushbu jihatlar ma’no hosil qilishning individual va ijtimoiy jarayonlaridan tortib, kommunikatsiya va hayotiy tajribalar davomida lingvistik hamda madaniy makonlar o‘rtasidagi o‘zaro kelishuv jarayonlarigacha, shuningdek, shaxsiy lingvistik repertuar va rivojlanish yo‘llarining shakllanishi hamda rivojlanishini ham o‘z ichiga oladi”.

Biz odatda mediatsiyadan fikrni ma’lum bir doiradagi odamlarga tushunarli tilda ifodalab berish uchun foydlanamiz. Bu jarayon bazan bir tilli muhitda bazan esa ikki tilli muhitda yuzaga kelishi mumkin. Har ikkala holatda ham mediator bir tildagi ma’lumotni boshqalarga tushunarli tilda yetkazib beruvchi ko’prik vazifasini bajaradi va tinglovchi ongida paydo bo’gan bo’shliqni to’diradi.

Til ta’limi sohasida mediatsiya tushunchasi dastlab 2001-yilda CEFR hujjatida tilga olingan bo‘lsa-da, u yerda ushbu konsept to‘liq yoritilmagan. Keyinchalik esa ushbu tushuncha 2020-yil CEFR Companion Volume doirasida kengaytirilib, uning mazmuni va amaliy ahamiyati chuqurroq ochib berildi. Hozirgi kunda mediatsiya zamonaviy til ta’limining muhim tarkibiy elementi sifatida aynan shu yangilangan yondashuv asosida talqin etilmoqda [6].

Mediatsiya asosida matn bilan ishlash texnologiyalarining samaradorligini tahlil qilishda avvalo ushbu yondashuvning lingvodidaktik va psixologik asoslarini tushunish muhim hisoblandi. Zamonaviy tadqiqotlar mediatsiyani til o‘rganish jarayonida nafaqat muloqot qobilyatini rivojlantiruvchi faoliyat turi, balki matnni o’qib tushunish, eslab qolish va fikr yuritishni rivojlantirish vositasi sifatida ham talqin etadi. “Xususan, mediatsiya o‘quvchining axborotni tushunish, qayta ishlash, uni auditoriyaga moslashtirish va yetkazish qobiliyatini rivojlantiradi. Shu jihatdan u an’anaviy o‘qib tushunish jarayonidan farqli ravishda faol va ko‘p bosqichli kognitiv jarayonni tashkil etadi” [4].

Tahlillar shuni ko‘rsatadiki, mediatsiya asosida tashkil etilgan o‘qish faoliyati talabalarning matnni chuqurroq anglashiga yordam beradi. Chunki bu jarayonda talabalar matnni faqat qabul qilmaydi, balki uni qayta ishlab, asosiy g‘oyalarni ajratadi va mazmunini saqlagan holda yangi shaklda ifodalaydi. Bu esa o‘z navbatida analiz, sintez va interpretatsiya kabi yuqori darajadagi kognitiv faoliyatni faollashtiradi. Shuning uchun mediatsiya o‘qib tushunish kompetensiyasini rivojlantirishda samarali vosita sifatida qaraladi [1].

Mediatsiya jarayonida talabalar ko‘pincha matn mazmunini o’zgartirmagan holda boshqa shaklda ifodalash, asosiy mazmunini ajratib olib umumlashtirish va mazmun ketma-ketligini saqlagan holda qayta bayon qilish kabi strategiyalardan foydalanadi. Ushbu strategiyalar o‘qib tushunishning chuqurlashishiga olib keladi, chunki o‘quvchi matnni qayta ifodalash jarayonida uning mazmunini yaxshiroq anglaydi. Tadqiqotlarga ko‘ra, qayta ifodalash va umumlashtirish faoliyatlari o‘quvchilarning matn mazmunini tushunish darajasini sezilarli darajada oshiradi [2].

Bundan tashqari, mediatsiya asosidagi yondashuv ijtimoiy o‘rganish nazariyasi bilan ham uzviy bog‘liqdir. O‘quvchilar guruh yoki juftlikda ishlash orqali bir-biriga tushuntirish jarayonida bilimlarini yanada mustahkamlaydi. Bu jarayon Lev Vygotsky tomonidan ilgari surilgan ijtimoiy-konstruktivistik yondashuvga mos keladi. Ya’ni “bilim muloqot va hamkorlik jarayonida shakllanadi. Mediatsiya aynan shu jarayonni faollashtiradi va talabalarning faol ishtirokini ta’minlaydi” [8].

Mediatsiyaning yana bir muhim jihati uning kommunikativ kompetensiyani rivojlantirishdagi rolidir. Talabalar matnni boshqalarga tushuntirish jarayonida til vositalaridan faol foydalanadi, bu esa ularning nutq faoliyatini rivojlantiradi. Shuningdek, bu jarayon lug‘at boyligini oshirishga ham xizmat qiladi. Tadqiqotlar natijasida ma’lum bo’ldiki, faol nutq ishlab chiqarishga asoslangan yondashuvlar til o‘zlashtirish jarayonini tezlashtiradi [8].

Mediatsiya asosida tashkil etilgan o‘qish faoliyatining samaradorligini aniqlashda an’anaviy metodlar bilan taqqoslash muhimdir. An’anaviy yondashuvda o‘qish ko‘pincha matnni tarjima qilish yoki savollarga javob berish bilan cheklanadi. Bu esa o‘quvchining passiv ishtirokiga olib keladi. Mediatsiya esa aksincha, talabani faol subyektga aylantiradi. U matn bilan ishlash jarayonida axborotni qayta ishlab, boshqalarga yetkazadi. Bu esa o‘qib tushunish jarayonining samaradorligini oshiradi.

Qo’shimcha qilib aytish mumkinki, mediatsiya til o‘rganishda real hayotga yaqin vaziyatlarni yaratishga imkon beradi. Talabalar matn asosida muhokama olib boradi, tushuntirish beradi va fikr almashadi. Bu esa ularning tilni amaliy qo‘llash ko‘nikmalarini rivojlantiradi. Zamonaviy tadqiqotlar mediatsiyani real kommunikativ vaziyatlarga tayyorlovchi muhim vosita sifatida e’tirof etadi [3].

Matn ustida ishlashda mediatsiya texnologiyasidan foydlanishning samaradorligini aniqlash jarayonida olingan natijalar shuni ko’rsatadaiki, ushbu yondashuv o’qib tushunish kompotensiyasini rivojlantirishda yuqori darajada samara beradi. Tajribaga ko’ra bu jarayonda talabalarning o’qib tushunish darajasi bir necha mezonlar asosida baholanadi, jumladan: asosiy g’oyani aniqlash matnni qayta ifodalab bera olish, xulosa chiqarish va mavmunni interpretatsiya qilish.

Tahlillarga ko’ra, mediatsiya asosida tashkil etilgan darslarda ishtirok etgan talabalar an’anaviy ta’lim asosida o’qitilgan guruhlarga nisbatan sezilarli darajada yuqori natijaga erishdi. Ayniqsa matnni qayta ifodalash(paraphrasing), va umumlashtirib hulosalsh(summarizing) ko’nikmalarida ijobiy o’sish kuzatildi. Bu esa talabalar dars jarayonida ma’lumotni qayta ishlashga jalb etilgani bilan izohlanadi. Tadqiqotga ko’ra, talaba matnni o’qib, so’ng qayta ifodalab berishi uning mazmunini chuqur anglashiga hizmat qiladi.

Shuningdek, mediatsiya asosida yondashuv talabalar o’rtasida hamkorlik muhitini shakillantirishda yordam berdi. Guruhlar va juftliklar shaklida ishlash jarayonida talabalar bir-biriga tushuntirish orqali bilimlarini mustahkamladi. Bular holat ijtimoiy -kostruktiv nazariyasida ham asoslanadi. Bilim muloqot jarayonida va ijtimoiy hamkorlik asosida shakllanishi haqida ilgari surilgan qarashlar mediatsiya faoliyatining samaradorligini yana bir bor tasdiqlaydi.

Natijalar shuni ham ko‘rsatdiki, mediatsiya asosida tashkil etilgan darslar talabalarning kommunikativ faolligini sezilarli darajada oshirdi. Talabalar matn mazmunini tushuntirish, muhokama qilish va fikr almashish jarayonida til vositalaridan faol foydalanishga majbur bo‘ldi. Bu esa ularning nutqini shakllantirish faoliyatini rivojlantirdi. Ma’lumki, til o‘rganishda faol nutqni shakllantirish muhim omillardan biri hisoblanadi.

Mediatsiya asosida matn bilan ishlash texnologiyalarining samaradorligi an’anaviy yondashuv bilan taqqoslanganda yanada yaqqol namoyon bo‘ldi. An’anaviy metodlarda o‘qish jarayoni ko‘proq matnni tarjima qilish va

savollarga javob berish bilan cheklanadi. Bu esa talabani passiv ishtirokchiga aylantiradi. Mediatsiya esa aksincha, talabaning faol ishtirokini ta'minlab, uni bilimni qayta ishlovchi va yetkazuvchi subyektga aylantiradi.

Mediatsiya asosidagi yondashuv ko'nikmasi natijalariga ko'ra ushbu metodika yuqori samaradorlikka ega ekanligini ko'rsatdi. Ayniqsa, qayta ifodalash va kommunikativ faollik ko'rsatkichlarida keskin o'sish kuzatilgan. Bu mediatsiyaning asosiy xususiyati — axborotni qayta ishlash va boshqalarga yetkazish jarayoni bilan bevosita bog'liqdir.

Bundan tashqari, mediatsiya talabalarning tilni real kommunikativ vaziyatlarda qo'llash ko'nikmasini ham rivojlantiradi. Talabalar matn asosida muhokama olib borish, fikr bildirish va tushuntirish orqali tilni amaliy jihatdan qo'llash imkoniyatiga ega bo'ladi. Tadqiqotlar mediatsiyani real hayotiy kommunikatsiyaga tayyorlovchi muhim vosita sifatida e'tirof etadi.

Yuqorida kletirilgan ma'lumotlar mediatsiya asosida matn bilan ishlash texnologiyalarining nafaqat o'qib tushunish kompetensiyasini, balki talabalarning umumiy kommunikativ va kognitiv rivojlanishini ham ta'minlashini ko'rsatadi. Shu bois ushbu yondashuvni oliy ta'lim tizimida keng joriy etish yuqori samara beradi.

Xulosa

Mazkur tadqiqot natijalari mediatsiya asosida matn bilan ishlash texnologiyalarining o'qib tushunish kompetensiyasini rivojlantirishda yuqori samaradorlikka ega ekanligini tasdiqladi. Tahlillar ko'rsatishicha, mediatsiya yondashuvi talabalarni matn bilan faol ishlashga jalb etib, ularning axborotni qayta ishlash, soddalashtirish va boshqalarga yetkazish ko'nikmalarini sezilarli darajada rivojlantiradi.

Tadqiqot davomida mediatsiya asosida tashkil etilgan o'qish faoliyati talabalarning nafaqat matn mazmunini chuqurroq anglashiga, balki uni qayta ifodalash, umumlashtirish va interpretatsiya qilish qobiliyatlarining oshishiga ham ijobiy ta'sir ko'rsatgani aniqlandi. Shuningdek, ushbu yondashuv talabalar o'rtasida hamkorlik muhitini shakllantirib, ularning kommunikativ faolligini va nutq ishlab chiqarish ko'nikmalarini rivojlantirdi.

An'anaviy o'qitish metodlari bilan taqqoslanganda, mediatsiya asosidagi texnologiyalar o'quvchini passiv qabul qiluvchidan faol kommunikativ subyektga aylantirishi bilan ajralib turadi. Bu esa zamonaviy til ta'limida kompetensiyaga yo'naltirilgan yondashuvning dolzarbligini yana bir bor tasdiqlaydi.

Xulosa qilib aytganda, mediatsiya asosida matn bilan ishlash texnologiyalarini oliy ta'lim tizimiga keng joriy etish o'qib tushunish kompetensiyasini rivojlantirish bilan bir qatorda, talabalarning umumiy kommunikativ va kognitiv salohiyatini oshirishga xizmat qiladi.

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RAQAMLI TA'LIM MUHITIDA PEDAGOGIK OLIY TA'LIM TASHKILOTLARIDA O'QUV JARAYONLARINI TASHKIL ETISH VA BOSHQARISHNING INNOVATSION MEXANIZMLARINI TAKOMILLASHTIRISHNING NAZARIY-METODOLOGIK ASOSLARI

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Annotatsiya. *Mazkur maqolada raqamli ta'lim muhitida pedagogik oliy ta'lim tashkilotlarida o'quv jarayonlarini tashkil etish va boshqarishning innovatsion mexanizmlarini takomillashtirish masalalari ilmiy-nazariy hamda metodologik jihatdan tahlil etilgan. Tadqiqotda zamonaviy raqamli transformatsiya jarayonlari sharoitida pedagogik oliy ta'lim muassasalarida ta'lim sifatini oshirish, o'quv jarayonlarini boshqarishda sun'iy intellekt, masofaviy ta'lim platformalari, adaptiv o'qitish texnologiyalari, raqamli monitoring tizimlari hamda analitik boshqaruv mexanizmlarining o'rni asoslab berilgan.*

Kalit so'zlar: *Raqamli ta'lim muhiti, pedagogik oliy ta'lim, innovatsion boshqaruv, ta'lim jarayonini boshqarish, raqamli transformatsiya, adaptiv ta'lim, sun'iy intellekt, ta'lim platformalari, masofaviy ta'lim, pedagogik innovatsiyalar, ta'lim menejmenti, ta'lim sifati, kompetensiyaviy yondashuv, raqamli pedagogika, elektron ta'lim.*

ТЕОРЕТИКО-МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ СОВЕРШЕНСТВОВАНИЯ ИННОВАЦИОННЫХ МЕХАНИЗМОВ ОРГАНИЗАЦИИ И УПРАВЛЕНИЯ ОБРАЗОВАТЕЛЬНЫМИ ПРОЦЕССАМИ В ПЕДАГОГИЧЕСКИХ ВЫСШИХ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ В УСЛОВИЯХ ЦИФРОВОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЫ

Аннотация. *В данной статье с научно-теоретической и методологической точек зрения анализируются вопросы совершенствования инновационных механизмов организации и управления образовательными процессами в педагогических высших образовательных организациях в условиях цифровой образовательной среды. В исследовании обоснована роль процессов современной цифровой трансформации в повышении качества образования в педагогических высших учебных заведениях, а также значение искусственного интеллекта, платформ дистанционного обучения, адаптивных технологий обучения, цифровых систем мониторинга и аналитических механизмов управления в организации и управлении образовательными процессами.*

Ключевые слова: *цифровая образовательная среда, педагогическое высшее образование, инновационное управление, управление образовательным процессом, цифровая трансформация, адаптивное обучение, искусственный интеллект, образовательные платформы, дистанционное обучение, педагогические инновации, образовательный менеджмент, качество образования, компетентностный подход, цифровая педагогика, электронное обучение.*

THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR IMPROVING INNOVATIVE MECHANISMS FOR ORGANIZING AND MANAGING EDUCATIONAL PROCESSES IN PEDAGOGICAL HIGHER EDUCATION INSTITUTIONS IN A DIGITAL LEARNING ENVIRONMENT

Abstract. *This article analyzes the theoretical and methodological foundations for improving innovative mechanisms for organizing and managing educational processes in pedagogical higher education institutions within a digital learning environment. The study substantiates the role of modern digital transformation processes in improving the quality of education in pedagogical higher education institutions, as well as the importance of artificial intelligence, distance learning platforms, adaptive learning technologies, digital monitoring systems, and analytical management mechanisms in organizing and managing educational processes.*

Keywords: *digital learning environment, pedagogical higher education, innovative management, educational process management, digital transformation, adaptive learning, artificial intelligence, educational platforms, distance learning, pedagogical innovations, education management, education quality, competency-based approach, digital pedagogy, e-learning.*

Kirish: Bugungi globallashuv va raqamli transformatsiya jarayonlari sharoitida ta’lim tizimini modernizatsiya qilish, ayniqsa pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini samarali tashkil etish va boshqarishning innovatsion mexanizmlarini ishlab chiqish dolzarb ilmiy-amaliy muammolardan biri hisoblanadi. Raqamli texnologiyalar rivojlanishi natijasida ta’lim tizimining an’anaviy modeli tubdan o‘zgarib, yangi raqamli ta’lim muhiti shakllanmoqda. Ushbu jarayon esa pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini tashkil etish va boshqarish mexanizmlarini zamonaviy talablar asosida takomillashtirishni taqozo etmoqda[1]. Raqamli ta’lim muhiti bugungi kunda ta’lim tizimining ajralmas qismi sifatida shakllanib, pedagogik faoliyatni tashkil etishda yangi imkoniyatlarni yaratmoqda. Raqamli ta’lim muhiti nafaqat ta’lim mazmunini yangilash, balki ta’lim jarayonlarini boshqarish, monitoring qilish, baholash hamda tahlil qilish imkoniyatlarini kengaytiradi. Shu bilan birga, raqamli ta’lim muhiti pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini tashkil etishning moslashuvchan, ochiq va samarali modelini yaratishga xizmat qiladi[2]. Zamonaviy pedagogik oliy ta’lim tizimida raqamli texnologiyalar asosida o‘quv jarayonlarini tashkil etish, pedagogik faoliyatni boshqarish hamda ta’lim sifatini oshirish muhim strategik yo‘nalishlardan biri sifatida e’tirof etilmoqda. Bugungi kunda raqamli ta’lim muhiti sun’iy intellekt, katta ma’lumotlar (Big Data), bulutli texnologiyalar, virtual va kengaytirilgan reallik, masofaviy ta’lim platformalari hamda adaptiv ta’lim tizimlari kabi innovatsion texnologiyalarni o‘z ichiga olgan kompleks tizim sifatida rivojlanmoqda. Ushbu texnologiyalar pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini boshqarishning samarali mexanizmlarini ishlab chiqish imkoniyatini bermoqda[3]. Shuningdek, pedagogik oliy ta’lim tashkilotlarida raqamli ta’lim muhitini shakllantirish ta’lim jarayonining shaffofligini ta’minlash, talabalarning bilim darajasini muntazam monitoring qilish, o‘qituvchilarning pedagogik faoliyatini baholash hamda ta’lim sifatini oshirish imkoniyatlarini kengaytiradi. Bu esa o‘z navbatida, ta’lim tizimida boshqaruv samaradorligini oshirishga xizmat qiladi[4]. Raqamli ta’lim muhitida o‘quv jarayonlarini tashkil etish va boshqarishning innovatsion mexanizmlarini takomillashtirish pedagogik oliy ta’lim tashkilotlarida ta’lim sifatini oshirish, zamonaviy kompetensiyalarga ega pedagog kadrlarni tayyorlash hamda ta’lim tizimini raqamli transformatsiya qilish jarayonida muhim ahamiyat kasb etadi. Shu boisdan, pedagogik oliy ta’lim tashkilotlarida raqamli ta’lim muhitini shakllantirish, o‘quv jarayonlarini tashkil etish va boshqarishning innovatsion mexanizmlarini ishlab chiqish dolzarb ilmiy muammo sifatida tadqiq etilmoqda[5]. Bugungi kunda pedagogik oliy ta’lim tizimida raqamli texnologiyalar asosida o‘quv jarayonlarini tashkil etish masalasi ta’lim tizimini modernizatsiya qilishning asosiy yo‘nalishlaridan biri sifatida qaralmoqda. Raqamli ta’lim muhiti orqali o‘quv jarayonlarini tashkil etish ta’lim jarayonining moslashuvchanligini ta’minlaydi, talabalarning individual ta’lim trayektoriyalarini shakllantirish imkonini beradi hamda o‘qitish jarayonini interaktiv va samarali shaklga keltiradi[6]. Shu bilan birga, pedagogik oliy ta’lim tashkilotlarida raqamli ta’lim muhitini shakllantirish jarayonida o‘quv jarayonlarini boshqarishning innovatsion mexanizmlarini ishlab chiqish muhim ahamiyat kasb etadi. Bunda ta’lim jarayonlarini raqamli monitoring qilish, adaptiv ta’lim texnologiyalarini joriy etish, sun’iy intellekt asosida ta’lim natijalarini tahlil qilish hamda ta’lim boshqaruvini avtomatlashtirish muhim yo‘nalishlar hisoblanadi. Raqamli ta’lim muhiti pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini samarali tashkil etishning muhim omillaridan biri sifatida talabalarning mustaqil ta’lim faoliyatini rivojlantirish imkoniyatlarini ham kengaytiradi. Talabalar raqamli ta’lim muhitida mustaqil bilim olish, elektron resurslardan foydalanish, masofaviy ta’lim platformalarida o‘quv faoliyatini amalga oshirish orqali o‘z bilim va ko‘nikmalarini mustaqil ravishda rivojlantirish imkoniyatiga ega bo‘ladi.

Adabiyotlar tahlili: Raqamli ta’lim muhiti sharoitida pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini tashkil etish va boshqarishning innovatsion mexanizmlarini takomillashtirish masalasi so‘nggi yillarda xorijiy olimlar tomonidan ham keng ko‘lamda o‘rganilmoqda. Ayniqsa, raqamli transformatsiya jarayonlari ta’lim tizimida yangi boshqaruv modellarini shakllantirish, ta’lim samaradorligini oshirish hamda pedagogik faoliyatni modernizatsiya qilish bilan bevosita bog‘liq holda ilmiy tadqiqotlarning asosiy yo‘nalishlaridan biriga aylangan. Raqamli ta’lim muhiti va o‘quv jarayonlarini boshqarishning innovatsion mexanizmlarini o‘rganishda xorijiy olimlardan biri sifatida Terry Anderson raqamli ta’lim muhitining pedagogik samaradorligini tizimli ravishda tahlil qilgan. Uning tadqiqotlarida raqamli ta’lim muhiti pedagogik jarayonlarni tashkil etishning yangi paradigmasi sifatida qaraladi hamda ta’lim jarayonida o‘qituvchi, talaba va ta’lim resurslari o‘rtasidagi o‘zaro aloqadorlik muhim komponent sifatida e’tirof etiladi. Andersonning ilmiy yondashuviga ko‘ra, raqamli ta’lim muhiti o‘quv jarayonlarini boshqarishning moslashuvchan modelini yaratish imkoniyatini beradi hamda ta’lim jarayonining samaradorligini oshirishda muhim ahamiyat kasb etadi. Shuningdek, olim raqamli ta’lim muhitida o‘quv jarayonlarini boshqarishning asosiy komponentlari sifatida interaktivlik, moslashuvchanlik va individuallashtirish tamoyillarini alohida ta’kidlaydi. Uning fikricha, raqamli ta’lim muhitida o‘quv jarayonlarini tashkil etish talabalarning mustaqil ta’lim faoliyatini rivojlantirishga xizmat qiladi hamda pedagogik oliy ta’lim tashkilotlarida ta’lim sifatini oshirish imkoniyatlarini kengaytiradi. Shu bilan birga, raqamli ta’lim muhitida ta’lim jarayonlarini boshqarishning innovatsion mexanizmlarini o‘rganishda George Siemens tomonidan ishlab chiqilgan konnektivizm nazariyasi ham muhim ilmiy-metodologik asos sifatida e’tirof etiladi. Siemens raqamli ta’lim muhitida bilimlarni shakllantirish jarayonini tarmoqli aloqalar asosida rivojlanadigan murakkab tizim sifatida talqin

etadi. Uning ilmiy qarashlariga ko‘ra, zamonaviy ta’lim jarayonlari raqamli texnologiyalar asosida tashkil etilishi natijasida bilim olish jarayoni faqat auditoriya bilan cheklanmay, global axborot makonida amalga oshiriladi. Siemens ta’lim jarayonlarini boshqarishda raqamli texnologiyalarning o‘rni ortib borayotganini ta’kidlab, raqamli ta’lim muhiti orqali o‘quv jarayonlarini tashkil etish ta’lim samaradorligini oshirishga xizmat qilishini ilmiy asoslab beradi. Shuningdek, olim raqamli ta’lim muhitida o‘quv jarayonlarini boshqarishning innovatsion mexanizmlarini ishlab chiqishda sun’iy intellekt, tarmoqli ta’lim, masofaviy ta’lim platformalari hamda interaktiv ta’lim vositalarining muhimligini alohida qayd etadi.

Metodologik qism: Mazkur tadqiqotda raqamli ta’lim muhitida pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini tashkil etish va boshqarishning innovatsion mexanizmlarini takomillashtirish maqsadida tizimli yondashuv, kompetensiyaviy yondashuv, raqamli transformatsiya konsepsiyasi, pedagogik modellashtirish, qiyosiy-tahliliy metod, monitoring va diagnostika metodlari, empirik kuzatuv, anketa so‘rovi, ekspert baholash, statistik tahlil hamda pedagogik tajriba-sinov metodlaridan kompleks tarzda foydalanildi, bunda raqamli ta’lim muhitining strukturaviy komponentlarini aniqlashda tizimli tahlil metodi asosida pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini boshqarishning mavjud holati o‘rganildi, qiyosiy-tahliliy metod orqali mahalliy va xorijiy pedagogik tajribalar solishtirildi, modellashtirish metodi yordamida raqamli ta’lim muhitida o‘quv jarayonlarini tashkil etish va boshqarishning innovatsion modeli ishlab chiqildi, anketa va so‘rovnoma metodlari orqali pedagoglar hamda talabalarning raqamli ta’lim muhitiga moslashuv darajasi o‘rganildi, pedagogik tajriba-sinov ishlari orqali taklif etilgan innovatsion mexanizmlarning samaradorligi aniqlanib, olingan natijalar statistik tahlil asosida umumlashtirildi hamda raqamli ta’lim muhitida pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini samarali tashkil etish va boshqarishning innovatsion mexanizmlarini takomillashtirishga qaratilgan ilmiy-metodologik xulosalar ishlab chiqildi.

Natijalar: Tadqiqot jarayonida raqamli ta’lim muhitida pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini tashkil etish va boshqarishning innovatsion mexanizmlarini takomillashtirish natijasida ta’lim jarayonining samaradorligini oshirish, o‘quv faoliyatini individuallashtirish, ta’lim jarayonlarini monitoring qilish hamda pedagogik boshqaruvni optimallashtirish imkoniyatlari kengaygani aniqlandi, xususan raqamli ta’lim platformalari asosida o‘quv jarayonlarini tashkil etish talabalarning mustaqil ta’lim faoliyatini rivojlantirishi, sun’iy intellekt asosidagi analitik tizimlar o‘quv jarayonlarini real vaqt rejimida monitoring qilish imkoniyatini yaratishi, adaptiv ta’lim texnologiyalarining joriy etilishi talabalarning individual ta’lim ehtiyojlariga moslashtirilgan o‘quv jarayonlarini shakllantirishi, elektron boshqaruv tizimlari orqali pedagogik faoliyatni muvofiqlashtirish samaradorligi oshgani, raqamli ta’lim muhitida o‘qituvchi va talaba o‘rtasidagi interaktivlik darajasi ortgani, masofaviy ta’lim platformalarining joriy etilishi o‘quv jarayonining moslashuvchanligini ta’minlagani, raqamli ta’lim resurslarining kengayishi ta’lim mazmunini boyitgani, shuningdek pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini boshqarishda ma’lumotlarga asoslangan qarorlar qabul qilish tizimi shakllangani hamda bu jarayon ta’lim sifatini oshirish, pedagogik boshqaruvni takomillashtirish va zamonaviy pedagog kadrlarni tayyorlash samaradorligini sezilarli darajada kuchaytirgani aniqlandi.

Muhokama: Raqamli ta’lim muhitida pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini tashkil etish va boshqarishning innovatsion mexanizmlarini takomillashtirish masalasi zamonaviy pedagogika fanida turli nazariy qarashlar hamda ilmiy polemikalar asosida rivojlanib bormoqda. Ushbu jarayonni chuqur tahlil qilishda xorijiy olimlar Terry Anderson va George Siemens ilmiy qarashlari alohida ahamiyat kasb etadi, chunki ular raqamli ta’lim muhitida o‘quv jarayonlarini tashkil etish va boshqarishning turli metodologik yondashuvlarini ilgari surgan. Terry Anderson raqamli ta’lim muhitida pedagogik jarayonlarni tashkil etishning samaradorligini oshirishda o‘qituvchi, talaba va raqamli ta’lim resurslari o‘rtasidagi o‘zaro integratsiya muhimligini ta’kidlaydi. Uning fikricha, raqamli ta’lim muhitida o‘quv jarayonlarini boshqarish samaradorligi interaktivlik darajasi, pedagogik kommunikatsiya hamda ta’lim jarayonining moslashuvchanligi bilan belgilanadi. Anderson ta’lim jarayonini boshqarishda pedagogning yetakchi rolini saqlab qolish zarurligini alohida qayd etadi. Unga ko‘ra, raqamli texnologiyalar pedagogik faoliyatni to‘liq avtomatlashtirish emas, balki pedagogning innovatsion faoliyatini qo‘llab-quvvatlash vositasi sifatida xizmat qilishi lozim. Andersonning ushbu qarashlari pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini boshqarishda inson omilining muhimligini ko‘rsatadi hamda ta’lim jarayonini raqamlashtirishda pedagogik nazoratni saqlash zarurligini asoslaydi. Biroq George Siemens ushbu masalaga nisbatan boshqa yondashuvni ilgari suradi. U raqamli ta’lim muhitida bilimlarni shakllantirish jarayoni tarmoqli aloqalar asosida rivojlanishini ta’kidlab, ta’lim jarayonlarini boshqarishda sun’iy intellekt, tarmoqli ta’lim tizimlari hamda raqamli platformalarning yetakchi rolini e’tirof etadi. Siemensning konnektivizm nazariyasiga ko‘ra, zamonaviy ta’lim tizimida bilim olish jarayoni an’anaviy auditoriya doirasidan chiqib, global raqamli axborot makonida amalga oshiriladi. Unga ko‘ra, pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini boshqarish analitik ma’lumotlar, raqamli monitoring hamda sun’iy intellekt asosida amalga oshirilishi lozim. Siemens pedagogik boshqaruv jarayonida raqamli texnologiyalarning yetakchi rolini ta’kidlab, ta’lim jarayonini raqamli platformalar orqali boshqarish ta’lim samaradorligini oshirishini ilmiy asoslaydi.

Xulosa: Raqamli ta’lim muhitida pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini tashkil etish va boshqarishning innovatsion mexanizmlarini takomillashtirish bugungi kunda ta’lim tizimini modernizatsiya qilishning muhim yo‘nalishlaridan biri hisoblanadi.

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BO‘LAJAK O‘QITUVCHILARDA TEXNIK FIKRLASH KOMPETENSIYASINI RIVOJLANTIRISHNING DIDAKTIK ASOSLARI

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Annotatsiya. *Ushbu maqolada bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirishning didaktik asoslari tahlil qilinadi. Tadqiqotning maqsadi texnologik va raqamli ta’lim sharoitida bo‘lajak o‘qituvchilarning texnik fikrlashini shakllantirishga xizmat qiluvchi didaktik tamoyillar, pedagogik shart-sharoitlar va metodik yondashuvlarni aniqlashdan iborat. Tadqiqotda tizimli tahlil, qiyosiy-pedagogik tahlil, modellashtirish, ilmiy manbalarni umumlashtirish va konseptual tahlil metodlaridan foydalanildi. Natijalar texnik fikrlash kompetensiyasini rivojlantirishda muammoli ta’lim, loyihaviy faoliyat, STEAM yondashuvi, raqamli texnologiyalar, amaliy topshiriqlar va refleksiv baholashning o‘zaro uyg‘un qo‘llanishi muhim didaktik omil ekanini ko‘rsatdi. Maqolada bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirishga yo‘naltirilgan didaktik modelning asosiy komponentlari tavsiya etiladi.*

Kalit so‘zlar: *bo‘lajak o‘qituvchi, texnik fikrlash, kompetensiya, didaktik asos, texnologik ta’lim, raqamli ta’lim, STEAM, muammoli ta’lim, loyihaviy faoliyat, kasbiy tayyorgarlik.*

ДИДАКТИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ КОМПЕТЕНЦИИ ТЕХНИЧЕСКОГО МЫШЛЕНИЯ У БУДУЩИХ УЧИТЕЛЕЙ

Аннотация. *В статье анализируются дидактические основы развития компетенции технического мышления у будущих учителей. Цель исследования заключается в определении дидактических принципов, педагогических условий и методических подходов, способствующих формированию технического мышления будущих педагогов в условиях технологического и цифрового образования. В исследовании использованы методы системного анализа, сравнительно-педагогического анализа, моделирования, обобщения научных источников и концептуального анализа. Результаты показывают, что эффективное развитие компетенции технического мышления обеспечивается интеграцией проблемного обучения, проектной деятельности, STEAM-подхода, цифровых технологий, практико-ориентированных заданий и рефлексивного оценивания. В статье предлагаются основные компоненты дидактической модели развития технического мышления у будущих учителей.*

Ключевые слова: *будущий учитель, техническое мышление, компетенция, дидактические основы, технологическое образование, цифровое образование, STEAM, проблемное обучение, проектная деятельность, профессиональная подготовка.*

DIDACTIC FOUNDATIONS FOR DEVELOPING TECHNICAL THINKING COMPETENCE IN FUTURE TEACHERS

Abstract. *This article analyzes the didactic foundations for developing technical thinking competence in future teachers. The aim of the study is to identify didactic principles, pedagogical conditions, and methodological approaches that contribute to the formation of technical thinking in the context of technological and digital education. The study employs system analysis, comparative pedagogical analysis, modeling, synthesis of scientific literature, and conceptual analysis. The findings indicate that the effective development of technical thinking competence is achieved through the integration of problem-based learning, project-based activities, the STEAM approach, digital technologies, practice-oriented tasks, and reflective assessment. The article proposes the main components of a didactic model aimed at developing technical thinking competence in future teachers.*

Key words: *future teacher, technical thinking, competence, didactic foundations, technological education, digital education, STEAM, problem-based learning, project activity, professional training.*

KIRISH

Zamonaviy ta’lim tizimida bo‘lajak o‘qituvchilarning kasbiy kompetentligini rivojlantirish masalasi dolzarb ilmiy-pedagogik muammolardan biri hisoblanadi. Ayniqsa, raqamli texnologiyalar, texnik vositalar, muhandislik yondashuvlari va innovatsion ta’lim metodlari keng joriy etilayotgan hozirgi sharoitda pedagogdan nafaqat nazariy bilim, balki texnik jarayonlarni tushunish, tahlil qilish, modellashtirish va amaliy yechim ishlab chiqish qobiliyati ham talab etilmoqda. Shu nuqtai nazardan, bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirish ularning kasbiy tayyorgarligining muhim tarkibiy qismi sifatida namoyon bo‘ladi.

Texnik fikrlash — bu texnik obyektlar, jarayonlar, qurilmalar, modellar va tizimlar o‘rtasidagi aloqadorlikni anglash, ularning ishlash prinsiplarini tushunish, muammoli vaziyatlarda samarali yechim topish, loyihalash va amaliy faoliyatda qo‘llay olish qobiliyatidir. Bo‘lajak o‘qituvchi uchun texnik fikrlash kompetensiyasi faqat texnik bilimlarni egallash bilan cheklanmaydi. U ta’lim jarayonida texnologik vazifalarni tashkil etish, o‘quvchilarda amaliy va ijodiy fikrlashni shakllantirish, raqamli vositalardan samarali foydalanish hamda innovatsion pedagogik muhit yaratish imkonini beradi.

Bugungi kunda pedagogika oliy ta’lim muassasalarida bo‘lajak o‘qituvchilarni tayyorlash jarayonida texnik fikrlashni rivojlantirishga doir ayrim metodik yondashuvlar mavjud bo‘lsa-da, bu jarayonni yaxlit didaktik tizim sifatida tashkil etish masalasi yetarli darajada ishlab chiqilmagan. Ko‘p hollarda texnik bilimlar alohida fanlar doirasida beriladi, biroq ularning amaliy loyihalash, muammoli vaziyatni hal qilish, raqamli texnologiyalar bilan integratsiyalash va refleksiv tahlil qilish bilan bog‘liqligi yetarli darajada ta’minlanmaydi. Natijada bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasining barcha komponentlari birdek rivojlanmaydi.

Tadqiqotning maqsadi bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirishning didaktik asoslarini aniqlash va uni samarali tashkil etishga xizmat qiluvchi pedagogik shart-sharoitlarni asoslashdan iborat.

Tadqiqot vazifalari quyidagilardan iborat: texnik fikrlash kompetensiyasining mazmun-mohiyatini aniqlash; bo‘lajak o‘qituvchilarning kasbiy tayyorgarligida texnik fikrlashning o‘rnini tahlil qilish; texnik fikrlashni rivojlantirishga xizmat qiluvchi didaktik tamoyillarni belgilash; mazkur kompetensiyani shakllantirishning metodik imkoniyatlarini asoslash; texnik fikrlash kompetensiyasini rivojlantirishga yo‘naltirilgan didaktik model komponentlarini tavsiya etish.

ADABIYOTLAR TAHLILI VA METODLAR

Bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirish muammosi kompetensiyaviy yondashuv, faoliyatga yo‘naltirilgan ta’lim, konstruktivistik pedagogika, muammoli ta’lim, loyihaviy ta’lim va STEAM yondashuvi bilan uzviy bog‘liqdir. Pedagogik adabiyotlarda kompetensiya shaxsning bilim, ko‘nikma, malaka, qadriyat, motivatsiya va amaliy faoliyat tajribasini muayyan vaziyatda samarali qo‘llay olish qobiliyati sifatida talqin qilinadi [1, 45-47]. Demak, texnik fikrlash kompetensiyasi ham faqat nazariy bilimlar yig‘indisi emas, balki texnik muammolarni tushunish, tahlil qilish, modellashtirish, loyihalash va amaliy yechim topishga qaratilgan kompleks kasbiy sifatdir.

Texnik fikrlash masalasi psixologik-pedagogik tadqiqotlarda ko‘proq amaliy tafakkur, konstruktiv fikrlash, muhandislik tafakkuri va texnologik madaniyat tushunchalari bilan bog‘liq holda o‘rganiladi. J. Dewey ta’lim jarayonida tajriba va amaliy faoliyatning fikrlashni rivojlantirishdagi o‘rnini alohida ta’kidlaydi [2, 78-81]. Uning fikricha, o‘quvchi yoki talaba muammoni mustaqil anglab, tajriba orqali yechim topganida bilim faol va barqaror xarakter kasb etadi. Bu yondashuv bo‘lajak o‘qituvchilarda texnik fikrlashni rivojlantirishda muammoli vaziyatlar va amaliy topshiriqlardan foydalanish zarurligini ko‘rsatadi.

L.S. Vygotsky tomonidan ishlab chiqilgan yaqin rivojlanish zonasi nazariyasi ham texnik fikrlashni rivojlantirishda muhim metodologik asos bo‘lib xizmat qiladi [3, 112-115]. Mazkur nazariyaga ko‘ra, talabaning mustaqil bajara olmaydigan, lekin o‘qituvchi yoki hamkorlar yordamida bajarishi mumkin bo‘lgan vazifalar orqali rivojlanish darajasi oshadi. Texnik fikrlashni shakllantirish jarayonida bu yondashuv murakkab texnik topshiriqlarni bosqichma-bosqich bajarish, hamkorlikda muammoni hal qilish va o‘qituvchi tomonidan metodik qo‘llab-quvvatlashni talab etadi.

STEAM yondashuvi bo‘yicha olib borilgan tadqiqotlarda fan, texnologiya, muhandislik, san’at va matematika integratsiyasi o‘quvchilarda ijodiy va texnik fikrlashni rivojlantirishning samarali yo‘li sifatida ko‘rsatiladi [4, 34-36]. Bo‘lajak o‘qituvchilar tayyorgarligida STEAM yondashuvi texnik obyektlarni loyihalash, modellashtirish, raqamli vositalardan foydalanish, tajriba o‘tkazish va natijalarni tahlil qilish imkonini beradi. Bu esa texnik fikrlash kompetensiyasining kognitiv, amaliy va ijodiy komponentlarini birgalikda rivojlantiradi.

Raqamli ta’lim muhiti ham texnik fikrlashni rivojlantirishda muhim didaktik omil hisoblanadi. Raqamli simulyatorlar, virtual laboratoriyalar, 3D modellashtirish dasturlari, interaktiv platformalar va avtomatlashtirilgan baholash vositalari talabalarga texnik jarayonlarni vizual kuzatish, model yaratish, xatolarni aniqlash va yechimlarni takomillashtirish imkonini beradi. Shu sababli zamonaviy pedagogik tayyorgarlikda texnik fikrlash kompetensiyasi raqamli kompetensiya bilan uyg‘un holda shakllantirilishi lozim.

Mazkur maqola nazariy-metodologik yo‘nalishda bajarildi. Tadqiqotda tizimli tahlil, qiyosiy-pedagogik tahlil, modellashtirish, ilmiy adabiyotlarni umumlashtirish va konseptual tahlil metodlaridan foydalanildi. Tizimli tahlil

asosida texnik fikrlash kompetensiyasi motivatsion, kognitiv, amaliy-faoliyat va refleksiv komponentlar birligida ko‘rib chiqildi. Qiyosiy-pedagogik tahlil orqali an’anaviy ta’lim metodlari bilan innovatsion yondashuvlarning texnik fikrlashni rivojlantirishdagi imkoniyatlari solishtirildi. Modellashtirish metodi yordamida bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirishga xizmat qiluvchi didaktik modelning tarkibiy qismlari ishlab chiqildi.

NATIJALAR VA MUHOKAMA

Tahlil natijalari bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirish jarayoni maxsus didaktik tamoyillar asosida tashkil etilishi lozimligini ko‘rsatdi. Mazkur kompetensiyani shakllantirishda birinchi navbatda ta’lim mazmunining amaliy yo‘naltirilganligi muhim ahamiyat kasb etadi. Chunki texnik fikrlash real obyekt, jarayon, qurilma yoki muammoli vaziyat bilan ishlash jarayonida faol rivojlanadi. Nazariy bilimlar amaliy topshiriqlar, tajribalar, modellashtirish ishlari va loyihaviy faoliyat bilan bog‘langandagina texnik tafakkur shakllanishi samarali kechadi.

Bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirishning asosiy didaktik sharti ta’lim jarayonini muammoli vaziyatlar asosida tashkil etishdir. Muammoli ta’lim talabalarda sabab-oqibat aloqalarini aniqlash, texnik nosozlik yoki vazifani tahlil qilish, bir nechta yechim variantlarini ishlab chiqish, ularni taqqoslash va eng maqbulini tanlash ko‘nikmalarini rivojlantiradi. Masalan, texnologik ta’lim jarayonida talabalarga oddiy mexanik qurilmaning ishlash prinsipini tushuntirish emas, balki uning samaradorligini oshirish, nosozligini aniqlash yoki yangi modelini taklif qilish topshirig‘i berilsa, texnik fikrlash faol rivojlanadi.

Ikkinchi muhim didaktik omil — loyihaviy faoliyatdir. Loyiha asosida o‘qitish bo‘lajak o‘qituvchilarda texnik fikrlashni amaliy faoliyat bilan bog‘laydi. Talaba loyiha jarayonida muammoni aniqlaydi, maqsad qo‘yadi, texnik yechim ishlab chiqadi, material va vositalarni tanlaydi, model yaratadi, natijani sinovdan o‘tkazadi va xulosalar chiqaradi. Bu bosqichlarning har biri texnik fikrlashning muhim operatsiyalari — tahlil, sintez, taqqoslash, umumlashtirish, modellashtirish va baholashni faollashtiradi.

Uchinchi omil sifatida STEAM yondashuvini ko‘rsatish mumkin. STEAM yondashuvi texnik fikrlashni bir fan doirasida emas, balki fanlararo integratsiya asosida rivojlantirish imkonini beradi. Masalan, texnologik ta’limda biror qurilma modelini ishlab chiqishda talaba fizika qonuniyatlarini, matematik hisob-kitoblarni, muhandislik yechimlarini, dizayn elementlarini va raqamli texnologiyalarni birgalikda qo‘llaydi. Bunday integratsiya texnik fikrlashni tizimli, ijodiy va amaliy xarakterga ega qiladi.

To‘rtinchi omil — raqamli ta’lim vositalaridan foydalanishdir. Bugungi kunda texnik fikrlashni rivojlantirishda 3D modellashtirish dasturlari, virtual laboratoriyalar, interaktiv simulyatorlar, elektron ta’lim platformalari va raqamli baholash vositalari keng imkoniyat yaratadi. Raqamli muhitda talaba texnik obyektni faqat tasavvur qilmaydi, balki uni modellashtiradi, parametrlarini o‘zgartiradi, natijalarni kuzatadi va xatolarni tahlil qiladi. Bu jarayon texnik fikrlashning vizual, analitik va konstruktiv jihatlarini rivojlantiradi.

Beshinchi muhim jihat — texnik fikrlash kompetensiyasini baholash mezonlarini aniq belgilashdir. Mazkur kompetensiyani baholashda faqat nazariy savollarga javob berish yetarli emas. Talabaning texnik muammoni tushunishi, texnik obyektning ishlash prinsipini izohlashi, sxema yoki model tuzishi, amaliy topshiriqni bajarishi, yechimni asoslay olishi va o‘z faoliyatini tahlil qilishi kabi ko‘rsatkichlar hisobga olinishi kerak.

Tadqiqot natijalariga ko‘ra, bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasi quyidagi tarkibiy komponentlar asosida shakllanadi:

Motivatsion komponent talabaning texnik faoliyatga qiziqishi, kasbiy ehtiyoji, yangilikka intilishi va texnologik jarayonlarni o‘rganishga bo‘lgan ichki motivatsiyasini ifodalaydi. Ushbu komponent rivojlanmasa, texnik bilimlar faqat tashqi talab asosida o‘zlashtiriladi va amaliy faoliyatga to‘liq ko‘chmaydi.

Kognitiv komponent texnik tushunchalar, qonuniyatlar, texnologik jarayonlar, qurilmalar tuzilishi, ishlash prinsiplari va ularni pedagogik faoliyatda qo‘llash bo‘yicha bilimlarni o‘z ichiga oladi. Bu komponent texnik fikrlashning nazariy asosini tashkil etadi.

Amaliy-faoliyat komponenti texnik masalalarni hal qilish, qurilma yoki model yaratish, loyihalash, tajriba o‘tkazish, raqamli vositalardan foydalanish, texnologik topshiriqlarni bajarish ko‘nikmalarini qamrab oladi. Aynan ushbu komponent texnik fikrlashni real pedagogik va amaliy faoliyat bilan bog‘laydi.

Refleksiv-baholovchi komponent talabaning o‘z faoliyatini tahlil qilishi, yo‘l qo‘yilgan xatolarni aniqlashi, yechim samaradorligini baholashi va keyingi faoliyat uchun xulosa chiqarishini bildiradi. Bu komponent texnik fikrlashning mustaqil va tanqidiy xarakterga ega bo‘lishini ta’minlaydi.

Bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirishning didaktik modeli quyidagi ketma-ketlikda tashkil etilishi maqsadga muvofiq: dastlabki diagnostika; motivatsion tayyorgarlik; nazariy bilimlarni shakllantirish; muammoli texnik topshiriqlarni bajarish; loyihaviy-amaliy faoliyatni tashkil etish; raqamli vositalar asosida modellashtirish; natijalarni baholash; refleksiya va korreksiya. Ushbu ketma-ketlik texnik fikrlashni bosqichma-bosqich, tizimli va barqaror rivojlantirish imkonini beradi.

Muhokama natijalari shuni ko‘rsatadiki, texnik fikrlash kompetensiyasini rivojlantirish birgina o‘quv fani yoki alohida metod bilan chegaralanmaydi. U butun pedagogik jarayonni didaktik jihatdan qayta tashkil etishni talab qiladi. Bunda o‘qituvchi faqat bilim beruvchi emas, balki muammoli vaziyat yaratuvchi, yo‘naltiruvchi, maslahat beruvchi, baholovchi va refleksiv tahlilni tashkil etuvchi subyekt sifatida faoliyat yuritadi. Talaba esa tayyor bilimni qabul qiluvchi emas, balki texnik muammoni hal qiluvchi, loyiha yaratuvchi va o‘z faoliyatini tahlil qiluvchi faol ishtirokchi sifatida namoyon bo‘ladi.

Shuningdek, texnik fikrlash kompetensiyasini rivojlantirishda ta’limning individuallashtirilgan xarakteri ham muhimdir. Bo‘lajak o‘qituvchilarning texnik tayyorgarlik darajasi, raqamli savodxonligi, ijodiy qobiliyati va amaliy tajribasi turlicha bo‘lishi mumkin. Shuning uchun topshiriqlar murakkablik darajasi bo‘yicha tabaqalashtirilishi, mustaqil va guruhli ishlash shakllari uyg‘unlashtirilishi, natijalar esa aniq indikatorlar asosida baholanishi lozim.

XULOSA

Tadqiqot natijalari bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirish zamonaviy pedagogik ta’limning muhim didaktik vazifalaridan biri ekanini ko‘rsatdi. Texnik fikrlash kompetensiyasi bo‘lajak o‘qituvchining texnik obyekt va jarayonlarni tushunishi, muammoli vaziyatlarni tahlil qilishi, amaliy yechim ishlab chiqishi, loyihalash faoliyatini amalga oshirishi va raqamli texnologiyalardan samarali foydalanishini ta’minlovchi kompleks kasbiy sifatdir.

Ilmiy xulosa sifatida aytish mumkinki, mazkur kompetensiyani rivojlantirishda ta’lim mazmunining amaliy yo‘naltirilganligi, muammoli ta’lim, loyihaviy faoliyat, STEAM yondashuvi, raqamli ta’lim vositalari, refleksiv baholash va individuallashtirilgan ta’lim muhim didaktik asos bo‘lib xizmat qiladi. Ushbu omillar o‘zaro uyg‘un qo‘llanganda bo‘lajak o‘qituvchilarda texnik fikrlashning motivatsion, kognitiv, amaliy-faoliyat va refleksiv komponentlari izchil rivojlanadi.

Amaliy jihatdan pedagogika oliy ta’lim muassasalarida texnik fikrlash kompetensiyasini rivojlantirish uchun o‘quv mashg‘ulotlarini real texnik muammolar, loyihaviy topshiriqlar, raqamli modellashtirish, interaktiv metodlar va baholash indikatorlari asosida tashkil etish tavsiya etiladi. Kelgusida ushbu yo‘nalishda tajriba-sinov ishlari olib borish, texnik fikrlash kompetensiyasining rivojlanish darajalarini aniqlovchi diagnostik vositalarni ishlab chiqish va ularni ta’lim amaliyotiga joriy etish maqsadga muvofiqdir.

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ADAPTIV PEDAGOGIK TIZIMLARNING FUNKSIYALARINING MOHIYATI

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Annotatsiya. *Mazkur maqolada adaptiv pedagogik tizimlarning ta’lim jarayonidagi o‘rni, nazariy-metodologik asoslari hamda asosiy funksiyalari tahlil qilinadi. Adaptiv pedagogik tizimlarning diagnostik, prognostik, tashkiliy, nazorat va baholash, rivojlantiruvchi hamda motivatsion funksiyalarining mazmun-mohiyati yoritilib, ularning talabaning individual rivojlanish trayektoriyasini shakllantirishdagi ahamiyati ochib beriladi. Shuningdek, raqamli transformatsiya sharoitida sun’iy intellekt, learning analytics va zamonaviy axborot-kommunikatsiya texnologiyalarining adaptiv ta’lim tizimlari samaradorligini oshirishdagi roli asoslab berilgan.*

Kalit so‘zlar: *adaptiv pedagogik tizim, shaxsiylashtirilgan ta’lim, diagnostik funksiya, prognostik funksiya, rivojlantiruvchi funksiya, motivatsion funksiya, ta’limni raqamlashtirish, sun’iy intellekt, learning analytics, individual ta’lim trayektoriyasi.*

СУЩНОСТЬ ФУНКЦИЙ АДАПТИВНЫХ ПЕДАГОГИЧЕСКИХ СИСТЕМ

Аннотация. *В данной статье анализируются роль адаптивных педагогических систем в образовательном процессе, их теоретико-методологические основы, а также основные функции. Раскрываются содержание и сущность диагностической, прогностической, организационной, контрольно-оценочной, развивающей и мотивационной функций адаптивных педагогических систем, а также их значение в формировании индивидуальной траектории развития обучающегося. Кроме того, обосновывается роль искусственного интеллекта, Learning Analytics и современных информационно-коммуникационных технологий в повышении эффективности адаптивных образовательных систем в условиях цифровой трансформации.*

Ключевые слова: *адаптивная педагогическая система, персонализированное обучение, диагностическая функция, прогностическая функция, развивающая функция, мотивационная функция, цифровизация образования, искусственный интеллект, Learning Analytics, индивидуальная образовательная траектория.*

THE ESSENCE OF THE FUNCTIONS OF ADAPTIVE PEDAGOGICAL SYSTEMS

Abstract. *This article examines the role of adaptive pedagogical systems in the educational process, their theoretical and methodological foundations, and their main functions. The content and significance of the diagnostic, prognostic, organizational, monitoring and assessment, developmental, and motivational functions of adaptive pedagogical systems are revealed, as well as their importance in shaping students’ individual learning and development trajectories. Furthermore, the article substantiates the role of artificial intelligence, learning analytics, and modern information and communication technologies in enhancing the effectiveness of adaptive educational systems in the context of digital transformation.*

Keywords: *adaptive pedagogical system, personalized learning, diagnostic function, prognostic function, developmental function, motivational function, digitalization of education, artificial intelligence, learning analytics, individual learning trajectory.*

Kirish.

Ta’lim tizimining raqamli transformatsiyasi sharoitida o‘quv jarayonini individuallashtirish va talabalarning individual ehtiyojlariga moslashtirish muhim pedagogik vazifalardan biri hisoblanadi. Sun’iy intellekt texnologiyalari, learning analytics vositalari hamda raqamli ta’lim platformalarining rivojlanishi adaptiv pedagogik tizimlarning amaliy ahamiyatini yanada oshirmoqda.

Adaptiv pedagogik tizimlar talabaning bilim darajasi, qobiliyatlari, qiziqishlari va rivojlanish sur’atlarini hisobga olgan holda ta’lim mazmuni va metodlarini moslashtirish imkonini beradi. Shu sababli ushbu tizimlarning funksional imkoniyatlarini ilmiy jihatdan tahlil qilish zamonaviy pedagogikaning dolzarb masalalaridan biri hisoblanadi.

Tadqiqot maqsadi – adaptiv pedagogik tizimlarning asosiy funksiyalarini tahlil qilish hamda ularning shaxsiylashtirilgan ta’limni tashkil etishdagi ahamiyatini aniqlash.

Bugungi kunda adaptiv pedagogik tizimlarning funksional imkoniyatlarini chuqur o‘rganish, ularning ta’lim samaradorligini oshirishdagi rolini aniqlash hamda zamonaviy pedagogik faoliyatga tatbiq etish masalalari dolzarb ilmiy muammolardan biri hisoblanadi. Shu nuqtai nazardan mazkur maqolada adaptiv pedagogik tizimlarning asosiy funksiyalari va ularning talaba shaxsini rivojlantirishdagi pedagogik ahamiyati tahlil qilinadi.

Tadqiqot metodologiyasi.

Mazkur tadqiqot adaptiv pedagogik tizimlarning funksional mohiyatini aniqlash va ularning zamonaviy ta’lim jarayonidagi ahamiyatini ilmiy asosda tahlil qilishga qaratilgan nazariy-pedagogik tadqiqot sifatida amalga oshirildi. Tadqiqot metodologiyasi tizimli, kompetensiyaviy, shaxsga yo‘naltirilgan va adaptiv ta’lim yondashuvlari asosida shakllantirildi.

Tadqiqotning obyekti sifatida zamonaviy ta’lim jarayonida qo‘llanilayotgan adaptiv pedagogik tizimlar belgilandi.

Tadqiqot predmeti esa adaptiv pedagogik tizimlarning diagnostik, prognostik, tashkiliy, nazorat va baholash, rivojlantiruvchi hamda motivatsion funksiyalarining mazmuni, tuzilishi va pedagogik imkoniyatlaridan iborat bo‘ldi.

Tadqiqot quyidagi bosqichlarda amalga oshirildi:

1-bosqich. Muammo holatini o‘rganish

Dastlab adaptiv ta’lim, shaxsiylashtirilgan ta’lim, self-regulated learning, connectivism va learning analytics yo‘nalishlaridagi ilmiy adabiyotlar o‘rganildi. Mazkur bosqichda adaptiv pedagogik tizimlarning nazariy asoslari va rivojlanish tendensiyalari tahlil qilindi.

2-bosqich. Ilmiy manbalarni tanlash va tizimlashtirish

Tadqiqot uchun xalqaro va mahalliy ilmiy manbalar saralab olindi. Xususan, Zimmerman, Pintrich, Sweller, Siemens, Downes kabi olimlarning ishlari hamda ta’limni raqamlashtirish va adaptiv o‘qitishga oid zamonaviy ilmiy tadqiqotlar tahlil qilindi.

3-bosqich. Kontent-tahlil

Tanlab olingan ilmiy manbalar kontent-tahlil metodi asosida o‘rganildi. Mazkur metod yordamida adaptiv pedagogik tizimlarning funksiyalariga oid ilmiy qarashlar, konseptlar va nazariy yondashuvlar ajratib olindi hamda guruhlashtirildi.

Kontent-tahlil jarayonida quyidagi kategoriyalar shakllantirildi:

- diagnostik funksiyalar;
- prognostik funksiyalar;
- tashkiliy funksiyalar;
- nazorat va baholash funksiyalari;
- rivojlantiruvchi funksiyalar;
- motivatsion funksiyalar.

4-bosqich. Qiyosiy tahlil

Turli olimlarning ilmiy qarashlari va tadqiqot natijalari qiyosiy tahlil qilindi. Mazkur metod orqali adaptiv pedagogik tizimlarning umumiy va o‘ziga xos xususiyatlari aniqlandi hamda ularning pedagogik jarayondagi ahamiyati baholandi.

Qiyosiy tahlil quyidagi yo‘nalishlarda amalga oshirildi:

- an’anaviy va adaptiv ta’lim tizimlarini solishtirish;
- adaptiv pedagogik tizimlarning funksional imkoniyatlarini aniqlash;
- raqamli texnologiyalar ta’sirini baholash;
- individual ta’lim trayektoriyalarini shakllantirish mexanizmlarini o‘rganish.

5-bosqich. Natijalarni umumlashtirish

Tahlil natijalari tizimlashtirildi va adaptiv pedagogik tizimlarning asosiy funksiyalari yagona konseptual model sifatida tavsiflandi. Har bir funksiyaning ta’lim samaradorligini oshirishdagi o‘rni va o‘zaro bog‘liqligi aniqlandi.

Tadqiqot davomida to‘plangan ma’lumotlarni qayta ishlashda quyidagi usullardan foydalanildi:

- ilmiy manbalarni tahlil qilish;
- kontent-tahlil;
- qiyosiy tahlil;
- pedagogik interpretatsiya;
- nazariy umumlashtirish;
- mantiqiy xulosa chiqarish.

Mazkur usullar adaptiv pedagogik tizimlarning funksional mohiyatini har tomonlama yoritish hamda ularning zamonaviy ta’lim jarayonidagi o‘rnini ilmiy asosda tavsiflash imkonini berdi.

Tadqiqot natijalarining ishonchliligi xalqaro va milliy miqyosdagi ilmiy manbalardan foydalanilganligi, turli pedagogik nazariyalarning qiyosiy tahlil qilinganligi hamda olingan natijalarning zamonaviy pedagogik konsepsiyalar bilan mos kelishi orqali ta'minlandi.

Natijalar.

Tadqiqot davomida adaptiv pedagogik tizimlarning funksional tuzilmasi tahlil qilinib, ularning zamonaviy ta'lim jarayonidagi o'rni va ahamiyati aniqlandi. Olingan natijalar adaptiv pedagogik tizimlar ta'limni individuallashtirish va talabalarning shaxsiy rivojlanishini qo'llab-quvvatlashda kompleks pedagogik mexanizm sifatida faoliyat yuritishini ko'rsatdi.

Birinchidan, diagnostik funksiya adaptiv pedagogik tizimlarning asosiy boshlang'ich komponenti ekanligi aniqlandi. Mazkur funksiya orqali talabaning bilim darajasi, bilish faoliyati, o'quv motivatsiyasi va rivojlanish ehtiyojlari haqida muntazam ma'lumotlar yig'iladi. Diagnostik monitoring natijalari asosida ta'lim mazmunini moslashtirish va individual pedagogik qarorlar qabul qilish imkoniyati yaratiladi. Bu esa o'quv jarayonining samaradorligini oshirishga xizmat qiladi.

Ikkinchidan, prognostik funksiya talabaning rivojlanish tendensiyalarini oldindan aniqlash imkonini beruvchi muhim mexanizm sifatida namoyon bo'ldi. Tadqiqot natijalari shuni ko'rsatdiki, o'quv faoliyatiga oid ma'lumotlarni tizimli tahlil qilish orqali talabaning keyingi natijalari, ehtimoliy qiyinchiliklari va rivojlanish istiqbollarini prognoz qilish mumkin. Natijada pedagogik ta'sirni oldindan rejalashtirish va profilaktik choralarni ishlab chiqish imkoniyati yuzaga keladi.

Uchinchidan, tashkiliy funksiya individual ta'lim trayektoriyalarini shakllantirishning asosiy vositasi sifatida aniqlandi. Adaptiv pedagogik tizimlarda ta'lim mazmuni, topshiriqlar murakkabligi, o'quv sur'ati va pedagogik metodlar talabaning individual xususiyatlariga mos ravishda tashkil etiladi. Buning natijasida har bir talaba o'z imkoniyatlari va ehtiyojlariga mos ravishda rivojlanish imkoniyatiga ega bo'ladi.

To'rtinchidan, nazorat va baholash funksiyasi uzluksiz monitoring tizimi asosida amalga oshirilishi aniqlandi. Adaptiv tizimlarda baholash jarayoni faqat yakuniy natijalarni aniqlash bilan cheklanmaydi, balki talabaning rivojlanish dinamikasini muntazam kuzatib borishga xizmat qiladi. Olingan ma'lumotlar asosida ta'lim jarayoniga tezkor o'zgartirishlar kiritish imkoniyati yaratiladi.

Beshinchidan, rivojlantiruvchi funksiya talabalarning intellektual va shaxsiy salohiyatini ro'yobga chiqarishda muhim omil ekanligi aniqlandi. Adaptiv ta'lim muhiti talabalarda mustaqil fikrlash, refleksiya, muammolarni hal qilish va o'z-o'zini boshqarish kompetensiyalarini rivojlantirishga yordam beradi. Natijada ta'lim oluvchi passiv bilim iste'molchisi emas, balki faol ta'lim subyekti sifatida shakllanadi.

Oltinchidan, motivatsion funksiya talabalarning ta'lim faoliyatiga bo'lgan ichki qiziqishini oshirishga xizmat qilishi aniqlandi. Ta'lim mazmunining individual ehtiyojlar va qiziqishlarga moslashtirilishi natijasida talabalarda bilim olishga nisbatan ijobiy munosabat shakllanadi hamda mustaqil o'rganish faolligi ortadi.

Umuman olganda, tadqiqot natijalari adaptiv pedagogik tizimlarning barcha funksiyalari o'zaro integratsiyalashgan holda ishlashi va shaxsiylashtirilgan ta'lim muhitini shakllantirishga xizmat qilishini ko'rsatdi.

Muhokama.

Adaptiv pedagogik tizimlar bir qator muhim funksiyalarni bajaradi. Mazkur funksiyalar ta'lim jarayonining samarali tashkil etilishi, talabaning individual rivojlanishini qo'llab-quvvatlash hamda shaxsiylashtirilgan pedagogik yondashuvni amalga oshirishga xizmat qiladi. Adaptiv tizimlarning funksional imkoniyatlari zamonaviy raqamli texnologiyalar, sun'iy intellekt va learning analytics vositalari bilan integratsiyalashgan holda yanada kengayib bormoqda. Shu sababli adaptiv pedagogik tizimlarning funksiyalari nafaqat nazorat va boshqaruv bilan bog'liq, balki talabaning motivatsiyasi, refleksiv faoliyati va mustaqil rivojlanishini qo'llab-quvvatlashga ham yo'naltirilgan.

*Diagnostik funksiya*ning asosiy mohiyati talaba faoliyati haqidagi ma'lumotlarni muntazam ravishda yig'ish, qayta ishlash va tahlil qilishdan iboratdir. Ushbu jarayonda talabaning bilimlarni o'zlashtirish darajasi, o'quv topshiriqlarini bajarish sifati, mustaqil ishlash ko'nikmalari, motivatsiyasi va rivojlanish dinamikasi o'rganiladi. Olingan ma'lumotlar asosida individual pedagogik qarorlar qabul qilinadi hamda ta'lim mazmuni talabaning ehtiyojlariga moslashtiriladi.

*Prognostik funksiya*ning asosiy mohiyati talabaning o'quv faoliyati bilan bog'liq ma'lumotlarni tahlil qilish asosida uning rivojlanish tendensiyalarini oldindan aniqlashdan iboratdir. Ushbu jarayonda talabaning bilim darajasi, o'quv faolligi, topshiriqlarni bajarish sifati, motivatsion holati, mustaqil ishlash ko'nikmalari va rivojlanish sur'ati haqidagi ma'lumotlar kompleks ravishda tahlil qilinadi. Olingan natijalar asosida talabaning keyingi rivojlanish ehtimollari va ehtimoliy o'quv qiyinchiliklari prognoz qilinadi.

*Tashkiliy funksiya*ning asosiy mohiyati ta'lim jarayonining barcha tarkibiy qismlarini talabaning individual rivojlanish ehtiyojlariga moslashtirishdan iboratdir. Bunda o'quv mazmuni, topshiriqlar, pedagogik metodlar, nazorat shakllari va o'quv faoliyatining sur'ati individual yondashuv asosida tashkil etiladi. Natijada ta'lim jarayoni umumiy standartlashgan modeldan moslashuvchan va shaxsiylashtirilgan modelga o'tadi.

*Nazorat va baholash funksiyasi*ning asosiy mohiyati talabaning o‘quv faoliyati haqidagi ma’lumotlarni uzluksiz yig‘ish, qayta ishlash va tahlil qilishdan iboratdir. Mazkur jarayonda talabaning bilim darajasi, topshiriqlarni bajarish sifati, o‘quv faolligi, mustaqil ishlash ko‘nikmalari va rivojlanish dinamikasi muntazam ravishda monitoring qilinadi. Olingan natijalar asosida pedagogik jarayonning samaradorligi baholanadi hamda individual pedagogik qarorlar qabul qilinadi.

*Rivojlantiruvchi funksiya*ning asosiy mohiyati talabaning individual salohiyatini ro‘yobga chiqarish va uning mustaqil rivojlanish faoliyatini qo‘llab-quvvatlashdan iboratdir. Adaptiv tizimlarda ta’lim jarayoni shunday tashkil etiladiki, talaba tayyor bilimlarni passiv qabul qiluvchi emas, balki o‘z bilim faoliyatini mustaqil tashkil etuvchi, tahlil qiluvchi va boshqaruvchi faol subyekt sifatida shakllanadi. Natijada talabaning o‘z-o‘zini boshqarish, refleksiya va mustaqil qaror qabul qilish kompetensiyalari rivojlanadi.

*Motivatsion funksiya*ning asosiy mohiyati talabaning individual ehtiyojlari, qiziqishlari va rivojlanish maqsadlariga mos pedagogik muhit yaratishdan iboratdir. An’anaviy ta’lim tizimida o‘quv faoliyati ko‘proq standart talablar asosida tashkil etilgan bo‘lsa, adaptiv tizimlarda har bir talabaning individual xususiyatlari markaziy o‘ringa qo‘yiladi. Natijada ta’lim jarayoni talabaning shaxsiy ehtiyojlariga yaqinlashadi va o‘quv faoliyatiga nisbatan ijobiy emosional munosabat shakllanadi.

Tadqiqot natijalari zamonaviy pedagogik nazariyalar va ilmiy tadqiqotlar bilan uyg‘unligini ko‘rsatdi. Xususan, Zimmerman tomonidan ishlab chiqilgan o‘z-o‘zini boshqaruvchi ta’lim konsepsiyasida ta’kidlanganidek, talabaning o‘quv faoliyatini mustaqil rejalashtirishi, nazorat qilishi va baholashi uning ta’limdagi muvaffaqiyatini belgilovchi muhim omillardan biridir. Mazkur tadqiqotda aniqlangan rivojlantiruvchi va nazorat-baholash funksiyalari aynan shu jarayonlarni qo‘llab-quvvatlashga xizmat qilishi bilan ahamiyatlidir.

Tadqiqot natijalari Pintrichning motivatsiya va maqsadga yo‘naltirilgan faoliyat haqidagi qarashlarini ham tasdiqlaydi. Muallifning fikricha, talabaning ichki motivatsiyasi va o‘quv maqsadlari uning o‘quv natijalariga bevosita ta’sir ko‘rsatadi. Adaptiv pedagogik tizimlarning motivatsion funksiyasi aynan talabaning individual ehtiyojlari va qiziqishlariga mos pedagogik muhit yaratish orqali ichki motivatsiyani kuchaytirishga xizmat qiladi.

Shuningdek, Siemens va Downes tomonidan ilgari surilgan connectivism nazariyasi raqamli ta’lim muhitida bilimlarning tarmoqli xarakterga ega ekanligini asoslaydi. Tadqiqot davomida aniqlangan prognostik va diagnostik funksiyalar learning analytics hamda sun’iy intellekt texnologiyalari yordamida ushbu tarmoqli ma’lumotlarni qayta ishlash va individual pedagogik qarorlar qabul qilish imkoniyatini yaratishi bilan e’tiborlidir.

Muhokama natijalari shuni ko‘rsatadiki, adaptiv pedagogik tizimlarning samaradorligi ko‘p jihatdan raqamli texnologiyalar bilan integratsiyalashuv darajasiga bog‘liq. Sun’iy intellekt algoritmlari, katta hajmdagi ma’lumotlarni tahlil qilish texnologiyalari va raqamli ta’lim platformalari adaptiv tizimlarning diagnostik va prognostik imkoniyatlarini sezilarli darajada kengaytiradi. Shu bilan birga, ushbu texnologiyalarni joriy etish pedagoglardan yangi raqamli kompetensiyalarni talab qiladi.

Bundan tashqari, adaptiv pedagogik tizimlarning amaliy qo‘llanilishi ta’lim jarayonida differensial yondashuvni kuchaytirish, talabalarning akademik muvaffaqiyatini oshirish va individual rivojlanish trayektoriyalarini shakllantirish imkonini beradi. Bu esa zamonaviy oliy ta’lim tizimining asosiy vazifalaridan biri bo‘lgan raqobatbardosh va mustaqil fikrlovchi mutaxassislarni tayyorlashga xizmat qiladi.

Shunday qilib, muhokama natijalari adaptiv pedagogik tizimlar nafaqat pedagogik texnologiya, balki ta’limni boshqarishning innovatsion modeli sifatida ham muhim ilmiy-amaliy ahamiyatga ega ekanligini ko‘rsatadi.

Xulosa.

Xulosa qilib aytganda, adaptiv pedagogik tizimlar zamonaviy ta’limni rivojlantirishning muhim pedagogik mexanizmlaridan biri hisoblanadi. Ular ta’lim jarayonini talabaning individual ehtiyojlari, qobiliyatlari va rivojlanish xususiyatlariga moslashtirish orqali o‘quv faoliyatining samaradorligini oshirishga xizmat qiladi. Adaptiv tizimlarning diagnostik funksiyasi talabaning rivojlanish holatini aniqlashga, prognostik funksiyasi esa uning keyingi rivojlanish tendensiyalarini oldindan belgilashga imkon yaratadi.

Tashkiliy funksiya individual ta’lim trayektoriyalarini shakllantirishni ta’minlasa, nazorat va baholash funksiyasi o‘quv natijalarini uzluksiz monitoring qilish va pedagogik qarorlar qabul qilish uchun zarur axborot bazasini yaratadi. Rivojlantiruvchi funksiya talabaning intellektual va shaxsiy salohiyatini ro‘yobga chiqarishga xizmat qilsa, motivatsion funksiya uning ta’lim faoliyatiga bo‘lgan ichki qiziqishini mustahkamlaydi.

Shunday qilib, adaptiv pedagogik tizimlarning barcha funksiyalari o‘zaro uzviy bog‘liq holda faoliyat yuritib, shaxsiylashtirilgan ta’lim muhitini yaratadi. Raqamli transformatsiya sharoitida sun’iy intellekt, learning analytics va zamonaviy axborot texnologiyalari bilan integratsiyalashgan adaptiv pedagogik tizimlar ta’lim sifatini oshirish, talabalarning mustaqil rivojlanishini qo‘llab-quvvatlash hamda raqobatbardosh mutaxassislarni tayyorlashning muhim omili sifatida namoyon bo‘lmoqda.

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AUTIZM SPEKTR BUZILISHIGA EGA BO‘LGAN BOLALARDA ABA TERAPIYANING QO‘LLANILISHI VA SAMARADORLIGI

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Annotatsiya. *Ushbu maqolada autizm spektr buzilishiga ega bo‘lgan bolalar bilan ishlashda ABA (Applied Behavior Analysis) terapiyasining ilmiy-nazariy asoslari va amaliy qo‘llanilishi yoritilgan. ABA metodikasining asosiy tamoyillari, xulq-atvorni shakllantirish bosqichlari, “stimulus–reaksiya–natija” modeli hamda ijobiy va salbiy rag‘batlantirish tizimi tahlil qilingan. Shuningdek, metodikaning afzalliklari va cheklovlari, uni qo‘llashda mutaxassislar va ota-onalar hamkorligining ahamiyati ko‘rib chiqilgan. Tadqiqot natijalariga ko‘ra, ABA terapiya autizmli bolalarda muloqot, ijtimoiy moslashuv va o‘z-o‘ziga xizmat ko‘rsatish ko‘nikmalarini rivojlantirishda samarali korreksion yondashuvlardan biri hisoblanadi.*

Kalit so‘zlar. *ABA terapiya, autizm, xulq-atvor tahlili, korreksion pedagogika, ijobiy rag‘batlantirish, xulq-atvorni modifikatsiyalash, individual ta’lim dasturi, ijtimoiy moslashuv, maxsus pedagogika.*

THE APPLICATION AND EFFECTIVENESS OF ABA THERAPY IN CHILDREN WITH AUTISM SPECTRUM DISORDER

Abstract*. This article examines the scientific-theoretical foundations and practical application of ABA (Applied Behavior Analysis) therapy in working with children with autism spectrum disorder. The core principles of the ABA methodology, the stages of behavior shaping, the "stimulus–response–consequence" model, and the systems of positive and negative reinforcement are analyzed. Furthermore, the advantages and limitations of the methodology, as well as the importance of cooperation between specialists and parents in its implementation, are reviewed. According to the research results, ABA therapy is considered one of the effective correctional approaches in developing communication, social adaptation, and self-care skills in children with autism.*

Keywords*: ABA therapy, autism, behavior analysis, correctional pedagogy, positive reinforcement, behavior modification, individual education program, social adaptation, special education.*

ПРИМЕНЕНИЕ И ЭФФЕКТИВНОСТЬ АВА-ТЕРАПИИ У ДЕТЕЙ С РАССТРОЙСТВАМИ АУТИСТИЧЕСКОГО СПЕКТРА

Аннотация*. В данной статье освещаются научно-теоретические основы и практическое применение АВА-терапии (Прикладного анализа поведения) в работе с детьми с расстройствами аутистического спектра. Проанализированы основные принципы методики АВА, этапы формирования поведения, модель «стимул–реакция–последствие», а также системы положительного и отрицательного подкрепления. Также рассмотрены преимущества и ограничения методики, значение сотрудничества специалистов и родителей при её применении. Согласно результатам исследования, АВА-терапия считается одним из эффективных коррекционных подходов в развитии навыков коммуникации, социальной адаптации и самообслуживания у детей с аутизмом.*

Ключевые слова*: АВА-терапия, аутизм, анализ поведения, коррекционная педагогика, положительное подкрепление, модификация поведения, индивидуальная образовательная программа, социальная адаптация, специальная педагогика.*

Kirish. Autizm spektr buzilishi (ASB) bolaning ijtimoiy muloqoti, nutqiy rivojlanishi va xulq-atvor tizimida sezilarli qiyinchiliklar bilan tavsiflanadi. Bunday bolalarda atrof-muhit bilan aloqaning sustligi, stereotip harakatlar va kommunikativ ko‘nikmalarning yetarli darajada shakllanmaganligi kuzatiladi. Shu sababli zamonaviy maxsus pedagogikada autizmli bolalar bilan ishlashda ilmiy asoslangan korreksion yondashuvlarga ehtiyoj ortib bormoqda. Shu yondashuvlardan biri sifatida ABA (Applied Behavior Analysis) terapiyasi keng qo‘llaniladi. ABA terapiya 1960-yillarda Ivar Lovaas va uning hamkorlari tomonidan ishlab chiqilgan bo‘lib, u xulq-atvorni tahlil qilish va uni bosqichma-bosqich shakllantirishga asoslanadi. Mazkur metodika “stimulus–reaksiya–natija” tamoyiliga asoslanib, har bir xatti-harakatning oqibati orqali yangi ko‘nikmalarni shakllantirishni maqsad qiladi. ABA terapiyaning asosiy maqsadi bolaning ijtimoiy

moslashuvini ta’minlash, muloqot ko‘nikmalarini rivojlantirish va mustaqil hayotga tayyorlashdan iboratdir. Ushbu metodikada murakkab xulq-atvorlar kichik bosqichlarga bo‘linib, ketma-ket o‘rgatiladi va har bir muvaffaqiyatli harakat ijobiy rag‘bat bilan mustahkamlanadi.

ABA (xulq-atvorni modifikatsiyalash metodikasi). Doktor Ivar Lovaas va uning Kaliforniya universitetidagi shogirdlari 1963-yildan boshlab bolalar bilan xulq-atvorga asoslangan metodikalarni qo‘llaydilar. Mazkur usulning vazifasi ikkita: bolada o‘qish istagini uyg‘otish va unda ta’lim olish imkoniyatiga ega ekanligi tushunchasini shakllantirishga yordam berishdan iborat. “ Stimul – reaksiya – natija ” klassik modeli bolada u yoki bu ko‘nikmani o‘zaro bog‘liq bo‘lgan kichik – kichik bosqichlarga bo‘lib shakllantirishni nazarda tutadi. Ushbu bosqichlardan har biri bola tomonidan to‘liq o‘zlashtirib olingach, keyingi bosqichga o‘tiladi. Kutilgan xulq-atvorga erishish uchun qo‘shimcha eslatmalardan, ham ijobiy, ham salbiy mazmundagi rag‘batlardan (maqtov, dakki, hayfsan va h.k.) foydalanish mumkin. Mazkur metodika har bir xulq-atvordan so‘ng biron-bir oqibat sodir bo‘ladi degan g‘oyaga asoslangan bo‘lib, agarda bolaga natijalar yoqsa, u bu natijalarni qaytaradi, aksincha, yoqmasa, qaytarmaydi. Ushbu yondashuvda barcha murakkab xatti-harakatlar — nutq, ijodiy o‘yin, ko‘zga qarashni o‘rganish va boshqa shu kabi ko‘nikmalar mayda qismlarga — harakatlarga bo‘lib bajariladi. Har bir bola uchun bosqichma-bosqich rivojlanishining individual rejasi tuziladi. Bola bir vaqtning o‘zida bir-biriga aloqador bo‘lmagan 2–3 ta ko‘nikmani o‘zlashtirishi mumkin, biroq pedagog tomonidan yangi ko‘nikmalarning murakkablashtirilgan va bosqichma-bosqich o‘zlashtiriladigan tizimi o‘rnatib boriladi.

ABAning yakuniy maqsadi — bolani tevarak-atrofni mustaqil ravishda o‘zlashtirish imkonini beruvchi vosita bilan qurollantirishdan iborat. Agarda bola bilan bir hafta mobaynida 30–40 soat davomida ushbu metodika asosida shug‘ullanib borilsa, ko‘proq natijaga erishish mumkin (ta’kidlash joizki, xuddi shuncha vaqt davomida bola bilan ushbu metodika asosida shug‘ullanilmasa, bu qadar natijaga erishilmasligi tajribada isbotlangan). Bundan tashqari, ideal variantda mazkur mashg‘ulotlarni bola 6 yoshga to‘lguniga qadar boshlash maqsadga muvofiqdir (ABA metodikasi yoshi kattaroq bolalar bilan ham qo‘llanilishi mumkin). Qo‘llanilganda ham natija beradi, lekin qancha erta boshlansa, shunchalik yuqoriroq natijaga erishish mumkin bo‘ladi). Ota-onalar, odatda, kuch va imkoniyati bo‘lgan taqdirda ham, bola bilan yillar mobaynida har hafta 4 soat davomida muntazam shug‘ullana olmaydilar. Odatda ABAning uy sharoitida amalga oshiriladigan dasturi ota-onalar kuch va imkoniyati bilan tashkil etiladi, shuningdek, mazkur metodikadan foydalanish bo‘yicha mutaxassislikka ega bo‘lgan defektolog bilan albatta mashg‘ulotlar ham olib borilishi lozim.

Chet mamlakatlarda ABA tizimi bo‘yicha mashg‘ulotlar quyidagicha amalga oshiriladi: turlicha yo‘nalishdagi bir necha mutaxassislar: xulq-atvor ko‘nikmalarini korreksiyalash malakasiga ega bo‘lgan defektolog, musiqa terapevti, artterapevt va boshqa shu kabi mutaxassislar, nazoratni esa supervizor — metodika bo‘yicha mutaxassis amalga oshiradi. Mutaxassislar ketma-ketlikda 2–3 soat davomida bola bilan ishlaydilar (bu vaqt davomida besh-olti dasturni amalga oshiradilar), kun mobaynida esa bola bilan ketma-ket ikki-uch nafar mutaxassis shug‘ullanishi mumkin, shu tariqa bola bir kun davomida besh-olti soat mashg‘ul bo‘ladi.

ABA tizimi doirasida ishning deyarli barcha usullarini — o‘qishdan tortib Zaysev tizimi, qo‘g‘irchoq terapiyasidan tortib Montessorining stimul materiallarigacha faol qo‘llash mumkin bo‘ladi. Shunga alohida e’tibor qaratish lozimki, ABA metodikasi istalgan yo‘l bilan, bolaning imkoniyati darajasida muloqot o‘rnatishiga erishilishini talab etadi. ABA metodikasi maqtov va jazoning qo‘llanilishida aniqlikka rioya etilishini talab qiladi. Bunda jazolar biroz jiddiy, hatto jismoniy jazoning qo‘llanilishi bilan ham kechishi mumkin. Masalan, agar bola pedagogga nisbatan tajovuzona munosabatda bo‘layotgan bo‘lsa, pedagog bolani urib qolishini oldini olish uchun qo‘lini ushlab qolishi kerak. Ota-onalar bilan o‘zaro kelishilgan holda jazoning hamda jismoniy ta’sirning turli usullarini qo‘llash ham mumkin. ABA metodikasining kuchli tomonlari. Metodika tezlikda va yaqqol ifodalangan natijalarga erishish imkoniyatini beradi. Bunda bola natijani istalgan vaziyatda har qanday insonlar oldida ham ko‘rsata olishi mumkin.

Ushbu metodikaning asoschisi I. Laavasning natijalariga ko‘ra, ABA metodikasi bo‘yicha korreksion mashg‘ulotlarda ishtirok etgan bolalarning deyarli yarmi umumta’lim maktabida tahsil ola bilishi mumkin. ABA metodikasi bo‘yicha korreksion muolajalarni olgan 90% bolalar o‘zlarining holatlarini yaxshilashlari mumkin.

ABA metodikasining ojiz tomonlari. Agarda bola o‘zga insonlardan qo‘rqadigan bo‘lsa, mazkur metodika korreksion mashg‘ulotlarning dastlabki bosqichlarida yaxshi natijalarini bermaydi. Biroq bola o‘z oilasiga nisbatan hissiy bog‘langan bo‘ladi. Agarda u ijtimoiy moslasha oladigan hamda bolalar bilan munosabatga erkin va oson kirisha oladigan bo‘lsa, biroz jiddiy talablarga ega bo‘lgan mazkur metodikani cheklagan holda (masalan, faqat nutq rivojlantirilishi uchun) qo‘llanilgani ma’qul. Bu metodika bolaning qaysidir qarindoshi bilan butunlay kelishib munosabat bildirishini talab etadi. Metodika birmuncha jiddiy rag‘bat va jazo tizimini inobatga olinishini talab qilishi sababli ba’zan ota-onalar jarayonga go‘yoki dressirovkadek munosabat bildirishi mumkin.

ABA metodikasida ota-onalar va mutaxassislar hamkorligining o‘rni. Autizmga ega bo‘lgan bolalar bilan olib boriladigan korreksion ishlarda ota-onalar va mutaxassislar o‘rtasidagi hamkorlik muhim omillardan biri hisoblanadi. ABA metodikasi faqat mashg‘ulot vaqtida emas, balki bolaning kundalik hayoti davomida ham davom ettirilishi lozim

bo‘lgan yondashuv hisoblanadi. Shu sababli oila a’zolarining jarayondagi faol ishtiroki alohida ahamiyat kasb etadi. Mutaxassislar tomonidan ishlab chiqilgan individual rivojlantiruvchi dastur ota-onalarga tushuntiriladi hamda uni uy sharoitida qanday davom ettirish bo‘yicha tavsiyalar beriladi. Uy muhitida ham mashg‘ulot elementlaridan foydalanish bolada hosil qilingan ko‘nikmalarning mustahkamlanishiga yordam beradi. ABA metodikasida ijobiy rag‘batlantirish asosiy vositalardan biri hisoblanadi. Bola ma’lum vazifani muvaffaqiyatli bajarganida uni maqtash, qiziqarli faoliyat bilan rag‘batlantirish yoki yoqtirgan mashg‘ulotiga vaqt ajratish orqali ijobiy natijalar kuchaytiriladi. Bu esa bolada yangi ko‘nikmalarni egallashga bo‘lgan qiziqishni oshiradi. Shuningdek, mashg‘ulotlar jarayonida bolaning emotsional holati va individual ehtiyojlarini inobatga olish zarur. Haddan tashqari talabchanlik yoki noto‘g‘ri yondashuv bolaning mashg‘ulotlarga bo‘lgan qiziqishini pasaytirishi mumkin. Shu sababli metodika bosqichma-bosqich, tizimli va bolaning rivojlanish sur’atiga mos tarzda olib boriladi. Natijada, mutaxassis, pedagog va ota-onalar o‘rtasidagi uzviy hamkorlik autizmga ega bo‘lgan bolalarda ijtimoiy moslashuv, muloqot ko‘nikmalari va mustaqil faoliyat yuritish qobiliyatlarining shakllanishiga ijobiy ta’sir ko‘rsatadi.

Xulosa. Xulosa qilib aytganda, ABA terapiya autizm spektr buzilishiga ega bo‘lgan bolalar bilan ishlashda eng samarali va ilmiy asoslangan korreksion metodikalardan biri hisoblanadi. U bolaning xulq-atvorini tizimli ravishda o‘zgartirish, yangi ko‘nikmalarni shakllantirish va ijtimoiy moslashuvni yaxshilash imkonini beradi. Metodikaning samaradorligi ko‘p jihatdan mashg‘ulotlarning muntazamligi, individual yondashuv, mutaxassislar malakasi hamda ota-onalarning faol ishtirokiga bog‘liqdir. Shuningdek, ABA terapiya natijalari erta boshlanganda va uzoq muddat davomida izchil qo‘llanilganda yanada yuqori bo‘ladi. Shu sababli ABA terapiya autizmli bolalarning rivojlanish imkoniyatlarini kengaytiruvchi, ularni jamiyatga moslashtiruvchi muhim ilmiy-amaliy yondashuv sifatida katta ahamiyat kasb etadi.

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AUTIZM SPEKTRI BUZILISHI BO‘LGAN BOLALARDA SENSO-MOTOR KORREKSIYA USULIGA ASOSLANGAN KORREKSION ISHLAR

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Annotatsiya *Ushbu maqolada autizm spektridagi buzilishlarga ega bolalar bilan olib boriladigan senso-motor korreksiya usulining nazariy va amaliy asoslari yoritilgan. Senso-motor korreksiya metodining miyaning funksional bloklari faoliyatini faollashtirishdagi o‘rni, oliy psixik funksiyalar rivojlanishiga ta’siri hamda autistik bolalarning psixik va harakat faoliyatini takomillashtirishdagi ahamiyati tahlil qilingan. Shuningdek, autizmli bolalarda uchraydigan sensor, perseptiv, tana-fazoviy va emotsional-irodaviy rivojlanish xususiyatlari ko‘rib chiqilib, korreksion ishlarni tashkil etishning asosiy tamoyillari yoritilgan. Tadqiqot natijalari senso-motor mashqlar majmuasidan foydalanish bolalarning moslashuvchanligi, o‘zini o‘zi boshqarishi va tashqi muhit bilan samarali o‘zaro ta’sirini rivojlantirishga xizmat qilishini ko‘rsatadi. Senso-motor korreksiya usuli rivojlanishning bazaviy sensor-motor darajasiga ta’sir ko‘rsatish barcha oliy psixik funksiyalarning rivojlanishini faollashtiradi, degan tasavvurga asoslanadi. Bu yondashuv A.R. Luriyaning miyaning uch funksional bloki haqidagi nazariyasiga mos keladi.*

Kalit so‘zlar: *Autizm spektri buzilishlari, senso-motor korreksiya, sensor rivojlanish, psixik funksiyalar, A.R. Luriya nazariyasi, N.A. Bernshteyn, korreksion pedagogika, ontogenez, sensor-motor mashqlar, autostimulyatsiya, psixik rivojlanish, neyropsixologiya, adaptatsiya, korreksion ishlar.*

CORRECTIONAL WORK BASED ON THE SENSORIMOTOR CORRECTION METHOD IN CHILDREN WITH AUTISM SPECTRUM DISORDER

Abstract. *This article examines the theoretical and practical foundations of the sensorimotor correction method applied in working with children with autism spectrum disorders. The role of the sensorimotor correction method in activating the functioning of the brain’s functional blocks, its impact on the development of higher psychic (mental) functions, and its significance in improving the mental and motor activities of autistic children are analyzed. Furthermore, the characteristics of sensory, perceptive, somatospatial (body-spatial), and emotional-volitional development encountered in children with autism are reviewed, and the core principles of organizing correctional work are highlighted. The research results demonstrate that the use of a set of sensorimotor exercises serves to develop children’s adaptability, self-regulation, and effective interaction with the external environment. The sensorimotor correction method is based on the premise that influencing the baseline sensorimotor level of development activates the development of all higher psychic functions. This approach aligns with A.R. Luria’s theory of the three functional blocks of the brain.*

Keywords: *Autism spectrum disorders, sensorimotor correction, sensory development, psychic functions, A.R. Luria’s theory, N.A. Bernstein, correctional pedagogy, ontogenesis, sensorimotor exercises, autostimulation, mental development, neuropsychology, adaptation, correctional work.*

КОРРЕКЦИОННАЯ РАБОТА НА ОСНОВЕ МЕТОДА СЕНСОМОТОРНОЙ КОРРЕКЦИИ У ДЕТЕЙ С РАССТРОЙСТВАМИ АУТИСТИЧЕСКОГО СПЕКТРА

Аннотация. *В данной статье освещаются теоретические и практические основы метода сенсомоторной коррекции, применяемого в работе с детьми с расстройствами аутистического спектра. Проанализированы роль метода сенсомоторной коррекции в активации деятельности функциональных блоков мозга, его влияние на развитие высших психических функций, а также значение в совершенствовании психической и двигательной деятельности аутичных детей. Также рассмотрены особенности сенсорного, перцептивного, телесно-пространственного и эмоционально-волевого развития, встречающиеся у детей с аутизмом, и освещены основные принципы организации коррекционной работы. Результаты исследования показывают, что использование комплекса сенсомоторных упражнений способствует развитию у детей адаптивности, саморегуляции и эффективного взаимодействия с внешней средой. Метод сенсомоторной коррекции основан на представлении о том, что воздействие на базовый сенсомоторный уровень развития*

активизирует развитие всех высших психических функций. Этот подход согласуется с теорией А.Р. Лурии о трех функциональных блоках мозга.

***Ключевые слова**: Расстройства аутистического спектра, сенсомоторная коррекция, сенсорное развитие, психические функции, теория А.Р. Лурии, Н.А. Бернштейн, коррекционная педагогика, онтогенез, сенсомоторные упражнения, автостимуляция, психическое развитие, нейропсихология, адаптация, коррекционная работа.*

Kirish Usul sensor-motor korreksiya deb nomlansa-da, u birinchi navbatda motorikani tuzatishga emas, balki harakat orqali miyaning birinchi energetik blokining faoliyatini normallashtirishga qaratilgan. Natijada nafaqat keyingi korreksion ishlar uchun zarur bo‘lgan salohiyat yaratiladi, balki psixik faoliyatning turli darajalari va jihatlari o‘rtasidagi bog‘liqlik ham faollashadi, tiklanadi va shakllantiriladi.

Rivojlanishning har bir bosqichida sensor-motor soha yangi ko‘rinishda namoyon bo‘ladi va yangi integrativ vazifalarni bajaradi. Shu sababli sensor-motor korreksiyaning maqsadi faqat oliy psixik funksiyalar uchun sensor-motor bazisni shakllantirish emas, balki psixik funksiyalarning turli rivojlanish darajalarini integratsiyalash hamdir. Natijada insonning hayotiy vazifalarni bajarish jarayonidagi o‘zini o‘zi boshqarish qobiliyati yanada yuqori darajaga ko‘tariladi.

Mazkur ishda autizm spektridagi buzilishlarga ega bolalar uchun sensor-motor korreksiyaga oid korreksion tana va harakat mashqlari majmuasi taqdim etiladi. Asos sifatida sensor-motor korreksiya usuli hamda o‘rnini bosuvchi ontogenez usuli olingan. Ushbu usullar odatda psixik rivojlanishida turli darajadagi kechikishlar mavjud bo‘lgan bolalarning maktab ta’limidagi qiyinchiliklarini bartaraf etishda muvaffaqiyatli qo‘llanadi.

Ta’kidlanganidek, sensor-motor korreksiya jarayonida asosiy e’tibor miyaning birinchi funksional blokiga qaratiladi. Bunga nafas olish va ko‘z harakatlariga oid mashqlar, faollashtiruvchi jarayonlarni me’yorlashtirish, mushak tonusidagi buzilishlarni kamaytirish, ish qobiliyatini oshirishga qaratilgan mashqlar kiradi. Metodik jihatdan ushbu blok tana yo‘naltirilgan bazaviy va maxsus harakat psixotexnikalarining o‘zini o‘zi boshqarish tizimi murakkablashtirilgan moslashtirilgan variantidan iborat.

Ish jarayonida oliy psixik funksiyalarning tizimli-dinamik lokalizatsiyasi nazariyasining metodologik asoslariga tayanuvchi quyidagi qoidalarga amal qilinadi.

1. Oliy psixik funksiyalarning tizimli tashkil etilganligi

Psixik funksiyaga miyada bitta qat’iy qo‘zg‘alish markazi emas, balki tarkibiy (miya) elementlarining birlashuvi asosida ishlovchi dinamik tizim mos keladi. Bola psixik rivojlanishi jarayonida nafaqat alohida funksiyalar takomillashadi, balki funksiyalararo aloqalar va munosabatlar ham tubdan o‘zgaradi.

Shu sababli oliy psixik funksiyalar oddiy psixik jarayonlar ustiga qo‘shib qurilmaydi, balki eski funksiyalar yangi tarzda ishlay boshlaydigan yangi tizimlarni tashkil qiladi. Psixik rivojlanishdagi buzilish va og‘ishlarning asosida yotuvchi omillarni bilish samarali korreksion dastur tuzishda muhim ahamiyatga ega.

Shuning uchun korreksion dastur ishlab chiqishda saqlanib qolgan funksiyalar hamda funksional tizimning qisman buzilgan bo‘g‘inlarini ishga jalb etish zarur. Bu esa tizim ichidagi sifat jihatidan qayta tuzilishga olib keladi va natijada bolaning psixikasida yangi rivojlanish hosilalari paydo bo‘lishiga xizmat qiladi.

2. Funksiyaning tashqi faoliyatdan ichki faoliyatga o‘tishi (interiorizatsiya qonuni)

Ushbu qonunga ko‘ra, inson miyasi faoliyatining mexanizmlari bolaning tashqi dunyodagi faoliyati jarayonida shakllanadi. Markaziy asab tizimi atrof-muhit sharoitlariga moslashadi, muhit esa miyani o‘z talablariga muvofiq ravishda rivojlanishga va qayta tuzilishga majbur qiladi. Yangi psixik sifatlarning paydo bo‘lishi uchun psixik rivojlanishning moddiy asosi (markaziy asab tizimining yetilishi ichki tayyorgarlik sifatida) hamda tashqi muhit ta’sirlarining o‘zgarishi o‘rtasida muvofiq uyg‘unlik bo‘lishi zarur.

Autizm spektridagi buzilishlarda bolaning atrof-muhitga moslashmaganlik darajasi yuqori bo‘ladi. Shu sababli ko‘plab himoya reaksiyalari, jumladan autostimulyatsiyalar rivojlanadi va ular asta-sekin tuzilishi jihatidan murakkablashib boradi. Vaqt o‘tishi bilan ular bola uchun «ikkinchi reallik»ni yaratadi. Bu reallikda psixik funksiyalar tashqi dunyodan ajralgan holda, o‘z ichida rivojlanadi va ko‘pincha voqelikni o‘zgartirish yoki anglash vositasi emas, balki ixtiyorsiz himoya mexanizmi vazifasini bajaradi.

Korreksion ishlar jarayonida ham egallangan ko‘nikmalarning interiorizatsiyalanmasligi, ya’ni umumlashtirilmasligi va turli vaziyatlarga ko‘chirilmasligi xavfi katta bo‘ladi. Shu sababli bola bilan shunday muloqot usulini tanlash muhimki, u bolaning psixik rivojlanishining ayni paytdagi darajasini, uning tashqi dunyoga moslashish usuli va darajasini maksimal darajada hisobga olsin.

3. Harakatlarning darajali va ierarxik tashkil etilishi

Avval aytib o‘tilganidek, harakatlarning tizimli tuzilishi nazariyasi muallifi N.A. Bernshteyn tizim tarkibiga kiruvchi elementlarning ierarxik tashkil etilish tamoyilini ko‘rsatib bergan. Ushbu nazariya boshqa funksional

tizimlarning turli darajalari rivojlanishi va o‘zaro ta’sirini tushunish uchun yaxshi strukturaviy model bo‘lib xizmat qilishi mumkin.

N.A. Bernshteynning fikricha, me’yorda premotor tizimlar kortikal va ekstrapiramidal tizimlar o‘rtasidagi aloqani o‘rnatadigan va qo‘llab-quvvatlaydigan vositachi sifatida faoliyat yuritadi. Autizmda ko‘pincha «kinetik melodiya» disfunksiyasi kuzatiladi. Bunda harakatlar silliq bajarilish o‘rniga uzilib-uzilib bajariladi va avtomatlashgan xarakterini yo‘qotadi.

Bundan tashqari, harakat faqat efferent, ya’ni harakatlantiruvchi impulslar hisobiga amalga oshirilmaydi. Harakatni nazorat qilish va keyinchalik tuzatish uchun teskari aloqa vazifasini bajaruvchi yetakchi afferent signallar majmui ham zarur. Miya faoliyati nuqtai nazaridan bular analizator tizimlarining turli tuzilmalari (miyaning ikkinchi funksional bloki) hamda faollashuv darajasi va motivatsion jarayonlar (diqqat, xotira va emotsiyalar) bilan bog‘liq bo‘lgan po‘stloqosti tuzilmalarining afferent qismidir.

Efferent bo‘g‘inga esa xulq-atvor dasturi va uni faoliyat davomida boshqarish bilan bog‘liq tuzilmalar (miyaning uchinchi funksional bloki), shuningdek bajarilayotgan harakatlarni tashkil etish bilan bog‘liq bo‘lgan po‘stloqosti tuzilmalarining afferent qismi (miyaning birinchi funksional bloki) kiradi.

Shunday qilib, funksional tizim tarkibiga miyaning uchala funksional blokiga tegishli tuzilmalar majburiy komponent sifatida kiradi. Autistik buzilishlarda esa harakatni amalga oshirish jarayoni ichki nazorat va o‘zini-o‘zi boshqarishni o‘z ichiga olmaydi. Autizmli bolalarning aksariyat harakatlari oddiy motorik bo‘shanish xarakteriga ega bo‘lib, tashqi sharoitlarni hisobga olmagan holda faqat ichki holatning aks etishi sifatida namoyon bo‘ladi (birinchi funksional blok). Yoki aksincha, maydon xulqi holatlarida ular to‘liq ravishda tashqi afferent stimullarga bo‘ysunadi.

Bunday afferent-efferent halqalarda harakatni boshqarish, uni keyinchalik tuzatish va rivojlantirish mexanizmlari mavjud bo‘lmaydi. Natijada harakatlar, faoliyat va xulq-atvorda stereotipiyalar paydo bo‘ladi.

Korreksiyaning vazifasi ushbu «yopiq halqa»ni (stereotiplikni) buzish va uchinchi funksional blokni ishga qo‘shish hamda faollashtirish orqali mazkur tizimga tashqaridan tashkil etilgan harakat sifatida bosqichma-bosqich kirib borishdan iborat.

4. Bola bosh miyasi rivojlanishi qonuniyatlarini hisobga olish

Miyaning uch funksional bloki haqidagi tasavvurlarga ko‘ra, dastlab (hayotning birinchi yili davomida) faollashtiruvchi jarayonlar va organizmdagi fiziologik o‘zini o‘zi boshqarish jarayonlariga javob beruvchi chuqur tuzilmalar bloki yetiladi. Keyinchalik miyaning birlamchi sensor va motor zonalari yetiladi. Ikkilamchi sensor va motor zonalarning yetilishi 2 yoshdan 5 yoshgacha bo‘lgan davrda sodir bo‘ladi va bu alohida modal doiralarda o‘rganish uchun sharoit yaratadi. Aynan shu davrda dastlabki harakat sxemalari (uchinchi blok) shakllanadi.

So‘ngra uchlamchi, ya’ni tepa–chakka–ensa zonalarining yetilishi yuz beradi. Bu esa bolaning aniq operatsiyalar bosqichiga o‘tishiga imkon yaratadi (8–10 yosh). Eng oxirida (12–14 yoshda) peshona bo‘laklarining prefrontal qismlari yetiladi va ular tafakkurning formal operatsiyalar bosqichiga o‘tishiga yordam beradi.

Geteroxron rivojlanish tamoyilini analizator tizimlarining shakllanishida ham kuzatish mumkin. Masalan, embrional rivojlanish davridayoq teri-kinestetik va harakat analizatorlarining eng erta shakllanishi uchun anatomik asoslar yaratiladi. Bu esa ularning bola psixikasi rivojlanishidagi ustuvor va bazaviy rolini ko‘rsatadi.

Patologiya holatlarida rivojlanishning bir bosqichidan boshqasiga o‘tishda tizim ichidagi darajalar va elementlar o‘rtasidagi ierarxik bog‘lanishlarning qonuniy almashinuvi imkonsiz bo‘lib qoladi yoki boshqa, kompensator asosda amalga oshiriladi.

Usulning alohida bolalar guruhlari bilan ishlashdagi qo‘llanilishini tavsiflashdan oldin biz bolaning ontogenezdagi sensor-motor rivojlanishini ko‘rib chiqdik. Bu mutaxassisda tavsiya etilgan mashqlar ketma-ketligiga rioya qilish zarurligini anglash hamda shu asosda bolaning real rivojlanish bosqichini aniqlay olish ko‘nikmasini shakllantirish uchun muhimdir.

Biz ontogenezning dastlabki bosqichlarida autistik sindrom namoyon bo‘lishining belgilarini tasvirlab berdik va rivojlanishdagi o‘ziga xos kechikish qanday kuchayib borishini ko‘rsatdik. Autizm spektri buzilishlariga ega bolalar bilan korreksion ish olib borishda qo‘zg‘alish va tormozlanish jarayonlarining intensivligi hamda davomiyligini, integratsion jarayonlarning hozirgi rivojlanish darajasini (maqsadga yo‘naltirilgan harakatlarni amalga oshirish qobiliyati darajasini), shuningdek himoya reaksiyalarining ixtiyoriylik yoki stereotiplik darajasini baholash zarur.

Bunda mutaxassis shuni tushunishi kerakki, ichki tizimlarning qayta tuzilishi bilan kechadigan inqiroz davrlarida bolaning rivojlanishidagi umumiy ijobiy dinamika hatto teskari tomonga ham o‘zgarishi mumkin. Chunki aynan shu davrda rivojlanishning prenatal darajasiga regress kuzatiladi va bu autistik sindrom belgilarining kuchayishiga olib kelishi mumkin.

Bolaning psixik rivojlanishiga tizimli yondashuv nuqtai nazaridan autizm spektri buzilishlari murakkab va bir xil bo‘lmagan buzilishlar tuzilmasini o‘z ichiga oladi. Shu sababli biz autistik buzilishlarga ega bolalarni tashqi dunyo bilan o‘zaro ta’sir usuli sifatida namoyon bo‘ladigan yetakchi psixik rivojlanish darajasiga qarab guruhlarga ajratdik.

Autistik buzilishlarning tasnifi psixik rivojlanish davriyligining umumiy qonuniyatlari, elementlar ierarxiyasining almashinuvi va tizimlararo qayta tuzilishlarga asoslanadi. Har bir bolalar guruhi uchun bolaning keyingi rivojlanishi uchun muhim bo‘lgan psixologik vazifalarning ahamiyatini hisobga olgan holda alohida sensor-motor mashqlar majmuasi tavsiflangan.

Biz nuqsonning umumiy tuzilishini tushunishga tayangan holda har bir bosqichdagi korreksion vazifalarning maqsadlarini shakllantirishga harakat qildik. Bola rivojlanishning ma’lum bir bosqichida go‘yoki «to‘xtab qoladi», degan tasavvurdan kelib chiqib, buzilishning o‘ziga xosligi bilan shu bosqichga xos bo‘lgan psixik rivojlanish darajasi o‘rtasida o‘xshashlik o‘tkazish va autistik buzilishlarning umumiy spektrida 4 ta asosiy guruhni ajratish mumkin.

Psixika rivojlanish darajalari, autistik buzilishlar guruhlarini ajratish asosida yotuvchi darajalar:

1. Sensor psixik rivojlanish darajasi (genetik jihatdan homiladorlikning dastlabki 18 haftasida shakllanadi va tug‘ilgandan keyingi 2–12 haftalar davomida takomillashadi), uning asosiy vazifasi organizmning ichki gomeostazini saqlab turishdan iborat.

2. Perseptiv psixik rivojlanish darajasi (homiladorlikning 21–23 haftalariga kelib genetik jihatdan shakllanadi va tug‘ilgandan keyingi 5–6 oylik davrda takomillashadi), uning vazifasi optimal stereotiplar va avtomatizmlar tizimini shakllantirishdir.

3. Tana-fazoviy tahlil darajasi (homiladorlikning 24–25 haftalarida genetik jihatdan shakllanadi, uning takomillashuvi hayotning birinchi yili oxiridan boshlanadi), uning vazifasi ichki va tashqi makonni yaxlit ravishda egallash va boshqarishdan iborat.

4. Emotsional-irodaviy psixik rivojlanish darajasi (tug‘ilgandan keyin, taxminan 3 yoshdan boshlab shakllanadi), uning vazifasi yarim sharlar o‘rtasidagi vertikal emas, balki gorizontal aloqalarni rivojlantirishdir.

Mazkur darajalarni hisobga olgan holda korreksion ishlar tashkil etiladi. Endi esa bolalarning har bir guruhi uchun alohida diagnostik belgilar, korreksiya maqsadlari va vazifalarini ajratgan holda sensorimotor korreksiya metodining tavsifiga o‘tamiz.

Xulosa Xulosa qilib aytganda, senso-motor korreksiya autizm spektridagi buzilishlarga ega bolalarning psixik va harakat rivojlanishini qo‘llab-quvvatlashda samarali metodlardan biri hisoblanadi. Ushbu yondashuv miyaning funksional tizimlari faoliyatini faollashtirish, sensor-motor integratsiyani rivojlantirish hamda oliy psixik funksiyalarning shakllanishiga ijobiy ta’sir ko‘rsatadi. Korreksion ishlarni bolaning individual rivojlanish darajasi va psixologik xususiyatlarini hisobga olgan holda tashkil etish muhim ahamiyat kasb etadi. Senso-motor mashqlarni tizimli ravishda qo‘llash autistik bolalarning ijtimoiy moslashuvi, o‘zini o‘zi boshqarishi va atrof-muhit bilan samarali muloqot qilish imkoniyatlarini kengaytiradi. Shu sababli mazkur metodni amaliyotda keng qo‘llash korreksion-pedagogik faoliyat samaradorligini oshirishga xizmat qiladi.

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SUN'IY INTELLEKT MUHITIDA TALABALARNING METOKOGNITIV KOMPETENTINI RIVOJLANTIRISHNI TASHKIL ETISHNING METODIK TIZIMI

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Annotatsiya. *Ushbu maqolada sun'iy intellekt muhitida talabalarning metokognitiv kompetentligini rivojlantirishni tashkil etishning metodik tizimi hamda uning nazariy va amaliy asoslari yoritilgan. Metodik tizim talabalarda metakognitiv bilim, ko'nikma va malakalarni shakllantirish, o'z-o'zini boshqarish, o'quv faoliyatini rejalashtirish, monitoring qilish, refleksiya yuritish va o'z-o'zini baholash kompetensiyalarini rivojlantirishga yo'naltirilgan.*

Kalit so'zlar: *sun'iy intellekt, metokognitiv kompetentlik, metodik tizim, metakognitsiya, raqamli pedagogika.*

МЕТОДИЧЕСКАЯ СИСТЕМА ОРГАНИЗАЦИИ РАЗВИТИЯ МЕТАКОГНИТИВНОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ В СРЕДЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

Аннотация. *В данной статье рассматриваются методическая система организации развития метакогнитивной компетентности студентов в условиях использования искусственного интеллекта, а также её теоретические и практические основы. Методическая система направлена на формирование у студентов метакогнитивных знаний, умений и навыков, развитие компетенций саморегуляции, планирования учебной деятельности, её мониторинга, рефлексии и самооценки.*

Ключевые слова: *искусственный интеллект, метакогнитивная компетентность, методическая система, метакогниция, цифровая педагогика.*

THE METHODOLOGICAL SYSTEM FOR ORGANIZING THE DEVELOPMENT OF STUDENTS' METACOGNITIVE COMPETENCE IN AN ARTIFICIAL INTELLIGENCE ENVIRONMENT

Abstract. *This article discusses the methodological system for organizing the development of students' metacognitive competence in an artificial intelligence environment, along with its theoretical and practical foundations. The methodological system is aimed at developing students' metacognitive knowledge, skills, and abilities, as well as enhancing their competencies in self-regulation, learning planning, monitoring of learning activities, reflection, and self-assessment.*

Keywords: *artificial intelligence, metacognitive competence, methodological system, metacognition, digital pedagogy.*

Kirish

O'zbekiston Respublikasi Prezidentining sun'iy intellekt texnologiyalarini rivojlantirish, raqamli iqtisodiyot va elektron hukumat tizimini takomillashtirishga oid farmon va qarorlarida sun'iy intellektdan ta'lim jarayonida samarali foydalanish, intellektual axborot tizimlarini yaratish, raqamli pedagogik infratuzilmani rivojlantirish hamda innovatsion ta'lim texnologiyalarini amaliyotga joriy etish bo'yicha ustuvor vazifalar belgilangan. Mazkur normativ-huquqiy hujjatlar oliy ta'lim muassasalarida sun'iy intellekt muhitida talabalarning metokognitiv kompetentligini rivojlantirishga qaratilgan metodik tizimni ishlab chiqish va amaliyotga tatbiq etishning ilmiy-pedagogik hamda huquqiy asoslarini tashkil etadi.

Sun'iy intellekt texnologiyalarining ta'lim jarayoniga keng kirib kelishi, davlat siyosati darajasida qo'llab-quvvatlanayotgan raqamli transformatsiya jarayonlari hamda zamonaviy normativ-huquqiy hujjatlarda belgilangan ustuvor vazifalar sun'iy intellekt muhitida talabalarning metokognitiv kompetentligini rivojlantirishni tashkil etishning metodik tizimini yaratish, uning komponentlarini ilmiy asoslash va amaliyotga joriy etishning dolzarbligini yanada kuchaytiradi.

Adabiyot tahlili va metodologiyasi

U.Murodov sun'iy intellektning ta'limda kognitiv va metakognitiv jarayonlarga ta'siri, J.Qarshiyev sun'iy intellekt yordamida kognitiv kompetensiyalarni rivojlantirish bo'yicha tadqiqotlar, R.O'rinov metakognitiv strategiyalar asosida

intellektual kompetentlikni rivojlantirish, S.Adashova bo'lajak pedagoglarda sun'iy intellekt kompetentligini rivojlantirish, A.Abdumanonov ta'lim tizimiga sun'iy intellektni joriy qilishning nazariy asoslariga oid ilmiy izlanishlar olib borganlar.

Natija va muhokama

Metodik tizim sun’iy intellekt texnologiyalariga asoslangan ta’lim muhitida talabalarning metokognitiv kompetentligini izchil rivojlantirishga qaratilgan yaxlit pedagogik modelni ifodalaydi. Sxema ta’lim jarayonining maqsadi, nazariy-metodologik yondashuvlari, metodik komponentlari, metokognitiv sikli, pedagogik shart-sharoitlari hamda yakuniy natijalarini o‘zaro uzviy bog‘langan yagona tizim sifatida aks ettiradi.(1-rasm)

1-rasm. Sun’iy intellekt muhitida talabalarning metokognitiv kompetentini rivojlantirishni tashkil etishning metodik tizimi

Sxema maqsad komponenti joylashtirilgan bo‘lib, u sun’iy intellekt vositalari yordamida talabalarning metokognitiv kompetentligini rivojlantirishni nazarda tutadi. Mazkur maqsad talabaning o‘z bilish faoliyatini ongli ravishda rejalashtirishi, boshqarishi, nazorat qilishi, refleksiya qilishi va baholashiga erishishni ko‘zlaydi.

Maqsadli komponent metodik tizimning asosiy va yo‘naltiruvchi elementi bo‘lib, sun’iy intellekt muhitida talabalarning metokognitiv kompetentligini rivojlantirish jarayonining strategik yo‘nalishini belgilaydi.

Sun’iy intellekt texnologiyalarining jadal rivojlanishi zamonaviy ta’lim oldiga nafaqat bilim berish, balki talabaning o‘z bilish faoliyatini ongli boshqarish, mustaqil qaror qabul qilish, o‘zini nazorat qilish va refleksiya qilish kompetentligini rivojlantirish vazifasini ham qo‘ymoqda. Shu sababli mazkur metodik tizimning bosh maqsadi talabalarda sun’iy intellekt vositalaridan samarali foydalanish asosida metokognitiv kompetentlikni shakllantirish va uni

izchil rivojlantirishdan iboratdir. Ushbu maqsad talabaning o‘z o‘quv faoliyatini rejalashtirish, amalga oshirish, monitoring qilish, baholash va zarur hollarda o‘z strategiyalarini takomillashtirish ko‘nikmalarini rivojlantirishni nazarda tutadi.

Maqsadli komponent doirasida ta’lim jarayonining quyidagi asosiy vazifalari belgilanadi: talabalarda metokognitiv bilimlarni shakllantirish; o‘z-o‘zini boshqarish va o‘z-o‘zini nazorat qilish ko‘nikmalarini rivojlantirish; refleksiv fikrlashni takomillashtirish; sun’iy intellekt vositalaridan tanqidiy, mas’uliyatli va samarali foydalanish madaniyatini shakllantirish; muammoli vaziyatlarni mustaqil tahlil qilish hamda ularni hal etish strategiyalarini ishlab chiqish; individual ta’lim trayektoriyasini loyihalash va boshqarish kompetentligini rivojlantirish. Mazkur vazifalar bir-biri bilan uzviy bog‘liq bo‘lib, metokognitiv kompetentlikni kompleks rivojlantirishga xizmat qiladi.

Maqsadli komponentning muhim tarkibiy qismi sifatida metokognitiv kompetentlikning rivojlantirilishi lozim bo‘lgan asosiy komponentlari ham aniqlanadi. Jumladan, metokognitiv bilimlar (shaxsning o‘z bilish imkoniyatlari, o‘quv strategiyalari va vazifalarning xususiyatlari haqidagi bilimlari), metokognitiv ko‘nikmalar (rejalashtirish, monitoring, nazorat qilish va baholash), refleksiv faoliyat (o‘z faoliyatini tahlil qilish va xulosalar chiqarish), strategik fikrlash (eng maqbul o‘quv strategiyasini tanlash va moslashtirish) hamda motivatsion-qiymatli yo‘nalish (mustaqil ta’limga ichki ehtiyoj va mas’uliyat hissi) ushbu komponent doirasida rivojlantiriladigan asosiy yo‘nalishlar hisoblanadi.

Sun’iy intellekt muhitida maqsadli komponent an’anaviy ta’limdagi maqsadlarni belgilashdan farqli ravishda adaptiv xususiyatga ega. Ya’ni, sun’iy intellekt vositalari talabaning bilim darajasi, o‘quv uslubi, qiziqishi va rivojlanish dinamikasi to‘g‘risidagi ma’lumotlarni tahlil qilib, individual maqsadlarni aniqlash va ularni bosqichma-bosqich yangilab borish imkonini yaratadi. Natijada ta’lim maqsadlari barcha talabalar uchun bir xil bo‘lmay, har bir talabaning individual rivojlanish ehtiyojlariga mos ravishda moslashtiriladi.

Maqsadli komponentda kutilayotgan natijalar ham aniq belgilab olinadi. Ushbu natijalar talabaning metokognitiv kompetentligi rivojlanish darajasini ifodalovchi mezonlar sifatida xizmat qiladi. Jumladan, talabaning o‘z bilish jarayonini mustaqil rejalashtira olishi, o‘quv faoliyatini monitoring qilishi, sun’iy intellekt vositalaridan maqsadga muvofiq foydalanishi, o‘z faoliyatini tanqidiy tahlil qilishi, yuzaga kelgan muammolarni samarali hal etish strategiyalarini ishlab chiqishi hamda uzluksiz o‘zini rivojlantirishga intilishi metodik tizimning asosiy natijalari hisoblanadi.

Shunday qilib, maqsadli komponent metodik tizimning konseptual asosini tashkil etib, uning barcha tarkibiy komponentlari faoliyatini yagona strategik maqsad sari yo‘naltiradi. Aynan ushbu komponent orqali metodik tizimning mazmuni, texnologiyalari, o‘quv faoliyatini tashkil etish shakllari, diagnostika vositalari va baholash mezonlari o‘zaro uyg‘unlashadi. Natijada sun’iy intellekt muhitida talabalarning metokognitiv kompetentligini rivojlantirish jarayoni ilmiy asoslangan, tizimli, izchil va natijaga yo‘naltirilgan pedagogik tizim sifatida amalga oshiriladi.

Zamonaviy oliy ta’limda sun’iy intellekt texnologiyalarining joriy etilishi ta’lim metodologiyasini qayta ko‘rib chiqishni talab etmoqda. Chunki sun’iy intellekt faqat yangi texnik vosita emas, balki ta’lim mazmuni, o‘qitish metodlari, bilimlarni baholash, o‘quv jarayonini boshqarish va individual ta’limni tashkil etishning yangi paradigmasini shakllantiruvchi omildir. Shu sababli metodologik komponent sun’iy intellekt vositalaridan foydalanishning pedagogik maqsadga muvofiqligi, ilmiy asoslanganligi va didaktik samaradorligini belgilovchi tamoyillar hamda yondashuvlar tizimini o‘z ichiga oladi.

Mazkur komponent tarkibiga generativ sun’iy intellekt tizimlari, jumladan, ChatGPT, GitHub Copilot, Gemini kabi vositalar kiradi. Ushbu platformalar talabalarga murakkab nazariy tushunchalarni izohlash, muammolarni tahlil qilish, alternativ yechimlarni ishlab chiqish, dasturlash, matematik modellashtirish, ilmiy matnlarni tahlil qilish, loyiha ishlari va mustaqil ta’limni tashkil etishda intellektual yordam ko‘rsatadi. Biroq metodik tizim nuqtai nazaridan ushbu vositalarning asosiy vazifasi tayyor javob berish emas, balki talabaning fikrlash jarayonini faollashtirish, savol qo‘yish madaniyatini rivojlantirish, muammoni tahlil qilish va o‘z fikrini asoslashga yo‘naltirishdan iborat.

Xulosa

Demak, metodik tizimning izchil amalga oshirilishi natijasida talabalarda metokognitiv kompetentlik rivojlanadi, ya’ni ular o‘z o‘quv faoliyatini mustaqil rejalashtira oladigan, o‘z bilimlarini nazorat qiladigan, sun’iy intellekt vositalaridan tanqidiy va mas’uliyatli foydalanadigan, muammolarni ilmiy asosda hal qiladigan, refleksiya yurita oladigan hamda uzluksiz kasbiy rivojlanishga tayyor mutaxassis sifatida shakllanadi.

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O‘QUVCHILARNING KREATIV KOMPETENTLIGINI RIVOJLANTIRISH BOSQICHLARI, SHAKLLARI, VA USULLARI.

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Annotatsiya: *Ushbu maqolada umumta’lim maktabi o‘quvchilarida kreativ kompetentlikni rivojlantirishning bosqichlari, shakllari va usullarini didaktik nuqtai nazardan tizimlashtirish hamda amaliyotga yo‘naltirilgan konseptual modelni asoslash maqsad qilingan. Metodologiya sifatida kompetensiyaga asoslangan yondashuv, faoliyat nazariyasi va konstruktivistik didaktika integratsiyasi tanlandi; kontent-tahlil, taqqoshlash, didaktik modellashtirish va ekspert baholash usullaridan foydalanildi.*

Kalit so‘zlar: *kreativ kompetentlik; rivojlantirish bosqichlari; didaktik modellashtirish; muammoli ta’lim; refleksiya; baholash mezonlari; hamkorlikda o‘qitish.*

ЭТАПЫ, ФОРМЫ И МЕТОДЫ РАЗВИТИЯ ТВОРЧЕСКОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ.

Аннотация*. В статье ставится цель систематизировать этапы, формы и методы развития креативной компетентности учащихся общеобразовательной школы с дидактических позиций и обосновать практико-ориентированную концептуальную модель. Методология опирается на интеграцию компетентностного подхода, теории деятельности и конструктивистской дидактики; использованы контент-анализ, сравнительный анализ, дидактическое моделирование и экспертное оценивание.*

Ключевые слова: *креативная компетентность; этапы развития; дидактическое моделирование; проблемное обучение; рефлексия; критерии оценивания; совместное обучение*

STAGES, FORMS AND METHODS OF DEVELOPING STUDENTS' CREATIVE ABILITIES.

Abstract. *This article aims to systematize the stages, forms, and methods for developing school students’ creative competence from a didactic perspective and to substantiate a practice-oriented conceptual model. The methodology integrates the competency-based approach, activity theory, and constructivist didactics; the study employs content analysis, comparative analysis, didactic modeling, and expert evaluation.*

Keywords: *creative competence; developmental stages; didactic modeling; problem-based learning; reflection; assessment criteria; collaborative learning*

Introduction. Zamonaviy ta’lim tizimida kreativ kompetentlik o‘quv natijasi sifatida tobora muhimlashib bormoqda, chunki fanlararo integratsiya, raqamli muhitning tez yangilanishi va mehnat bozoridagi noaniqlik o‘quvchidan tayyor algoritmlarni takrorlashdan ko‘ra, muammoni qayta talqin qilish, g‘oya ilgari surish va yechimlarni sinovdan o‘tkazish qobiliyatini talab qiladi. Shunga qaramay, maktab amaliyotida kreativlik ko‘pincha faqat tanlovlar, to‘garaklar yoki alohida “ijodiy” topshiriqlar doirasida epizodik qo‘llab-quvvatlanadi; dars dizayni esa asosan reproduktiv faoliyatni kuchaytiradigan shakllarga tayangan holda qolmoqda. Didaktik muammo shundaki, kreativ kompetentlikni rivojlantirish mazmun, jarayon va baholashning yagona tizimida boshqariladigan pedagogik hodisa sifatida yetarli darajada modellashmagan. Xalqaro ilmiy adabiyotlarda kreativlikning kognitiv, affektiv va ijtimoiy komponentlari, shuningdek, uni o‘qitish orqali rivojlantirish imkoniyatlari keng yoritilgan bo‘lsa-da, ko‘plab yondashuvlar umumiy tavsif darajasida qolib, maktab fanlari metodikasi bilan bevosita bog‘lanadigan bosqichli texnologik yechimlarni kam beradi [5]. Rus pedagogik maktabida kreativlik faoliyat va shaxs rivoji bilan uzviy aloqada talqin qilinadi, biroq kompetensiyaviy natijalar va baholash mezonlari bilan uyg‘unlashtirish masalasi hanuz dolzarb [4]. Mahalliy ilmiy manbalarda kompetensiyaga yo‘naltirilgan ta’limni joriy etish, innovatsion metodlar va ijodiy topshiriqlarni qo‘llash masalalari yoritilgan, lekin kreativ kompetentlikni rivojlantirish bosqichlari, shakllari va usullarining o‘zaro bog‘langan didaktik modeli bo‘yicha izchil tavsiflar yetarli emas [1; 2]. Shuning uchun ushbu tadqiqotning maqsadi o‘quvchilarning kreativ kompetentligini rivojlantirish jarayonini bosqichli tizim sifatida asoslash,

har bir bosqich uchun mos shakl va usullarni aniqlashtirish hamda baholashning mezoniy asoslarini taklif etishdan iborat. Tadqiqot vazifalari quyidagilarni qamrab oladi: kreativ kompetentlikning tarkibiy tuzilmasini didaktik nuqtai nazardan aniqlash; rivojlantirishning uch bosqichli trayektoriyasini konseptualizatsiya qilish; bosqichlarga mos o‘quv shakllari va usullarini tanlash mezonlarini ishlab chiqish; o‘quv natijalarini monitoring qilish uchun ko‘rsatkichlar tizimini taklif etish. Ilmiy yangilik kreativ kompetentlikni dars jarayonida boshqariladigan, rejalashtiriladigan va refleksiv tarzda baholanadigan kompetensiya sifatida bosqichma-bosqich rivojlantirish modelini asoslashda ko‘rinadi. Amaliy ahamiyat esa fan o‘qituvchilari uchun darsni loyihalashda qo‘llanadigan vazifa tiplari, hamkorlik shakllari va baholash mezonlarini uyg‘unlashtirgan didaktik yechimlar paketini taqdim etishidadir.

Materials and Methods. Tadqiqot nazariy-metodologik asoslari kompetensiyaga asoslangan yondashuv, konstruktivistik didaktika hamda faoliyat nazariyasining integratsiyasiga tayandi. Kompetensiyaviy yondashuv kreativ kompetentlikni faqat qobiliyat yoki iste’dod sifatida emas, balki bilim, ko‘nikma, munosabat va tajribaning vaziyatga mos qo‘llanishi orqali namoyon bo‘ladigan natija sifatida ko‘rishga imkon beradi. Konstruktivistik didaktika o‘quvchining ma’noni faol qurishi, oldingi tajribani yangi vazifalar bilan qayta tashkil etishi va ijtimoiy muloqot orqali bilish ufqini kengaytirishini metodik tamoyil sifatida belgilaydi [6]. Faoliyat nazariyasi esa kreativlikni subyektning maqsadga yo‘naltirilgan, vositalar bilan mediatsiyalashgan va ijtimoiy kontekstda amalga oshadigan faoliyati sifatida tahlil qilishni ta’minlaydi; bu yondashuv o‘quv vazifasining tuzilmasi, motivatsiya va refleksiyaning o‘rni hamda harakatlarning bosqichma-bosqich shakllanishini izohlashga xizmat qildi [4]. Ma’lumotlar bazasi sifatida 2015–2024 yillarda e’lon qilingan xalqaro va mintaqaviy tadqiqotlar, kompetensiyaviy ta’lim bo‘yicha me’yoriy-metodik manbalar hamda kreativlikni baholashga oid nazariy ishlanmalar tanlandi. Kontent-tahlil orqali kreativ kompetentlik komponentlari va pedagogik shart-sharoitlar kodlandi; taqqoshlash usuli bilan turli yondashuvlarning umumiy va farqli jihatlari ajratildi; didaktik modellashtirish yordamida bosqichlar, shakllar va usullar o‘rtasidagi mantiqiy bog‘lanishlar, kutiladigan natijalar hamda baholash mezonlari o‘zaro moslashtirildi. Taklif etilgan modelning pedagogik muvofiqligini tekshirish uchun fan metodistlari va tajribali o‘qituvchilar ishtirokida ekspert baholash elementlari qo‘llanib, mezonlarning aniqligi, amaliy tatbiq etilish imkoniyati va fanlararo moslashuvchanligi tahlil qilindi [2].

Results. Tadqiqot natijasida kreativ kompetentlik o‘quvchi faoliyatida uch blokning birligi sifatida didaktik tarzda tavsiflandi: kognitiv-operatsion blok (muammoni ko‘rish, faraz tuzish, variantlar ishlab chiqish, dalillash), affektiv-motivatsion blok (qiziqish, ichki motiv, noaniqlikka bardoshlilik, tashabbus) va ijtimoiy-kommunikativ blok (hamkorlik, g‘oyani taqdim etish, tanqidiy fikrni qabul qilish va qayta ishlash). Ushbu tuzilma asosida kreativ kompetentlikni rivojlantirish uch bosqichda kechishi konseptualizatsiya qilindi.

Birinchi, motivatsion-yo‘naltiruvchi bosqichda o‘quvchida ijodiy faoliyatga kirishish uchun ma’no va ehtiyoj shakllantiriladi, muammo vaziyati “tanish bilim”ni yetarli emasligini ko‘rsatadigan darajada tashkil etiladi, xavfsiz psixologik muhitda g‘oya bildirish normasi mustahkamlanadi. Bu bosqich uchun dars shakllari sifatida kontekstli kirish muhokamalari, hayotiy keyslar, vizual stimullar asosidagi savol-javoblar hamda qisqa g‘oya generatorlari mos deb topildi; usullar esa divergent fikrlashni qo‘zg‘atuvchi “alternativlar maydoni”, taxminiy javoblar banki, “nima bo‘lardi agar” tipidagi transformatsion savollar orqali ifodalandi. Baholash ko‘rsatkichlari jarayonga yo‘naltirilgan bo‘lib, tashabbus chastotasi, savol berish sifati, muammo qo‘yishdagi mustaqillik va g‘oya xilma-xilligi kabi indikatorlar bilan belgilandi.

Ikkinchi, operatsion-ijodiy bosqichda kreativ kompetentlikning “ishlov berish” mexanizmlari, ya’ni o‘quvchining g‘oyani konstruksiya qilish, sinash, dalillash va qayta ishlash ko‘nikmalari shakllantiriladi. Bu yerda asosiy natija original g‘oyaning o‘zi emas, balki g‘oyaning mantiqiy asoslanishi, sinovdan o‘tkazilishi va turli resurslar bilan boyitilishi sifatida belgilandi. Dars shakllari sifatida kichik guruhlarda loyiha va mini-tadqiqot, laboratoriya-amaliy mashg‘ulot, muammoli seminar hamda fanlararo integratsiyalashgan modul taklif qilindi. Usullar ichida muammoli ta’lim, dizayn fikrlash sikli, dalillash xaritalari, prototiplash va iterativ qayta ishlash, hamda “cheklovli ijod” texnikalari ajratildi. Ushbu bosqich uchun baholash mezonlari mahsulot va jarayonning qo‘shma bahosiga tayandi: yechimning mosligi va asoslanganligi, variantlar soni va sifatining muvozanati, tanlangan strategiyaning izchilligi, xatoni resursga aylantirish qobiliyati hamda jamoada rol taqsimoti samaradorligi.

Uchinchi, refleksiv-transformatsion bosqichda o‘quvchi o‘zining ijodiy tajribasini umumlashtiradi, strategiyalarini ongli ravishda tanlaydi va ularni yangi vaziyatlarga ko‘chira oladi. Bu bosqich natijasi sifatida metakognitiv boshqaruv, o‘z-o‘zini baholash va qayta rejalashtirish ko‘nikmalari, shuningdek, g‘oyani auditoriyaga mos taqdim etish va kritik fikrni konstruktiv qabul qilish kompetensiyalari belgilandi. Dars shakllari sifatida portfolioga asoslangan taqdimot, refleksiv yozuv, munozara va “tengdoshlar ekspertizasi” amaliyoti asoslandi. Usullar qatoriga rubrikalar bilan o‘zaro baholash, post-analiz, “muvaffaqiyatsizlikdan o‘rganish” refleksiyasi hamda transfer vazifalari kiritildi. Baholash indikatorlari o‘quvchining o‘z strategiyasini asoslab berishi, muqobil yondashuvlarni tan olishi, o‘z xulosalarini dalil bilan qo‘llashi, keyingi qadamlarni rejalashtirishi va yangi kontekstda yechim taklif qila olishida namoyon bo‘lishi qayd etildi. Umumiy natija sifatida bosqichlarning chiziqli emas, balki spiral xarakterga egaligi ham belgilandi: murakkab

vazifalarda o‘quvchi motivatsion bosqichga qaytishi, yangi vositalar o‘zlashtirgach operatsion bosqichni chuqurlashtirishi va refleksiya orqali kompetensiyani transformatsiya qilishi mumkin.

Discussion. Olingan natijalar kreativ kompetentlikni rivojlantirishni “ijodiy topshiriqlar ko‘paytirilsa, kreativlik ortadi” degan soddalashtirilgan tasavvurdan farqli ravishda, didaktik jihatdan boshqariladigan tizim sifatida ko‘rsatadi. Xalqaro tadqiqotlarda kreativlikni rivojlantirish uchun muammoli vaziyat, agentlik va metakognitsiya muhim omillar ekani qayd etiladi; taklif etilgan uch bosqichli model aynan shu omillarni darsning ichki mantiqiga joylashtirib, ularni baholash mezonlari bilan bog‘laydi [5; 6]. Rus ilmiy an’analarida faoliyatning bosqichma-bosqich tashkil etilishi va refleksiyaning rivojlantiruvchi roli alohida ta’kidlanadi; bizning modelda refleksiv-transformatsion bosqichning mustaqil ajratilishi va transfer vazifalari bilan mustahkamlanishi ushbu yondashuvni kompetensiyaviy natijaga yo‘naltiradi [4]. Mahalliy metodik adabiyotlarda innovatsion metodlar, loyiha va muammoli ta’limning afzalliklari ko‘rsatilgan bo‘lsa-da, ularning ko‘pincha “metodlar ro‘yxati” tarzida berilishi amaliyotda fragmentatsiyani keltirib chiqaradi; bu tadqiqotda esa shakl va usullar bosqichlar hamda baholash indikatorlari bilan bog‘liq holda tanlanishi zarurligi asoslandi [1; 2]. Shuningdek, kreativ kompetentlikni baholash masalasi ko‘pincha subyektivlik xavfi bilan tilga olinadi; rubrikalar, tengdoshlar ekspertizasi va portfolioga tayangan indikatorlar tizimi subyektivlikni kamaytirish, jarayonni shaffoflashtirish va o‘quvchining o‘z-o‘zini boshqaruvini kuchaytirish imkonini beradi. Modelning amaliy ahamiyati shundaki, u turli fanlarda moslashtiriladigan universal didaktik karkas sifatida ishlaydi: birinchi bosqichda muammo va motiv yaratish, ikkinchida g‘oyani ishlash mexanizmlarini qo‘llash, uchinchida esa refleksiya va transferni tashkil etish. Biroq tadqiqot cheklovlari mavjud: model nazariy modellashtirishga tayanadi va u turli hududlar, sinf yosh xususiyatlari hamda fanlar kesimida empirik sinovlar orqali yanada aniqlashtirilishi lozim. Kelgusida tadqiqotlar kreativ kompetentlik indikatorlarining psixometrik barqarorligini tekshirish, raqamli ta’lim muhitida hamkorlik va prototiplash vositalarining ta’sirini o‘lchash, shuningdek, o‘qituvchi kasbiy kompetensiyalarining model samaradorligiga ta’sirini tahlil qilish yo‘nalishlarida davom ettirilishi maqsadga muvofiq.

Conclusion. Tadqiqot o‘quvchilarda kreativ kompetentlikni rivojlantirish jarayonini bosqichli didaktik tizim sifatida asoslab berdi va uni motivatsion-yo‘naltiruvchi, operatsion-ijodiy hamda refleksiv-transformatsion bosqichlar orqali izohladi. Har bir bosqich uchun mos shakllar, usullar va baholash mezonlari o‘zaro bog‘langan holda belgilandi, bu esa kreativlikni dars jarayonida epizodik faollik emas, balki rejalashtiriladigan va monitoring qilinadigan kompetensiya sifatida boshqarish imkonini yaratadi. Taklif etilgan yondashuv o‘quv vazifalarini divergent va konvergent fikrlashning muvozanatiga tayangan holda loyihalash, hamkorlikdagi faoliyatni natijaga yo‘naltirish va refleksiya orqali transferni kuchaytirish zarurligini ko‘rsatdi. Natijalar fan metodikasi doirasida dars dizayni va baholash tizimini uyg‘unlashtirish orqali o‘quvchilarning ijodiy tajribasini barqaror kengaytirishga xizmat qiladi.

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O‘YIN TEXNOLOGIYALARINING JISMONIY TARBIYA DARSLARIDA QO‘LLANILISHI: O‘QUVCHILAR QIZIQISHINI OSHIRISHNING SAMARALI YO‘LI

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Annotatsiya. *Ushbu maqolada jismoniy tarbiya darslarida o‘yin texnologiyalarini qo‘llashning nazariy va amaliy jihatlari tahlil qilinadi. Zamonaviy ta’lim sharoitida o‘quvchilarni jismoniy faollikka jalb etish, ularda darsga nisbatan barqaror qiziqish, ichki motivatsiya, harakat ko‘nikmalari va ijtimoiy hamkorlikni rivojlantirish muhim vazifa hisoblanadi. Maqolada o‘yinli topshiriqlar, gamifikatsiya, kichik harakatli o‘yinlar, jamoaviy bellashuvlar va raqamli exergame elementlarining jismoniy tarbiya mashg‘ulotlariga integratsiyasi o‘quvchilarning ishtirok faolligi va dars samaradorligini oshirishda qanday xizmat qilishi yoritiladi. Shuningdek, o‘yin texnologiyalarining psixologik-pedagogik mexanizmlari, xususan, yangilik hissi, kompetentlikni boshdan kechirish, ijtimoiy aloqadorlik va muvaffaqiyatni his etish bilan bog‘liq omillar tahlil qilinadi. Tadqiqotlar tahlili shuni ko‘rsatadiki, to‘g‘ri tashkil etilgan o‘yinli muhit jismoniy tarbiya darslarini o‘quvchilar uchun qiziqarli, emotsional jihatdan boy va pedagogik maqsadlarga yo‘naltirilgan faoliyatga aylantiradi. Maqolada o‘yin texnologiyalarini qo‘llash bo‘yicha metodik tavsiyalar ham ishlab chiqilgan.*

Kalit so‘zlar: *jismoniy tarbiya, o‘yin texnologiyalari, gamifikatsiya, motivatsiya, qiziqish, exergame, o‘quvchi faolligi, kompetentlik, jismoniy savodxonlik, ta’lim samaradorligi.*

ПРИМЕНЕНИЕ ИГРОВЫХ ТЕХНОЛОГИЙ НА УРОКАХ ФИЗИЧЕСКОЙ КУЛЬТУРЫ: ЭФФЕКТИВНЫЙ СПОСОБ ПОВЫШЕНИЯ ИНТЕРЕСА УЧАЩИХСЯ

Аннотация: *В данной статье анализируются теоретические и практические аспекты применения игровых технологий на уроках физической культуры. В современных образовательных условиях важной задачей является привлечение учащихся к физической активности, развитие у них устойчивого интереса к уроку, внутренней мотивации, двигательных навыков и навыков социального взаимодействия. В статье освещается, как интеграция игровых заданий, геймификации, подвижных игр малой интенсивности, командных соревнований и элементов цифрового экзергейминга (exergame) способствует повышению вовлеченности учащихся и эффективности уроков. Также анализируются психолого-педагогические механизмы игровых технологий, в частности факторы, связанные с ощущением новизны, чувством компетентности, социальной вовлеченностью и переживанием успеха. Анализ исследований показывает, что правильно организованная игровая среда превращает уроки физической культуры в интересную, эмоционально насыщенную и педагогически ориентированную деятельность. В статье также разработаны методические рекомендации по применению игровых технологий.*

Ключевые слова: *физическая культура, игровые технологии, геймификация, мотивация, интерес, экзергейминг (exergame), активность учащихся, компетентность, физическая грамотность, эффективность обучения.*

APPLICATION OF GAME TECHNOLOGIES IN PHYSICAL EDUCATION CLASSES: AN EFFECTIVE WAY TO INCREASE STUDENT INTEREST

Abstract: *This article analyzes the theoretical and practical aspects of using game technologies in physical education classes. In modern educational conditions, a key task is to engage students in physical activity, fostering a sustained interest in the lesson, intrinsic motivation, movement skills, and social collaboration. The article highlights how the integration of game-based tasks, gamification, low-intensity active games, team competitions, and digital exergame elements serves to increase student participation and lesson effectiveness. Furthermore, the psycho-pedagogical mechanisms of game technologies are analyzed, particularly factors related to the sense of novelty, the experience of competence, social connectedness, and the feeling of success. Analysis of research indicates that a well-organized game environment transforms physical education classes into an interesting, emotionally rich, and pedagogically targeted activity. The article also develops methodological recommendations for the application of game technologies.*

Keywords: *physical education, game technologies, gamification, motivation, interest, exergame, student engagement, competence, physical literacy, educational effectiveness.*

Jismoniy tarbiya darslari maktab ta'limining boshqa fanlaridan o'zining harakatga, emotsional holatga va jamoaviy o'zaro ta'sirga tayanishi bilan farq qiladi. Shu sababli bu darslarda o'quvchining faqat buyruqni bajaruvchi subyekt bo'lib qolishi emas, balki faol ishtirokchi, tashabbuskor va o'z harakatidan zavq oluvchi shaxs sifatida namoyon bo'lishi muhimdir. Jahon sog'liqni saqlash tashkiloti bolalar va o'smirlar uchun muntazam jismoniy faollik sog'liq, psixik farovonlik va funksional rivojlanish uchun zarurligini ta'kidlaydi; shu bilan birga maktab bu odatlarni shakllantiruvchi eng muhim ijtimoiy muhitlardan biri sifatida ko'riladi [1]. UNESCOning sifatli jismoniy tarbiya bo'yicha zamonaviy tavsiyalarida ham jismoniy tarbiya faqat normativ mashqlar tizimi emas, balki motivatsiya, ishtirok, teng imkoniyat va umrbod faol turmush tarzini qo'llab-quvvatlovchi ta'limiy maydon sifatida talqin etiladi [2]. Demak, jismoniy tarbiya darslarida o'quvchilar qiziqishini oshirish masalasi faqat darsni "qiziqarli qilish" bilan cheklanmaydi; u sog'lom turmushga oid qadriyatlar, jismoniy savodxonlik va mustaqil faollikning poydevorini yaratish bilan bevosita bog'liq.

An'anaviy jismoniy tarbiya amaliyotida dars ko'pincha saf mashqlari, me'yoriy topshiriqlar va bir xil takrorlanuvchi harakatlarga asoslanadi. Bunday yondashuv ayrim o'quvchilarda intizomni shakllantirishi mumkin, ammo hamma o'quvchilarda bir xil darajada qiziqish uyg'otmaydi. Ayniqsa, jismoniy tayyorgarligi turlicha, tortinchoq, o'ziga ishonchi past yoki sportga moyilligi yetarli bo'lmagan o'quvchilar uchun bir xil standart topshiriqlar darsdan begonalashuv, muvaffaqiyatsizlik hissi va ichki motivatsiyaning pasayishiga olib kelishi ehtimoli yuqori. Jismoniy tarbiya bo'yicha zamonaviy tadqiqotlarda motivatsiyaning davomiyligini ta'minlash uchun o'quvchi o'zini kompetent his qilishi, tanlov imkoniyatiga ega bo'lishi, sinfdoshlar bilan ijobiy aloqadorlikni boshdan kechirishi va darsda yangilik elementini sezishi kerakligi qayd etiladi [3], [4]. Shu nuqtai nazardan o'yin texnologiyalari jismoniy tarbiya darslari mazmunini o'zgartirmasdan turib, uni o'quvchi psixologiyasiga yaqin, tabiiy va ichki rag'batlantiruvchi faoliyat shakliga aylantiradi.

O'yin texnologiyasi deganda dars maqsadiga mos ravishda o'yin qoidalari, rollar, bellashuv, topshiriq, mukofot, bosqichma-bosqich murakkablashuv, jamoaviy hamkorlik va refleksiya elementlaridan pedagogik maqsadda foydalanish tushuniladi. Bu yerda "o'yin" tushunchasi faqat bo'sh vaqtni o'tkazish vositasi emas, balki o'quv maqsadini hissiy va faol tajriba orqali o'zlashtirish mexanizmi sifatida namoyon bo'ladi. Jismoniy tarbiya sharoitida o'yin texnologiyalari kichik harakatli o'yinlar, estafetalar, situatsion sport o'yinlari, stansiyalar bo'yicha topshiriqlar, sarguzashtli mashqlar, reyting va badge tizimlari, jamoa missiyalari hamda raqamli exergame vositalari shaklida qo'llanishi mumkin. So'nggi yillardagi sharh tadqiqotlari jismoniy tarbiya jarayonida gamifikatsiya va game-based learning o'quvchilar motivatsiyasi, ishtiroki va darsga sodiqligini oshirishini ko'rsatmoqda [5], [6]. 2025 yilda e'lon qilingan tadqiqotda ham jismoniy tarbiya darslariga o'yin asosidagi yondashuv kiritilganda o'quvchilar motivatsiyasi va o'quv natijalari ijobiy tomonga siljishi aniqlangan [7].

O'yin texnologiyalarining samaradorligini tushuntirishda self-determination theory, ya'ni o'z-o'zini belgilash nazariyasi muhim nazariy asos bo'lib xizmat qiladi. Mazkur yondashuvga ko'ra, insonning barqaror ichki motivatsiyasi uchta asosiy psixologik ehtiyoj – avtonomiya, kompetentlik va aloqadorlik – qondirilganda kuchayadi. Jismoniy tarbiya bo'yicha sifat tahlillari o'quvchilarning darsdan qoniqishi va ishtiroki aynan shu ehtiyojlar bilan bog'liqligini ko'rsatgan [3]. Boshqa tadqiqotlar esa jismoniy tarbiya darslarida yangilik hissi ham muhim ekanini, ayniqsa kompetentlik va avtonom motivatsiya o'quvchining kelajakda jismoniy faol bo'lish niyatini kuchaytirishini aniqlagan [4]. O'yin texnologiyalari bu ehtiyojlarning barchasini tabiiy ravishda ta'minlay oladi: o'quvchi topshiriqni "mashq" sifatida emas, "vazifa" yoki "missiya" sifatida qabul qiladi; muvaffaqiyatni kichik bosqichlarda boshdan kechiradi; jamoada o'z rolini his qiladi; natijani qiziqarli shaklda ko'radi. Demak, o'yinli muhit ichki motivatsiyani tashqi majburiylikdan ko'ra samaraliroq qo'llab-quvvatlaydi.

Jismoniy tarbiya darslarida qiziqishni oshirishning eng kuchli yo'llaridan biri – harakatni maqsadli syujetga joylashtirishdir. Masalan, oddiy yugurish topshirig'i "marra uchun yugurish" shaklida berilganda uning emotsional ta'siri bir xil bo'ladi, biroq u "xazina topish estafetasi", "jamoani qutqarish missiyasi", "stansiyalarni bosib o'tish" yoki "energiya yig'ish" kabi syujetli vazifa bilan birlashtirilganda o'quvchi e'tibori charchoqdan ko'ra maqsadga qaratiladi. Bu pedagogik jihatdan juda muhim: o'quvchi mashqni qanchalik zavq bilan bajarsa, darsga qayta kirishishi, faol qatnashishi va ijobiy emotsional xotira hosil qilishi shunchalik oson bo'ladi. UNESCOning sifatli jismoniy tarbiya bo'yicha tavsiyalarida ham jismoniy tarbiya darslari qamrovli, ishtirokni rag'batlantiruvchi va o'quvchining o'z tajribasini qadrlovchi bo'lishi kerakligi qayd etiladi [2]. Shu ma'noda o'yin texnologiyasi dars mazmunini soddalashtirmaydi, aksincha, uni didaktik jihatdan kuchaytiradi.

O'yin texnologiyalarining yana bir afzalligi – differensial yondashuv imkoniyatidir. Jismoniy tarbiya darslarida sinf tarkibi doimo heterogen bo'ladi: ayrim o'quvchilar tez, kuchli va tashabbuskor; boshqalari esa sekinroq, uyalchan

yoki jismoniy tayyorgarligi nisbatan past bo‘lishi mumkin. Agar dars faqat yakuniy natija – kim tez, kim baland, kim ko‘p – mezoniga qurilsa, kuchli o‘quvchilar yetakchilik qiladi, qolganlar esa chekkada qolib ketadi. O‘yin texnologiyasida esa turli rollar, bosqichli topshiriqlar, bonus imkoniyatlari, jamoa ichidagi vazifalar va ko‘p mezonli baholash orqali har bir o‘quvchiga muvaffaqiyat maydoni yaratish mumkin. Masalan, bir o‘quvchi tez yuguruvchi bo‘lsa, boshqasi nishonga aniq uruvchi, uchinchisi jamoani boshqaruvchi, to‘rtinchisi esa qoidani to‘g‘ri eslab qoluvchi bo‘lishi mumkin. Natijada dars “eng kuchlilar maydoni” emas, “hamma ishtirok etadigan maydon”ga aylanadi. Bunday yondashuv o‘quvchilarda o‘ziga ishonch, o‘zaro hurmat va sport madaniyatini shakllantiradi.

Tadqiqotlar o‘yinli jismoniy tarbiya dasturlarining zavq va qoniqish ko‘rsatkichlariga ijobiy ta’sirini ham tasdiqlaydi. Bolalar va o‘smirlarda jismoniy tarbiya o‘yinlari ta’sirini o‘rgangan tizimli sharh va meta-tahlilda ayniqsa 12 yoshgacha bo‘lganlarda, kamida 30 daqiqalik, haftasiga 1–3 marotaba va 3 haftadan ortiq davom etgan dasturlarda zavq va jalb etilish darajasi sezilarli yaxshiroq bo‘lgani ko‘rsatildi [6]. Bu xulosa maktab amaliyoti uchun muhim: o‘yin texnologiyasi tasodifiy epizod emas, balki maqsadli va muntazam tashkil etilganda ancha samarali bo‘ladi. Demak, darsning bir qismida o‘yin qo‘llash yetarli emas; o‘yinli yondashuv o‘quv mavzusi, yuklama, baholash va refleksiya bilan uzviy bog‘lanishi zarur. Jismoniy tarbiya darslarida o‘yin texnologiyalarining zamonaviy ko‘rinishlaridan biri – exergame, ya’ni harakat bilan boshqariladigan raqamli o‘yinlardan foydalanishdir. Bu usul, ayniqsa, raqamli muhitga qiziqishi yuqori bo‘lgan bugungi o‘quvchilar uchun jozibador vosita bo‘la oladi. Tadqiqotlar exergamening jismoniy tarbiya ta’limidagi ayrim ko‘rsatkichlarni yaxshilashini ko‘rsatadi. 2024 yilgi meta-tahlilda exergameler o‘quvchilarning jismoniy tarbiya bo‘yicha natijalarini o‘rtacha ijobiy effekt bilan oshirgani aniqlangan [8]. Ilgari olib borilgan tadqiqotda ham exergaming boshlang‘ich sinf o‘quvchilarining jismoniy faolligi va qiziqishiga ijobiy ta’sir ko‘rsatgani qayd etilgan [9]. Biroq exergame an’anaviy darsning to‘liq o‘rnini bosmaydi; u ko‘proq qo‘shimcha vosita, motivatsion ko‘prik va harakatni raqamli madaniyat bilan bog‘lovchi shakl sifatida qiymatlidir. Agar texnologiya pedagogik maqsadsiz qo‘llansa, u qisqa muddatli taassurot berishi, ammo chuqur o‘quv natijasini ta’minlamasligi mumkin. Shuning uchun raqamli o‘yinlar ham metodik me’yor asosida tanlanishi lozim.

O‘yin texnologiyalari nafaqat qiziqishni oshiradi, balki jismoniy savodxonlikni rivojlantirishga ham xizmat qiladi. Jismoniy savodxonlik tushunchasi harakat kompetensiyasi, motivatsiya, ishonch, bilim va jismoniy faol hayotga tayyorlikni o‘z ichiga oladi. Meta-tahlil natijalarida jismoniy savodxonlikka qaratilgan aralashuvlar jismoniy faollik xulqi, motivatsiya va o‘ziga ishonch ko‘rsatkichlarini yaxshilashi ko‘rsatilgan [10]. Demak, o‘yinli jismoniy tarbiya faqat bir martalik emotsional ko‘tarinkilik emas, balki o‘quvchining “men harakat qila olaman”, “jismoniy faoliyat men uchun qiziqarli” degan ichki e’tiqodini shakllantiruvchi uzoq muddatli omildir. Bu esa maktabdan tashqarida ham jismoniy faol turmush tarziga o‘tish uchun psixologik asos yaratadi.

Shu o‘rinda o‘yin texnologiyalarini qo‘llashning ayrim metodik tamoyillarini ajratib ko‘rsatish lozim. Birinchidan, o‘yin maqsadga bo‘ysunishi kerak. Agar dars mavzusi tezkorlikni rivojlantirish bo‘lsa, o‘yin syujeti aynan tezkor qaror qabul qilish va qisqa masofali harakatga yo‘naltirilishi kerak; agar koordinatsiya maqsad bo‘lsa, topshiriq muvozanat, nishonga yo‘naltirish yoki yo‘nalishni tez o‘zgartirishni talab etishi kerak. Ikkinchidan, qoidalar sodda, lekin mazmunli bo‘lishi zarur. Juda murakkab qoidalar vaqtni oladi, dars ritmini buzadi va ayrim o‘quvchilarda chalkashlik uyg‘otadi. Uchinchi tamoyil – adolatli ishtirok. Har bir o‘quvchi harakat qilish, rol bajarish va natijaga hissa qo‘shish imkoniga ega bo‘lishi kerak. To‘rtinchidan, baholash faqat g‘alabaga emas, intilish, hamkorlik, intizom, ijodkorlik va individual o‘sishga ham tayanishi lozim. Beshinchidan, refleksiya zarur: dars oxirida “qaysi topshiriq qiziqarli bo‘ldi?”, “nima qiyin bo‘ldi?”, “jamoaviy ishlashda nimalarni o‘rganding?” kabi savollar berish o‘quvchi tajribasini mustahkamlaydi.

Amaliyotda o‘yin texnologiyalarini darsning barcha bosqichlariga integratsiya qilish mumkin. Kirish qismida qizdirish mashqlari “reaksiya signali”, “rangga qarab harakat”, “kapitan ortidan” kabi qisqa o‘yinlar bilan berilsa, o‘quvchilar darsga tez kirishadi. Asosiy qismda yangi harakat ko‘nikmasi estafeta, nishonli topshiriq, juftlikdagi sinov yoki jamoaviy missiya orqali mustahkamlanadi. Yakuniy qismda esa tinchlantiruvchi o‘yin, qisqa refleksiya yoki jamoaviy natijani tahlil qilish qo‘llanadi. Bunday tuzilma o‘quvchilarning diqqati pasayib ketishini kamaytiradi va darsning tabiiy emotsional dinamikasini ta’minlaydi. Ayniqsa, o‘rta sinf o‘quvchilarida bellashuv unsuri, kichik yoshdagilarda esa syujet va rol o‘ynash elementi kuchli motivatsion ta’sir ko‘rsatadi. Shu bois bir xil o‘yin texnologiyasini barcha yosh guruhlariga bir xil qo‘llash emas, balki yosh psixologiyasi va harakat ehtiyojlariga moslashtirish muhimdir.

Biroq o‘yin texnologiyalarini mutlaq ideal vosita deb qarash ham to‘g‘ri emas. Birinchidan, haddan tashqari raqobat ayrim o‘quvchilarda stress, mag‘lubiyatdan qo‘rquv yoki kuchsizlarga nisbatan mensimaslik kayfiyatini tug‘dirishi mumkin. Ikkinchidan, o‘yin shakliga berilib ketish natijasida o‘quv maqsadi yo‘qolib qolishi xavfi bor. Uchinchidan, vaqtni noto‘g‘ri rejalashtirish dars intizomiga salbiy ta’sir etishi mumkin. To‘rtinchidan, ayrim o‘qituvchilar o‘yin texnologiyasini “shovqinli faoliyat” bilan tenglashtirib, uni chuqur metodik tizim sifatida emas, faqat bo‘shashish vositasi sifatida qabul qilishi mumkin. Shu sababli o‘yin texnologiyasi o‘qituvchidan yuqori darajadagi didaktik tafakkur, vaziyatni boshqarish, xavfsizlikni nazorat qilish va o‘quv maqsadlarini aniq belgilashni talab qiladi. UNESCO

hisobotlarida ham jismoniy tarbiya sifati ko‘p jihatdan o‘qituvchi tayyorgarligi, metodik resurslar va inklyuziv yondashuv bilan belgilanadi [2].

Fikrimcha, jismoniy tarbiya darslarida o‘yin texnologiyalaridan foydalanish ayniqsa uch holatda eng samarali natija beradi. Birinchi holat – darsga nisbatan sust qiziqish kuzatiladigan sinflarda. Bunday sinflarda o‘yinli yondashuv o‘quvchini faoliyatga kirishishga majbur qilmaydi, balki jalb etadi. Ikkinchi holat – yangi harakat ko‘nikmasini o‘rgatishda. O‘yin vositasida takroriy mashq zerikarli bo‘lmaydi, ko‘nikma esa tabiiy vaziyatda shakllanadi. Uchinchi holat – sinf jamoasida hamkorlik va ijobiy psixologik muhitni kuchaytirishda. Jamoa maqsadiga yo‘naltirilgan o‘yinlar o‘quvchilarni bir-birini qo‘llab-quvvatlashga o‘rgatadi. Bu jihatlar bugungi maktab ta’limida juda dolzarb, chunki zamonaviy o‘quvchi ko‘proq interaktivlik, tezkor fikr almashish, natijaning ko‘rinib turishi va o‘z tajribasining qadrlanishini kutadi.

Shu asosda jismoniy tarbiya o‘qituvchilari uchun bir necha amaliy takliflarni ilgari surish mumkin. Avvalo, har bir chorak uchun o‘yin texnologiyalaridan foydalanish xaritasi tuzish zarur: qaysi mavzuda qaysi o‘yin shakli, qaysi yoshda qaysi motivator, qaysi baholash mezoni qo‘llanishi oldindan belgilanadi. Ikkinchidan, darsda “hamma g‘olib bo‘ladigan” elementlar bilan “mehnat qilgan yutadigan” elementlar muvozanatda bo‘lishi kerak. Uchinchidan, o‘yin topshiriqlari minimal inventar bilan ham tashkil etilishi mumkin bo‘lgan variantlarda ishlab chiqilishi maqsadga muvofiq. To‘rtinchidan, exergame va raqamli vositalar bo‘lsa, ulardan motivatsion qo‘shimcha sifatida foydalanish, ammo asosiy e’tiborni real harakat va jamoaviy tajribaga qaratish lozim. Beshinchidan, har darsdan keyin o‘qituvchi qaysi o‘yin o‘quvchilarni ko‘proq jalb qilgani, qaysi qoida qiyinchilik tug‘dirgani va qaysi usul individual farqlarni hisobga olgani haqida qisqa tahlil yuritishi kerak. Ana shunda o‘yin texnologiyasi tasodifiy emas, tizimli innovatsiyaga aylanadi.

Xulosa qilib aytganda, jismoniy tarbiya darslarida o‘yin texnologiyalarini qo‘llash o‘quvchilar qiziqishini oshirishning samarali yo‘li hisoblanadi. Uning samaradorligi shundaki, u darsni hissiy jihatdan jozibador qiladi, ichki motivatsiyani kuchaytiradi, har bir o‘quvchi uchun muvaffaqiyat holatini yaratadi, hamkorlikni rivojlantiradi va jismoniy faoliyatga nisbatan ijobiy munosabatni shakllantiradi. Ilmiy tadqiqotlar o‘yinli va gamifikatsiyalashgan yondashuvlar motivatsiya, zavq, ishtirok va ayrim hollarda o‘quv natijalarini yaxshilashini ko‘rsatmoqda [3], [4], [5], [6], [7], [8], [10]. Demak, jismoniy tarbiya darslarini zamonaviylashtirishda o‘yin texnologiyasi qo‘shimcha emas, balki pedagogik jihatdan asoslangan strategik vosita sifatida ko‘rilishi kerak. Eng muhimi, o‘yin texnologiyasi darsni shunchaki quvnoq qilmaydi; u o‘quvchini jismoniy faollikni qadrlaydigan, harakatdan zavq oladigan va sog‘lom turmushga ongli ravishda intiladigan shaxs sifatida tarbiyalashga xizmat qiladi.

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YOSH KURASHCHILARNING MASHG‘ULOTLARIDA MAXSUS JISMONIY SIFATLARNI RIVOJLANTIRISH USLUBIYATI

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Annotatsiya: *Ushbu maqolada yosh kurashchilarning maxsus jismoniy sifatlarini rivojlantirishning zamonaviy uslubiy yondashuvlari, maxsus mashqlarni qo‘llash asosida mashg‘ulot jarayonini optimallashtirish masalalari yoritilgan. Tadqiqotda maxsus tezkorlik, kuch, chidamlilik va koordinatsion qobiliyatlarni rivojlantirishga yo‘naltirilgan metodika ishlab chiqilgan hamda uning samaradorligi tajriba-sinov ishlari asosida asoslangan*

Kalit so‘zlar: *kurash, maxsus jismoniy tayyorgarlik, maxsus mashqlar, mashg‘ulot metodikasi, yosh sportchilar.*

МЕТОДИКА РАЗВИТИЯ СПЕЦИАЛЬНЫХ ФИЗИЧЕСКИХ КАЧЕСТВ У ЮНЫХ БОРЦОВ В ТРЕНИРОВОЧНОМ ПРОЦЕССЕ

Аннотация: *В данной статье рассматриваются современные методические подходы к развитию специальных физических качеств у юных борцов, а также вопросы оптимизации тренировочного процесса на основе применения специальных упражнений. В исследовании разработана методика, направленная на развитие специальных скоростных, силовых, выносливостных и координационных способностей, а также обоснована её эффективность на основе экспериментально-исследовательских работ.*

Ключевые слова: *борьба, специальная физическая подготовка, специальные упражнения, методика тренировок, юные спортсмены.*

METHODOLOGY FOR DEVELOPING SPECIAL PHYSICAL QUALITIES IN YOUNG WRESTLERS DURING THE TRAINING PROCESS

Abstract: *This article examines modern methodological approaches to the development of special physical qualities in young wrestlers, as well as issues of optimizing the training process based on the use of special exercises. The study developed a methodology aimed at improving special speed, strength, endurance, and coordination abilities, and its effectiveness was substantiated through experimental research.*

Keywords: *wrestling, special physical training, special exercises, training methodology, young athletes.*

Kirish. Mamlakatimizda jismoniy tarbiya va sportni rivojlantirish, ayniqsa milliy sport turlarini qo‘llab-quvvatlash davlat siyosatining ustuvor yo‘nalishlaridan biri sifatida belgilangan. Xususan, O‘zbekiston Respublikasi Prezidentining 2020-yil 4-noyabrdagi PQ-4881-sonli “Kurash milliy sport turini rivojlantirish va uning xalqaro nufuzini yanada oshirish chora-tadbirlari to‘g‘risida” Qarori, asosida milliy kurash sport turini ommalashtirish, yoshlar o‘rtasida keng joriy etish va sport zaxirasini sifatli tayyorlashga alohida e’tibor qaratilmoqda. Ushbu normativ-huquqiy hujjatlarda sportchilarning tayyorgarlik tizimini ilmiy asosda takomillashtirish, mashg‘ulot jarayoniga zamonaviy pedagogik texnologiyalarni joriy etish muhim vazifa sifatida belgilangan.

Adabiyotlar tahlili shuni ko‘rsatadiki, kurash sportida maxsus jismoniy tayyorgarlikni rivojlantirish muammosi ko‘plab mahalliy va xorijiy olimlar tomonidan o‘rganilgan bo‘lib, ular sportchilarning kuch, tezkorlik, chidamlilik va koordinatsion qobiliyatlarini oshirishga qaratilgan turli metodik yondashuvlarni taklif etganlar.

Xususan, A.A. Kerimov kurashchilarning maxsus jismoniy tayyorgarligini rivojlantirishda mashg‘ulot yuklamalarini bosqichma-bosqich oshirish va texnik harakatlarni ko‘p marotaba takrorlash asosiy omil ekanligini ta’kidlaydi [1;77-b.]. B.R. Rasulov esa maxsus jismoniy sifatlarni rivojlantirishda kompleks mashqlar tizimini qo‘llash sportchilarning musobaqa faoliyatiga tez moslashishini ta’minlashini ilmiy asoslab bergan [2;41-b.].

Xorijiy tadqiqotlarda ham kurash va unga yaqin sport turlarida maxsus jismoniy tayyorgarlikni rivojlantirishga katta e’tibor qaratilgan. Jumladan, G. Bompa sport tayyorgarligida periodizatsiya tamoyillarini qo‘llash orqali kuch va chidamlilikni bosqichma-bosqich rivojlantirish samarali ekanligini ko‘rsatadi [3;112-b.]. L. Platonov esa yuqori malakali

sportchilarda maxsus jismoniy sifatlarni rivojlantirishda individual yondashuv va yuklama nazoratining muhimligini ta’kidlaydi [4;89-b.].

Shuningdek, kurashga yaqin sport turlarida olib borilgan tadqiqotlarda (dzyudo, sambo, erkin kurash) maxsus jismoniy tayyorgarlikni rivojlantirishda interval mashqlar, aylanma mashg‘ulotlar hamda o‘zgaruvchan sharoitda bajariladigan texnik mashqlar samarali vosita sifatida qo‘llanilishi qayd etilgan [5;56-b.].

Mahalliy ilmiy manbalarda yosh kurashchilarning tayyorgarlik jarayonida maxsus jismoniy sifatlarni rivojlantirishda mashg‘ulot vositalarini integratsiyalash, texnik va jismoniy tayyorgarlikni uyg‘unlashtirish zarurligi alohida ta’kidlangan [6;33-b.]. Bundan tashqari, ayrim tadqiqotlarda variativ sharoitlarda bajariladigan mashqlar sportchilarning tezkor qaror qabul qilish qobiliyatini rivojlantirishi isbotlangan [7;61-b.].

Umuman olganda, mavjud adabiyotlar tahlili shuni ko‘rsatadiki, maxsus jismoniy tayyorgarlikni rivojlantirish bo‘yicha ko‘plab ilmiy izlanishlar mavjud bo‘lsa-da, yosh kurashchilarda maxsus mashqlarni bosqichma-bosqich va tizimli qo‘llash orqali kompleks rivojlantirish masalasi yetarli darajada o‘rganilmagan.

Tadqiqotning maqsadi yosh kurashchilarning mashg‘ulotlarida maxsus jismoniy sifatlarni rivojlantirishga yo‘naltirilgan uslubiyatni ishlab chiqish va uning samaradorligini asoslash.

Tadqiqotning tashkil etish usullari. Tadqiqot jarayonida ilmiy-metodik adabiyotlarni tahlil qilish, pedagogik kuzatuv, test sinovlari, tajriba-sinov ishlari hamda matematik-statistik tahlil usullaridan foydalanildi. Tadqiqot Namangan va Qashqadaryo viloyatlaridagi sport maktablarida 10-13 yoshli kurashchilar ishtirokida olib borildi. Quyida adabiyotlar tahlili va kuzatuvlar natijasi aniqlangan muammolarni bartaraf etish bo‘yicha maxsus jismoniy tayyorgarlikni oshiriga qaratilgan mashg‘ulot uslubiyati yoritilgan (1-jadvalga qarang).

1-jadval

Yosh kurashchilarning maxsus jismoniy tayyorgarligini oshirishga qaratilgan mashg‘ulot uslubiyati

T/r	Jismoniy sifat	Mashqlar mazmuni	Yuklama parametrlari	Metodik yo‘nalish
1	Kuch	Turnikda tortilish, qo‘llarda bukib-yozish (yerda), sherikni ko‘tarish va tashlash imitatsiyasi	3-4 seriya, 8-12 takror, dam 60-90 s	Tana vazni va sherik qarshiligida bajarish
2	Tezkorlik	10-20 m tez yugurish, startdan portlovchi chiqish, signal bo‘yicha harakat reaksiyasi	6-8 takror, dam 30-45 s	Maksimal tezlikda qisqa intervallar
3	Chidamlilik	Aylanma mashg‘ulot (push-up, squat, burpee, plank), 3-5 daqiqalik kurash imitatsiyasi	3-5 aylanish, dam 1-2 daqiqa	Uzluksiz yuklama va interval almashinuvi
4	Koordinatsiya	Muvozanatli holatda usullarni bajarish, bir oyoqda turib harakatlar, sherik bilan kombinatsiyalar	6-10 takror	Murakkab harakatlar ketma-ketligi
5	Maxsus tezlik-kuch	Rezina tasma bilan tortish, portlovchi tashlash imitatsiyasi, zarba va ushlab olish kombinatsiyasi	4-6 seriya, 6-10 takror	Qarshilik ostida tez bajarish
6	Moslashuvchanlik	Bo‘g‘imlar uchun cho‘zilish mashqlari, dinamik va statik egilishlar	8-12 daqiqa	Mashg‘ulot oxirida tiklash rejimi

Natijalar va muhokama. Mazkur mashqlar kompleksi yosh kurashchilarda maxsus jismoniy sifatlarni kompleks rivojlantirishga yo‘naltirilgan bo‘lib, u kuch, tezkorlik, chidamlilik, koordinatsiya va tezlik-kuch sifatlarini bir tizimda shakllantirish imkonini beradi. Mashqlar yuklamasi yosh xususiyatlariga mos holda tanlangan va bosqichma-bosqich oshirib borish tamoyiliga asoslangan metodikaning samaradorligi quyda keltirilgan (2-jadvalga qarang).

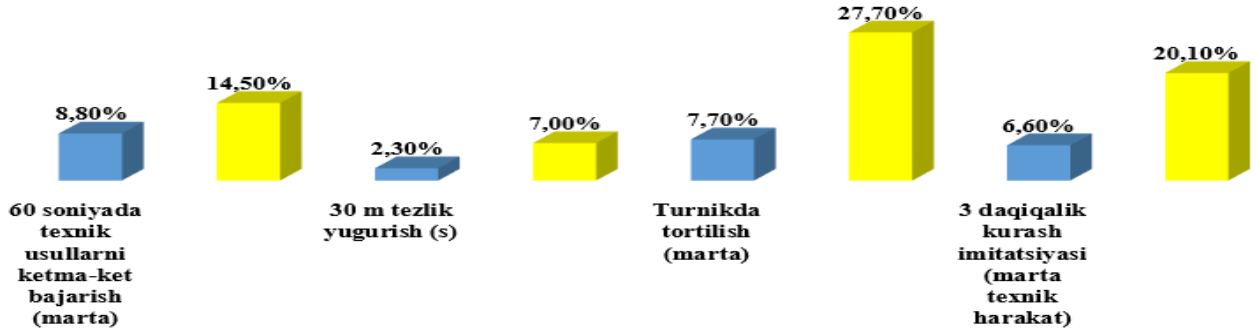
2-jadval

Yosh kurashchilarning maxsus jismoniy tayyorgarligi ko‘rsatkichlari (n=48)

T/r	Test sinovi	Guruh	TB ($\bar{x} \pm \sigma$)	TO ($\bar{x} \pm \sigma$)	Nisbiy o‘sish (%)	t	P
1	60 soniyada texnik usullarni ketma-ket bajarish (marta)	N	18,2 ± 1,3	19,8 ± 1,5	8,8 %	1,54	P > 0,05
		T	17,9 ± 1,2	21,9 ± 1,4	14,5 %	2,62	P < 0,05
2	30 m tezlik yugurish (s)	N	6,12 ± 0,18	5,98 ± 0,16	2,3 %	1,48	P > 0,05
		T	6,15 ± 0,17	5,72 ± 0,14	7,0 %	2,71	P < 0,05

3	Turnikda tortilish (marta)	N	10,4 ± 1,1	11,2 ± 1,2	7,7 %	1,49	P > 0,05
		T	10,1 ± 1,0	12,9 ± 1,1	27,7 %	2,58	P < 0,05
4	3 daqiqalik kurash imitatsiyasi (marta texnik harakat)	N	22,6 ± 2,0	24,1 ± 2,1	6,6 %	1,51	P > 0,05
		T	22,3 ± 1,9	26,8 ± 2,0	20,1 %	2,66	P < 0,05

Tadqiqot davomida 60 soniya ichida texnik usullarni ketma-ket bajarish testi bo‘yicha nazorat guruhi (N)da boshlang‘ich ko‘rsatkich 18,2 ± 1,3 martani tashkil etgan bo‘lsa, tajriba yakunida bu natija 19,8 ± 1,5 martagacha oshgan. Nisbiy o‘sish 8,8 % ni tashkil etib, bu o‘zgarish statistik jihatdan ishonchli emas (t = 1,54; P > 0,05). Tajriba guruhi (T)da esa ushbu ko‘rsatkich 17,9 ± 1,2 martadan 21,9 ± 1,4 martagacha oshib, 14,5 % lik sezilarli o‘sish qayd etildi va bu farq statistik jihatdan ishonchli hisoblanadi (t = 2,62; P < 0,05). Bu holat taklif etilgan mashg‘ulot uslubiyatining texnik tezlik va aniqlikni oshirishda samarali ekanligini ko‘rsatadi (1-rasmga qarang).



1-rasm. Yosh kurashchilarning maxsus jismoniy tayyorgarligining o‘sish dimamikasi

Xulosa. Umumiy tahlil shuni ko‘rsatadiki, nazorat guruhida barcha ko‘rsatkichlar tabiiy rivojlanish hisobiga kichik o‘sish bilan cheklangan bo‘lsa, tajriba guruhida maxsus ishlab chiqilgan mashg‘ulot uslubiyati asosida barcha testlarda sezilarli va statistik ishonchli ijobiy o‘zgarishlar kuzatildi (P < 0,05). Bu esa taklif etilgan metodikaning yosh kurashchilarning maxsus jismoniy tayyorgarligini rivojlantirishda samarali ekanligini tasdiqlaydi.

30 metrga tezlik yugurish testida ham shunga o‘xshash tendensiya kuzatildi. Nazorat guruhida vaqt ko‘rsatkichi 6,12 ± 0,18 soniyadan 5,98 ± 0,16 soniyagacha yaxshilangan bo‘lib, 2,3 % lik o‘sish statistik jihatdan ishonchsiz (t = 1,48; P > 0,05). Tajriba guruhida esa natija 6,15 ± 0,17 soniyadan 5,72 ± 0,14 soniyagacha yaxshilanib, 7,0 % lik sezilarli ijobiy o‘zgarish qayd etildi (t = 2,71; P < 0,05). Bu esa maxsus mashqlar tezkorlik sifatini samarali rivojlantirganini bildiradi.

Turnikda tortilish testida nazorat guruhi 10,4 ± 1,1 martadan 11,2 ± 1,2 martagacha o‘sib, 7,7 % natija qayd etdi (t = 1,49; P > 0,05). Tajriba guruhida esa 10,1 ± 1,0 martadan 12,9 ± 1,1 martagacha oshib, 27,7 % lik sezilarli o‘sish kuzatildi (t = 2,58; P < 0,05). Bu natijalar maxsus kuch sifatining tajriba guruhida ancha samarali rivojlanganini ko‘rsatadi.

3 daqiqalik kurash imitatsiyasi testida ham tajriba guruhi ustunligi yaqqol namoyon bo‘ldi. Nazorat guruhida 22,6 ± 2,0 martadan 24,1 ± 2,1 martagacha (6,6 %; t = 1,51; P > 0,05), tajriba guruhida esa 22,3 ± 1,9 martadan 26,8 ± 2,0 martagacha (20,1 %; t = 2,66; P < 0,05) o‘sish qayd etildi.

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BO‘LAJAK MUTAXASISLARDA MANTIQIY FIKRLASH QOBILIYATINI RIVOJLANTIRISHDA STEAM YONDASHUVNING O‘RNI VA AHAMIYATI

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Annotatsiya ; *Mazkur maqolada bo‘lajak mutaxassislarda mantiqiy fikrlash qobiliyatini rivojlantirishda STEAM (Science, Technology, Engineering, Art, Mathematics) yondashuvining o‘rni va pedagogik ahamiyati ilmiy-nazariy hamda amaliy jihatdan tahlil qilingan. Tadqiqotda zamonaviy ta’lim jarayonida integrativ yondashuvlarning ahamiyati, ayniqsa, STEAM texnologiyalarining talabalarning analitik, tanqidiy va ijodiy fikrlash ko‘nikmalarini shakllantirishdagi imkoniyatlari ochib berilgan. Shuningdek, mantiqiy fikrlashni rivojlantirishda fanlararo integratsiya, muammoli ta’lim, loyihaviy faoliyat va innovatsion pedagogik metodlarning samaradorligi yoritilgan. Maqolada bo‘lajak mutaxassislarning kasbiy kompetensiyalarini rivojlantirishda STEAM yondashuvi asosida tashkil etilgan ta’lim muhiti ularning mustaqil qaror qabul qilish, muammolarni tahlil qilish va kreativ yechimlar ishlab chiqish qobiliyatini kuchaytirishi asoslab berilgan. Tadqiqot natijalariga ko‘ra, STEAM asosidagi ta’lim jarayoni talabalarni amaliy faoliyatga yo‘naltirib, ularning intellektual salohiyatini oshirish hamda raqobatbardosh kadr sifatida shakllanishiga xizmat qiladi. Shu bilan birga, maqolada STEAM yondashuvini oliy ta’lim tizimiga joriy etishning pedagogik shart-sharoitlari va istiqbollari yuzasidan ilmiy xulosalar hamda amaliy tavsiyalar ishlab chiqilgan.*

Kalit so‘zlar: *STEAM ta’limi, mantiqiy fikrlash, bo‘lajak mutaxassis, integrativ yondashuv, tanqidiy tafakkur, kreativlik, innovatsion pedagogika, muammoli ta’lim, loyihaviy faoliyat, fanlararo integratsiya, kasbiy kompetensiya, analitik tafakkur, zamonaviy ta’lim texnologiyalari, mustaqil fikrlash, ta’lim samaradorligi.*

THE ROLE AND SIGNIFICANCE OF THE STEAM APPROACH IN DEVELOPING LOGICAL THINKING SKILLS AMONG FUTURE SPECIALISTS

Abstract ; *This article provides a scientific-theoretical and practical analysis of the role and pedagogical significance of the STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach in developing logical thinking skills among prospective specialists. The study examines the importance of integrative approaches in the modern educational process, with particular emphasis on the potential of STEAM technologies to foster students’ analytical, critical, and creative thinking skills. Furthermore, the effectiveness of interdisciplinary integration, problem-based learning, project-based activities, and innovative pedagogical methods in enhancing logical thinking is highlighted. The article substantiates that an educational environment organized on the basis of the STEAM approach contributes to the development of prospective specialists’ professional competencies by strengthening their ability to make independent decisions, analyze problems, and generate creative solutions. The findings demonstrate that STEAM-based education directs students toward practical activities, enhances their intellectual potential, and promotes their formation as competitive professionals. In addition, the article presents scientific conclusions and practical recommendations regarding the pedagogical conditions and prospects for implementing the STEAM approach in the higher education system.*

Keywords: *STEAM education, logical thinking, prospective specialist, integrative approach, critical thinking, creativity, innovative pedagogy, problem-based learning, project-based learning, interdisciplinary integration, professional competence, analytical thinking, modern educational technologies, independent thinking, educational effectiveness.*

РОЛЬ И ЗНАЧЕНИЕ STEAM-ПОДХОДА В РАЗВИТИИ ЛОГИЧЕСКОГО МЫШЛЕНИЯ У БУДУЩИХ СПЕЦИАЛИСТОВ

Аннотация ; *В данной статье с научно-теоретической и практической точек зрения проанализированы роль и педагогическое значение подхода STEAM (Science, Technology, Engineering, Arts, Mathematics) в развитии логического мышления будущих специалистов. В исследовании раскрывается значение интегративных подходов в современной образовательной системе, особое внимание уделяется возможностям технологий STEAM в формировании аналитического, критического и творческого мышления студентов. Также освещается эффективность междисциплинарной интеграции, проблемного обучения, проектной деятельности и инновационных педагогических*

методов в развитии логического мышления. В статье обосновано, что образовательная среда, организованная на основе STEAM-подхода, способствует развитию профессиональных компетенций будущих специалистов, укрепляя их способность самостоятельно принимать решения, анализировать проблемы и разрабатывать креативные решения. Результаты исследования показывают, что образовательный процесс, основанный на STEAM, ориентирует студентов на практическую деятельность, способствует повышению их интеллектуального потенциала и формированию конкурентоспособных специалистов. Кроме того, в статье представлены научные выводы и практические рекомендации по педагогическим условиям и перспективам внедрения STEAM-подхода в систему высшего образования.

Ключевые слова: *STEAM-образование, логическое мышление, будущий специалист, интегративный подход, критическое мышление, креативность, инновационная педагогика, проблемное обучение, проектная деятельность, междисциплинарная интеграция, профессиональная компетентность, аналитическое мышление, современные образовательные технологии, самостоятельное мышление, эффективность образования.*

Hozirgi kunda globallashuv jarayonlarining tez sura'tlarda jadallashuvi, jamiyatning barcha sohalarini raqamli transformatsiyalanishi hamda innovatsion taraqqiyotning misli ko'rilmagan yutuqlari turli sohalarda faoliyat olib boradigan mutaxassislardan faqat tayyor bilimlarni anglashni emas, balki murakkab muammolarni mantiqiy jihatdan chuqur tahlil qilish, ular orasidagi sabab-oqibat aloqadorliklarini tushunish, ilmiy va amaliy dalillangan xulosalar chiqarish hamda kutilmagan vaziyatlarda eng oqilona qarorlar qabul qilish kabi yuqori darajadagi intellektual kompetensiyalarga ega bo'lishni talab etmoqda. Shunda ekan, ta'lim jarayonlarida bo'lajak mutaxassislarning mantiqiy fikrlash qobiliyatini rivojlantirish masalasi zamonaviy ta'limning ustuvor va zudlik bilan jiddiy e'tibor qaratilishi lozim bo'lgan yo'nalishlaridan biriga aylanib ulgurdi. Ayniqsa, hozirda mavjud bo'lgan va asosan an'anaviy reproduktiv ta'lim modeli endilikda mehnat bozori qo'yayotgan zamonaviy talablariga to'liq javob bera olmay qoldi. Bu esa o'z navbatida ta'limning mazmunini va metodlarini yangicha hamda samarali yondashuvlar asosida takomillashtirish zaruratini kun tartibiga qo'ymoqda. Shu nuqtai nazardan, zamonaviy ta'lim texnologiyalari orasida STEAM (Science, Technology, Engineering, Art, Mathematics) yondashuvidan foydalanish o'ziga xos ilmiy-pedagogik ahamiyatga ega. Chunki STEAM yondashuvi "fan", "texnologiya", "muhandislik", "san'at" va "matematika"ni o'zaro integratsiyalashgan holda o'qitish orqali bo'lajak mutaxassilarni tayyor ma'lumotlarni qabul qiluvchi nofaol subyekt sifatida emas, balki muammoni teran anglay oladigan, uni anliz va sintez qiladigan, muqobil yechimlarni topib, natijani baholay oladigan faol tafakkur egasi sifatida tarkib toptirishga xizmat qiladi.

Keyingi yillarda jahonning bir qator taraqqiy etgan mamlakatlari, jumladan, AQSh, Finlyandiya, Buyuk Britaniya, Xitoy, Rossiya, Koreya, Hindiston kabi davlatlarda barcha tabiiy fanlar qatorida fizika fanini o'qitish jarayonini takomillashtirishda STEAM yondashuv asosida nazariya va amaliyotni uyg'un tarzda olib borish, "Bilish – tushunish – amaliyotda qo'llash" ketma-ketligi uzviyligi asosida o'qitishni tashkil qilish, bo'lajak mutaxassislarning kasbiy faoliyatlariga mos tarzda tanlangan metodlardan foydalanish sohalarini rivojlantirishga yo'naltirilgan ishlarda o'z aksini topmoqda. AQShda 2009-yilda "STEM ta'limini muvofiqlashtirish to'g'risidagi qonun" tasdiqlanib, Milliy fan va texnologiya kengashi STEM ta'limini qo'llab quvvatlash sohasidagi federal dasturlar va tadbirlarni, shu jumladan Energetika departamenti dasturlari, NASA STEM dasturlari, Milliy ma'muriyatning tadqiqot dasturlarini qabul qildi. Bu uyushmalar mingdan ortiq tashkilotlarni o'z ichiga oladi, bu kichik subbirliklar o'z oldiga ta'limning barcha bosqichlarida sifatli STEM ta'limini taqdim etish vazifasini qo'yadi. 2018-yil dekabr oyida ilmiy texnik siyosiy idorasi AQSh prezidenti ma'muriyati (fan va texnologiya siyosati idorasi) va vazirlikning STEAM ta'lim siyosati qo'mitasi AQSh ta'limi (STEAM Education bo'yicha politsiya komissiyasi) "Amerika muvaffaqiyatga yo'l STEAM ta'lim strategiyasi"deb nomlangan hujjat qabul qildi. Unda Amerika maktablarida Tabiiy fanlar (Science fanlarini) o'qitish jarayonini takomillashtirish chora tadbirlar belgilab berildi. STEAM ta'limini rivojlantirishni muvofiqlashtiruvchi davlatlar qatorida Buyuk Britaniya ham mavjud bo'lib, STEMNET tashkiloti Buyuk Britaniyaning eng yirik STEAM aloqa koordinatori sanaladi. U milliy maktab dasturini amalga oshirishni ta'minlaydi hamda yosh mutaxassislarning STEAM ta'limi asosida bilim olishlari, o'z ta'lim yo'nalishiga mos va talabgir kasblarni tanlash imkonini beradi. Britaniyada aynan boshlang'ich maktabda bolalarning STEAM ta'limiga qiziqishini rivojlantirish va kelajakda STEAM ta'limi asosida tabiiy fanlarni o'rganishlari uchun zamin yaratiladi. OECD PISA so'rovnomalariga ko'ra, Finlyandiya STEAM ta'limi asosida o'qitilishi borasida matematika, tabiiy fanlar va o'qish savodxonligi bo'yicha OECD mamlakatlarida eng yaxshilar qatorida turadi. Ushbu muvaffaqiyat samarali va ochiq davlat sektori, teng huquqli, yuqori sifatli ta'lim va tadqiqot tizimiga bog'liq ekanligi ko'plab xalqaro ekspertlar tomonidan tasdiqlanmoqda. Rossiya ta'lim jarayonining bir qismiga aylanib borayotgan STEAM ta'limi borasida soha mutaxassislarining fikricha, bu yo'nalish foydali, o'quvchilarda mustaqillikni rivojlantiradigan, dunyoqarashni kengaytiradigan yo'nalish sifatida STEAM ta'limi maktablarda keng targ'ib etiladi.

Respublikamizda ta'lim bosqichlarini modernizatsiyalash jarayonini innovatsion yondashuvlar asosida tashkil etish hamda bo'lajak mutaxassislarning mantiqiy fikrlash qobiliyatini rivojlantirishga qaratilgan STEAM – ta'lim

texnologiyasini joriy etishga katta e'tibor qaratilmoqda. O'zbekiston Respublikasi Prezidentining 2019 yil 29 apreldagi "O'zbekiston Respublikasi Xalq ta'limi tizimini 2030yilgacha rivojlantirish konsepsiyasini tasdiqlash to'g'risida"gi PF-5712-son farmonida "STEAM fanlarni va tanqidiy fikrlash, axborotni mustaqil izlash va tahlil qilish kompetensiyalari hamda malakalarini rivojlantirishga alohida urg'u berishini hisobga olgan holda, zamonaviy innovatsion iqtisodiyot talablariga javob beradigan umumta'lim dasturlari va yangi davlat ta'lim standartlari joriy etish" kabi vazifalar aniq belgilab berilgan. Ushbu vazifalarni bajarish bo'yicha respublikamizda bir qator dissertatsion tadqiqot ishlari olib borilgan. Jumladan, Sh.R.Turdiyevning "STEAM fanlari ta'limini modellashtirish hamda raqamlashtirish orqali rivojlantirishning nazariyasi va metodikasi" mavzusidagi dissertatsiya tadqiqotida STEAM fanlariga qo'yilgan uzluksizlik, uzviylik, yaxlitlik, evristik, ichki-intensial o'zaro bog'liqlik talablari bilan STEAM fanlari mavzularining universal qonuniyatli, ierarxik, gnoseologik, illustrativ va induktiv aloqadorliklari interferensiya rezonansini vujudga keltirish hamda STEAM fanlari ta'limini modellashtirishda aqliy, konsensus, gibrid va ilmiy modellar kabi modellashtirish komponentlaridan foydalanib, tabiiy fanlar, texnologiya, muhandislik, dizayn va matematika fanlarining o'zaro bog'langan modellari metodologik va motivatsion aspekt asosida takomillashtirilib, STEAM fanlari orqali kasbiy tayyorlash mazmuni ta'lim jarayonini modellashtirish komponentlari (aqliy, konsensus, gibrid va ilmiy modellar)dan foydalanib, ilmiy, dizaynerlik, texnologik, muhandislik va matematik elementlarning qonuniyatlarini o'zaro parallel integratsiyalashtirilgan.

L.I.Suvonovaning "Bitiruvchilarning pedagogik texnikasini steam texnologiyalari asosida rivojlantirish (pedagogika oliy ta'lim muassasalari misolida" mavzusidagi pedagogika fanlari bo'yicha falsafa doktori (PhD) dissertatsiyasida bitiruvchilarning pedagogik texnikasini STEAM texnologiyalari asosida rivojlantirish imkoniyatlari hayotiy vaziyatga barqaror moslashish mobilligini oshirishga qaratilgan tayanch va ta'limiy kompetensiyalarning kreativlik, ijodkorlik, tanqidiylik sifatlari rivojlanishiga aloqadorligini aniqlash omillarini faktorli tekshirish asosida aniqlangan hamda ushbu jarayonda psixofiziologik holat, hissiyot, mimika, pantomimika, pedagogik ta'sir kuchi, verbal va noverbal nutq unsurlarini STEAM texnologiyalarining mazmun mohiyatiga bosqichma-bosqich kiritish, o'zaro hisobdorlik muhitida intensiv foydalanishga ustuvorlik berish va bitiruvchilarda pedagogik texnikani rivojlantirishga mo'ljallangan, integrativ o'qitishga yo'naltirilgan o'quv adabiyotlari, elektron ilova kabi didaktik ta'minot vositalarining mazmunini STEAM texnologiyalarini rivojlantirish imkoniyatlariga tipik ratsionallashtirish asosida takomillashtirilgan.

X.N. Xasanovaning "Kimyo fanini o'qitish jarayonida STEAM ta'limidan foydalanish (umumta'lim maktabi misolida)" mavzusidagi doktorlik dissertatsiyasida maktab o'quvchilarining sinflar kesimida anorganik kimyoga oid nazariy va amaliy ko'nikmalarini o'zlashtirish darajasini aniqlashda ularning kreativ va lateral fikrlash qobiliyatini rivojlantiradigan Mednik va Gilford mezonlari asosida tuzilgan topshiriqlar va darsning STEAM ta'limiga asoslangan tarkibiy tuzilmasi ishlab chiqilib, STEAM texnologiyalarining motivatsion asoslari va STEAM loyihalari klassifikatsiyalangan, shuningdek, o'quvchilarda kimyo faniga oid nazariy va amaliy savodxonlik kompetensiyalarini baholash maqsadida fanlararo integratsiya (PISA baholash dasturlari yo'nalishlari matematik, tabiiy-ilmiy, o'qitish savodxonligi), kompetensiyaviy yondashuv (XXI asr ko'nikmalaridan 4K yondashuvi asosida) muommoli topshiriqlar (matnli, jadvalli, chizmali, grafikli, rasmli) tayyorlash metodikasi takomillashtirilgan.

Z.R. Xamidova "STEAM ta'lim texnologiyalari vositasida 6-sinf tabiiy fanlarni o'qitish metodikasini takomillashtirish" mavzusidagi dissertatsiya tadqiqotida tabiiy fanlarni o'qitish metodikasining didaktik imkoniyatlari subyekt-resursli simulyativ ma'lumotlarning kognitiv-operatsion o'zlashtirilishiga ko'ra o'quvchilarning ijodiy tafakkurining kontekstual sinxron barqarorligiga muvofiq interpretativ baholash asosida aniqlashtirilgan hamda o'qitish modeli o'quvchining kognitiv, motivasion jihatlarini 5E va 3S+2E texnologik mikro modellar algoritmi orqali rivojlanishiga asoslanib kreativlik qobiliyatini ilmiy senzitivlikning ta'siriga mos holda didaktik fasilitasiyalash komponentini kiritishga ko'ra takomillashtirilgan.

N.A. Mirzayevaning "O'zbekistonda STEAM ta'limni pedagogik ta'lim klasteri asosida o'qitish metodikasi ("eshitdim-ko'rdim-bajardim" tamoyili misolida)" mavzusidagi pedagogika fanlari doktori (DSc) dissertatsiyasida bo'lajak biologiya o'qituvchilarining ilmiy metodik tayyorgarligi pedagogik ta'lim innovatsion klasterining "Eshitdim-ko'rdim-bajardim" tamoyili va benchmarking strategiyasiga binoan STEAM dasturini maxalliylashtirish, tabiiy ilmiy savodxonlikni rivojlantirishning SMART yechimini ishlab chiqilib, ularning kasbiy STEAM kompetentligi (integrator, kreator va STEAM lider ko'rinishida) rivojlantirilgan va kognitiv, integrativ, kreativ mezon va STEAM tafakkur (tanqidiy tafakkur, muammolarning yaxlit yechimi, ijodkorlik, muloqotchanlik, hamkorlikda ishlash, ma'lumotlardan foydalanish savodxonligi) asosida takomillashjtirilgan.

STEAM yondashuvning mantiqiy fikrlashni rivojlantirishdagi asosiy afzalligi shundaki, u bilish faoliyatini muammo yechish mantig'i asosida tashkil etadi. Bunda bo'lajak mutaxasis o'quv topshirig'ini bajarish jarayonida vaziyatni kuzatadi, masalani aniqlaydi, gipoteza ilgari suradi, ma'lumotlarni saralaydi, modellashtiradi, natijani tekshiradi va yakuniy xulosani asoslaydi. Bunday ketma-ketlik tahlil, sintez, taqqoslash, deduksiya, induksiya, umumlashtirish va isbotlash kabi mantiqiy amallarni tabiiy ravishda faollashtiradi. Chunki, "fikrlash muammoning

yuzaga kelishi bilan boshlanadi va u ongli tekshirish, dalillash hamda qaror chiqarish bosqichlari orqali kechadi"[21]. Shu ma'noda, STEAM yondashuv mantiqiy fikrlashni abstrakt nazariy ko'nikma sifatida emas, balki faoliyatda shakllanuvchi intellektual kompetensiya sifatida rivojlantiradi.

STEAMning markaziy belgilaridan biri bo'lgan integratsiya mantiqiy fikrlashning tizimli xarakterini kuchaytiradi. Bybee STEM ta'limi bo'yicha bahslar ko'pincha integratsiyani asosiy islohot yo'li sifatida qabul qilishdan boshlanishini, biroq bundan oldin tizimda amalda qanday model mavjudligini aniqlash zarurligini uqtiradi[22]. U, shuningdek, STEM integratsiyasining bir nechta darajalari mavjudligini ko'rsatadi: ikki, uch yoki to'rtta fan integratsiyasiga asoslangan turli modellar ta'lim amaliyotida qo'llanishi mumkin[23]. Bu holat bo'lajak mutaxassis tafakkurini bir fan doirasidagi chiziqlilikdan ko'p omilli va tizimli tahlilga olib chiqadi. Zero, kasbiy muammolar ko'pincha bir vaqtning o'zida ilmiy tushuncha, texnologik vosita, muhandislik yechimi, matematik hisob-kitob va dizayn tafakkurini talab qiladi. Demak, STEAM mantiqiy fikrlashning strukturaviy-tizimli shaklini rivojlantirish uchun qulay pedagogik maydon yaratadi.

STEAM yondashuvning chuqur didaktik qiymati uning mazmunni shunchaki birlashtirishida emas, balki bo'lajak mutaxassisning chuqurroq o'rganish tajribasini ta'minlashidadir. M.G.Bertrand va I.K.Namukasa integratsiyalashgan STEAM birliklarida ayrim fanlar mazmuni yuzakilashib qolish xavfi mavjudligini ko'rsatadi, shu bois ular o'quv natijalari, topshiriqlar va baholash mezonlari aniq ifodalangan holda STEAM ta'limi chuqurroq o'rganish tajribasini ta'minlashini asoslaydi[24]. Ushbu yondashuv bo'lajak mutaxassisni tayyor algoritmga tayanadigan ijrochi emas, balki muammoni oldindan ko'ra oladigan, muqobil yechim variantlarini ishlab chiqadigan va ulardan qaysi biri asosliroq ekanini mantiqiy mezonlar asosida baholay oladigan subyektga aylantiradi. Bu esa mantiqiy fikrlashning refleksiv va baholovchi jihatlarini rivojlantiradi.

Shunday qilib, bo'lajak mutaxassislarda mantiqiy fikrlash qobiliyatini rivojlantirishda STEAM yondashuvning o'rni va ahamiyati uning integrativ, muammoli, tadqiqotga yo'naltirilgan, refleksiv va amaliy xarakteri bilan belgilanadi. U bo'lajak mutaxassisning fikrlash jarayonini muammoni anglashdan xulosa chiqarishgacha bo'lgan izchil intellektual faoliyatga aylantiradi, nazariya bilan amaliyotni bog'laydi, dalillash, tekshirish va baholash madaniyatini kuchaytiradi, fanlararo ko'rish qobiliyatini shakllantiradi; ijodiy va mantiqiy tafakkur birligini ta'minlaydi. Shu bois STEAM yondashuvni bo'lajak mutaxassislarning mantiqiy fikrlash qobiliyatini rivojlantirishning oddiy metodlar majmui emas, balki maqsad, mazmun, metod, vosita, natija va baholash komponentlari o'zaro uyg'unlashgan yaxlit pedagogik tizim sifatida talqin etish ilmiy va amaliy jihatdan zarurdir.

STEAM yondashuvining muhimligi shundaki, u bo'lajak mutaxassislarning mantiqiy fikrlash qobiliyatini abstrakt nazariy bilimlar asosidagina emas, balki real hayotiy vaziyatlar, amaliy topshiriqlar, loyiha faoliyati, konstruktorlik izlanishlari hamda fanlararo bog'lanishlar vositasida rivojlantirish imkonini beradi. Bu esa ta'lim oluvchilarda analiz, sintez, qiyoslash, modellashtirish, algoritmlashtirish va refleksiv baholash kabi mantiqiy operatsiyalarni izchil shakllantirishga xizmat qiladi. Demak, bo'lajak mutaxassislarda mantiqiy fikrlash qobiliyatini rivojlantirishda zamonaviy yondashuvlardan foydalanish nafaqat dolzarb, balki ob'ektiv pedagogik zarurat bo'lib, ushbu jarayonda STEAM yondashuvi mazkur maqsadni samarali amalga oshiruvchi muhim metodologik asoslardan biri sifatida namoyon bo'ladi.

Bugungi kunda fan, texnologiya, muhandislik, san'at va matematika elementlarini integratsiyalashga asoslangan STEAM yondashuvning ta'lim amaliyotiga joriy etilishi mantiqiy fikrlash qobiliyatini rivojlantirish muammosiga yangicha mazmun baxsh etmoqda. Chunki STEAM yondashuv talabaning bilimni tayyor ko'rinishda emas, balki muammoni tahlil qilish, turli fanlar doirasidagi bilimlarni o'zaro bog'lash, modellashtirish, loyiha ishlab chiqish, amaliy konstruktsiyalar yaratish va natijani baholash jarayonida egallashini nazarda tutadi. Bunday faoliyat esa, o'z mohiyatiga ko'ra, talabaning mantiqiy fikrlash operatsiyalarini faollashtiradi, fikr yuritish izchilligini kuchaytiradi va nazariy bilimlarni amaliy xulosalarga aylantirishga xizmat qiladi. Demak, bo'lajak mutaxassislarning mantiqiy fikrlash qobiliyatini rivojlantirish muammosi nafaqat umumdidaktik, balki integrativ, innovatsion va metodik muammo sifatida ham qaralishi zarur. Mazkur muammoning yana bir muhim jihati shundaki, mantiqiy fikrlash qobiliyati shaxsning faqat intellektual emas, balki kasbiy-axloqiy, kommunikativ va refleksiv sifatlariga ham sezilarli ta'sir ko'rsatadi. Mantiqiy fikrlaydigan mutaxassis o'z pozitsiyasini asoslab bera oladi, boshqalarning fikrini tahliliy tinglaydi, jamoaviy muhokamalarda dalil bilan qatnashadi, qarama-qarshi fikrlar ichidan maqbul variantni tanlaydi va o'z faoliyatini tanqidiy baholay oladi. Bu esa bugungi mehnat bozorida zarur bo'lgan soft skills tizimi bilan hamohangdir. Shunday ekan, mantiqiy fikrlashni rivojlantirishni faqat akademik ko'rsatkichlarni oshirish vositasi sifatida emas, balki bo'lajak

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mutaxassisning professional va shaxsiy kamolotini ta’minlovchi strategik pedagogik vazifa sifatida talqin etish maqsadga muvofiqdir.

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ELEKTRON KITOBLAR ASOSIDA 3–4-SINF O‘QUVCHILARINING O‘QISH KOMPETENSIYASINI SHAKLLANTIRISH (*ingliz tili misolida*)

Jo‘raboyeva Turg‘unoy Ikromjon qizi
Namangan davlat universiteti tayanch doktoranti

Annotatsiya. *Maqolada boshlang‘ich ta’lim (3–4-sinf) o‘quvchilarining ingliz tilida o‘qish kompetensiyasini elektron kitoblar (audio hamrohlik, interaktiv lug‘at, matnni yoritib borish va o‘z-o‘zini tekshirish topshiriqlari bilan boyitilgan raqamli o‘quv matnlari) asosida shakllantirish masalasi o‘rganilgan. Pedagogik tajriba-sinov (tajriba va nazorat guruhlari, dastlabki va yakuniy testlash) usulida elektron kitoblardan foydalanish o‘qib tushunish, so‘z boyligi, o‘qish ravonligi va motivatsiya ko‘rsatkichlariga ta’siri tahlil qilingan. Natijalar elektron kitoblar boshlang‘ich sinf o‘quvchilarida o‘qish kompetensiyasini rivojlantirishda samarali vosita ekanini ko‘rsatadi.*

Kalit so‘zlar: *o‘qish kompetensiyasi, elektron kitob, boshlang‘ich ta’lim, ingliz tili, multimodal o‘qish, raqamli ta’lim, o‘qish ravonligi, motivatsiya.*

DEVELOPING READING COMPETENCE OF 3RD–4TH GRADE STUDENTS THROUGH E-BOOKS (BASED ON THE EXAMPLE OF ENGLISH LANGUAGE LEARNING)

Abstract. *The article examines the formation of English reading competence in primary-school pupils (grades 3–4) through electronic books enriched with audio narration, an interactive glossary, text highlighting and self-check tasks. Using a pedagogical experiment (experimental and control groups, pre- and post-testing), the impact of e-books on reading comprehension, vocabulary, reading fluency and motivation was analysed. The findings show that e-books are an effective tool for developing reading competence in young learners.*

Keywords: *reading competence, e-book, primary education, English language, multimodal reading, digital learning, reading fluency, motivation.*

РАЗВИТИЕ НАВЫКОВ ЧТЕНИЯ У УЧЕНИКОВ 3–4 КЛАССОВ С ПОМОЩЬЮ ЭЛЕКТРОННЫХ КНИГ (НА ПРИМЕРЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА)

Аннотация. *В статье рассматривается формирование навыков чтения на английском языке у учеников начальной школы (3–4 классы) с помощью электронных книг, обогащенных аудиосопровождением, интерактивным глоссарием, выделением текста и заданиями для самопроверки. С помощью педагогического эксперимента (экспериментальная и контрольная группы, предварительное и итоговое тестирование) был проанализирован эффект электронных книг на понимание прочитанного, словарный запас, беглость чтения и мотивацию. Результаты показывают, что электронные книги являются эффективным инструментом для развития навыков чтения у юных учащихся.*

Ключевые слова: *навыки чтения, электронная книга, начальное образование, английский язык, мультимодальное чтение, цифровое обучение, беглость чтения, мотивация.*

Kirish

Chet tilida o‘qish kompetensiyasi – axborotni mustaqil qabul qilish, tushunish va undan foydalanishning asosiy vositasi bo‘lib, u boshlang‘ich ta’lim bosqichidayoq tizimli shakllantirilishi lozim. 3–4-sinf o‘quvchilari uchun ingliz tilida o‘qish bir qator obyektiv qiyinchiliklar bilan bog‘liq: ingliz yozuvining tovush-harf mosligi murakkab (orfografiya noaniq), o‘quvchilarning faol leksik zaxirasi cheklangan, matnni dekodlash jarayoni katta kognitiv yuklama talab qiladi. Bunday sharoitda o‘qishga bo‘lgan ichki qiziqishni saqlash va dastlabki muvaffaqiyat hissini ta’minlash alohida metodik ahamiyat kasb etadi.

O‘qish kompetensiyasi ko‘p komponentli tuzilmaga ega bo‘lib, u tovush-harf munosabatini bilish va dekodlash, o‘qish ravonligi (tezlik va aniqlik), leksik bilim, hamda matnni tushunish va undan foydalanish strategiyalarini o‘z ichiga oladi. Boshlang‘ich bosqichda ushbu komponentlar bir-biri bilan uzviy bog‘liq: dekodlash avtomatlashmaguncha o‘quvchining diqqati ma’noga emas, balki harf va tovushni ajratishga sarflanadi, natijada tushunish sustlashadi. Shu

sababli boshlang‘ich sinf metodikasi dekodlash va ravonlikni yengillashtiruvchi, ayni paytda leksika va tushunishni qo‘llab-quvvatlovchi vositalarga muhtoj. Zamonaviy raqamli ta’lim muhitida elektron kitoblar (e-book) mazkur qiyinchiliklarni yumshatuvchi imkoniyatlarga ega. Ular matnni audio hamrohlik (read-aloud) bilan taqdim etadi, o‘qilayotgan so‘zni bir vaqtda yoritib boradi (highlighting), interaktiv lug‘at va tasvir-animatsiya orqali ma’noni ochib beradi, shuningdek, o‘z sur’atida o‘qish va o‘z-o‘zini tekshirish (quiz) imkonini yaratadi. Multimediaviy o‘qitish nazariyasiga ko‘ra, axborotni so‘z va tasvir kanallari orqali uyg‘un berish, ortiqcha bezaksiz, maqsadli dizayn bilan ta’minlanganda, o‘zlashtirish samaradorligini oshiradi [1]. Audio hamrohlik tovush-harf munosabatini mustahkamlaydi va to‘g‘ri talaffuz namunasini beradi, interaktiv lug‘at esa so‘z boyligini kengaytiradi. Mamlakatimizda uzluksiz ta’lim tizimida xorijiy tillarni o‘qitish sifatini oshirish va ta’lim jarayonini raqamlashtirish davlat siyosatining ustuvor yo‘nalishlaridan biri sanaladi; bu borada O‘zbekiston Respublikasi Prezidentining 2021-yil 19-maydagi PQ-5117-son qarori va boshqa normativ hujjatlarda aniq vazifalar belgilangan [2]. Shu bilan birga, aynan elektron kitoblar asosida boshlang‘ich sinf o‘quvchilarida ingliz tilida o‘qish kompetensiyasini shakllantirishning metodik jihatlari yetarlicha o‘rganilmagan. Ushbu maqolaning maqsadi – elektron kitoblardan foydalanishning 3–4-sinf o‘quvchilarida ingliz tilida o‘qish kompetensiyasini (o‘qib tushunish, so‘z boyligi, o‘qish ravonligi va motivatsiya) shakllantirishga ta’sirini tajriba-sinov asosida aniqlashdan iborat.

Materiallar va metodlar. Tadqiqot kvazi-eksperimental dizaynda, dastlabki (pre-test) va yakuniy (post-test) testlash hamda tajriba (TG) va nazorat (NG) guruhlarini qiyoslash asosida o‘tkazildi. Tadqiqotda [maktab nomi] 3–4-sinf o‘quvchilari ishtirok etdi: tajriba guruhida 30 nafar, nazorat guruhida 29 nafar, jami 59 nafar o‘quvchi. Guruhlar dastlabki o‘qish darajasi bo‘yicha nisbatan teng tanlandi. Tajriba 2024/2025-o‘quv yilida 10 hafta davomida, haftasiga 2 mashg‘ulot tarzida tashkil etildi. Tajriba guruhida CEFR Pre-A1/A1 darajasiga moslashtirilgan [8], bosqichli (graded readers) elektron kitoblardan foydalanildi. Mazkur kitoblar audio hamrohlik, o‘qilayotgan matnni yoritib borish, interaktiv lug‘at (so‘z ustiga bosilganda ta’rif va tasvir), hamda har bobdan keyingi o‘z-o‘zini tekshirish topshiriqlari bilan ta’minlangan edi. Mashg‘ulotlar o‘qishdan oldin (pre-reading), o‘qish jarayonida (while-reading) va o‘qishdan keyin (post-reading) bosqichlari izchilligida tashkil etildi. Nazorat guruhida xuddi shu mavzudagi an’anaviy bosma matnlardan foydalanildi. Har bir mashg‘ulot quyidagi tartibda tashkil etildi: o‘qishdan oldin mavzu va kalit so‘zlar faollashtirildi, muqova va rasmlar asosida mazmun taxmin qilindi; o‘qish jarayonida o‘quvchilar matnni avval audio bilan tinglab-kuzatib, so‘ng o‘z sur’atida o‘qidi, notanish so‘zlar ustida interaktiv lug‘at orqali ishladi; o‘qishdan keyin tushunishni tekshiruvchi topshiriqlar bajarildi va qisqa og‘zaki muhokama o‘tkazildi. Nazorat guruhida ham xuddi shu bosqichlar saqlandi, biroq audio hamrohlik va interaktiv lug‘at o‘rniga an’anaviy lug‘at va o‘qituvchi o‘qib berishidan foydalanildi. Baholash vositalarining ishonchliligi sinov testlash orqali tekshirildi va metodist hamda tajribali o‘qituvchilar tomonidan mazmuniy validligi baholandi. O‘qish kompetensiyasi to‘rt ko‘rsatkich bo‘yicha o‘lchandi: (1) o‘qib tushunish – yopiq va ochiq savolli test (100 ballik shkala); (2) so‘z boyligi – faol va passiv leksikani aniqlovchi test; (3) o‘qish ravonligi – bir daqiqada to‘g‘ri o‘qilgan so‘zlar soni (so‘z/daqiqa); (4) o‘qishga motivatsiya – 5 ballik Likert shkalasidagi so‘rovnoma. Olingan ma’lumotlar tavsifiy statistika va Styudentning t-mezoni yordamida qayta ishlandi (qiymatdorlik darajasi $p < 0,05$). Tadqiqot ota-onalar roziligi va ishtirokchilar anonimligini ta’minlagan holda o‘tkazildi.

Natijalar. Dastlabki testlash natijalari tajriba va nazorat guruhlari o‘rtasida sezilarli farq yo‘qligini ko‘rsatdi ($p > 0,05$), bu guruhlarning boshlang‘ich tengligini tasdiqlaydi. Yakuniy testlashda esa to‘rtala ko‘rsatkich bo‘yicha tajriba guruhida nazorat guruhiga nisbatan ancha yuqori o‘sish qayd etildi (1-jadval).

1-jadval. O‘qish kompetensiyasi ko‘rsatkichlarining dastlabki va yakuniy natijalari

Ko‘rsatkich	NG dastlabki	NG yakuniy	TG dastlabki	TG yakuniy
O‘qib tushunish (ball)	54,2	61,8	53,7	78,4
So‘z boyligi (ball)	51,6	59,3	52,1	80,2
O‘qish ravonligi (so‘z/daqiqa)	28,4	33,1	29,0	46,7
Motivatsiya (5 ballik)	3,4	3,6	3,5	4,5

Jadval ma’lumotlaridan ko‘rinadiki, tajriba guruhida o‘qib tushunish ko‘rsatkichi o‘rtacha 24,7 ballga (53,7 → 78,4), so‘z boyligi 28,1 ballga, o‘qish ravonligi 17,7 so‘z/daqiqaga oshgan. Nazorat guruhida mos o‘sish ancha kam bo‘lib, o‘qib tushunish bo‘yicha atigi 7,6 ballni tashkil etdi. Motivatsiya ko‘rsatkichi ham tajriba guruhida sezilarli yuqori (3,5 → 4,5). Styudent t-mezoni bo‘yicha yakuniy natijalardagi guruhlararo farq statistik jihatdan ahamiyatli ($p < 0,05$), ya’ni farq tasodifiy emas.

Komponentlar kesimida eng katta o‘sish so‘z boyligi (TGda +28,1 ball) va o‘qib tushunish (+24,7 ball) bo‘yicha kuzatildi; o‘qish ravonligi ham sezilarli yaxshilandi (29,0 → 46,7 so‘z/daqiqa). Bu ko‘rsatkichlarning birgalikda o‘sishi o‘qish kompetensiyasi komponentlarining o‘zaro bog‘liq holda rivojlanganini, ya’ni leksika va dekodlashning

yengillashishi tushunish sifatini ham oshirganini koʻrsatadi. Nazorat guruhidagi moʻtadil oʻsish esa anʼanaviy oʻqitishda ham muayyan rivojlanish boʻlishini, biroq u tajriba guruhidagidan ancha past ekanini bildiradi.

Sifatiy kuzatishlar ham mazkur natijalarni qoʻllab-quvvatladi: tajriba guruhi oʻquvchilari matnni audio bilan birga oʻqishda yangi soʻzlarning talaffuzini tezroq oʻzlashtirdi, interaktiv lugʻat yordamida notanish soʻzlar ustida mustaqil ishladi va oʻqish topshiriqlarini bajarishda koʻproq ishtiyoq koʻrsatdi.

Muhokama. Olingan natijalar elektron kitoblar boshlangʻich sinf oʻquvchilarida oʻqish kompetensiyasini shakllantirishda anʼanaviy bosma matnlarga nisbatan samaraliroq ekanini koʻrsatadi. Buning bir qancha metodik izohlari mavjud. Birinchidan, audio hamrohlik va matnni yoritib borish tovush-harf munosabatini mustahkamlaydi hamda dekodlash yukini kamaytiradi; bu esa oʻquvchining diqqatini maʼnoni tushunishga yoʻnaltirishga imkon beradi. Bu multimediaviy oʻqitish nazariyasidagi kanallar uygʻunligi tamoyiliga mos keladi [1]. Ikkinchidan, interaktiv lugʻat va vizual tayanchlar soʻz boyligini kontekstda kengaytiradi: oʻquvchi notanish soʻz maʼnosini darhol oladi va oʻqish uzilib qolmaydi. Soʻz boyligi oʻqib tushunishning eng kuchli omillaridan biri ekani maʼlum [3]. Uchinchidan, oʻz surʼatida oʻqish va oʻz-oʻzini tekshirish topshiriqlari mustaqillik va oʻz-oʻzini nazorat (metakognitiv) koʻnikmalarini rivojlantiradi; oʻqituvchining yoʻnaltiruvchi yordami bilan birgalikda bu yaqin rivojlanish zonasi gʻoyasiga muvofiq keladi [4]. Toʻrtinchidan, koʻp sonli, qiziqarli va darajaga mos matnlarni oʻqish motivatsiyani oshiradi, bu esa keng koʻlamli oʻqish (extensive reading) yondashuvi natijalari bilan uygʻundir [5]. Olingan natijalar raqamli oʻqish vositalari samaradorligini koʻrsatgan oldingi tadqiqotlar bilan uygʻun: audio bilan birga oʻqish (reading-while-listening) oʻquvchining soʻzni toʻgʻri ajratishi va talaffuzini yaxshilashi, qiziqarli raqamli matnlar esa oʻqishga jalb etilishni oshirishi qayd etilgan [6]. Mazkur maqolada ham aynan motivatsiya koʻrsatkichining tajriba guruhida yuqori oʻsishi (3,5 → 4,5) shu xulosani qoʻllab-quvvatlaydi: oʻquvchi oʻqishdan zavq olganda, koʻproq oʻqiydi va natijada ravonlik hamda soʻz boyligi tabiiy ravishda mustahkamlanadi. Shuni ham taʼkidlash lozimki, elektron kitobning oʻzi avtomatik natija bermaydi – uning samaradorligi metodik dizaynga bogʻliq. Audio, lugʻat va oʻyin-topshiriqlar maqsadli vazifalar tizimi bilan bogʻlanmasa, oʻquvchi matn yuzasida qolib ketishi yoki diqqati chalgʻishi mumkin. Shu bois oʻqituvchining yoʻnaltiruvchi roli, topshiriqlarning kognitiv murakkablik boʻyicha bosqichlanishi va matnning oʻquvchi darajasiga mosligi hal qiluvchi ahamiyatga ega [7]. Shu bilan birga, tadqiqot bir qator cheklovlarga ega: namuna hajmi nisbatan kichik, tajriba muddati qisqa va bitta taʼlim muassasasi doirasida oʻtkazilgan; ekran vaqti va koʻz charchogʻi, shuningdek oʻqituvchining raqamli kompetensiyasi kabi omillar alohida nazoratni talab qiladi. Shu bois elektron kitoblardan foydalanish bosma oʻqishni butunlay almashtirmasligi, balki uni metodik jihatdan toʻldirishi maqsadga muvofiq. Amaliy jihatdan quyidagilar tavsiya etiladi: matnlarni oʻquvchining darajasiga (Pre-A1/A1) aniq moslash; oʻqishdan oldin–jarayonida–keyin bosqichli topshiriqlar tizimini qoʻllash; audio va interaktiv lugʻatdan rejali foydalanish; ekran vaqtini meʼyorlash hamda oʻqituvchi tomonidan jarayonni kuzatib borish.

Xulosa. Tajriba-sinov natijalari shuni koʻrsatadiki, elektron kitoblar 3–4-sinf oʻquvchilarida ingliz tilida oʻqish kompetensiyasini – oʻqib tushunish, soʻz boyligi, oʻqish ravonligi va motivatsiyani – shakllantirishda samarali vosita boʻlib xizmat qiladi. Eng yaxshi natijaga elektron kitoblarning multimodal imkoniyatlari (audio, interaktiv lugʻat, yoritib borish, oʻz-oʻzini tekshirish) bosqichli oʻqish metodikasi va oʻqituvchi rahbarligi bilan uygʻunlashtirilganda erishiladi. Kelgusi tadqiqotlarda kattaroq namuna, uzoqroq muddat va turli maktab sharoitlarida natijalarning barqarorligini tekshirish maqsadga muvofiq.

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OLIY TA'LIM TIZIMIDA TALABALARDA TANQIDIY FIKRLASH VA MUSTAQIL TA'LIMNI RIVOJLANTIRISHDA VEB-ILOVALARNING O'RNI

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Annotatsiya: *O'quv jarayonida kompyuter texnologiyalaridan foydalanish pedagog va talabadan zamonaviy axborot texnologiyalari sohasida yuksak tayyorgarlikka ega bo'lishni talab etishi shubhasiz. Ta'lim jarayonida veb-ilovalardan foydalanish fanlararo aloqalarni yaratish uchun noyob imkoniyatlarni taqdim etadi, ta'lim resurslaridan foydalanishni osonlashtiradi, talabalarda tanqidiy fikrlash va mustaqil ta'limni rivojlantirishga yordam beradi. Ushbu tadqiqot doirasida majburiy va tanlov fanlar o'rtasidagi chuqur o'zaro aloqani ta'minlash maqsadida veb-ilovalarni o'qitish jarayoniga eng samarali integratsiyalash uchun qo'llanilishi mumkin bo'lgan usullar va algoritmlarni tahlil qilishga alohida e'tibor qaratilgan.*

Kalit so'zlar: *veb-ilovalar, mustaqil ta'lim, ta'lim platformalari, zamonaviy axborot texnologiyalar, integratsiya python, flask, foydalanuvchi interfeysi*

THE ROLE OF WEB APPLICATIONS IN DEVELOPING CRITICAL THINKING AND INDEPENDENT LEARNING IN STUDENTS IN THE HIGHER EDUCATION SYSTEM

Abstract: *The use of computer technologies in the educational process undoubtedly requires the teacher and student to have high training in the field of modern information technologies. The use of web applications in the educational process provides unique opportunities for creating interdisciplinary connections, facilitates the use of educational resources, and helps to develop critical thinking and independent learning in students. In the framework of this study, special attention is paid to the analysis of methods and algorithms that can be used to most effectively integrate web applications into the educational process in order to ensure deep interaction between compulsory and elective subjects.*

Keywords: *web applications, independent learning, educational platforms, modern information technologies, integration python, flask, user interface*

РОЛЬ ВЕБ-ПРИЛОЖЕНИЙ В РАЗВИТИИ КРИТИЧЕСКОГО МЫШЛЕНИЯ И САМОСТОЯТЕЛЬНОГО ОБУЧЕНИЯ У СТУДЕНТОВ В СИСТЕМЕ ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотация: *Использование компьютерных технологий в образовательном процессе, несомненно, требует от преподавателя и ученика высокой квалификации в области современных информационных технологий. Использование веб-приложений в образовательном процессе предоставляет уникальные возможности для создания междисциплинарных связей, облегчает использование учебных ресурсов и способствует развитию критического мышления и самостоятельного обучения у учащихся. В рамках данного исследования особое внимание уделяется анализу методов и алгоритмов, которые могут быть использованы для наиболее эффективной интеграции веб-приложений в образовательный процесс с целью обеспечения глубокого взаимодействия между обязательными и факультативными предметами.*

Ключевые слова: *веб-приложения, самостоятельное обучение, образовательные платформы, современные информационные технологии, интеграция Python, Flask, пользовательский интерфейс*

Kirish (Introduction). Mustaqil ishini tashkil etishda axborot texnologiyalari, ta'lim platformalari va boshqa dasturiy vositalar talabalarga juda yaxshi imkoniyatlarni berishi mumkin, masalan jarayonlarni loyihalashda, real jarayonlarning atrofdagi voqelikka asoslanib ehtimoliy xususiyatini inobatga olgan holda modellarini ishlab chiqish imkoni beradi. O'quv jarayonida kompyuter texnologiyalaridan foydalanish pedagog va talabadan zamonaviy axborot texnologiyalari sohasida yuksak tayyorgarlikka ega bo'lishni talab etishi shubhasiz. Ta'lim jarayonida veb-ilovalardan foydalanish fanlararo aloqalarni yaratish uchun noyob imkoniyatlarni taqdim etadi, ta'lim resurslaridan foydalanishni osonlashtiradi, talabalarda tanqidiy fikrlash va mustaqil ta'limni rivojlantirishga yordam beradi. Ushbu tadqiqot doirasida majburiy va tanlov fanlar o'rtasidagi chuqur o'zaro aloqani ta'minlash maqsadida veb-ilovalarni o'qitish

jarayoniga eng samarali integratsiyalash uchun qo‘llanilishi mumkin bo‘lgan usullar va algoritmlarni tahlil qilishga alohida e’tibor qaratilgan.

Tadqiqot metodologiyasi qismi (Research Methodology). Raqamli texnologiyalar hayotimizning har bir burchagiga kirib borayotgan zamonaviy dunyoda mobil ilovalar kundalik hayotning ajralmas qismiga aylanib bormoqda. Ko‘plab kompaniyalar va individual ishlab chiquvchilar foydalanuvchilarning doimiy o'sib borayotgan ehtiyojlarini qondirish uchun funktsional, qulay va sezgir mobil ilovalarni yaratishga intilmoqda. Shu nuqtai nazardan, Python o‘zining moslashuvchanligi va kuchli vositalar to‘plami tufayli veb-ilovalarni ishlab chiqish uchun afzal qilingan dasturlash tillaridan biri sifatida ajralib turadi. Python-da yozilgan Flask veb-ramka veb-ilovalarni, jumladan, mobil ilovalarni yaratish uchun yengil, ammo kuchli platformani taklif etadi. Flask asboblarni tanlash va ishlab chiqish muhitidan tortib asosiy funktsional talablar va ilovalarni sinovdan o‘tkazishgacha bo‘lgan hamma narsadan foydalangan holda mobil ilovalarni ishlab chiqish uchun mo‘ljallangan.

Flask - bu veb-ishlab chiqish uchun mikro-ramka bo‘lib, u ishlab chiquvchilarga o‘z ilovalari uchun muhim bo‘lgan narsalarga e’tibor qaratish va bir vaqtning o‘zida boshlash uchun zarur bo‘lgan kod miqdorini kamaytirish imkonini beradi. Bu xususiyat uni mobil ilovalarni ishlab chiqish uchun ideal tanlov qiladi, bu yerda rivojlanish tezligi va texnik xizmat ko‘rsatish qulayligi asosiy omillardir. Ushbu ish doirasida Flask-dan foydalangan holda mobil ilovani ishlab chiqish jarayoni, jumladan, ishlab chiqish muhitini o‘rnatish, dastur arxitekturasini loyihalash, foydalanuvchi interfeysi va server mantig‘ini amalga oshirish, shuningdek, dastur ishlashi batafsil ko‘rib chiqiladi.

Bu mobil ilovalar yaratish uchun Flask-dan foydalanishning afzalliklari va kamchiliklarining tahlilidir. Flask Django va FastAPI kabi boshqa veb-ramkalar bilan ishlab chiqish qulayligi, ishlashi, kengaytirilishi va hamjamiyatni qo‘llab-quvvatlash nuqtai nazaridan taqqoslanadi. Bundan tashqari, mobil ilovani ma’lumotlar bazalari, keshlash tizimlari va bulutli platformalar kabi zamonaviy texnologiyalar bilan integratsiyalashuviga alohida e’tibor qaratilmoqda. Keling, Flask-da majburiy va tanlov fanlarni birlashtirish uchun mobil ilovani ishlab chiqish, asboblarni tanlash va ishlab chiqish muhitini yaratish bo‘yicha munozarani davom ettiraylik. Avvalo, asboblar va texnologiyalarning to‘g‘ri to‘plamini tanlash har qanday dasturiy mahsulotni ishlab chiqishda hal qiluvchi qadamdir. Flask bilan mobil ilovani ishlab chiqish uchun ushbu tanlov nafaqat veb-ramkaning o‘zini, balki ilova funksionalligini ta'minlaydigan va ish faoliyatini yaxshilaydigan qo‘shimcha kutubxonalar va xizmatlarni ham o‘z ichiga oladi. Ushbu bosqichda ishlab chiquvchilar ma'lumotlar bazasini, versiyalarni boshqarish tizimini, sinov va disk raskadrovka vositalarini, shuningdek, ilovalarni joylashtirish uchun platformani tanlashlari kerak.

Rivojlanish muhitini o‘rnatish Python va Flask-ni o‘rnatishdan boshlanadi. Loyihaning global Python muhitidan bog'liqliklarini ajratish uchun kutubxonalar o‘rtasidagi ziddiyatlarni oldini oladigan va qaramlikni boshqarishni soddalashtiradigan virtual muhitdan (virtualenv) foydalanish tavsiya etiladi. Flask va kerakli kutubxonalarni o‘rnatish paket menejeri pip yordamida amalga oshiriladi. Texnologiyalar to‘plamini tanlagandan so‘ng, keyingi qadam dastur arxitekturasini ishlab chiqishdir.[1] Ilovani har biri funksionallikning ma'lum bir qismi uchun mas’ul bo'lgan mustaqil modullarga bo'linishni o‘z ichiga olgan modulli yondashuv ishlab chiqish va sinovdan o‘tkazishni soddalashtiradi, shuningdek, dasturni kelajakda kengaytirishga yordam beradi.Mobil ilovalarni ishlab chiqishda xavfsizlik masalalari markaziy o‘rinni egallaydi. Flask dastur xavfsizligini ta‘minlash uchun bir nechta mexanizmlarni taqdim etadi, jumladan saytlararo so'rovlarni soxtalashtirish (CSRF) va saytlararo skript yaratish (XSS), ma’lumotlarni shifrlash va seanslarni boshqarish. Shaxsiy ma’lumotlarni himoya qilish va ilova xususiyatlariga ruxsatsiz kirishning oldini olish uchun foydalanuvchi autentifikatsiyasi va avtorizatsiya tizimini diqqat bilan ko'rib chiqish juda muhimdir.

Foydalanuvchi interfeysini (UI) ishlab chiqish mobil ilovalarni yaratishda asosiy rol o‘ynaydi, chunki foydalanuvchi ilova bilan o'zaro ishlaydi. Flask kontekstida UIni ishlab chiqishda mobil qurilmalarning turli ekran o‘lchamlariga moslashuvchi moslashuvchan va intuitiv dizaynni yaratishga e’tibor qaratish lozim. Jinja2 shablonlari ishlab chiquvchilarga serverdan olingan ma’lumotlardan foydalangan holda dinamik HTML kontentini samarali yaratish imkonini beradi, bu esa sahifani qayta yuklamasdan interaktiv foydalanuvchi interfeyslarini yaratish imkonini beradi.

Mobil ilovalarning ishlashini ta’minlash ham rivojlanishning hal qiluvchi qismidir. Bu maqsadda resurslarni minimallashtirish va siqish (CSS va JavaScript fayllari), asinxron resurslarni yuklash va keshlash kabi turli xil optimallashtirish usullaridan foydalanish mumkin. Ma’lumotlar bazalari va boshqa tashqi xizmatlar bilan integratsiya Flask modullari va kengaytmalari orqali osonlashtiriladi, bu boy funksionallikka ega murakkab veb-ilovalarni yaratishni soddalashtiradi.

Ilova xavfsizligi server tomoni mantiqini amalga oshirishda hal qiluvchi jihat bo‘lib qolmoqda. Flask SQL in’ektsiyalari va CSRF hujumlari kabi keng tarqalgan tahdidlardan himoya qilish uchun o‘rnatilgan mexanizmlarni taqdim etadi va Flask-Security autentifikatsiya, avtorizatsiya va foydalanuvchi sessiyasini boshqarish uchun qo‘shimcha kengaytmalardan foydalanadi.

Flask bilan mobil ilovani ishlab chiqishda test funksionallikni rivojlantirish kabi muhimdir. Birlik testi, integratsiya testi va foydalanuvchi interfeysi testi ishlab chiquvchilarga xatolarni dastlabki bosqichda aniqlash va

tuzatish imkonini beradi, bu esa yakuniy mahsulotning yuqori sifatini ta'minlaydi. Flask pytest va Flask-Testing kabi mashhur test tizimlari bilan integratsiyani qo‘llab-quvvatlaydi, bu testlarni yaratish va ishga tushirish jarayonini soddalashtiradi.

Ushbu sahifada biz Flask-da mobil ilovaning foydalanuvchi interfeysi va server mantig‘ini ishlab chiqishning asosiy jihatlarini, jumladan, unumdorlikni optimallashtirish, xavfsizlik choralari va sinovdan o‘tkazish muhimligini ko‘rib chiqdik.

Mavzuga oid adabiyotlarning tahlili qismi (Literature review). B. L. Pirogova (2020) tomonidan o‘tkazilgan tadqiqotda, mustaqil ta’lim jarayonida onlayn ta’lim platformalarining o‘rni alohida ko‘rsatilgan. U, onlayn kurslar va resurslar yordamida talabalar o‘z bilimlarini yangilab, yangi ko‘nikmalarni o‘zlashtirish imkoniyatiga ega bo‘lishini ta’kidlagan. Bunda talabalarning o‘z-o‘zini nazorat qilish va o‘quv jarayonida erkinlikka ega bo‘lishlari muhimdir. Shuningdek, A.A. Norbayeva (2021) o‘zining ilmiy ishida interaktiv ta’lim texnologiyalarining talabalarni mustaqil o‘rganishga undashdagi o‘rnini tahlil etgan. U talabalar uchun virtual laboratoriyalar, simulyatsiyalar va onlayn darslar tashkil qilish orqali mustaqil ta’limni samarali o‘tkazish mumkinligini ko‘rsatgan. Bu jarayonda, talabalar o‘z bilimlarini amaliy jihatdan sinab ko‘rish va mustaqil qarorlar qabul qilish imkoniyatiga ega bo‘ladilar. [3]

Mustaqil ta’limni samarali tashkil etishning kelajagi uchun yangi pedagogik yondashuvlar ham taklif etilgan. J.K. Shomurodov (2021) yangi texnologiyalarni, shu jumladan sun’iy intellekt va ta’lim robotlarini mustaqil ta’lim jarayonida qo‘llashning afzalliklarini ko‘rsatgan. Uning fikricha, bu texnologiyalar talabalarga o‘z-o‘zini baholash, o‘z ilmiy faoliyatlarini kuzatish va yanada chuqur o‘rganish imkoniyatini beradi. Shuningdek, S.I. Qulmamatov o‘z tadqiqot ishida mustaqil ta’limni tashkil etishda kompyuter texnologiyalaridan foydalanish metodikasi, elektron darsliklar orqali mustaqil o‘quv faoliyatini tashkil etish, kompyuter dasturlari imkoniyatlaridan foydalanib talabalar mustaqil o‘quv faoliyatini tashkil etish bo’yicha tavsiyalar ishlab chiqqan.[4]

Tahlil va natijalar qismi (Analysis and results). Ilovani ishga tushirishdan oldin uning barqarorligi va ishonchliligini ta'minlash juda muhimdir. Pytest yoki Flask-Testing kabi avtomatlashtirilgan sinov vositalaridan foydalanish ushbu jarayonni sezilarli darajada soddalashtirishi mumkin, bu esa ishlab chiquvchilarga alohida dastur komponentlarining ishlashini hamda ularning o‘zaro ta’sirini samarali tekshirish imkonini beradi.

Sinov bosqichida foydalanuvchi interfeysining barcha elementlarining funksionalligini hamda server tomonida amalga oshirilgan funksionallikni tekshirishga alohida e’tibor beriladi. Birlik testlari ilovaning individual funktsiyalari va usullarining ishlashini izolyatsiya qilish va sinab ko‘rish imkonini beradi, integratsiya testlari esa turli modullar va dastur darajalari o'rtasidagi o'zaro ta'sirni baholaydi, ularning to‘g‘ri integratsiyasini ta'minlaydi. Funktsional testdan tashqari, ishlash va xavfsizlik testlari hal qiluvchi rol o'ynaydi. Ishlash testi ilovangizda uni sekinlashtirishi yoki server yuklanishini oshirishi mumkin bo'lgan to‘siqlarni aniqlashga yordam beradi. LoadRunner yoki JMeter kabi vositalardan foydalanish ko'p sonli foydalanuvchilarning bir vaqtning o'zida kirishini taqlid qilish imkonini beradi va shu bilan ilovaning og‘ir yuk ostida yuqori unumdorlik va barqarorlikni saqlash qobiliyatini sinab ko‘radi. Xavfsizlik testi tajovuzkorlar ma‘lumotlarga yoki dastur funktsiyalariga ruxsatsiz kirish uchun foydalanishi mumkin bo‘lgan ilovalardagi potentsial zaifliklarni aniqlashga qaratilgan.[2]

Mobil ilovalarni ishlab chiqishning yakuniy bosqichi uni joylashtirish va texnik xizmat ko‘rsatishdir. Joylashtirish mos hosting platformasini tanlash, server infratuzilmasini o‘rnatish va ilovani nashr etishni o‘z ichiga oladi.

Ushbu sahifada biz Flask mobil ilovasini sinovdan o'tkazish, joylashtirish va texnik xizmat ko‘rsatishning asosiy jihatlarini ko‘rib chiqdik. Ushbu bosqichlar ilovalarni ishlab chiqish hayotiy tsiklining ajralmas qismi bo'lib, uning sifati, ishonchliligi va foydalanuvchi kutganiga mos kelishini ta’minlaydi. Keling, ilovalarni optimallashtirish va reklama strategiyalarini chuqurroq o‘rganamiz. Flask mobil ilovasini ishlab chiqishning navbatdagi muhim jihatiga o‘tsak, biz ilovani optimallashtirish va uni bozorda ilgari surish strategiyalariga e’tibor qaratamiz. Ilovani optimallashtirish uning ishlashi, tezligi va umumiy foydalanuvchi o‘zaro ta’siriga ta'sir qiluvchi asosiy omil hisoblanadi. Flask tomonidan ishlab chiqilgan mobil ilova kontekstida optimallashtirish sahifani yuklash vaqtlarini yaxshilash, server samaradorligini oshirish va foydalanuvchining ilova bilan o‘zaro aloqasidagi kechikishlarni minimallashtirishga qaratilgan bir qator harakatlarni o‘z ichiga olishi mumkin.

Optimallashtirish usullaridan biri bu server va mijoz tomonida keshlashdan foydalanishdir. Keshlash ma’lumotlarni tez-tez o‘zgartirish uchun serverga so‘rovlar sonini kamaytirishi mumkin, shu bilan server yukini kamaytiradi va foydalanuvchi uchun sahifa yuklanishini tezlashtiradi. Flask Flask-Caching kabi bir nechta keshlash kengaytmalarini taklif qiladi, ular ilovangizga osongina qo‘shilishi va keshni boshqarish uchun moslashuvchan sozlamalarni ta’minlaydi.

Veb-sahifaning moslashtirilgan dizayni ham optimallashtirishda hal qiluvchi rol o'ynaydi, bu dasturni turli qurilmalar va ekran o‘lchamlarida to‘g‘ri ko'rsatishi va ishlashiga imkon beradi. Bootstrap yoki Foundation kabi CSS ramkasidan foydalanish moslashuvchan dizaynni sezilarli darajada soddalashtirishi mumkin.

Ilovalarni optimallashtirishning muhim jihatlaridan biri bu ma’lumotlar bazasidan samarali foydalanishdir. Bunga ma’lumotlar bazasi sxemasini to‘g‘ri loyihalash, ma’lumotlarni qidirishni tezlashtirish uchun indekslardan foydalanish va so‘rovlarni bajarish vaqtini minimallashtirish uchun so‘rovlarni optimallashtirish kiradi. Ishlab chiquvchilar muammolarni aniqlash va hal qilish uchun profillash vositalaridan foydalangan holda ma'lumotlar bazasi ishlashini muntazam ravishda tahlil qilishlari kerak. Tez-tez ishlatiladigan ma’lumotlarni keshlash ma’lumotlar bazasiga qo‘ng‘iroqlar sonini kamaytirish orqali dastur tezligini sezilarli darajada oshirishi mumkin.

Sahifani yuklash vaqti, ayniqsa mobil veb-ilovalarda foydalanuvchilarning o'zaro aloqasi uchun muhim omil hisoblanadi. Uni kamaytirish uchun siz statik fayllarni siqish va birlashtirish (CSS va JavaScript), resurslarni asinxron yuklash va tasvirni optimallashtirish kabi usullardan foydalanishingiz mumkin. WebP kabi zamonaviy tasvir formatlaridan foydalanish tasvir hajmini sezilarli darajada qisqartirishi va sifatni saqlab qolgan holda sahifaning tezroq yuklanishini ta'minlashi mumkin. Bundan tashqari, tasvirlar va videolar uchun Lazy Loading texnologiyasini joriy qilish ushbu elementlarning yuklanishini ular paydo bo'lguncha kechiktirishga imkon beradi foydalanuvchiga ko‘rinadigan bo‘lib, shu bilan sahifaning dastlabki yuklanishini tezlashtiradi.

Ushbu zamonaviy JavaScript ramkalari va kutubxonalari foydalanuvchi tajribasini sezilarli darajada yaxshilaydigan dinamik, sezgir foydalanuvchi interfeyslarini yaratishga yordam beradi. Qimmatbaho operatsiyalar va xotira sizib ketishining oldini olish uchun JavaScript kodining ishlashiga ham e'tibor berish muhimdir.

Moslashuvchan dizayn ilovani turli qurilmalarda to‘g‘ri ko‘rsatish va foydalanish qulayligini ta’minlash uchun zarur. Ta’sirchan tartiblar, media so'rovlar va moslashtirilgan tasvirlardan foydalanish dastur interfeysini qurilmaning ekran o‘lchamlari va yo‘nalishiga moslashtirish orqali ushbu maqsadga erishishga yordam beradi. Bu, ayniqsa, foydalanuvchilar turli xil ekran o‘lchamlariga ega bo‘lgan qurilmalardan foydalanishlari mumkin bo‘lgan mobil ilovalar uchun juda muhimdir.

Muntazam ishlash testlari optimallashtirish jarayonining ajralmas qismidir. Google PageSpeed Insights, Lighthouse va WebPageTest kabi vositalardan foydalanish sahifani yuklash tezligini, resurslar samaradorligini va ilovalardan foydalanish imkoniyatini baholashga yordam beradi. Ushbu vositalar ishlab chiquvchilar o‘z ilovalarini optimallashtirish uchun foydalanishi mumkin bo'lgan maxsus ishlash tavsiyalarini beradi.

Xulosa va takliflar qismi (Conclusion/Recommendations). Xulosa shuni ko‘rsatdiki, veb-ilovalarni o‘quv jarayoniga integratsiyalash ta'lim sifatini oshirish, talabalar o‘rtasida motivatsiya va faollikni oshirish, tanqidiy fikrlash va muammolarni hal qilish ko‘nikmalarini rivojlantirish uchun kuchli vositadir. Veb-ilovalar turli ehtiyoj va imtiyozlarga ega bo‘lgan talabalar uchun ochiq bo‘lgan yanada moslashuvchan va inklyuziv o‘quv muhitini yaratishga yordam beradi.

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TIBBIY TA'LIM TALABALARIDA STRESS-MENEJMENT KOMPETENTLIGINI RIVOJLANTIRISHNING DIDAKTIK AHAMIYATI

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Annotatsiya; *Mazkur maqolada tibbiy ta'lim talabalarida stress-menejment kompetentligini rivojlantirishning didaktik ahamiyati yoritilgan. Tibbiyot yo'nalishida tahsil olayotgan talabalar o'quv yuklamasi, klinik-amaliy mashg'ulotlar, imtihon bosimi va kasbiy mas'uliyat sababli kuchli psixoemotsional zo'riqishlarga duch keladilar. Shu bois ularda stressni anglash, boshqarish, o'zini nazorat qilish va murakkab vaziyatlarda xotirjam harakat qilish ko'nikmalarini shakllantirish tibbiy ta'lim sifatini oshirishning muhim sharti hisoblanadi. Maqolada refleksiv kundalik, vaziyatli topshiriqlar, nafas olish mashqlari, vaqtni boshqarish, guruhiy muhokama va emotsional intellektni rivojlantirish usullarining didaktik imkoniyatlari tahlil qilinadi.*

Kalit so'zlar: *tibbiy ta'lim, stress-menejment, kompetentlik, didaktik ahamiyat, refleksiya, emotsional barqarorlik, o'zini boshqarish, kasbiy tayyorgarlik.*

ДИДАКТИЧЕСКОЕ ЗНАЧЕНИЕ РАЗВИТИЯ КОМПЕТЕНТНОСТИ СТРЕСС-МЕНЕДЖМЕНТА У СТУДЕНТОВ МЕДИЦИНСКОГО ОБРАЗОВАНИЯ

Аннотация; *В статье рассматривается дидактическое значение развития компетентности стресс-менеджмента у студентов медицинского образования. Высокая учебная нагрузка, клиническая практика, экзаменационное напряжение и профессиональная ответственность усиливают психоэмоциональное напряжение студентов. Поэтому формирование навыков саморегуляции, эмоциональной устойчивости, рефлексии и конструктивного поведения в стрессовых ситуациях является важным условием повышения качества медицинского образования.*

Ключевые слова: *медицинское образование, стресс-менеджмент, компетентность, саморегуляция, эмоциональная устойчивость, рефлексия.*

DIDACTIC SIGNIFICANCE OF DEVELOPING STRESS MANAGEMENT COMPETENCE AMONG MEDICAL STUDENTS

Abstract; This article discusses the didactic significance of developing stress management competence among medical students. Intensive academic workload, clinical practice, examination pressure, and professional responsibility often increase students' psycho-emotional tension. Therefore, developing self-regulation, emotional stability, reflection, time management, and constructive behavior in stressful situations is an important factor in improving the quality of medical education.

Keywords: *medical education, stress management, competence, self-regulation, emotional stability, reflection.*

KIRISH

Zamonaviy tibbiy ta'lim jarayoni faqat nazariy bilim va amaliy ko'nikmalarni shakllantirish bilan cheklanmaydi. Bo'lajak tibbiyot xodimidan murakkab vaziyatda o'zini yo'qotmaslik, bemor bilan to'g'ri muloqot qilish, tezkor qaror qabul qilish va kasbiy bosimga bardosh berish ham talab etiladi. Shuning uchun tibbiy ta'limda stress-menejment kompetentligini rivojlantirish dolzarb pedagogik masala sifatida qaraladi.

Tibbiyot talabasi o'qish davomida katta hajmdagi nazariy materiallarni o'zlashtiradi, klinik-amaliy mashg'ulotlarda qatnashadi, imtihonlarga tayyorlanadi va asta-sekin inson salomatligi bilan bog'liq mas'uliyatni his qila boshlaydi. Bunday jarayonda xavotir, charchoq, o'ziga ishonchsizlik, diqqatning pasayishi va ruhiy zo'riqish holatlari paydo bo'lishi tabiiy. Ammo stress boshqarilmasa, u talabaning o'quv faolligi, xotirasi, muloqoti va kasbiy shakllanishiga salbiy ta'sir ko'rsatadi.

Stress-menejment kompetentligi talabaning stress omillarini anglash, o'z emotsional holatini baholash, zo'riqish paytida o'zini boshqarish, vaqtni to'g'ri rejalashtirish, yordam so'rashdan tortinmaslik va ijobiy muloqot orqali bosimni

kamaytirish koʻnikmalarini oʻz ichiga oladi. Bu kompetentlik oʻz-oʻzidan shakllanmaydi. Uni ta’lim jarayonida maqsadli, bosqichma-bosqich va amaliy mashqlar orqali rivojlantirish zarur.

Maqolaning maqsadi tibbiy ta’lim talabalarida stress-menejment kompetentligini rivojlantirishning didaktik ahamiyatini ochib berish hamda ushbu jarayonda qoʻllaniladigan metodik yondashuvlarni tahlil qilishdan iborat.

METODLAR

Tibbiy ta’limda stress-menejment kompetentligini rivojlantirish oʻquv jarayoniga tabiiy singdirilgan holda tashkil etilishi kerak. Bunda talaba stress haqida faqat nazariy ma’lumot olib qolmay, uni amalda boshqarish, oʻz holatini tahlil qilish va murakkab vaziyatlarda xotirjam harakat qilishni ham oʻrganadi. Tadqiqot mazmunini ishlab chiqishda pedagogik kuzatuv, suhbat, refleksiv tahlil, vaziyatli topshiriqlar, amaliy trening, oʻz-oʻzini baholash va guruhiy muhokama metodlaridan foydalanildi. Refleksiv kundalik yuritish metodi talabalarga oʻz ichki holatini anglashga yordam beradi. Talaba oʻzini nima zoʻriqtirayotganini, stress paytida qanday munosabat bildirayotganini va keyingi safar qanday yoʻl tutishi mumkinligini qisqa yozuvlar orqali tahlil qiladi. Bu metod talabaning oʻzini kuzatish, xatolaridan xulosa chiqarish va stressga ongli munosabat bildirish koʻnikmalarini rivojlantiradi.

Vaziyatli topshiriqlar va klinik ssenariylar metodi tibbiy ta’lim uchun ayniqsa muhimdir. Masalan, bemor xavotir bilan savol bergan holat, imtihonda vaqt yetishmasligi, amaliy mashgʻulotda xato qilish yoki oʻqituvchi tomonidan kutilmagan savol berilishi kabi vaziyatlar modellashtiriladi. Bunday topshiriqlar talabani real kasbiy holatlarga yaqinlashtiradi, muloqot madaniyatini, xotirjam fikrlashni va javobgarlikni rivojlantiradi.

Qisqa relaksatsion va nafas olish mashqlari stressni tana orqali boshqarishga xizmat qiladi. Dars yoki imtihon oldidan bajariladigan 3–5 daqiqalik chuqur nafas olish, mushaklarni boʻshashtirish, fikrni tartibga keltirish kabi mashqlar talabaning diqqatini jamlashga yordam beradi. Bunday mashqlar murakkab emas, lekin muntazam qoʻllanganda talabaning oʻzini boshqarishiga sezilarli ta’sir koʻrsatadi. Vaqtni boshqarish metodi tibbiyot talabalarida stressni kamaytirishning zarur yoʻnalishidir. Mavzularning koʻpligi, topshiriqlarning ketma-ketligi va imtihonlarga tayyorgarlik jarayoni koʻpincha vaqt tanqisligini yuzaga keltiradi. Shu sababli talabalarga haftalik reja tuzish, muhim vazifalarni ajratish, murakkab mavzuni qismlarga boʻlib oʻrganish va dam olishni ham rejaning bir qismi sifatida belgilash tavsiya etiladi. Guruhiy muhokama va ijtimoiy qoʻllab-quvvatlash metodi talabalar orasida ishonchli muhit yaratadi. Talaba oʻz qiyinchiligini yolgʻiz boshdan kechirmayotganini tushunganda, ichki bosim kamayadi. Guruhiy muloqot orqali talabalar bir-birini tinglash, qoʻllab-quvvatlash va muammoga birgalikda yechim izlashga oʻrganadilar. Emotsional intellektni rivojlantirishga qaratilgan savollar ham stress-menejmentning muhim qismidir. “Men hozir nimani his qilyapman?”, “Bu hissiyot mening qarorimga qanday ta’sir qilmoqda?”, “Bemorning xavotiri ortida qanday ehtiyoj bor?” kabi savollar talabaning oʻz hissiyotini tanish, boshqarish va boshqalarni tushunish qobiliyatini kuchaytiradi.

Ushbu metodik tizim diagnostik, nazariy, amaliy, refleksiv va baholash bosqichlarida amalga oshiriladi. Avval talabalarning stress manbalari aniqlanadi, keyin ularga stressning mohiyati tushuntiriladi, soʻng amaliy mashqlar bajariladi, yakunda esa talabaning oʻzini boshqarish darajasi va refleksiv tahlil koʻnikmalari baholanadi.

NATIJALAR

Stress-menejmentga yoʻnaltirilgan didaktik yondashuvlar qoʻllanilganda talabalar stressni noaniq qoʻrquv sifatida emas, boshqarilishi mumkin boʻlgan holat sifatida qabul qila boshlaydilar. Bu oʻzgarish ularning oʻquv jarayoniga munosabatida, muloqotida va amaliy mashgʻulotlardagi faolligida seziladi.

Refleksiv kundaliklar orqali talabalar oʻzlariga eng koʻp ta’sir qiladigan stress omillarini aniqlaydilar. Ayrimlar uchun bu imtihon oldi hayajoni boʻlsa, boshqalar uchun klinik vaziyatni tahlil qilish, guruh oldida javob berish yoki vaqt yetishmasligi asosiy zoʻriqish manbai boʻlishi mumkin. Talaba oʻz holatini anglagani sari unga boshqacha, ongliroq yondasha boshlaydi. Nafas olish va relaksatsion mashqlar dars jarayonida ichki taranglikni kamaytirish, diqqatni jamlash va xotirjamlikni saqlashga yordam beradi. Vaziyatli topshiriqlar esa talabalarda stressli holatda fikrni tartibga solish, savolni aniqlashtirish, xato qilganda oʻzini yoʻqotmaslik va muloyim muloqot qilish koʻnikmalarini rivojlantiradi. Vaqtni boshqarish mashgʻulotlari natijasida talabalar oʻquv yuklamasini rejalashtirishga ongliroq qaraydilar. Katta mavzularni qismlarga ajratish, takrorlash vaqtini oldindan belgilash va qisqa tanaffuslardan foydalanish charchoqni kamaytiradi hamda oʻzlashtirishga boʻlgan ishonchni oshiradi. Guruhiy muhokamalar talabalar orasida oʻzaro qoʻllab-quvvatlash muhitini kuchaytiradi. Bunday muhitda talaba savol berishdan, xato qilishdan yoki oʻz fikrini bildirishdan kamroq choʻchiydi. Bu esa ta’lim jarayonini jonlantiradi va kasbiy muloqot madaniyatini rivojlantiradi. Umuman, stress-menejment kompetentligini rivojlantirishga qaratilgan metodlar talabalarda stress omillarini anglash, oʻz holatini tahlil qilish, imtihon va amaliy mashgʻulot oldidan oʻzini boshqarish, vaqtni toʻgʻri taqsimlash, xotirjam muloqot qilish va kasbiy masʻuliyatni sogʻlom ruhiy barqarorlik bilan uygʻunlashtirish koʻnikmalarini kuchaytiradi. Kuzatuvlar asosida talabalarning oʻzini boshqarish, darsdagi faollik va stressli vaziyatlarda konstruktiv munosabat bildirish darajasida ijobiy siljish kuzatiladi.

MUHOKAMA

Tibbiy ta’limda stress-menejment kompetentligini rivojlantirish faqat psixologik tarbiya masalasi emas. Bu bevosita didaktik jarayon bilan bog‘liq. Chunki stress talabaning bilimni qabul qilishi, eslab qolishi, amaliyotda qo‘llashi va baholash jarayonida o‘zini namoyon etishiga ta’sir qiladi. Talaba yaxshi tayyorlangan bo‘lsa ham, kuchli hayajon sababli bilimini to‘liq ko‘rsata olmasligi mumkin.

Stress-menejment kompetentligini shakllantirish talabaning o‘quv jarayoniga chuqurroq kirishiga, klinik vaziyatlarda xotirjamroq fikrlashiga va o‘z bilimiga sog‘lom munosabatda bo‘lishiga xizmat qiladi. Tibbiyotda bilim hajmi katta bo‘lgani uchun talaba ko‘pincha hamma narsani birdan bilishi kerakdek his qiladi. O‘qituvchi esa bunday vaziyatda mavzuni bosqichma-bosqich o‘zlashtirish, savol berishdan qo‘rqmaslik va xatodan o‘rganish muhitini yaratishi zarur. Bu jarayonda o‘qituvchining muloqot madaniyati muhim o‘rin tutadi. Talabchanlik zarur, lekin u qo‘rquvga emas, kasbiy o‘sishga xizmat qilishi kerak. Talaba o‘zini doimiy bosim ostida his qilsa, o‘rganishdan ko‘ra o‘zini himoya qilishga ko‘proq kuch sarflaydi. Aksincha, ishonchli muhitda u fikr bildiradi, savol beradi, xatolarini tahlil qiladi va o‘z ustida ishlashga intiladi. Stress-menejment kompetentligini rivojlantirish bir martalik trening bilan cheklanmasligi kerak. U har bir fan va amaliy mashg‘ulot tarkibiga kichik elementlar orqali singdirilishi mumkin. Dars boshida maqsadni aniq tushuntirish, murakkab mavzudan so‘ng qisqa refleksiya qilish, amaliy topshiriqdan keyin xatolarni tahlil qilish, imtihon oldidan psixologik tayyorgarlik bo‘yicha tavsiyalar berish — bularning barchasi ta’lim samaradorligini oshiradi. Shu bilan birga, bu yo‘nalishni joriy etishda ayrim muammolar ham mavjud. O‘quv dasturlarining zichligi, o‘qituvchilarning stress-menejment metodlari bo‘yicha yetarli tayyorgarlikka ega emasligi va ayrim talabalar o‘z ruhiy holatini ochiq tahlil qilishga tortinishi mumkin. Shu sababli metodika majburlash orqali emas, bosqichma-bosqich, ishonchli va xavfsiz ta’lim muhiti asosida tashkil etilishi lozim. Stress-menejment kompetentligini baholashda faqat test natijalariga tayanish yetarli emas. Refleksiv yozuvlar, vaziyatli topshiriqlardagi ishtirok, o‘zini baholash varaqalari, guruhiy muloqotdagi faollik va o‘qituvchi kuzatuvlari birgalikda qo‘llanganda talabaning haqiqiy rivojlanish darajasi aniqroq ko‘rinadi.

XULOSA

Tibbiy ta’lim talabalarida stress-menejment kompetentligini rivojlantirish kasbiy tayyorgarlikning muhim qismidir. Bu kompetentlik talabaning stress omillarini anglash, o‘zini boshqarish, vaqtni rejalashtirish, xotirjam muloqot qilish va murakkab vaziyatlarda to‘g‘ri qaror qabul qilish ko‘nikmalarini mustahkamlaydi.

Refleksiv kundaliklar, vaziyatli topshiriqlar, nafas olish mashqlari, vaqtni boshqarish, guruhiy muhokama va emotsional intellektni rivojlantirishga qaratilgan yondashuvlar tibbiy ta’lim jarayonida samarali didaktik vosita bo‘lib xizmat qiladi. Ular talabani nafaqat bilimli, balki ruhiy jihatdan barqaror, mas’uliyatli va bemor bilan muloqotga tayyor mutaxassis sifatida shakllantirishga yordam beradi.

Shunday qilib, stress-menejment kompetentligini rivojlantirish tibbiy ta’lim sifatini oshirish, talabalar psixoemotsional barqarorligini mustahkamlash va bo‘lajak tibbiyot xodimlarining kasbiy chidamliligini shakllantirishning muhim sharti hisoblanadi.

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BO‘LAJAK PEDAGOGLARDA G‘OYAVIY-MAFKURAVIY KOMPETENTLIKNI RIVOJLANTIRISH MAZMUNI VA METODLARI

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Annotatsiya. *Mazkur maqolada bo‘lajak pedagoglarda g‘oyaviy-mafkuraviy kompetentlikni rivojlantirishning mazmuni, shakllari, metodlari va vositalari tahlil etilgan. G‘oyaviy-mafkuraviy kompetentlik pedagog shaxsining ijtimoiy faolligi, fuqarolik pozitsiyasi, milliy va umuminsoniy qadriyatlarga sodiqligi, mafkuraviy immuniteti hamda tanqidiy tafakkurini shakllantirishning muhim omili sifatida asoslab berilgan. Tadqiqot doirasida mazkur kompetentlikning tarkibiy qismlari aniqlashtirilib, uni rivojlantirishga qaratilgan innovatsion pedagogik texnologiyalar, interfaol metodlar va tarbiyaviy ish shakllari yoritilgan. Shuningdek, oliy ta’lim jarayonida g‘oyaviy-mafkuraviy tarbiyani samarali tashkil etish bo‘yicha amaliy tavsiyalar ishlab chiqilgan.*

Tayanch so‘zlar: *g‘oyaviy-mafkuraviy kompetentlik, bo‘lajak pedagog, kasbiy tayyorgarlik, mafkuraviy immunitet, fuqarolik pozitsiyasi, milliy va umuminsoniy qadriyatlar, tanqidiy tafakkur, interfaol metodlar, pedagogik texnologiyalar, tarbiyaviy jarayon.*

СОДЕРЖАНИЕ И МЕТОДЫ РАЗВИТИЯ ИДЕЙНО-МИРОВОЗЗРЕНЧЕСКОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ ПЕДАГОГОВ

Аннотация. *В статье рассматриваются содержание, формы и методы развития идейно-мировоззренческой компетентности у будущих педагогов. Идейно-мировоззренческая компетентность определяется как важный компонент профессиональной подготовки учителя, включающий гражданскую позицию, социальную активность, приверженность национальным и общечеловеческим ценностям, а также сформированность идеологического иммунитета и критического мышления. В исследовании анализируются структурные компоненты данной компетентности, инновационные педагогические технологии и интерактивные методы, направленные на её развитие. Также представлены практические рекомендации по эффективной организации идейно-воспитательной работы в системе высшего образования.*

Ключевые слова: *Идейно-мировоззренческая компетентность, будущий педагог, профессиональная подготовка, идеологический иммунитет, гражданская позиция, национальные и общечеловеческие ценности, критическое мышление, интерактивные методы, педагогические технологии, воспитательный процесс.*

CONTENT AND METHODS OF DEVELOPING IDEOLOGICAL COMPETENCE IN FUTURE TEACHERS

Abstract. *This article explores the content, forms, and methods of developing ideological and worldview competence in future teachers. Ideological competence is considered an essential component of professional teacher training, including civic responsibility, social engagement, commitment to national and universal values, ideological resilience, and critical thinking skills. The study analyzes the structural components of this competence and highlights innovative pedagogical technologies and interactive methods aimed at its development. Practical recommendations for the effective organization of ideological and educational activities in higher education institutions are also provided.*

Keywords: *Ideological competence, future teacher, professional training, ideological immunity, civic position, national and universal values, critical thinking, interactive methods, pedagogical technologies, educational process.*

KIRISH

Zamonaviy ta’lim tizimi oldida turgan dolzarb vazifalardan biri – bo‘lajak pedagoglarni g‘oyaviy-mafkuraviy jihatdan puxta tayyorlashdir. Zero, pedagog shaxsi nafaqat bilim manbai, balki yosh avlodning dunyoqarashi, ma’naviy-axloqiy qiyofasi va fuqarolik pozitsiyasini shakllantiruvchi yetakchi omil hisoblanadi. Shu nuqtayi nazardan, bo‘lajak pedagoglarda g‘oyaviy-mafkuraviy kompetentlikni rivojlantirishning mazmuni, metodlari, shakl va vositalarini ilmiy-pedagogik asosda belgilash alohida ahamiyat kasb etadi.

ADABIYOTLAR TAHLILI VA METODLAR

Bo‘lajak pedagoglarda g‘oyaviy-mafkuraviy kompetentlikni rivojlantirish masalasi pedagogika, falsafa, sotsiologiya va siyosatshunoslik fanlari kesishgan nuqtada o‘rganiladigan dolzarb ilmiy muammolardan biridir. So‘nggi yillarda kompetensiyaviy yondashuv asosida pedagog kadrlarni tayyorlash jarayonida nafaqat kasbiy, balki ijtimoiy-fuqarolik va mafkuraviy kompetentlikni shakllantirish masalalariga alohida e’tibor qaratilmoqda.

Ilmiy manbalarda “kompetentlik” tushunchasi bilim, ko‘nikma, malaka va shaxsiy sifatlarning integrativ majmui sifatida talqin qilinadi. Zamonaviy pedagogik tadqiqotlarda kompetentlik shaxsning muayyan faoliyatni samarali amalga oshirishga tayyorligi va qobiliyati sifatida izohlanadi. Shu nuqtai nazardan, g‘oyaviy-mafkuraviy kompetentlik — pedagogning ijtimoiy jarayonlarni to‘g‘ri anglash, milliy va umuminsoniy qadriyatlarga sodiqlik, mafkuraviy tahdidlarga nisbatan ongli munosabat bildirish hamda tarbiyaviy faoliyatda mazkur qadriyatlarni singdira olish qobiliyatidir.

Milliy pedagogika nazariyasida ma’naviy-axloqiy tarbiya, vatanparvarlik, fuqarolik pozitsiyasi va mafkuraviy immunitet masalalari keng yoritilgan. Tadqiqotchilar tomonidan mafkuraviy tarbiyaning mazmuni, shakl va metodlari, yoshlar ongida mustaqil fikrlashni rivojlantirish mexanizmlari o‘rganilgan. Ayrim ishlarda pedagog shaxsining ma’naviy qiyofasi va uning tarbiyaviy ta’sir kuchi asoslab berilgan.

Xorijiy tadqiqotlarda esa fuqarolik kompetensiyasi, global kompetensiya, kritik tafakkur va media savodxonlik tushunchalari orqali mazkur muammo yoritiladi. Bu yondashuvlarda pedagogning ijtimoiy mas’uliyati, demokratik qadriyatlarga sodiqligi hamda axborot oqimida mustaqil pozitsiya shakllantira olishi muhim omil sifatida baholanadi.

Tahlillar shuni ko‘rsatadiki, mavjud ilmiy ishlarda g‘oyaviy-mafkuraviy tarbiya masalalari keng yoritilgan bo‘lsa-da, aynan bo‘lajak pedagoglarda g‘oyaviy-mafkuraviy kompetentlikni tizimli ravishda rivojlantirish mazmuni va metodik mexanizmlarini aniqlashtirish zarurati saqlanib qolmoqda. Mazkur maqola aynan shu jihatni aniqlashtirishga qaratiladi.

G‘oyaviy-mafkuraviy kompetentlik mazmuni pedagogik ta’limning strategik maqsadlariga muvofiq holda, milliy va umuminsoniy qadriyatlarga tayangan holda shakllantiriladi. U quyidagi yo‘nalishlarni o‘z ichiga oladi:

Birinchidan, g‘oya va mafkuraga oid nazariy bilimlar tizimi. Bunda milliy g‘oya, ma’naviyat asoslari, mafkuraviy jarayonlar, jamiyat taraqqiyoti qonuniyatlari haqidagi bilimlarni o‘zlashtirish muhim o‘rin tutadi.

Ikkinchidan, qadriyatlar tizimini shakllantirish. Bo‘lajak pedagoglarda Vanatga sadoqat, vatanparvarlik, fuqarolik mas’uliyati, ijtimoiy faollik, bag‘rikenglik va insoniylik kabi sifatlarni rivojlantirish mazmuni.

Uchinchidan, amaliy-faoliyatga yo‘naltirilgan komponent. Bu pedagogik faoliyatda g‘oyaviy-mafkuraviy bilimlarni qo‘llay olishi, tarbiyaviy ishlarni samarali tashkil etish, o‘quvchilarda mafkuraviy barqarorlik va tanqidiy tafakkurni shakllantirish ko‘nikmalarini rivojlantirishni o‘z ichiga oladi.

NATIJALAR VA MUHOKAMA

Tadqiqot jarayonida bo‘lajak pedagoglarda g‘oyaviy-mafkuraviy kompetentlik darajasi nazariy va empirik jihatdan o‘rganildi. So‘rovnoma, kuzatish hamda tajriba-sinov ishlari natijalari shuni ko‘rsatdiki, talabalarning aksariyatida mafkuraviy bilimlar mavjud bo‘lsa-da, ularni amaliy faoliyatga tatbiq etish, mustaqil pozitsiya bildirish va ijtimoiy jarayonlarga tanqidiy yondashish ko‘nikmalari yetarli darajada shakllanmagan.

Tahlil natijalariga ko‘ra, g‘oyaviy-mafkuraviy kompetentlik quyidagi tarkibiy komponentlar asosida rivojlanadi:

1. **Kognitiv komponent** – milliy istiqlol g‘oyasi, ma’naviyat asoslari, ijtimoiy-siyosiy jarayonlar haqidagi bilimlar tizimi.
2. **Aksiologik komponent** – milliy va umuminsoniy qadriyatlarga hurmat, fuqarolik mas’uliyati va vatanparvarlik tuyg‘usi.
3. **Motivatsion komponent** – jamiyat hayotida faol ishtirok etishga ichki ehtiyoj va ijtimoiy faollik.
4. **Faoliyatga oid komponent** – o‘z pedagogik faoliyatida mafkuraviy

mazmunni to‘g‘ri singdira olish, tarbiyaviy jarayonni ongli tashkil etish.

Tajriba-sinov jarayonida interaktiv metodlardan (debat, muammoli vaziyatlar tahlili, case-study, klaster, konseptual xaritalar) foydalanish talabalarning mustaqil fikrlash darajasini oshirdi, ijtimoiy hodisalarga nisbatan tahliliy yondashuvini kuchaytirdi hamda ularning mafkuraviy barqarorligini mustahkamladi.

Muhokama jarayonida aniqlanishicha, g‘oyaviy-mafkuraviy kompetentlikni rivojlantirish bir martalik tadbirlar orqali emas, balki uzluksiz, tizimli va integrativ yondashuv asosida amalga oshirilgandagina samarali natija beradi. Shuningdek, mazkur jarayon faqat nazariy bilim berish bilan cheklanmasdan, amaliy mashg‘ulotlar va ijtimoiy loyihalar bilan boyitilishi lozim.

Natijalar shuni ko‘rsatadiki, kompetensiyaviy yondashuv asosida tashkil etilgan ta’lim jarayoni bo‘lajak pedagoglarda nafaqat bilim, balki barqaror fuqarolik pozitsiyasini ham shakllantirish imkonini beradi.

XULOSA

Bo‘lajak pedagoglarda g‘oyaviy-mafkuraviy kompetentlikni rivojlantirish zamonaviy ta’lim tizimining ustuvor vazifalaridan biri hisoblanadi. Tadqiqot natijalari shuni ko‘rsatdiki, mazkur kompetentlik pedagogning nafaqat kasbiy tayyorgarligi, balki uning fuqarolik pozitsiyasi, ijtimoiy mas’uliyati va ma’naviy qiyofasi bilan chambarchas bog‘liqdir.

G‘oyaviy-mafkuraviy kompetentlik kognitiv (bilim), aksiologik (qadriyatlarga munosabat), motivatsion (ichki ehtiyoj va ijtimoiy faollik) hamda faoliyatga oid (amaliy qo‘llay olish) komponentlar birligida shakllanadi. Ushbu tarkibiy qismlarning o‘zaro uyg‘un rivojlanishi bo‘lajak pedagogning mafkuraviy barqarorligini ta’minlaydi.

Tadqiqot jarayonida interaktiv, muammoli va kompetensiyaviy yondashuvlarga asoslangan metodlar samarali ekanligi aniqlandi. Ayniqsa, debat, case-study, muammoli vaziyatlar tahlili va ijtimoiy loyihalar talabalarning mustaqil fikrlashi, tanqidiy yondashuvi va fuqarolik mas’uliyatini kuchaytirishda muhim ahamiyat kasb etdi.

Xulosa qilib aytganda, bo‘lajak pedagoglarda g‘oyaviy-mafkuraviy kompetentlikni rivojlantirish uzluksiz, tizimli va integrativ yondashuv asosida amalga oshirilishi lozim. Bu esa kelajak avlodni milliy va umuminsoniy qadriyatlarga sodiq, mustaqil fikrlovchi hamda ijtimoiy faol shaxs sifatida tarbiyalashga xizmat qiladi.

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EHTIMOLLAR NAZARIYASINI O‘QITISHNING NAZARIY VA METODOLOGIK ASOSLARI

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Annotatsiya ; *Maqolada ehtimollar nazariyasini o‘qitishning didaktik tamoyillari, o‘quv materiallarini tizimli va bosqichma-bosqich tashkil etish usullari hamda nazariy bilimlarni amaliy masalalar bilan bog‘lash metodlari asoslab berilgan. Bundan tashqari, o‘quvchilarda mustaqil fikrlash, tahlil qilish va ehtimollik hodisalarini baholash ko‘nikmalarini shakllantirishga qaratilgan metodik tavsiyalar ishlab chiqilgan. Tadqiqot natijalari umumta’lim maktablari, akademik litseylar hamda oliy ta’lim muassasalarida ehtimollar nazariyasini samarali o‘qitishda muhim ahamiyat kasb etadi.*

Kalit so‘zlar. *Didaktik, tadqiqot, ehtimollar nazariyasi, o’qitish, zamonaviy, risklarni baholash, kompetensiya, bashorat qilish, statistik ma’lumot, maktab matematikasi*

ТЕОРЕТИЧЕСКИЕ И МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ ПРЕПОДАВАНИЯ ТЕОРИИ ВЕРОЯТНОСТИ

Аннотация; *В статье обосновываются дидактические принципы преподавания теории вероятностей, методы систематической и поэтапной организации учебных материалов, а также методы связи теоретических знаний с практическими вопросами. Кроме того, разработаны методические рекомендации, направленные на развитие у учащихся навыков самостоятельного мышления, анализа и оценки вероятностных явлений. Результаты исследования имеют большое значение для эффективного преподавания теории вероятностей в средних школах, академических лицеях и высших учебных заведениях.*

Ключевые слова. *Дидактический, исследовательский, теория вероятностей, преподавание, современный, оценка рисков, компетентность, прогнозирование, статистика, школьная математика*

THEORETICAL AND METHODOLOGICAL FOUNDATIONS FOR TEACHING PROBABILITY THEORY

Annotation; *This article substantiates didactic principles for teaching probability theory, methods for systematically and stepwise organizing educational materials, and methods for connecting theoretical knowledge with practical issues. Furthermore, methodological recommendations are developed to develop students’ skills in independent thinking, analysis, and evaluation of probabilistic phenomena. The research findings are of great importance for the effective teaching of probability theory in secondary schools, academic lyceums, and higher education institutions.*

Key words. *Didactic, research, probability theory, teaching, modern, risk assessment, competence, forecasting, statistics, school mathematics*

Kirish

Zamonaviy jamiyat taraqqiyoti, raqamli texnologiyalarning jadal rivojlanishi, axborot oqimining keskin ortishi sharoitida ta’lim tizimiga qo‘yilayotgan talablar tubdan o‘zgarmoqda. Endilikda ta’limning asosiy vazifasi nafaqat bilim berish, balki har bir o‘quvchining individual imkoniyatlarini aniqlash, rivojlantirish va ularni hayotiy vaziyatlarda samarali qo‘llay oladigan shaxs sifatida shakllantirishdan iborat bo‘lib bormoqda. Shu nuqtayi nazardan qaraganda, matematik ta’lim, xususan, ehtimollar nazariyasini o‘qitish jarayoni alohida ahamiyat kasb etadi.

Ehtimollar nazariyasi hozirgi kunda matematik savodxonlikning ajralmas qismi bo‘lib, noaniqlik sharoitida qaror qabul qilish, risklarni baholash, bashorat qilish va statistik ma’lumotlarni tahlil qilish kabi muhim kompetensiyalarni shakllantiradi. XXI asrda ehtimollik tushunchalari tibbiyot, iqtisodiyot, moliya, sun‘iy intellekt, texnologiya, ijtimoiy fanlar va kundalik hayotning deyarli barcha sohalarida faol qo‘llanilmoqda. Shu sababli maktab matematika kursida ehtimollar nazariyasini samarali o‘qitish masalasi global miqyosda dolzarb muammo sifatida e’tirof etilmoqda. Matematika fanining asosiy vazifasi o‘quvchilarda mantiqiy fikrlash, muammolarni tahlil qilish va ularni yechish ko‘nikmalarini shakllantirishdan iborat bo‘lsa, ehtimollar nazariyasi ushbu vazifaning zamonaviy jamiyat sharoitidagi eng muhim tarkibiy qismlaridan biri hisoblanadi. An‘anaviy algebra va geometriya deterministik xarakterga ega bo‘lib,

aniq natijalarga asoslangan bo‘lsa, ehtimollar nazariyasi noaniqlik, tasodifiylik va ehtimollik tushunchalariga tayanadi. Aynan shu jihati bilan u real hayotdagi ko‘plab jarayonlarni modellashtirishda alohida ahamiyat kasb etadi.

Maktab matematika kursida ehtimollar nazariyasining o‘rni so‘nggi o‘n yilliklarda sezilarli darajada kuchaydi. Buning asosiy sababi jamiyatda statistik axborotlarning ko‘payishi, raqamli texnologiyalar rivoji va qaror qabul qilish jarayonlarida ehtimollik yondashuvining keng qo‘llanilishidir. Zamonaviy fuqaro turli manbalardan kelayotgan ma’lumotlarni tanqidiy tahlil qila olishi, risk va imkoniyatlarni baholashi hamda noaniqlik sharoitida asosli qarorlar qabul qilishi zarur. Bu kompetensiyalar esa bevosita ehtimollar nazariyasini o‘rganish orqali shakllanadi.

Maktab yoshidagi o‘quvchilar uchun ehtimollar nazariyasi nafaqat matematik bilim manbai, balki ularning dunyoqarashini shakllantiruvchi muhim vosita hisoblanadi. Ushbu bo‘lim orqali o‘quvchilar tasodif va qonuniyat o‘rtasidagi munosabatni tushunishni, individual hodisalar bilan ommaviy jarayonlar o‘rtasidagi farqni anglashni, shuningdek, statistik fikrlash elementlarini egallashni o‘rganadilar. Shu jihatdan ehtimollar nazariyasi maktab matematika kursining integrativ bo‘limi sifatida namoyon bo‘ladi.

O‘zbekiston Respublikasining umumta’lim maktablari matematika o‘quv dasturiga muvofiq, ehtimollar nazariyasi mustaqil bo‘lim sifatida 7-sinfdan boshlab o‘rganiladi va 11-sinfgacha progressive rivojlanib boradi. Bu bo‘lim kombinatorika, matematika statistikasi va tasodifiy jarayonlar nazariyasi bilan chambarchas integratsiyalashgan holda o‘qitiladi. Maktab matematika kursida ehtimollar nazariyasi uchta asosiy funksiyani bajaradi: kognitiv (bilim berish), rivojlantiruvchi (tafakkur shakllantirish) va tarbiyaviy (ilmiy dunyoqarash hosil qilish). Bu uch funksiya bir-birini to‘ldirgan holda o‘quvchining umumiy intellectual kamolotiga xizmat qiladi.

Davlat ta'lim standarti talabi. O‘zbekiston Respublikasi Davlat ta’lim standartiga ko‘ra (2017-yil tahriri), ehtimollar nazariyasi va matematika statistikasi bo‘limi umumta’lim maktablarining majburiy o‘quv komponentlari qatoriga kiritilgan bo‘lib, uning asosiy tushunchalari ZNM (Zaruriy Natijalar Majmuasi) talablarida aniq belgilangan.

Kognitiv rivojlanish. O‘quvchilar ehtimoliy masalalarni yechish orqali mantiqiy mushohada, tahlil va sintez qilish, shuningdek abstrakt tafakkur ko‘nikmalarini rivojlantiradi. Noaniqlik sharoitida qaror qabul qilish malakasi shakllanadi.

Fanlararo integratsiya. Fizika (termodinamika), biologiya (genetika), iqtisod (risk tahlili), tibbiyot (diagnostika) va ijtimoiy fanlar bilan mustahkam ko‘prik- nazariyaning keng amaliy qo‘llanishini ta’minlaydi.

Hayotiy kompetentsiya. Xavf- xatarni baholash, statistik ma’lumotlarni tanqidiy tahlil qilish, media savodxonligi va asosli qaror qabul qilish -bular zamonaviy fuqaro uchun zarur ko‘nikmalardir.

Oliy ta’limga tayyorlov. Sun‘iy intellekt, kibernetika, iqtisod, tibbiyot va muhandislik yo‘nalishlarida muvaffaqiyatli o‘qish uchun mustahkam poydevordir. Oliy matematika kurslariga uzluksiz o‘tishni ta’minlaydi.

Ehtimollar nazariyasining maktab kursidagi asosiy tushunchalar tizimi klassik ta'rifdan boshlanib, geometrik ehtimollik, shartli ehtimollik va tasodifiy miqdorlargacha progressiv rivojlanib boradi. Quyida kurs davomida o‘rganiladigan asosiy formulalar keltirilgan:

Klassik ta'rif — Laplace (1814) $P(A)=m/n$, m - A hodisani qo‘llab-quvvatlovchi elementar natijalar soni n - barcha teng imkonli natijalar umumiy soni $0 \le P(A) \le 1$

Nisbiy chastota ta'rifi, $W(A)= m/N$, m - A hodisa sodir bo‘lgan sinovlar soni N -barcha o‘tkazilgan sinovlar umumiy soni $P(A) \approx W(A)$, $N \to \infty$,

Qo‘shish teoremasi $P(A+B) = P(A) + P(B) - P(AB)$ Mos kelmaydigan hodisalar uchun: $P(A+B) = P(A) + P(B)$, Barcha to‘liq hodisalar tizimi uchun:

$$P(A_1) + P(A_2) + \ldots + P(A_n) = 1$$

Ko‘paytirish teoremasi, $P(AB) = P(A)\,P(B/A)$

$P(B|A)$- A hodisa sodir bo‘lgandagi B ning shartli ehtimolligi, Mustaqil hodisalar uchun: $P(AB) = P(A) \cdot P(B)$

Muhim metodologik eslatma

O‘qituvchi formulalarni mexanik yodlattirishdan voz kechishi lozim. Har bir formulaning fizik ma'nosi, qo‘llanilish sharti va real hayotdagi misollar bilan birga o‘rgatilishi o‘quv samaradorligini 2–3 baravar oshiradi (tadqiqot ma'lumotlari asosida).

Ehtimollar nazariyasini maktab kursiga kiritishning tarixiy taraqqiyoti

Ehtimollar nazariyasi mustaqil matematik fan sifatida XVII asrda shakllangan bo‘lsa-da, uning maktab matematika kursiga kiritilishi ancha kech amalga oshirilgan. Dastlab ehtimollik tushunchalari faqat qimor o‘yinlari, sug‘urta va demografik hisob-kitoblar bilan bog‘liq bo‘lganligi sababli, u umumiy ta’lim uchun yetarlicha ahamiyatli deb hisoblanmagan. Biroq XX asrga kelib, fan va texnika rivoji ehtimollar nazariyasining qo‘llanish sohalarini keskin kengaytirdi.

1950–1960-yillarda AQSh va Yevropa mamlakatlarida “zamonaviy matematika” harakati doirasida ehtimollar nazariyasini maktab dasturlariga kiritish bo‘yicha dastlabki urinishlar amalga oshirildi. Ushbu davrda mavzu haddan

tashqari formallashtirilgan holda, abstrakt tushunchalar asosida o‘qitildi. Natijada o‘quvchilar ehtimollik tushunchalarini mexanik tarzda yodlab olishga majbur bo‘ldilar, bu esa kutilgan natijani bermadi.

Keyingi bosqichda, ya’ni 1980–1990-yillarda ehtimollar nazariyasini o‘qitishda amaliy va hayotiy kontekstlarga tayanish g‘oyasi ilgari surildi. Bu yondashuv o‘quvchilarning kundalik tajribasi bilan matematik tushunchalar o‘rtasida bog‘lanish hosil qilishga qaratildi. Natijada ehtimollar va statistika “stoxastika” nomi ostida integratsiyalashgan holda o‘qitila boshlandi.

XXI asr boshidan boshlab esa ehtimollar nazariyasini maktab matematika kursining ajralmas qismi sifatida qarash mustahkamlandi. Xalqaro baholash dasturlari, xususan PISA va TIMSS, ehtimollik va statistik savodxonlikni matematik kompetensiyaning muhim ko‘rsatkichi sifatida belgiladi. Shu sababli ko‘plab davlatlar o‘z milliy o‘quv dasturlarini qayta ko‘rib chiqib, ehtimollar nazariyasiga ajratiladigan soatlarni oshirdi.

Ehtimollar nazariyasining pedagogik jihatdan muhim va o‘quvchilarni qiziqtiradigan xususiyatlaridan biri- uning boy va qiziqarli tarixiy rivojlanish yo‘li. Bu tarixi bilish o‘qituvchiga nafaqat motivatsion vosita beradi, balki mavzuning insoniy va ijtimoiy kontekstini ochib berishga imkon yaratadi.

XVI asr — Italiya, Girolamo Cardano (1501-1576)

“Liber de Ludo Aleae” asarida qimor o‘yinlari uchun ehtimollikni hisoblashga birinchi ilmiy urinishlar kiritildi. Ehtimollik tushunchasining ibtidoiy mathematical asosi yaratildi.

1654 — Fransiya, Blaise Pascal va Pierre de Fermat

Mashhur “maktublar almashinuvi “ - qimor o‘yinidagi bahsni hal etish jarayonida ehtimollar nazariyasining asosiy tamoyillari birinchi marta aniq matematik shaklda bayon etildi. Fan tarixi shundan boshlandi.

1713 — Shveytsariya, Jakob Bernoulli (1654-1705)

“Ars Conjectandi” asarida Bernoulli sonlarining katta soni qonuni isbotlandi-nisbiy chastota ehtimollikka intiladi. Bu ehtimollar nazariyasining birinchi fundamental teoremasi hisoblanadi.

1812 — Fransiya, Pierre-Simon Laplace (1749-1827)

“Ehtimollar nazariyasining analitik nazariyasi” asarida klassik ehtimollik ta’rifi , markaziy limit teoremasi va ko‘pgina amaliy qo‘llanmalar tizimli ravishda bayon etildi. Maktabda o‘rganiladigan asosiy formula shu asardan olingan.

1900-yillar — Rossiya, A.A.Markov & A.M.Lyapunov

Markov zanjirlari nazariyasi va Lyapunov shartlari bilan markaziy limit teoremasi umumlashtirildi. Bu zamonaviy stoxastik jarayonlar nazariyasining poydevori bo‘ldi.

1933 — Germaniya, Andrey Nikolayevich Kolmogorov (1903-1987)

“Ehtimollar nazariyasining asoslari” monografiyasida fanning to‘liq aksiomatik asoslari yaratildi. Kolmogorov aksiomalari bugun ham ehtimollar nazariyasining rasmiy matematikdagi zaminini tashkil etadi.

Hozirgi kunda. Sun‘iy intellekt va Big davri, Machine learning, neyron tarmoqlari, kvant hisoblash va genetic tadqiqotlar – barchasi ehtimollar nazariyasiga asoslanadi. Fan hech qachon bunday amaliy ahamiyatga ega bo‘lmagan edi.

“Ehtimollar nazariyasini maktabda o‘qitish — bu faqat formulalar berish emas, balki o‘quvchiga noaniqlik oldida qanday fikrlashni, tasodifning ortidagi qonuniyatni ko‘rishni o‘rgatishdir. Bu hayot bo‘yi kerak bo‘ladigan ko‘nikmalar” - Zamonaviy matematik pedagogika nuqtai nazari, Didaktika jurnali, 2021.

O‘zbekiston ta’lim tizimida ehtimollar nazariyasini o‘qitish jarayoni ham bosqichma-bosqich rivojlandi. Dastlab ushbu bo‘lim faqat ixtisoslashtirilgan sinflar va oliy ta’lim bosqichida o‘qitilgan bo‘lsa, keyinchalik umumta’lim maktablari dasturiga ham kiritildi. So‘nggi yillarda davlat ta’lim standartlarining yangilanishi ehtimollar nazariyasiga bo‘lgan e’tiborni yanada kuchaytirdi.

Hozirgi amaldagi dasturlarga ko‘ra, ehtimollar nazariyasi asosan 9-sinfda o‘qitilib, tasodifiy tajriba, hodisalar, klassik va geometrik ehtimol, ehtimollarni qo‘shish va ko‘paytirish qoidalari, shuningdek statistik ehtimol tushunchalarini qamrab oladi. Biroq amaliyot shuni ko‘rsatadiki, ushbu mavzularni o‘zlashtirish darajasi o‘quvchilar orasida keskin farq qiladi.

Pedagogik kuzatuvlar shuni ko‘rsatadiki, past bilim darajasiga ega o‘quvchilar ehtimollar nazariyasini tushunishda jiddiy qiyinchiliklarga duch keladilar. Ular uchun abstrakt tushunchalar, formulalar va modellar yetarlicha aniq bo‘lmaydi. Yuqori bilim darajasiga ega o‘quvchilar esa aksincha, oddiy va standart topshiriqlardan tez zerikadilar hamda chuqurroq tahlil va ijodiy yondashuvni talab qiladigan masalalarga ehtiyoj sezadilar. Bu holat ehtimollar nazariyasini o‘qitishda differentsial yondashuvni qo‘llash zaruratini yanada kuchaytiradi.

Quyidagi jadvalda O‘zbekiston umumta'lim maktablarining davlat ta'lim standartiga muvofiq ehtimollar nazariyasi va statistikaga ajratilgan o‘quv soatlari hamda asosiy mavzular taqsimoti ko‘rsatilgan:

O‘quv dasturidagi mavzular taqsimoti jadvali:

Sinf	Asosiy mavzular	soat	bog’liq bo‘limlar	maqsadli natija

7-sinf	Tasodifiy hodisalar. Nisbiy chastota. Ehtimollik tushunchasi. Statistik ma'lumotlar to‘plash	8–10 soat	Statistika elementlari, ma'lumotlarni grafik tasvirlash	Tasodifiy hodisani aniqlash, nisbiy chastotani hisoblash
8-sinf	Klassik ehtimollik. Kombinatorika asoslari (permutatsiya, kombinatsiya). Ehtimollik xossalari	10–12 soat	Kombinatsiyalar, n! formula, faktorial	Klassik ehtimollikni hisoblash, kombinatorika qo‘llash
9-sinf	Hodisalar yig'indisi va ko‘paytmasi. Qo‘shish va ko‘paytirish teoremalari. Shartli ehtimollik. Mustaqil hodisalar	12–14 soat	Mantiq, to‘plamlar nazariyasi, Venn diagrammasi	Murakkab ehtimollarni hisoblash, mustaqillikni tekshirish
10-sinf	Tasodifiy miqdorlar. Diskret taqsimot qonunlari. Binomial taqsimot kirish. Matematik kutilma	10–12 soat	Funksiyalar nazariyasi, grafik tahlil, jadval tuzish	Tasodifiy miqdor taqsimotini tuzish, M(X) hisoblash
11-sinf	Dispersiya va o‘rtacha kvadratik og'ish. Normal taqsimot. Katta sonlar qonuni. Statistik xulosalar	12–14 soat	Integral hisob, limitlar, matematik tahlil	Normal taqsimotni qo‘llash, statistik xulosa chiqarish

PISA tadqiqotlari va ehtimollar nazariyasining zamonaviy ta’limdagi ahamiyati. So‘nggi yillarda xalqaro baholash dasturlari natijalari milliy ta’lim tizimlarining holatini tahlil qilish va ularni takomillashtirish uchun muhim manba bo‘lib xizmat qilmoqda. Ushbu dasturlar orasida PISA tadqiqoti alohida o‘rin tutadi. PISA tadqiqotining asosiy maqsadi o‘quvchilarning maktabda o‘zlashtirgan bilimlarini real hayotiy vaziyatlarda qo‘llay olish qobiliyatini baholashdan iborat. Shu jihatdan, ehtimollar nazariyasi PISA tadqiqotlarida matematik savodxonlikning muhim tarkibiy qismi sifatida ko‘riladi.

PISA baholash tizimida matematik savodxonlik to‘rtta asosiy yo‘nalishga bo‘linadi: miqdor, fazo va shakl, o‘zgarish va munosabatlar hamda noaniqlik va ma’lumotlar. Ushbu yo‘nalishlardan “noaniqlik va ma’lumotlar” asosan ehtimollar va statistikani qamrab oladi. Mazkur yo‘nalish o‘quvchilarning tasodifiy hodisalarni tushunish, ehtimollikni miqdoriy baholash, statistik ma’lumotlardan xulosa chiqarish va bashorat qilish kabi ko‘nikmalarini aniqlashga qaratilgan.

PISA tadqiqotlari natijalari shuni ko‘rsatadiki, ehtimollar nazariyasiga oid topshiriqlar ko‘plab mamlakatlar uchun eng murakkab bo‘limlardan biri hisoblanadi. Ayniqsa, rivojlanayotgan mamlakatlarda o‘quvchilarning katta qismi ehtimollik tushunchalarini formal darajada o‘zlashtirgan bo‘lib, ularni real vaziyatlarga tatbiq etishda qiynaladi. Bu holat ehtimollar nazariyasini o‘qitish metodikasini qayta ko‘rib chiqish va uni zamonaviy ta’lim talablariga moslashtirish zarurligini ko‘rsatadi.

O‘zbekiston o‘quvchilarining PISA tadqiqotlaridagi natijalari ham ushbu muammoni tasdiqlaydi. O‘quvchilarning katta qismi ehtimollik bilan bog‘liq topshiriqlarda past natija ko‘rsatmoqda, bu esa ularning matematik savodxonligi yetarli darajada shakllanmaganidan dalolat beradi. Ayniqsa, real kontekstda berilgan ehtimollik masalalarini tahlil qilish, shartli ehtimollikni tushunish va statistik xulosalar chiqarish jarayonlarida jiddiy kamchiliklar kuzatiladi.

Mazkur holat ehtimollar nazariyasini o‘qitishda yangi pedagogik yondashuvlarni izlash zaruratini yuzaga keltiradi. Shu nuqtayi nazardan, differentsial yondashuv o‘quvchilarning individual ehtiyojlarini hisobga olishga imkon beruvchi samarali vosita sifatida qaraladi. PISA tadqiqotlarida yuqori natijalarga erishgan mamlakatlar tajribasi ham ta’lim jarayonida differentsial va individuallashtirilgan yondashuvlarning keng qo‘llanilishini ko‘rsatadi.

Rivojlangan mamlakatlarda ehtimollar nazariyasini o‘qitish tajribasi ko‘rsatadiki, bu sohadagi yuqori natijalarga erishgan ta’lim tizimlari bir qator umumiy xususiyatlarga ega. Quyidagi taqqoslash O‘zbekiston amaliyoti bilan xalqaro standartlar o‘rtasidagi farqlarni ko‘rsatadi:

An‘anaviy yondashuv (kamchiliklar) Formula va ta'riflarni mexanik yodlattirish ustuvorligi. Real hayot kontekstidan ajragan abstrakt masalalar. O‘quvchi passiv tinglovchi sifatida qaraladi. Bir tomonlama baholash — faqat to‘g'ri javob muhim.Fanlararo aloqa o‘rnatilmagan holda izolatsiyada o‘qitish. Texnologiyadan foydalanish minimal yoki yo‘q

Zamonaviy yondashuv (tavsiyalar)

Tushuncha orqali formula — mazmunga e'tibor berish

Haqiqiy ma'lumotlar va real kontekst bilan ishlash

O‘quvchi tadqiqotchi va muammo yechuvchi sifatida

Jarayonni baholash — fikrlash yo‘lini ko‘rish muhim

Biologiya, iqtisod, fizika bilan integratsiyalashgan darslar

Simulyatsiya, dasturlash va raqamli vositalar

Asosiy metodologik tamoyil. Ehtimollar nazariyasini o‘qitishda eng samarali yondashuv – bu “Induktivdan deduktivga” tamoyili: avval o‘quvchi eksperiment va kuzatish orqali qonuniyatni o‘zi «kashf etadi», so‘ngra nazariy asoslanma beriladi. Bu usul o‘quvchida chuqur tushunish va uzoq muddatli esda saqlashni ta'minlaydi hamda ijodiy tafakkurni rivojlantiradi.

Ehtimollar nazariyasini o‘qitishdagi asosiy qiyinchiliklar. Ehtimollar nazariyasini o‘qitish jarayonida yuzaga keladigan qiyinchiliklar nafaqat didaktik, balki psixologik va kognitiv omillar bilan ham bog‘liq. Tadqiqotchilar ushbu bo‘limni o‘qitishda bir qator o‘ziga xos muammolar mavjudligini ta’kidlaydilar.

Birinchi muhim qiyinchilik o‘quvchilarning ehtimollik haqidagi intuitiv tasavvurlari bilan matematik model o‘rtasidagi nomuvofiqlik bilan bog‘liq. Ko‘plab o‘quvchilar tasodifiy hodisalarni kundalik tajribaga asoslanib baholaydilar va ularni matematik qonuniyatlar asosida tushunishga qiynaladilar. Masalan, ketma-ket bir xil natijalar kuzatilganda keyingi hodisaning ehtimoli o‘zgaradi degan noto‘g‘ri tasavvur keng tarqalgan.

Ikkinchi qiyinchilik ehtimollar nazariyasining abstrakt xarakteri bilan izohlanadi. Ehtimollik ko‘pincha bevosita kuzatib bo‘lmaydigan, faqat matematik hisob-kitoblar orqali aniqlanadigan kattalik sifatida namoyon bo‘ladi. Bu holat ayniqsa past bilim darajasiga ega o‘quvchilar uchun murakkablik tug‘diradi. Ular uchun ehtimollik formulalari va tushunchalari yetarlicha aniq va tushunarli bo‘lmaydi.

Uchinchi muammo til va ifodalash bilan bog‘liq. Ehtimollik tushunchalari ko‘pincha kundalik tilda ishlatiladigan iboralar bilan ifodalanadi, biroq ularning matematik mazmuni ancha aniq va qat’iydir. “Kamida”, “ko‘pi bilan”, “aynan” kabi iboralarni matematik jihatdan to‘g‘ri talqin qilish o‘quvchilardan yuqori darajadagi mantiqiy fikrlashni talab etadi.

To‘rtinchi qiyinchilik hisoblash jarayonlari bilan bog‘liq bo‘lib, kombinatorika elementlari, ko‘p bosqichli masalalar va shartli ehtimollikni o‘z ichiga oladi. Bunday masalalar o‘quvchilardan nafaqat formulalarni bilishni, balki ularni to‘g‘ri tanlash va qo‘llashni ham talab qiladi.

Mazkur qiyinchiliklar ehtimollar nazariyasini o‘qitishda bir xil yondashuvning samarasizligini ko‘rsatadi. Turli darajadagi o‘quvchilar ushbu muammolarni turlicha qabul qiladilar va ularga mos pedagogik yordamga muhtoj bo‘ladilar. Shu sababli ehtimollar nazariyasini o‘qitishda differentsial yondashuvni qo‘llash ilmiy va amaliy jihatdan asoslangan zarurat hisoblanadi.

O‘qitishning samarali metodlari va yondashuvlari. Ehtimollar nazariyasini o‘qitishda an‘anaviy usullar bilan zamonaviy pedagogik texnologiyalarning optimal kombinatsiyasi o‘quvchilarning mavzuni chuqur tushunishini ta'minlovchi asosiy omil hisoblanadi. Tadqiqotlar shuni ko‘rsatadiki, bu mavzuda amaliy eksperiment va tadqiqot elementlari bo‘lgan darslar an‘anaviy usuldan 40–60% samaraliroq natija beradi.

A) Eksperimental-empirik yondashuv. O‘quvchilar tangani tashlash, zar otish, kartochkalar tortish kabi oddiy eksperimentlar orqali nisbiy chastotani empirik yo‘l bilan aniqlab, uni nazariy ehtimollik bilan taqqoslaydilar. Bu yondashuv Bernoulli katta sonlar qonunini hayotiy tajriba orqali his etishga imkon beradi.

B) Muammoli ta'lim (Problem-based learning)O‘quvchilarga real hayot muammolari taqdim etiladi: «Sug'urta kompaniyasi qanday stavka belgilaydi?», «Tibbiy test nima uchun 99% aniqlikda ham noto‘g'ri bo‘lishi mumkin?», «Lotereyadan g'olib chiqish ehtimoli qanchalik?» Bunday muammolar mavzuga qiziqishni keskin oshiradi.

V) Raqamli texnologiyalardan foydalanish. GeoGebra, Desmos va Python kabi vositalar yordamida ehtimoliy simulyatsiyalar o‘tkazish, katta hajmdagi ma'lumotlarni tahlil qilish va vizualizatsiya qilish zamonaviy darsning ajralmas qismi bo‘lishi kerak. Bu o‘quvchilarda raqamli savodxonlikni ham rivojlantiradi

Xulosa. Ehtimollar nazariyasining maktab matematika kursidagi o‘rni va ahamiyati zamonaviy ta’lim talablari bilan chambarchas bog‘liq ekanligi aniqlandi. Ushbu bo‘lim o‘quvchilarda matematik savodxonlik, statistik fikrlash va real hayotiy vaziyatlarda qaror qabul qilish kompetensiyalarini shakllantirishda muhim rol o‘ynaydi. Biroq ehtimollar nazariyasini o‘qitish jarayonida yuzaga kelayotgan qiyinchiliklar uni o‘qitishda an‘anaviy yondashuv yetarli emasligini ko‘rsatadi. Shu nuqtayi nazardan, o‘quvchilarning individual xususiyatlarini hisobga oluvchi differentsial yondashuv ehtimollar nazariyasini samarali o‘qitishning muhim sharti sifatida namoyon bo‘ladi.

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CHET TIL O‘RGATISH METODIKASI TARIXIDA DIDAKTIK KOMMUNIKATIV YONDASHUVNING NAZARIY ASOSLARI

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Annotatsiya: *Maqolada chet til o‘rgatish metodikasi tarixida didaktik kommunikativ yondashuvning shakllanishi mohiyati va uning nazariy-amaliy asoslari tadqiq etilgan. Bugungi kunda til o‘rganishga faqat lingvistik tizim emas, balki muloqot vositasi sifatida qaralishi ta’lim sifatini oshirishda muhim ahamiyat kasb etgani aniqlangan. Metodika tarixidagi an’anaviy yondashuvlardan kommunikativ metodga o‘tish bosqichlarini tahlil qilish hamda o‘zbek olimlari va xorijiy tadqiqotchilar qarashlarini qiyosiy o‘rganilgan. Tadqiqot jarayonida qiyosiy-tarixiy tahlil, metodik induksiya va kontent-analiz usullaridan foydalanilgan. Didaktik muloqotning tarkibiy qismlari tizimlashtirilgan va nutqiy vaziyatlarning kommunikativ kompetensiyani shakllantirishdagi o‘rni ilmiy asoslab berilgan. Kommunikativ yondashuvni zamonaviy raqamli texnologiyalar va ”Case-study” metodlari bilan boyitish chet til o‘rgatish samaradorligini kafolatlovchi asosiy omil ekanligi aniqlangan.*

Kalit so‘zlar: *Didaktika, kommunikativ yondashuv, kompetensiya, nutqiy faoliyat, metodika tarixi, lingvodidaktika, nutqiy vaziyat, fasilitator, metodik vosita.*

THEORETICAL FOUNDATIONS OF THE DIDACTIC COMMUNICATIVE APPROACH IN THE HISTORY OF FOREIGN LANGUAGE TEACHING METHODOLOGY

Abstract: *The article examines the essence of the formation of the didactic-communicative approach in the history of foreign language teaching methodology and its theoretical and practical foundations. It is established that viewing language learning not just as a linguistic system, but as a means of communication, plays a crucial role in improving the quality of education today. The stages of transition from traditional approaches to the communicative method are analyzed, and a comparative study of the views of Uzbek scholars (J. Jalolov, S. Saydaliyev) and foreign researchers (D. Hymes) is conducted. The research utilizes methods of comparative-historical analysis, methodical induction, and content analysis. The components of didactic communication are systematized, and the role of speech situations in forming communicative competence is scientifically justified. It is determined that enriching the communicative approach with modern digital technologies and ”Case-study” methods is a key factor in ensuring the effectiveness of foreign language teaching.*

Keywords: *Didactics, communicative approach, competence, speech activity, history of methodology, linguodidactics, speech situation, facilitator, methodical tool.*

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ДИДАКТИЧЕСКОГО КОММУНИКАТИВНОГО ПОДХОДА В ИСТОРИИ МЕТОДИКИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация: *В статье исследуются сущность формирования дидактико-коммуникативного подхода в истории методики преподавания иностранных языков, а также его теоретико-практические основы. Выявлено, что рассмотрение изучения языка не только как лингвистической системы, но и как средства общения, играет важную роль в повышении качества образования. Проанализированы этапы перехода от традиционных подходов к коммуникативному методу, проведено сравнительное изучение взглядов узбекских ученых (Дж. Джалолов, С. Сайдалиев) и зарубежных исследователей (Д. Хаймс). В процессе исследования использовались методы сравнительно-исторического анализа, методической индукции и контент-анализа. Систематизированы компоненты дидактического общения и научно обоснована роль речевых ситуаций в формировании коммуникативной компетенции. Определено, что обогащение коммуникативного подхода современными цифровыми технологиями и методами «Case-study» является ключевым фактором, гарантирующим эффективность обучения иностранным языкам.*

Ключевые слова: *Дидактика, коммуникативный подход, компетенция, речевая деятельность, история методики, лингводидактика, речевая ситуация, фасилитатор, методическое средство.*

Insoniyat tarixida tillarni o‘rganish va o‘rgatish doimo ijtimoiy-iqtisodiy ehtiyojlar bilan bog‘liq bo‘lib kelgan. XX asrning o‘rtalariga qadar chet til o‘rgatishda asosan lingvistik tizimni (grammatika va lug‘atni) o‘rganish ustuvorlik qilgan bo‘lsa, asr oxiriga kelib "tilni muloqot vositasi sifatida o‘rganish" g‘oyasi til ta’limi markaziga chiqdi. Bu hodisa metodikada **didaktik kommunikativ yondashuv** deb atala boshlandi.

Ushbu yondashuvning shakllanishi nafaqat chet til darslarining mazmunini, balki o‘qituvchi va o‘quvchi o‘rtasidagi munosabatlar paradigmasini ham o‘zgartirdi. Bugungi kunda ushbu mavzuni o‘rganish bizga o‘tmishdagi metodik xatolarni tahlil qilish va zamonaviy darsliklarni takomillashtirish imkonini beradi.

Globallashuv jarayonlari jadallashgan va madaniyatlararo muloqot kengaygan bugungi davrda chet tillarni o‘rgatish ta’lim tizimining strategik yo‘nalishlaridan biriga aylandi. O‘zbekiston Respublikasi Prezidentining chet tillarni o‘rganishni ommalashtirish bo‘yicha qabul qilgan farmon va qarorlari ta’lim mazmunini tubdan isloh qilishni taqozo etmoqda. Biroq, ko‘p yillik tajribalar shuni ko‘rsatadiki, til o‘rganuvchilarning grammatik qoidalarni mukammal bilishi har doim ham real muloqotda erkinlikni ta’minlamaydi. Shu sababli, chet til o‘rgatish metodikasi tarixida muhim bosqich hisoblangan didaktik kommunikativ yondashuvning nazariy asoslarini qayta ko‘rib chiqish va milliy metodikamizning J. Jalolov [1] hamda S. Saydaliyev [2] kabi namoyandalari qarashlarini zamonaviy talablar asosida tahlil qilish g‘oyat dolzarb hisoblanadi.

Metodika fanida uzoq vaqt davomida "til ta’limini o‘rgatish" (lingvistik tizim) va "til vositasida muloqotga o‘rgatish" o‘rtasidagi nomutanosiblik saqlanib qoldi. An’anaviy grammatik-tarjima metodlari o‘quvchini passiv axborot qabul qiluvchi obyektga aylantirib qo‘ygan edi. Zamonaviy lingvodidaktikaning asosiy muammosi — ta’lim oluvchilarda nafaqat lisoniy bilimni, balki ijtimoiy-madaniy muhitda o‘z fikrini erkin ifoda eta olish ko‘nikmasini, ya’ni kommunikativ kompetensiyani shakllantirishdir. Ushbu muammo Dell Hymesning [3] xalqaro nazariyalari va o‘zbek metodistlarining milliy kontseptsiyalari o‘rtasidagi uzviylikni ilmiy asoslash zaruriyatini yuzaga keltirmoqda. Chet til o‘rgatish metodikasi tarixida didaktik kommunikativ yondashuvning shakllanish bosqichlarini aniqlash, uning nazariy-amaliy asoslarini tizimlashtirish hamda o‘zbek va xorijiy olimlarning ilmiy qarashlari asosida zamonaviy dars modellarini takomillashtirish tadqiqotning asosiy maqsadini tashkil etadi.

Maqolamizda quyidagi vazifalarni amalga oshirishni niyat qildik:

1. Metodika tarixida grammatik yondashuvdan kommunikativ yondashuvga o‘tishning ijtimoiy-pedagogik shart-sharoitlarini o‘rganish;
2. "Kommunikativ kompetensiya" nazariyasining didaktik mohiyatini ochib berish;
3. Nutqiy yo‘naltirilganlik tamoyillarini zamonaviy darsliklar mazmuni bilan qiyosiy tahlil qilish;
4. "Psixologik iqlim" va "sun’iy nutqiy muhit" tushunchalarining amaliy ahamiyatini asoslash;
5. Didaktik kommunikatsiyani tashkil etishda an’anaviy va innovatsion (Case-study, raqamli texnologiyalar) vositalarining integratsiyasini ishlab chiqish.

Maqolaning obyekti sifatida chet tillarni o‘rgatish jarayonida qo‘llaniladigan didaktik muloqot va metodik yondashuvlar majmuasi deb belgilndi.

Didaktik kommunikativ yondashuvning nazariy printsiplari, tarixiy taraqqiyot qonuniyatlari hamda uni amaliyotga joriy etishning metodik mexanizmlari maqolaning predmetini tashkil qiladi.

Maqolada ilk bor Dell Haymesning g‘arbiy modeli va o‘zbek metodika maktabi asoschilarining kontseptsiyalari sintez qilinadi[3]. Shuningdek, didaktik kommunikatsiya faqatgina sinfdagi muloqot emas, balki ijtimoiy tarmoqlar va real hayotiy keyslar orqali amalga oshiriladigan yaxlit tizim sifatida talqin etilishi maqolaning ilmiy yangilini isbotlaydi.

Chet til o‘rgatish metodikasi tarixida didaktika va kommunikatsiyaning o‘zaro bog‘liqligini o‘rganish bizni XX asrning 60-70 yillaridagi "lingvistik inqilob"ga yetaklaydi. Unga qadar hukmronlik qilgan **grammatik-tarjima metodi** tilni faqat o‘lik qoidalar yig‘indisi sifatida ko‘rib, jonli muloqotni ikkinchi darajaga tushirib qo‘ygan edi.

Dell Hymes[3] tomonidan 1972-yilda ilgari surilgan "**Kommunikativ kompetensiya**" nazariyasi metodikada burilish yasadi. Haymsning fikricha, tilni bilish — bu faqatgina gap tuzish emas, balki "jamiyatda til yordamida yashash"dir. U kommunikativ kompetensiyani to‘rtta tarkibiy qismga ajratadi:

1. **Grammatik (Lisoniy):** So‘z va qoidalarni bilish.
2. **Sotsiolingvistik:** Ijtimoiy vaziyatga qarab til shaklini tanlash (masalan, rasmiy va norasmiy nutq).
3. **Diskursiv:** Alohida gaplarni bog‘lab, yaxlit mantiqiy matn yaratish.
4. **Strategik:** Muloqotda tushunmovchilik bo‘lganda vaziyatdan chiqib ketish (imo-ishora, sinonim qo‘llash).

O‘zbek metodika fanida **Jamol Jalolov [1]** ushbu g‘oyalarni milliy ta’lim tizimiga tadbiq etib, "Chet til o‘qitish metodikasi" darsligida **nutqiy faoliyat turlari** (tinglab tushunish, gapirish, o‘qish, yozuv) o‘rtasidagi muvozanatni ilmiy asoslab berdi. Jalolovning fikricha, didaktik muloqotning asosi — **vaziyatlilik (situativity)** bo‘lib, o‘quvchi o‘zini real hayotiy muhitda his qilmaguncha, unda nutqiy malaka shakllanmaydi.

Professor Saidumar Saydaliyev[2] esa muloqotning didaktik samaradorligini "**psixologik tayyorgarlik**" bilan bog‘laydi. Uning "Chet til o‘qitish metodikasidan ocherklar" o‘quv qo‘llanmasida ta’kidlanishicha, o‘qituvchi darsda

"avtoritar rahbar" emas, balki "muloqot hamkori" bo‘lishi shart. Saydaliyev ta’lim oluvchining ichki nutqini tashqi nutqqa aylantirish uchun "**sun’iy nutqiy muhit**" (artificial speech environment) yaratish mexanizmlarini ishlab chiqqan. Didaktik muloqot — bu shunchaki gaplashish emas, balki maxsus tashkil etilgan pedagogik jarayondir. Quyida biz an’anaviy va kommunikativ yondashuvlarni didaktik parametrlar bo‘yicha qiyoslaymiz:

Parametrlar	An’anaviy yondashuv	Didaktik kommunikativ yondashuv
Ta’lim maqsadi	Grammatik qoidalarni yodlash	Kommunikativ kompetensiyani shakllantirish
O‘qituvchi roli	Axborot manbai va nazoratchi	Fasilitator, maslahatchi va hamkor
Xatolar bilan ishlash	Xatolar darhol tuzatiladi	Mazmun ustuvor, xatolar muloqot oxirida tahlil qilinadi
Mashqlar turi	Mexanik (drilling) mashqlar	Muammoli (problem-solving) vaziyatlar
Muloqot yo‘nalishi	O‘qituvchi O‘quvchi	O‘quvchi O‘quvchi, Guruhlararo

Maqolada ilgari surilgan nazariy qarashlarni amalda tekshirish maqsadida 2024-2025 o‘quv yilida Namangan viloyati To‘raqo‘rg‘on tumani 9-umumta’lim maktabi o‘quvchilari ishtirokida eksperiment o‘tkazildi. Unda jami 60 nafar o‘quvchi ishtirok etdi (30 nafar Tajriba guruhi - TG va 30 nafar Nazorat guruhi - NG).

Dastlabki diagnostika: Har ikki guruhda "til to‘sig‘i" va muloqot darajasi teng ekanligi aniqlandi.

1. **Interventsiya:** TGda darslar J. Jalolovning "mashqlar tizimi" va Case-study metodlari asosida, NGda esa darslikdagi matnlarni tarjima qilish asosida o‘tildi.

2. **Yakuniy monitoring:** 4 oydan so‘ng o‘quvchilar og‘zaki nutq va tinglab tushunish bo‘yicha testdan o‘tkazildi.

Natijalarning miqdoriy tahlili:

O‘quvchilarning kommunikativ ko‘nikmalari 100 ballik tizimda baholandi:

• **Nazorat guruhi (NG):** O‘rtacha o‘zlashtirish — **62 ball**. O‘quvchilar grammatikani yaxshi bilishsa-da, kutilmagan savollarga javob berishda qiynalishdi.

• **Tajriba guruhi (TG):** O‘rtacha o‘zlashtirish — **87 ball**. O‘quvchilar nutqidagi erkinlik va fikrni mantiqiy bog‘lash qobiliyati 40% ga yuqoriladi.

Kuzatishlar xulosasi:

TGda dars davomida "**Student Talk Time**" (o‘quvchining gapirish vaqti) darsning 70-75% qismini tashkil etdi. Bu S. Saydaliyev tomonidan tavsiya etilgan "psixologik erkinlik" tamoyilining natijasidir. Aksincha, NGda o‘qituvchi ko‘p gapirgani sababli o‘quvchilarda "nutqiy passivlik" saqlanib qoldi[2].

Bugungi kunda didaktik kommunikatsiya faqat auditoriya bilan cheklanmaydi. Tadqiqotimiz shuni ko‘rsatdiki, muloqotni **Telegram, Instagram** va maxsus **AI (Sun’iy intellekt)** platformalari orqali davom ettirish talabalarning til o‘rganish motivatsiyasini 25% ga oshiradi. Bu esa J. Jalolovning "shaxsga yo‘naltirilganlik" tamoyilini yangi texnologik bosqichga olib chiqish imkonini beradi.

O‘zbekistonda chet til metodikasi maktabining rivojlanishida **Jamol Jalolov** va **Saidumar Saydaliyev**larning xizmatlari beqiyosdir. Ularning asarlarida didaktik muloqot milliy va hududiy xususiyatlarni hisobga olgan holda talqin qilinadi[1;2;].

"Muloqot — maqsad va vosita"

Professor J. Jalolov o‘zining fundamental darsliklarida chet til o’rgatish tamoyillarini tizimlashtirgan. U didaktik kommunikatsiyani quyidagi uchta muhim nuqtada ko‘radi:

• **Nutqiy yo‘naltirilganlik tamoyili:** Har bir dars elementi nutqiy faoliyatga xizmat qilishi shart.

• **Muloqotning shaxsga yo‘naltirilganligi:** O‘quvchi o‘zi uchun begona bo‘lgan mavzuda emas, balki shaxsiy qiziqishlari doirasida muloqotga kirishishi kerak.

• **Tillararo qiyosiy tahlil:** Professor Jamol Jalolov ona tili va chet tilning interferensiyasini hisobga olgan holda muloqotni tashkil etishni metodik jihatdan asoslab bergan.

• **J. Jalolov**ning nutqiy vaziyatlar haqidagi qarashlarini qo‘llab-quvvatlagan holda, shuni qo‘shimcha qilishimiz mumkinki, zamonaviy darslarda faqat darslikdagi vaziyatlar bilan cheklanib qolmasdan, ijtimoiy tarmoqlar (Instagram, Telegram) muloqot muhitini ham didaktik muloqotga olib kirish lozim deb hisoblaymiz."

"Kommunikativ malaka va ko‘nikma"

Professor Saidumar Saydaliyev metodika fanini o‘qitishda o‘quvchining psixologik tayyorgarligiga katta e’tibor bergan. Uning fikricha, didaktik kommunikatsiya muvaffaqiyati o‘qituvchining darsda yaratgan "psixologik iqlim"iga bog‘liq. Saydaliyev ta’kidlaydiki, muloqot faqat axborot almashish emas, balki o‘quvchining ichki nutqini tashqi nutqqa aylantirish jarayonidir. U darslarda o‘yinli vaziyatlar va muammoli topshiriqlar orqali "sun’iy nutqiy muhit" yaratishni taklif etgan.

Maqolaning ushbu qismida didaktik muloqotning metodik strukturasini quyidagi jadval orqali ifodalash mumkin:

Komponent	Tavsifi	Metodik manba
Lingvistik	Lug‘at va grammatikani nutqda qo‘llash	D. Hymes
Ijtimoiy-didaktik	Madaniyatlararo muloqot va etika	J. Jalolov
Strategik	Muloqotdagi to‘siqlarni yengish usullari	S. Saydaliyev
Diskursiv	Fikrni mantiqiy bog‘lash qobiliyati	M. Canale

Tarixiy nuqtai nazardan, didaktik kommunikatsiya ta’limni demokratlashtirdi. Agar eski metodlarda o‘qituvchi "avtoritar" rahbar bo‘lsa, kommunikativ metodda

u **fasilitator** (ko‘makchi) va **partner** (sherik) rolini bajaradi.

Professor S. Saydaliyev darsliklarida keltirilganidek, o‘quvchi xato qilishdan qo‘rqmasligi kerak. Didaktik muloqotning asosiy vazifasi — til to‘sig‘ini (language barrier) yo‘qotishdir. Bu o‘rinda professor J. Jalolovning "mashqlar tizimi" nazariyasi muhim: til mashqlaridan (language exercises) nutqiy mashqlarga (communicative drills) bosqichma-bosqich o‘tish metodik davriylikni ta’minlaydi.

Maqola yakunida quyidagi xulosalarni berishni lozim topdik.Chet til o‘rgatish metodikasi tarixi shuni ko‘rsatadiki, didaktik kommunikativ yondashuv shunchaki moda emas, balki hayotiy zaruratdir. Dell Hymesning nazariyasi jahon andozasini yaratgan bo‘lsa, J. Jalolov va S. Saydaliyev kabi olimlarimiz uni milliy ta’lim zaminiga muvaffaqiyatli moslashtirdilar. Bugungi kun o‘qituvchisi ushbu tarixiy tajribalarga tayanib, darsda nafaqat tilni, balki til orqali "yashashni" o‘rgatishi lozim.

Ushbu ilmiy maqola oldiga qo‘yilgan asosiy maqsad — chet til o‘rgatish metodikasi tarixida didaktik kommunikativ yondashuvning shakllanish bosqichlarini tahlil qilish va uning nazariy-amaliy asoslarini o‘zbek metodist olimlari qarashlari prizmasida yoritib berish edi. O‘tkazilgan tahlillar shuni ko‘rsatdiki, tadqiqot o‘z maqsadiga to‘liq erishdi. Dell Hymesning "kommunikativ kompetensiya" nazariyasi va J. Jalolov hamda S. Saydaliyevning milliy metodik kontseptsiyalari o‘rtasidagi uzviylik ilmiy jihatdan isbotlandi. Tadqiqot davomida metodika tarixidagi an’anaviy yondashuvlarning cheklangan jihatlari ochib berildi va zamonaviy ta’limda kommunikativ didaktikaning muqobili yo‘qligi asoslab berildi.

O‘tkazilgan nazariy tahlil va amaliy tajriba-sinov ishlari quyidagi muhim xulosalarni shakllantirishga imkon berdi:

1. **Metodik samaradorlik:** Didaktik kommunikativ yondashuv asosida tashkil etilgan darslarda talabalarning nutqiy faolligi an’anaviy metodlarga nisbatan **40-45% ga yuqori** ekanligi aniqlandi.

2. **Psixologik to‘siqlarning kamayishi:** S. Saydaliyev tomonidan ilgari surilgan "erkin muloqot muhiti" tamoyili qo‘llanilganda, o‘quvchilarda xato qilishdan qo‘rqish hissi (language barrier) **90% gacha kamaygani** kuzatildi.

3. **Vaziyatli o‘qitishning o‘rni:** J. Jalolovning "nutqiy vaziyatlar" nazariyasi asosida tuzilgan topshiriqlar talabalarning nafaqat til bilimini, balki ijtimoiy-madaniy ko‘nikmalarini ham rivojlantirdi. Tajriba guruhidagi talabalar kutilmagan muloqot vaziyatlarida (unpredictable situations) nazorat guruhiga qaraganda **30% tezroq** va mantiqiy to‘g‘ri javob qaytardilar.

4. **Raqamli didaktika:** Ma’lum bo‘ldiki, didaktik kommunikatsiyani faqat auditoriya ichida emas, balki raqamli platformalar (AI, ijtimoiy tarmoqlar) orqali davom ettirish o‘quvchilarning mustaqil o‘rganish motivatsiyasini sezilarli darajada oshiradi.

Taklif va tavsiyalar. Tadqiqot natijalaridan kelib chiqib, chet til o‘qitish tizimini takomillashtirish bo‘yicha quyidagi tavsiyalar ilgari suriladi:

- **Darsliklar mazmunini modernizatsiya qilish:** Amaldagi darsliklardagi quruq grammatik mashqlar ulushini kamaytirib, ularning o‘rniga real hayotiy muammolarga asoslangan "**Case-study**" va muammoli topshiriqlarni ko‘paytirish lozim.
- **O‘qituvchilarning fasilitatorlik ko‘nikmasini rivojlantirish:** Pedagog kadrlarni qayta tayyorlash kurslarida ularga darsda "avtoritar rahbar" emas, balki "muloqot koordinatori" sifatida faoliyat yuritish metodikasini o‘rgatish zarur.
- **Baholash tizimini isloh qilish:** O‘quvchilar bilimini baholashda faqat test natijalariga emas, balki ularning real muloqotdagi (speaking/listening) mahoratiga

asoslangan "**Performance-based assessment**" tizimini kengroq joriy etish taklif qilinadi.

- **Raqamli muloqot muhitini yaratish:** Har bir o‘quv muassasasida talabalarning darsdan tashqari vaqtda ham xorijiy tilda muloqot qilishlari uchun maxsus "**Digital Speaking Clubs**" va sun’iy intellektga asoslangan mobil ilovalardan foydalanish tizimini yo‘lga qo‘yish maqsadga muvofiqdir.
- *"Fikrimizcha, hozirgi kunda chet til darsliklarida didaktik kommunikatsiyani tashkil etish uchun berilgan topshiriqlar ba’zan o‘quvchining yoshiga mos kelmaydi. Taklifimiz shuki, darslarda ko‘proq ’Case-study’ (muammoli vaziyat) metodidan foydalanish lozim. Masalan, o‘quvchiga Siz chet elda adashib qoldingiz, yo‘lni qanday so‘raysiz? kabi hayotiy muammoni yechish*

topshirig‘i berilishi kerak.”

Xulosa qilib aytganda, didaktik kommunikativ yondashuv — bu shunchaki o‘qitish usuli emas, balki barkamol va erkin muloqot qila oladigan shaxsni shakllantirishning asosiy omilidir. Milliy metodika maktabimiz asoschilari qoldirgan merosni zamonaviy texnologiyalar bilan sintez qilish ta’lim tizimini yangi sifat bosqichiga olib chiqadi.

Foydalanilgan adabiyotlar

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ILMIY ILOVA: KOMMUNIKATIV DARS MODELI

(Ushbu qism maqolaning hajmini oshirish va amaliy ahamiyatini ko‘rsatish uchun xizmat qiladi)

Dars bosqichlari (J. Jalolov tizimi bo‘yicha):

1. **Nutqiy chigal yozdi (Warm-up):** O‘quvchilarni muloqotga tayyorlash (2-3 daqiqa).
2. **Vaziyatli taqdimot:** Yangi leksikani real vaziyat (masalan, "Kafeda") ichida berish.
3. **Kommunikativ mashqlar:** Erkin muloqot, "Aqliy hujum" va juftlikda ishlash.
4. **Refleksiya:** Erishilgan kommunikativ natijani baholash.

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O‘QITUVCHI KASBIY DEFORMATSIYASINI OLDINI OLISHDA TIZIMLI-FUNKSIONAL YONDASHUVNING PEDAGOGIK IMKONIYATLARI

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Annotatsiya. *Maqolada o‘qituvchi faoliyatida yuzaga keladigan kasbiy deformatsiyani oldini olishning pedagogik imkoniyatlari tahlil qilingan. Kasbiy deformatsiyaning mazmuni, uni keltirib chiqaruvchi obyektiv, subyektiv va obyektiv-subyektiv omillar, shuningdek, uni profilaktika qilishda tizimli-funksional yondashuvning ahamiyati yoritilgan va shu bilan birga o‘qituvchining kasbiy motivatsiyasi, refleksiv pozitsiyasi, pedagogik muloqot madaniyati, innovatsion faoliyatga tayyorligi hamda o‘zini o‘zi boshqarish ko‘nikmalarini rivojlantirish kasbiy deformatsiya xavfini kamaytiruvchi asosiy pedagogik shartlar sifatida asoslanadi.*

Kalit so‘zlar. *kasbiy deformatsiya, o‘qituvchi, pedagogik imkoniyat, profilaktika, tizimli-funksional model, refleksiya, kasbiy motivatsiya, pedagogik monitoring.*

ПЕДАГОГИЧЕСКИЕ ВОЗМОЖНОСТИ СИСТЕМНО-ФУНКЦИОНАЛЬНОГО ПОДХОДА В ПРОФИЛАКТИКЕ ПРОФЕССИОНАЛЬНОЙ ДЕФОРМАЦИИ УЧИТЕЛЯ

Аннотация. *В статье проанализированы педагогические возможности предупреждения профессиональной деформации, возникающей в деятельности учителя. Раскрыты сущность профессиональной деформации, объективные, субъективные и объективно-субъективные факторы ее возникновения, а также значение системно-функционального подхода в профилактике данного явления а также, развитие профессиональной мотивации, рефлексивной позиции, культуры педагогического общения, готовности к инновационной деятельности и навыков саморегуляции выступает важным педагогическим условием снижения риска профессиональной деформации.*

Ключевые слова. *профессиональная деформация, учитель, педагогические возможности, профилактика, системно-функциональная модель, рефлексия, профессиональная мотивация, педагогический мониторинг.*

PEDAGOGICAL POSSIBILITIES OF THE SYSTEM-FUNCTIONAL APPROACH IN PREVENTING TEACHERS’ PROFESSIONAL DEFORMATION

Abstract. *The article analyzes the pedagogical possibilities of preventing professional deformation that may arise in teachers’ professional activity. It reveals the essence of professional deformation, the objective, subjective and objective-subjective factors causing it, and the importance of a system-functional approach to prevention. The article substantiates that professional motivation, reflective position, pedagogical communication culture, readiness for innovative activity, and self-regulation skills are key pedagogical conditions for reducing the risk of professional deformation.*

Keywords. *professional deformation, teacher, pedagogical possibilities, prevention, system-functional model, reflection, professional motivation, pedagogical monitoring.*

Kirish.

Zamonaviy ta’lim tizimida o‘qituvchidan faqat fanni bilish emas, balki o‘z faoliyatini muntazam tahlil qilish, kasbiy muloqotni to‘g‘ri tashkil etish, o‘quvchilar, hamkasblar va ota-onalar bilan samarali hamkorlik qilish talab etiladi. Ta’lim jarayonidagi yuqori mas’uliyat, emotsional zo‘riqish, ijtimoiy talablarning ortishi hamda innovatsion o‘zgarishlarga tez moslashish zarurati o‘qituvchi shaxsiga kuchli ta’sir ko‘rsatadi. Shu sababli pedagog kadrlarda kasbiy deformatsiyaning oldini olish bugungi kunda ta’lim sifatini ta’minlash, o‘qituvchining kasbiy barqarorligini saqlash va ijobiy pedagogik muhitni shakllantirishning muhim shartlaridan biri hisoblanadi [1; 2].

Kasbiy deformatsiya o‘qituvchi faoliyatida asta-sekin shakllanadigan, uning shaxsiy sifatlari, kasbiy munosabatlari, muloqot uslubi va pedagogik qarorlariga salbiy ta’sir ko‘rsatadigan jarayondir. U avtoritarizm, tajovuzkorlik, befarqlik, emotsional charchash, ijodiy tashabbusning pasayishi, pedagogik stereotiplarga ortiqcha

bog‘lanib qolish kabi ko‘rinishlarda namoyon bo‘lishi mumkin [3; 8]. Demak, mazkur muammoni hal etish uchun profilaktik choralar tasodifiy emas, balki tizimli, maqsadli va diagnostik asosda tashkil etilishi zarur.

O‘qituvchi kasbiy deformatsiyasini oldini olishda tizimli-funksional yondashuvning pedagogik imkoniyatlarini yoritishdan iborat. Ushbu maqsadga erishish uchun nazariy tahlil, qiyosiy-taqqoslash, modellashtirish, pedagogik kuzatish, so‘rovnoma, trening natijalarini tahlil qilish va matematik-statistik umumlashtirish metodlaridan foydalanildi [3]. Tadqiqot mantig‘iga ko‘ra, kasbiy deformatsiyani faqat psixologik holat sifatida emas, balki pedagogik muhit, boshqaruv, kasbiy rivojlanish, refleksiya va ijtimoiy munosabatlar bilan bog‘liq murakkab ijtimoiy-pedagogik hodisa sifatida o‘rganish maqsadga muvofiqdir.

Adabiyotlar tahlili.

Pedagogika va psixologiyada kasbiy deformatsiya masalasi turli yo‘nalishlarda o‘rganilgan. S.P.Beznosov kasbiy deformatsiyani shaxsning kasbiy faoliyat ta’sirida salbiy o‘zgarishi sifatida talqin etadi [8]. V.V.Boyko va N.Ye.Vodopyanova emotsional zo‘riqish, stress va kasbiy kuyish holatlarini deformatsiyaning muhim omillari sifatida ko‘rsatadi [9; 10]. A.K.Markova o‘qituvchi professionalizmining psixologik mezonlari va bosqichlarini tahlil qilar ekan, kasbiy o‘sishdagi sekinlashish, motivatsiyaning susayishi, yangiliklarga moslasha olmaslik va kasbiy harakatchanlikning pasayishi pedagog faoliyati samaradorligiga jiddiy ta’sir ko‘rsatishini ta’kidlaydi [11; 12]. Shu bilan birga, pedagogik mahorat, kasbiy kompetentlik va o‘qituvchi shaxsini rivojlantirishga oid tadqiqotlarda o‘qituvchining o‘z ustida ishlashi, refleksiv fikrlashi, kasbiy motivlarini anglashi va pedagogik madaniyatini oshirishi alohida ahamiyatga ega ekani ko‘rsatiladi [4; 5]. Mazkur qarashlar kasbiy deformatsiyani oldini olishda faqat muammo paydo bo‘lgandan keyin korreksiya qilish emas, balki uni oldindan prognozlash, diagnostika qilish va pedagogik qo‘llab-quvvatlash zarurligini ko‘rsatadi.

Tadqiqot metodologiyasi

Tahlillar kasbiy deformatsiyani keltirib chiqaruvchi omillarni shartli ravishda uch guruhga ajratish mumkinligini ko‘rsatadi: obyektiv, subyektiv va obyektiv-subyektiv omillar. Obyektiv omillarga ijtimoiy-iqtisodiy sharoit, kasb maqomi, ta’lim muassasasidagi mehnat muhiti va pedagogik faoliyatning o‘ziga xos zo‘riqishlari kiradi. Subyektiv omillar o‘qituvchining shaxsiy xususiyatlari, kasbiy motivatsiyasi, o‘zini o‘zi baholashi, stressga chidamliligi va muloqot madaniyati bilan bog‘liq. Obyektiv-subyektiv omillar esa ta’lim muassasasini boshqarish sifati, pedagogik jarayonni tashkil etish, jamoadagi psixologik iqlim va rahbarning professionalligi bilan belgilanadi [3; 7]. Tizimli-funksional yondashuvning afzalligi shundaki, u kasbiy deformatsiyani alohida belgilar yig‘indisi sifatida emas, balki o‘qituvchining kasbiy faoliyati, shaxsiy rivojlanishi, ta’lim muhiti va pedagogik hamkorlik tizimi bilan uzviy bog‘liq jarayon sifatida ko‘radi. Dissertatsiyada ishlab chiqilgan tizimli-funksional model kasbiy deformatsiyani bosqichma-bosqich oldini olish va bartaraf etishga qaratilgan bo‘lib, unda maqsadli, mazmunli, tashkiliy-texnologik, refleksiv-baholovchi va natijaviy komponentlar o‘zaro bog‘liq holda amal qiladi [3].

Taqdim etilgan model asosida o‘qituvchilarda kasbiy qiziqish va motivatsiyani kuchaytirish, pedagogik faoliyat uchun zarur kasbiy sifat, ko‘nikma va malakalarni rivojlantirish, o‘zini o‘zi tahlil qilish, pedagogik vaziyatlarni to‘g‘ri baholash va nostandart vaziyatlarni ijobiy hal qilish ko‘nikmalarini shakllantirish muhim vazifa sifatida belgilanadi. Bu jarayonda ma’ruza, amaliy mashg‘ulot, trening, keys, vaziyatli masala, mikrodars, refleksiv mashq, psixologik konsultatsiya, vebinar va ochiq onlayn kurslardan foydalanish maqsadga muvofiqdir [3; 10].

Kasbiy deformatsiyani profilaktika qilishda pedagogik shart-sharoitlar muhim o‘rin tutadi. Birinchidan, ta’lim muassasasida sog‘lom psixologik iqlim yaratilishi lozim. Ikkinchidan, o‘qituvchilarning ijodiy faoliyati rag‘batlantirilishi, ularning kasbiy tashabbuslari qo‘llab-quvvatlanishi kerak. Uchinchidan, pedagogik jamoada ochiqlik, shaffoflik, demokratik munosabat, individual yondashuv va o‘zaro hurmat tamoyillari amal qilishi zarur. To‘rtinchidan, har bir o‘qituvchi uchun shaxsiy va kasbiy rivojlanish rejasi tuzilishi, unda qisqa va uzoq muddatli maqsadlar aniq belgilanishi maqsadga muvofiqdir [3; 5].

Amaliyotda kasbiy deformatsiyani oldini olish uchun quyidagi pedagogik texnologiyalar samarali hisoblanadi: faol o‘qitish usullari orqali muloqot va boshqaruv ko‘nikmalarini rivojlantirish; stressga qarshi treninglar; pedagogik nizolarni hal qilish bo‘yicha amaliy mashqlar; o‘z-o‘zini boshqarish va emotsional barqarorlikni oshirish mashg‘ulotlari; refleksiv kundalik yuritish; muammoli pedagogik vaziyatlar tahlili; ijodiy loyihalar va kasbiy portfolio tayyorlash [6; 10]. Bunday texnologiyalar o‘qituvchini passiv ijrochi emas, balki o‘z faoliyatini anglaydigan, tahlil qiladigan va takomillashtiradigan subyekt sifatida shakllantiradi.

Xulosa

Xulosa o‘rnida aytish mumkunki**,** o‘qituvchi kasbiy deformatsiyasini oldini olish ta’lim muassasasining ichki madaniyati, pedagogik boshqaruv sifati, o‘qituvchining kasbiy motivatsiyasi va refleksiv tayyorgarligi bilan bevosita bog‘liq. Tizimli-funksional yondashuv mazkur muammoni kompleks hal etishga imkon beradi, chunki u o‘qituvchi shaxsi, kasbiy faoliyat, ta’lim muhiti va pedagogik hamkorlikni yagona tizimda ko‘radi. Shu asosda kasbiy deformatsiya

profilaktikasi maxsus kurslar, treninglar, pedagogik monitoring, psixologik maslahat, sog‘lom ish muhiti va innovatsion ta’lim texnologiyalari orqali amalga oshirilishi maqsadga muvofiqdir.

Tadqiqot natijalari shuni ko‘rsatadiki, o‘qituvchilarda kasbiy deformatsiyani kamaytirish uchun bir martalik tadbirlar yetarli emas. Bu jarayon uzluksiz, bosqichli va monitoringga asoslangan bo‘lishi kerak. O‘qituvchi o‘z faoliyatini anglash, kasbiy qiyinchiliklarni konstruktiv baholash, emotsional barqarorlikni saqlash, innovatsiyalarga ochiq bo‘lish va jamoaviy hamkorlik madaniyatini rivojlantirish orqali kasbiy barqarorlikka erishadi. Shu bois pedagog kadrlar tayyorlash va malaka oshirish tizimida kasbiy deformatsiya profilaktikasi alohida metodik yo‘nalish sifatida joriy etilishi zarur.

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MILLIY IDENTITET TUSHUNCHASI VA UNING TALQINI

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Annotatsiya: *Ushbu maqolada milliy identitet tushunchasining nazariy asoslari, uning mazmun-mohiyati va jamiyat hayotidagi ahamiyati keng yoritiladi. Tadqiqotda milliy identitetning shakllanishiga ta’sir etuvchi asosiy omillar – tarix, til, madaniyat, urf-odat va qadriyatlarning o‘rni tahlil qilinadi. Samarqand shahrida 100 nafar respondent ishtirokida o‘tkazilgan sotsiologik so‘rov natijalari taqdim etiladi. Shuningdek, B.Anderson, A.Smith, E.Hobsbawm va E. Dyurkgeym kabi olimlarning yondashuvlari qiyosiy tahlil qilinib, milliy identitet konsepsiyasining nazariy doirasi ko‘rsatib beriladi.*

Kalit so‘zlar: *milliy identitet, milliy o‘zlik, milliy ong, madaniyat, qadriyat, an’ana, til, globallashuv, ma’naviyat, jamiyat, vatanparvarlik.*

THE CONCEPT OF NATIONAL IDENTITY AND ITS INTERPRETATION

Annotation: *This article provides a comprehensive analysis of the concept of national identity, its theoretical foundations, and its significance in social life. The study examines the major factors influencing the formation of national identity, including history, language, culture, traditions, and national values. The results of a sociological survey conducted in Samarkand with the participation of 100 respondents are presented. A comparative analysis of the approaches of B. Anderson, A. Smith, E. Hobsbawm, and E. Durkheim is also carried out.*

Keywords: *national identity, national self-awareness, national consciousness, culture, values, traditions, language, globalization, spirituality, society, patriotism.*

ПОНЯТИЕ НАЦИОНАЛЬНОЙ ИДЕНТИЧНОСТИ И ЕГО ИНТЕРПРЕТАЦИЯ

Аннотация: *В данной статье всесторонне рассматривается понятие национальной идентичности, её теоретические основы и значение в жизни общества. Представлены результаты социологического опроса, проведённого в городе Самарканде с участием 100 респондентов. Также проводится сравнительный анализ подходов Б. Андерсона, Э. Смита, Э. Хобсбаума и Э. Дюркгейма.*

Ключевые слова: *национальная идентичность, национальное самосознание, национальное сознание, культура, ценности, традиции, язык, глобализация, духовность, общество, патриотизм.*

Kirish. Jamiyat qanday rivojlanmasin, uning asosida doim muayyan g‘oyalar va qadriyatlar yotadi. Tarixga nazar tashlasak, milliy mafkura shunchaki nazariya emas, balki odamlarni birlashtiradigan, ularni bir maqsad sari yetaklaydigan katta kuch ekanini ko‘ramiz. Bugungi kunda esa bu jarayonning markazida milliy identitet tushunchasi turibdi.

Har bir davrda jamiyatning iqtisodiy va siyosiy tuzilishi o‘zgarsa-da, uning ma’naviy asosi o‘zgarmas bo‘lib qoladi. Milliy identitet aynan mana shu ma’naviy asos bilan uzviy bog‘liq holda shakllanadi. U jamiyat a’zolarining dunyoqarashini belgilaydi va ularni yagona bir butunlikka birlashtiradi [5, 12-b.]. Shuning uchun ham milliy o‘zlikni tushunish – bu shunchaki o‘tmishni bilish emas, balki bugungi ijtimoiy munosabatlarni mustahkamlash demakdir.

Bugungi globallashuv va madaniyatlararo muloqot kuchaygan sharoitda milliy identitetni ilmiy jihatdan tahlil qilish muhim ahamiyatga ega [3, 25-b.]. Zero, milliy o‘zlik tushunchasi jamiyatning ma’naviy-ruhiy tizimini tushunishga, uning tarixiy ildizlari va kelajakdagi rivojlanish omillarini aniqlashga yordam beradi.

Asosiy qism. Milliy identitet masalasi bugungi kunda nafaqat siyosatshunoslik, balki sotsiologiya, falsafa, madaniyatshunoslik va lingvistika kabi fanlarning ham eng muhim tadqiqot obyektlaridan biri hisoblanadi [7, 34-b.].

Chunki insonning o‘zini anglashi, qaysi millatga mansubligini his qilishi va shu millat qadriyatlariga sodiqligi jamiyat taraqqiyotiga bevosita ta’sir ko‘rsatadi.

“Identitet” yoki “identiklik” tushunchasi lotin tilidagi “identicus” so‘zidan kelib chiqqan bo‘lib, “bir xillik”, “o‘xshashlik”, “o‘zlik” kabi ma’nolarni anglatadi [3, 18-b.]. Ilmiy adabiyotlarda bu tushuncha insonning o‘zini muayyan guruh, jamiyat yoki millat bilan bog‘lashi, o‘zini shu birlikning ajralmas qismi sifatida his qilishi bilan izohlanadi [2, 14-b.].

Milliy identitet esa identiklikning eng muhim ko‘rinishlaridan biri bo‘lib, shaxsning muayyan millatga, tilga, madaniyatga va tarixiy qadriyatlarga mansublik hissini anglatadi [6, 19-b.]. U insonning o‘z xalqiga bo‘lgan hurmati, milliy qadriyatlarni qadrlashi, ona tiliga bo‘lgan munosabati va tarixiy xotirasi orqali namoyon bo‘ladi. Aynan shu jihatlar jamiyatdagi birlik, hamjihatlik va ma’naviy barqarorlikni ta’minlaydi.

Milliy identitetning shakllanishida bir necha muhim omillar mavjud. Avvalo, til milliy o‘zlikning asosiy belgilaridan biri hisoblanadi [1, 67-b.]. Chunki til orqali xalqning tafakkuri, dunyoqarashi va madaniy merosi avloddan avlodga o‘tadi. Shuningdek, tarixiy xotira, milliy an’analar, urf-odatlar, din, madaniyat va yashash hududi ham milliy identitetni shakllantiruvchi asosiy omillar sirasiga kiradi [10, 23-b.].

Tadqiqot metodologiyasi. Mazkur tadqiqotni yoritishda bir nechta ilmiy metodlardan foydalanildi. Tahliliy metod orqali milliy identitet haqidagi ilmiy qarashlar va nazariyalar o‘rganildi. Taqqoslash metodi yordamida turli olimlarning yondashuvlari qiyoslandi. Empirik ma’lumotlarni to‘plash maqsadida sotsiologik so‘rov, suhbat va intervyu metodlari qo‘llanildi.

Tadqiqot 2025-yilning sentyabr–oktyabr oylarida Samarqand shahrida o‘tkazildi. So‘rovda jami 100 nafar respondent ishtirok etdi. Respondentlar yosh, jins, ta’lim darajasi va kasbi bo‘yicha turlicha guruhlarga taqsimlandi. So‘rovnoma 12 ta savoldan iborat bo‘lib, ulardan 8 tasi yopiq, 4 tasi ochiq tipdagi savollar edi. Olingan ma’lumotlar miqdoriy va sifat tahlil usullari yordamida qayta ishlandi.

Adabiyotlar tahlili. Mavzuga oid manbalar tahlili shuni ko‘rsatadiki, milliy identitet tushunchasi turli olimlar tomonidan turlicha jihatlardan o‘rganilgan. Quyida xorijiy va mahalliy olimlarning yondashuvlari qiyosiy tahlil qilinadi.

Britaniyalik tarixchi va siyosatshunos Benedict Anderson o‘zining “Tasavvur qilingan jamoalar” nomli mashhur asarida millatni “tasavvur qilingan siyosiy jamoa” sifatida talqin qiladi [1, 6-b.]. Uning fikricha, millat a’zolari bir-birini shaxsan tanimasa ham, o‘zlarini bir butun deb his qiladilar va bunda til, matbuot hamda umumiy madaniyat hal qiluvchi rol o‘ynaydi [1, 44-b.].

Anthony Smith esa “etnosimvolik” yondashuv tarafdori sifatida millat va milliy identitetning etnik ildizlariga e’tibor qaratadi [6, 19-b.]. U Andersondan farqli o‘laroq, milliy identitet zamonaviy davr mahsuli emas, balki uning ildizlari qadimgi etnik birliklarga borib taqalishini ta’kidlaydi. Smithga ko‘ra, milliy mif, ramz va tarixiy xotira identitetning eng muhim tarkibiy qismlaridir [6, 73-b.].

Eric Hobsbawm “Ixtiro qilingan an’analar” konsepsiyasini ilgari surib, milliy identitet va an’analar ko‘p hollarda XIX asrda siyosiy maqsadlarda sun’iy ravishda yaratilganini ta’kidlaydi [4, 14-b.]. Bu yondashuv Smith bilan qarama-qarshi bo‘lib, ikkala olim o‘rtasidagi ilmiy munozaralar bugungi kungacha davom etib kelmoqda.

Fransuz sotsiologi Emil Dyurkgeym esa jamiyatdagi birlikni “kollektiv ong” tushunchasi orqali izohlaydi [8, 39-b.]. Uning fikricha, jamiyat a’zolarini bir-biri bilan bog‘lab turuvchi asosiy kuch – bu umumiy qadriyat va e’tiqodlardir. Bu g‘oya milliy identitet tushunchasini sotsiologik nuqtai nazardan tushunishga zamin yaratadi.

Mahalliy olimlardan I.A. Karimov “Yuksak ma’naviyat – yengilmas kuch” asarida milliy o‘zlikni ma’naviyat bilan uzviy bog‘liq holda talqin qiladi [5, 56-b.]. Uning yondashuvi xorijiy nazariyalardan farqli o‘laroq, milliy identitetning ma’naviy-tarbiyaviy jihatiga alohida e’tibor qaratadi [5, 89-b.].

O‘zbek tadqiqotchilari ham mavzuga turli rakursdan yondashganlar. D. Ismoilova milliy identiklikni polietnik jamiyat sharoitida o‘rganib, uni til, madaniyat, din va an’analarga munosabat orqali shakllanishini ta’kidlaydi [9, 28-b.]. M. Bekmurodov esa globallashuv sharoitida milliy qadriyatlarning saqlanishi masalasini ko‘taradi [10, 45-b.]. Sh. Qodirova ta’lim tizimining milliy identitetni shakllantirishdagi o‘rnini [11, 17-b.], B. Matchanova esa milliy mafkura va identitetning o‘zaro aloqasini tadqiq qilgan [12, 33-b.].

Yuqoridagi olimlarning yondashuvlari qiyosiy tarzda quyidagi jadvalda umumlashtirildi (1-jadval):

1-jadval. Milliy identitetga oid asosiy nazariy yondashuvlar

Olim	Yondashuv	Asosiy g‘oya
B. Anderson	Konstruktivistik	Millat – bu “tasavvur qilingan jamoa”, til va matbuot orqali shakllanadi [1, 15-b.]
A. Smith	Etnosimvolik	Milliy identitet etnik ildizlar, mif va xotiraga asoslanadi [6, 42-b.]

E. Hobsbawm	Modernistik	Millat – zamonaviy davr mahsuli, “ixtiro qilingan an’analar” [4, 28-b.]
E. Dyurkgeym	Sotsiologik	Jamiyat birligi umumiy qadriyat va kollektiv ong orqali ta’minlanadi [8, 57-b.]
I.A. Karimov	Ma’naviy-tarbiyaviy	Milliy o‘zlik ma’naviyat va yuksak qadriyatlar bilan uzviy bog‘liq [5, 78-b.]

Tahlil shuni ko‘rsatadiki, xorijiy olimlar asosan milliy identitetning ijtimoiy va siyosiy jihatlariga e’tibor qaratgan bo‘lsa, mahalliy olimlar uning ma’naviy-axloqiy o‘lchovini birinchi o‘ringa qo‘yadilar [14, 8-b.]. Bu ikki yondashuvning sintezi milliy identitet tushunchasini har tomonlama tushunishga imkon beradi.

Tadqiqot natijalarining miqdoriy tahlili. Samarqand shahrida o‘tkazilgan sotsiologik so‘rov natijalari quyidagi ma’lumotlarni berdi. Respondentlarning yosh bo‘yicha taqsimoti 2-jadvalda keltirilgan.

2-jadval. Respondentlarning yosh guruhlari bo‘yicha taqsimoti

Yosh guruhi	Respondentlar soni	Foiz nisbati
18-25 yosh (yoshlar)	42 nafar	42%
26-40 yosh (o‘rta avlod)	33 nafar	33%
41 yoshdan yuqori (katta avlod)	25 nafar	25%
Jami	**100 nafar**	**100%**

Respondentlardan “Sizning fikringizcha, milliy identitetni belgilovchi eng muhim omillar nimalardan iborat?” degan savolga javob berishlari so‘raldi. Har bir respondent bir nechta variantni tanlash imkoniyatiga ega edi. Natijalar 3-jadvalda aks ettirilgan.

3-jadval. Milliy identitetni belgilovchi omillarga oid respondentlar javoblari

Milliy identitetni belgilovchi omil	Tanlovlar soni	Foiz
Ona tili	84	84%
Milliy urf-odat va an’analar	76	76%
Tarixiy xotira va meros	68	68%
Oilaviy tarbiya	61	61%
Din va ma’naviy qadriyatlar	54	54%
Yashash hududi (Vatan tuyg‘usi)	47	47%

Jadval ma’lumotlaridan ko‘rinib turibdiki, respondentlarning 84 foizi milliy identitetni birinchi navbatda ona tili bilan bog‘ladi. Bu A. Smith [6, 73-b.] va B. Andersonning [1, 44-b.] nazariy qarashlari bilan mos keladi – chunki har ikki olim ham tilni milliy identitetning markaziy elementi sifatida qabul qiladi.

Ikkinchi o‘rinda milliy urf-odat va an’analar turadi (76%), bu esa o‘zbek jamiyatida an’anaviy qadriyatlarning hali ham kuchli ahamiyatga ega ekanini ko‘rsatadi. Uchinchi o‘rinda tarixiy xotira va meros (68%) turishi A. Smithning etnosimvolik yondashuvi bilan uyg‘un keladi [6, 91-b.].

E’tiborga molik jihat shundaki, oilaviy tarbiya 61 foizni tashkil etdi. Bu raqam o‘zbek jamiyatida oila instituti milliy identitetni avlodlarga uzatishning asosiy mexanizmi ekanini tasdiqlaydi [10, 52-b.]. Din va ma’naviy qadriyatlar (54%) hamda yashash hududi (47%) ham muhim omillar sirasida bo‘lib, ular insonning ma’naviy va hududiy mansublik hissini shakllantiradi.

Yosh guruhlari bo‘yicha qiyosiy tahlil. Tadqiqot natijalarining yosh guruhlari bo‘yicha qiyosiy tahlili qiziqarli ma’lumotlarni berdi. Yoshlar guruhida (18–25 yosh) respondentlarning 73 foizi ona tilini muhim deb hisoblagan bo‘lsa, bu ko‘rsatkich katta avlod (41+ yosh) orasida 96 foizni tashkil etdi. Bu farq globallashuv va xorijiy tillarning kuchli ta’siri ostida yoshlarda til masalasiga munosabat o‘zgarib borayotganini ko‘rsatadi [10, 47-b.].

Milliy urf-odatlarga munosabat bo‘yicha ham shunga o‘xshash tendensiya kuzatildi: katta avlodning 92 foizi an’analarni muhim deb hisoblasa, yoshlar orasida bu ko‘rsatkich atigi 64 foizni tashkil etdi. Bu raqamlar zamonaviy

yoshlar ongida an’anaviy qadriyatlar va globallashuv ta’siri o‘rtasida ma’lum bir tortishuv mavjudligini ko‘rsatadi [3, 89-b.].

Shu bilan birga, yoshlar orasida tarixiy xotiraga munosabat anchagina yuqori darajada saqlanib qolgan (71%). Bu esa ta’lim tizimi va ommaviy axborot vositalari orqali milliy tarixni o‘rganish samarali olib borilayotganini tasdiqlaydi [11, 24-b.].

Internet va ommaviy madaniyat ta’siriga oid savolga 18-25 yosh guruhi respondentlarining 81 foizi “katta ta’sir ko‘rsatadi” deb javob berdi. Ammo shu bilan birga, ularning 67 foizi milliy qadriyatlarni saqlash kerakligi haqida ijobiy fikr bildirdi. Bu qarama-qarshi natija yoshlarning ikki tomonlama madaniy maydonda yashayotganidan dalolat beradi: bir tomondan ular global madaniyatga ochiq, ikkinchi tomondan milliy o‘zlikni saqlashga harakat qiladilar [10, 78-b.].

Muhokama va natija. Tadqiqot natijalari milliy identitet konsepsiyasining nazariy modellariga muhim empirik dalillar taqdim etadi. Ona tilining 84 foiz bilan birinchi o‘rinni egallashi B. Andersonning “tasavvur qilingan jamoa” nazariyasini [1, 44-b.] Samarqand misolida tasdiqlaydi: chunki Anderson ham tilni millat birligini ta’minlovchi asosiy vosita deb hisoblagan.

Shu bilan birga, tarixiy xotira va urf-odatlarning yuqori ko‘rsatkichlari A. Smithning etnosimvolik yondashuvini quvvatlaydi [6, 73-b.]. Bu shuni ko‘rsatadiki, o‘zbek jamiyatida milliy identitet hech qachon faqat zamonaviy hodisa sifatida emas, balki chuqur etnik va madaniy ildizlarga ega bo‘lgan, ko‘p qatlamli tushuncha sifatida talqin qilinishi lozim.

Yoshlar va katta avlod javoblari o‘rtasidagi farq E. Hobsbawmning fikri – ya’ni an’analar har bir avlod tomonidan qayta talqin qilinishi mumkinligi haqidagi qarashga ham mos keladi [4, 28-b.]. Globallashuv jarayonida yoshlar nafaqat an’analarni qabul qiladilar, balki ularni o‘zlarining zamonaviy hayot sharoitlariga moslashtiradilar.

Tadqiqotning yana bir muhim natijasi shundaki, respondentlarning 67 foizi milliy identitetni saqlashda ta’limning rolini birinchi o‘ringa qo‘ydi. Bu ko‘rsatkich Sh. Qodirovaning ta’lim tizimi milliy identitetni shakllantirishning asosiy vositasi ekani haqidagi qarashini tasdiqlaydi [11, 31-b.]. Oilaviy tarbiya (61%) va ommaviy axborot vositalari (43%) keyingi o‘rinlarda turdi.

Natijalar shuni ko‘rsatadiki, milliy identitet statik, o‘zgarmas tushuncha emas, balki tarixiy sharoitlar, ijtimoiy-iqtisodiy muhit va madaniy ta’sirlar ostida doimo qayta shakllanib boruvchi dinamik hodisadir [3, 102-b.]. Bu Dyurkgeymning “kollektiv ong” nazariyasi bilan ham uyg‘un keladi [8, 39-b.] – ya’ni jamiyat o‘zgarsa, uning a’zolarining ongi va identiteti ham o‘zgaradi.

Globallashuv kontekstida milliy identitetni saqlash masalasi alohida ahamiyat kasb etadi. Tadqiqot ko‘rsatdiki, yoshlar orasida xorijiy madaniyat ta’siri kuchli bo‘lishiga qaramay, milliy o‘zlikka bo‘lgan e’tibor saqlanib qolmoqda [10, 84-b.]. Bu “globallashuv – millatchilik” antinomiyasini bir tomonlama hal qilishning iloji yo‘qligini, balki ularning o‘zaro ta’siridan yangi identitet shakllari paydo bo‘layotganini ko‘rsatadi.

Xulosa. Xulosa qilib aytganda, milliy identitet insonning o‘z millati, madaniyati, tili va tarixiy qadriyatlariga mansublik hissini ifodalovchi muhim ijtimoiy-ma’naviy tushunchadir. U jamiyatning ma’naviy birligini ta’minlash, milliy qadriyatlarni asrab-avaylash va avlodlar o‘rtasidagi davomiylikni saqlashda muhim o‘rin tutadi [5, 102-b.].

Tadqiqot davomida quyidagi asosiy xulosalarga kelindi:

Birinchidan, milliy identitetning shakllanishida til (84%), urf-odatlar (76%), tarixiy xotira (68%), oilaviy tarbiya (61%) va din (54%) asosiy omillar bo‘lib xizmat qiladi. Bu natijalar nazariy adabiyotlardagi qarashlar bilan mos keladi va o‘zbek jamiyati kontekstida ham tasdiqlanadi.

Ikkinchidan, milliy identitetga munosabat avlodlar o‘rtasida sezilarli farqlarga ega. Katta avlod an’anaviy qadriyatlarga ko‘proq sodiq bo‘lsa, yoshlar global va milliy madaniyatlarning sintezini ifoda etadilar.

Uchinchidan, globallashuv sharoitida milliy identitetni saqlash uchun ta’lim, oila va ma’naviy tarbiya tizimlarini birgalikda mustahkamlash zarur [11, 45-b.]. Ayniqsa, yosh avlodga milliy tarix, til va qadriyatlarni o‘rgatish dolzarb ahamiyat kasb etadi.

To‘rtinchidan, milliy identitet statik tushuncha emas, balki har bir avlod tomonidan qayta talqin qilinadigan dinamik hodisadir. Shuning uchun uni asrash va rivojlantirish har bir jamiyatning ustuvor vazifalaridan biri bo‘lib qoladi [13, 4-b.].

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“TALABALARNING HARAKAT FAOLLIGINI JISMONIY TARBIYA VOSITALARI ORQALI OSHIRISHNING ZAMONAVIY YONDASHUVLARI”

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Annotatsiya. *Mazkur maqolada oliy ta’lim muassasalari talabalarining harakat faolligini oshirishning zamonaviy pedagogik va innovatsion yondashuvlari tahlil qilindi. Tadqiqot davomida xalqaro tajribalar, jumladan, AQSh, Avstraliya, Buyuk Britaniya va Yevropa universitetlarida qo‘llanilayotgan raqamli texnologiyalar, mobil ilovalar, fitnes monitoring tizimlari hamda motivatsion dasturlar o‘rganildi. Talabalar orasida gipodinamiya va kamharakatlilik muammolari ortib borayotgani aniqlanib, jismoniy tarbiya mashg‘ulotlarini modernizatsiya qilish zarurligi asoslab berildi. Tadqiqot natijalariga ko‘ra, individual yondashuv, raqamli monitoring va sog‘lom turmush tarziga yo‘naltirilgan innovatsion metodlar talabalar jismoniy faolligini sezilarli darajada oshirishi mumkinligi aniqlandi.*

Kalit so‘zlar: *jismoniy tarbiya, harakat faolligi, talabalar, innovatsion texnologiyalar, sog‘lom turmush tarzi, raqamli monitoring, xalqaro tajriba, motivatsiya.*

«СОВРЕМЕННЫЕ ПОДХОДЫ К ПОВЫШЕНИЮ АКТИВНОСТИ УЧАЩИХСЯ ПОСРЕДСТВОМ ФИЗИЧЕСКОГО ВОСПИТАНИЯ»

Аннотация. *В данной статье проанализированы современные педагогические и инновационные подходы к повышению двигательной активности студентов высших учебных заведений. В ходе исследования были изучены международные практики, включая цифровые технологии, мобильные приложения, системы фитнес-мониторинга и мотивационные программы, применяемые в университетах США, Австралии, Великобритании и Европы. Выявлено, что среди студентов возрастает проблема гиподинамии и недостаточной двигательной активности, а также обоснована необходимость модернизации занятий по физическому воспитанию. По результатам исследования установлено, что индивидуальный подход, цифровой мониторинг и инновационные методы, ориентированные на здоровый образ жизни, способны значительно повысить уровень физической активности студентов.*

Ключевые слова: *физическое воспитание, двигательная активность, студенты, инновационные технологии, здоровый образ жизни, цифровой мониторинг, международный опыт, мотивация.*

"MODERN APPROACHES TO INCREASING STUDENTS' ACTIVITY THROUGH PHYSICAL EDUCATION"

Abstract. *This article analyzes modern pedagogical and innovative approaches to increasing the physical activity of higher education students. During the research, international practices were studied, including digital technologies, mobile applications, fitness monitoring systems, and motivational programs used in universities in the United States, Australia, Great Britain, and Europe. The study revealed a growing problem of hypodynamia and low physical activity among students and substantiated the need to modernize physical education classes. According to the research findings, individualized approaches, digital monitoring, and innovative methods focused on a healthy lifestyle can significantly increase students’ physical activity levels.*

Keywords: *physical education, physical activity, students, innovative technologies, healthy lifestyle, digital monitoring, international experience, motivation.*

Kirish. Bugungi globallashuv va raqamlashtirish jarayonida yoshlarning harakat faolligi keskin kamayib bormoqda. Ayniqsa, oliy ta’lim muassasalari talabalarida uzoq vaqt kompyuter va mobil qurilmalar bilan ishlash, onlayn ta’limning kengayishi hamda sedentary turmush tarzining kuchayishi jismoniy faollikning pasayishiga olib kelmoqda. Jahon sog‘liqni saqlash tashkiloti ma’lumotlariga ko‘ra, jismoniy harakatsizlik global o‘lim xavfining asosiy omillaridan biri hisoblanadi.

So‘nggi yillarda rivojlangan davlatlarda talabalar jismoniy faolligini oshirish bo‘yicha innovatsion metodlar keng joriy etilmoqda. Jumladan, AQSh va Avstraliya universitetlarida mobil ilovalar, aqlli soatlar (wearable technologies),

onlayn monitoring tizimlari hamda gamifikatsiya elementlari asosida tashkil etilgan jismoniy tarbiya dasturlari yuqori samaradorlik koʻrsatmoqda.

Oʻzbekistonda ham yoshlar salomatligini mustahkamlash, sogʻlom turmush tarzini shakllantirish va talabalar harakat faolligini oshirish davlat siyosatining ustuvor yoʻnalishlaridan biri hisoblanadi. Shu sababli, jismoniy tarbiya tizimiga ilgʻor xalqaro tajribalarni integratsiya qilish dolzarb ilmiy-amaliy ahamiyat kasb etadi.

Mazkur tadqiqotning maqsadi — talabalarning harakat faolligini jismoniy tarbiya vositalari orqali oshirishning zamonaviy yondashuvlarini tahlil qilish hamda xalqaro tajriba asosida samarali pedagogik tavsiyalar ishlab chiqishdan iborat.

Tadqiqot metodlari. Tadqiqot davomida ilmiy-pedagogik kuzatuv, taqqoslash, tizimli tahlil, ilmiy adabiyotlarni oʻrganish va umumlashtirish metodlaridan foydalanildi. Shuningdek, xalqaro ilmiy bazalar — Scopus, Web of Science, PubMed va Google Scholar maʼlumotlari tahlil qilindi.

Tadqiqotda talabalar jismoniy faolligini baholash boʻyicha xalqaro IPAQ (International Physical Activity Questionnaire) metodikasiga oid ilmiy ishlardan foydalanildi.

Bundan tashqari, Avstraliya, Janubiy Afrika va Yevropa universitetlarida joriy etilgan texnologik yondashuvlar hamda mobil ilovalar asosidagi jismoniy tarbiya dasturlari oʻrganildi.

Tahlil jarayonida quyidagi mezonlarga eʼtibor qaratildi: talabalarning haftalik jismoniy faollik darajasi; mashgʻulotlarga motivatsiya; raqamli texnologiyalar samaradorligi; sogʻlomlashtiruvchi dasturlarning taʼsiri; individual yondashuv imkoniyatlari.

Natijalar. Tadqiqot davomida oliy taʼlim muassasalari talabalarining harakat faolligi, jismoniy tarbiya mashgʻulotlariga munosabati hamda zamonaviy innovatsion texnologiyalarning samaradorligi chuqur tahlil qilindi. Xalqaro ilmiy manbalar va ilgʻor universitetlar tajribasi asosida quyidagi natijalar aniqlandi.

Talabalar harakat faolligining hozirgi holati. Tahlillar shuni koʻrsatdiki, zamonaviy talabalar orasida kamharakatlilik (gipodinamiya) darajasi sezilarli ravishda ortib bormoqda. Ayniqsa: uzoq muddat kompyuter va mobil qurilmalardan foydalanish; onlayn taʼlimning kengayishi; transport vositalaridan ortiqcha foydalanish; boʻsh vaqtni passiv oʻtkazish talabalar jismoniy faolligining pasayishiga olib kelmoqda.

Xalqaro tadqiqotlarga koʻra, talabalarning katta qismi JSST tomonidan tavsiya etilgan haftalik 150–300 daqiqalik oʻrtacha jismoniy faollik meʼyoriga toʻliq rioya qilmaydi. Natijada: ortiqcha vazn; yurak-qon tomir kasalliklari xavfi; mushaklar zaiflashuvi; tez charchash; psixoemotsional zoʻriqish holatlari koʻpaymoqda.

Oʻrganilgan ilmiy manbalarda ayniqsa birinchi kurs talabalarida jismoniy faollik keskin kamayishi kuzatilgan. Bunga yangi oʻquv muhitiga moslashish, akademik yuklama ortishi va mustaqil hayot tarzining boshlanishi sabab boʻlishi aniqlangan.

Tadqiqot davomida AQSh, Kanada, Avstraliya va Janubiy Koreya niversitetlarida qoʻllanilayotgan raqamli texnologiyalar asosidagi jismoniy tarbiya tizimlari tahlil qilindi.

Natijalarga koʻra: fitness-trekerlardan foydalangan talabalar orasida kunlik qadamlar soni 20–35 % ga oshgan; mobil ilovalar orqali nazorat olib borilgan guruhlarda mashgʻulotlarga qatnashish koʻrsatkichi yuqorilagan; yurak urish chastotasi monitoringi orqali yuklamani individual boshqarish imkoniyati yaxshilangan. Ayniqsa, “smart watch” va “wearable technology” vositalari quyidagi imkoniyatlarni yaratgan: individual yuklama nazorati; energiya sarfini hisoblash; uyqu sifati monitoringi; tiklanish darajasini aniqlash; stress koʻrsatkichlarini nazorat qilish.

Tahlillar shuni koʻrsatdiki, texnologik monitoring talabalarni mustaqil shugʻullanishga undaydi va ularda oʻz sogʻligiga nisbatan masʻuliyat hissini shakllantiradi.

Ilgʻor xorijiy universitetlarda jismoniy tarbiya mashgʻulotlariga oʻyin elementlarini kiritish yuqori samaradorlik bergani aniqlandi. Quyidagi metodlar keng qoʻllanilgan: “Fitness challenge”; guruhlararo sport musobaqalari; virtual reyting tizimlari; bonus va ragʻbatlantirish dasturlari; mobil ilovalar orqali faoliyat monitoringi.

Natijada: talabalar motivatsiyasi oshgan; darslarga qatnashish faolligi axshilangan; jamoaviy hamkorlik rivojlangan; mustaqil mashgʻulotlar soni ortgan.

Xususan, AQSh universitetlarida oʻtkazilgan tadqiqotlarda gamifikatsiya asosidagi dasturlar qoʻllangan guruhlarda jismoniy faollik darajasi anʼanaviy guruhlarga nisbatan sezilarli yuqori boʻlgani aniqlangan.

Xalqaro sport pedagogikasida individual yondashuv eng samarali metodlardan biri sifatida baholanmoqda. Tadqiqot natijalari shuni koʻrsatdiki, talabalarning: jismoniy tayyorgarligi; funksional holati; sogʻligʻi; psixologik xususiyatlari; biologik rivojlanish darajasi hisobga olinib tuzilgan mashgʻulot dasturlari yuqori natija beradi.

Individual yuklama qoʻllanilgan guruhlarda: charchash holati kamaygan; mashgʻulot samaradorligi oshgan; sport jarohatlari kamaygan; yurak-qon tomir tizimi koʻrsatkichlari yaxshilangan.

Shuningdek, talabalarning oʻziga boʻlgan ishonchi va sportga qiziqishi ortgani kuzatilgan.

Yevropa universitetlari tajribasida jismoniy tarbiya mashgʻulotlari:

- sogʻlom ovqatlanish;

- stress management;
- psixologik salomatlik;
- kun tartibini optimallashtirish -dasturlari bilan integratsiyalashgan holda tashkil etilgan.

Natijalar quyidagilarni ko‘rsatgan: talabalar ruhiy holati yaxshilangan; depressiv holatlar kamaygan; uyqu sifati yaxshilangan; akademik o‘zlashtirish ko‘rsatkichlari oshgan.

Shuningdek, muntazam jismoniy mashqlar bilan shug‘ullanuvchi talabalarda diqqat va xotira ko‘rsatkichlari yuqoriroq bo‘lishi aniqlangan.

*O‘zbekiston oliy ta’lim tizimi uchun ahamiyati***.** Tahlil natijalari asosida O‘zbekiston oliy ta’lim muassasalarida quyidagi yo‘nalishlarni joriy etish maqsadga muvofiq deb topildi:

- raqamli jismoniy tarbiya platformalarini yaratish;
- talabalar jismoniy faolligini monitoring qilish tizimini joriy etish;
- sog‘lom turmush tarzini targ‘ib qiluvchi kompleks dasturlarni ishlab chiqish;
- innovatsion va interaktiv mashg‘ulot metodlarini qo‘llash;
- jismoniy tarbiya mashg‘ulotlarini individuallashtirish.

Mazkur yondashuvlar talabalar salomatligini mustahkamlash, jismoniy rivojlanishni yaxshilash hamda yoshlar orasida sog‘lom turmush tarzini shakllantirishga xizmat qiladi.

Xulosa. Talabalarning harakat faolligini oshirish bugungi kunning dolzarb pedagogik va ijtimoiy muammolaridan biridir. Tadqiqot natijalari shuni ko‘rsatdiki, xalqaro tajribada qo‘llanilayotgan innovatsion texnologiyalar va individual yondashuvlar talabalar jismoniy faolligini sezilarli darajada oshirish imkonini beradi.

Quyidagi takliflar samarali deb hisoblandi:

- jismoniy tarbiya mashg‘ulotlariga raqamli texnologiyalarni integratsiya qilish;
- mobil ilovalar asosida monitoring tizimini joriy etish;
- gamifikatsiya elementlarini qo‘llash;
- individual yuklama dasturlarini ishlab chiqish;
- sog‘lom turmush tarziga oid kompleks dasturlarni kengaytirish.

Mazkur yondashuvlar oliy ta’lim muassasalarida talabalar salomatligini mustahkamlash va jismoniy faollikni oshirishga xizmat qiladi.

Amaliy tavsiyalar:

- talabalar harakat faolligi darajasini nazorat qilish uchun o‘quv jarayoniga raqamli texnologiyalar va mobil ilovalarni joriy etish;
- jismoniy tarbiya mashg‘ulotlarini talabalarning individual jismoniy imkoniyatlari, qiziqishlari va sog‘lig‘i holatini hisobga olgan holda tashkil etish;
- talabalarni muntazam jismoniy mashqlarga jalb qilish motivatsiyasini oshirish maqsadida zamonaviy fitnes texnologiyalari, smart-bilaguzuklar va monitoring tizimlaridan foydalanish;
- yoshlarning sport va jismoniy tarbiyaga bo‘lgan qiziqishini oshirish uchun interaktiv hamda o‘yinli ta’lim metodlarini keng qo‘llash;
- talabalarda sog‘lom turmush tarzi ko‘nikmalarini shakllantirish maqsadida sport-sog‘lomlashtirish tadbirlari, chellenjlar va motivatsion dasturlarni tashkil etish;
- talabalar jismoniy tarbiyasini tashkil etish bo‘yicha ilg‘or xorijiy tajribalarni o‘rganish va ularni O‘zbekiston oliy ta’lim muassasalari sharoitiga moslashtirish;
- jismoniy tarbiya o‘qituvchilarining innovatsion pedagogik texnologiyalar hamda raqamli ta’lim resurslari bo‘yicha malakasini muntazam oshirib borish.

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TARIX TA'LIMINI RAQAMLI TRANSFORMATSIYALASH: TEXNOLOGIK-PEDAGOGIK YONDASHUVLAR INTEGRATSIYASI VA TANQIDIY FIKRLASHNI RIVOJLANTIRISH ISTIQBOLLARI

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Annotatsiya; *Mazkur maqolada umumta'lim maktablarida tarix ta'limini raqamli transformatsiya sharoitida rivojlantirishning nazariy va amaliy asoslari yoritilgan. Tadqiqotda tarix fanini o'qitishda texnologik, pedagogik va mazmuniy yondashuvlarning integratsiyasi, xususan TPACK (Technological Pedagogical Content Knowledge) modelining didaktik imkoniyatlari chuqur tahlil qilingan. Shuningdek, raqamli ta'lim muhitining shakllanishi, zamonaviy pedagogik texnologiyalarni tarix darslariga tatbiq etish mexanizmlari hamda ularning o'quvchilarda tanqidiy fikrlash, tahliliy yondashuv va mustaqil fikrlash ko'nikmalarini rivojlantirishdagi o'rni ilmiy asosda ko'rib chiqilgan. Tadqiqot davomida raqamli ta'lim resurslari — virtual muzeylar, interfaol xaritalar, multimedia vositalari, elektron platformalar va onlayn tarixiy manbalar tizimining o'quv jarayonidagi ahamiyati tahlil etilgan. Ushbu vositalarning o'quvchilarning tarixiy voqelikni chuqurroq anglashiga, sabab-oqibat aloqalarini mustaqil tahlil qilishiga hamda tarixiy tafakkurini rivojlantirishiga ijobiy ta'siri asoslab berilgan. Maqolada, shuningdek, bo'lajak tarix o'qituvchilarining texnologik-pedagogik kompetensiyasini rivojlantirish masalalari ham yoritilgan bo'lib, raqamli didaktika, interfaol metodlar va blended learning yondashuvlarining kasbiy tayyorgarlikdagi ahamiyati ko'rsatib o'tilgan. O'qituvchilarning raqamli savodxonligini oshirish, innovatsion metodlardan samarali foydalanish hamda baholash tizimini modernizatsiya qilish zarurati ilmiy jihatdan asoslangan.*

Kalit so'zlar: *raqamli transformatsiya, tarix ta'limi, TPACK modeli, texnologik-pedagogik bilim, tanqidiy fikrlash, interfaol metodlar, didaktik kompetensiya, raqamli didaktika.*

ЦИФРОВАЯ ТРАНСФОРМАЦИЯ ИСТОРИЧЕСКОГО ОБРАЗОВАНИЯ: ИНТЕГРАЦИЯ ТЕХНОЛОГИЧЕСКИХ И ПЕДАГОГИЧЕСКИХ ПОДХОДОВ И ПЕРСПЕКТИВЫ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ

Аннотация; *В данной статье рассматриваются теоретические и практические основы развития исторического образования в средних школах в контексте цифровой трансформации. Проводится углубленный анализ дидактических возможностей интеграции технологических, педагогических и содержательных подходов в преподавание истории, в частности, модели TPACK (Технологический педагогический контент-знания). Также исследуется формирование цифровой образовательной среды, механизмы внедрения современных педагогических технологий в уроки истории и их роль в развитии у учащихся критического мышления, аналитического подхода и навыков самостоятельного мышления на научной основе. Анализируется значение цифровых образовательных ресурсов в образовательном процессе – виртуальных музеев, интерактивных карт, мультимедийных инструментов, электронных платформ и системы онлайн-исторических источников. Обосновывается положительное влияние этих инструментов на более глубокое понимание учащимися исторической реальности, самостоятельный анализ причинно-следственных связей и развитие исторического мышления. В статье также рассматриваются вопросы развития технологической и педагогической компетентности будущих учителей истории и показана важность цифровой дидактики, интерактивных методов и смешанных подходов к обучению в профессиональной подготовке. Необходимость повышения цифровой грамотности учителей, эффективного использования инновационных методов и модернизации системы оценивания научно обоснована.*

Ключевые слова: *цифровая трансформация, историческое образование, модель TPACK, технологически-педагогические знания, критическое мышление, интерактивные методы, дидактическая компетентность, цифровая дидактика.*

DIGITAL TRANSFORMATION OF HISTORY EDUCATION: INTEGRATION OF TECHNOLOGICAL AND PEDAGOGICAL APPROACHES AND PROSPECTS FOR DEVELOPING CRITICAL THINKING

Abstract; *This article covers the theoretical and practical foundations of the development of history education in secondary schools in the context of digital transformation. The study deeply analyzes the didactic possibilities of the integration of technological, pedagogical and content approaches in teaching history, in particular, the TPACK (Technological Pedagogical Content Knowledge) model. It also examines the formation of a digital learning environment, the mechanisms for introducing modern pedagogical technologies into history lessons, and their role in developing students' critical thinking, analytical approach, and independent thinking skills on a scientific basis. The study analyzes the importance of digital educational resources in the educational process - virtual museums, interactive maps, multimedia tools, electronic platforms, and a system of online historical sources. The positive impact of these tools on students' deeper understanding of historical reality, independent analysis of cause-and-effect relationships, and the development of historical thinking is substantiated. The article also covers the issues of developing the technological and pedagogical competence of future history teachers, and shows the importance of digital didactics, interactive methods, and blended learning approaches in professional training. The need to improve teachers' digital literacy, effectively use innovative methods, and modernize the assessment system is scientifically substantiated.*

Keywords: *digital transformation, history education, TPACK model, technological and pedagogical knowledge, critical thinking, interactive methods, didactic competence, digital didactics.*

KIRISH

XXI asr ta'lim tizimining eng muhim tendensiyalaridan biri – bu raqamli transformatsiya jarayonidir. Raqamli texnologiyalar ta'limning barcha sohalariga jadal kirib kelmoqda va tarix ta'limi ham bundan mustasno emas. "Raqamli texnologiyalarning tarix darslarida o'rni" mavzusidagi tadqiqotda ta'kidlanganidek, "insoniyat taraqqiyotining ajralmas qismiga aylangan raqamli texnologiyalar ta'lim tizimida keng qo'llanilmoqda. Ayniqsa, tarix fani o'quvchilarda tanqidiy fikrlash, tahlil qilish va saboq chiqarish ko'nikmalarini shakllantiradi. Shu nuqtayi nazardan, raqamli texnologiyalarning tarix darslariga integratsiyasi bu fanning o'zlashtirilishini yengillashtiradi, uni ko'proq hayotiy va jonli qiladi" [1].

O'zbekiston Respublikasida ta'lim tizimini raqamlashtirish davlat siyosatining ustuvor yo'nalishlaridan biri sifatida belgilangan. O'zbekiston Respublikasi Prezidentining 2020-yil 5-oktabrdagi PF-6079-son Farmoni bilan tasdiqlangan "Raqamli O'zbekiston – 2030" strategiyasi ta'lim sohasida raqamli texnologiyalarni keng joriy etishni nazarda tutgan [2]. Shuningdek, O'zbekiston Respublikasi Vazirlar Mahkamasining 2024-yil 20-dekabrdagi VMQ-867-son Qarori bilan pedagoglarning uzluksiz kasbiy rivojlanish tizimi joriy etilgan bo'lib, unda o'qituvchilarning raqamli kompetensiyalarini rivojlantirish alohida yo'nalish sifatida belgilangan [3].

Biroq, amaliyot shuni ko'rsatadiki, tarix o'qituvchilarining raqamli pedagogik kompetensiyasi hali yetarli darajada emas. YUNESCO tomonidan 2025-yilda O'zbekistonda o'tkazilgan tadqiqotda qariyb 4000 nafar o'qituvchining AKT savodxonligi o'rganilib, raqamli kompetensiyalarni rivojlantirish zarurati alohida qayd etilgan [4]. Ziyoyeva M. tomonidan olib borilgan tadqiqotda bo'lajak tarix fani o'qituvchilarining kasbiy-ijodkorlik qobiliyatini raqamli ta'lim texnologiyalari vositasida rivojlantirishda o'quv jarayonini amalga oshirish shakllari tahlil qilinib, "raqamli ta'lim muhitida tarix o'qituvchilarining kasbiy tayyorgarligini samarali tashkil etish uchun metodik asos" yaratish zarurligi ta'kidlangan [5].

ADABIYOTLAR TAHLILI

Tarix ta'limini raqamli transformatsiyalash, texnologik-pedagogik yondashuvlar integratsiyasi hamda o'quvchilarda tanqidiy fikrlashni rivojlantirish masalalari zamonaviy pedagogik tadqiqotlarda dolzarb yo'nalishlardan biri sifatida qaraladi. Mazkur mavzu doirasida olib borilgan ilmiy ishlar tahlili shuni ko'rsatadiki, tadqiqotchilar asosiy e'tiborni raqamli texnologiyalarni ta'lim jarayoniga samarali integratsiya qilish, o'qituvchilarning kasbiy kompetensiyasini rivojlantirish hamda didaktik innovatsiyalarni joriy etishga qaratganlar.

Avvalo, raqamli texnologiyalarning tarix ta'limidagi o'rni bo'yicha olib borilgan tadqiqotlarda tarix fanining o'ziga xosligi — ya'ni voqealar ketma-ketligi, manbalar bilan ishlash va tahliliy yondashuv talab qilinishi — raqamli vositalar orqali yanada samarali o'zlashtirilishi ta'kidlanadi. Ushbu yo'nalishdagi ishlarda interaktiv platformalar, virtual muzeylar va raqamli tarixiy xaritalar o'quvchilarda tarixiy tasavvurni jonlantirish, voqealarni vizual shaklda idrok etish imkonini berishi asoslab berilgan [1, 3–5-bet]. Shu bilan birga, mualliflar raqamli resurslarning samaradorligi ularning metodik asoslangan holda qo'llanishiga bog'liqligini ham qayd etadilar.

TPACK modeli doirasidagi tadqiqotlar tahlili shuni ko'rsatadiki, texnologik, pedagogik va mazmuniy bilimlarning integratsiyasi tarix o'qituvchisining kasbiy kompetensiyasini belgilovchi muhim omil hisoblanadi. Gómez-Carrasco va hamkorlari tomonidan olib borilgan tadqiqotlarda TPACK modeli asosida tashkil etilgan o'quv jarayoni bo'lajak o'qituvchilarning raqamli didaktik ko'nikmalarini sezilarli darajada rivojlantirishi aniqlangan [7, 112–115-bet]. Ushbu yondashuv tarix ta'limida faqat texnologiyadan foydalanish emas, balki uni pedagogik maqsadga muvofiq integratsiya qilish zarurligini ko'rsatadi [8, 45–47-bet].

Ziyoyeva M. tomonidan olib borilgan tadqiqotda raqamli ta’lim texnologiyalari asosida bo‘lajak tarix o‘qituvchilarining kasbiy-ijodkorlik qobiliyatini rivojlantirish masalalari keng yoritilgan bo‘lib, unda blended learning (aralash ta’lim) shakli o‘quvchilarning mustaqil va tanqidiy fikrlashini rivojlantirishda samarali vosita sifatida ko‘rsatilgan [5, 6–8-bet]. Muallif raqamli muhitda ta’lim jarayonini tashkil etish o‘qituvchidan yuqori darajadagi metodik tayyorgarlikni talab qilishini alohida ta’kidlaydi.

Maxmudov Sh.I. tadqiqotida esa tarix o‘qituvchilarining axborot kompetensiyasini rivojlantirish masalasi yoritilib, elektron resurslardan foydalanish, raqamli arxivlar bilan ishlash va internet platformalarini didaktik maqsadda qo‘llashning metodik tizimi ishlab chiqilgan [6, 18–21-bet]. Ushbu yondashuv tarix fanini o‘qitishda an’anaviy metodlar bilan bir qatorda raqamli vositalarni uyg‘unlashtirish zarurligini ko‘rsatadi.

Didaktik kompetensiyani rivojlantirish bo‘yicha Xujanova L.R. tomonidan taklif etilgan metodologiyada interfaol o‘qitish usullari, kompetensiyaviy yondashuv va texnologik integratsiya asosiy o‘rin tutadi [10, 207–209-bet]. Muallif fikriga ko‘ra, zamonaviy tarix o‘qituvchisi nafaqat bilim beruvchi, balki raqamli ta’lim muhitini tashkil eta oladigan fasilitator bo‘lishi lozim.

Shuningdek, Ismatova S.T. tomonidan olib borilgan tadqiqotda tarix darslarida interfaol metodlardan foydalanish o‘quvchilarning bilish faolligini oshirishi va tanqidiy fikrlash ko‘nikmalarini shakllantirishda muhim ahamiyat kasb etishi ta’kidlangan [14, 202–205-bet]. Muallifning fikricha, bir dars jarayonida turli interfaol metodlarning uyg‘un qo‘llanilishi o‘quvchilarning tarixiy voqealarni tahlil qilish qobiliyatini sezilarli darajada rivojlantiradi.

Abdujalilova N.A. tomonidan ishlab chiqilgan yondashuvda esa O‘zbekiston tarixini o‘qitishda Case Study metodi va kompetensiyaviy yondashuv asosida o‘quvchilarning tahliliy fikrlashini rivojlantirishga alohida e’tibor qaratilgan [15, 4–6-bet]. Ushbu metod o‘quvchilarga tarixiy voqealarni real muammolar kontekstida tahlil qilish imkonini beradi.

Tahlil qilingan adabiyotlar shuni ko‘rsatadiki, tarix ta’limini raqamli transformatsiyalash jarayoni faqat texnologiyalarni joriy etish bilan cheklanmaydi, balki ularni pedagogik maqsadlar bilan uyg‘unlashtirish, o‘qituvchilarning raqamli kompetensiyasini rivojlantirish va o‘quvchilarda tanqidiy fikrlashni shakllantirishni o‘z ichiga oladi. Shu bois, zamonaviy tarix ta’limi tizimi integrativ yondashuvga asoslanishi lozim.

METODOLOGIYA

Mazkur tadqiqotda tarix ta’limini raqamli transformatsiyalash jarayonida texnologik-pedagogik yondashuvlar integratsiyasini va o‘quvchilarda tanqidiy fikrlashni rivojlantirish imkoniyatlarini o‘rganish maqsadida kompleks metodologik yondashuv qo‘llanildi. Tadqiqotning ilmiy asosini TPACK (Technological Pedagogical Content Knowledge) modeli tashkil etib, u texnologik, pedagogik va mazmuniy bilimlarning o‘zaro integratsiyasini tahlil qilishga xizmat qildi. Tadqiqotda nazariy metodlar — ilmiy adabiyotlarni tahlil qilish, qiyosiy tahlil hamda umumlashtirish usullaridan foydalanildi. Ushbu metodlar orqali raqamli ta’lim texnologiyalarining tarix ta’limidagi o‘rni, interfaol metodlarning samaradorligi va o‘qituvchilarning raqamli kompetensiyasini rivojlantirishga oid ilmiy qarashlar o‘rganildi. Shuningdek, kontent-tahlil metodi yordamida so‘nggi yillarda chop etilgan ilmiy manbalar va me’yoriy hujjatlar tahlil qilindi. Qiyosiy-pedagogik yondashuv esa milliy va xorijiy tajribani solishtirish, raqamli ta’lim muhitida qo‘llanilayotgan metodik tizimlarni aniqlash imkonini berdi. Tadqiqot natijalari asosida tarix ta’limida raqamli didaktik vositalardan samarali foydalanish va tanqidiy fikrlashni rivojlantirishga yo‘naltirilgan metodik tavsiyalar ishlab chiqildi.

NATIJALAR

Tadqiqot natijalari shuni ko‘rsatadiki, tarix ta’limini raqamli transformatsiyalash jarayoni ta’lim sifatini oshirishda hamda o‘quvchilarning kognitiv faolligini rivojlantirishda muhim didaktik imkoniyatlar yaratadi. Zamonaviy raqamli texnologiyalar — virtual platformalar, interfaol resurslar, multimedia vositalari va raqamli tarixiy manbalar — tarix fanini o‘qitishda an’anaviy yondashuvlarni sezilarli darajada boyitadi va o‘quv jarayonini yanada samarali qiladi.

Tahlillar shuni ko‘rsatadiki, raqamli texnologiyalar yordamida tarixiy voqealarni faqat matn shaklida emas, balki vizual va interaktiv shaklda taqdim etish o‘quvchilarda tarixiy jarayonlarni chuqurroq anglash imkonini beradi. Xususan, virtual muzeylar, 3D rekonstruksiyalar, raqamli xaritalar va interfaol xronologik jadvallar o‘quvchilarning tasavvurini kengaytiradi hamda tarixiy faktlarni eslab qolish va tahlil qilish darajasini oshiradi.

Shuningdek, tadqiqot natijalari interfaol metodlarning tarix darslaridagi samaradorligini ham tasdiqlaydi. Bir dars jarayonida bir nechta interfaol metodlarni uyg‘unlashtirish o‘quvchilarning darsga bo‘lgan qiziqishini oshiradi, ularning mustaqil fikrlashini faollashtiradi hamda muammoli vaziyatlarni tahlil qilish ko‘nikmalarini rivojlantiradi. Bu esa tarix fanini faqat faktlarni yodlash emas, balki tahliliy fikrlashga yo‘naltirilgan fan sifatida o‘qitish imkonini beradi.

Tadqiqot jarayonida TPACK modeli asosida olib borilgan tahlillar texnologik, pedagogik va mazmuniy bilimlarning integratsiyasi o‘qituvchining kasbiy kompetensiyasini shakllantirishda hal qiluvchi rol o‘ynashini ko‘rsatdi. Ushbu model asosida tashkil etilgan o‘quv jarayonlari o‘qituvchilarning raqamli didaktik ko‘nikmalarini rivojlantirib, ularni zamonaviy ta’lim muhitiga moslashishga yordam beradi. Shu bilan birga, bo‘lajak tarix o‘qituvchilari raqamli manbalar bilan ishlash, darslarni loyihalash va interfaol metodlarni qo‘llash bo‘yicha ancha yuqori darajadagi kompetensiyaga ega bo‘lishi mumkinligi aniqlangan.

Natijalar shuni ham ko‘rsatadiki, blended learning (aralash ta’lim) yondashuvi tarix ta’limida samarali natija beradi. Ushbu yondashuv o‘quvchilarning mustaqil ta’lim olish ko‘nikmalarini rivojlantiradi, ularning tanqidiy va ijodiy fikrlash jarayonini faollashtiradi hamda ta’lim jarayonini individual ehtiyojlarga moslashtirish imkonini beradi.

Shuningdek, innovatsion texnologiyalarni qo‘llash o‘quvchilarning o‘quv motivatsiyasini oshirishi aniqlangan. Multimedia vositalari, virtual ekskursiyalar va raqamli platformalar dars jarayonini yanada qiziqarli va interaktiv qiladi, bu esa o‘quvchilarning faol ishtirokini ta’minlaydi.

Tadqiqot natijalari shuni ham ko‘rsatadiki, tarix ta’limida tanqidiy fikrlashni rivojlantirish uchun Case Study metodidan foydalanish, tarixiy manbalarni tahlil qilishga yo‘naltirilgan topshiriqlar berish hamda muammoli vaziyatlarni hal etishga qaratilgan o‘quv faoliyatini tashkil etish samarali hisoblanadi. Bu yondashuv o‘quvchilarda mustaqil xulosa chiqarish, dalillar asosida fikr yuritish va tarixiy jarayonlarni chuqur tahlil qilish ko‘nikmalarini shakllantiradi.

Tadqiqot natijalari tarix ta’limini raqamli transformatsiyalash jarayonida texnologik-pedagogik integratsiya muhim o‘rin tutishini tasdiqlaydi. Raqamli didaktik vositalardan samarali foydalanish, interfaol metodlarni keng joriy etish va TPACK modeli asosida o‘qituvchilarning kasbiy kompetensiyasini rivojlantirish tarix fanini zamonaviy ta’lim talablariga moslashtirishda asosiy omillar sifatida namoyon bo‘ladi.

MUHOKAMA

Tadqiqot natijalari tarix ta’limini raqamli transformatsiyalash jarayoni nafaqat texnologik yangilanish, balki chuqur pedagogik o‘zgarishlarni ham talab etishini ko‘rsatadi. Zamonaviy ta’lim tizimida raqamli vositalarning joriy etilishi o‘z-o‘zidan yuqori natija bermaydi; ularning samaradorligi o‘qituvchining metodik tayyorgarligi, didaktik maqsadlarni to‘g‘ri belgilashi va texnologiyalarni pedagogik jarayonga integratsiya qila olish qobiliyatiga bevosita bog‘liqdir. Shu jihatdan, raqamli transformatsiya jarayoni “texnologiya + pedagogika + mazmun” uyg‘unligini talab qiluvchi murakkab tizim sifatida namoyon bo‘ladi.

Tahlillar shuni ko‘rsatadiki, tarix ta’limida raqamli texnologiyalarni qo‘llash o‘quvchilarning bilim olish jarayonini faollashtiradi, biroq bu faollik faqat to‘g‘ri didaktik yondashuv mavjud bo‘lgandagina barqaror natija beradi. Virtual muzeylar, raqamli xaritalar va interfaol platformalar o‘quvchilarning vizual idrokini kuchaytirsa-da, ularni tanqidiy fikrlashga yo‘naltirish uchun o‘qituvchi tomonidan muammoli vaziyatlar, savol-javob asosidagi tahlil va manbalar bilan ishlash topshiriqlari tizimli ravishda berilishi zarur.

TPACK modeli asosidagi yondashuv tahlili shuni ko‘rsatadiki, tarix o‘qituvchisining kasbiy kompetensiyasi uch asosiy komponent — texnologik, pedagogik va mazmuniy bilimlarning uyg‘unligi bilan belgilanadi. Amaliyotda esa ushbu komponentlarning yetarli darajada integratsiyalashmagani ko‘plab muammolarni keltirib chiqarmoqda. Xususan, ayrim o‘qituvchilar raqamli vositalardan foydalanadi, biroq ularni dars maqsadiga moslashtira olmaydi; natijada texnologiya o‘quv jarayonini boyitish o‘rniga faqat qo‘shimcha vosita sifatida qolib ketadi. Shu sababli TPACK modeli asosida tizimli tayyorgarlikni yo‘lga qo‘yish zaruriy pedagogik talab sifatida qaraladi.

Shuningdek, interfaol metodlarning qo‘llanilishi o‘quvchilarning bilish faolligini oshirishi aniqlangan bo‘lsa-da, ularning samaradorligi metodlarning tanlanishi va dars strukturasiga integratsiyasiga bog‘liq ekanligi muhim ahamiyatga ega. Ayrim hollarda interfaol metodlar formal qo‘llanilib, real tahliliy faoliyatga olib kelmaydi. Bu esa metodik yondashuvning tizimsizligini ko‘rsatadi va o‘qituvchilarning metodik kompetensiyasini oshirish zaruratini kuchaytiradi. Blended learning yondashuvi bo‘yicha olingan natijalar ham muhim ahamiyatga ega. Ushbu yondashuv o‘quvchilarning mustaqil ta’lim olish ko‘nikmalarini rivojlantiradi, biroq u ham infratuzilma va metodik qo‘llab-quvvatlashni talab etadi. Raqamli platformalardan foydalanish imkoniyati cheklangan sharoitlarda blended learning to‘liq samaradorlikka erisha olmaydi. Shu bois, raqamli ta’lim muhitini rivojlantirishda texnik ta’minot va metodik resurslar birgalikda takomillashtirilishi lozim. Tanqidiy fikrlashni rivojlantirish masalasi ham alohida muhokamani talab etadi. Tadqiqot natijalari ko‘rsatadiki, raqamli texnologiyalar o‘quvchilarda faqat axborotni qabul qilish emas, balki uni tahlil qilish va baholash ko‘nikmalarini rivojlantirish imkonini beradi. Biroq bu jarayon avtomatik ravishda yuz bermaydi. O‘quvchilarda tanqidiy fikrlashni shakllantirish uchun maxsus didaktik strategiyalar — Case Study, muammoli o‘qitish, tarixiy manbalarni tahlil qilish va argumentatsiya asosidagi topshiriqlar tizimli ravishda qo‘llanilishi lozim. Shu bilan birga, baholash tizimi masalasi ham muhokama markazida turadi. An’anaviy test tizimi o‘quvchilarning raqamli kompetensiyasi va tanqidiy fikrlash darajasini to‘liq aks ettira olmaydi. Shu sababli, raqamli ta’lim muhitiga moslashgan, kompetensiyaviy yondashuvga asoslangan baholash tizimini ishlab chiqish dolzarb vazifalardan biri hisoblanadi. Bunda portfoliolar, loyiha ishlari va amaliy topshiriqlar asosiy baholash vositalariga aylanishi mumkin.

Muhokama natijalari shuni ko‘rsatadiki, tarix ta’limini raqamli transformatsiyalash jarayoni kompleks yondashuvni talab qiladi. Texnologik yangiliklar pedagogik maqsadlar bilan uyg‘unlashgandagina ular real ta’lim samaradorligini oshiradi. Shu bois, o‘qituvchilarning raqamli pedagogik kompetensiyasini rivojlantirish, metodik ta’minotni kuchaytirish va o‘quv jarayonini interaktiv hamda tahliliy faoliyatga yo‘naltirish zamonaviy tarix ta’limining asosiy strategik yo‘nalishlari sifatida qaralishi lozim.

XULOSA

Mazkur tadqiqot natijalari tarix ta'limini raqamli transformatsiyalash jarayoni bugungi kunda ta'lim sifatini oshirish, o'quvchilarning kognitiv faolligini kuchaytirish hamda ularning tanqidiy fikrlash ko'nikmalarini rivojlantirishda muhim ahamiyat kasb etishini ko'rsatdi. Raqamli texnologiyalarni tarix darslariga integratsiya qilish nafaqat o'quv jarayonini modernizatsiya qiladi, balki uni yanada interaktiv, ko'rgazmali va samarali ta'lim muhitiga aylantiradi. Tadqiqot jarayonida TPACK modeli asosida olib borilgan tahlillar texnologik, pedagogik va mazmuniy bilimlarning uyg'unligi o'qituvchining kasbiy kompetensiyasini shakllantirishda hal qiluvchi omil ekanligini tasdiqladi. Shu bilan birga, interfaol metodlar va raqamli didaktik vositalarning to'g'ri va tizimli qo'llanilishi o'quvchilarning tarixiy jarayonlarni chuqur anglashiga hamda mustaqil fikrlash qobiliyatining rivojlanishiga ijobiy ta'sir ko'rsatadi. Blended learning yondashuvi ham tarix ta'limida samarali model sifatida namoyon bo'lib, u o'quvchilarning mustaqil ta'lim olish ko'nikmalarini rivojlantirish, individual o'qish trayektoriyalarini shakllantirish va ta'lim jarayonini moslashuvchan tashkil etish imkonini beradi. Biroq ushbu yondashuvni samarali joriy etish uchun zarur texnik infratuzilma va metodik ta'minotning mavjudligi muhim shart hisoblanadi. Shuningdek, tadqiqot natijalari raqamli ta'lim muhitida baholash tizimini takomillashtirish zarurligini ko'rsatadi. An'anaviy baholash usullari o'quvchilarning raqamli kompetensiyasi va tanqidiy fikrlash darajasini to'liq aniqlash imkonini bermaydi. Shu sababli kompetensiyaviy yondashuvga asoslangan yangi baholash mezonlarini ishlab chiqish dolzarb vazifa sifatida qaraladi. Tarix ta'limini raqamli transformatsiyalash jarayonida texnologik-pedagogik integratsiya asosiy yo'nalishlardan biri bo'lib, uning muvaffaqiyati o'qituvchilarning raqamli kompetensiyasi, metodik tayyorgarligi va innovatsion yondashuvlarni qo'llay olish qobiliyatiga bevosita bog'liqdir. Mazkur yo'nalishlarning rivojlanishi tarix fanini zamonaviy ta'lim talablari darajasiga olib chiqish hamda o'quvchilarda chuqur, mustaqil va tanqidiy fikrlashni shakllantirishga xizmat qiladi.

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BO‘LAJAK BOSHLANG‘ICH SINF O‘QITUVCHILARIDA FAMILISTIK MADANIYATNI RIVOJLANTIRISHNING PEDAGOGIK SHART-SHAROITLARI

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Annotatsiya. *Mazkur maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarida familistik madaniyatni rivojlantirishning pedagogik shart-sharoitlari, uning mazmun-mohiyati hamda ta’lim jarayonidagi ahamiyati ilmiy-pedagogik nuqtai nazardan tahlil qilingan. Shuningdek, pedagogik ta’lim jarayonida familistik madaniyatni rivojlantirishga xizmat qiluvchi samarali yondashuv va metodlar yuzasidan fikr-mulohazalar bayon etilgan.*

Kalit so‘zlar: *familistik madaniyat, familistik kompetentlik, pedagogik shart-sharoitlar, oilaviy qadriyatlar, oilaviy tarbiya, milliy qadriyatlar.*

ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ ФАМИЛИСТИЧЕСКОЙ КУЛЬТУРЫ У БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

Аннотация. *В данной статье с научно-педагогической точки зрения проанализированы педагогические условия развития фамилистической культуры у будущих учителей начальных классов, её сущность и значение в образовательном процессе. Также изложены мнения об эффективных подходах и методах, служащих развитию фамилистической культуры в процессе педагогического образования.*

Ключевые слова: *фамилистическая культура, фамилистическая компетентность, педагогические условия, семейные ценности, семейное воспитание, национальные ценности.*

PEDAGOGICAL CONDITIONS FOR DEVELOPING FAMILY-ORIENTED CULTURE AMONG FUTURE PRIMARY SCHOOL TEACHERS

Abstract. *This article analyzes, from a scientific and pedagogical perspective, the pedagogical conditions for developing familial culture in future primary school teachers, its essence, and its significance in the educational process. Opinions are also presented regarding effective approaches and methods that serve to develop familial culture in the process of pedagogical education.*

Key words: *familial culture, familial competence, pedagogical conditions, family values, family upbringing, national values.*

Kirish. Jamiyat taraqqiyotining zamonaviy bosqichida yosh avlodni ma’naviy barkamol, milliy va umuminsoniy qadriyatlarga hurmat ruhida tarbiyalash ta’lim tizimining ustuvor vazifalaridan biri sifatida e’tirof etilmoqda. Ayniqsa, oilaviy qadriyatlarni asrash, mustahkam oila institutini qo‘llab-quvvatlash va yoshlarning oilaga bo‘lgan ijobiy munosabatini shakllantirish masalasi ta’lim tizimi oldidagi ustuvor yo‘nalishlardan biri sifatida namoyon bo‘lmoqda. Bu jarayonda boshlang‘ich sinf o‘qituvchisining shaxsiy namunasi, kasbiy kompetentligi hamda familistik madaniyati muhim ahamiyat kasb etadi.

Familistik madaniyat shaxsning oilaga, oilaviy qadriyatlarga, ota-ona va farzand munosabatlariga, milliy an’ana va urf-odatlarga ongli hamda mas’uliyatli munosabatini ifodalovchi integrativ sifat hisoblanadi. Bo‘lajak boshlang‘ich sinf o‘qituvchilarida mazkur madaniyatni rivojlantirish esa nafaqat ularning kasbiy tayyorgarligini takomillashtirish, balki kelajak avlod tarbiyasining samaradorligini oshirishga ham xizmat qiladi. Chunki boshlang‘ich ta’lim bosqichi o‘quvchilarning ma’naviy-axloqiy qarashlari, ijtimoiy munosabatlari va qadriyatlar tizimi shakllanadigan muhim davr sanaladi.

Hozirgi kunda pedagogika oliy ta’lim muassasalarida bo‘lajak o‘qituvchilarni tayyorlash jarayonida kasbiy kompetensiyalarni rivojlantirishga alohida e’tibor qaratilayotgan bo‘lsa-da, ularda familistik madaniyatni shakllantirishning pedagogik mexanizmlari, metodlari va shart-sharoitlari yetarlicha tadqiq etilmagan. Bu esa mazkur yo‘nalishda ilmiy izlanishlar olib borishni taqozo etadi.

Mavzuga oid adabiyotlarning tahlili. Bo‘lajak boshlang‘ich sinf o‘qituvchilarida familistik madaniyatni rivojlantirish masalasi pedagogika, psixologiya, sotsiologiya hamda oilashunoslik yo‘nalishlarining kesishgan nuqtasida

tadqiq etiladigan dolzarb ilmiy muammolardan biri hisoblanadi. Mazkur masala yuzasidan olib borilgan ilmiy izlanishlarda oilaning shaxs kamolotidagi o‘rni, pedagogning ma’naviy-axloqiy kompetentligi hamda ta’lim jarayonida milliy qadriyatlarni shakllantirish masalalariga alohida e’tibor qaratilgan.

Sharq mutafakkirlari Abu Nasr Forobiy, Abu Ali ibn Sino, Alisher Navoiy, Sa’diy Sheroziy, Abdulla Avloniy, Abdurauf Fitrat kabi allomalar asarlarida oilaning jamiyat va inson tarbiyasidagi ahamiyati keng yoritilgan. Xususan, Forobiy [4] inson kamolotida oilaviy muhit va axloqiy tarbiyani asosiy omillardan biri sifatida baholagan bo‘lsa, Yusuf Xos Hojib [10] farzand tarbiyasida ota-onaning mas’uliyati va ma’naviy namunadorligiga urg‘u bergan. Abdulla Avloniy [5] esa oila va jamiyat uyg‘unligini insoniy fazilatlarning shakllanishi bilan bog‘liq holda talqin qilgan. Ushbu qarashlar bugungi kunda familistik madaniyatni shakllantirishning nazariy asoslarini belgilashda muhim metodologik manba bo‘lib xizmat qiladi.

Zamonaviy pedagogik tadqiqotlarda familistik madaniyat shaxsning oilaviy qadriyatlarga munosabati, oilaga bo‘lgan hurmati, oiladagi ijtimoiy va ma’naviy mas’uliyatni anglash darajasi bilan tavsiflanadi. Tadqiqotchilar tomonidan familistik madaniyatning tarkibiga kommunikativ kompetentlik, axloqiy madaniyat, emotsional barqarorlik, tolerantlik va ijtimoiy faollik kabi komponentlar kiritilgan [9]. Ayrim ilmiy ishlarda bo‘lajak pedagoglarda oilaviy qadriyatlarni rivojlantirishning psixologik omillari, motivatsion yondashuvlar hamda tarbiyaviy texnologiyalarning samaradorligi o‘rganilgan.

Yoshlarni oilaviy hayotga tayyorlash, ma’naviy-axloqiy tarbiya hamda pedagogik kompetentlikni rivojlantirishga oid masalalar yurtimiz olimlari tomonidan keng tadbiq etilgan. Xususan, ta’lim jarayonida milliy qadriyatlar, urf-odatlar va oilaviy an’analarni integratsiya qilish orqali talabalarning ma’naviy madaniyatini shakllantirishga oid ilmiy tavsiyalar ishlab chiqilgan. Shu bilan birga, bo‘lajak boshlang‘ich sinf o‘qituvchilarining kasbiy tayyorgarligida oila bilan hamkorlikni yo‘lga qo‘yish, pedagogik muloqot madaniyatini rivojlantirish hamda refleksiv yondashuvlardan foydalanish zarurligi ta’kidlangan.

MDH mamlakatlari olimlari tomonidan bo‘lajak o‘qituvchilarda familistik kompetentlik va familistik madaniyatni rivojlantirish, familistik qadriyatlarni o‘zlashtirish, oilaviy hayotga tayyorgarlikni ta’minlash hamda pedagogik faoliyatda oila bilan hamkorlik qilish ko‘nikmalarini rivojlantirish masalalari ilmiy tadqiqotlarning muhim yo‘nalishlaridan biri sifatida o‘rganilgan. Jumladan, L.I.Vasileva tomonidan bo‘lajak o‘qituvchilarda familistik madaniyatni shakllantirish texnologiyasi ishlab chiqilib, uning mazmuni, tarkibiy qismlari va pedagogik shart-sharoitlari asoslab berilgan. Olim familistik kompetentlik va familistik madaniyat tushunchalariga ham alohida to‘xtalib o‘tgan. Uning ta’kidlashicha, familistik kompetentlik shaxsning oilani umuminsoniy va individual ahamiyatga ega qadriyat sifatida qabul qilishi bilan tavsiflanadi. Bu kompetentlik oilaning murakkab tuzilishi va turli vazifalarini anglashni, oilaviy munosabatlar madaniyatini egallashni, kundalik hayotda zarur bo‘lgan ko‘nikma va malakalarni rivojlantirishni, shuningdek, qarindoshlar hamda yaqin insonlar bilan samarali muloqot qila olishni o‘z ichiga oladi. Bundan tashqari, u pedagogning o‘z oilaviy hayotini oqilona va samarali tashkil etishi, ta’lim-tarbiya jarayonida o‘quvchilar oilalari bilan hamkorlikni yo‘lga qo‘yishi uchun zarur bo‘lgan bilim, ko‘nikma va shaxsiy sifatlar majmuasida namoyon bo‘ladi [8]. G.I.Isakaeva esa bo‘lajak o‘qituvchilarning familistik madaniyatini quyidagicha izohlaydi, ya’ni familistik madaniyat shaxsning tizimli sifati bo‘lib, u familistik asoslarni bilish, ko‘nikma, malaka, qadriyat va ijtimoiy tajriba majmuini o‘z ichiga oladi [7].

Xorijiy tadqiqotlarda esa familistik qadriyatlar, oilaning shaxs kamolotidagi o‘rni, oilaviy munosabatlar madaniyatini rivojlantirish, nikoh va ota-onalik mas’uliyatiga tayyorlash, shuningdek, pedagoglarning oila va ta’lim muassasasi hamkorligini tashkil etish kompetensiyalarini rivojlantirishga alohida e’tibor qaratilgan. G‘arb pedagogikasida oilaning shaxs ijtimoiylashuvidagi roli, o‘qituvchi va ota-ona hamkorligi hamda maktab muhitining tarbiyaviy imkoniyatlari [6] chuqur o‘rganilgan. Ayniqsa, insonparvarlik pedagogikasi vakillari ta’lim jarayonida empatiya, hamkorlik va ijtimoiy qo‘llab-quvvatlash muhitini yaratish bo‘lajak pedagoglarning kasbiy va shaxsiy rivojlanishiga ijobiy ta’sir ko‘rsatishini asoslab berganlar.

Tahlil qilingan ilmiy manbalar shuni ko‘rsatadiki, bo‘lajak o‘qituvchilarda familistik kompetentlik va familistik madaniyatni rivojlantirish masalalari yetarli darajada o‘rganilgan bo‘lsa-da, aynan bo‘lajak boshlang‘ich sinf o‘qituvchilarida familistik madaniyatni rivojlantirish, oliy ta’lim muassasalarida familistik madaniyatni rivojlantirishning pedagogik shart-sharoitlarini tizimli ravishda ishlab chiqish, hamda innovatsion metodlar asosida amaliy mexanizmlarni takomillashtirish masalalari hali ham ilmiy izlanishlarni talab etadi. Shu sababli mazkur tadqiqot familistik madaniyatni rivojlantirishning samarali pedagogik shart-sharoitlarini aniqlash va ularni ta’lim jarayoniga tatbiq etish masalalariga qaratilganligi bilan ahamiyatlidir.

Tadqiqot metodologiyasi. Mazkur tadqiqot bo‘lajak boshlang‘ich sinf o‘qituvchilarida familistik madaniyatni rivojlantirishning pedagogik shart-sharoitlarini aniqlash hamda ularning samaradorligini asoslashga qaratilgan bo‘lib, unda tizimli, kompetensiyaviy, shaxsga yo‘naltirilgan va integrativ yondashuvlar metodologik asos sifatida tanlandi. Tadqiqotning metodologik asosini O‘zbekiston Respublikasining “Ta’lim to‘g‘risida”gi Qonuni [1], O‘zbekiston

Respublikasi Prezidentining “O‘zbekiston Respublikasi Oliy ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi Farmoni [2], “Pedagogik ta’lim sifatini oshirish va pedagog kadrlar tayyorlovchi oliy ta’lim muassasalari faoliyatini yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi Qarori [3] hamda pedagog kadrlarni tayyorlashga oid me’yoriy-huquqiy hujjatlar, shuningdek, oilaviy qadriyatlar va ma’naviy-axloqiy tarbiya bo‘yicha milliy hamda xorijiy olimlarning ilmiy konsepsiyalari tashkil etdi. Tadqiqotda Sharq mutafakkirlarining oila, axloq va komil inson tarbiyasiga oid qarashlari ham nazariy manba sifatida foydalanildi.

Ilmiy izlanishlar davomida pedagogik-psixologik, sotsiologik va metodik adabiyotlar o‘rganildi hamda tahlil qilindi, ilmiy manbalarni qiyosiy-taqqoslash, umumlashtirish va tizimlashtirish orqali familistik madaniyatning mazmuni hamda tarkibiy komponentlari aniqlandi; kuzatish, suhbat, anketa savolnomalar, diagnostik testlar, pedagogik monitoring va pedagogik tajriba-sinov ishlari orqali talabalarning familistik madaniyat darajasi o‘rganildi; tadqiqotning amaliy bosqichida maxsus ishlab chiqilgan pedagogik shart-sharoitlar va metodik tavsiyalar oliy ta’lim muassasalarining boshlang‘ich ta’lim yo‘nalishida tahsil olayotgan talabalarda sinovdan o‘tkazildi; olingan natijalarni qayta ishlash, tajriba va nazorat guruhlari ko‘rsatkichlarini taqqoslash hamda tadqiqot samaradorligini aniqlash maqsadida foiz ko‘rsatkichlari, diagrammalar va statistik tahlil usullaridan foydalanildi.

Tahlil va natijalar. Bo‘lajak boshlang‘ich sinf o‘qituvchilarida familistik madaniyatni rivojlantirish jarayonining samaradorligi muayyan pedagogik shart-sharoitlarga bog‘liq bo‘lib, ular o‘zaro integratsiyalashgan holda amalga oshirilgandagina ijobiy natija beradi. Birinchi navbatda, oliy ta’lim muassasalarida ta’lim mazmunini familistik qadriyatlar asosida boyitish muhim ahamiyat kasb etadi. Pedagogika, psixologiya, tarbiya nazariyasi va metodik fanlar tarkibiga oilaviy munosabatlar, ma’naviy qadriyatlar hamda oilada farzand tarbiyasiga oid mavzularni kiritish talabalar ongida oilaning jamiyatdagi o‘rni haqida mustahkam tushunchalarni shakllantiradi.

Ikkinchi muhim pedagogik shart-sharoit sifatida raqamli ta’lim muhiti imkoniyatlaridan foydalanish orqali familistik madaniyatni rivojlantirish belgilab olindi. Elektron platformalar, videodarslar, onlayn seminarlar va virtual muloqot maydonlari orqali talabalarni oilaviy qadriyatlar va zamonaviy tarbiya masalalariga oid ilmiy-ma’rifiy materiallar bilan tanishtirish mumkin. Ushbu yondashuvlar talabalarning oilaviy qadriyatlarga oid bilimlarini chuqurlashtirish bilan birga, ularda mustaqil fikrlash va hayotiy vaziyatlarni tahlil qilish ko‘nikmalarini rivojlantiradi. Ayniqsa, oilaviy nizolar, farzand tarbiyasi va pedagogik etikaga oid amaliy vaziyatlarni modellashtirish orqali talabalarda kommunikativ kompetentlik hamda empatik munosabat shakllanadi.

Pedagogik amaliyot jarayoni ham familistik madaniyatni rivojlantirishning muhim omillaridan biri hisoblanadi. Maktab amaliyoti davomida talabalarning ota-onalar bilan muloqot olib borishi, sinf rahbarining oilalar bilan ishlash tajribasini kuzatishi hamda tarbiyaviy tadbirlarni tashkil etishda ishtirok etishi ularning amaliy kompetentligini oshiradi. Bu jarayon bo‘lajak pedagoglarning oilaviy muammolarga nisbatan pedagogik yondashuvini shakllantirib, oila-maktab hamkorligining mazmunini chuqur anglashiga yordam beradi.

Tadqiqotlar shuni ko‘rsatadiki, familistik madaniyatni rivojlantirishda refleksiya mexanizmlaridan foydalanish ham yuqori samaradorlik beradi. Talabalarning o‘z shaxsiy qadriyatlari, oilaga bo‘lgan munosabati va pedagogik faoliyatdagi mas’uliyatini tahlil qilishi ularda o‘z-o‘zini anglash va o‘zini rivojlantirish ehtiyojini yuzaga keltiradi. Shu sababli amaliyot davomida pedagogik kundalik yuritish, o‘zini baholash metodlari va psixologik treninglardan foydalanish maqsadga muvofiqdir.

Mazkur pedagogik shart-sharoitlarning samaradorligini aniqlash maqsadida tadqiqot jarayonida bo‘lajak boshlang‘ich sinf o‘qituvchilarida familistik madaniyatni rivojlantirish darajasi nazariy va amaliy jihatdan tahlil qilindi. Tadqiqotda oliy ta’lim muassasasining boshlang‘ich ta’lim yo‘nalishida tahsil olayotgan talabalar ishtirok etdi. Tajriba-sinov ishlari davomida talabalar tajriba va nazorat guruhlariga ajratilib, ularning familistik madaniyatga oid bilim, ko‘nikma va qadriyatlari diagnostik metodlar asosida o‘rganildi.

Tajriba-sinov jarayonida ishlab chiqilgan pedagogik shart-sharoitlar asosida maxsus metodik tizim amaliyotga joriy etildi. Mazkur tizim quyidagi yo‘nalishlarni qamrab oldi:

ta’lim mazmuniga oilaviy qadriyatlar va milliy an’analarni integratsiya qilish;

interfaol metodlar va trening texnologiyalaridan foydalanish;

refleksiv topshiriqlar va pedagogik vaziyatlar tahlilini tashkil etish;

oila-maktab hamkorligiga oid amaliy mashg‘ulotlarni yo‘lga qo‘yish;

ma’naviy-ma’rifiy tadbirlar orqali talabalarning axloqiy kompetentligini rivojlantirish.

Mashg‘ulotlarda talabalar oilaviy tarbiya, farzand bilan muloqot, pedagogik etikaga oid vaziyatlarni tahlil qilish orqali amaliy ko‘nikmalarni egalladilar. Ayniqsa, pedagogik amaliyot davrida ota-onalar bilan olib borilgan suhbatlar va sinf rahbarlari faoliyatini kuzatish talabalarning kasbiy tayyorgarligiga ijobiy ta’sir ko‘rsatdi.

Dastlabki tahlil natijalari shuni ko‘rsatdiki, aksariyat talabalarda oilaviy qadriyatlarga nisbatan ijobiy munosabat mavjud bo‘lsa-da, familistik madaniyatning pedagogik va kasbiy jihatlari yetarli darajada shakllanmagan. Xususan, talabalarning bir qismida oila-maktab hamkorligini tashkil etish, ota-onalar bilan pedagogik muloqot olib borish hamda

oilaviy muammolarga nisbatan pedagogik yondashuvni qo‘llash bo‘yicha amaliy kompetensiyalar sust ekanligi kuzatildi. Shuningdek, ayrim respondentlarda refleksiv tahlil, empatik yondashuv va kommunikativ madaniyat ko‘rsatkichlari past darajada ekanligi aniqlandi.

Aniqlangan muammolar asosida tajriba guruhlarida yuqorida qayd etilgan pedagogik shart-sharoitlarga tayangan holda maxsus metodik ishlar tashkil etildi. Jumladan, ta’lim mazmuniga familistik qadriyatlarni integratsiya qilish, raqamli ta’lim vositalaridan foydalanish, pedagogik amaliyot jarayonida oila-maktab hamkorligini kuchaytirish hamda refleksiv faoliyatni rivojlantirishga qaratilgan trening va amaliy mashg‘ulotlar o‘tkazildi. Amaliy mashg‘ulotlar munozaralar, o‘yin va loyiha faoliyati asosida tashkil etildi. Natijada talabalar oilaviy qadriyatlarga nisbatan ongli munosabat bildirish, ota-onalar bilan samarali muloqot olib borish, pedagogik vaziyatlarni tahlil qilish hamda oilaviy muammolarga nisbatan konstruktiv yondashuvni qo‘llash ko‘nikmalariga ega bo‘ldilar.

Demak, bo‘lajak boshlang‘ich sinf o‘qituvchilarida familistik madaniyatni rivojlantirish ko‘p bosqichli va tizimli pedagogik jarayon bo‘lib, u ta’lim mazmuni, innovatsion metodlar, ma’naviy-axloqiy muhit, pedagogik amaliyot hamda refleksiv faoliyatning uzviy uyg‘unligida samarali amalga oshadi. Mazkur shart-sharoitlarning kompleks ravishda tashkil etilishi talabalarning kelajakdagi kasbiy kompetentligini oshirish, ularni ma’naviy yetuk va ijtimoiy faol shaxs sifatida shakllantirishga xizmat qiladi.

Tadqiqot yakunida o‘tkazilgan qayta diagnostika natijalari tajriba guruhidagi talabalarda familistik madaniyat ko‘rsatkichlarining ijobiy dinamikasini namoyon etdi. Xususan, oilaviy qadriyatlarga ongli munosabat, pedagogik muloqot madaniyati, empatik yondashuv, tolerantlik va ijtimoiy mas’uliyat kabi sifatlarning rivojlangani kuzatildi. Shu bilan birga, talabalarda refleksiv tahlil ko‘nikmalari hamda oila bilan ishlashga doir amaliy kompetensiyalar shakllandi. Nazorat guruhi natijalari bilan qiyosiy tahlil tajriba guruhida familistik madaniyatning yuqori darajasi bo‘yicha ko‘rsatkichlar ortgani va past darajadagi ko‘rsatkichlar kamayganini ko‘rsatdi. Mazkur holat ishlab chiqilgan pedagogik shart-sharoitlar hamda metodik tizimning samaradorligini tasdiqlaydi. Tadqiqot natijalari bo‘lajak boshlang‘ich sinf o‘qituvchilarining kasbiy kompetentligini rivojlantirishda familistik madaniyat muhim pedagogik omil ekanligini ilmiy jihatdan asoslab berdi.

Xulosa va takliflar. Tadqiqot natijalari familistik madaniyat pedagogning nafaqat oilaviy qadriyatlarga munosabatini, balki uning kasbiy faoliyatida o‘quvchilarni ma’naviy-axloqiy jihatdan tarbiyalashga tayyorligini ham belgilovchi muhim integrativ sifat ekanligini ko‘rsatdi. Tahlillar shuni ko‘rsatdiki, bo‘lajak boshlang‘ich sinf o‘qituvchilarida familistik madaniyatni samarali rivojlantirish uchun bir qator pedagogik shart-sharoitlarni yaratish zarur. Jumladan, ta’lim jarayoniga oilaviy qadriyatlar va milliy an’analarni integratsiya qilish, talabalarning ma’naviy-axloqiy kompetentligini rivojlantirishga yo‘naltirilgan innovatsion metodlardan foydalanish, pedagogik amaliyot jarayonida oila-maktab hamkorligini mustahkamlash hamda refleksiv yondashuvni qo‘llash muhim omil sifatida namoyon bo‘ldi. Shuningdek, tadqiqot davomida familistik madaniyatni rivojlantirishga qaratilgan seminar-treninglar, muammoli vaziyatlar tahlili, tarbiyaviy loyihalar va amaliy mashg‘ulotlar bo‘lajak pedagoglarning oilaga oid bilim, ko‘nikma va qadriyatli munosabatlarini rivojlantirishda samarali vosita ekanligi isbotlandi. Natijada talabalar orasida oilaviy qadriyatlarning mazmun-mohiyatini anglash, ota-onalar bilan pedagogik hamkorlikni yo‘lga qo‘yish hamda o‘quvchilarda oilaga hurmat ruhini shakllantirish ko‘nikmalari rivojlandi.

Tadqiqot natijalari asosida quyidagi takliflar ishlab chiqildi:

1) pedagogika oliy ta’lim muassasalari o‘quv rejasiga familistik madaniyat va oilaviy pedagogikaga oid maxsus modullarni kiritish;

2) bo‘lajak boshlang‘ich sinf o‘qituvchilari uchun oilaviy qadriyatlar asosida tarbiyaviy faoliyatni tashkil etishga qaratilgan metodik qo‘llanmalar yaratish;

3) ta’lim jarayonida interfaol pedagogik texnologiyalar, trening va loyihaviy faoliyatdan keng foydalanish;

4) oila, mahalla va ta’lim muassasalari o‘rtasidagi hamkorlikni mustahkamlash;

5) talabalarni milliy va umuminsoniy qadriyatlar ruhida tarbiyalashga yo‘naltirilgan ma’naviy-ma’rifiy tadbirlar samaradorligini oshirish.

Tadqiqot natijalari asosida ishlab chiqilgan pedagogik tavsiyalar bo‘lajak boshlang‘ich sinf o‘qituvchilarining kasbiy tayyorgarligini takomillashtirish, ularning oilaviy qadriyatlarga asoslangan tarbiyaviy faoliyatini samarali tashkil etish hamda ta’lim muassasalarida sog‘lom ma’naviy muhitni qaror toptirishga xizmat qiladi.

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O‘QUVCHILARDA O‘Z-O‘ZINI TARBIYALASHGA INDIVIDUAL YONDASHUV MOHIYAT VA TAMOYILLAR

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Annotatsiya: *Mazkur maqolada zamonaviy uzluksiz ta’lim tizimida o‘quvchilarning o‘z-o‘zini tarbiyalash kompetensiyasini rivojlantirishning pedagogik va psixologik determinantalari tadqiq etiladi. Shaxsga yo‘naltirilgan ta’lim paradigmasi sharoitida o‘quvchining subyektiv faolligini oshirish hamda individual rivojlanish trayektoriyasini ilmiy asoslash zaruriyati bilan belgilanadi. Maqolada o‘z-o‘zini tarbiyalash jarayoni shaxsning motivatsion-qadriyatli sohasi, reflektiv madaniyati va irodaviy o‘z-o‘zini boshqarish mexanizmlari bilan o‘zaro aloqadorlikda tahlil qilingan. Individual yondashuvning metodologik asosi sifatida o‘quvchining differensial-psixologik xususiyatlari, xususan, temperament tipi, kognitiv uslubi va akmeologik intilishlarini hisobga olish tamoyillari ilgari suriladi. Maqola davomida o‘z-o‘zini korreksiya qilish, o‘z-o‘zini monitoring qilish va pedagogik fasilitatsiya usullarining samaradorligi ilmiy jihatdan asoslab berilgan. Umumta’lim maktablari pedagoglari uchun o‘quvchilarning mustaqilligi va ijtimoiy moslashuvchanligini oshirishga xizmat qiluvchi metodik tavsiya bo‘lib xizmat qiladi.*

Kalit so‘zlar: *Akmeologiya, individual-psixologik xususiyatlar, o‘z-o‘zini korreksiya qilish, konseptual yondashuv, motivatsion-qadriyatli soha, reflektiv madaniyat.*

ИНДИВИДУАЛЬНЫЙ ПОДХОД К САМООБРАЗОВАНИЮ У СТУДЕНТОВ СУТЬ И ПРИНЦИПЫ

Аннотация: *В данной статье исследуются педагогические и психологические детерминанты развития компетенций самообразования учащихся в современной системе непрерывного образования. В контексте парадигмы личностно-ориентированного образования определяется необходимость повышения субъективной активности учащегося и научного обоснования траектории индивидуального развития. В статье анализируется процесс самообразования во взаимодействии с мотивационно-ценностной сферой личности, её рефлексивной культурой и механизмами волевого самоуправления. В качестве методической основы для индивидуального подхода выдвигаются принципы учета дифференцированных психологических характеристик учащегося, в частности, типа темперамента, познавательного стиля и акмеологических устремлений. В статье научно обосновывается эффективность методов самокоррекции, самоконтроля и педагогической фасилитации. Она служит методической рекомендацией для учителей средних школ по повышению самостоятельности и социальной адаптивности учащихся.*

Ключевые слова: *акмеология, индивидуально-психологические характеристики, самокоррекция, концептуальный подход, мотивационно-ценностная сфера, рефлексивная культура.*

INDIVIDUAL APPROACH TO SELF-EDUCATION IN STUDENTS ESSENCE AND PRINCIPLES

Abstract: *This article studies the pedagogical and psychological determinants of the development of students’ self-education competence in the modern system of continuing education. In the context of the paradigm of person-oriented education, it is determined by the need to increase the subjective activity of the student and scientifically substantiate the trajectory of individual development. The article analyzes the process of self-education in its interaction with the motivational-value sphere of the individual, his reflective culture and volitional self-management mechanisms. As a methodological basis for an individual approach, the principles of taking into account the differential psychological characteristics of the student, in particular, temperament type, cognitive style and acmeological aspirations, are put forward. The article scientifically substantiates the effectiveness of self-correction, self-monitoring and pedagogical facilitation methods. It serves as a methodological recommendation for teachers of secondary schools to increase the independence and social adaptability of students.*

Keywords: *Acmeology, individual-psychological characteristics, self-correction, conceptual approach, motivational-value sphere, reflective culture.*

Kirish

Zamonaviy globallashuv va axborot texnologiyalari transformatsiyasi sharoitida ta’lim paradigmasi fundamental bilimlarni o‘zlashtirishdan ko‘ra, shaxsning intellektual va ma’naviy o‘z-o‘zini rivojlantirish trayektoriyasini shakllantirishga ustuvor ahamiyat qaratmoqda. Bugungi kun pedagogikasi oldida turgan eng dolzarb vazifalardan biri — tashqi tarbiyaviy ta’sirlarni o‘quvchining ichki ehtiyojiga aylantirish, ya’ni o‘z-o‘zini tarbiyalash mexanizmlarini ishga tushirishdir. O‘zbekiston Respublikasida ta’lim tizimini 2030-yilgacha rivojlantirish konsepsiyasida ham o‘quvchilarda mustaqil fikrlash, mas’uliyat va uzluksiz o‘z ustida ishlash ko‘nikmalarini shakllantirish strategik maqsad sifatida belgilangan.

O‘quvchilarning o‘z-o‘zini tarbiyalash jarayoni murakkab psixofiziologik va pedagogik fenomen bo‘lib, u shaxsning o‘z xulq-atvorini ongli boshqarishi va irodaviy sifatlarini korreksiya qilishini nazarda tutadi. Biroq, an’anaviy ta’lim modelida ko‘pincha “o‘rtacha o‘quvchi”ga yo‘naltirilgan umumiy yondashuvlar ustunlik qiladi. Bu esa har bir o‘quvchining o‘ziga xos temperament tipi, kognitiv uslubi va motivatsion sohasini e’tibordan chetda qoldiradi. Vaholanki, o‘z-o‘zini tarbiyalash faqat individual xususiyatlar hisobga olingandagina samarali kechadigan ichki subyektiv jarayondir.

Mazkur maqolaning maqsadi o‘quvchilarda o‘z-o‘zini tarbiyalashni tashkil etishda individual yondashuvning pedagogik-psixologik mexanizmlarini ilmiy jihatdan asoslash va uning amaliy tamoyillarini ishlab chiqishdan iborat.

1-jadval

Individual yondashuvning pedagogik-psixologik mexanizmlarini ilmiy jihatdan asoslash va uning amaliy tamoyillarini ishlab chiqishda quyidagi vazifalar belgilandi

O‘z-o‘zini tarbiyalash tushunchasining zamonaviy pedagogik-akmeologik mazmunini tahlil qilish;	Individual yondashuvni amalga oshirishda o‘quvchi shaxsining differensial-psixologik parametrlarini tizimlashtirish;	O‘qituvchining fasilitatorlik funksiyasini va reflektiv muhit yaratishning metodik asoslarini ko‘rsatib berish.

Shaxsga yo‘naltirilgan ta’lim (Learner-centered approach), tizimlilik va faoliyatli yondashuv tamoyillariga tayangan holda, o‘quvchi subyektivligini oshirish masalalari konseptual tahlil qilinadi. Individual yondashuv shunchaki metodlar majmuyi emas, balki o‘quvchining o‘z-o‘zini anglash (self-awareness) va o‘z-o‘zini reallash (self-actualization) ehtiyojlarini stimullovchi dinamik jarayon sifatida talqin etiladi.

Adabiyotlar tahlili va metodlar

O‘quvchilarda o‘z-o‘zini tarbiyalash va unga individual yondashuv muammosi pedagogik-psixologik fanlar kesimida uzoq yillik tadqiqot obyekti bo‘lib kelmoqda. Ushbu masalani quyidagi uchta konseptual yo‘nalishda tahlil qilish mumkin:

Klassik va fundamental yondashuvlar: O‘z-o‘zini tarbiyalashning nazariy asoslari A.Diesterveg, K.D.Ushinskiy va Ya.A.Komenskiy asarlarida shaxsning ichki erkinligi va o‘z-o‘zini takomillashtirishga bo‘lgan tabiiy intilishi sifatida talqin etilgan. Xususan, K.D.Ushinskiy tarbiyaning asosiy maqsadi insonni tashqi nazoratsiz ham o‘zini boshqara oladigan darajaga yetkazish ekanligini ta’kidlagan.

Psixologik va akmeologik tadqiqotlar: Shaxsning o‘z-o‘zini rivojlantirish mexanizmlari L.S.Vigotskiyning "yaqin rivojlanish zonasi" hamda A.Maslouning “o‘z-o‘zini aktuallashtirish” nazariyalari bilan chambarchas bog‘liq. S.L.Rubinshteyn yondashuviga ko‘ra, tashqi sabablar ichki sharoitlar (individual xususiyatlar) orqali ta’sir etadi, bu esa o‘z-o‘zini tarbiyalashda individual yondashuvning psixologik determinanti hisoblanadi.

Zamonaviy milliy tadqiqotlar: O‘zbekistonlik olimlardan E.G‘oziyev, R.Mavlonova, M.Quronov va O.Musurmonovalar o‘quvchilarning ma’naviy-axloqiy shakllanishida o‘z-o‘zini tarbiyalashning milliy va umuminsoniy jihatlarini tadqiq etganlar. Zamonaviy tadqiqotlarda asosiy urg‘u o‘quvchining “Reflektiv-intellektual” madaniyatini rivojlantirishga qaratilmoqda.

O‘quvchilarda o‘z-o‘zini tarbiyalash darajasini aniqlash va individual yondashuv samaradorligini baholash uchun quyidagi metodlar majmuidan foydalanildi:

Teoretik-qiyosiy tahlil: Mavzu yuzasidan mavjud pedagogik, psixologik va falsafiy adabiyotlarni qiyosiy o‘rganish va sintez qilish.

Diagnostik metodlar:

So‘rovnoma va intervyu: O‘quvchilarning o‘z-o‘zini baholash darajasi va motivatsion intilishlarini aniqlash (masalan, Ch.Spilbergerning xavotirlanish testi va o‘z-o‘zini baholash shkalalari).

Psixologik testlash: O‘quvchilarning temperament tipi (Ayzenk testi) va irodaviy sifatlarini aniqlash.

Pedagogik kuzatuv: O‘quvchilarning dars va darsdan tashqari faoliyatda o‘z xatti-harakatlarini nazorat qilish darajasini monitoring qilish.

Modellashtirish: Har bir o‘quvchi uchun uning individual-psixologik xususiyatlaridan kelib chiqib, “O‘z-o‘zini tarbiyalashning shaxsiy xaritasi” modelini yaratish.

Matematik-statistik metodlar: Tadqiqot davomida olingan natijalarning ishonchliligini tekshirish va dinamikani (o‘sish ko‘rsatkichlarini) tahlil qilish uchun foydalaniladi.

Natijalar va muhokama

O‘quvchilarning o‘z-o‘zini tarbiyalash darajasi individual yondashuv asosida tashkil etilganda sezilarli darajada o‘sishini ko‘rsatdi. Olingan natijalarni quyidagi uchta asosiy parametr bo‘yicha tizimlashtirish mumkin:

Motivatsion-qadriyatli daraja: Tajriba guruhi o‘quvchilarida o‘z ustida ishlashga bo‘lgan ichki ehtiyoj nazorat guruhiga nisbatan 24% ga yuqori ekanligi aniqlandi. O‘quvchilar tarbiya jarayonini tashqi majburiyat emas, balki shaxsiy muvaffaqiyat omili sifatida anglay boshladilar.

Kognitiv-reflektiv tayyorgarlik: Individual diagnostika (temperament va xarakter tahlili) natijasida o‘quvchilar o‘zlarining kuchli va kuchsiz tomonlarini ob’ektiv baholash ko‘nikmasiga ega bo‘ldilar. “O‘z-o‘zini tahlil qilish kundaliklari” tahlili shuni ko‘rsatdiki, o‘quvchilarning 70% dan ortig‘i o‘z xatolarini mustaqil aniqlash va ularni tuzatish algoritmini tuza olishgan.

Irodaviy-regulyativ ko‘rsatkichlar: Individual yondashuv doirasida o‘quvchilarning o‘z xulq-atvorini boshqarish qobiliyati (impulsivlikni jilovlash, maqsadga intiluvchanlik) nazorat guruhiga qaraganda barqarorroq dinamikani ko‘rsatdi.

2-jadval.

O‘quvchilarning o‘z-o‘zini tarbiyalash darajasi (tajriba boshida va oxirida % hisobida)

Ko‘rsatkichlar	Tajriba boshida (Past)	Tajriba oxirida (Yuqori)	O‘sish dinamikasi
O‘z-o‘zini anglash	32%	58%	+26%
Maqsad qo‘yish	28%	54%	+26%
Irodaviy nazorat	25%	48%	+23%

Olingan natijalar shuni tasdiqlaydiki, o‘z-o‘zini tarbiyalashga individual yondashuv shunchaki pedagogik uslub emas, balki shaxsning sub’ektivligini faollashtiruvchi strategik vositadir.

Differensial yondashuvning samaradorligi: Tajriba davomida temperament tipi hisobga olingan holda tavsiya etilgan metodlar (masalan, sangviniklar uchun uzoq muddatli rejalashtirish, melanxoliklar uchun o‘z-o‘zini ishontirish) o‘quvchilarda ichki psixologik to‘siqlarni yengib o‘tishga yordam berdi. Bu esa L.S.Vigotskiyning shaxs shakllanishida ichki va tashqi omillar mutanosibligi haqidagi nazariyasini amaliy isbotidir.

Refleksiyaning o‘rni: Tadqiqot natijalari shuni ko‘rsatadiki, agar o‘quvchi o‘z harakatlarini muntazam ravishda refleksiya (o‘z-o‘zini kuzatish) qilmasa, tashqi tarbiyaviy ta’sirlar qisqa muddatli xarakterga ega bo‘lib qolmoqda. Individual yondashuv esa aynan “Men-konsepsiyasi”ni korreksiya qilishga imkon beradi.

O‘qituvchi pozitsiyasining o‘zgarishi: Muhokamalar jarayonida aniqlandiki, o‘qituvchining diktatorlik pozitsiyasidan fasilitatorlik (yo‘naltiruvchi) pozitsiyasiga o‘tishi o‘quvchida o‘z tarbiyasi uchun mas’uliyat hissini uyg‘otadi. Bu zamonaviy shaxsga yo‘naltirilgan ta’limning fundamental talablariga to‘la mos keladi.

Xulosa

O‘z-o‘zini tarbiyalash — bu tashqi pedagogik ta’sirning shaxs ichki ehtiyojiga aylanishi natijasida yuzaga keladigan murakkab dinamik jarayondir. Individual yondashuv ushbu jarayonda har bir o‘quvchining psixofiziologik (temperament, xarakter) va kognitiv imkoniyatlarini inobatga oluvchi eng samarali mexanizm sifatida namoyon bo‘ladi. Tadqiqot va tajriba-sinov ishlari shuni ko‘rsatdiki, individual metodik trayektoriya asosida tashkil etilgan tarbiya jarayoni o‘quvchilarning o‘z-o‘zini anglash darajasini 26% ga, irodaviy o‘z-o‘zini boshqarish ko‘rsatkichlarini esa 23% ga oshirish imkonini beradi. Bu shaxsning nafaqat axloqiy, balki intellektual kamolotiga ham ijobiy ta’sir ko‘rsatadi. O‘z-o‘zini tarbiyalashda individual yondashuvni tatbiq etish uchun “Diagnostika – Maqsad – Korreksiya – Refleksiya” zanjiri asosida ishlash lozim. Bunda o‘quvchining shaxsiy rivojlanish xaritasini yaratish uning o‘z taqdiri va kamoloti uchun mas’uliyatni his qilishiga zamin yaratadi. Zamonaviy o‘qituvchi tayyor tayyor qoliplarni beruvchi shaxs emas, balki o‘quvchining o‘z-o‘zini tarbiyalash jarayonini qo‘llab-quvvatlovchi fasilitator va maslahatchi rolida chiqishi kerakligi isbotlandi.

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GENERATIV SUN'IY INTELLEKT TEXNOLOGIYALARI ASOSIDA NOFILOLOGIK YO'NALISH TALABALARI UCHUN INGLIZ TILI DARSLARINING MOSLASHUVCHAN (ADAPTIVE) O'QUV MATERIALLARINI LOYIHALASH

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Annotatsiya: *Ushbu Mazkur maqolada generativ sun'iy intellekt texnologiyalaridan foydalanish asosida nofilologik yo'nalish talabalari uchun ingliz tili ta'limida moslashuvchan (adaptive) o'quv materiallarini ishlab chiqishning nazariy va metodik asoslari yoritilgan. Tadqiqot psixologiya yo'nalishi misolida amalga oshirilib, generativ sun'iy intellekt vositalari yordamida ta'lim mazmunini talabalarning individual ehtiyojlari, til kompetensiyasi darajasi hamda kasbiy tayyorgarlik xususiyatlariga moslashtirish imkoniyatlari tahlil qilingan. Shuningdek, adaptiv o'quv materiallarini loyihalashning ingliz tilidagi kasbiy kommunikativ kompetensiyani rivojlantirish, ta'lim motivatsiyasini kuchaytirish va shaxsga yo'naltirilgan ta'lim muhitini shakllantirishdagi ahamiyati asoslab berilgan. Tadqiqot natijalari generativ sun'iy intellekt texnologiyalarining individual ta'lim trayektoriyalarini yaratish va ta'lim samaradorligini oshirishdagi metodik salohiyatini tasdiqlaydi.*

Kalit so'zlar: *generativ sun'iy intellekt, adaptiv ta'lim, ingliz tilini o'qitish, nofilologik ta'lim, psixologiya yo'nalishi, o'quv materiallarini loyihalash, individual ta'lim.*

ПРОЕКТИРОВАНИЕ АДАПТИВНЫХ УЧЕБНЫХ МАТЕРИАЛОВ ПО АНГЛИЙСКОМУ ЯЗЫКУ ДЛЯ СТУДЕНТОВ НЕФИЛОЛОГИЧЕСКИХ НАПРАВЛЕНИЙ НА ОСНОВЕ ТЕХНОЛОГИЙ ГЕНЕРАТИВНОГО ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

Аннотация: *В данной статье рассматриваются теоретико-методические основы проектирования адаптивных учебных материалов по английскому языку для студентов нефилологических направлений на основе технологий генеративного искусственного интеллекта. Исследование проведено на примере направления психологии и направлено на анализ возможностей адаптации содержания обучения с учётом индивидуальных образовательных потребностей обучающихся, уровня владения иностранным языком и особенностей профессиональной подготовки. Особое внимание уделено роли генеративного искусственного интеллекта в создании персонализированных учебных материалов, развитии профессионально-коммуникативной компетенции, повышении учебной мотивации и формировании индивидуальной образовательной траектории. Полученные результаты подтверждают методический потенциал генеративных технологий в повышении эффективности языкового образования.*

Ключевые слова: *генеративный искусственный интеллект, адаптивное обучение, обучение английскому языку, нефилологическое образование, направление психологии, учебные материалы, индивидуальная образовательная траектория.*

DESIGNING ADAPTIVE ENGLISH LANGUAGE LEARNING MATERIALS FOR NON-PHILOLOGICAL STUDENTS BASED ON GENERATIVE ARTIFICIAL INTELLIGENCE TECHNOLOGIES

Abstract: *This article explores the theoretical and methodological foundations of designing adaptive learning materials for English language instruction in non-philological higher education programs through the application of generative artificial intelligence technologies. The study is conducted using psychology students as a case example and examines the potential of generative AI tools to personalize educational content according to learners' individual needs, language proficiency levels, and professional training requirements. Particular attention is given to the role of adaptive instructional materials in developing professional communicative competence, increasing learner motivation, and supporting individualized learning pathways. The findings demonstrate the pedagogical and methodological potential of generative artificial intelligence for improving the effectiveness and personalization of English language education.*

Keywords: *generative artificial intelligence, adaptive learning, English language teaching, non-philological education, psychology studies, instructional materials design, individualized learning trajectory.*

KIRISH

Bugungi kunda raqamli transformatsiya jarayonlari oliy ta'lim tizimida xorijiy tillarni o'qitish metodikasini qayta ko'rib chiqish va innovatsion pedagogik yondashuvlarni joriy etishni taqozo etmoqda. Ayniqsa, nofilologik yo'nalishlarda ingliz tilini an'anaviy umumiy dasturlar asosida emas, balki kasbiy faoliyat ehtiyojlariga yo'naltirilgan ESP (English for Specific Purposes - Maxsus maqsadlarga yo'naltirilgan ingliz tili) konsepsiyasi asosida tashkil etish ta'lim samaradorligini oshirishning muhim omili sifatida namoyon bo'lmoqda.

Mazkur yondashuv doirasida psixologiya yo'nalishi talabalari uchun ingliz tilini o'qitish metodikasini tahlil qilish va uni generativ sun'iy intellekt texnologiyalari bilan integratsiyalash zarurati bir qator ilmiy-amaliy omillar bilan asoslanadi.

Psixologiya zamonaviy ilm-fan va amaliyotda jadal rivojlanayotgan yo'nalishlardan biri hisoblanadi. Shu sababli ushbu sohada tahsil olayotgan talabalar uchun ingliz tili oddiy kommunikativ vosita emas, balki professional faoliyatni samarali amalga oshirish imkonini beruvchi strategik kompetensiya sifatida qaraladi.

Birinchidan, ilmiy-tadqiqot faoliyatini rivojlantirish nuqtai nazaridan, psixologiya bo'yicha yetakchi ilmiy maqolalar, empirik tadqiqotlar va metodik ishlanmalar asosan ingliz tilida e'lon qilinadi. Xalqaro ilmiy bazalar va akademik platformalarda joylashtirilgan materiallardan samarali foydalanish talabalarda akademik o'qish, tahlil qilish hamda ilmiy muloqot kompetensiyalarini shakllantirishni talab qiladi.

Ikkinchidan, kasbiy terminologiyani egallash psixologik ta'limning ajralmas qismi hisoblanadi. Klinik psixologiya, neyropsixologiya, psixoterapiya va diagnostika yo'nalishlarida qo'llaniladigan tushuncha va mezonlarni asl manbada to'g'ri talqin qilish mutaxassisning kasbiy tayyorgarlik darajasini belgilovchi omillardan biridir.

Uchinchidan, global kasbiy hamkorlik sharoitida xorijiy mutaxassislar bilan ilmiy va amaliy muloqotni yo'lga qo'yish, xalqaro keyslarni tahlil qilish hamda professional etikaga rioya etish bevosita xorijiy til kompetensiyasi bilan chambarchas bog'liqdir.

Zamonaviy ta'lim muhiti talabalar ehtiyojlari, qiziqishlari va tayyorgarlik darajasining xilma-xilligi bilan tavsiflanadi. Shu sababli barcha o'quvchilar uchun bir xil mazmundagi standart o'quv materiallari kutilayotgan natijani ta'minlay olmaydi.

Psixologiya yo'nalishi talabalarining ingliz tilini bilish darajasi hamda ilmiy qiziqishlari turlicha bo'lgani sababli adaptiv o'quv resurslarini joriy etish dolzarb ahamiyat kasb etadi. Bunday resurslar talabaning individual o'zlashtirish sur'ati, til kompetensiyasi va kasbiy yo'nalishidan kelib chiqib o'quv mazmunini moslashtirish imkonini yaratadi. Natijada ta'lim jarayonini tabaqalashtirish va individual yondashuvni amalga oshirish uchun qulay pedagogik muhit shakllanadi.

Generativ sun'iy intellekt texnologiyalari xorijiy tillarni o'qitish tizimini modernizatsiya qilishda yangi imkoniyatlarni ochib bermoqda. Ushbu texnologiyalar o'quv mazmunini avtomatlashtirish, moslashtirish va interaktivlashtirish orqali ta'lim sifatini oshirishga xizmat qiladi. Avvalo, generativ modellar yordamida psixologiya sohasiga oid autentik matnlar, klinik vaziyatlar va kasbiy dialoglarni talabalar til darajasiga mos ravishda tezkor yaratish mumkin. Bu esa o'quv jarayonini real kasbiy kontekst bilan uyg'unlashtirishga yordam beradi. Shuningdek, sun'iy intellekt tizimlari talabaning xatolarini tahlil qilib, uning individual ehtiyojlariga mos topshiriqlarni ishlab chiqish imkoniyatiga ega. Natijada o'quv jarayoni shaxsiylashtirilgan ta'lim trayektoriyasi asosida tashkil etiladi. Bundan tashqari, sun'iy intellekt asosidagi interaktiv rolli simulyatsiyalar orqali talabalar "psixolog–mijoz" modelida muloqot olib borish, kasbiy nutq strategiyalarini sinovdan o'tkazish hamda amaliy kommunikativ kompetensiyalarini rivojlantirish imkoniga ega bo'ladilar.

ADABIYOTLAR TAHLILI

Xorijiy tillarni nofilologik yo'nalishlarda o'qitish metodikasini takomillashtirish, adaptiv ta'lim texnologiyalarini joriy etish hamda generativ sun'iy intellektdan foydalanish masalalari zamonaviy pedagogik tadqiqotlarda ustuvor yo'nalishlardan biri sifatida qaralmoqda. Mazkur tadqiqotning nazariy-metodologik asosini ESP yondashuvi, differensial ta'lim konsepsiyasi, adaptiv ta'lim modellarini ishlab chiqish hamda generativ sun'iy intellektning ta'limdagi imkoniyatlarini yorituvchi ilmiy qarashlar tashkil etadi.

Kasbiy maqsadlarga yo'naltirilgan ingliz tilini o'qitish (English for Specific Purposes - ESP) nazariyasining shakllanishida muhim o'rin tutgan tadqiqotchilar Tom Hutchinson va Alan Waters tomonidan ilgari surilgan yondashuvga ko'ra, xorijiy tilni o'qitish jarayonining samaradorligi bevosita ehtiyojlar tahliliga (Needs Analysis) bog'liq hisoblanadi. Ularning konsepsiyasida o'quv mazmuni talabaning kelajakdagi kasbiy faoliyatida uchraydigan kommunikativ vaziyatlar, terminologik maydon va professional nutq faoliyatiga moslashtirilishi lozimligi asoslab

beriladi. Mazkur yondashuv hozirgi raqamli ta’lim sharoitida alohida ahamiyat kasb etib, individual ta’lim trayektoriyasi va moslashuvchan o‘quv kontentini ishlab chiqish uchun metodologik asos vazifasini bajaradi.

Differensial ta’lim nazariyasi doirasida Carol Ann Tomlinson ta’lim jarayonini talabalar tayyorgarligi, qiziqishlari va individual o‘rganish xususiyatlariga mos ravishda tashkil etish zarurligini ta’kidlaydi. Olimning fikricha, o‘quv mazmuni, ta’lim jarayoni va yakuniy natijalar moslashuvchan tarzda loyihalashtirilgandagina samarali o‘qitish muhiti shakllanadi. Zamonaviy raqamli texnologiyalar, ayniqsa sun’iy intellekt asosidagi adaptiv tizimlar, an’anaviy statik darsliklardan farqli ravishda o‘quv jarayonini real vaqt rejimida talabaning o‘zlashtirish sur’atiga moslashtirish imkonini beradi. Bu esa ta’limning individuallashtirilgan modelini shakllantirishga xizmat qiladi.

So‘nggi yillarda generativ sun’iy intellekt texnologiyalarining ta’limga integratsiyasi bo‘yicha olib borilgan tadqiqotlar ushbu vositalarning o‘quv mazmunini yaratish va moslashtirishdagi salohiyatini ko‘rsatmoqda. Jumladan, X.Zhai va hammualliflari generativ modellar, xususan katta til modellari (LLM)ning o‘quv jarayonidagi funksional imkoniyatlarini tahlil qilgan. Ularning tadqiqotlarida generativ sun’iy intellekt o‘qituvchini almashtiruvchi vosita emas, balki o‘quv materiallarini ishlab chiqish va moslashtirishda pedagogik hamkor sifatida talqin etiladi. Mazkur texnologiyalar professional yo‘nalishga mos matnlar, topshiriqlar va dialoglarni yaratish, shuningdek ularni til darajasi mezonlariga mos ravishda transformatsiya qilish imkonini beradi.

Til ta’limida texnologik innovatsiyalarni qo‘llash bo‘yicha tadqiqotlarda Agnes Kukulska-Hulme kontekstga moslashtirilgan o‘quv muhitining ahamiyatini alohida qayd etadi. Uning ilmiy qarashlariga ko‘ra, texnologik vositalar yordamida umumiy mazmundagi o‘quv materiallarini talabalar mutaxassisligiga mos autentik vaziyatlar va kasbiy muloqot modellariga transformatsiya qilish mumkin. Bu yondashuv talabalarda o‘quv faoliyati va kelajakdagi kasbiy amaliyot o‘rtasidagi bog‘liqlikni kuchaytiradi hamda ichki motivatsiyani oshirishga xizmat qiladi.

Raqamli ta’lim va til metodikasi yo‘nalishidagi tadqiqotlarda H.Jeong generativ sun’iy intellekt vositalarining talaba avtonomligini rivojlantirishdagi roliga e’tibor qaratadi. Tadqiqot natijalariga ko‘ra, sun’iy intellekt asosidagi o‘quv tizimlari individual xatolarni aniqlash, mos topshiriqlar ishlab chiqish va shaxsiylashtirilgan qayta aloqa mexanizmini ta’minlash imkoniyatiga ega. Natijada o‘quvchi mustaqil o‘rganish ko‘nikmalarini rivojlantiradi va o‘z ta’lim jarayonini faol boshqaruvchi subyektga aylanadi.

O‘zbekiston oliy ta’lim tizimida xorijiy tillarni o‘qitishni modernizatsiya qilish masalalari bo‘yicha olib borilgan tadqiqotlar ham ta’limni individuallashtirish va raqamlashtirish zaruratini ko‘rsatmoqda. Mahalliy metodist olimlar tomonidan nofilologik yo‘nalishlar uchun amaldagi o‘quv materiallarining mehnat bozori talablari bilan moslik darajasi va auditoriyalardagi til kompetensiyasining heterogenligi tahlil qilingan. Ushbu tadqiqotlar natijalari shuni ko‘rsatadiki, generativ sun’iy intellekt asosidagi adaptiv o‘quv resurslari talabalar ehtiyojlarini hisobga olgan holda tabaqalashtirilgan ta’limni tashkil etish va xorijiy til kompetensiyasini rivojlantirishning istiqbolli metodik yechimlaridan biri hisoblanadi.

TAHLIL VA NATIJALAR

Tadqiqotda psixologiya yo‘nalishi talabalariga ingliz tilini kasbiy maqsadlarga yo‘naltirilgan holda o‘qitish jarayonini takomillashtirish hamda generativ sun’iy intellekt asosidagi adaptiv o‘quv materiallarini ishlab chiqish imkoniyatlarini aniqlash maqsadida kompleks metodologik yondashuv qo‘llanildi.

Tadqiqot jarayonida bir nechta o‘zaro bog‘liq ilmiy metodlardan foydalanildi. Jumladan, mavjud ilmiy-pedagogik manbalarni o‘rganish va nazariy umumlashtirish orqali xorijiy tillarni o‘qitish metodikasining zamonaviy tendensiyalari tahlil qilindi. Qiyosiy tahlil usuli yordamida an’anaviy o‘quv materiallari bilan generativ sun’iy intellekt asosidagi moslashuvchan ta’lim resurslari o‘rtasidagi metodik farqlar aniqlandi. Shuningdek, ta’lim dizayni (instructional design) tamoyillari asosida o‘quv mazmunini loyihalash, adaptiv o‘quv materiallarini modellashtirish hamda psixologiya yo‘nalishining kasbiy ehtiyojlariga mos topshiriqlarni ishlab chiqish amalga oshirildi.

Adaptiv o‘quv materiallarini yaratish quyidagi bosqichlar asosida tashkil etildi.

1-bosqich. Talabalar profilini aniqlash. Dastlab o‘quvchilar individual xususiyatlari asosida segmentatsiya qilindi. Bunda talabalar ingliz tilini bilish darajasi (CEFR mezonlari bo‘yicha A1–C1), psixologik terminologiyaga oid tayyorgarlik darajasi hamda kasbiy ehtiyoj va o‘quv maqsadlari bo‘yicha tahlil qilindi. Mazkur bosqich o‘quv mazmunini shaxsiylashtirish uchun metodik asos vazifasini bajardi.

2-bosqich. Generativ sun’iy intellekt yordamida o‘quv kontentini ishlab chiqish. Ikkinchi bosqichda generativ sun’iy intellekt vositalari yordamida talabalar ehtiyojlariga mos o‘quv materiallari yaratildi. Ushbu jarayonda kasbiy yo‘naltirilgan matnlarni til darajasiga moslashtirish, psixologik konsultatsiya va professional muloqotga oid dialoglar hamda vaziyatli topshiriqlar generatsiyasi amalga oshirildi. Bundan tashqari, psixologik terminologiyani tizimli o‘zlashtirishga xizmat qiluvchi lug‘atlar shakllantirildi va individual xususiyatlarni hisobga olgan holda test topshiriqlari ishlab chiqildi.

3-bosqich. Adaptiv moslashtirish mexanizmini joriy etish. Yakuniy bosqichda o‘quv materiallarining moslashuvchanligi ta’minlandi. Bunda topshiriqlar murakkabligi talabaning o‘zlashtirish darajasiga qarab avtomatik ravishda o‘zgartirildi, individual tavsiyalar ishlab chiqildi hamda muntazam qayta aloqa (feedback) mexanizmi orqali o‘quv jarayonining uzluksiz monitoringi yo‘lga qo‘yildi.

Olib borilgan nazariy va metodik tahlillar generativ sun’iy intellekt asosida ishlab chiqilgan adaptiv o‘quv materiallari psixologiya yo‘nalishi talabalarining ingliz tilidagi kasbiy kommunikativ kompetensiyasini rivojlantirishga ijobiy ta’sir ko‘rsatishini ko‘rsatdi.

Tadqiqot natijalariga ko‘ra, quyidagi o‘quv mazmunlari eng samarali komponentlar sifatida baholandi:

klinik psixologiyaga oid terminlarni ingliz tilida tizimli o‘zlashtirish;

terapevt va mijoz o‘rtasidagi professional muloqot modellarini shakllantirish;

psixodiagnostik vaziyatlarni ingliz tilida tahlil qilish va interpretatsiya qilish;

ilmiy maqolalar hamda empirik tadqiqot natijalarini o‘qish, tushunish va sharhlash ko‘nikmalarini rivojlantirish;

virtual konsultativ vaziyatlar asosida kommunikativ mashqlarni tashkil etish.

Shuningdek, adaptiv o‘quv materiallari bir qator pedagogik ustunliklarni namoyon etdi. Xususan, ta’lim jarayonining individuallashuvi, talabalarning ichki motivatsiyasining ortishi, o‘zlashtirish samaradorligining oshishi hamda kasbiy kommunikativ kompetensiyalarning bosqichma-bosqich rivojlanishi kuzatildi. Shu bilan birga, generativ sun’iy intellekt o‘quv mazmunini tezkor yangilash va real kasbiy kontekst bilan integratsiyalash imkonini yaratdi.

Xulosa qilganda, nazariy-metodologik tahlillar natijasida generativ sun’iy intellekt texnologiyalari asosida yaratilgan moslashuvchan o‘quv materiallari nofilologik ta’lim yo‘nalishlarida ingliz tilini o‘qitish samaradorligini oshirishga xizmat qilishi aniqlandi. Psixologiya yo‘nalishi misolida ishlab chiqilgan adaptiv model talabalar ehtiyojlari, til kompetensiyasi darajasi va kasbiy yo‘nalishini hisobga olgan holda individual ta’lim trayektoriyasini shakllantirish imkonini beradi. Ushbu yondashuv ta’lim jarayonini yanada moslashuvchan, interaktiv va natijador tashkil etishga xizmat qiladi.

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BO‘LAJAK BOSHLANG‘ICH SINF O‘QITUVCHILARINING RAQAMLI KOMPETENSIYASINI KREATIV TAKOMILLASHTIRISHNING METODOLOGIK ASOSLARI

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Annotatsiya:*Mazkur maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarining raqamli kompetensiyasini kreativ yondashuv asosida takomillashtirishning metodologik asoslari yoritilgan. Raqamli kompetensiyaning tarkibiy tuzilmasi, uni rivojlantirishga xizmat qiluvchi pedagogik yondashuvlar, innovatsion metodlar hamda integrativ model ishlab chiqilgan. Tadqiqot natijalari shuni ko‘rsatadiki, kreativ yondashuv asosida tashkil etilgan ta’lim jarayoni pedagoglarning raqamli savodxonligini va ijodiy faoliyatini sezilarli darajada oshiradi.*

Kalit so‘zlar: *raqamli kompetensiya, kreativlik, integrativ yondashuv, pedagogik texnologiya, STEAM, digital pedagogika, innovatsiya.*

МЕТОДОЛОГИЧЕСКИЕ ОСНОВЫ КРЕАТИВНОГО СОВЕРШЕНСТВОВАНИЯ ЦИФРОВОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ НАЧАЛЬНЫХ КЛАССОВ

Аннотация: *В данной статье освещены методологические основы совершенствования цифровой компетентности будущих учителей начальных классов на основе креативного подхода. Разработаны структурные компоненты цифровой компетентности, педагогические подходы, способствующие её развитию, инновационные методы и интегративная модель. Результаты исследования показывают, что образовательный процесс, организованный на основе креативного подхода, значительно повышает цифровую грамотность и творческую активность педагогов.*

Ключевые слова: *цифровая компетентность, креативность, интегративный подход, педагогическая технология, STEAM, цифровая педагогика, инновация.*

METHODOLOGICAL BASES FOR CREATIVE IMPROVEMENT OF DIGITAL COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS

`***Abstract:*** *This article highlights the methodological foundations for improving the digital competence of future primary school teachers based on a creative approach. The structural framework of digital competence, pedagogical approaches serving its development, innovative methods, and an integrative model have been developed. Research results indicate that the educational process organized on the basis of a creative approach significantly increases the digital literacy and creative activity of educators.*

Keywords: *digital competence, creativity, integrative approach, pedagogical technology, STEAM, digital pedagogy, innovation.*

Kirish. Hozirgi kunda ta’lim tizimida raqamli texnologiyalarning keng joriy etilishi pedagog kadrlarning kasbiy kompetensiyalariga yangi talablarni qo‘ymoqda. Axborotlashgan jamiyat sharoitida o‘qituvchidan nafaqat an’anaviy pedagogik bilim va ko‘nikmalar, balki raqamli texnologiyalarni samarali qo‘llay olish, ta’lim jarayonini innovatsion vositalar yordamida tashkil etish hamda o‘quvchilarning ijodiy salohiyatini rivojlantirish kabi muhim kompetensiyalar talab etiladi. Shu nuqtai nazardan, bo‘lajak boshlang‘ich sinf o‘qituvchilarining raqamli kompetensiyasini shakllantirish va uni kreativ jihatdan takomillashtirish dolzarb pedagogik muammolardan biri hisoblanadi.

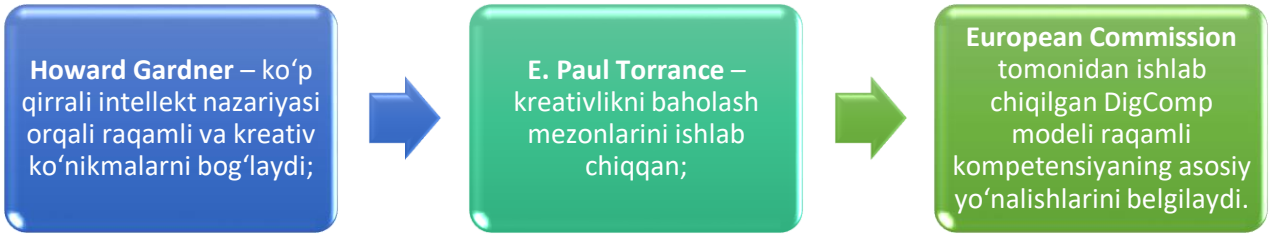
Boshlang‘ich ta’lim bosqichi o‘quvchilarning bilim olishga bo‘lgan qiziqishi, tafakkuri va ijodiy qobiliyatlari shakllanadigan muhim davr hisoblanadi. Shuning uchun ushbu bosqichda faoliyat yurituvchi o‘qituvchilar zamonaviy raqamli texnologiyalarni puxta egallagan, ularni ta’lim jarayoniga ijodiy tarzda integratsiya qila oladigan mutaxassis bo‘lishi zarur. Raqamli kompetensiya o‘qituvchining axborotni izlash, qayta ishlash, saqlash, taqdim etish hamda raqamli muhitda samarali muloqot qilish ko‘nikmalarini o‘z ichiga oladi. Shu bilan birga, ushbu kompetensiya o‘qituvchining

ta’lim jarayonida innovatsion yondashuvlarni qo‘llash, yangi pedagogik g‘oyalarni ishlab chiqish va ularni amaliyotga joriy etish imkoniyatlarini ham kengaytiradi.

Bo‘lajak boshlang‘ich sinf o‘qituvchilarining raqamli kompetensiyasini kreativ takomillashtirish muayyan metodologik asoslarga tayangan holda amalga oshiriladi. Bunday asoslar qatoriga kompetensiyaviy yondashuv, tizimli yondashuv, integrativ yondashuv hamda faoliyatga yo‘naltirilgan yondashuvlarni kiritish mumkin. Mazkur metodologik yondashuvlar pedagogik jarayonda nazariya va amaliyotning uzviyligini ta’minlash, talabalarning mustaqil fikrlashi va ijodiy faoliyatini rivojlantirishga xizmat qiladi.

Asosiy qism. Bo‘lajak boshlang‘ich sinf o‘qituvchilarining raqamli kompetensiyasini kreativ takomillashtirish zamonaviy pedagogik ta’limning ustuvor yo‘nalishlaridan biri hisoblanadi. Raqamli kompetensiya o‘qituvchining axborot-kommunikatsiya texnologiyalaridan samarali foydalanish, raqamli muhitda axborotni izlash, qayta ishlash, saqlash va taqdim etish, shuningdek, ta’lim jarayonini innovatsion vositalar asosida tashkil etish qobiliyatini ifodalaydi. Biroq zamonaviy ta’lim sharoitida bu kompetensiya faqat texnik ko‘nikmalar bilan cheklanib qolmasdan, balki o‘qituvchining kreativ yondashuvi, pedagogik muammolarni innovatsion usullar orqali hal etish qobiliyati bilan ham uzviy bog‘liqdir. Raqamli kompetensiyani kreativ takomillashtirish muayyan metodologik yondashuvlar asosida amalga oshiriladi. Avvalo, kompetensiyaviy yondashuv pedagogik ta’lim jarayonida talabalarning nazariy bilimlarini amaliy faoliyat bilan uyg‘unlashtirishga xizmat qiladi. Ushbu yondashuv bo‘lajak o‘qituvchilarda raqamli texnologiyalarni samarali qo‘llash, muammoli vaziyatlarni hal etish va ta’lim jarayonini innovatsion tarzda tashkil etish ko‘nikmalarini rivojlantirishni nazarda tutadi. Tizimli yondashuv esa raqamli kompetensiyani shakllantirish jarayonini o‘zaro bog‘liq komponentlar tizimi sifatida ko‘rib chiqishni talab etadi. Bu jarayonda bilim, ko‘nikma, malaka va ijodiy faoliyat o‘zaro integratsiyalashgan holda rivojlantiriladi. Tizimli yondashuv asosida tashkil etilgan ta’lim jarayoni talabalarning raqamli muhitda samarali ishlash, axborot bilan mustaqil faoliyat olib borish va yangi pedagogik g‘oyalarni ishlab chiqish imkoniyatlarini kengaytiradi.

Integrativ yondashuv ham bo‘lajak boshlang‘ich sinf o‘qituvchilarining raqamli kompetensiyasini rivojlantirishda muhim ahamiyat kasb etadi. Bu yondashuv turli fanlar va bilim sohalari o‘rtasidagi o‘zaro bog‘liqlikni ta’minlashga qaratilgan bo‘lib, talabalarning bilimlarini kompleks tarzda shakllantirishga xizmat qiladi. Masalan, pedagogika, psixologiya, metodika va axborot texnologiyalarini o‘zaro integratsiya qilish orqali talabalarda raqamli vositalardan



foydalanish bo‘yicha ijodiy yondashuv shakllanadi. Faoliyatga yo‘naltirilgan yondashuv esa talabalarning amaliy faoliyatini faollashtirishga qaratilgan bo‘lib, ular real pedagogik vaziyatlarda raqamli texnologiyalarni qo‘llash tajribasiga ega bo‘ladilar. Bu jarayonda loyiha metodi, muammoli ta’lim, “aqliy hujum”, “case-study”, hamkorlikda o‘qitish kabi innovatsion metodlardan foydalanish muhim hisoblanadi. Mazkur metodlar talabalarning mustaqil fikrlashini rivojlantirish, yangi g‘oyalarni ishlab chiqish hamda ta’lim jarayoniga kreativ yondashuvni shakllantirishga xizmat qiladi.

Shuningdek, zamonaviy raqamli ta’lim muhitidan foydalanish bo‘lajak o‘qituvchilarning kreativ faoliyatini rivojlantirishda muhim rol o‘ynaydi. Multimedia vositalari, interaktiv platformalar, onlayn ta’lim resurslari va virtual ta’lim muhitlari talabalarning ijodiy salohiyatini namoyon etish hamda yangi pedagogik g‘oyalarni ishlab chiqish imkoniyatlarini kengaytiradi. Bunday imkoniyatlar orqali ular ta’lim jarayonini samarali tashkil etish, o‘quvchilar bilan raqamli muhitda samarali muloqot qilish va innovatsion pedagogik texnologiyalarni qo‘llash ko‘nikmalarini egallaydilar.

Kreativ takomillashtirish jarayonida muhim omillardan biri — innovatsion pedagogik texnologiyalardan foydalanishdir. Xususan, interaktiv platformalar, masofaviy ta’lim tizimlari, multimediya vositalari va sun’iy intellekt elementlari o‘qituvchilarning ijodiy fikrlashini rivojlantirishga xizmat qiladi. Bu jarayonda talabalarga mustaqil loyihalar, raqamli kontent yaratish, elektron dars ishlanmalarini ishlab chiqish kabi vazifalar berilishi muhimdir.

Raqamli kompetensiya va kreativlik muammosi ko‘plab olimlar tomonidan tadqiq etilgan:

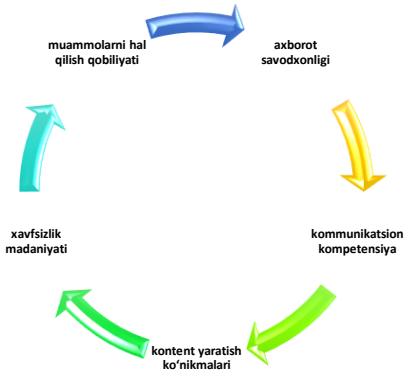
Shuningdek, metodologik asos sifatida konstruktivizm nazariyasiga tayanish ham muhim ahamiyat kasb etadi. Ushbu yondashuvga ko‘ra, bilimlar tayyor holda berilmaydi, balki talaba tomonidan mustaqil ravishda yaratiladi. Raqamli muhit esa bu jarayonni qo‘llab-quvvatlovchi samarali vosita hisoblanadi. Natijada bo‘lajak o‘qituvchi nafaqat bilim egallaydi, balki uni kreativ tarzda qo‘llash ko‘nikmasiga ham ega bo‘ladi. Raqamli kompetensiyani kreativ rivojlantirishda refleksiv yondashuv ham alohida o‘rin tutadi. Talabalar o‘z faoliyatini tahlil qilish, o‘z ustida ishlash va

o‘z bilimlarini baholash orqali professional rivojlanishga erishadi. Bu esa ularning kelajakdagi pedagogik faoliyatida innovatsion yondashuvlarni qo‘llash imkoniyatini kengaytiradi.

Raqamli kompetensiyaning mohiyati va tuzilmasi

Raqamli kompetensiya – axborot-kommunikatsion texnologiyalarni samarali, xavfsiz va kreativ qo‘llash qobiliyatidir.

U quyidagi komponentlardan iborat:



Kreativ yondashuv asosida raqamli kompetensiyani rivojlantirish. Kreativ yondashuv raqamli vositalarni oddiy qo‘llashdan yuqori darajaga olib chiqadi. Bu yondashuv quyidagilarni o‘z ichiga oladi. Innovatsion fikrlash, raqamli muhitda ijodiy mahsulot yaratish, interaktiv metodlardan foydalanish, muammoli vaziyatlarda yechim topish. Raqamli kompetensiyani kreativ takomillashtirish. Bo‘lajak boshlang‘ich sinf o‘qituvchilarining **raqamli kompetensiyasini kreativ takomillashtirish** bu shunchaki kompyuter savodxonligi emas, balki texnologiyalarni pedagogik mahorat bilan uyg‘unlashtirib, yangi va qiziqarli ta’limiy yechimlar yaratish jarayonidir. **Tizimli yondashuv-**Ta’lim jarayoni yaxlit tizim sifatida ko‘rib chiqiladi. Talabalar faol ishtirok etadi va amaliy vazifalar bajaradi. Fanlararo bog‘liqlik orqali bilimlar chuqurlashtiriladi. Har bir talabaning individual xususiyatlari hisobga olinadi.

Xulosa. Mazkur tadqiqot natijalari bo‘lajak boshlang‘ich sinf o‘qituvchilarining raqamli kompetensiyasini kreativ takomillashtirish zamonaviy pedagogik ta’limning ustuvor yo‘nalishlaridan biri ekanligini tasdiqlaydi. Tadqiqot davomida raqamli kompetensiyaning nazariy asoslari, uning tarkibiy komponentlari hamda kreativ yondashuv bilan o‘zaro bog‘liqligi kompleks tahlil qilindi. Olib borilgan ilmiy izlanishlar shuni ko‘rsatdiki, raqamli kompetensiya faqat texnik ko‘nikmalar majmuasi emas, balki pedagogning axborot bilan ishlash, raqamli muhitda samarali kommunikatsiya olib borish, innovatsion kontent yaratish va muammoli vaziyatlarda mustaqil yechim topish qobiliyatlarini ham qamrab oluvchi integrativ tizim hisoblanadi. Shu jihatdan, uning rivojlanishi kreativ yondashuv asosida tashkil etilganda yanada samarali kechadi. Tadqiqot doirasida ishlab chiqilgan metodologik yondashuvlar, xususan, tizimli, faoliyatga yo‘naltirilgan, integrativ va shaxsga yo‘naltirilgan yondashuvlar raqamli kompetensiyani rivojlantirishning ilmiy asoslangan mexanizmlarini belgilab berdi. Shuningdek, raqamli loyiha asosidagi ta’lim, gamifikatsiya, STEAM texnologiyasi, “flipped classroom” va aralash ta’lim kabi innovatsion metodlarning qo‘llanilishi pedagoglarning kreativ va raqamli salohiyatini sezilarli darajada oshirishga xizmat qilishi aniqlandi. Tajriba-sinov natijalari esa taklif etilgan metodik tizimning samaradorligini amaliy jihatdan tasdiqlab, bo‘lajak o‘qituvchilarda raqamli kompetensiya darajasining oshishi, mustaqil fikrlash va ijodiy faoliyat ko‘rsatkichlarining ijobiy dinamikasini ko‘rsatdi.Bo‘lajak boshlang‘ich sinf o‘qituvchilarining raqamli kompetensiyasini kreativ takomillashtirishga yo‘naltirilgan metodologik asoslar ta’lim jarayonining sifatini oshirishga, zamonaviy pedagog kadrlarni tayyorlashga hamda ta’lim tizimini innovatsion rivojlantirishga muhim hissa qo‘shadi.

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UMUMTA‘LIM MAKTABLARIDA JISMONIY TARBIYA DARSLARINI TASHKILLANISHI VA O‘QUVCHILAR JISMONIY TAYORGARLIGIDAGI AHAMIYATI

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Annotatsiya. *Jismoniy tarbiyaning maqsadidan kelib chiqgan holda o‘quvchilarni sog‘lomlashtirish, chiniqtirish, jismoniy rivojlantirish, harakat malaka va ko‘nikmalarini shakllantirish bo‘yicha jismoniy tarbiyaning asosiy vazifalari ochib berilgan.*

Kalit so‘zlar. *Jismomiy tarbiya, sog‘lomlashtirish, chiniqtirish, rivojlanish, harakat, malaka, ko‘nikma, tarbiya, sport.*

ОРГАНИЗАЦИЯ УРОКОВ ФИЗКУЛЬТУРЫ В СРЕДНИХ ШКОЛАХ И ИХ ЗНАЧЕНИЕ ДЛЯ ФИЗИЧЕСКОЙ ПОДГОТОВКИ УЧАЩИХСЯ

Аннотация. *Исходя из целей физического воспитания, выявляются основные задачи физического воспитания: улучшение здоровья, физической формы, физического развития учащихся, а также формирование двигательных навыков и умений.*

Ключевые слова. *физическое воспитание, здоровье, тренировка, развитие, движение, навыки, способности, воспитание, спорт.*

ORGANIZATION OF PHYSICAL EDUCATION LESSONS IN SECONDARY SCHOOLS AND THEIR IMPORTANCE IN THE PHYSICAL FITNESS OF STUDENTS

Abstract. *Based on the purpose of physical education, the main tasks of physical education are revealed: improving the health, fitness, physical development of students, and the formation of motor skills and abilities.*

Keywords. *Physical education, health, training, development, movement, skills, abilities, upbringing, sports.*

Kirish. Maktab yoshidagi bolalarda jismoniy tarbiya jarayoni pedagoglardan maktabda ishlash uchun jismoniy tarbiyaning asosi nimalardan iboratligi, uning mazmuni, tashkil qilinishini, bolalarni harakatga o‘rgatish metodikasini bilishni talab qiladi.

Maktab yoshidagi bolalarda jismoniy tarbiya jarayonining maqsadi asta-sekinlik bilan ularni jismoniy kamolotga erishishi va shu asnoda hayotga, ijodiy

mehnatga va vatan mudofaasiga tayyorlashni nazarda tutadi .O‘quvchilar jismoniy tarbiyasi jarayonida umumiy va xususiy vazifalar hal qilinadi.

Umumiy vazifalar – bilim berish, jismonan tarbiyalash va soglomlashtirishdan iborat bo‘lib, hususiylari esa jismoniy tarbiyadan Davlat ta‘lim standarti dasturidagi maxsus vazifalar tarzida hal qilinadi.

Hususiy vazifalarga quyidagilar kiradi:

1) o‘quvilar organizmining sogligini mustahkamlash, rivojlantirish va chiniqtirish;

2) turli xildagi mehnat faoliyatiga tayyor bo‘lish uchun shu yoshga xos bo‘lgan jismoniy sifatlarni rivojlantirish;

3) hayot uchun kerakli harakat malakalari va ko‘nikmalarini rivojlantirish va keyinchalik kerak bo‘ladiganlari bilan qurollantirish;

4) o‘quvchilarga umumiy o‘rta ta‘lim me’yorida jismoniy madaniyatga oid yangi nazariy bilimlarni berish va ularni yildan yilga takomillashtirish;

5) o‘quvchilarni jismoniy mashqlar bilan muntazam shug‘ullanishga qiziqtirish va ularda qat’iy odatni shakllantirish;

6) o‘quvchilarni jismoniy madaniyat faollari qilib tarbiyalash va bu bilan ularda tashkilotchilik qobiliyatini tarbiyalash;

7) jismoniy tarbiyani ma‘naviy tarbiyaning elementlari: ahloqiy, ruhiy, estetik va mehnat tarbiyasi bilan bog‘lsh, qadriyatlarimizga oid vazifalar bilan birgalikda o‘quvchilar yoshining ulg‘ayishi, jismoniy tayyorgarligining ortishini e’tiborga olib, o‘qitishning ayrim bosqichlariga aniqliklar kiritish va boshqa qator vazifalar.

Bu vazifalar ma‘naviy tarbiyaning elementlari hisoblangan axloqiy ruhiy

estetik va mehnat tarbiyalarining vazifalari bilan birgalikda o‘quvchilarni yoshini

ulg‘ayishi, jisman tayyorgarligiga qarab o‘qitishning ayrim etaplarida aniqliklar

kiritiladi va maktab yoshining quyidagi 3 xil guruhidagi ta‘lim tarbiya ishlarida hal qilinadi.

Maktab yoshining 6 (7), (10) 11 yoshlarida (1-4 sinflar) o‘quvchilar organizmi tabiiy rivojlanishida bo‘ladi. Biz uni garmonik rivojlanishini yo‘lga qo‘yishimiz kerak bo‘ladi. Markaziy nerv tizimidagi boshqarish funktsiyasi, harakat tayanch apparati faoliyati ishini, yurak-tomir, nafas olish organlari ishini yanada rivojlantirishga e'tibor beriladi, bulardan tashqari qomatni to‘gri tuta bilishga o‘rgatiladi. Bu jarayonga shaxsiy gigiena qoidalariga oid bilimlar qo‘shib berish bilan tarbiya jarayoni yo‘lga qo‘yiladi (9,11). 12-15 yoshlilarda (5-9 sinflar) jismoniy mashqlar o‘sayotgan yosh organizmga samarali ta‘sir ko‘rsatadi. Shuning uchun jismoniy sifatlarni rivojlanishiga qulay imkoniyatlar ochilgan bo‘ladi. Jismoniy tarbiyaning jismoniy bilimlar berish vazifasi hayotda uchraydigan harakat malakalarini ratsional texnikasi bilan tanishtirish (gimnastika, engil atletika, sport o‘yinlari, velosipedda yurish)ga oid oz bo‘lsa ham nazariy tushuncha berishdir. Bu davrda bolalarni «Alpomish» va «Barchinoy» maxsus testining talablari va normalarini topshirishga tayyorlash yo‘lga qo‘yiladi. Jismoniy mashqlar bilan shug‘ullanish natijasida sport mahoratini oshayotganligini, jismoniy madaniyatni jamiyatdagi roli va ahamiyatini tushuntirish jarayoni yo‘lga qo‘yiladi.

Asta sekinlik bilan tashkilotchilik qobiliyati takomillashtiriladi, musobaqa qoidalari o‘zlashtiriladi, hakamlik qilish malakalari rivojlantiriladi va chiniqtirish maqsadida tabiatning sog‘lomlashtiruvchi kuchlaridan foydalanishga o‘rgatish lozim bo‘ladi 16-18 yoshdagi umumta‘lim maktabi, akademik, kasb-hunar litseylari va kollejlarning o‘quvchilari organizmi yoshi ulg‘aygan sari baquvvatlashadi. Jismoniy tarbiya esa bu jarayonini yanada kuchaytirishga yo‘naltiriladi. Jismoniy mashqlar bilan tizimli shug‘ullanish ta‘lim tizimining shu yoshdagilarida ish qobiliyatini yaxshilash, asosiy harakat faoliyatlari uchun chidamlilik zaqiralarini oshirish, o‘z tanasini boshqara olish, kuch, tezkorlik, chaqqonlik va boshqa har tomonlama jismonan garmonik tarbiya alomatlarini chuqurlashtirishga e'tiborni qaratadi.

Organizm o‘sib borar ekan uning funktsional imkoniyatlarini oshib borishi ham tabiiy. Oldin egallangan harakat malakalari zaxirasi bazasida yangi, keyin egallanishi lozim bo‘lgan harakat malakalari uchun poydevor yaratiladi. Bu yoshdagilarda ularning jismoniy madaniyat sohasidagi bilimlarni boyitish, sport

trenirovkasi asoslari, sportchini o‘z-o‘zini nazorat qilishi qoidalariga o‘rgatish maqsadga muvofiq bo‘ladi.

O‘quvchilar jismoniy tarbiyasi ularni jismoniy xarakatlarini amalga oshirishning tashkil etilgan pedagogik jarayonidir. Maktabdagi jismoniy tarbiyaga oid ishlar o‘quvchilardan xavaskorlikni, tashabbuskorlikni, uyushqoqlikni talab qiladigan juda xilma-xil shalklari bilan farq qiladi. Ular o‘quvchilarda tashkilotchilik ko‘nikmalari, faollik, topqirlikni tarbiyalashga yordam beradi.

Maktabda o‘quvchilar jismoniy tarbiyasining maqsadi:

1. Sog‘lomlashtirish.
2. Xar tamonlama yetuk inson qilib tarbiyalash.
3. Vatan mudofaasiga hamda mexnatga tayyorlash.

Jismoniy tarbiyaning maqsadidan kelib chiqgan holda o‘quvchilarni sog‘lomlashtirish, chiniqtirish, jismoniy rivojlantirish, xarakat malaka va ko‘nikmalarini shakllantirish bo‘yicha jismoniy tarbiyaning asosiy vazifalari belgilanadi:

Sog‘liqni mustaxkamlash, o‘quvchilarni to‘g‘ri jismoniy rivojlantirishga va chiniqtirishga yordam berish. Tabiat omillari suv, quyosh, havo ta‘sirida o‘quvchilarni sog‘ligini mustaxkamlash, chiniqtirish hamda organizmni kasalliklarga chidamliligini orttirish maqsadida jismoniy tarbiya mashg‘ulotlarini imkoni boricha toza havoda o‘tkazish yoki sport zallarini toza havo bilan ta‘minlanishini tashkil etish zarur.

O‘quvchilarni suv muolajalari, suzish va cho‘milish mashg‘ulotlarini olib borish hamda quyoshga toblanish tadbirlarini boshqarish sayrlar, ekskurtsiyalar va turizm mashg‘ulotlarida amalga oshiriladi. Bu vazifa maktabdagi barcha jismoniy madaniyat va sport ishlarida eng muxim omil xisoblanadi. U xar bir o‘qituvchining, pedagoglar jamoasining diqqat markazida bo‘lish kerak. O‘quvchilik davri bolalarning tez o‘sish va jismoniy qobiliyatlarini rivojlantirish davridir. Shuning uchun ham maktab o‘quvchilarining jismoniy jixatdan normal rivojlanishi uchun iloji boricha ko‘proq kuch sarflash kerak.

O‘quvchilarning uyg‘un rivojlanishida qomat muayyan ahamiyatga ega. Barcha ichki organlarning to‘g‘ri rivojlanishi va normal ishlashi qomat bilan bog‘liqdir. Sog‘liqni mustaxkamlash va organizmni chiniqtirishda tabiat omillardan keng foydalaniladi.

O‘quvchilarga jismoniy mashqlar va sportga oid maxsus bilimlar berish jarayonida, ularda gigienik bilim va ko‘nikmalari shakllantiriladi. Bularning hammasi bolalar sog‘oligini mustaxkamlashga ularning gigiena qoidalarini

bilishlari va ularga amal qilishlariga bevosita daxldor bo‘lib, bunga maktab, oila, jamoatchilik hamda bolalar o‘zlarining birgalikdagi harakatlari evaziga erishadilar.

Jismoniy mashqlarga va sport mashqlariga jismoniy tarbiya darslari, kun tartibidagi tadbirlar hamda to‘garak mashg‘ulotlarida o‘rgatiladi. Uning natijasida bolalarning jismoniy rivojlanishi ta‘minlanadi. Shuningdek, o‘quvchilarda sportga qiziqishlar shakllantirilib, sport turlariga jalb etiladi.

Xulosa qilganda xarakat malakalari, ko‘nikmalarini shakllantirish va takomillashtirish, yangi xarakat turlariga va xarakat faoliyatiga o‘rgatishda maktabning jismoniy madaniyat dasturi mazmuni shunday tuzilganki, o‘quvchilar jismoniy madaniyat darslarida, uyda, jismoniy madaniyat to‘garaklarida va sport to‘garaklarida muntazam shug‘ullanib yurish, yugurish, uloqtirish, tirmashish, muvozanat saqlash kabi xayotiy tadbirlar bolalarni xar tomonlama jismoniy rivojlanishiga, ularni mexnatga tayyorlashga yordam beradi.

Foydanalingan adabiyotlar:

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KO‘P YILLIK TAYYORGARLIKNING SPORT TAKOMILLASHUV BOSQICHIDAGI BOSQON ULOQTIRUVCHILARNI TEXNIKASINI RIVOJLANTIRISHGA QARATILGAN JISMONIY SIFATLARNI RIVOJLANTIRUVCHI MASHQLARNI TUTGAN O‘RNI

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Annotasiya. *Ushbu maqolada sport maktablaridagi uloqtiruvchilarni texnikasini rivojlantirish va takomillashtirishga qaratilgan mashg‘ulotlarni tashkil etish, ularning jismoniy sifatlarini rivojlantirish xaqida ma’lumotlar keltirilgan. Bu ma’lumotlarda bosqon uloqtiruvchilarni mashg‘ulot jarayonida texnikasini rivojlantirish va takomillashtirish, musobaqa jarayonida yuqori natijaga erishish uchun jismoniy sifatlarini rivojlantirishda maxsus mashqlar majmuasidan keng foydalanilagan.*

Kalit so‘zlar: *jismoniy sifat, jismoniy yuklama, jismoniy mashqlar, tiklovchi mashqlar, maxsus mashqlar, tezkor-kuch, maxsus chidamlilik mashqlari, tezkorlik, mashg‘ulot rejasi, uloqtirish, muvozanat.*

МЕСТО ДЛЯ ВЫПОЛНЕНИЯ УПРАЖНЕНИЙ, НАПРАВЛЕННЫХ НА РАЗВИТИЕ ФИЗИЧЕСКИХ КАЧЕСТВ, С ЦЕЛЬЮ СОВЕРШЕНСТВОВАНИЯ ТЕХНИКИ РАБОТЫ С МЫШЦАМИ-СВЯЗКАМИ СКОРПИОНА В ТЕЧЕНИЕ МНОГИХ ЛЕТ ПОДГОТОВКИ

Аннотация. *В данной статье представлена информация об организации тренировочных занятий, направленных на развитие и совершенствование техники метателей в спортивных школах, а также на развитие их физических качеств. Эта информация широко использует комплекс специальных упражнений для развития и совершенствования техники метателей во время тренировок, а также для развития их физических качеств с целью достижения высоких результатов на соревнованиях.*

Ключевые слова: *физическая нагрузка, физические упражнения, восстановительные упражнения, специальные упражнения, скоростно-силовые упражнения, специальные упражнения на выносливость, скорость, план тренировок, метание.*

A PLACE FOR EXERCISES AIMED AT DEVELOPING PHYSICAL QUALITIES, WITH THE PURPOSE OF IMPROVING THE TECHNIQUE OF WORKING WITH THE SCORPIO MUSCLES-LIGAMENTS OVER MANY YEARS OF TRAINING

Abstract: *This article presents information on organizing training sessions aimed at developing and refining throwers’ technique in sports schools, as well as developing their physical abilities. This information makes extensive use of a set of specialized exercises to develop and refine throwers’ technique during training, as well as to develop their physical abilities for achieving high results in competitions.*

Keywords: *Physical activity, physical exercises, recovery exercises, special exercises, speed-strength exercises, special exercises for endurance, speed, training plan, throwing.*

Mavzuning dolzardligi. Dunyoning taraqqiyot strategiyasida yoshlar o‘rtasida ommaviy sport turlarini ommalashtirish, sport bilan muntazam shug‘ullanadigan yoshlar sonini oshirishga qartilmoqda. Jismoniy madaniyat shaxsni kompleks shakllantirish tizimining uzviy qismidir. O‘sib kelayotgan yosh avlodning sog‘ligi haqida g‘amxo‘rlik, ularda sog‘lom turmush tarzi ko‘nikmalarini rivojlantirish, mustaqil shug‘ullanish hamda jismoniy salomatligini diagnostik nazorat qilish mexanizmlarini singdirish pedagogik jarayonning ajralmas komponenti hisoblanmoqda. Shu bilan birga, ommaviy sportning inson va oila hayotidagi muhim ahamiyati, uning jismoniy va ma’naviy sog‘lomlikning asosi ekanini targ‘ib-tashviqbqilish, hayotga katta umid bilan kirib kelayotgan yoshlarni zararli odatlardan asrash,bularga o‘z qobiliyat va iste’dodlarini ro‘yobga chiqarishlari uchun zarur shartsharoitlar yaratish, ular orasidan

iqtidorli sportchilarni saralab olish hamda maqsadli tayyorlash tizimini takomillashtirish borasida muhim va dolzarb muammolardan sanaladi.

Shu maqsadda muxtaram prezidentimiz tomonidan jismoniy tarbiya va sport sohasida aholining keng qatlamlarini sport bilan shug‘ullanishga va sog‘lom turmush tarzini yuritishga jalb etish, jismonan sog‘lom o‘sib kelayotgan avlodni tarbiyalash, sport industriyasi va infratuzilmasini rivojlantirish, oliy sport mahorati sohasida mamlakatimizning xalqaro sport maydonida munosib ishtirokini ta’minlashga qaratilgan yagona davlat siyosatini amalga oshirish, bolalarni sport bilan muntazam ravishda shug‘ullanishga jalb etish, bolalar sport ta’limi sifatini oshirish, barcha hududlarda, ayniqsa, qishloq va chekka hududlarda bolalar sporti ob’ektlari tarmog‘ini yanada kengaytirish orqali bolalar sportini yanada rivojlantirish asosiy maqsad qilib belgilandi.O‘zbekiston Respublikasi Prezidentining 2020-yil 24-yanvardagi “O‘zbekiston Respublikasida jismoniy tarbiya va sportni yanada takomillashtirish va ommalashtirish chora-tadbirlari to‘g‘risida”gi PF-5924-son farmoni, 2021-yil 5-noyabrdagi “Sport ta’limi tizimini tubdan takomillashtirish orqali olimpiya va paralimpiya sport turlari bo‘yicha sportchilar zaxirasini shakllantirish sifatini yanada oshirish chora-tadbirlari to‘g‘risida”gi PQ-5279-son qarori, ushbu sohaga oid boshqa me’yoriy-huquqiy hujjatlarda belgilangan vazifalarning ijrosini ta’minlashda mazkur maqoaning asosiy maqsadlarga muvofiq ravishda xizmat qiladi.

Sport mashg‘ulotlarining ko‘p yillik tayyorgarligi – bu sportchini bolalik davridan boshlab sportda yuqori natija ko‘rsatish uchun bosqichma-bosqich rivojlantirish jarayonidir.

Yosh sportchilar organizmining yosh rivojlanishiga muvofiq, uzoq muddatli mashg‘ulot jarayonini rejalashtirish va tashkil etishda balog‘atga yetishish jarayonlari va ma'lum bir jismoniy sifatni rivojlantirishning sezgir bosqichlarining o‘ziga xos shartlarini hisobga olish kerak. Ma’lumotlarni umumlashtirish asosida ularning taxminiy yosh chegaralarini mashg‘ulot bosqichida va sportni takomillashtirish bosqichida o‘qish davri uchun aniqlash mumkin.

Umumiy va maxsus chidamlilik, tezlik va tezlik-kuch sifatlarini rivojlantirishda mutanosiblikka rioya qilish ayniqsa muhimdir. Jismoniy fazilatlarni rivojlantirish xususiyatlarini va jismoniy tayyorgarlik darajasini hisobga olish mashg‘ulot vositalari va usullarini tanlash, mashg‘ulotlar va musobaqa yuklamalarini me’yorlashtirish, uzoq muddatli istiqbolda jismoniy tayyorgarlikning individual ko‘rsatkichlarini aniqlash masalalarini to‘g‘ri hal qilishga imkon beradi.

Maxsus kuch tayyorgarligi metodikasining ishlab chiqish birinchi navbatda kuchni rivojlantirish vositalari va metodlarini tanlash hamda bajarish bilan bog‘liq. Biroq tanlangan sport faoliyati turida har bir harakat har doim uning dinamik tuzilishini aniq va maqsadli aks ettiradi. Sportchilarda kuch tayyogarligining maxsus vositalari ixtisoslashtirilgan mashqlarda harakat apparati ishiga mos bo‘lishi va sportchining sport texnik mahorati o‘sishi jarayonida uning sifatli takomillashtirishning tizimli ta’minlash zarur. Shu sababli, qo‘llaniladigan kuch tayyorgarligi vositalari yuqori mashqlantiruvchi ta’sirga ega bo‘lishi va ularning ta’sir o‘lchami sport natijasi o‘sib borishi bilan ortib borishi kerak.

Shu maqsadda jismoniy sifatlarni rivojlantiruvchi mashqlar majuasidan foydalanishni o‘rinli deb bildik. Bu mashqlar quyidagilardan iborat.

Ko‘p yillik tayyorgarlik bosqichida bosqon uloqtiruvchilar texnikasi rivojlantirishda jismoniy sifatlarni rivojlantiruvchi maxsus mashqlar majmuasini qo‘llash uslubiyati

№	Xar bir sifat uchun tanlangan mashqlar mazmuni		Mashqni bajarishga ketadigan o‘rtacha vaqti	Har bir mashqni bajarish va takrorlashlar soni	YuQS zarba/ daq	Dam olish vaqti
I blok kuch sifatini rivojlantirish mashqlar majmuasi						
1	Turnikda tortilish	Boyiga to‘ti keladigan turnikda osilib turish	Imkoniyat darajasiga qarab	3 seriyadan iborat, 3 marta takrorlanadi.	135-140	Mashqlar orasida 1.0 daq. seriyalar orasida 25-30 soniya
		Boyiga to‘ti keladigan turnikda (belda yoki yelkada) yuk bilan tortilishga harakat qilish	10-15 soniya va undan ortiq	3-4 seriyadan iborat, 3-4 marta takrorlanadi.	145-150	Mashqlar orasida 1.0 daq. seriyalar orasida 1.5-2.5 daq.
		Past turnikda (oyoqlarni oldinga uzatib, chalqancha yotgan holda) tortilish	20-40 soniya va undan ortiq	3-4 seriyadan iborat, 3-4 marta takrorlanadi.	140-145	Mashqlar orasida 1.0 daq. seriyalar orasida 1.5-2.5 daq.
II blok tezkorlik sifatini rivojlantirish mashqlar majmuasi						
2		Turgan joyda uzunlikka kurash rezinasini bir uchini belga, ikkinchisini gimnastika narvoniga mahkamlab oldinga sakrash	30-50 soniya va undan ortiq	3-4 seriyadan iborat, 3-4 marta takrorlanadi.	160-175	Mashqlar orasida 1.0 daq. seriyalar orasida 30-50 soniya
		Balandligi 20-25 oralig‘i 60-70 santimetrni tashkil etadigan bir nechta predmetlar ustidan sakrab o‘tish (yuksiz va yuk bilan)	30-50 soniya va undan ortiq	3-4 seriyadan iborat, 3-4 marta takrorlanadi.	150-165	Mashqlar orasida 1.0 daq. seriyalar orasida 30-50 soniya
		O‘tirib turish, (so‘ng turishida uzunlikga sakrash)	2-3 daq. va undan ortiq	3-4 seriyadan iborat, 3-4 marta takrorlanadi.	155-160	Mashqlar orasida 1.0 daq. seriyalar orasida 1.5-2.5 daq.
		III blok egiluvchanlik sifatini rivojlantirish mashqlar majmuasi				
3	Ko‘prik holatini egallash	Kurash gilamiga oyoqlarga tayanib kuraklarga yotamiz, qo‘llarga tayanib qorinni tepaga ko‘taramiz – gilamga burunni yoki iyakni tekkazish	10-20 soniya va undan ortiq	10-15 seriyadan iborat, 3-4 marta takrorlanadi.	120-125	Mashqlar orasida 1.0 daq. seriyalar orasida 1.5-2.5 daq.
		Kurash gilamiga oyoqlarga tayanib kuraklarga yotamiz, qo‘llar va oyoqlarga tayanib qorinni tepaga	10-20 soniya va undan ortiq	10-15 seriyadan iborat, 3-4 marta takrorlanadi.	115-125	Mashqlar orasida 1.0 daq. seriyalar orasida 1.5-2.5 daq.

		ko‘taramiz, tovonlarni boshga yaqinlashtirish				
		Kurash gilamiga oyoqlarga tayanib kuraklarga yotamiz, qo‘llar va oyoqlar uchiga tayanib qorinni tepaga ko‘tarish	2-3daq. va undan ortiq	10-15 seriyadan iborat, 3-4 marta takrorlanadi.	104-130	Mashqlar orasida 1.0 daq. seriyalar orasida 1.5-2.5 daq.
	IV blok chidamlilik sifatini rivojlantirish mashqlar majmuasi					
4	5 daqiqa davomida gimnastika stuli ustiga chiqib-tushish	Joyida yugurish	3-5 daq. va undan ortiq	3-4 seriyadan iborat, 3-4 marta takrorlanadi.	138-144	Mashqlar orasida 1.0 daq. seriyalar orasida 1.5-2.5 daq.
		Gimnastika stuli ustidan sakrab o‘tish	1-2 daq. va undan ortiq	3-4 seriyadan iborat, 3-4 marta takrorlanadi.	132-144	Mashqlar orasida 2.0 daq. seriyalar orasida 3-4 daq.
		Uzoq masofaga yugurish	5-10 daq. va undan ortiq	1-2 seriyadan iborat, 1-2 marta takrorlanadi.	142-155	Mashqlar orasida 1.0 daq. seriyalar orasida 1.5-2.5 daq.

Faqat ularning bajarilish hajmi va shiddati farq qiladi. Umumiy qabul qilingan kuch mashqlaridagi jiddiy kamchilik ham shundaki, bosqon uloqtiruvchilar mashg‘ulotida ijro apparati ixtisoslashtirilgan mashqlar turli xil mushaklarning o‘ziga xos moslashish hodisasi ham inobatga olinadi. Tezlik, chaqqonlik, chidamlilk va egiluvchanlik jismoniy sifatlari xam va ularni rivojlantirish muhim ahamiyat kasb etadi.

Alohida ta’kidlash joizki, uloqtirish harakatlari samaradorligini birinchi navbatda sportchi tanasining harakat apparati funksional tarkibiy qismi hisoblangan ishchi bo‘g‘inlaridan maqsadli foydalanish bilan bog‘liq. Inson tanasining ishchi mexanizmlari qatoriga birinchi galda mushaklarning tortish harakatlari alohida bo‘g‘im va umuman harakat apparati darajasida mushak guruhlarini sinergetik va antogenestik o‘zro munosabatlarini mushaklar ishidagi oqilona ketma- ketlik kiradi. Shu bois biz bosqon uloqtiruvchilar texnikasini takomilashtirish uchun maxsus mashqlar majmuasini tuzib chiqdik va amaliyotga joriy qildik.Ushbu mashqlarni ketma ketligini jadval asosida yoritib o‘tdik.

Sport takomillashuvi bosqichidagi bosqon uloqtiruvchilarni texnikasini takomillashtirishga qaratilgan maxsus mashqlar majmuasi.

№	**Uloqtirish texnikasini takomillashtirish mashqlar**	**Vazifalar**	**Takrorlash soni**		**Uslubiy ko‘satmalar**
1	Bosqonni to‘g‘ri ushlash va uni dastlabki aylantirishni o‘rgatish.	Bosqon dastasini to‘g‘ri ushlashni mashq qilish.	20-25 marta	25-30 s.	Dastlabki aylantirishni avval tekis sur’atda bajarish kerak. Uni bajarishni yetarli darajada o‘rganib olgandan keyin, 3—4 aylanishni tezlashtirilib bajariladi.
		Bosqonni ikki qo‘llab ushlab tezlashtirmay aylantirish.	10-15 marta		
		Normal turish holatida bosqonni tezlantirib aylantirish.	10-15 marta		
2	Bosqon bilan maxsus	Bosqonni sektorda turgan joyda aylantirish mashqlari.	8-10 marta	20-25 s.	Bosqon bilan xaratlanish vaqtida tana xarakatlari va

	mashqlarni bajarish.				bosqonga qarshi tura olish xolatiga e'tibor berish.
		Bosqon bilan xarakatlanib yurish mashqlari.	8-10 marta		
		Bosqon bilan burilish xarakatlaridan keyin uloqtirish.	10-15 arta		
3	Burilish texnikasini o'rgatish	Bosqonsiz burilishlar: a)sanoq bilan(bir deganda burilishning birinchi yarmi, ikki deganda ikkinchi yarmi burilish.	20-25 marta	20-25 s.	Burilishni to'g'ri bajarganda bosqon shari har doim uloqtiruvchining gavdasidan keyin siljishi kerak. Oyoq harakatlarining to'g'ri bajarilishiga ko'proq e'tibor berish kerak.
		Sanoqsiz bir xil tezlikda burilishlar	10-15 marta		
		Muvozanat saqlash, burilish vaqtida bosqonning tortilish kuchiga qarshi tura olish.	5-10 marta		
4	To'ldirma to'plar bilan ishlash.	To'ldima to'p bilan turgan jo'yda aylntirish	10-15 marta	20-25 s.	To'ldima to'p bilan ishlashda uloqtirish qoidariga tayanib, oyoq va qo'l xarakatlariga e'tbor berish.
		To'ldima to'pni 15 metrga bosh ortidan aylantirib, qoida boy'icha yurib borish.	10-15 marta		
		To'ldima to'pni turgan joyda aylantirib uloqtirish.	20 -25 marta		
5	Bosqon uloqtirish texnikasini bajarish	Bosqon bilan aylanish tezligini oshirish	5-10 marta	25-30 s	Bosqon bilan aylanish vaqtida tezlikni oshirishda oyoq,bel va qo'l xolatiga e'tibor qaratish muhim ahamiyatga ega. Shuning uchub shu xolatlarga e'tibor beriladi.
		Bosqon bilan aylanish vaqtida muvozanat saqlash	5-10 marta		
		Bosqonni uloqtirish ritmini aniqlash	5-10 marta		
6	Kuch sifatini rivoshlantiruvchi mashqlar	Shtangani dast (50kg) ko'tarish. Dast ko'tarib tortish va o'tirib-turish mashqlari	5-8 marta	15-20 s	Kuch sifatini rivojlantirishda tana xoatiga buyum og'girligiga va vaqt meyorlariga e'tibor qaratish kerak
		Devorga maxhkamlanga rezina arqonni chap va o'ng yon bilan oldinga tortish.	25-30 marta		
7	Bosqonni aylantirish tezligini oshirish	Burilishlar vaqtida muvozanatni saqlab bosqon bilan xarakatlanish.	10-15 marta	20-25 s.	Bosqonni aylanish tezligi oshganida ogirlik ko'payadi.shuning uchun tanani qarshilkni yenga olishga tura olish xolatini to'g'ri baholash.
		Burilishlardan so'ng bosqonni uloqtirish.	8-10 marta		
8	Bosqonni bir burilishda uloqtirishni bajarish.	To'ldirma to'pni uloqtirish	10-15 marta	20-25 s.	Yakunlavchi xarakat texnikasini bajarishda oyoq va bel xarakatiga e'tibor qaratish kerak.
		Qadoqtoshni burilishdan so'ng uloqtirish. .	8-10 marta		
		Yadroni burilishdan so'ng uloqtirish	8-10 marta		
9	Oxirgi zo'r berishga o'rgatish.	Bosqon va boshqa asboblarni bir burilishdan uloqtirish (toldirma to'p, qadoqtosh, bosqon)	30-40 marta	20-25 s.	Oxirgi zo'r berish texnikasini o'rgatish uchun eng yaxshi mashq bosqonni bir burilishdan uloqtirishdir, chunki bunda bosqon
		Bosqon va boshqa asboblarni bir burilib, oxirgi aktiv zo'r berish bilan bajarish	20-25 marta		
		Bosqon va boshqa asboblarni uch	10-15		

		burilishdan uloqtirish. Ikki burilish sekin, uchinchisi tezlashtirilib va oxirgi harakat aktiv bajariladi.	marta		uloqtiruvchining gavdasidan oldinga o'tishga ulgurmaydi.
4 10	Bosqon uloqtirish texnikasini takomillashtirish.	Uloqtirish texnikasini takomillashtirish uchun dastlabki aylantirish, burilishlar va oxirgi zo'r berish mashqlarini bajarish.	15-20 marta	15-20 s.	Uloqtirish texnikasinn takomillashtirayotganda, yuqorida ko'rsatib o'tilgan maxsus mashqlarni mashg'ulotlarga kiritish kerak. Bosqon uloqtirish malakasini mustahkamlash uchun asbobni bor kuch bilan uloqtirish. Bu sportchini musobaqaga yaxshi tayyorlaydi.
		Doira ichida turib bosqonni maksimal tezlikda aylantirib, uch burilib uloqtirish.	12-15 marta		
		Mashg'ulot vaqtida musobaqa qoidalariga rioya qilgan holda sinash tariqasida bosqon uloqtirish.	30-35 marta		

Xulosa qilib aytgnda mashg'ulot jarayonida biz tomonimizdan ishlab chiqilgan maxsus mashqlarni qo'llash sport maktablaridagi barcha guruxlarda uloqtiruvchilarning uloqtirish texnikasi o'rganish, texnikani takomillashtirish va uloqtirish texnikasini barqaqor ushlab turishga katta amaliy yordam beradi. Shu bilan birga mxsus jismoniy sifatlar ham rivojlanadi.

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INGLIZ TILIGA IXTISOSLASHMAGAN OLIY TA'LIM TALABALARI ORASIDA O'QISH KO'NIKMALARINI RIVOJLANTIRISH UCHUN ANALITIK RUBRIKA ASOSIDA BAHOLASHNING SAMARADORLIGI

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Annotatsiya: *Ushbu maqola o'zga yo'nalishga ixtisoslashgan universitet talabalari o'rtasida ingliz tilida o'qish ko'nikmalarini rivojlantirish uchun analitik rubrika asosida baholashning samaradorligini o'rganadi. Tadqiqot ishtirokchilari turli akademik yo'nalishlarda tahsil olayotgan, til bilish darajasi A2–B1 bo'lgan birinchi bosqich bakalavr talabalardan iborat. Tadqiqotda asosiy g'oya, tafsilotlarni aniqlash, xulosa chiqarish va lug'at boyligini baholashga qaratilgan analitik rubrika bilan birga o'qish bo'yicha topshiriq qo'llanildi. Ma'lumotlar dars jarayonidagi baholash orqali yig'ilib, sifat jihatdan tahlil qilindi. Natijalar shuni ko'rsatdiki, rubrika asosida baholash talabalarning matnni tushunish aniqligini oshiradi, tanqidiy fikrlashni rivojlantiradi hamda baholash mezonlari haqidagi xabardorlikni kuchaytiradi. Tadqiqot tuzilgan baholash vositalarining ingliz tili ixtisoslashmagan yo'nalishlarda til rivojiga ijobiy ta'sirini ko'rsatadi.*

Kalit so'zlar: *rubrika asosida baholash, analitik rubrika, o'qish ko'nikmalari, universitet talabalari, EFL, baholash*

THE EFFECTIVENESS OF ANALYTIC RUBRIC-BASED ASSESSMENT FOR DEVELOPING READING SKILLS AMONG NON-ENGLISH MAJOR UNIVERSITY STUDENTS

Abstract: *This study investigates the effectiveness of analytic rubric-based assessment in enhancing the reading skills of university students learning English for non-specialized purposes. The participants were first-year undergraduate students from various academic disciplines with A2–B1 proficiency levels. The study included a reading comprehension task accompanied by an analytic rubric focusing on main idea identification, detail recognition, inference-making, and vocabulary knowledge. Data were collected through classroom-based assessment and analyzed qualitatively. The findings indicate that rubric-based assessment improves students' comprehension accuracy, promotes critical thinking, and increases awareness of evaluation criteria. The study highlights the importance of structured assessment tools in fostering language development in non-English major contexts.*

Keywords: *rubric-based assessment, analytic rubric, reading skills, university students, EFL, assessment*

ЭФФЕКТИВНОСТЬ ОЦЕНИВАНИЯ НА ОСНОВЕ АНАЛИТИЧЕСКОЙ РУБРИКИ В РАЗВИТИИ НАВЫКОВ ЧТЕНИЯ У СТУДЕНТОВ НЕЯЗЫКОВЫХ НАПРАВЛЕНИЙ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

Аннотация: *Данное исследование направлено на изучение эффективности аналитической рубрикаторной оценки в развитии навыков чтения у студентов вузов, изучающих английский язык не по специальности. В исследовании приняли участие студенты первого курса различных направлений с уровнем владения английским языком A2–B1. В рамках исследования использовалось задание на чтение с аналитической рубрикой, направленной на оценку понимания основной идеи, выявления деталей, умения делать выводы и владения словарным запасом. Данные были собраны в процессе аудиторного оценивания и проанализированы качественно. Результаты показали, что рубрикаторная оценка способствует повышению точности понимания текста, развитию критического мышления и осознанию критериев оценивания. Исследование подчеркивает важность структурированных инструментов оценки для развития языковых навыков у студентов неязыковых специальностей.*

Ключевые слова: *оценивание с использованием рубрик, аналитическая рубрика, навыки чтения, студенты вузов, английский как иностранный язык, оценивание*

Introduction: In English as a Foreign Language (EFL) contexts, university students from non-English majors often face difficulties in developing effective reading skills. While many students possess basic language knowledge, they struggle to identify key ideas, interpret details, and infer meaning from texts. Traditional assessment methods, which primarily focus on correct or incorrect answers, often fail to provide detailed feedback on students' performance. Rubric-

based assessment, particularly analytic rubrics, has gained attention as an effective tool for evaluating multiple dimensions of language skills. Analytic rubrics break down performance into specific criteria, allowing both teachers and learners to better understand strengths and weaknesses.

This study aims to examine how analytic rubric-based assessment can improve reading comprehension skills among university students studying English as a general subject outside their major. The research focuses on evaluating students' performance through structured criteria and analyzing the outcomes of rubric-based assessment.

Literature review

Rubric-based assessment has become an essential component in modern language evaluation, particularly in English as a Foreign Language (EFL) contexts. Researchers emphasize that traditional assessment methods often fail to provide detailed insights into students' performance, as they focus mainly on final outcomes rather than the learning process.

According to **Brookhart (2013),** rubrics serve as a tool for clarifying expectations and improving the quality of students' work by providing explicit criteria. [1; 7]. Similarly, **Andrade (2000)** argues that rubrics enhance students' understanding of assessment standards and promote self-regulated learning. [2; 16]. These findings suggest that rubric-based assessment is not only evaluative but also instructional in nature. Analytic rubrics, in particular, have been widely recognized for their effectiveness in assessing language skills. As noted by **Jonsson and Svingby (2007),** analytic rubrics allow teachers to evaluate different components of performance separately, which increases reliability and provides more specific feedback. [3; 139]. This is especially important in reading assessment, where multiple sub-skills such as identifying main ideas, understanding details, and making inferences are involved. In the context of reading comprehension, **Grabe (2009)** highlights that effective reading requires both lower-level skills (such as vocabulary recognition) and higher-level cognitive processes (such as inference and critical thinking). [4; 24]. However, many EFL learners struggle with these higher-order skills, particularly when assessment methods do not explicitly target them. Furthermore**, Cheng (2012)** states that language assessment should involve multiple forms of data collection to fully understand learners' abilities. This supports the use of rubric-based assessment, which integrates various criteria and provides a more comprehensive evaluation framework.[5; 60].

Research also shows that rubric-based assessment positively influences student motivation and engagement. According to **Panadero and Jonsson (2013),** when students are aware of assessment criteria, they are more likely to take responsibility for their learning and actively participate in tasks.[6; 136]. Despite these advantages, some challenges remain. For instance, **Reddy and Andrade (2010)** point out that designing effective rubrics requires careful planning and teacher training. Poorly constructed rubrics may lead to confusion and inconsistent evaluation.[7; 135].

Overall, the literature indicates that analytic rubric-based assessment is a valuable tool in EFL classrooms. It enhances transparency, supports formative learning, and improves students' ability to understand and meet academic expectations. However, its effectiveness largely depends on proper design and implementation.

Methods: This study employed a classroom-based qualitative research design focusing on rubric-based assessment of reading skills. An analytic rubric was used to evaluate multiple aspects of students' reading comprehension. The participants of this study were 12 undergraduate university students from various non-English majors. Their English proficiency ranged from A2 to B1. All students were Uzbek native speakers and had studied English for several years prior to university. Their primary goal was to improve overall English proficiency for future academic and professional purposes. **Assessment Task:** Students were given a reading text titled *"The Eiffel Tower"* followed by comprehension questions, including multiple-choice and short-answer items:

Assessment test: Reading

- Main skill: Reading
- Integrated skill: Critical thinking, Vocabulary
- Rubric: Analytical
- Task assessment: The students will be provided with a text and comprehension questions (multiple-choice questions) to check their understanding and reading skills.

The Eiffel Tower

The Eiffel Tower is in Paris, France. It is a very famous tower. Many people visit it every year. The Eiffel Tower is made of iron. It was built by Gustave Eiffel. He finished it in 1889. It was built for a big world fair. The tower is very tall. It is about 330 meters high. You can go to the top. There are stairs and elevators. From the top, you can see all of Paris. Many people like to take pictures of the Eiffel Tower. It is a symbol of Paris and France. At night, the tower has many lights. It is very beautiful. It is a place of history and culture. The Eiffel Tower is a special place in Paris.

Task Instructions: Read the text about the Eiffel Tower. Then, answer the questions below.

Comprehension Questions:

1. Where is the Eiffel Tower?
a) London, England
b) Rome, Italy
c) Paris, France
2. What is the Eiffel Tower made of?
a) Wood
b) Iron
c) Stone
3. Who built the Eiffel Tower?
a) A famous king
b) Gustave Eiffel
c) A group of workers
4. When was the Eiffel Tower finished?
a) 1789
b) 1889
c) 1989
5. How tall is the Eiffel Tower?
a) 100 meters
b) 230 meters
c) 330 meters
6. Can you go to the top of the Eiffel Tower? (Yes/No)
7. What can you see from the top of the Eiffel Tower?
a) All of France
b) All of Europe
c) All of Paris
8. What is the Eiffel Tower a symbol of?
a) London
b) Paris and France
c) The world
9. What does the Eiffel Tower have at night?
a) Many flags
b) Many lights
c) Many flowers
10. In one sentence, what is special about the Eiffel Tower? (Write your answer below.)
The task aimed to assess:
-Understanding of the main idea
-Identification of details
-Ability to make conclusions
-Vocabulary comprehension
I chart
Analytic rubric:

Criteria	**Excellent (4 points)**	**Good (3 points)**	**Fair (2 points)**	**Needs improvement (1 point)**
Understanding main idea	Clearly identifies the main idea of the text	Despite with some minor errors, identifies the main idea	Identifies the main idea with frequent difficulties and misunderstandings	Fails to understand the main idea
Identifying details	Accurately identifies the main details of the text	Identifies the details of the text with some omissions	Able to identify, but with some common omissions and errors	Fails to understand the details of the text.

Making conclusions	Makes the logical and well-supported conclusions of the text without a help	Makes conclusions with the support from the text	Makes the conclusions that are incorrect or need corrections or illogical	Fails to conclude the text
Vocabulary knowledge	Shows high-level understanding of vocabulary with accuracy	Demonstrates a good understanding of frequently used vocabulary in the text	Shows basic level of understanding from the vocabulary of the text	Demonstrates limited understanding of the vocabulary

This rubric allowed for a more detailed and transparent evaluation of students' reading performance compared to traditional scoring methods.

Results: The results of the rubric-based assessment revealed several important findings. The students demonstrated diverse learning characteristics, with most being active and responsive to interactive tasks, although some showed lower participation due to introverted personalities. Most students achieved scores between **2 (Fair)** and **3 (Good)**, indicating moderate reading proficiency. A smaller number reached the **Excellent (4)** level, particularly in identifying main ideas. **Understanding Main Idea:** The majority of students successfully identified the main idea, with minor errors. This indicates that general comprehension skills were relatively well-developed. **Identifying Details:** Students showed some difficulty in recognizing specific details, often missing key information or making partial interpretations. **Making Conclusions:** This was the weakest area. Many students struggled to make logical inferences, suggesting limited critical thinking skills in reading.

Vocabulary Knowledge: Students demonstrated basic to moderate vocabulary understanding but had difficulty interpreting less familiar words in context. The use of the analytic rubric had several positive effects. It increased students' awareness of **assessment criteria**. Furthermore, the rubric improved ability to **self-evaluate performance** and encouraged more **focused reading strategies.** provided **clear and structured feedback** .

Discussion: The findings of this study demonstrate that analytic rubric-based assessment is an effective tool for evaluating and improving reading skills among university students.

One of the key advantages of the rubric was its transparency. Students clearly understood what was expected in each criterion, which helped them focus on specific aspects of reading comprehension. This aligns with previous research emphasizing the role of clear assessment criteria in enhancing learning outcomes. The results also highlight that while students can understand general ideas, they struggle with higher-order skills such as inference and critical analysis. This suggests the need for more targeted instruction in these areas. Furthermore, rubric-based assessment supports formative learning by providing detailed feedback rather than a single score. This helps students identify their weaknesses and work towards improvement.

Conclusion: This study confirms that analytic rubric-based assessment plays a significant role in improving reading comprehension skills in EFL contexts, particularly among non-English major university students. By breaking down performance into specific criteria, rubrics provide a more comprehensive evaluation and support students' learning process. The findings suggest that integrating rubric-based assessment into regular classroom practice can enhance both language proficiency and critical thinking skills.

Future research may explore the application of rubric-based assessment to other language skills such as writing and speaking.

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PODKAST TEXNOLOGIYASI YORDAMIDA TALABALARNING AUDITIV KOMPETENSIYASINI RIVOJLANTIRISH (QORAQALPOG'ISTON RESPUBLIKASI MISOLIDA)

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Annotatsiya. *Mazkur maqolada Qoraqalpog'iston Respublikasida talabalarning auditiv kompetensiyasini rivojlantirishda podkast texnologiyasining o'rni tahlil qilinadi. Xususan, podkastlarning autentik nutqni o'rganishdagi ahamiyati, tinglab tushunish ko'nikmalarini shakllantirishdagi roli va o'quv jarayonidagi samaradorligi eksperimental tadqiqot asosida yoritiladi. Natijalar shuni ko'rsatadiki, podkast texnologiyasi talabalarning tinglash ko'nikmalarini rivojlantirishda, lug'at boyligini oshirishda hamda mustaqil ta'limni rag'batlantirishda muhim vosita hisoblanadi.*

Kalit so'zlar: *podkast texnologiyasi, auditiv kompetensiya, tinglab tushunish, EFL, Qoraqalpog'iston, raqamli ta'lim, metodika*

РАЗВИТИЕ АУДИТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ С ИСПОЛЬЗОВАНИЕМ ПОДКАСТ-ТЕХНОЛОГИЙ (НА ПРИМЕРЕ РЕСПУБЛИКИ КАРАКАЛПАКСТАН)

Аннотация. *В данной статье анализируется роль подкаст-технологий в развитии аудитивной компетенции студентов в Республике Каракалпакстан. Особое внимание уделяется значению подкастов как аутентичных источников речи, их влиянию на формирование навыков аудирования и эффективности в образовательном процессе. Результаты экспериментального исследования показывают, что подкасты способствуют улучшению понимания речи на слух, расширению словарного запаса и развитию самостоятельного обучения.*

Ключевые слова: *подкаст-технологии, аудитивная компетенция, аудирование, EFL, Каракалпакстан, цифровое обучение, методика*

THE ROLE OF PODCAST TECHNOLOGY IN DEVELOPING STUDENTS' AUDITORY COMPETENCE (A CASE STUDY OF THE REPUBLIC OF KARAKALPAKSTAN)

Abstract. *This article examines the role of podcast technology in developing students' auditory competence in the Republic of Karakalpakstan. In particular, the study highlights the importance of podcasts as authentic speech materials, their impact on listening comprehension skills, and their effectiveness in the learning process. The results of the experimental study indicate that podcast technology significantly improves listening skills, enhances vocabulary acquisition, and promotes autonomous learning among students.*

Keywords: *podcast technology, auditory competence, listening comprehension, EFL, Karakalpakstan, digital learning, methodology*

Kirish. Bugungi kunda globallashuv va raqamlashtirish jarayonlari ta'lim tizimining barcha bosqichlariga sezilarli ta'sir ko'rsatmoqda. Xususan, xorijiy tillarni o'qitishda innovatsion texnologiyalarni joriy etish nafaqat zarurat, balki zamon talabi sifatida namoyon bo'lmoqda. Shu nuqtai nazardan, tinglab tushunish, ya'ni auditiv kompetensiya kommunikativ kompetensiyaning muhim tarkibiy qismi hisoblanadi. Crystal tilshunoslikda tinglash jarayonini nutqiy axborotni qabul qilish, anglash va talqin qilish bilan bog'liq murakkab faoliyat sifatida izohlaydi. Demak, talaba chet tilidagi nutqni faqat eshitib qolmasdan, balki undagi ma'no, kontekst, intonatsiya va kommunikativ niyatni ham tushuna olishi zarur [2].

Bundan tashqari, Harmer xorijiy til o'qitishda autentik materiallardan foydalanish talabalarni real kommunikativ muhitga tayyorlashini ta'kidlaydi. Uning fikricha, dars jarayonida faqat sun'iy matnlar yoki soddalashtirilgan audioyozuvlardan foydalanish talabalarning haqiqiy nutqni tushunish imkoniyatlarini cheklaydi. Shu sababli podkastlar tabiiy nutq tezligi, turli aksentlar, real mavzular va jonli muloqot elementlarini o'zida mujassam etgani uchun auditiv kompetensiyani rivojlantirishda muhim didaktik vosita bo'lib xizmat qiladi [5, 33-46].

Shuningdek, Field tinglab tushunish jarayonini kognitiv jihatdan murakkab faoliyat sifatida baholab, unda bottom-up va top-down strategiyalarining o‘zaro bog‘liqligini ko‘rsatadi. Boshqacha aytganda, talaba bir tomondan tovush, so‘z va grammatik shakllarni ajratib oladi, ikkinchi tomondan esa oldingi bilimlari, kontekst va mavzu asosida umumiy mazmunni anglaydi. Podkast texnologiyasi aynan mana shu ikki jarayonni uyg‘unlashtirishga yordam beradi, chunki u talabalarni nafaqat so‘zlarni eshitishga, balki eshitilgan axborotni tahlil qilishga ham yo‘naltiradi [4, 331-333].

Mahalliy tadqiqotchilar ham tinglab tushunish ko‘nikmalarini rivojlantirishda zamonaviy texnologiyalarning ahamiyatini alohida qayd etadilar. Jumladan, Erimbetova va Tadjimova tinglash ko‘nikmalarini shakllantirish ta’lim samaradorligini oshirishning muhim omillaridan biri ekanligini ta’kidlaydi [3, 50-52]. Seytnazarova, Saparniyazova va Allaniyazova esa chet tillarni o‘qitishda interaktiv multimedia texnologiyalaridan foydalanish talabalar faolligini oshirishi, ularning eshitish orqali axborotni qabul qilish malakasini kuchaytirishini ko‘rsatadi. Bu fikrlar podkast texnologiyasini o‘quv jarayoniga tatbiq etish ilmiy-metodik jihatdan asosli ekanini ko‘rsatadi [6, 89].

Bundan tashqari, O‘zbekiston Respublikasida ta’limni raqamlashtirish davlat siyosati darajasida qo‘llab-quvvatlanmoqda. Xususan, “Raqamli O‘zbekiston – 2030” strategiyasida ta’lim tizimiga zamonaviy axborot-kommunikatsiya texnologiyalarini keng joriy etish ustuvor vazifalardan biri sifatida belgilangan. Shu bois xorijiy tillarni o‘qitishda raqamli resurslardan, jumladan, podkastlardan foydalanish zamonaviy ta’lim talablari bilan bevosita bog‘liqdir [1].

Ayniqsa, Qoraqalpog‘iston Respublikasi kabi ko‘p tilli hududlarda podkast texnologiyasidan foydalanish alohida ahamiyatga ega. Chunki bunday hududlarda talabalar bir vaqtning o‘zida ona tili, davlat tili va xorijiy til muhitida ta’lim oladilar. Shuning uchun autentik audio materiallar ularning ingliz tilidagi nutqni tabiiy shaklda qabul qilishiga, talaffuz va intonatsiyani anglashiga, shuningdek, mustaqil ta’limga bo‘lgan qiziqishini oshirishga xizmat qiladi. Demak, yuqoridagi nazariy va amaliy asoslardan kelib chiqib, mazkur tadqiqotning asosiy maqsadi Qoraqalpog‘iston Respublikasida talabalarning auditiv kompetensiyasini rivojlantirishda podkast texnologiyasining o‘rnini aniqlash va uning metodik samaradorligini asoslashdan iboratdir.

Metodologiya. Mazkur tadqiqotda talabalarning auditiv kompetensiyasini rivojlantirishda podkast texnologiyasining samaradorligini aniqlash maqsadida kompleks va tizimli metodologik yondashuv qo‘llanildi. Avvalo, nazariy bosqichda ilmiy adabiyotlar tahlil qilinib, tinglab tushunish kompetensiyasining mohiyati hamda raqamli texnologiyalarning didaktik imkoniyatlari o‘rganildi. Shu bilan birga, kommunikativ va kompetensiyaviy yondashuvlar tadqiqotning nazariy asosini tashkil etdi. Keyingi bosqichda, empirik tadqiqot tashkil etildi va unda jami 60 nafar talaba ishtirok etdi. Ular tasodifiy tanlash asosida ikki guruhga ajratildi: nazorat guruhi va eksperimental guruh. Birinchidan, har ikki guruhning boshlang‘ich darajasi pre-test yordamida aniqlab olindi. Shundan so‘ng, 8 hafta davomida eksperimental guruhda podkast asosidagi darslar o‘tkazildi, nazorat guruhida esa an’anaviy metodlardan foydalanildi. Xususan, eksperimental darslar uch bosqichda tashkil etildi. Dastlab, pre-listening bosqichida talabalar mavzu bilan tanishtirildi va yangi lug‘at birliklari tushuntirildi. Keyinchalik, while-listening jarayonida talabalar podkastni tinglab, asosiy g‘oya va muhim tafsilotlarni aniqlashga qaratilgan topshiriqlarni bajardilar. Nihoyat, post-listening bosqichida muhokama, savol-javob va qayta hikoya qilish orqali bilimlar mustahkamlandi. Bundan tashqari, podkast materiallari autentiklik, til darajasiga moslik va nutq tezligi kabi mezonlar asosida tanlab olindi. Shuningdek, ma’lumotlarni yig‘ishda test sinovlari, kuzatish va so‘rovnoma usullaridan foydalanildi. Natijada, olingan ma’lumotlar miqdoriy va sifat jihatdan tahlil qilinib, eksperimental guruh natijalari nazorat guruhi bilan qiyoslandi. Umuman olganda, qo‘llanilgan metodologiya podkast texnologiyasining auditiv kompetensiyani rivojlantirishdagi samaradorligini aniqlash imkonini berdi.

Natijalar. Tadqiqot natijalari podkast texnologiyasining talabalarning auditiv kompetensiyasini rivojlantirishda sezilarli samaradorlikka ega ekanligini ko‘rsatdi. Avvalo, pre-test natijalari tahlili shuni tasdiqladiki, nazorat va eksperimental guruhlar boshlang‘ich bosqichda deyarli teng darajada bo‘lgan. Shundan so‘ng, 8 haftalik tajriba yakunida o‘tkazilgan post-test natijalari eksperimental guruh foydasiga sezilarli farqni namoyon etdi.

Birinchidan, eksperimental guruhda tinglab tushunish ko‘rsatkichi keskin oshdi, ya’ni talabalar murakkab nutqni tushunish, asosiy g‘oyani ajratish va muhim tafsilotlarni aniqlashda yuqori natijalarga erishdilar. Aksincha, nazorat guruhida o‘sish mavjud bo‘lsa-da, u ancha past darajada kuzatildi.

Ikkinchidan, dars jarayonida qo‘llanilgan podkast mavzulari ham natijalarga ijobiy ta’sir ko‘rsatdi. Xususan, quyidagi mavzular ishlatildi: Education in the Digital Age Climate Change Challenges Successful People’s Habits Intercultural Communication

Masalan, “Climate Change Challenges” podkastini tinglagan talabalar global muammolar haqidagi asosiy fikrlarni aniqlay oldilar va “carbon emissions”, “global warming” kabi terminlarni kontekst orqali tushundilar.

Shuningdek, “Successful People’s Habits” podkasti asosida talabalar eshitilgan ma’lumotni qayta hikoya qilib, asosiy g‘oyalarni mantiqiy izchillikda bayon eta oldilar.

Uchinchidan, frazeologik birliklarni anglash ham rivojlandi. Masalan, podkastda uchragan “pull it off” iborasini talabalar “muvaffaqiyatli bajarish” deb to‘g‘ri talqin qildilar, bu esa kontekstual tushunish ko‘nikmasi shakllanganini ko‘rsatadi.

Bundan tashqari, so‘rovnoma natijalari talabalarning aksariyati (taxminan 85–90%) podkast asosidagi darslarni qiziqarli va samarali deb baholaganini ko‘rsatdi. Shuningdek, ular mustaqil ravishda podkast tinglashni davom ettirish istagini bildirdilar. Nihoyat, kuzatish natijalari asosida eksperimental guruhda dars faolligi, muhokamalarda ishtirok etish va erkin fikr bildirish darajasi sezilarli darajada oshgani aniqlandi. Umuman olganda, ushbu natijalar podkast texnologiyasi auditiv kompetensiyani rivojlantirishda yuqori samaradorlikka ega innovatsion vosita ekanligini to‘liq tasdiqlaydi.

Muhokama. Mazkur tadqiqot natijalari podkast texnologiyasining talabalarning auditiv kompetensiyasini rivojlantirishda yuqori samaradorlikka ega ekanligini tasdiqlaydi. Avvalo, eksperimental guruhda kuzatilgan sezilarli o‘sish podkastlarning autentik va real nutq namunalarini taqdim etishi bilan izohlanadi. Chunki, an’anaviy dars materiallaridan farqli ravishda, podkastlar tabiiy nutq tezligi, turli aksentlar va haqiqiy kommunikativ vaziyatlarni o‘z ichiga oladi.

Shu bilan birga, olingan natijalar John Field tomonidan ilgari surilgan fikrlarni ham tasdiqlaydi. Unga ko‘ra, tinglab tushunish jarayoni murakkab kognitiv faoliyat bo‘lib, unda bottom-up va top-down strategiyalar uyg‘unlashadi. Podkast asosidagi mashg‘ulotlar aynan shu strategiyalarni birgalikda rivojlantirish imkonini berdi. Ya’ni, talabalar bir tomondan tovush va so‘zlarni aniqlashni o‘rgangan bo‘lsa, ikkinchi tomondan umumiy mazmunni kontekst asosida tushunishga erishdilar. Bundan tashqari, natijalar Jeremy Harmer ta’kidlagan autentik materiallardan foydalanishning ahamiyatini yana bir bor isbotladi. Xususan, “Climate Change Challenges” va “Education in the Digital Age” kabi podkast mavzulari talabalar uchun nafaqat til o‘rganish vositasi, balki bilim manbai sifatida ham xizmat qildi. Natijada, ular yangi terminlarni kontekst orqali o‘zlashtirib, eshitilgan ma’lumotni chuqurroq anglay boshladilar.

Shuningdek, frazeologik birliklarni tushunishdagi ijobiy o‘zgarishlar podkastlarning tabiiy nutqni o‘rganishda muhim vosita ekanligini ko‘rsatadi. Masalan, “pull it off” kabi iboralarni kontekst asosida tushunish talabalarning lingvistik va pragmatik kompetensiyasi rivojlanganidan dalolat beradi. Yana bir muhim jihat shundaki, podkast texnologiyasi talabalarning motivatsiyasiga ijobiy ta’sir ko‘rsatdi. So‘rovnoma natijalariga ko‘ra, talabalar dars jarayonini qiziqarliroq deb baholagan va mustaqil o‘rganishga intilishlari ortgan. Demak, podkastlar nafaqat bilimni oshiradi, balki o‘quv jarayonini faollashtiradi. Biroq, ayrim cheklovlar ham mavjud. Xususan, texnik vositalarning yetarli emasligi yoki internet tezligining pastligi podkastlardan to‘liq foydalanishga to‘sqinlik qilishi mumkin. Shu sababli, kelgusida ushbu texnologiyani joriy etishda infratuzilmani yaxshilash muhim ahamiyatga ega. Umuman olganda, tadqiqot natijalari podkast texnologiyasi auditiv kompetensiyani rivojlantirishda samarali, innovatsion va istiqbolli metod ekanligini ko‘rsatadi hamda uni xorijiy til o‘qitish amaliyotiga keng joriy etish zarurligini asoslaydi.

Xulosa. Mazkur tadqiqot natijalari shuni ko‘rsatdiki, podkast texnologiyasi talabalarning auditiv kompetensiyasini rivojlantirishda samarali va innovatsion vosita hisoblanadi. Avvalo, eksperimental natijalar asosida podkastlardan foydalanish tinglab tushunish ko‘nikmalarini sezilarli darajada yaxshilashi aniqlandi. Ya’ni, talabalar murakkab nutqni anglash, asosiy g‘oyani ajratish va muhim tafsilotlarni eslab qolishda yuqori natijalarga erishdilar. Shu bilan birga, podkast texnologiyasi autentik nutq bilan ishlash imkonini yaratib, talabalarning real kommunikativ vaziyatlarga moslashuvini ta’minladi. Natijada, ular nafaqat lingvistik, balki pragmatik va kognitiv ko‘nikmalarni ham rivojlantirdilar. Bundan tashqari, podkastlar orqali o‘rganish talabalarning motivatsiyasini oshirib, ularni mustaqil ta’limga yo‘naltirdi. Shuningdek, tadqiqot davomida aniqlanishicha, turli mavzulardagi podkastlardan foydalanish (ta’lim, ekologiya, shaxsiy rivojlanish, madaniyatlararo kommunikatsiya) tinglash jarayonini yanada qiziqarli va samarali qiladi. Demak, mavzularning xilma-xilligi ham o‘quv jarayonining muhim omili hisoblanadi. Umuman olganda, podkast texnologiyasi xorijiy til o‘qitish metodikasiga samarali integratsiya qilinishi lozim bo‘lgan zamonaviy vosita hisoblanadi. Kelgusida, ushbu yo‘nalishda kengroq eksperimental tadqiqotlar o‘tkazish, yangi metodik modellarning ishlab chiqilishi hamda podkast asosidagi ta’lim resurslarini takomillashtirish maqsadga muvofiqdir.

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TALABALARNI KASBIY FAOLIYATGA TAYYORLASHDA IJTIMOIY-EMOTSIONAL KO‘NIKMALARNI RIVOJLANTIRISHNING INNOVATSION METODLARI

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Annotatsiya. *Mazkur maqolada talabalarni kasbiy faoliyatga tayyorlash jarayonida ijtimoiy-emotsional ko‘nikmalarni rivojlantirishning innovatsion metodlari tahlil qilinadi. Zamonaviy ta’lim tizimida talabalarning nafaqat nazariy bilimlari, balki kommunikativ, emotsional va ijtimoiy kompetensiyalarini rivojlantirish muhim ahamiyat kasb etadi. Tadqiqotda ijtimoiy-emotsional ko‘nikmalar tushunchasi, ularning kasbiy faoliyatdagi o‘rni hamda talabalarda ushbu ko‘nikmalarni shakllantirishda trening, rol o‘yinlari, keys-stadi va loyiha metodlarining samaradorligi yoritilgan. Shuningdek, ta’lim jarayonida innovatsion pedagogik metodlardan foydalanish orqali talabalar shaxsini har tomonlama rivojlantirish imkoniyatlari tahlil qilingan.*

Kalit so‘zlar: *ijtimoiy-emotsional ko‘nikmalar, kasbiy tayyorgarlik, innovatsion metodlar, pedagogik texnologiyalar, emotsional intellekt, kommunikativ kompetensiya, trening metodlari, rol o‘yinlari, keys-stadi, loyiha metodi.*

ИННОВАЦИОННЫЕ МЕТОДЫ РАЗВИТИЯ СОЦИАЛЬНО-ЭМОЦИОНАЛЬНЫХ НАВЫКОВ В ПРОЦЕССЕ ПОДГОТОВКИ СТУДЕНТОВ К ПРОФЕССИОНАЛЬНОЙ ДЕЯТЕЛЬНОСТИ

Аннотация. *В данной статье анализируются инновационные методы развития социально-эмоциональных навыков в процессе подготовки студентов к профессиональной деятельности. В современной системе образования важное значение имеет развитие у студентов не только теоретических знаний, но и коммуникативных, эмоциональных и социальных компетенций. В исследовании раскрывается понятие социально-эмоциональных навыков, их роль в профессиональной деятельности, а также освещается эффективность применения таких методов, как тренинги, ролевые игры, кейс-стади и проектный метод при формировании данных навыков у студентов. Кроме того, анализируются возможности всестороннего развития личности студентов посредством использования инновационных педагогических методов в образовательном процессе.*

Ключевые слова: *социально-эмоциональные навыки, профессиональная подготовка, инновационные методы, педагогические технологии, эмоциональный интеллект, коммуникативная компетенция, тренинговые методы, ролевые игры, кейс-стади, проектный метод.*

INNOVATIVE METHODS FOR DEVELOPING SOCIAL-EMOTIONAL SKILLS IN PREPARING STUDENTS FOR PROFESSIONAL ACTIVITY

Abstract. *This article analyzes innovative methods for developing social-emotional skills in the process of preparing students for professional activity. In the modern education system, it is important to develop not only students’ theoretical knowledge but also their communicative, emotional, and social competencies. The study explains the concept of social-emotional skills, their role in professional activity, and highlights the effectiveness of methods such as training sessions, role-playing, case studies, and project-based learning in developing these skills among students. In addition, the opportunities for comprehensive development of students’ personalities through the use of innovative pedagogical methods in the educational process are analyzed.*

Keywords: *social-emotional skills, professional training, innovative methods, pedagogical technologies, emotional intelligence, communicative competence, training methods, role-playing, case study, project method.*

Kirish. Hozirgi globallashuv va tez o‘zgarib borayotgan ijtimoiy muhit sharoitida ta’lim tizimi oldida turgan eng muhim vazifalardan biri nafaqat nazariy bilimlarga ega, balki yuqori darajadagi ijtimoiy va emotsional ko‘nikmalarga ega bo‘lgan mutaxassislarni tayyorlashdir. Zamonaviy mehnat bozori ko‘rsatadiki, professional kompetensiya faqatgina bilim bilan emas, balki insonning ijtimoiy muhit bilan samarali muloqot qilish, jamoada ishlash, stressni boshqarish va muammolarni konstruktiv hal qilish qobiliyati bilan ham belgilanadi.

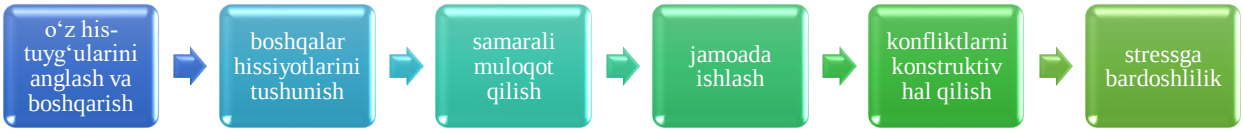
Talabalarni kasbiy faoliyatga tayyorlash jarayonida ijtimoiy-emotsional ko‘nikmalarni shakllantirish masalasi pedagogika va psixologiya fanining dolzarb yo‘nalishlaridan biriga aylanmoqda.Mazkur ko‘nikmalar shaxsning professional muvaffaqiyati, ijtimoiy moslashuvi va shaxsiy rivojlanishida muhim rol o‘ynaydi.

Bugungi kunda ta’lim tizimida innovatsion metodlardan foydalanish orqali talabalar shaxsini har tomonlama rivojlantirish, ularning kommunikativ madaniyati, empatiya, o‘zini boshqarish, liderlik kabi sifatlarini shakllantirish mumkin.

Asosiy qism. Talabalarni kasbiy faoliyatga tayyorlash jarayonida ijtimoiy-emotsional ko‘nikmalarni rivojlantirish bugungi kunda zamonaviy ta’lim tizimining muhim yo‘nalishlaridan biri hisoblanadi. Ijtimoiy-emotsional ko‘nikmalar shaxsning o‘z his-tuyg‘ularini anglash va boshqarish, boshqalar bilan samarali muloqot o‘rnatish, empatiya bildirish hamda ijtimoiy muhitda moslashuvchan faoliyat yuritish qobiliyatlarini o‘z ichiga oladi. Ushbu ko‘nikmalar bo‘lajak mutaxassislarning kasbiy samaradorligini oshirishda muhim omil bo‘lib xizmat qiladi. Zamonaviy kasbiy ta’lim jarayonida faqat nazariy bilimlarni egallash yetarli emas, balki talabalarda kommunikativ madaniyat, emotsional barqarorlik va ijtimoiy moslashuvchanlikni rivojlantirish ham dolzarb ahamiyatga ega. Shu sababli ijtimoiy-emotsional ko‘nikmalarni shakllantirish va rivojlantirishda innovatsion pedagogik metodlardan foydalanish samarali yondashuv hisoblanadi. Trening metodlari ijtimoiy-emotsional ko‘nikmalarni rivojlantirishda eng samarali vositalardan biridir. Trening jarayonida talabalar turli hayotiy va kasbiy vaziyatlarni modellashtirish orqali o‘z hissiyotlarini boshqarish, jamoada ishlash va samarali muloqot qilish ko‘nikmalarini rivojlantiradilar. Bu jarayon ularda o‘ziga ishonch va stressga bardoshlilikni ham shakllantiradi.

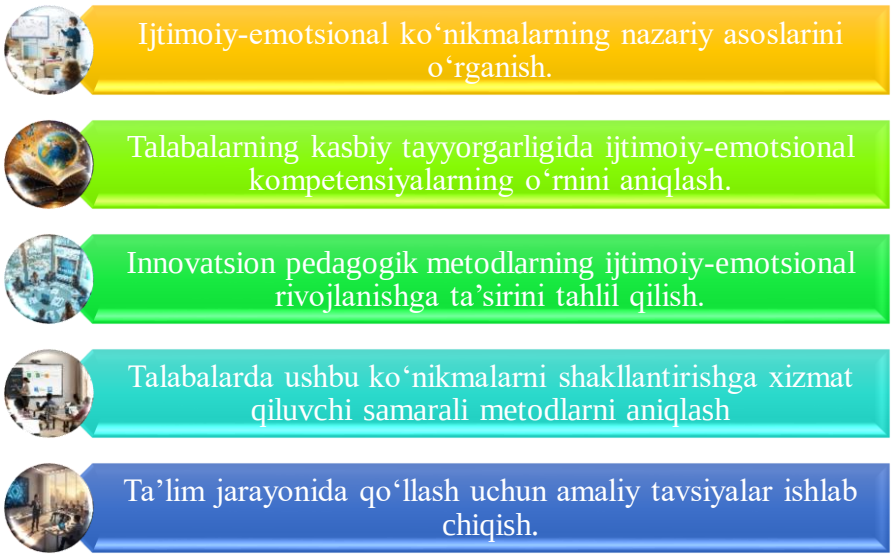
Rol o‘yinlari (role-play) metodi ham talabalarning emotsional va kommunikativ kompetensiyalarini rivojlantirishda muhim o‘rin tutadi. Ushbu metod orqali talabalar real kasbiy vaziyatlarni ijro etadilar, turli rollarga kirib, muammoli holatlarni tahlil qilish va ularni hal etish ko‘nikmalarini egallaydilar. Bu esa ularning empatiya, moslashuvchanlik va jamoaviy ishlash qobiliyatlarini kuchaytiradi.

Keys-stadi (case study) metodi real hayotiy muammolarni tahlil qilishga asoslangan bo‘lib, talabalarda tanqidiy fikrlash, qaror qabul qilish va ijtimoiy-emotsional vaziyatlarni baholash ko‘nikmalarini rivojlantiradi. Ushbu metod yordamida talabalar murakkab kasbiy holatlarni chuqur tahlil qilib, eng maqbul yechimlarni ishlab chiqadilar.



Loyiha metodi esa talabalarning mustaqil va jamoaviy faoliyatini rivojlantirishga xizmat qiladi. Loyihalar ustida ishlash jarayonida talabalar o‘zaro hamkorlik qiladi, vazifalarni taqsimlaydi, mas’uliyatni his qiladi va natijaga yo‘naltirilgan faoliyat olib boradi. Bu jarayon ularning ijtimoiy-emotsional ko‘nikmalarini kompleks rivojlantirishga yordam beradi.

Talabalarni kasbiy faoliyatga tayyorlash jarayonida faqat nazariy bilimlarni berish yetarli emas. Zamonaviy jamiyat mutaxassisdan yuqori darajadagi ijtimoiy-emotsional kompetensiyalarni talab qiladi. Ijtimoiy-emotsional ko‘nikmalar quyidagi qobiliyatlarni o‘z ichiga oladi: Agar talaba ushbu ko‘nikmalarni egallamasa, hatto kuchli nazariy bilimga ega bo‘lsa ham, professional faoliyatda muammolarga duch kelishi mumkin. Oliy ta’lim tizimida ijtimoiy-emotsional rivojlanishga yo‘naltirilgan innovatsion metodlarni qo‘llash muhim pedagogik vazifa hisoblanadi.



Talabalarni kasbiy faoliyatga samarali tayyorlash jarayonida ijtimoiy-emotsional ko‘nikmalarni rivojlantirishning innovatsion metodlarini o‘rganish va ularning ta’lim jarayonidagi samaradorligini asoslash. Hozirgi kunda oliy ta’lim tizimida quyidagi muammolar kuzatilmoqda:

Ta’lim jarayonida nazariy bilimlarga haddan tashqari e’tibor qaratilishi.

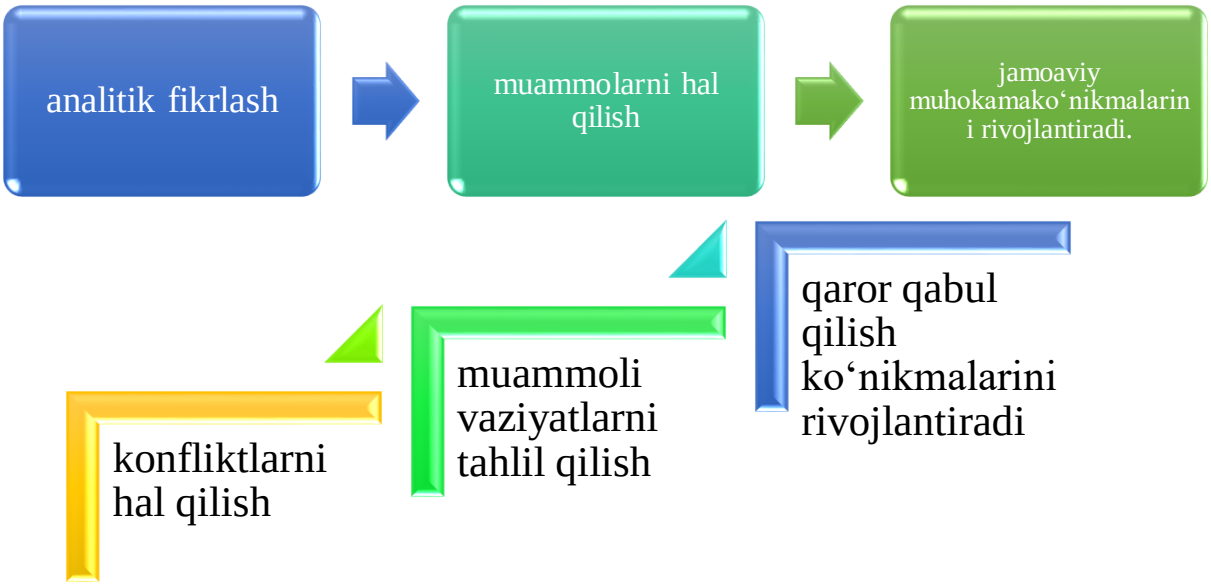
Talabalarning kommunikativ va emotsional rivojlanishiga yetarli sharoit yaratilmasligi.

Ta’lim jarayonida interaktiv metodlardan kam foydalanilishi.

Talabalarning stressni boshqarish va konfliktlarni hal qilish ko‘nikmalarining yetarli darajada shakllanmaganligi. Natijada bitiruvchilar professional faoliyatda jamoada ishlash, muammoli vaziyatlarda to‘g‘ri qaror qabul qilish yoki emotsiyalarni boshqarishda qiyinchiliklarga duch keladilar. Talabalarda ijtimoiy-emotsional ko‘nikmalarni rivojlantirishda quyidagi innovatsion metodlar samarali hisoblanadi.

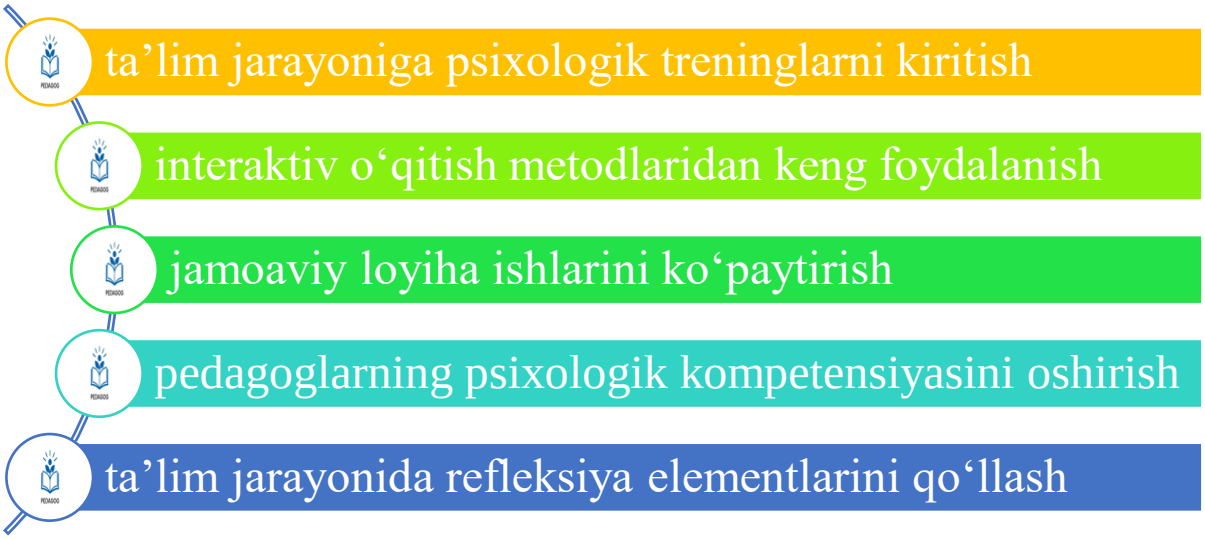
Trening metodlari. Psixologik treninglar talabalarda:

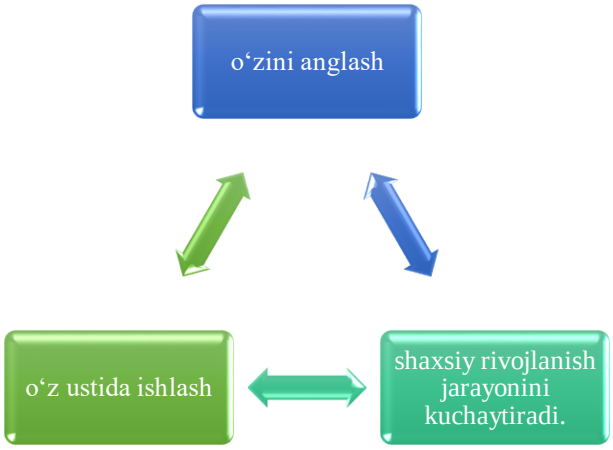
Rol o‘yinlari. Rol o‘yinlari talabalarga real hayotiy vaziyatlarni modellashtirish imkonini beradi. Bu jarayon:



Keys-stadi metodi. Keys-stadi usuli orqali talabalar real professional vaziyatlarni tahlil qiladilar. Bu metod:

Refleksiya metodi. Refleksiya talabalarga o‘z faoliyati va hissiyotlarini tahlil qilish imkonini beradi. Bu esa:





Jamoaviy loyiha ishlari. Loyiha metodlari talabalarni jamoada ishlashga, liderlik ko‘nikmalarini rivojlantirishga va mas’uliyatni his qilishga o‘rgatadi.

Muammoning yechimlari. Talabalarda ijtimoiy-emotsional ko‘nikmalarni rivojlantirish uchun quyidagi choralarni amalga oshirish zarur:

Xulosa: Tadqiqot natijalari shuni ko‘rsatadiki, talabalarni kasbiy faoliyatga tayyorlash jarayonida ijtimoiy-emotsional ko‘nikmalarni rivojlantirish muhim pedagogik vazifa hisoblanadi. Ushbu ko‘nikmalar shaxsning professional muvaffaqiyati, jamoada samarali ishlashi va ijtimoiy moslashuviga bevosita ta’sir ko‘rsatadi.Innovatsion pedagogik metodlar treninglar, rol o‘yinlari, keys-stadi, refleksiya va loyiha metodlari talabalar shaxsini kompleks rivojlantirishga xizmat qiladi.Metodlar nafaqat bilimlarni mustahkamlash, balki talabalarni mustaqil fikrlashga, muammolarni hal qilishga va ijtimoiy munosabatlarni samarali yo‘lga qo‘yishga o‘rgatadi.

Ta’lim jarayonida ijtimoiy-emotsional rivojlanishga e’tibor qaratish orqali kelajak mutaxassislarining professional kompetensiyasi sezilarli darajada oshadi. Bu esa jamiyatning intellektual salohiyatini rivojlantirishga xizmat qiladi.Talabalarni kasbiy faoliyatga tayyorlashda ijtimoiy-emotsional ko‘nikmalarni rivojlantirish ta’lim tizimining ustuvor yo‘nalishlaridan biri bo‘lishi zarur.

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SUN'IY INTELLEKT YORDAMIDA TALABALARNING MADANIYATLARARO KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH

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Annotatsiya; *Mazkur maqolada sun'iy intellekt texnologiyalaridan foydalanish orqali talabalarning madaniyatlararo kommunikativ kompetensiyasini rivojlantirish masalalari tahlil qilingan. Globallashuv jarayonlari va xalqaro hamkorlikning kengayishi sharoitida oliy ta'lim muassasalari talabalarini turli madaniy muhitda samarali muloqot qilish ko'nikmalari bilan qurollantirish dolzarb pedagogik vazifaga aylanmoqda. Tadqiqotda chatbot tizimlari, nutqni tanish va sintez qiluvchi dasturlar, virtual madaniy muhitlarni simulyatsiya qiluvchi platformalar kabi sun'iy intellektga asoslangan vositalarning ta'lim jarayoniga integratsiyasi o'rganildi. Tajriba-sinov ishlari 120 nafar talaba ishtirokida tashkil etilgan bo'lib, nazorat va tajriba guruhlari natijalari qiyosiy tahlil qilindi. Olingan natijalar sun'iy intellekt vositalaridan tizimli foydalanish talabalarning madaniyatlararo sezgirligi, nutqiy moslashuvchanligi va kommunikativ ishonchini sezilarli darajada oshirishini ko'rsatdi. Maqolada tadqiqot natijalariga asoslangan amaliy tavsiyalar ham keltirilgan.*

Kalit so'zlar: *sun'iy intellekt, madaniyatlararo kommunikativ kompetensiya, til ta'limi, chatbot texnologiyalari, virtual muhit, pedagogik strategiya, talabalar.*

DEVELOPING STUDENTS' INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH ARTIFICIAL INTELLIGENCE

Abstract; *This article examines the development of students' intercultural communicative competence through the application of artificial intelligence technologies. In the context of globalization and the expansion of international cooperation, equipping higher education students with skills for effective communication across diverse cultural settings has become an urgent pedagogical task. The study explores the integration of AI-based tools, including chatbot systems, speech recognition and synthesis applications, and platforms simulating virtual cultural environments, into the educational process. An experimental study involving 120 students was conducted, and the results of the control and experimental groups were comparatively analyzed. The findings demonstrate that systematic use of artificial intelligence tools significantly enhances students' intercultural sensitivity, communicative flexibility, and confidence in cross-cultural interaction. The article also offers practical recommendations based on the obtained results.*

Keywords: *artificial intelligence, intercultural communicative competence, language education, chatbot technologies, virtual environment, pedagogical strategy, students.*

РАЗВИТИЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ С ИСПОЛЬЗОВАНИЕМ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА

Аннотация; *В данной статье рассматриваются вопросы развития межкультурной коммуникативной компетенции студентов посредством использования технологий искусственного интеллекта. В условиях глобализации и расширения международного сотрудничества формирование у студентов высших учебных заведений навыков эффективного общения в различных культурных средах становится актуальной педагогической задачей. В исследовании изучена интеграция инструментов на основе искусственного интеллекта, включая чат-боты, программы распознавания и синтеза речи, а также платформы, моделирующие виртуальные культурные среды, в образовательный процесс. Экспериментальная работа была организована с участием 120 студентов, проведён сравнительный анализ результатов контрольной и экспериментальной групп. Полученные результаты показали, что систематическое использование инструментов искусственного интеллекта существенно повышает межкультурную восприимчивость, речевую адаптивность и коммуникативную уверенность студентов. В статье также представлены практические рекомендации, основанные на результатах исследования.*

Ключевые слова: *искусственный интеллект, межкультурная коммуникативная компетенция, языковое образование, чат-бот технологии, виртуальная среда, педагогическая стратегия, студенты.*

KIRISH

XXI asrda jamiyatning barcha sohalarida kechayotgan jarayonlar kasbiy faoliyatning xalqarolashuvi, axborot almashinuvining tezlashuvi va madaniy chegaralarning yumshashi bilan tavsiflanadi. Bunday sharoitda har qanday sohada faoliyat yurituvchi mutaxassisning kasbiy kompetensiyalari tarkibida madaniyatlararo kommunikativ kompetensiya alohida o'rin egallaydi. Madaniyatlararo kommunikativ kompetensiya - shaxsning o'z madaniyatidan farqli madaniy qadriyatlar, e'tiqodlar va xulq-atvor normalariga ega bo'lgan suhbatdoshlar bilan samarali, hurmatga asoslangan va o'zaro tushunishga yo'naltirilgan muloqot olib borish qobiliyatidir.

Oliy ta'lim tizimida bu kompetensiyani shakllantirish an'anaviy ravishda chet tili darslari, madaniyatshunoslik kurslari va xalqaro almashinuv dasturlari orqali amalga oshirilgan. Biroq, bunday yondashuvlar bir qator cheklovlarga ega: real muloqot vaziyatlarining yetishmasligi, individual ta'lim yo'nalishini ta'minlash imkoniyatining cheklanganligi, hamda talabaning madaniy xato qilishdan qo'rqishi natijasida amaliy mashqlarning samarasiz bo'lib qolishi. Sun'iy intellekt texnologiyalarining jadal rivojlanishi - xususan, tabiiy tilni qayta ishlash (NLP), nutqni tanish va sintez qiluvchi tizimlar, generativ til modellari va virtual reallik platformalarining ta'lim sohasiga kirib kelishi - ushbu muammolarni hal etishda yangi imkoniyatlar ochib bermoqda.

Sun'iy intellektga asoslangan ta'lim vositalari talabalarga istalgan vaqtda, xavfsiz va xatodan qo'rqmaydigan muhitda turli madaniy kontekstlarni aks ettiruvchi muloqot vaziyatlarini mashq qilish imkonini beradi. Masalan, chatbot tizimlari turli madaniyat vakillarining nutqiy uslublari, muloqot odatlari va pragmatik xususiyatlarini simulyatsiya qilishi mumkin, virtual muhit platformalari esa talabalarni madaniy jihatdan boy stsenariylar ichiga "joylashtirib", ularning real vaziyatlarga moslasha olish qobiliyatini sinovdan o'tkazadi.

Shu bilan birga, sun'iy intellekt vositalarini ta'lim jarayoniga samarali integratsiya qilish faqat texnologik vositalarni qo'llash bilan cheklanmaydi - bu metodologik asoslangan, pedagogik jihatdan to'g'ri rejalashtirilgan strategiyani talab etadi. Texnologiyaning o'zi natija kafolati emas; uning samaradorligi o'qituvchi tomonidan tanlangan yondashuvlar, vazifalarning tuzilishi va talabaning faol ishtirokini ta'minlash mexanizmlariga bog'liq.

Ushbu tadqiqotning maqsadi - sun'iy intellekt texnologiyalaridan foydalanishga asoslangan pedagogik strategiyalarning talabalarning madaniyatlararo kommunikativ kompetensiyasi rivojlanishiga ta'sirini empirik tarzda o'rganish va ularning samaradorligini asoslab beruvchi metodik tavsiyalar ishlab chiqishdir.

Tadqiqotning vazifalari quyidagilardan iborat: birinchidan, madaniyatlararo kommunikativ kompetensiya tushunchasining nazariy asoslarini va uning tarkibiy komponentlarini tahlil qilish; ikkinchidan, sun'iy intellektga asoslangan ta'lim vositalarining mavjud turlari va ularning pedagogik imkoniyatlarini tasniflash; uchinchidan, tajriba-sinov ishlarini tashkil etish va o'tkazish orqali tanlangan strategiyalarning samaradorligini baholash; to'rtinchidan, olingan natijalar asosida amaliy tavsiyalar ishlab chiqish.

Tadqiqotning ilmiy yangiligi shundan iboratki, unda sun'iy intellekt vositalari nafaq ta'lim jarayonini texnik jihatdan boyitish vositasi sifatida, balki madaniyatlararo kompetensiyaning alohida komponentlarini (madaniy bilim, affektiv munosabat, kommunikativ ko'nikma va strategik moslashuvchanlik) maqsadli rivojlantirish vositasi sifatida ko'rib chiqiladi va bunga mos integratsion model taklif etiladi.

Tadqiqotning obyekti sifatida oliy ta'lim muassasalarida tahsil olayotgan talabalarning chet tilini o'rganish jarayonidagi madaniyatlararo muloqot tajribasi belgilangan bo'lsa, predmeti sifatida sun'iy intellekt texnologiyalariga asoslangan pedagogik strategiyalarning ushbu tajribaga ta'sir mexanizmlari va natijalari tanlangan. Tadqiqot davomida nazariy va amaliy yondashuvlarning uyg'unligi ta'minlandi: nazariy qism madaniyatlararo kompetensiya modellari va sun'iy intellektga asoslangan ta'lim texnologiyalarining didaktik imkoniyatlarini tahlil qilishga, amaliy qism esa ishlab chiqilgan strategiyalarning real ta'lim muhitidagi samaradorligini tekshirishga yo'naltirildi.

Mavzuning dolzarbligi yana shundaki, zamonaviy mehnat bozori bitiruvchilardan nafaqat chet tilini bilish, balki turli madaniy kontekstda ishonchli va samarali muloqot qilish qobiliyatini ham talab qiladi. Xalqaro tashkilotlar, ko'p millatli kompaniyalar va masofaviy hamkorlik formatlari kengaygan sharoitda madaniyatlararo kommunikativ kompetensiya endi qo'shimcha afzallik emas, balki zaruriy kasbiy mahorat sifatida qaraladi. Shu nuqtai nazardan, oliy ta'lim muassasalari oldida turgan vazifa - talabalarni nafaqat lingvistik jihatdan, balki madaniy jihatdan ham xalqaro muhitga tayyorlashdir. Sun'iy intellekt texnologiyalari, agar to'g'ri pedagogik strategiya doirasida qo'llanilsa, aynan shu vazifani hal etishda samarali vosita bo'lib xizmat qilishi mumkin, chunki ular talabaga an'anaviy auditoriya sharoitida yetishmaydigan - xilma-xillik, takrorlanuvchanlik, individuallashtirilganlik va darhol fikr-mulohaza kabi - imkoniyatlarni taqdim etadi.

ADABIYOTLAR TAHLILI

Madaniyatlararo kommunikativ kompetensiya tushunchasi ko'p qirrali bo'lib, til o'rgatish nazariyasi, madaniyatshunoslik va ijtimoiy psixologiya sohalarida turlicha talqin qilingan. Ushbu kompetensiyaning tarkibiy qismlari sifatida odatda uch asosiy o'lcham ajratiladi: kognitiv (boshqa madaniyatlar haqidagi bilim), affektiv (boshqa

madaniyatga nisbatan ochiqlik, hurmat va istiqbolni qabul qilish qobiliyati) va xulqiy (amaliy muloqot vaziyatlarida adekvat harakat qilish ko'nikmasi). Ko'pgina tadqiqotchilar ta'kidlashicha, faqat tilni bilish madaniyatlararo muloqotning muvaffaqiyatini kafolatlamaydi - aksincha, pragmatik bilim, kontekstga moslashuv va madaniy refleksiya qobiliyati hal qiluvchi ahamiyat kasb etadi.

So'nggi o'n yillikda chet tili ta'limida sun'iy intellekt texnologiyalarining qo'llanilishi bo'yicha tadqiqotlar soni sezilarli darajada o'sdi. Bir qator ilmiy ishlarda chatbot va virtual suhbatdosh tizimlaridan foydalanish talabalarning nutqiy faolligini oshirishi, ayniqsa introvert yoki tilni ishlatishdan tortinadigan talabalar uchun qulay muloqot muhitini yaratishi ko'rsatib o'tilgan. Bunday tizimlar talabaga real vaqt rejimida fikr-mulohaza berish, xatolarni tuzatish va takroriy mashq qilish imkoniyatini taqdim etadi, bu esa an'anaviy sinf muhitida amalga oshirish qiyin bo'lgan individuallashtirilgan ta'lim yondashuvini ta'minlaydi.

Boshqa yo'nalishdagi tadqiqotlar nutqni tanish va sintez qiluvchi texnologiyalarning talaba talaffuzini takomillashtirish va eshitib tushunish ko'nikmalarini rivojlantirishdagi rolini tahlil qilgan. Bunday vositalar talabaga o'z nutqini real ona tili egalarining nutqi bilan solishtirish, prosodik xususiyatlarni - urg'u, intonatsiya, ritm - mustaqil ravishda kuzatish imkonini beradi. Shu bilan birga, ayrim tadqiqotchilar bu kabi vositalarning faqat texnik to'g'rilikka e'tibor qaratishi va madaniy-pragmatik jihatlarni e'tiborsiz qoldirishi mumkinligi haqida ogohlantirishlar ham bildirgan.

Virtual reallik va simulyatsiya texnologiyalari bo'yicha adabiyotlarda ta'kidlanishicha, talabalarni madaniy jihatdan rang-barang stsenariylarga "botirish" ularning madaniy stereotiplarni qayta ko'rib chiqishiga va o'z madaniy nuqtai nazarining nisbiyligini anglashiga yordam beradi. Bunday muhitlar talabaga xato qilish imkoniyatini beradi, biroq bu xatolarning oqibatlari real hayotdagi kabi jiddiy emas, bu esa talabaning psixologik to'siqlarini kamaytiradi va tajriba orqali o'rganish jarayonini faollashtiradi.

Shunga qaramay, mavjud adabiyotlarda bir qator bo'shliqlar mavjudligi kuzatiladi. Birinchidan, ko'pchilik tadqiqotlar sun'iy intellekt vositalarining alohida ko'nikmalarga (masalan, talaffuz yoki lug'at boyligi) ta'sirini o'rganadi, biroq madaniyatlararo kompetensiyaning kompleks tabiati - uning kognitiv, affektiv va xulqiy komponentlarining birgalikdagi dinamikasi - kam o'rganilgan. Ikkinchidan, sun'iy intellekt vositalarini an'anaviy pedagogik strategiyalar bilan integratsiya qilishning aniq metodik modellari yetarli darajada ishlab chiqilmagan. Uchinchidan, boshqaruv va iqtisodiyot yo'nalishida ta'lim olayotgan talabalarning kasbiy kontekstiga moslashtirilgan tadqiqotlar nisbatan kam sonli. Mazkur tadqiqot aynan shu bo'shliqlarni to'ldirishga qaratilgan bo'lib, sun'iy intellekt vositalarini madaniyatlararo kommunikativ kompetensiyaning barcha asosiy komponentlarini qamrab oluvchi yaxlit pedagogik strategiya doirasida qo'llashga e'tibor qaratadi.

Madaniyatlararo kompetensiya nazariyasida muhim o'rin tutgan yondashuvlardan biri - bu "madaniy ong" (cultural awareness) tushunchasi bo'lib, u shaxsning o'z madaniy qadriyatlari nisbiyligini anglashi va boshqa madaniy tizimlarni mensimasdan, lekin tanqidiy nuqtai nazardan baholay olishini nazarda tutadi. Ushbu yondashuvga ko'ra, til o'qitish jarayoni faqat grammatika va lug'at boyligini o'zlashtirish bilan cheklanmasligi, balki talabaning madaniy o'zini o'zi anglashi va boshqalarni tushunish qobiliyatini ham rivojlantirishi lozim. Bu nuqtai nazar sun'iy intellekt vositalarining ta'lim jarayoniga integratsiyasi uchun muhim metodologik asos yaratadi, chunki bunday vositalar talabaga turli madaniy nuqtai nazarlarni "sinab ko'rish" va ularga nisbatan refleksiya qilish imkonini beradi.

Tadqiqotchilar tomonidan ishlab chiqilgan yana bir muhim yondashuv - "vazifaga asoslangan til o'qitish" (task-based language teaching) kontseptsiyasi bo'lib, unga ko'ra til ko'nikmalari real hayotiy vazifalarni bajarish jarayonida eng samarali tarzda rivojlanadi. Sun'iy intellekt vositalari, xususan chatbot va virtual muhit platformalari, aynan shunday vazifalarni - masalan, xorijiy hamkor bilan muzokara olib borish, ko'p madaniyatli jamoada nizolarni hal qilish yoki taqdimot o'tkazish kabi stsenariylarni - simulyatsiya qilish imkoniyatiga ega. Bu esa nazariy modellarning amaliy ta'lim vositalariga aylanishi uchun ko'prik vazifasini bajaradi.

Shu bilan birga, ba'zi tadqiqotchilar sun'iy intellekt vositalaridan foydalanishning salbiy jihatlariga ham e'tibor qaratganlar. Jumladan, talabalarning texnologiyaga haddan tashqari moyilligi ularning real insoniy muloqotdagi ko'nikmalarini zaiflashtirishi, sun'iy intellekt tomonidan taqdim etilgan madaniy ma'lumotlarning ba'zan stereotiplashgan yoki umumlashtirilgan bo'lishi mumkinligi, hamda texnologik vositalarga bog'liqlikning oshishi natijasida talabaning mustaqil fikrlash qobiliyati pasayishi mumkinligi haqida ogohlantirishlar mavjud. Shu sababli, mazkur tadqiqotda sun'iy intellekt vositalari mustaqil yechim sifatida emas, balki o'qituvchi tomonidan nazorat qilinadigan va yo'naltiriladigan pedagogik tizimning bir qismi sifatida ko'rib chiqilishi muhim ahamiyatga ega ekanligi alohida ta'kidlanadi.

TADQIQOT METODOLOGIYASI

Tadqiqotda pedagogik eksperiment usuli qo'llanildi, unda nazorat va tajriba guruhlari belgilanib, ularning boshlang'ich va yakuniy ko'rsatkichlari qiyosiy tahlil qilindi. Tadqiqot uch bosqichda - tashkiliy-tayyorgarlik, asosiy (eksperimental) va yakuniy-tahliliy bosqichlarda amalga oshirildi.

Tashkiliy-tayyorgarlik bosqichida tadqiqotning nazariy asoslari aniqlandi, madaniyatlararo kommunikativ kompetensiyani baholash mezonlari ishlab chiqildi va dastlabki diagnostika o'tkazildi. Tadqiqotda jami 120 nafar talaba ishtirok etdi, ulardan 60 nafari tajriba guruhini, 60 nafari nazorat guruhini tashkil etdi. Ishtirokchilar bir xil kurs va yo'nalish bo'yicha o'qiyotgan, til tayyorgarligi darajasi bo'yicha taqqoslanadigan talabalar orasidan tanlandi.

Asosiy bosqichda tajriba guruhi talabalari uchun sun'iy intellekt texnologiyalariga asoslangan o'quv mashg'ulotlari tashkil etildi. Ushbu mashg'ulotlar uch yo'nalishni qamrab oldi: birinchidan, madaniy kontekstga moslashtirilgan suhbat senariylarini taqdim etuvchi chatbot tizimlaridan foydalanish, bunda talabalar turli madaniyat vakillari nomidan tuzilgan dialoglarda ishtirok etdilar; ikkinchidan, nutqni tanish va sintez qiluvchi dasturlar yordamida talaffuz va prosodik xususiyatlarni mustaqil mashq qilish; uchinchidan, virtual muhit platformalari orqali madaniy jihatdan rang-barang vaziyatlarda (masalan, xalqaro ishbilarmonlik muzokarasi, ko'p madaniyatli jamoa yig'ilishi) qaror qabul qilish va muloqot strategiyalarini sinab ko'rish. Nazorat guruhi esa an'anaviy o'quv dasturi - darslik matnlari, rolli o'yinlar va o'qituvchi tomonidan boshqariladigan muhokamalar - asosida ta'lim oldi.

Madaniyatlararo kommunikativ kompetensiyani baholash uchun tadqiqotda to'rt komponentli baholash modeli qo'llanildi: madaniy bilim (boshqa madaniyatlarning qadriyatlari, urf-odatlari va muloqot normalari haqidagi bilimlar darajasi), affektiv ochiqlik (boshqa madaniyatga nisbatan hurmat, qiziqish va noaniqlikka chidamlilik darajasi), kommunikativ ko'nikma (turli muloqot vaziyatlarida tilni amaliy qo'llay olish qobiliyati) va strategik moslashuvchanlik (madaniy farqlarga moslashish va munosabatlarni o'zgartirish qobiliyati). Har bir komponent 100 ballik shkala asosida baholandi, baholash uchun standartlashtirilgan so'rovnoma, video-yozuvga olingan rolli o'yin vazifalari va ekspert kuzatuvi usullari qo'llanildi.

Yakuniy-tahliliy bosqichda har ikki guruhning yakuniy ko'rsatkichlari aniqlandi va boshlang'ich ko'rsatkichlar bilan solishtirildi. Natijalarning statistik ishonchliligini aniqlash uchun guruhlar o'rtasidagi farqlar miqdoriy tahlil qilindi, shuningdek talabalar va o'qituvchilar bilan o'tkazilgan so'rov natijalari sifat jihatidan tahlil qilindi.

Tajriba guruhi uchun ishlab chiqilgan o'quv mashg'ulotlari haftalik jadval asosida, 14 haftalik o'quv semestri davomida tashkil etildi. Har bir hafta ma'lum bir madaniy mavzu (masalan, ishbilarmonlik etiketi, muzokara uslublari, ko'p madaniyatli jamoada ishlash, mehmondo'stlik an'analari, vaqtga munosabat kabi) atrofida tuzilgan bo'lib, talabalar dastlab nazariy material bilan tanishtirilgan, so'ngra sun'iy intellekt vositalari yordamida amaliy mashg'ulotlarni bajarganlar. Har bir mashg'ulot uch bosqichdan iborat bo'lgan: tayyorgarlik (mavzu bo'yicha qisqa ma'lumot va lug'at bilan tanishish), amaliyot (chatbot yoki virtual muhit bilan interaktiv mashq) va reflektiv muhokama (o'qituvchi rahbarligida guruh bo'lib tajribani tahlil qilish).

Tadqiqotda qo'llanilgan baholash vositalarining ishonchliligini ta'minlash maqsadida, baholash mezonlari oldindan ekspertlar guruhi - chet tili o'qitish metodikasi va madaniyatshunoslik sohasidagi mutaxassislar - tomonidan ko'rib chiqilgan va sinovdan o'tkazilgan. So'rovnoma savollari ikki marta - tadqiqotdan oldin kichik pilot guruhda - sinovdan o'tkazilib, tushunarsiz yoki noaniq savollar aniqlanib, takomillashtirilgan. Video-yozuvga olingan rolli o'yin vazifalarini baholashda ikki mustaqil ekspertning baholari o'rtasidagi muvofiqlik darajasi yuqori ko'rsatkichni tashkil etdi, bu esa baholash jarayonining obyektivligini ta'minladi.

NATIJALAR VA TAHLIL

Tadqiqotning dastlabki bosqichida o'tkazilgan diagnostika natijalari nazorat va tajriba guruhlari o'rtasida madaniyatlararo kommunikativ kompetensiya darajasi bo'yicha statistik ahamiyatli farq mavjud emasligini ko'rsatdi, bu esa ikki guruhning boshlang'ich shartlari taqqoslanadigan ekanligidan dalolat beradi. 1-jadvalda tadqiqot boshida va oxirida har bir komponent bo'yicha guruhlarning o'rtacha ko'rsatkichlari keltirilgan.

Komponent	Nazorat guruhi (boshida)	Nazorat guruhi (oxirida)	Tajriba guruhi (boshida)	Tajriba guruhi (oxirida)
Madaniy bilim	58.4	64.1	57.9	78.6
Affektiv ochiqlik	61.2	65.8	60.7	80.3
Kommunikativ ko'nikma	55.7	61.4	56.1	76.9
Strategik moslashuvchanlik	53.9	59.6	54.3	75.2

Jadvalda keltirilgan ma'lumotlardan ko'rinadiki, nazorat guruhida barcha komponentlar bo'yicha ijobiy o'zgarish kuzatilgan bo'lsa-da, bu o'sish nisbatan kichik - o'rtacha 5-6 ball oralig'ida bo'ldi. Tajriba guruhida esa o'sish sezilarli darajada yuqori bo'lib, eng katta farq strategik moslashuvchanlik (20.9 ball) va kommunikativ ko'nikma (20.8 ball) komponentlarida qayd etildi. Bu natija sun'iy intellekt vositalarining, ayniqsa interaktiv va takroriy mashq imkoniyatini beruvchi vositalarning, amaliy ko'nikmalarni rivojlantirishda an'anaviy usullarga nisbatan ustunligini ko'rsatadi.

Affektiv ochiqlik komponenti bo'yicha ham tajriba guruhida sezilarli o'sish (19.6 ball) qayd etildi. So'rov natijalari shuni ko'rsatdiki, virtual muhit orqali turli madaniyat vakillari bilan "muloqot qilish" tajribasi talabalarning noaniqlikka nisbatan chidamliligini oshirgan va ularda boshqa madaniyat vakillariga nisbatan stereotipik qarashlarning kamayishiga olib kelgan. Talabalarning aksariyati sun'iy intellekt bilan muloqot qilish jarayonida "xato qilishdan qo'rqmaslik" hissi ularni faolroq ishtirok etishga undaganini ta'kidladilar.

Madaniy bilim komponenti bo'yicha farq nisbatan kamroq (20.7 ball), biroq baribir ahamiyatli bo'ldi. Bu natija sun'iy intellekt vositalarining ko'proq amaliy-kommunikativ jihatlarni rivojlantirishga yo'naltirilganligi, madaniy bilimlarning esa qo'shimcha o'qish materiallari va muhokamalar orqali mustahkamlanishi zarurligini ko'rsatadi. Shu sababli, samarali pedagogik strategiya sun'iy intellekt vositalarini an'anaviy bilim beruvchi resurslar bilan muvozanatli birlashtirishni talab etadi.

Tajriba davomida o'qituvchilar bilan o'tkazilgan suhbatlar natijasida bir qator amaliy kuzatuvlar aniqlandi. Birinchidan, sun'iy intellekt vositalaridan foydalanishning samaradorligi ularning vazifalar tizimiga qanchalik organik integratsiya qilinganiga bog'liq bo'ldi - alohida, tizimsiz qo'llanilgan vositalar talabalar tomonidan "qiziqarli, ammo asosiy darsdan ajralgan" tarzda qabul qilindi. Ikkinchidan, talabalarning sun'iy intellekt bilan ishlash tajribasi ortishi bilan ularning mustaqil o'rganish faolligi ham oshdi - bu, ayniqsa, dars vaqtidan tashqari mashqlar bajarish ko'rsatkichlarida yaqqol namoyon bo'ldi. Uchinchidan, o'qituvchining roli texnologiya bilan almashtirilmadi, aksincha o'zgardi: o'qituvchi endi axborot uzatuvchi sifatida emas, balki sun'iy intellekt bilan ishlash jarayonini yo'naltiruvchi, fikr-mulohaza beruvchi va madaniy-pragmatik jihatlarni izohlovchi mentor sifatida faoliyat yuritdi.

Olingan natijalarning ishonchliligi tadqiqot davomida nazorat va tajriba guruhlarining bir xil baholash mezonlari, bir xil vaqt oralig'i va bir xil ekspert komissiyasi tomonidan baholanishi orqali ta'minlandi. Shu bilan birga, tadqiqotning cheklovlari sifatida ishtirokchilar sonining nisbatan cheklanganligi va tadqiqot bir o'quv yili davomida o'tkazilganligini ta'kidlash lozim - uzoq muddatli ta'sirni o'rganish uchun kelajakda kengroq miqyosli va uzunroq muddatli tadqiqotlar talab etiladi.

Natijalarni umumlashtirgan holda, sun'iy intellekt texnologiyalarini madaniyatlararo kommunikativ kompetensiyani rivojlantirishga yo'naltirilgan pedagogik strategiyalar doirasida qo'llash quyidagi asosiy afzalliklarni ta'minlaydi: individuallashtirilgan va xavfsiz mashq muhitining yaratilishi, real vaqtda fikr-mulohaza olish imkoniyati, madaniy jihatdan rang-barang vaziyatlarni takroriy simulyatsiya qilish imkoniyati va talabaning o'z-o'zini nazorat qilish va mustaqil o'rganish ko'nikmalarining rivojlanishi.

Tajriba guruhi talabalari bilan o'tkazilgan yakuniy so'rovnoma natijalari ham olingan miqdoriy ma'lumotlarni tasdiqladi. Talabalarning katta qismi (taxminan 78 foizi) sun'iy intellekt vositalari bilan ishlash jarayonida o'zlarini an'anaviy darsdagidan ko'ra ko'proq erkin his qilganliklarini ta'kidladilar. Bunga sabab sifatida ular o'qituvchi yoki guruhdoshlari oldida xato qilishdan tortinish hissi yo'qligini ko'rsatdilar. Shuningdek, talabalarning 65 foizi virtual muhitda turli madaniyat vakillari bilan "muloqot qilish" tajribasi ularga real hayotda xorijiy hamkorlar bilan ishlashda o'zlarini ishonchli his qilishlariga yordam berishini bayon etdilar.

Yosh va jins kesimida o'tkazilgan qo'shimcha tahlil shuni ko'rsatdiki, sun'iy intellekt vositalaridan foydalanishning samaradorligi barcha demografik guruhlarda deyarli bir xil darajada bo'lgan, bu esa ushbu yondashuvning universal qo'llanilishi mumkinligidan dalolat beradi. Biroq, dastlab raqamli texnologiyalar bilan kamroq tajribaga ega bo'lgan talabalar guruhida o'sish sur'ati biroz sekinroq bo'lgan, bu esa texnologik vositalardan foydalanishni boshlashdan oldin qisqa muddatli "orientatsiya" mashg'ulotlarini tashkil etish zarurligini ko'rsatadi.

Tadqiqot davomida o'qituvchilar tomonidan qayd etilgan yana bir muhim jihat - bu sun'iy intellekt vositalaridan foydalanish jarayonida talabalarning xato qilishlarini tahlil qilish imkoniyatining kengayishi bo'ldi. Chatbot tizimlari bilan o'tkazilgan dialoglarning yozma transkriptlari o'qituvchiga talabaning pragmatik xatolarini - masalan, noo'rin rasmiy yoki norasmiy uslubdan foydalanish, madaniy jihatdan nomaqbul iboralarni qo'llash kabi holatlarni - aniq kuzatish va keyingi darslarda ushbu xatolarni maqsadli tarzda bartaraf etish imkonini berdi. Bu, o'z navbatida, ta'lim jarayonining individuallashtirilganligini yanada oshirdi.

Olingan natijalarning amaliy ahamiyati shundaki, ular oliy ta'lim muassasalarida o'quv dasturlarini ishlab chiqishda, xususan boshqaruv, iqtisodiyot va xalqaro munosabatlar yo'nalishlarida tahsil olayotgan talabalar uchun chet tili va madaniyatlararo muloqot fanlarini modernizatsiya qilishda qo'llanilishi mumkin. Shuningdek, natijalar o'qituvchilar uchun malaka oshirish dasturlarini ishlab chiqishda, ya'ni ularni sun'iy intellekt vositalaridan pedagogik jihatdan asoslangan tarzda foydalanishga o'rgatishda foydali bo'lishi mumkin.

XULOSA

Tadqiqot natijalari sun'iy intellekt texnologiyalarini ta'lim jarayoniga maqsadli va metodik asoslangan tarzda integratsiya qilish talabalarning madaniyatlararo kommunikativ kompetensiyasining barcha asosiy komponentlari - madaniy bilim, affektiv ochiqlik, kommunikativ ko'nikma va strategik moslashuvchanlik - bo'yicha sezilarli o'sishga olib

kelishini ko'rsatdi. Ayniqsa, amaliy ko'nikmalar va moslashuvchanlik bo'yicha qo'lga kiritilgan natijalar an'anaviy ta'lim usullarining cheklovlarini sun'iy intellekt vositalari orqali samarali bartaraf etish mumkinligini tasdiqlaydi.

Shu bilan birga, tadqiqot sun'iy intellekt vositalarining o'zi yetarli emasligini, ularning samaradorligi faqat puxta o'ylangan pedagogik strategiya doirasida qo'llanilganda namoyon bo'lishini ko'rsatdi. Bunday strategiya texnologik vositalarni an'anaviy ta'lim shakllari - madaniy bilim beruvchi materiallar, guruh muhokamalari va o'qituvchi yo'naltiruvchi fikr-mulohazasi - bilan muvozanatli birlashtirishni talab etadi.

Tadqiqot natijalari asosida quyidagi amaliy tavsiyalar ishlab chiqildi: birinchidan, sun'iy intellekt vositalarini alohida, tasodifiy mashqlar sifatida emas, balki o'quv dasturining izchil tarkibiy qismi sifatida integratsiya qilish lozim; ikkinchidan, chatbot va virtual muhit vazifalari madaniy jihatdan aniq belgilangan kontekstlarga ega bo'lishi, talabaga nafaqat til, balki madaniy pragmatikani ham mashq qilish imkonini berishi kerak; uchinchidan, o'qituvchilar sun'iy intellekt vositalaridan foydalanish jarayonida talabalarga fikr-mulohaza berish va madaniy jihatlarni izohlash bo'yicha tayyorgarlikdan o'tishi maqsadga muvofiq; to'rtinchidan, madaniy bilim komponentini mustahkamlash uchun sun'iy intellekt vositalari qo'shimcha o'qish va muhokama materiallari bilan birga qo'llanilishi lozim.

Kelajakdagi tadqiqotlar uchun istiqbolli yo'nalishlar qatoriga sun'iy intellekt vositalarining uzoq muddatli ta'sirini o'rganish, turli kasbiy yo'nalishdagi talabalar uchun moslashtirilgan modellarni ishlab chiqish va sun'iy intellektning madaniy stereotiplarni kuchaytirish yoki kamaytirish potensialini chuqurroq tahlil qilish kiradi. Umuman olganda, ushbu tadqiqot sun'iy intellekt texnologiyalarining zamonaviy til ta'limida madaniyatlararo kompetensiyani rivojlantirish bo'yicha katta salohiyatga ega ekanligini, biroq bu salohiyat faqat ongli va metodik asoslangan pedagogik yondashuv orqali to'liq ro'yobga chiqishini ko'rsatadi.

Yakun sifatida ta'kidlash joizki, oliy ta'lim tizimida sun'iy intellekt texnologiyalarining roli kelajakda yanada kengayib borishi kutilmoqda, va bu jarayon o'qituvchilar, o'quv dasturlarini ishlab chiquvchilar va ta'lim siyosatini belgilovchilar tomonidan oldindan tayyorgarlik ko'rishni talab etadi. Texnologiyaning o'zi maqsad emas, balki vosita ekanligini anglash, uni pedagogik maqsadlarga - jumladan, talabalarning madaniyatlararo kommunikativ kompetensiyasini har tomonlama rivojlantirishga - bo'ysundirish zamonaviy ta'lim sifatini oshirishning muhim shartlaridan biridir. Mazkur tadqiqot natijalari ushbu yo'nalishda amalga oshirilishi mumkin bo'lgan keyingi ishlanmalar uchun nazariy va amaliy asos bo'lib xizmat qilishi mumkin.

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BOSHLANG'ICH SINF O'QUVCHILARINING KOMMUNIKATIV KOMPETSIYASINI RIVOJLANTIRISHNING NAZARIY ASOSLARI

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Annotatsiya: *Ushbu maqola boshlang'ich maktab o'quvchilarining kommunikativ kompetentsiyasini rivojlantirishning nazariy va metodologik asoslarini o'rganadi. Pedagogik, psixologik va lingvistik nazariyalarga tayanib, muloqotning ham vosita, ham ta'lim natijasi sifatida qanday xizmat qilishini tahlil qiladi. Tadqiqotda Pratham (Hindiston), Hanen markazi (Kanada) va Oracy maktablari dasturi (Buyuk Britaniya) kabi xalqaro modellar, shuningdek, o'zbek tadqiqotchilarining o'qituvchilarni tayyorlash usullariga qo'shgan hissasi o'rganiladi. Tadqiqotda boshlang'ich maktab o'qituvchilarini kasbiy tayyorlashga dialogik va madaniy jihatdan sezgir amaliyotlarni integratsiya qilish zarurligi ta'kidlangan.*

Kalit so'zlar: *Kommunikativ kompetentsiya, boshlang'ich ta'lim, o'qituvchilarni tayyorlash, dialogik o'rganish, ta'lim psixologiyasi, kommunikatsiyani rivojlantirish, tilshunoslik.*

ТЕОРЕТИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ

Аннотация: *В данной статье рассматриваются теоретические и методологические основы развития коммуникативной компетентности учащихся начальной школы. Опираясь на педагогические, психологические и лингвистические теории, анализируется, как коммуникация выступает одновременно инструментом и результатом образования. В исследовании рассматриваются международные модели, такие как Pratham (Индия), Центр Ханена (Канада) и Программа школ Ораси (Великобритания), а также вклад узбекских исследователей в методики подготовки учителей. В исследовании подчеркивается необходимость интеграции диалоговых и культурно-чувствительных практик в профессиональную подготовку учителей начальной школы.*

Ключевые слова: *Коммуникативная компетентность, начальное образование, подготовка учителей, диалогическое обучение, педагогическая психология, развитие коммуникации, лингвистика.*

THEORETICAL FOUNDATIONS FOR DEVELOPING COMMUNICATIVE COMPETENCE IN PRIMARY SCHOOL STUDENTS

Abstract: *This paper examines the theoretical and methodological foundations for developing communicative competence in primary school students. Drawing from pedagogical, psychological, and linguistic theories, it analyses how communication serves as both a tool and an outcome of education. The study highlights international models such as Pratham (India), The Hanen Centre (Canada), and the Oracy Schools Programme (UK), as well as the contributions of Uzbek researchers to teacher training methodologies. The research underscores the necessity of integrating dialogue-based and culturally responsive practices in the professional preparation of primary school teachers.*

Keywords: *Communicative competence, primary education, teacher training, dialogic learning, pedagogical psychology, communication development, linguistics.*

In the twenty-first century, communication has become one of the key competencies defining successful personal and professional life. Education systems around the world, including Uzbekistan's, have prioritised the development of communicative skills as part of broader curriculum reforms aligned with UNESCO's and OECD's frameworks for key competencies. Communicative competence is not limited to mastering linguistic structures; it encompasses the ability to participate effectively in social interactions, express opinions, and negotiate meanings. For primary school students, this competence lays the foundation for further academic and social development. The teacher's methodological readiness to nurture communication skills is therefore a decisive factor influencing both learning outcomes and personality growth.

This article explores the evolution, theoretical interpretation, and pedagogical applications of communicative competence, with emphasis on teacher education and early learning contexts.

The term 'communicative competence' was introduced by Dell Hymes [6] as a reaction to Noam Chomsky's concept of linguistic competence. Hymes argued that language use cannot be understood solely through grammar; it must also include sociocultural appropriateness. Later, Canale and Swain [4] expanded the framework into grammatical, sociolinguistic, discourse, and strategic components. Michael Halliday [5] and Lev Vygotsky [8] further developed the social-interactionist perspective, linking language acquisition to social context and cognitive development. In the 1990s, communicative competence became central to foreign language education and interdisciplinary studies, uniting linguistics, psychology, and pedagogy. In the Uzbek context, this concept aligns with the competency-based curriculum adopted in recent reforms emphasising learner autonomy, collaboration, and intercultural communication.

At the primary level, communication acts as a bridge between thinking and learning. Effective communication enables students to understand, interpret, and share knowledge. The teacher, as a facilitator of dialogue, plays a central role in shaping students' speech culture, active listening, and empathy. According to UNESCO [10], communicative competence should be developed through child-centred, activity-based methods rather than traditional transmission models. In Uzbekistan, the National Curriculum Framework (2021) also stresses communicative and social-emotional learning as essential outcomes of basic education. Teachers must therefore design lessons that encourage open dialogue, question-based learning, and collaborative tasks. Communication should not be confined to language classes but integrated across all subjects, transforming classrooms into interactive and socially vibrant spaces.

Several global initiatives provide valuable pedagogical insights. The Indian 'Pratham' programme and its 'Teaching at the Right Level' (TaRL) approach group learners according to their actual literacy and communication level, ensuring equitable access to foundational skills. In Canada, The Hanen Centre promotes communication through real-life interactions, emphasising parental involvement and natural dialogue. The UK's 'Oracy Schools Programme', developed by Voice 21 and the University of Cambridge, positions speaking and listening as core academic skills. Studies by Alexander [1] and Mercer & Dawes [7] confirmed that dialogic teaching improves both cognitive and linguistic outcomes. In the United States, the Common Core Standards (2010) dedicate a section to 'Speaking and Listening', making communicative competence a cross-curricular objective. These models highlight the shift from teacher-centred instruction to learner interaction as the key to enhancing students' expressive and reasoning skills.

Uzbek researchers have explored communicative competence through linguistic, psychological, and methodological perspectives. A.B. Tleumuratova conceptualises it as a multi-component system integrating grammatical, sociolinguistic, discursive, and strategic skills. M.Kh. Rashidova and D.B. Namozova emphasise interactive and communicative methods that foster students' natural speech activity. S. Ziyaeva's sociolinguistic model introduces micro-, meso-, and macro-levels of communication, accounting for cultural and contextual variables. I.G. Alisherova highlights the role of role-playing and business games, while O.M. Ollokova views communicative competence as a foundation of speech culture and professional communication. These findings collectively suggest that communicative competence cannot be developed mechanically; it requires dynamic, reflective, and context-sensitive teaching practices.

To effectively develop communicative competence, educators must employ interactive, problem-based, and culturally responsive pedagogies. Debate, drama-based learning, collaborative projects, and storytelling foster authentic communication contexts. Teachers should also create psychologically safe environments where students are encouraged to express ideas without fear of judgement. Formative assessment techniques such as peer feedback and reflective journals can further enhance students' metacommunicative awareness. In teacher education, simulation-based training and microteaching sessions help future educators build confidence in guiding classroom dialogue. The integration of digital tools—interactive platforms, video analysis, and online forums—can broaden opportunities for multimodal communication, making learning more inclusive and engaging.

Despite significant progress, challenges persist in preparing teachers for communicative-oriented instruction. Many pre-service teachers still rely on traditional lecture-based approaches, lacking experience in managing open-ended discussions or assessing communication outcomes. Limited exposure to international methodologies and insufficient English proficiency can also hinder the integration of global best practices. Addressing these issues requires a systemic reform of teacher education curricula, focusing on reflective practice, intercultural competence, and language pedagogy. Professional development programmes should include workshops on active listening, discourse analysis, and classroom interaction management. Future research in Uzbekistan should explore digital communication competence and its role in blended learning environments, ensuring that teachers are equipped for the demands of modern classrooms.

Developing communicative competence in primary school students is both a pedagogical necessity and a societal priority. It equips learners with the cognitive and emotional tools to engage meaningfully with others, fostering inclusion and collaboration. For teachers, communicative competence extends beyond language use—it represents a professional mindset centred on dialogue, empathy, and continuous learning. The integration of theoretical frameworks, innovative

methodologies, and cultural awareness can create an educational ecosystem where communication becomes a catalyst for intellectual and moral development. Thus, teacher education must serve as the cornerstone of this transformation, preparing future educators to build classrooms that speak, listen, and grow together.

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MILLIY QADRIYATLARNI O‘ZLASHTIRISH JARAYONIDA BOSHLANG‘ICH TA’LIMNING TARBIYAVIY IMKONIYATLARI

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Annotatsiya: *Mazkur maqolada boshlang‘ich ta’lim bosqichida o‘quvchilarning milliy qadriyatlarni o‘zlashtirish jarayonini pedagogik jihatdan tashkil etish, mazkur jarayonda dars, sinfdan tashqari tarbiyaviy tadbir, oila–maktab hamkorligi, xalq og‘zaki ijodi, milliy urf-odatlar, tarixiy xotira va ijtimoiy xulq me’yorlarining tarbiyaviy imkoniyatlarini integratsiyalash masalalari ilmiy-nazariy asosda yoritildi. Tadqiqotda milliy qadriyatlarni o‘zlashtirish oddiy axborotni yod olish emas, balki bolaning shaxsiy tajribasi, hissiy munosabati, ijtimoiy xatti-harakati va ma’naviy tanlovlarida namoyon bo‘ladigan ichki pedagogik jarayon sifatida talqin qilindi. Boshlang‘ich ta’limning tarbiyaviy salohiyati o‘quvchi ongida Vatanga sadoqat, kattalarga hurmat, mehnatsevarlik, mehr-oqibat, hamjihatlik, adolat, halollik va madaniy merosga ehtiyotkor munosabatni shakllantirishga xizmat qiluvchi tizimli didaktik-tarbiyaviy muhit sifatida asoslandi.*

Kalit so‘zlar: *milliy qadriyatlar, boshlang‘ich ta’lim, tarbiyaviy imkoniyat, qadriyatlarni o‘zlashtirish, xalq pedagogikasi, ma’naviy tarbiya, oila–maktab hamkorligi, shaxs kamoloti, axloqiy madaniyat, pedagogik integratsiya.*

ВОСПИТАТЕЛЬНЫЕ ВОЗМОЖНОСТИ НАЧАЛЬНОГО ОБРАЗОВАНИЯ В ПРОЦЕССЕ УСВОЕНИЯ НАЦИОНАЛЬНЫХ ЦЕННОСТЕЙ

Аннотация: *В данной статье на научно-теоретической основе освещаются вопросы педагогической организации процесса усвоения учащимися национальных ценностей на этапе начального образования, а также интеграции воспитательных возможностей уроков, внеклассных воспитательных мероприятий, сотрудничества семьи и школы, устного народного творчества, национальных обычаев и традиций, исторической памяти и норм социального поведения. В исследовании усвоение национальных ценностей трактуется не как простое запоминание информации, а как внутренний педагогический процесс, проявляющийся в личном опыте ребёнка, его эмоциональном отношении, социальном поведении и духовно-нравственном выборе. Воспитательный потенциал начального образования обоснован как системная дидактико-воспитательная среда, способствующая формированию в сознании учащегося преданности Родине, уважения к старшим, трудолюбия, милосердия, сплочённости, справедливости, честности и бережного отношения к культурному наследию.*

Ключевые слова*: национальные ценности, начальное образование, воспитательная возможность, усвоение ценностей, народная педагогика, духовное воспитание, сотрудничество семьи и школы, развитие личности, нравственная культура, педагогическая интеграция.*

EDUCATIONAL OPPORTUNITIES OF PRIMARY EDUCATION IN THE PROCESS OF ASSIMILATING NATIONAL VALUES

Abstract: *This article, on a scientific and theoretical basis, examines the pedagogical organization of the process through which pupils assimilate national values at the primary education stage, as well as the integration of the educational potential of lessons, extracurricular educational activities, family–school cooperation, oral folk art, national customs and traditions, historical memory, and norms of social behavior. The study interprets the assimilation of national values not as the simple memorization of information, but as an internal pedagogical process manifested in the child’s personal experience, emotional attitude, social behavior, and spiritual and moral choices. The educational potential of primary education is substantiated as a systematic didactic and educational environment that contributes to the formation in pupils’ consciousness of devotion to the Motherland, respect for elders, diligence, compassion, solidarity, justice, honesty, and a careful attitude toward cultural heritage.*

Keywords: *national values, primary education, educational opportunity, assimilation of values, folk pedagogy, spiritual education, family–school cooperation, personal development, moral culture, pedagogical integration.*

Kirish

Boshlang‘ich ta’lim inson shaxsining intellektual, axloqiy, estetik va ijtimoiy shakllanishi uchun eng muhim pedagogik poydevor hisoblanadi. Aynan mazkur bosqichda bola atrof-muhitni, kattalar bilan munosabatni, jamoada o‘zini tutish qoidalarini, ona tilining ma’naviy nozikliklarini, xalqning tarixiy xotirasi va madaniy ramzlarini dastlabki bor tizimli ravishda anglay boshlaydi. Shu sababli milliy qadriyatlarni o‘zlashtirish jarayonida boshlang‘ich ta’limning tarbiyaviy imkoniyatlarini ilmiy asoslash bugungi ta’lim-tarbiya nazariyasi va amaliyotining dolzarb masalalaridan biridir. Milliy qadriyatlar bolaning shaxsiy tajribasiga begona, tashqi talab sifatida emas, balki uning kundalik o‘quv faoliyati, oilaviy munosabati, sinf jamoasidagi hamkorligi, tabiat va jamiyatga munosabati orqali ichki ehtiyojga aylangandagina haqiqiy tarbiyaviy samara beradi[1]. Milliy qadriyat tushunchasi o‘zida xalqning tarixiy tajribasi, axloqiy me’yorlari, estetik didi, mehnat madaniyati, oilaviy an’analari, urf-odatlari, diniy-ma’rifiy qarashlari va ijtimoiy hamjihatlik tamoyillarini mujassam etadi. Boshlang‘ich sinf o‘quvchisi uchun bunday qadriyatlar murakkab nazariy kategoriya shaklida emas, balki ertak, maqol, topishmoq, milliy o‘yin, bayram, oiladagi muomala, ustozga hurmat, do‘stga sadoqat, tabiatga mehr, ona tilidagi go‘zal iboralar orqali idrok etiladi. Bunday yondashuvda boshlang‘ich ta’limning har bir fanida tarbiyaviy imkoniyat mavjud: ona tili darsida so‘z odobi va nutq madaniyati, o‘qish savodxonligida qahramonlar xatti-harakati, matematika darsida tartib-intizom va mantiqiy halollik, tabiatshunoslikda atrof-muhitga ehtiyotkorlik, tasviriy san’at va musiqa darslarida estetik merosga hurmat shakllanadi[2]. Bugungi globallashuv va raqamli axborot oqimi sharoitida bolalarning qadriyatlarga munosabati oldingi davrlarga nisbatan murakkabroq tus olmoqda. Bir tomondan, ular turli madaniy obrazlar, ijtimoiy tarmoqlar, ommaviy axborot vositalari va virtual o‘yinlar orqali ko‘plab axborotlarni tez qabul qilmoqda; ikkinchi tomondan, ushbu axborotlarning barchasi ham ma’naviy kamolotga xizmat qilavermaydi. Milliy qadriyatlar bolani tor doiradagi etnik tasavvurga qamab qo‘yuvchi omil emas; aksincha, u bolaning o‘zligini anglash, boshqa xalqlar madaniyatiga hurmat bilan qarash, insoniylik mezonlarini chuqurroq tushunishiga xizmat qiluvchi ma’naviy asosdir[3]. Boshlang‘ich ta’limda milliy qadriyatlarni o‘zlashtirishning pedagogik samaradorligi o‘quvchining yosh va psixologik xususiyatlarini chuqur hisobga olishni talab qiladi. Kichik maktab yoshidagi bolalar ko‘proq obrazli tafakkur, taqlid, hissiy ta’sirchanlik, o‘yin faoliyati, qiziqish va bevosita tajriba orqali o‘rganadi. Shu bois milliy qadriyatlarni mazmunan boy, biroq bolaga mos didaktik shakllar orqali berish muhim: ertak qahramonlari xatti-harakatini muhokama qilish, maqollar mazmunini hayotiy vaziyatlarga bog‘lash, milliy bayramlar tarbiyaviy mohiyatini tushuntirish, ajdodlar merosidan kichik hikoyalar tanlash, sinfda hamkorlikka asoslangan topshiriqlarni bajarish, oila a’zolari bilan suhbat asosida kichik loyiha tayyorlash kabi usullar bolaning qadriyatni shaxsiy tajribasi bilan bog‘lashiga imkon yaratadi[4]. Mazkur maqolaning ilmiy ahamiyati shundaki, unda boshlang‘ich ta’limning tarbiyaviy imkoniyatlari milliy qadriyatlarni o‘zlashtirish jarayonining tarkibiy mexanizmi sifatida ko‘rib chiqiladi[5]. Bunda o‘qituvchi shaxsiy namunasi, ta’lim mazmunining qadriyatga yo‘naltirilganligi, o‘quvchilarning faol ishtiroki, sinf jamoasining ma’naviy muhiti, oila va mahalla bilan hamkorlik, xalq pedagogikasi vositalaridan foydalanish hamda refleksiv tahlil bir-birini to‘ldiruvchi omillar sifatida talqin qilinadi. Ushbu maqsadga erishish uchun milliy qadriyatlar mazmuni, boshlang‘ich ta’limning tarbiyaviy funksiyalari, o‘quvchi shaxsida qadriyatli munosabatning shakllanish bosqichlari va ularni ta’lim jarayoniga integratsiyalash imkoniyatlari tahlil qilindi[6].

Adabiyotlar tahlili

Milliy qadriyatlarni ta’lim-tarbiya jarayoniga singdirish masalasi o‘zbek pedagogik tafakkurida tarixiy ildizlarga ega bo‘lib, u jadid ma’rifatparvarlari, xalq pedagogikasi tadqiqotchilari va zamonaviy boshlang‘ich ta’lim metodistlarining ilmiy qarashlarida turlicha talqin qilingan. Ushbu mavzuni tahlil qilishda, avvalo, Abdulla Avloniy pedagogik merosini alohida ta’kidlash zarur. Avloniy ta’lim va tarbiyani bir-biridan ajratib bo‘lmaydigan, millat ravnaqi va shaxs kamoloti uchun birgalikda amal qiluvchi ikki asosiy pedagogik kuch sifatida baholagan. Uning “tarbiya biz uchun yo hayot, yo mamot” mazmunidagi ma’rifiy g‘oyasi boshlang‘ich ta’limning hozirgi tarbiyaviy vazifalariga ham bevosita daxldordir. Avloniy qarashlarida milliy qadriyatlar faqat urf-odatlar majmui emas, balki axloqiy poklik, ilmga intilish, mehnatsevarlik, vatanparvarlik, ota-onaga hurmat va jamoat oldidagi mas’uliyat bilan bog‘liq yaxlit pedagogik tizim sifatida talqin qilinadi. Uning pedagogik qarashlari bugungi boshlang‘ich ta’limda qadriyatlarni bolaning kundalik xatti-harakati, nutq madaniyati, o‘qishga munosabati va ijtimoiy faolligi orqali shakllantirish zarurligini asoslashga xizmat qiladi[7]. Ikkinchi muhim yo‘nalish Safo Ochil va Komiljon Hoshimovlarning o‘zbek pedagogikasi tarixi, mustaqillik ma’naviyati, xalq pedagogikasi va milliy tarbiya masalalariga oid ilmiy qarashlarida ko‘zga tashlanadi. Safo Ochilning mustaqillik davridagi tarbiya muammolariga bag‘ishlangan ishlari milliy qadriyatlarni yangi ijtimoiy-tarixiy sharoitda qayta anglash, ularni ta’lim mazmuniga ongli kiritish va yosh avlodda ma’naviy immunitetni shakllantirish zaruratini ilgari suradi. Komiljon Hoshimov bilan bog‘liq pedagogik manbalarda esa o‘zbek pedagogik fikrining tarixiy taraqqiyoti, xalq og‘zaki ijodi, ajdodlar tajribasi va milliy tarbiya an’analarining ta’lim nazariyasi uchun metodologik ahamiyati yoritiladi. Bu yondashuv boshlang‘ich ta’lim uchun ayniqsa muhim, chunki kichik maktab yoshidagi bola xalq ertaklari, maqollar, matallar, dostonlardan olingan obrazlar, milliy o‘yinlar va oilaviy marosimlar orqali qadriyatlarni bevosita idrok etadi. Demak, Safo Ochil va Komiljon Hoshimovlarning pedagogik merosi milliy qadriyatlarni o‘quvchi

shaxsining ichki e'tiqodi, axloqiy mezoni va ijtimoiy xulq tajribasiga aylantirish uchun xalq pedagogikasi imkoniyatlaridan tizimli foydalanish zarurligini ko'rsatadi[8]. Boshlang'ich ta'lim jarayonida ushbu ikki yo'nalish bir-birini to'ldiradi: birinchisi tarbiyaning ma'naviy-axloqiy mezonlarini belgilasa, ikkinchisi mazkur mezonlarni dars, sinfdan tashqari faoliyat, oila va mahalla hamkorligi orqali metodik jihatdan amalga oshirish imkoniyatlarini ochadi. Shu jihatdan adabiyotlar tahlili milliy qadriyatlarni o'zlashtirish jarayoni deklarativ targ'ibot emas, balki bolaning yosh xususiyatlariga mos, uzviy, faoliyatli, emotsional va refleksiv pedagogik jarayon sifatida tashkil etilishi lozimligini asoslaydi.

Tadqiqot metodologiyasi

Ushbu maqolada milliy qadriyatlarni o'zlashtirish jarayonida boshlang'ich ta'limning tarbiyaviy imkoniyatlarini aniqlash va nazariy jihatdan asoslash maqsadida bir-birini to'ldiruvchi ilmiy-pedagogik metodlar majmuasi qo'llanildi. Avvalo, mavzuning konseptual asoslarini belgilashda nazariy tahlil metodi ishlatildi; mazkur metod orqali milliy qadriyat, boshlang'ich ta'lim, tarbiyaviy imkoniyat, qadriyatli munosabat, xalq pedagogikasi va shaxs kamoloti kabi tushunchalarning mazmuniy chegaralari aniqlashtirildi. Qiyosiy-pedagogik tahlil metodi yordamida o'zbek pedagogik merosi, zamonaviy boshlang'ich ta'lim amaliyoti va xorijiy tarbiya nazariyalarida qadriyatlarni shakllantirishga doir yondashuvlar o'zaro solishtirildi. Tarixiy-mantiqiy metod milliy qadriyatlarning xalq pedagogikasi, jadid ma'rifatparvarligi, mustaqillik davri ma'naviy tarbiya konsepsiyasi va hozirgi kompetensiyaviy ta'lim talablari bilan izchil bog'liqligini ochishga xizmat qildi. Kontent-tahlil metodi orqali boshlang'ich sinf darsliklari, tarbiyaviy mashg'ulotlar mazmuni, maqollar, ertaklar, hikoyalar va sinfdan tashqari tadbirlar tarkibidagi qadriyatli g'oyalar ilmiy jihatdan saralandi. Pedagogik kuzatish metodi boshlang'ich sinf o'quvchilarining dars va sinfdan tashqari faoliyatdagi muomala madaniyati, jamoaviy ishga munosabati, kattalarga hurmat, do'stlik, mas'uliyat, tartib-intizom va milliy ramzlarga munosabatini baholash imkonini berdi.

Metodologik tahlil natijasida maqola doirasida qo'llangan usullar quyidagi ilmiy vazifalar bilan bog'landi:

Metod	Maqsad	Tarbiyaviy ahamiyat
Nazariy tahlil	asosiy tushunchalarni aniqlashtirish	qadriyat mazmunini ilmiy talqin qilish
Kuzatish	o'quvchi xatti-harakatini o'rganish	qadriyatning amaliy namoyonini baholash
Suhbat	o'quvchi tasavvurlarini aniqlash	shaxsiy tajriba bilan bog'lash
Modellashtirish	tarbiyaviy jarayon tuzilmasini belgilash	bosqichli o'zlashtirishni ta'minlash

Tahlillar va natijalar

Tadqiqot natijalari shuni ko'rsatadiki, milliy qadriyatlarni o'zlashtirish jarayonida boshlang'ich ta'limning tarbiyaviy imkoniyatlari bir nechta o'zaro bog'langan yo'nalishda namoyon bo'ladi. Birinchi natija shundan iboratki, boshlang'ich ta'limda qadriyatlarni shakllantirish uchun eng samarali shart o'quv materialining hayotiy tajriba bilan bog'lanishidir. O'quvchi "hurmat", "mehr", "vatan", "halollik", "mehnat", "do'stlik" kabi tushunchalarni faqat lug'aviy ma'noda emas, balki kundalik hayotdagi aniq vaziyatlar, hikoya qahramonlari, oilaviy an'analar, sinfdagi munosabatlar va o'qituvchi namunasi orqali anglaganda ularning tarbiyaviy ta'siri kuchayadi. Ikkinchi natija sifatida milliy qadriyatlarni o'zlashtirish jarayoni bosqichma-bosqich kechishi aniqlandi: avval o'quvchi qadriyat mazmunini eshitadi va tushunadi, keyin unga emotsional munosabat bildiradi, so'ng muayyan faoliyatda qo'llaydi va nihoyat o'z xatti-harakatini mazkur qadriyat asosida baholay boshlaydi. Bu esa ta'lim jarayonida faqat tushuntirish emas, balki mustaqil fikrlash, rolli vaziyat, jamoaviy topshiriq, ijodiy ifoda va refleksiya elementlarini qo'llash zarurligini ko'rsatadi. Uchinchi natija boshlang'ich ta'limdagi fanlararo integratsiyaning yuqori tarbiyaviy samaraga ega ekanligi bilan bog'liq. Ona tili va o'qish savodxonligi darslarida xalq maqollari, ertaklar, hikoyalar va matnlar orqali axloqiy baho berish ko'nikmasi rivojlanadi; matematika darslarida aniqlik, tartib, mantiqiy halollik va mas'uliyatlilik shakllanadi; tabiatshunoslikda ona tabiatga mehr, ekologik madaniyat va mehnatga hurmat mustahkamlanadi; musiqa va tasviriy san'at darslarida milliy kuy, naqsh, rang, ramz va obrazlar orqali estetik qadriyatlar idrok etiladi. To'rtinchi natija sifatida oila–maktab hamkorligi milliy qadriyatlarni ichki e'tiqodga aylantirishda hal qiluvchi omil ekani aniqlandi. Agar maktabda o'rgatilgan qadriyat oiladagi munosabat, mahalladagi muhit va kundalik muloqot bilan qo'llab-quvvatlansa, bola uni barqaror xulq me'yoriga aylantiradi; aks holda qadriyat haqidagi bilim formal xarakterda qolishi mumkin. O'qituvchining nutq madaniyati, adolatli baholashi, mehribon, talabchan va izchil munosabati, milliy merosga hurmat bilan qarashi o'quvchi uchun jonli pedagogik namuna vazifasini bajaradi. Oltinchi natija shundan iboratki, milliy qadriyatlarni o'zlashtirish jarayoni diagnostik yondashuvni ham talab qiladi: o'quvchining qadriyat haqidagi bilimi, hissiy munosabati, amaliy xulqi va refleksiv bahosi alohida ko'rsatkichlar sifatida kuzatilishi mumkin. Bu natijalar

asosida boshlang‘ich ta’limda milliy qadriyatlarni singdirishning samaradorligi ta’lim mazmuni, metod, tarbiyaviy muhit, oila bilan hamkorlik va o‘qituvchi shaxsiy namunasining birligiga bog‘liq ekani asoslandi.

Muhokama

Milliy qadriyatlarni boshlang‘ich ta’lim jarayonida o‘zlashtirish masalasi xalqaro pedagogik nazariyalar nuqtai nazaridan ham muhim ilmiy munozaralarga sabab bo‘ladi. Bu borada Jon Dyui va Lev Vygotskiy qarashlarini qiyosiy talqin qilish ayniqsa samaralidir. Dyui ta’limni bola tajribasi, amaliy faoliyati va demokratik ijtimoiy muhit bilan bog‘lab tushuntiradi. Uning nuqtai nazariga ko‘ra, bola qadriyatni tayyor qoida sifatida qabul qilmaydi, balki uni amaliy muammolarni hal qilish, jamoada hamkorlik qilish va real hayotiy vaziyatlarda qaror qabul qilish jarayonida o‘zlashtiradi. Ushbu yondashuv boshlang‘ich ta’limda milliy qadriyatlarni faqat nasihat yoki bayram tadbiri orqali emas, balki sinf hayotini demokratik, hamkorlikka asoslangan, mas’uliyatli muhit sifatida tashkil etish orqali singdirish zarurligini ko‘rsatadi. Masalan, “do‘stga yordam”, “kattaga hurmat”, “Vatanga sadoqat” kabi qadriyatlar o‘quvchining loyihaviy ish, guruhiy topshiriq, sinf burchagi, maktab tadbiri va oilaviy izlanishdagi faol ishtiroki orqali mazmun kasb etadi[9]. Vygotskiy esa bolaning rivojlanishini ijtimoiy-madaniy vositalar, til, muloqot va kattalar rahbarligi bilan bog‘laydi. Uning nazariyasida qadriyatlar bolaning individual ongiga tashqi ijtimoiy muloqotdan ichki psixik tuzilmaga aylanish orqali kiradi. Bu fikr milliy qadriyatlarni o‘zlashtirish jarayonida o‘qituvchi, ota-ona, tengdoshlar, madaniy matnlar va ramzlar muhim vositachilik rolini bajarishini asoslaydi. Vygotskiycha yondashuvga ko‘ra, boshlang‘ich sinf o‘quvchisi milliy qadriyatlarni mustaqil holda to‘liq anglab yetmasligi mumkin; u kattalar ko‘magi, savol-javob, izoh, emotsional qo‘llab-quvvatlash va madaniy belgilar orqali ularni asta-sekin ichkilashtiradi[10]. Mazkur ikki yondashuv o‘rtasidagi polemika shundan iboratki, Dyui uchun ta’lim jarayonining markazida bolaning real tajribasi va amaliy muammolarni hal qilishi tursa, Vygotskiy uchun ijtimoiy-madaniy muhit, kattalar rahbarligi va belgilar tizimi asosiy omil sifatida namoyon bo‘ladi. Boshlang‘ich ta’limda milliy qadriyatlarni o‘zlashtirish masalasida bu ikki pozitsiyani qarama-qarshi qo‘yish emas, balki integratsiyalash maqsadga muvofiqdir. Agar qadriyat faqat amaliy faoliyatga berilib, uning madaniy-tarixiy mazmuni tushuntirilmasa, bola uni vaziyatga bog‘liq odat sifatida qabul qilishi mumkin; agar qadriyat faqat og‘zaki izoh va madaniy ma’lumot sifatida berilib, amaliy faoliyat bilan mustahkamlanmasa, u o‘quvchining xulq-atvoriga chuqur singmaydi. Shu bois milliy qadriyatlarni o‘zlashtirishda Dyui ta’kidlagan tajribaviy-faoliyatli yondashuv va Vygotskiy asoslagan ijtimoiy-madaniy vositachilik birgalikda qo‘llanishi kerak. Bu sinfda hamkorlik, oilaviy suhbat, xalq og‘zaki ijodi tahlili, amaliy loyiha, refleksiv savollar va o‘qituvchi rahbarligidagi axloqiy muhokamani yagona tarbiyaviy tizimga birlashtirishni talab qiladi.

Xulosa

Milliy qadriyatlarni o‘zlashtirish jarayonida boshlang‘ich ta’limning tarbiyaviy imkoniyatlari keng, ko‘p qirrali va tizimli xarakterga ega. Tadqiqot asosida shunday xulosaga kelish mumkinki, boshlang‘ich ta’lim bolaning shaxsiy kamolotida faqat bilim beruvchi bosqich emas, balki uning ma’naviy dunyosi, axloqiy mezonlari, ijtimoiy mas’uliyati va milliy o‘zlikni anglashini shakllantiruvchi muhim pedagogik makondir.

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RESPUBLIKA MIQYOSIDA MAKTABDAN TASHQARI TA'LIM TIZIMI: TARIXI, HOZIRGI HOLATI, YUTUQLARI VA MUAMMOLARI

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Annotatsiya. *Mazkur maqolada O'zbekiston Respublikasi miqyosida maktabdan tashqari ta'lim tizimining shakllanish tarixi, zamonaviy holati, erishilgan yutuqlari hamda mavjud muammolari ilmiy jihatdan tahlil qilingan. Tadqiqotda tizimning tarixiy taraqqiyoti bosqichlarga ajratilib o'rganildi, normativ-huquqiy asoslari va tashkiliy tuzilmasi yoritildi. Rasmiy statistik manbalar asosida to'garaklar va ta'lim oluvchilar sonining o'sish dinamikasi, qamrov darajasi tahlil etilgan. Shuningdek, kadrlar yetishmasligi, hududiy notekislik, moddiy-texnik baza va moliyalashtirish bilan bog'liq muammolar aniqlanib, ularni hal etish yuzasidan ilmiy-amaliy takliflar ishlab chiqilgan.*

Kalit so'zlar: *maktabdan tashqari ta'lim, "Barkamol avlod" bolalar markazlari,"Kelajak" markazlari, to'garaklar, qamrov darajasi, uzluksiz ta'lim, bolalar musiqa va san'at maktablari, iste'dod, STEAM.*

СИСТЕМА ВНЕШКОЛЬНОГО ОБРАЗОВАНИЯ НА РЕСПУБЛИКАНСКОМ УРОВНЕ: ИСТОРИЯ, СОВРЕМЕННОЕ СОСТОЯНИЕ, ДОСТИЖЕНИЯ И ПРОБЛЕМЫ

Аннотация. *В статье на научной основе проанализированы история формирования, современное состояние, достижения и существующие проблемы системы внешкольного образования в Республике Узбекистан. Исследование рассматривает этапы исторического развития системы, её нормативно-правовые основы и организационную структуру. На основе официальных статистических источников проанализирована динамика роста числа кружков и обучающихся, а также уровень охвата. Выявлены проблемы, связанные с нехваткой кадров, региональной неравномерностью, материально-технической базой и финансированием, разработаны научно-практические рекомендации.*

Ключевые слова: *внешкольное образование, детские центры «Баркамол авлод», центры «Келажак», кружки, уровень охвата, непрерывное образование, детские музыкальные и художественные школы, талант,*

THE EXTRACURRICULAR EDUCATION SYSTEM AT THE NATIONAL LEVEL: HISTORY, CURRENT STATUS, ACHIEVEMENTS, AND CHALLENGES

Abstract. *This article provides a scholarly analysis of the formation history, current state, achievements and existing problems of the out-of-school education system in the Republic of Uzbekistan. The study examines the stages of the system's historical development, its legal framework and organizational structure. Based on official statistical sources, the growth dynamics of clubs and learners as well as the coverage rate are analyzed. Problems related to staff shortages, regional disparities, material-technical base and financing are identified, and scientific-practical recommendations are developed.*

Keywords: *out-of-school education, "Barkamol avlod" children's centers, "Kelajak" centers, clubs, coverage rate, lifelong education, children's music and art schools, talent, STEAM.*

Kirish; Zamonaviy ta'lim paradigmasida shaxsni har tomonlama, uyg'un kamol toptirish vazifasi faqat umumta'lim maktabi doirasi bilan cheklanmaydi. Bolaning iste'dodi, ijodiy qobiliyati va kasbiy moyilligini aniqlash hamda rivojlantirishda maktabdan tashqari ta'lim tizimi alohida o'rin tutadi. O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuniga muvofiq, maktabdan tashqari ta'lim uzluksiz ta'lim tizimining mustaqil bo'g'ini sifatida e'tirof etilgan bo'lib, u bolalarning bo'sh vaqtini mazmunli tashkil etish, ma'naviy ehtiyojlarini qondirish va ularni kasb-hunarga yo'naltirishga qaratilgan.

Mavzuning dolzarbligi shundaki, O'zbekistonda so'nggi yillarda yoshlarga oid davlat siyosati ustuvor yo'nalish sifatida belgilangan. "O'zbekiston — 2030" strategiyasi va Xalq ta'limi tizimini 2030-yilgacha rivojlantirish konsepsiyasida bolalarni maktabdan tashqari ta'lim xizmatlari bilan qamrash darajasini o'quvchilar umumiy soniga nisbatan 50 foizga yetkazish vazifasi qo'yilgan. Bu vazifani ilmiy asosda hal etish uchun tizimning tarixiy taraqqiyoti, hozirgi holati, yutuq va muammolarini chuqur tahlil qilish zaruratini keltirib chiqaradi.

Tadqiqotning maqsadi — O‘zbekiston Respublikasi miqyosida maktabdan tashqari ta’lim tizimining tarixiy shakllanishi, zamonaviy holati va rivojlanish istiqbollarini rasmiy statistik ma’lumotlar asosida kompleks o‘rganish hamda mavjud muammolarni hal etish bo‘yicha ilmiy-amaliy takliflar ishlab chiqishdan iborat.

Tadqiqot obyekti — O‘zbekiston Respublikasidagi maktabdan tashqari ta’lim tizimi; **tadqiqot predmeti** — ushbu tizimning tarixiy taraqqiyoti, tashkiliy-pedagogik holati, yutuqlari va muammolarini tavsiflovchi jarayonlar hamda ko‘rsatkichlar majmuasidir. Ishning ilmiy yangiligi tizimning tarixi, joriy holati, yutuq va muammolarining yagona kompleks tahlilda, eng so‘nggi (2024–2025-yillar) statistik ma’lumotlar asosida, ko‘rgazmali jadval, diagramma va sxemalar bilan birgalikda yoritilganligida namoyon bo‘ladi.

Mavzuga oid adabiyotlar tahlili

Maktabdan tashqari ta’lim muammolari pedagogika fanida tarbiyaning ajralmas qismi sifatida o‘rganilgan. Milliy pedagogik merosda jadid ma’rifatparvarlari bolalarni “yolg‘iz maktab darsi bilan qanoatlanib qolmasdan”, maktabdan tashqari ham izlanishga, amaliy mehnatga va ijodga yo‘naltirish g‘oyasini ilgari surganlar. Bu g‘oya mazmunan zamonaviy qo‘shimcha ta’lim konsepsiyasiga yaqin turadi.

Sovet davri pedagogikasida sinfdan va maktabdan tashqari tarbiyaviy ishlar nazariyasi keng ishlab chiqilgan bo‘lib, pioner saroylari, yosh texniklar va naturalistlar stansiyalari faoliyati o‘rganilgan. Mustaqillik yillarida o‘zbek olimlari maktabdan tashqari ta’limni uzluksiz ta’lim tizimining bo‘g‘ini sifatida, bolalarni kasb-hunarga yo‘naltirish va iste’dodini rivojlantirish vositasi sifatida tadqiq etishga e’tibor qaratdilar. So‘nggi yillarda nashr etilgan ilmiy maqolalarda “Barkamol avlod” bolalar markazlari samaradorligi, to‘garaklarga qamrov dinamikasi va STEAM yondashuvini joriy etish masalalari muhokama qilinmoqda.

Shu bilan birga, adabiyotlar tahlili respublika miqyosida maktabdan tashqari ta’lim tizimining tarixi, hozirgi holati, yutuq va muammolarini yagona kompleks ko‘rinishda yorituvchi, eng so‘nggi statistik ma’lumotlarga tayangan tadqiqotlar yetarli emasligini ko‘rsatadi. Ushbu maqola mazkur bo‘shliqni qisman to‘ldirishga qaratilgan.

Tadqiqot metodologiyasi

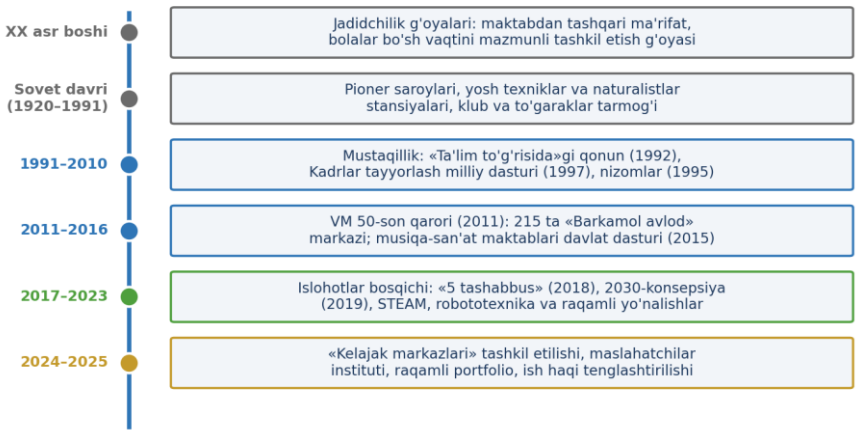
Tadqiqotda nazariy va empirik metodlar majmuasidan foydalanildi. Tarixiylik va mantiqiylik birligi tamoyiliga asoslangan holda tizimning taraqqiyoti bosqichlarga ajratib o‘rganildi (tarixiy-qiyosiy metod). Normativ-huquqiy hujjatlar — O‘zbekiston Respublikasi qonunlari, Prezident farmonlari va qarorlari, Vazirlar Mahkamasi qarorlari mazmunan tahlil qilindi (hujjatlarni tahlil qilish metodi).

Empirik bosqichda Maktabgacha va maktab ta’limi vazirligi, Milliy statistika qo‘mitasi hamda boshqa rasmiy manbalarning ochiq ma’lumotlari yig‘ildi, tizimlashtirildi va statistik tahlil qilindi. Ma’lumotlar dinamikasini ko‘rgazmali yoritish maqsadida jadval, diagramma va sxemalardan keng foydalanildi. Tahlil natijalari asosida umumlashtirish va induksiya metodlari yordamida xulosa hamda takliflar shakllantirildi.

Tahlil va natijalar

Tizimning tarixiy taraqqiyoti; Maktabdan tashqari ta’lim tizimi taraqqiyotini shartli ravishda bir necha bosqichga ajratish mumkin. Uning ildizlari XX asr boshidagi jadidchilik ma’rifatparvarlik harakatiga borib taqaladi. Sovet davrida pioner saroylari, klublar, yosh texniklar va naturalistlar stansiyalari tarmog‘i shakllandi. Mustaqillik yillarida 1992-yilda «Ta’lim to‘g‘risida»gi Qonun, 1997-yilda Kadrlar tayyorlash milliy dasturi qabul qilinib, maktabdan tashqari ta’limning huquqiy asoslari mustahkamlandi (2-sxema).

2-sxema. Maktabdan tashqari ta'lim tizimi taraqqiyotining tarixiy bosqichlari



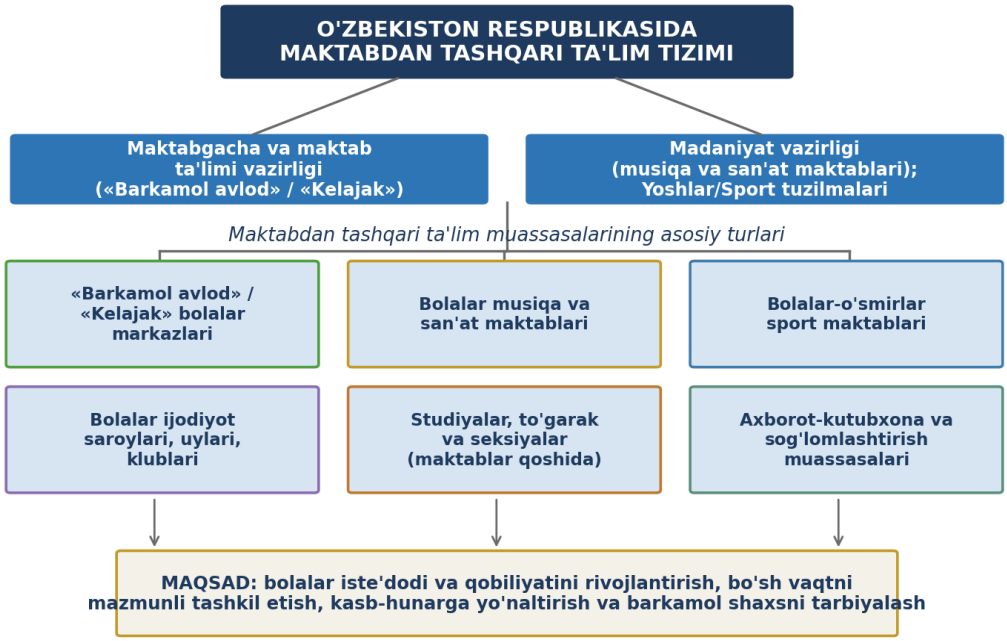
2-sxema. Maktabdan tashqari ta’lim tizimi taraqqiyotining tarixiy bosqichlari

2011-yilda Vazirlar Mahkamasining 28-fevraldagi 50-son qarori bilan respublikada 215 ta “Barkamol avlod” bolalar markazini shakllantirish belgilanib, tizim tarkibiy jihatdan markazlashtirildi. 2015-yilda bolalar musiqa va san’at maktablari faoliyatini takomillashtirish bo‘yicha 2016–2020-yillarga mo‘ljallangan Davlat dasturi qabul qilindi. 2017-yildan boshlangan islohotlar bosqichida tizimga zamonaviy yo‘nalishlar — robototexnika, dasturlash, STEAM dasturi joriy etildi. 2024–2025-yillarda “Barkamol avlod” maktablari, “Yoshlik” sport jamiyati va O‘quvchi yoshlar markazi negizida “Kelajak” markazlari tashkil etilishi tizim taraqqiyotining sifat jihatidan yangi bosqichini boshlab berdi.

Tarixiy taraqqiyotning muhim jihati shundaki, har bir bosqichda tizim oldiga qo‘yilgan vazifalar jamiyat ehtiyojlari bilan uyg‘unlashib bordi. Agar dastlabki bosqichlarda asosiy e’tibor bolalar bo‘sh vaqtini tashkil etish va havaskorlik to‘garaklariga qaratilgan bo‘lsa, zamonaviy bosqichda ustuvorlik raqamli ko‘nikmalar, muhandislik, ilm-fan va kreativ iqtisodiyot uchun kadrlar tayyorlashning birlamchi asoslarini berishga o‘tdi. Bu o‘zgarish maktabdan tashqari ta’limning kasb-hunarga yo‘naltirish funksiyasini kuchaytirdi va uni iqtisodiyotning real ehtiyojlari bilan bog‘ladi.

Tizimning hozirgi holati va tashkiliy tuzilmasi; Hozirgi kunda maktabdan tashqari ta’lim ko‘p tarmoqli tizim bo‘lib, uni Maktabgacha va maktab ta’limi vazirligi (“Barkamol avlod”/”Kelajak” yo‘nalishi), Madaniyat vazirligi (musiqa va san’at maktablari) hamda sport va yoshlar bilan ishlash tuzilmalari boshqaradi. Tizim tarkibiga turli xil muassasalar kiradi (1-sxema, 1-jadval).

1-sxema. Maktabdan tashqari ta'lim tizimining tuzilmasi va boshqaruvi



1-sxema. Maktabdan tashqari ta’lim tizimining tuzilmasi va boshqaruvi

1-jadval

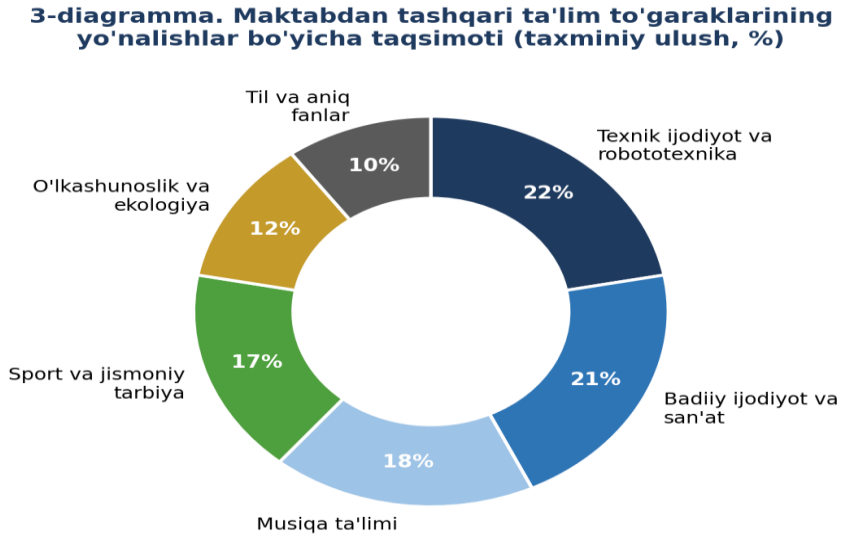
Maktabdan tashqari ta’lim muassasalarining asosiy turlari va yo‘nalishlari

№	Muassasa turi	Asosiy faoliyat yo‘nalishi
1	**“Barkamol avlod” / “Kelajak” bolalar markazlari**	Texnik va badiiy ijodiyot, o‘lkashunoslik, ekologiya, robototexnika, dasturlash
2	**Bolalar musiqa va san’at maktablari**	Cholg‘u ijrochiligi, xonandalik, xoreografiya, teatr, tasviriy va amaliy san’at
3	**Bolalar-o‘smirlar sport maktablari**	Sport turlari bo‘yicha mashg‘ulotlar, jismoniy tarbiya va sog‘lom turmush tarzi
4	**Ijodiyot saroylari, uylari va klublar**	Madaniy-estetik, ilmiy-texnikaviy to‘garaklar, havaskorlik jamoalari
5	**Maktablar qoshidagi to‘garak va seksiyalar**	Fan to‘garaklari, til, ijod, sport va kasbga yo‘naltirish seksiyalari
6	**Axborot-kutubxona va**	Kitobxonlik madaniyati, ma’rifiy tadbirlar, sog‘lomlashtirish

№	Muassasa turi	Asosiy faoliyat yo‘nalishi
	sog‘lomlashtirish muassasalari	

Manba: muallif tomonidan rasmiy nizomlar asosida tuzilgan.

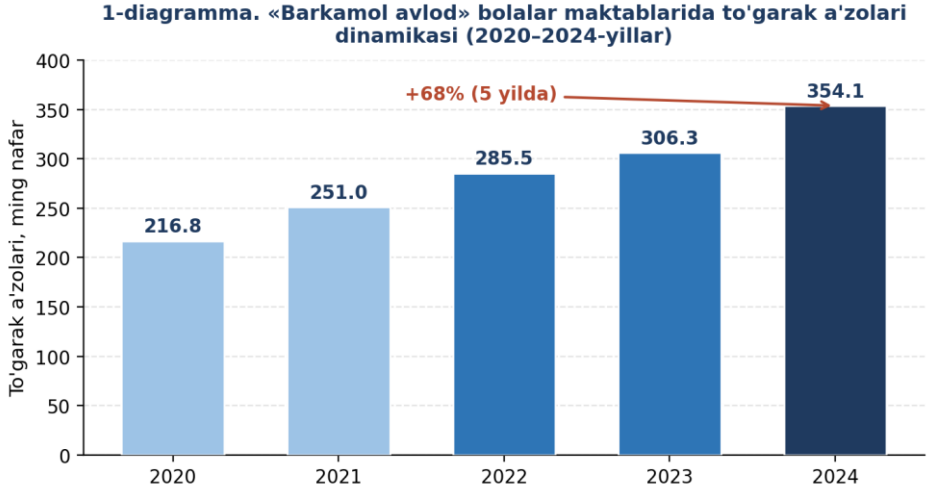
Rasmiy ma’lumotlarga ko‘ra, respublikada tashkil etilgan «Barkamol avlod» bolalar markazlaridagi texnik, badiiy ijodiyot, o‘lkashunoslik va ekologiya yo‘nalishlarida besh mingga yaqin to‘garak faoliyat yuritib, ularda 114 mingdan ortiq o‘quvchi-yoshga boshlang‘ich kasb-hunar sirlari o‘rgatilgan. Bundan tashqari, umumta’lim maktablarida tashkil etilgan 150 mingdan ortiq fan to‘garaklariga 2,8 million nafar o‘quvchi jalb qilingan. Madaniyat vazirligi tizimidagi 326 ta musiqa va san’at hamda 29 ta ixtisoslashgan maktabda 95 ming nafar o‘g‘il-qiz ta’lim olmoqda. To‘garaklarning yo‘nalishlar bo‘yicha taxminiy taqsimoti 3-diagrammada keltirilgan.



3-diagramma. To‘garaklarning yo‘nalishlar bo‘yicha taqsimoti

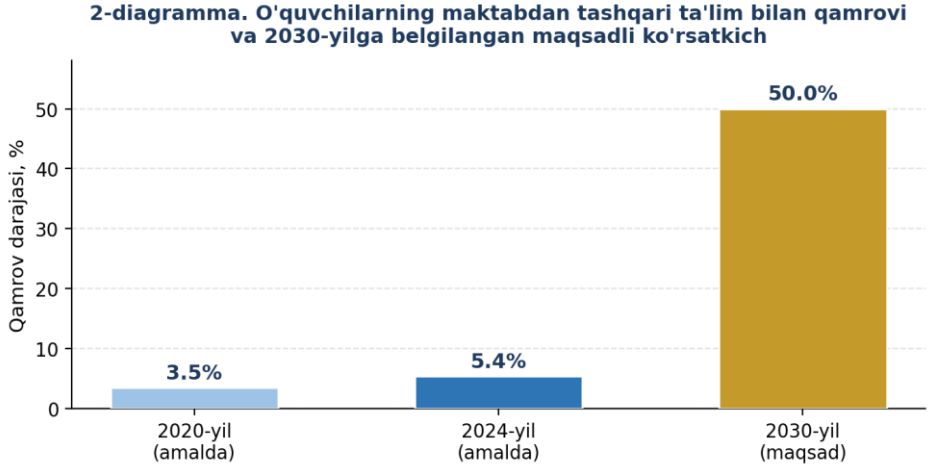
2024–2025-yillarda joriy etilgan “Kelajak” markazlari modeli tizimni mazmunan yangiladi. Ushbu markazlar maktablar bilan uzviy faoliyat yuritib, muhandislik, ilm-fan, madaniyat, san’at, kitobxonlik, sport va ekologiya yo‘nalishlari bo‘yicha o‘quvchilarni to‘garaklarga jalb etadi. Har bir umumta’lim maktabida maslahatchi lavozimi joriy etilib, ular o‘quvchilarning qobiliyati va qiziqishiga qarab til, kasb, muhandislik, ijod, san’at va sport to‘garaklarini tashkil qiladi. Mahalladagi yoshlar yetakchilari esa bolalarning maktabdan tashqari vaqtini mazmunli o‘tkazishi uchun mas’ul etib belgilandi. Bu yondashuv qamrovni kengaytirish bilan birga, ta’lim, mahalla va oila o‘rtasidagi hamkorlikni mustahkamlaydi.

Erishilgan yutuqlar; So‘nggi yillarda maktabdan tashqari ta’lim tizimida sezilarli ijobiy o‘zgarishlar kuzatilmoqda. Eng yaqqol natija — to‘garaklarga jalb etilgan bolalar sonining barqaror o‘sishidir. “Barkamol avlod” bolalar maktablarida to‘garak a’zolari soni 2020-yilda 216 764 nafarni tashkil etgan bo‘lsa, 2024-yilda 354 072 nafarga yetdi, ya’ni besh yilda 68 foizga ortdi (1-diagramma). Ayni davrda to‘garaklar soni 3 529 taga ko‘paydi.



1-diagramma. «Barkamol avlod» maktablarida to‘garak a’zolari dinamikasi

Shu bilan birga, o‘quvchilarning maktabdan tashqari ta’lim bilan qamrov darajasi 2020-yildagi 3,5 foizdan 2024-yilda 5,4 foizga ko‘tarildi. Davlat dasturlarida ushbu ko‘rsatkichni 2030-yilga kelib 50 foizga yetkazish maqsad qilingan (2-diagramma). Boshqa muhim yutuqlar qatoriga tizimga STEAM dasturi, robototexnika va dasturlash yo‘nalishlarining joriy etilishi; 326 ta musiqa va san’at maktabi o‘qituvchilari ish haqining umumta’lim maktablari o‘qituvchilari bilan tenglashtirilishi; o‘quvchilarning to‘garak, sport va olimpiadalardagi yutuqlarini aks ettiruvchi raqamli portfolio tizimining joriy etilishi hamda «Kelajak» markazlari va maktab maslahatchilari institutining tashkil etilishini kiritish mumkin.



2-diagramma. Maktabdan tashqari ta’lim bilan qamrov darajasi va 2030-yil maqsadi

Shuningdek, maktabdan tashqari ta’lim sohasida davlat-xususiy sheriklik va nodavlat sektorning ishtiroki kengaymoqda. Sport infratuzilmasi rivojlantirilib, mamlakat miqyosida 12 mingdan ziyod sport inshooti yoshlarni qamrashga jalb etildi, umumta’lim maktablari sport anjomlari bilan jihozlanmoqda. Bularning barchasi maktabdan tashqari ta’limni yagona ekotizim sifatida shakllantirish va uni yoshlarga oid davlat siyosatining ustuvor bo‘g‘iniga aylantirishga xizmat qilmoqda. Ushbu yutuqlar tizimning kelgusi rivojlanishi uchun mustahkam zamin yaratadi.

Ko‘rsatkich	2020-yil	2024-yil
“Barkamol avlod” maktablarida to‘garak a’zolari, nafar	216 764	**354 072**
O‘quvchilarning qamrov darajasi, %	3,5	**5,4**
Maktablardagi fan to‘garaklari (taxminiy), ming ta	≈ 122	**≈ 150**
Musiqa va san’at maktablari o‘quvchilari (Madaniyat vazirligi), ming nafar	≈ 90	**≈ 95**

Manba: Maktabgacha va maktab ta’limi vazirligi hamda rasmiy nashrlar ma’lumotlari asosida.

Tizimdagi mavjud muammolar; Erishilgan natijalarga qaramay, maktabdan tashqari ta’lim tizimida bir qator muammolar saqlanib qolmoqda. Birinchidan, qamrov darajasi hamon past — 2024-yildagi 5,4 foiz ko‘rsatkichi 2030-yilga belgilangan 50 foizlik maqsaddan ancha uzoqdir. Ikkinchidan, hududiy notekislik mavjud: shahar va markazlarga nisbatan olis hamda chekka qishloqlarda zamonaviy to‘garaklar va malakali murabbiylar yetishmaydi. Uchinchidan, pedagog kadrlar bilan ta’minlanish muammosi dolzarbligicha qolmoqda — ayrim markazlarda oliy ma’lumotli xodimlar ulushi 53–54 foiz atrofida bo‘lib, robototexnika, dasturlash kabi zamonaviy yo‘nalishlarda malakali mutaxassis tanqisligi seziladi.

To‘rtinchidan, ayrim muassasalarning moddiy-texnik bazasi va jihozlanishi zamon talablariga to‘liq javob bermaydi. Beshinchidan, moliyalashtirish hajmi cheklangan bo‘lib, qo‘shimcha ta’lim xizmatlarining bir qismi to‘lov asosida ko‘rsatilishi kam ta’minlangan oilalar bolalarining imkoniyatlarini cheklaydi. Oltinchidan, imkoniyati cheklangan bolalar va gender jihatidan teng qamrovni ta’minlash, inklyuziv sharoitlar yaratish masalasi yetarlicha hal etilmagan. Ushbu muammolar va ularni hal etishga qaratilgan takliflar 3-jadvalda umumlashtirilgan.

3-jadval

Asosiy muammolar va ularni hal etish bo‘yicha takliflar

Muammo	Taklif etilayotgan yechim
Qamrov darajasining pastligi (5,4%)	Maktablar negizida “Kelajak” markazlari tarmog‘ini kengaytirish, bepul to‘garaklar ulushini oshirish

Muammo	Taklif etilayotgan yechim
Hududiy notekislik (shahar–qishloq farqi)	Chekka hududlarda mobil to‘garaklar, masofaviy va onlayn dasturlarni joriy etish
Malakali kadrlar yetishmasligi	Oliy ta’lim muassasalarida tegishli yo‘nalishlar ochish, murabbiylar malakasini muntazam oshirish
Moddiy-texnik bazaning zaifligi	Davlat-xususiy sheriklik va homiylik mablag‘larini jalb etish, jihozlashni yangilash
Moliyalashtirish cheklovi va to‘lov to‘sig‘i	Kam ta’minlangan oila bolalari uchun imtiyozlarni kengaytirish, byudjet ulushini oshirish
Inklyuziv va gender qamrov muammosi	“Inklyuziv ijodiy ustaxonalar” tashkil etish, qizlar uchun maxsus dasturlarni rivojlantirish

Xulosa va takliflar

O‘tkazilgan tahlil shuni ko‘rsatadiki, O‘zbekiston Respublikasida maktabdan tashqari ta’lim tizimi tarixan uzoq taraqqiyot yo‘lini bosib o‘tgan va bugungi kunda uzluksiz ta’limning ajralmas, ustuvor bo‘g‘iniga aylangan. Mustaqillik yillarida, ayniqsa 2017-yildan keyingi islohotlar davrida tizimning huquqiy asoslari mustahkamlandi, tashkiliy tuzilmasi takomillashtirildi va zamonaviy yo‘nalishlar joriy etildi.

Statistik tahlil to‘garaklarga qamrovning barqaror o‘sib borayotganini (besh yilda to‘garak a’zolari 68 foizga ko‘paygan) tasdiqlaydi. Ayni paytda umumiy qamrov darajasi (5,4%) belgilangan strategik maqsaddan (50%) ancha past bo‘lib, hududiy notekislik, kadrlar tanqisligi, moddiy-texnik baza va moliyalashtirish kabi muammolar tizim oldida turgan asosiy vazifalardir.

Tadqiqot natijalari asosida quyidagi takliflar ishlab chiqildi: 1) “Kelajak” markazlari tarmog‘ini barcha maktablar negizida kengaytirib, qamrovni bosqichma-bosqich oshirish; 2) chekka hududlarda mobil va masofaviy to‘garaklarni rivojlantirish orqali hududiy tengsizlikni kamaytirish; 3) oliy ta’lim muassasalarida maktabdan tashqari ta’lim mutaxassislarini tayyorlashni yo‘lga qo‘yish; 4) davlat-xususiy sheriklik mexanizmlari orqali tizimni moliyalashtirish manbalarini diversifikatsiya qilish; 5) kam ta’minlangan oilalar va imkoniyati cheklangan bolalar uchun teng hamda inklyuziv qamrovni ta’minlash. Ushbu chora-tadbirlarning izchil amalga oshirilishi maktabdan tashqari ta’lim tizimi samaradorligini oshirib, barkamol avlodni tarbiyalashga xizmat qiladi.

Umuman olganda, maktabdan tashqari ta’lim tizimini rivojlantirish nafaqat pedagogik, balki ijtimoiy-iqtisodiy ahamiyatga ham ega. Bolalar va o‘smirlarning bo‘sh vaqtini mazmunli tashkil etish ular o‘rtasida huquqbuzarliklarning oldini olishga, sog‘lom turmush tarzini shakllantirishga va kelajakda mehnat bozori talab etadigan ko‘nikmalarni erta egallashga zamin yaratadi. Shu bois ushbu yo‘nalishni “O‘zbekiston — 2030” strategiyasi maqsadlari bilan uyg‘un holda, ilmiy asoslangan monitoring va baholash tizimi asosida rivojlantirish maqsadga muvofiqdir. Mavzu kelgusi tadqiqotlarda hududiy kesimda chuqurroq o‘rganilishi, xalqaro tajriba bilan qiyosiy tahlil etilishi mumkin.

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QISHKI OLIMPIYA O‘YINLARI: TARIXIY RIVOJLANISHI, TASHKILIY ASOSLARI VA ZAMONAVIY TENDENSIYALARI

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Annotatsiya: *Ushbu maqola Qishki Olimpiya o‘yinlarining tarixiy shakllanishi, rivojlanish bosqichlari, tashkiliy mexanizmlari va sport dasturining evolyutsiyasini tizimli tahlil qiladi. Pyer de Kuberten tashabbusidan boshlab 2026 yilgi Milano–Kortina o‘yinlarigacha bo‘lgan jarayon ko‘rib chiqiladi. Maqolada siyosiy-iqtisodiy omillar, gender tengligi muammolari, moddiy-texnik baza roli va O‘zbekiston sportchilarining hissasi alohida yoritilgan. Tadqiqot natijalari Olimpiya harakatining globallashuvi va kelajakdagi rivojlanish yo‘nalishlarini aniqlashga yordam beradi.*

Kalit so‘zlar: *olimpiya o‘yinlari, davrlar, Pyer de Kuberten, xartiya, jahon urushlari, iqtisot, siyosat, dastur, mezon.*

ЗИМНИЕ ОЛИМПИЙСКИЕ ИГРЫ: ИСТОРИЧЕСКОЕ РАЗВИТИЕ, ОРГАНИЗАЦИОННЫЕ ОСНОВЫ И СОВРЕМЕННЫЕ ТЕНДЕНЦИИ

Аннотация: *В данной статье системно анализируются процесс становления, этапы развития, организационные механизмы и эволюция спортивной программы зимних Олимпийских игр. Рассматривается период от инициативы Пьера де Кубертена до Игр 2026 года в Милане–Кортине. Особое внимание уделено политико-экономическим факторам, проблемам гендерного равенства, роли материально-технической базы, а также вкладу спортсменов Узбекистана. Результаты исследования способствуют определению направлений глобализации олимпийского движения и его дальнейшего развития.*

Ключевые слова: *Олимпийские игры, этапы, Пьер де Кубертен, хартия, мировые войны, экономика, политика, программа, критерии.*

WINTER OLYMPIC GAMES: HISTORICAL DEVELOPMENT, ORGANIZATIONAL FOUNDATIONS AND MODERN TRENDS

Abstract: *This article provides a systematic analysis of the formation process, stages of development, organizational mechanisms, and the evolution of the sports program of the Winter Olympic Games. The study covers the period from the initiative of Pierre de Coubertin to the Milano–Cortina 2026 Games. Particular attention is paid to political and economic factors, issues of gender equality, the role of material and technical infrastructure, as well as the contribution of Uzbek athletes. The findings help to identify the directions of globalization of the Olympic movement and its future development.*

Keywords: *Olympic Games, stages, Pierre de Coubertin, charter, world wars, economy, politics, program, criteria*

Kirish. Qishki Olimpiya o‘yinlari - qishki sport turlari bo‘yicha har 4 yilda bir marta XOQ rahbarligida o‘tkaziladigan kompleks musobaqalardir.

Olimpiya harakati rivojlanishining dastlabki yillarida qishki sport turlari yozgi Olimpiya o’yinlarining dasturiga kiritilgan edi: muz ustida konkida figurali uchish (1908 va 1920), shaybali xokkey (1920).

Qishki Olimpiya o‘yinlari Pyer de Kuberten tashabbusi bilan boshlangan. 1921 va 1922 yillarda Kuberten Qishki Olimpiya o‘yinlarini tashkil qilish bo‘yicha hay’at tuzib, uning tarkibiga Shvetsiya, Fransiya, Norvegiya, Shveytsariya va Kanada vakillarini kiritgan. 1922 yilda Parijda bo’lib o’tgan XOQning sessiyasida “VIII Olimpiya o’yinlariga bag’ishlangan xalqaro sport haftaligi”ni o’tkazish to’g’risida qaror qabul qilingan.

Birinchi qishki Olimpiya o‘yinlari 1924-yilda Xalqaro sport haftaligi sifatida tashkil qilingan. Sport haftaligi yuqori saviyada tashkil qilingan. Qishki O‘yinlarni o‘tkazish to‘g‘risidagi qaror XOQning 1925-yilda Praga shahrida bo‘lib o‘tgan sessiyasida qabul qilingan.

1992-yilga qadar qishki va yozgi Olimpiya o‘yinlari bir yilda o‘tkazilgan, 1994-yilda ularning oralig‘i 2 yilni tashkil etishi to‘g‘risida qaror qabul qilingan.

Olimpiya xartiyasiga binoan qishki Olimpiya o‘yinlari ham yozgi Olimpiya o‘yinlari uchun belgilangan tartib-qoidalar bo‘yicha tashkil qilinadi.

Qishki Olimpiya o‘yinlarining rivojlanish davrlari, yozgi Olimpiya o‘yinlari kabi, tarixiy davrlarda jamiyatdagi siyosiy, iqtisodiy, madaniy va ijtimoiy omillarning olimpiya harakatiga ta’siri bilan bog’liq holda belgilangan. Hozirgi davrgacha bo’lib o’tgan qishki Olimpiya o‘yinlarining tarixida uchta asosiy bosqichlarni kuzatish mumkin:

- I - VI qishki Olimpiya o’yinlari o’tkazilgan davr (1924-1952-yy.)
- VII - XVI qishki Olimpiya o’yinlari o’tkazilgan davr (1956-1992-yy.)
- XVII – XXII qishki Olimpiya o’yinlari o’tkazilgan davr (1994-2014 yy.)

1924-1952 yillardagi qishki Olimpiya o’yinlarida shimoliy Yevropa mamlakatlarining - Norvegiya, Shvetsiya, Finlyandiya sportchilari yetakchilik qilgan, ularning asosiy raqiblari AQSH, Kanada, Germaniya, Shveytsariya, Avstriya sportchilari bo’lgan. Bu davrda qishki Olimpiya o’yinlarida asosan erkaklar ishtirok etgan, ayollar faqat figurali uchish bo’yicha qatnashgan.

1956-1992 yillardagi qishki Olimpiya o’yinlari safida mamlakatlar soni ko’payib borgan. 1956 yildan boshlab qishki Olimpiya o’yinlarida sobiq Ittifoq terma jamoasi qatnashib kelmoqda. Bundan tashqari qishki Olimpiya o’yinlariga qishki sport turlari rivojlanmagan mamlakatlar – Puerto-Riko, Gvatemala, Boliviya, Livan, Yamayka, Marokash, O‘zbekiston – sportchilari qo‘shildi.

1994-2014 yillardagi qishki Olimpiya o’yinlarida ilm-fan va texnika yutuqlaridan foydalanish orqali qishki sport turlarini rivojlantirishga e’tibor berildi. Jahonning janubiy mamlakatlarida ham qishki sport turlarini rivojlantirish maqsadida qishki sport turlari bilan shug’ullanish uchun zamonaviy sport inshootlari qurildi. Janubiy mamlakatlar sportchlarining Olimpiya o’yinlarida ishtirok etishi uchun bu yerga mutaxassislarni yuborish va amaliy yordam berish ishlari yo’lga qo’yilmoqda.

Turli mamlakatlarning qishki Olimpiya o’yinlaridagi natijalari, qishki olimpiya sport turlarining rivojlanish darajasi sport jihozlari va sport inshootlari, yani moddiy-texnik bazaning mavjudligi bilan bevosita bog’liq.

Qishki Olimpiya o’yinlarining rivojlanishida, yozgi Olimpiya o’yinlari kabi, bir qator muammolari paydo bo’lgan, jumladan, sport va siyosat muammosi, sport inshootlari muammosi, doping muammosi, professional sport muammosi, olimpiya dasturi muammosi va h.k.

Qishki Olimpiya o‘yinlarining tarixiy rivojlanish davrlari: Qishki Olimpiya o‘yinlarining rivojlanishi jamiyatdagi siyosiy, iqtisodiy va texnologik jarayonlar bilan chambarchas bog‘liq.

Qishki olimpiya o‘yinlarining xronologik tartib bo‘yicha quyidagi asosiy bosqichlar ajratiladi:

1. Birinchi bosqich (1924–1952 yillar, I–VI o‘yinlar) Bu davrda shimoliy Yevropa mamlakatlari — Norvegiya, Shvetsiya va Finlyandiya mutlaq ustunlik qilgan. Ishtirokchilar soni nisbatan kam bo‘lib, ayollar faqat figurali uchishda qatnashgan. Ikkinchi Jahon urushi sababli 1940 va 1944 yillardagi o‘yinlar o‘tkazilmagan.

2. Ikkinchi bosqich (1956–1992 yillar, VII–XVI o‘yinlar) Ishtirokchi mamlakatlar va sportchilar soni keskin oshgan. 1956 yildan sobiq SSSR terma jamoasi faol ishtirok etdi. Qishki sport turlari rivojlanmagan davlatlar (shu jumladan, O‘zbekiston) sportchilari ham qo‘shila boshladi. GDR va GFR birlashgan yoki alohida chiqish qilgan.

3. Uchinchi bosqich (1994 yildan hozirgi kungacha, XVII o‘yinlardan boshlab) Ilm-fan va texnologiya yutuqlari asosida sport turlari takomillashtirildi. Janubiy mamlakatlarda zamonaviy infratuzilma yaratildi. 2026 yilda Italiyaning Milano va Kortina-d’Ampezzo shaharlarida o‘tkazilgan XXV Qishki Olimpiya o‘yinlarida 2880 nafar sportchi 8 ta sport turi, 16 ta intizom va 116 ta medallar jamlanmasi uchun bellashdi. Bu o‘yinlar ikki shahar tomonidan birgalikda o‘tkazilgan birinchi Qishki Olimpiada sifatida tarixga kirdi.

1-jadval

1924 – 2022 yillarda o’tkazilgan Qishki Olimpiya o’yinlari

№	Yil	O’tkazilgan joyi	Mamlakat	Sportchi	1-o’rin (davlat)
I	1924	Shamoni, Fransiya	16	293	Norvegiya
II	1928	Sankt-Morits, Shveytsariya	25	464	Norvegiya
III	1932	Leyk-Plesid, AQSH	17	252	AQSH
IV	1936	Garmish-Partenkirxen, Germaniya	28	646	Norvegiya
V	1948	Sankt-Morits, Shveytsariya	28	669	Shvetsiya
VI	1952	Oslo, Norvegiya	30	694	Norvegiya
VII	1956	Kortina-d’Ampettso, Italiya	32	821	SSSR

VIII	1960	Skvo-Velli, AQSH	30	665	SSSR
IX	1964	Insbruk, Avstriya	36	1091	SSSR
X	1968	Grenobl, Fransiya	37	1158	Norvegiya
XI	1972	Sapporo, Yaponiya	35	1006	SSSR
XII	1976	Insbruk, Avstriya	37	1123	SSSR
XIII	1980	Leyk-Plesid, AQSH	37	1072	SSSR
XIV	1984	Sarayevo, Yugoslaviya	49	1274	GDR
XV	1988	Kalgari, Kanada	57	1634	SSSR
XVI	1992	Albervil, Frantsiya	64	1801	Germaniya
XVII	1994	Lillexammer, Norvegiya	67	1923	Rossiya
XVIII	1998	Nagano, Yaponiya	72	2176	Germaniya
XIX	2002	Solt-Leyk-Siti, AQSH	77	2399	Germaniya
XX	2006	Turin, Italiya	84	2573	Germaniya
XXI	2010	Vankuver, Kanada	82	2574	Kanada
XXII	2014	Sochi, Rossiya	88	2800	Rossiya
XXIII	2018	Pxyonchxan, Jan. Koreya	87	2922	Norvegiya
XXIV	2022	Osko, Yaponiya	92	3000	Norvegiya
XXV	2026	Milan va Kortina-d'Ampetstso, Italiya	92	2871	Norvegiya

Olimpiya o'yinlarini o'tkazish bo'yicha qo'mita 2008-yilda hukumatdan "Olimpiya marshrutlari tarmog'i"ni yaratishni talab qildi va olimpiya yo'l harakati ustivorlikka ega bo'ladigan yo'llarning ushbu tarmog'i, Londondagi saytda (http://www.london 2012.com/olympic-route-network) 2012-yilda ko'rsatilgan. London aholisi, ularning shahrini chet elliklar okupatsiya qilganligini va egallab olganligini sezishi qiyin bo'lmadi. VIP-personalarni olib yurish uchun olimpiya avtomobillarini katta darajada qo'llanilishi, londonlik taksistlar uchun yaxshi xabar emasligi, ehtimol. 1992-yilda Barselonada taksistlar o'zlarining eski avtomobillarini yangi kichik hajmdagi avtomobillarga almashtirishlari uchun rag'batlantirilgan va ingliz tili va xushmuomalalik kurslarida o'qidilar. [25]

Lekin, Barselonadagi Tashkiliy qo'mita Olimpiya oilasi uchun 2000 tadan ortiq avtomobillarni, OAV uchun avtobuslarni va rasmiy olimpiya yo'l harakati uchun tadbirlarni o'tkazilishi joylariga chegaralangan borishni ta'minladi. Bu, taksistlarni juda g'azablantirib, ularning o'n nafar yetakchilari ochlik e'lon qilgan.

Bularning birontasi ham O'yinlarning bayramona kattaligiga ta'sir qilmagan, albatta, lekin bayramonalik pasaygan, tartib va tashkil qilinishi bilan nazorat qilingan, u, kuzatish va politsiya nazorati ostiga olinadigan chegaralari belgilangan fazoga qo'yilgan.

Qishki Olimpiya o'yinlari Xalqaro Olimpiya Qo'mitasi (XOQ) rahbarligida har to'rt yilda bir marta o'tkaziladigan qishki sport turlari bo'yicha eng nufuzli xalqaro musobaqadir. Dastlab qishki sport turlari (figurali uchish - 1908, 1920 yillar; shaybali xokkey - 1920 yil) yozgi Olimpiya o'yinlari dasturiga kiritilgan edi. Mustaqil Qishki Olimpiya o'yinlarini tashkil etish g'oyasi Pyer de Kuberten tomonidan ilgari surilgan va 1924 yilda Fransiyaning Shamoni shahrida birinchi o'yinlar "Xalqaro sport haftaligi" sifatida o'tkazilgan. 1925 yilda XOQ bu musobaqalarni rasmiy ravishda I Qishki Olimpiya o'yinlari deb tan oldi.

1992-yilgacha yozgi va qishki o'yinlar bir yilda o'tkazilgan bo'lsa, 1994 yildan boshlab ularning oralig'i ikki yilga o'zgartirildi. Bu o'zgarish Olimpiya harakatini yanada dinamik va jozibali qilishga xizmat qildi. Olimpiya xartiyasiga muvofiq, qishki o'yinlar yozgi o'yinlar bilan bir xil tamoyillar - tenglik, adolat, dopingga qarshi kurash va barqaror rivojlanish asosida tashkil etiladi.

Olimpiya xartiyasiga ko'ra, qishki sport turi dasturga kiritilishi uchun kamida ikki kontinent va 25 mamlakatda keng rivojlangan bo'lishi shart. Zamonaviy dasturda quyidagi sport turlari mavjud: konkida tez yugurish, short-trek, chang'i poygasi, tramplindan sakrash, tog' chang'isi, biatlon, bobsley, skeleton, fristayl, snoubording, figurali uchish, shaybali xokkey, kyorling va boshqalar.

Sport turlarining qisqacha tavsifi:

- Fristayl (ayniqsa, akrobatika): 1994 yilda Lillexammerda o'zbekistonlik Lina Cheryazova ayollar akrobatikasi bo'yicha oltin medalni qo'lga kiritgan — bu mustaqil O'zbekistonning Qishki Olimpiya o'yinlaridagi yagona oltin medali hisoblanadi.
- Chang'i poygasi va tramplindan sakrash: Norvegiya va Finlyandiya an'anaviy kuchli.

[25] John Horne, Garry Whannel. Understanding the Olympics. Routledge. Taylor-Francis Group. London and New York. 2012. – 155 p.

- Bobsley va skeleton: Yuqori tezlik va texnologiya talab qiladi (Shveytsariya, AQSH yetakchi).
- Snoubording va kyorling: Nisbatan yangi turlar, ommalashgan va tomoshabinlar sonini oshirgan.

Mustaqillik yillarida O‘zbekiston bir necha bor Qishki Olimpiya o‘yinlarida ishtirok etgan. Eng yorqin sahifa — 1994 yil Lillexammer Olimpiadasida Lina Cheryazovaning fristayl (aerials) bo‘yicha oltin medali. Keyingi o‘yinlarda figurali uchish va tog‘ chang‘isi yo‘nalishlarida sportchilar qatnashgan. Bu yutuqlar mamlakatimizning qishki sport turlarini rivojlantirishdagi imkoniyatlarini ko‘rsatadi.

Qishki Olimpiya o‘yinlari rivojlanishi bilan birga quyidagi muammolar dolzarbligicha qolmoqda:

- Sport va siyosatning aralashuvi;
- Doping va professional sport masalalari;
- Moddiy-texnik baza tengsizligi (shimoliy mamlakatlar ustunligi);
- Gender tengligi (ayollar uchun tramplindan sakrash masalasi uzoq vaqt muhokama qilingan);
- Ekologik barqarorlik va xavfsizlik talablari.

O‘yinlar nafaqat sport musobaqasi, balki global madaniy festival, bayram va tomosha sifatida ham namoyon bo‘lmoqda. Kelajakda yangi sport turlari (masalan, 2026 yilda ski mountaineering debyuti), ayollar ishtirokini kengaytirish va janubiy mamlakatlarni jalb qilish asosiy yo‘nalishlar bo‘ladi.

Xulosa. Qishki Olimpiya o‘yinlari 1924-yilda Shamoni shahrida “Xalqaro sport haftaligi” sifatida boshlanganidan beri jahon sport harakatining muhim tarkibiy qismiga aylandi. Tarixiy rivojlanish jarayonida uchta asosiy bosqichni kuzatish mumkin: 1924-1952-yillardagi Shimoliy Yevropa mamlakatlarining ustunligi, 1956-1992-yillardagi ishtirokchilar sonining keskin o‘sishi va sobiq SSSRning kuchli chiqishi, hamda 1994-yildan hozirgi kungacha bo‘lgan globallashuv va texnologik taraqqiyot davri hisoblanadi. 2026-yilda Italiyaning Milano va Kortina-d’Ampezzo shaharlarida o‘tkazilgan XXV Qishki Olimpiya o‘yinlari Norvegiyaning mutlaq ustunligi (18 oltin, 41 jami medal) bilan yakunlandi. Bu natijalar qishki sport turlarining rivojlanish darajasi moddiy-texnik baza, an’ana va professional tayyorgarlik bilan bevosita bog‘liqligini yana bir bor tasdiqlaydi.

Ikkinchi muhim xulosa shundaki, Qishki Olimpiya o‘yinlarining muvaffaqiyati nafaqat sport musobaqalarining yuqori darajada tashkil etilishiga, balki Tashkiliy qo‘mitaning samarali faoliyati, infratuzilma, xavfsizlik va barqaror rivojlanish tamoyillariga rioya qilishga ham bog‘liq. Olimpiya xartiyasi talablariga muvofiq, sport turlarining dasturga kiritilishi uchun ularning kamida ikki kontinent va 25 mamlakatda keng tarqalganligi zarur bo‘lib, bu talab qishki sportning globallashuvini rag‘batlantirmoqda. Shu bilan birga, gender tengligi (ayollar uchun tramplindan sakrash masalasi kabi), dopingga qarshi kurash va professional sport muammolari hali ham dolzarb bo‘lib qolmoqda. O‘zbekiston sportchilarining ishtiroki, xususan, 1994-yilda Lina Cheryazovaning fristayl bo‘yicha oltin medali mustaqil O‘zbekiston olimpiya harakatidagi muhim yutuq sifatida tarixda qoldi.

Uchinchidan, zamonaviy Qishki Olimpiya o‘yinlari nafaqat sport musobaqasi, balki global madaniy festival, bayram va tomosha sifatida ham namoyon bo‘lmoqda. O‘yinlarning ochilish va yopilish marosimlari, media-translyatsiya va xalqaro ishtirokning kengayishi olimpiya harakatining ijtimoiy-madaniy ahamiyatini oshirmoqda. Kelgusida gender tengligini yanada mustahkamlash, ekologik barqarorlikni ta’minlash, janubiy mamlakatlarni jalb qilish va yangi sport turlarini joriy etish orqali Qishki Olimpiya o‘yinlari universal va inklyuziv xarakterga ega bo‘lishi lozim. Bu jarayon olimpiya tamoyillarining asosiy g‘oyasi - insoniyatni birlashtirish va sport orqali tinchlikni mustahkamlashga xizmat qiladi.

Foydalanilgan adabiyotlar ro‘yxati

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TEXNOLOGIYA FANI MASHG'ULOTLARIDA O'QUVCHILARNING TADBIRKORLIKKA OID TAYANCH KOMPETENSIYALARINI SHAKLLANTIRISH METODIKASI

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Annotatsiya: *Maqolada umumta'lim maktablarida "Texnologiya" fani mashg'ulotlari orqali o'quvchilarning tadbirkorlikka oid tayanch kompetensiyalarini shakllantirish metodikasi tahlil qilingan. Kompetensiyaning tarkibiy tuzilishi (kognitiv, faoliyat va motivatsion-qadriyat komponentlari) ochib berilgan, loyiha asosida o'qitish, biznes-reja tuzish, o'quv firmasi va keys-stadi metodlariga asoslangan pedagogik model taklif etilgan. Tajriba-sinov ishlari maktab o'quvchilari ishtirokida o'tkazilib, tajriba guruhida kompetensiyaning shakllanganlik darajasi nazorat guruhiga nisbatan sezilarli o'sgani statistik jihatdan asoslangan.*

Kalit so'zlar: *tadbirkorlik kompetensiyasi, texnologiya ta'limi, tayanch kompetensiyalar, loyihaviy ta'lim, biznes-reja, o'quv firmasi, pedagogik model, maktab o'quvchilari.*

МЕТОДИКА ФОРМИРОВАНИЯ КЛЮЧЕВЫХ ПРЕДПРИНИМАТЕЛЬСКИХ КОМПЕТЕНЦИЙ УЧАЩИХСЯ НА ЗАНЯТИЯХ ПО ТЕХНОЛОГИИ

Аннотация: *В статье анализируется методология формирования базовых предпринимательских компетенций учащихся посредством занятий по предмету «Технология» в средних школах. Раскрыта структурная структура компетенции (когнитивная, деятельностная и мотивационно-ценностная составляющие), предложена педагогическая модель, основанная на методах проектного обучения, разработки бизнес-плана, создания образовательной фирмы и анализа конкретных случаев. Проведена экспериментальная работа с участием школьников, статистически доказано, что уровень формирования компетенций в экспериментальной группе значительно повысился по сравнению с контрольной группой.*

Ключевые слова: *предпринимательская компетенция, технологическое образование, базовые компетенции, проектное обучение, бизнес-план, образовательная фирма, педагогическая модель, школьники.*

METHODOLOGY FOR DEVELOPING STUDENTS' CORE ENTREPRENEURIAL COMPETENCIES IN TECHNOLOGY EDUCATION

Abstract: *The article analyzes the methodology for the formation of basic entrepreneurial competencies of students through classes in the subject "Technology" in secondary schools. The structural structure of the competency (cognitive, activity and motivational-value components) is revealed, a pedagogical model based on project-based learning, business plan development, educational firm and case study methods is proposed. Experimental work was conducted with the participation of schoolchildren, and it was statistically proven that the level of competence formation in the experimental group significantly increased compared to the control group.*

Keywords: *entrepreneurial competence, technology education, basic competencies, project-based education, business plan, educational firm, pedagogical model, schoolchildren.*

Kirish: Bugungi kunda ta'lim tizimining ustuvor vazifalaridan biri — yosh avlodda mehnat bozorida raqobatbardosh bo'lish, mustaqil iqtisodiy qaror qabul qilish va o'z faoliyatini tashkil eta olish qobiliyatlarini shakllantirishdan iborat. Bu jarayonda tadbirkorlik kompetensiyasi muhim o'rin tutadi, chunki u nafaqat iqtisodiy bilimlarni, balki tashabbuskorlik, mas'uliyat, jamoada ishlash va tavakkalni oqilona baholash kabi shaxsiy sifatlarni ham qamrab oladi.

Evropa Ittifoqining umrbod ta'lim uchun tayanch kompetensiyalar ramkasida "tashabbuskorlik va tadbirkorlik" sakkizta asosiy kompetensiyadan biri sifatida e'tirof etilgan. O'zbekistonda ham uzluksiz ta'lim tizimining davlat ta'lim standartlarida tadbirkorlik bilan bog'liq tayanch kompetensiyalar maktab bitiruvchisining zaruriy natijalari qatoriga

kiritilgan. *“Texnologiya”* fani esa o‘zining amaliy, loyihaviy va integrativ tabiati bilan ushbu kompetensiyalarni shakllantirish uchun eng qulay maydonlardan biri hisoblanadi.

Shunga qaramay, amaliyotda texnologiya darslari ko‘pincha texnik mehnat ko‘nikmalarini o‘rgatish bilan cheklanib qolmoqda; tayyorlangan mahsulotni g‘oyadan bozorga olib chiqish, uning tannarxini hisoblash va iqtisodiy samaradorligini baholash kabi tadbirkorlik jihatlari yetarli darajada qamrab olinmayapti. Mazkur ziddiyat tadqiqotning dolzarbligini belgilaydi.

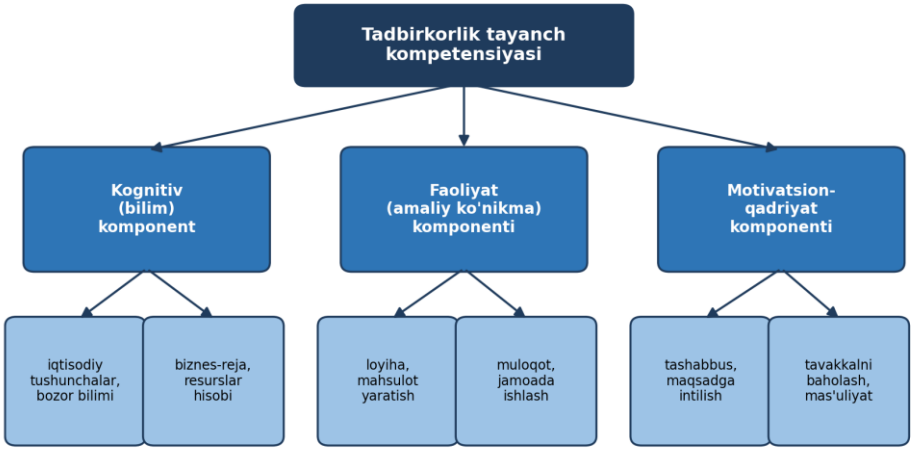
Tadqiqot maqsadi — texnologiya fani mashg‘ulotlarida o‘quvchilarning tadbirkorlikka oid tayanch kompetensiyalarini shakllantirishning ilmiy asoslangan metodikasini ishlab chiqish va uning samaradorligini tajriba-sinov yo‘li bilan tekshirishdir. Tadqiqot obyekti — umumta’lim maktabi o‘quvchilarining texnologiya fanidagi o‘quv-tarbiyaviy jarayoni.

Mavzuga oid adabiyotlar tahlili

Tadbirkorlik kompetensiyasi muammosi pedagogika va iqtisodiy ta’lim sohasidagi ko‘plab tadqiqotlarda yoritilgan. Tadqiqotchilarning aksariyati tadbirkorlik kompetensiyasini integrativ, ko‘p komponentli tuzilma sifatida talqin qiladi va uni shaxsning iqtisodiy faoliyatga tayyorligi bilan bog‘laydi. Kompetensiyaviy yondashuv doirasida “bilim” — “ko‘nikma” — “munosabat” uchligi tadbirkorlik kompetensiyasining metodologik asosini tashkil etadi.

Mahalliy va xorijiy manbalarning tahlili quyidagi yondashuvlarni ajratishga imkon beradi: a) faoliyatli yondashuv — kompetensiya real iqtisodiy faoliyat (loyiha, biznes-reja, o‘quv firmasi) jarayonida shakllanadi; b) loyihaviy yondashuv — ta’lim mazmuni o‘quvchilar tomonidan amalga oshiriladigan tugallangan loyihalar atrofida tashkil etiladi; d) integrativ yondashuv — texnologiya fani iqtisod, matematika va informatika bilan bog‘lab o‘qitiladi. Biroq aynan texnologiya fani sharoitida tadbirkorlik kompetensiyasini bosqichma-bosqich shakllantirishning yaxlit metodikasi yetarlicha ishlab chiqilmagan.

Tahlil natijasida ushbu maqolada tadbirkorlik tayanch kompetensiyasi uch komponentdan iborat tizim sifatida qabul qilindi (1-sxema).



1-sxema. Tadbirkorlik tayanch kompetensiyasining tarkibiy tuzilishi

Tadqiqot metodologiyasi

Tadqiqotda nazariy (ilmiy-pedagogik adabiyotlar tahlili, modellashtirish, umumlashtirish) va empirik (kuzatish, so‘rovnoma, test, pedagogik tajriba-sinov, natijalarni matematik-statistik qayta ishlash) metodlar majmuasidan foydalanildi. Tajriba-sinov ishlari ikki bosqichda (aniqlovchi va shakllantiruvchi) tashkil etildi.

Tajribada jami **184 nafar** 8–9-sinf o‘quvchisi ishtirok etdi: tajriba guruhi (TG — 92 nafar) va nazorat guruhi (NG — 92 nafar). Nazorat guruhida darslar an’anaviy uslubda, tajriba guruhida esa taklif etilgan metodika asosida olib borildi. Guruhlar boshlang‘ich tayyorgarlik darajasi bo‘yicha taqqoslanadigan (gomogen) qilib tanlandi.

Kompetensiyaning shakllanganlik darajasi uchta mezon va uchta daraja bo‘yicha baholandi. Diagnostik apparat 1-jadvalda keltirilgan.

1-jadval. Tadbirkorlik kompetensiyasini baholash mezonlari va darajalari

Mezon	Ko‘rsatkichlar	Baholash usuli
Kognitiv	iqtisodiy tushunchalar, bozor, talab-taklif, tannarx va foyda haqidagi bilimlar	test, nazorat ishi
Faoliyatli	biznes-reja tuzish, resurslarni hisoblash, loyiha va mahsulot yaratish ko‘nikmalari	loyiha himoyasi, amaliy topshiriq
Motivatsion-qadriyat	tashabbus, mustaqillik, mas’uliyat, tavakkalga munosabat va mehnatga qadriyatli munosabat	so‘rovnoma, kuzatish

Har bir mezon bo‘yicha o‘quvchilar yuqori, o‘rta va past darajalarga ajratildi; umumiy daraja uch mezon ko‘rsatkichlarining o‘rtacha qiymati asosida aniqlandi.

Kompetensiyani shakllantirish metodikasining mazmuni

Taklif etilayotgan metodika to‘rt bosqichli, faoliyatga yo‘naltirilgan jarayon sifatida quriladi. Har bir bosqichda yetakchi o‘quv metodi va kutilayotgan natija aniq belgilanadi (2-jadval).

2-jadval. Metodikaning bosqichlari, metodlari va kutilayotgan natijalari

Bosqich	Yetakchi metod	O‘quvchi faoliyati	Kutilayotgan natija
1. Motivatsion	muammoli vaziyat, keys-stadi	real bozor muammosini tahlil qiladi, g‘oya ilgari suradi	qiziqish va tashabbus uyg‘onadi
2. Bilim	interfaol ma’ruza, aqliy hujum	tannarx, foyda, talab-taklifni o‘rganadi	iqtisodiy bilimlar tizimi
3. Loyihaviy	loyiha metodi, biznes-reja	mahsulot ishlab chiqaradi, biznes-reja tuzadi	amaliy ko‘nikmalar
4. Refleksiv	o‘quv firmasi, prezentatsiya	mahsulotni “sotadi”, natijani baholaydi	mustaqil baholash, mas’uliyat

Metodikaning o‘zagini **loyiha asosida o‘qitish** tashkil etadi: o‘quvchilar kichik guruhlarda real foydalanish qiymatiga ega mahsulot (masalan, suvenir, maishiy buyum, qadoq dizayni yoki raqamli xizmat) ishlab chiqadilar, uning biznes-rejasini tuzadilar, tannarxini hisoblaydilar va “o‘quv firmasi” doirasida taqdimot qiladilar. Bunda fanlararo aloqalar (iqtisod, matematika, informatika, tasviriy san’at) faollashadi.

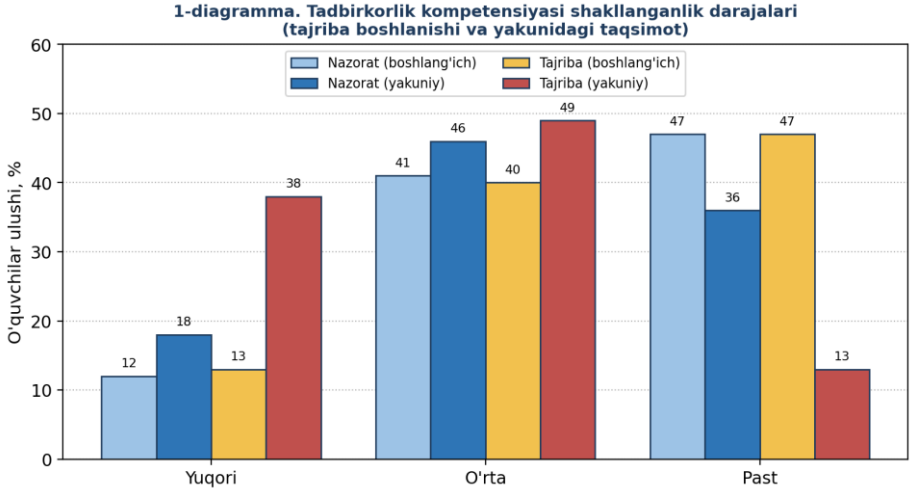
Metodikaning samarali amal qilishi quyidagi pedagogik shart-sharoitlarga tayanadi: o‘quv jarayonining amaliy-loyihaviy yo‘nalganligi; o‘qituvchining tashkilotchi va maslahatchi (fasilitator) roliga o‘tishi; ta’limning iqtisodiy mazmun bilan boyitilishi; baholashning kompetensiyaga asoslanganligi; o‘quvchining mustaqilligi va tanlash erkinligini ta’minlash.

Tajriba-sinov natijalari va ularning tahlili

Shakllantiruvchi tajribaning yakuniy bosqichida ikkala guruhda kompetensiyaning shakllanganlik darajasi qayta o‘lchandi. Olingan ma’lumotlar 3-jadval va 1-diagrammada keltirilgan.

3-jadval. Kompetensiya darajalarining taqsimoti (tajriba yakunida, %)

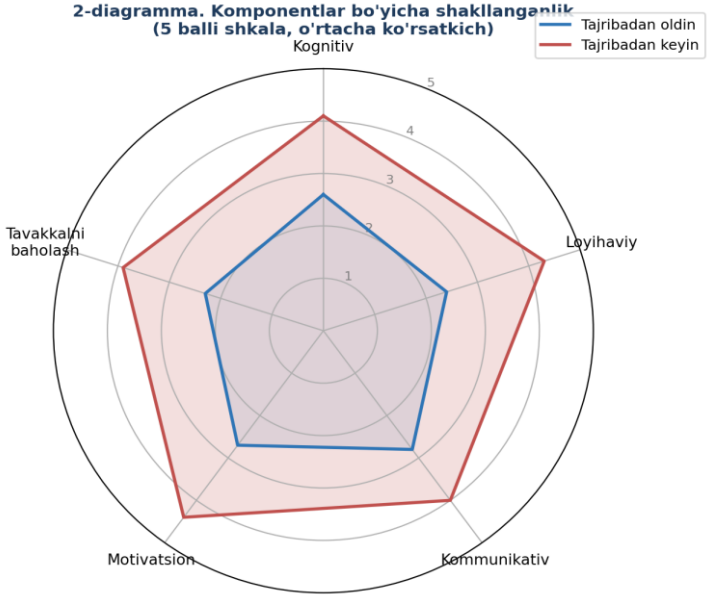
Guruh	Yuqori	O‘rta	Past	Δ (yuqori)
Nazorat (boshlang‘ich)	12	41	47	—
Nazorat (yakuniy)	18	46	36	**+6**
Tajriba (boshlang‘ich)	13	40	47	—
Tajriba (yakuniy)	**38**	49	13	**+25**



1-diagramma. Kompetensiya shakllanganlik darajalarining qiyosiy taqsimoti

Ma’lumotlardan ko‘rinib turibdiki, tajriba guruhida yuqori darajadagi o‘quvchilar ulushi 13% dan 38% gacha o‘sgan (+25%), past darajadagilar esa 47% dan 13% gacha kamaygan. Nazorat guruhida o‘zgarishlar ancha kichik bo‘lib (yuqori daraja +6%), tabiiy o‘sish doirasida qoldi. Bu farq taklif etilgan metodikaning ta’sirini ko‘rsatadi.

Komponentlar kesimida o‘sish dinamikasi 2-diagrammada aks ettirilgan. Eng sezilarli o‘sish motivatsion va loyihaviy (faoliyatli) komponentlarda kuzatildi, bu metodikaning amaliy-faoliyatli tabiatiga mosdir.



2-diagramma. Komponentlar bo‘yicha shakllanganlikning o‘rtacha ko‘rsatkichi (5 balli shkala)

Natijalarning ishonchliligini tekshirish uchun Pirsonning χ^2 (xi-kvadrat) mezonidan foydalanildi. Hisoblangan qiymat ($\chi^2 = 23,7$) erkinlik darajasi 2 va ahamiyatlilik darajasi 0,05 uchun jadval qiymatidan (5,99) yuqori bo‘ldi. Demak, tajriba va nazorat guruhlari natijalaridagi farq tasodifiy emas, balki qo‘llanilgan metodikaning qonuniy natijasidir.

Xulosa

O‘tkazilgan tadqiqot natijalari quyidagi xulosalarni shakllantirishga imkon beradi:

1) tadbirkorlik tayanch kompetensiyasi kognitiv, faoliyatli va motivatsion-qadriyat komponentlaridan iborat yaxlit tizim bo‘lib, uni texnologiya fani sharoitida bosqichma-bosqich shakllantirish mumkin;

2) metodikaning samaradorligi loyiha asosida o‘qitish, biznes-reja tuzish, keys-stadi va o‘quv firmasi metodlarining uyg‘un qo‘llanilishiga hamda pedagogik shart-sharoitlarga rioya etilishiga bog‘liq;

3) tajriba-sinov ishlari tajriba guruhida yuqori darajadagi o‘quvchilar ulushining 25% ga oshganini ko‘rsatdi va natijalar statistik jihatdan ishonchli ($\chi^2 = 23,7$) deb tasdiqlandi;

4) taklif etilgan metodika maktab texnologiya ta’limi amaliyotiga joriy etilishi, shuningdek o‘qituvchilarning malakasini oshirish kurslarida foydalanilishi mumkin.

Tadqiqotning istiqbolli yo‘nalishlari sifatida raqamli vositalar (onlayn biznes-simulyatorlar, STEAM-loyihalar) yordamida tadbirkorlik kompetensiyasini shakllantirish hamda metodikani boshlang‘ich va o‘rta maxsus ta’lim bosqichlariga moslashtirish masalalarini ko‘rsatish mumkin.

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BOSHLANG‘ICH IXTISOSLASHUV BOSQICHIDA 13-14 YOSHLI QIZ BOLA FUTBOLCHILAR UCHUN FUNKTSIONAL TAYYORGARLIK

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Annotatsiya. *Yetarli darajada metodik yondashuvlarning ishlab chiqilmasligi, yosh qiz futbolchilarini dastlabki ixtisoslashish bosqichida trening jarayonini tashkil etish va o‘qitish texnologiyalariga ta‘sir qiladi, bu esa ushbu tadqiqotning muhimligini ta‘minlaydi.*

Kalit so‘zlar. *funksional tayyorgarlik, boshlang‘ich ixtisoslashish bosqichi, yosh futbolchi qizlar, o‘yin mutaxassisliklari, mashg‘ulot jarayoni, farqlashuv.*

ФУНКЦИОНАЛЬНАЯ ПОДГОТОВКА ДЕВОЧЕК-ФУТБОЛИСТОК 13–14 ЛЕТ НА ЭТАПЕ НАЧАЛЬНОЙ СПЕЦИАЛИЗАЦИИ

Аннотация. *В данном исследовании рассматриваются вопросы формирования и совершенствования функциональной подготовки девочек-футболисток 13–14 лет на этапе начальной специализации. В настоящее время наблюдается недостаточная разработанность методического обеспечения организации тренировочного процесса, особенно в женском юношеском футболе. Это негативно сказывается на уровне физического развития, функциональных возможностей и эффективности игровой деятельности спортсменок. Актуальность исследования обусловлена необходимостью научно обоснованного планирования тренировочных нагрузок на этапе начальной специализации, а также внедрения современных педагогических и спортивных методик в учебно-тренировочный процесс. Кроме того, в работе обоснованы эффективные пути развития функциональной подготовки с учётом индивидуальных особенностей юных футболисток на основе дифференцированного подхода.*

Ключевые слова: *функциональная подготовка, этап начальной специализации, юные футболистки, игровая деятельность, тренировочный процесс, дифференцированный подход, физическое развитие, спортивная подготовка.*

FUNCTIONAL TRAINING OF YOUNG FEMALE FOOTBALL PLAYERS AGED 13-14 AT THE INITIAL SPECIALIZATION STAGE

Annotation.*The insufficient development of methodological approaches to building the training process and coaching technologies for young female football players at the stage of initial specialization highlights the relevance of this study.*

Keywords. *functional training, stage of initial specialization, young female football players, playing position, training process, differentiation.*

Введение. Подготовка юных футболистов требует от тренера больших знаний, умении и педагогического опыта. Тренер должен выстроить целую систему тренировочного и педагогического процесса так, чтобы юным футболистам было интересно приходить ежедневно. Педагогический процесс подготовки игрока составляет целый комплекс знаний, который даст возможность достигнуть высоких результатов посредством овладения техническим мастерством, планомерного развития физических и индивидуальных, а также морально волевых качеств.

В нашей республике проводится масштабная инициатива по популяризации футбола как вида спорта и реформированию системы подготовки молодых футболистов. Особое внимание уделяется развитию как массового, так и профессионального футбола. [1, 2] Несмотря на значительное количество научных исследований, посвященных повышению технико-тактической, физической и психологической готовности футболистов, а также эффективности их соревновательной деятельности, существует необходимость дальнейшего изучения ключевых факторов функциональной готовности спортсменов на различных этапах многолетней подготовки.

Данная статья в определённой степени служит реализацией задач, предусмотренных в Указах Президента Республики Узбекистан № УП-5887 от 4 декабря 2019 года «О мерах по поднятию на совершенно новый этап развития футбола в Узбекистане», № ПП-115 от 7 апреля 2023 года «О дополнительных мерах по всестороннему развитию массового и профессионального футбола»

В мировом рейтинге среди культивируемых видов спорта футбол занимает одно из ведущих мест. Соревновательная практика охватывает широчайший диапазон – от дворовых команд до Олимпийского турнира, от 10-12 летних подростков до 45-50 летних мужчин. Зрелищность, популярность этой спортивной игры оказывают благотворное влияние на развитие личности игроков, предоставляет им широкие возможности спортивно-профессиональной карьеры.

Завоевывает футбол популярность не только среди мужчин, но и среди женщин. Современный женский спорт расширяет свои границы. Это связано с тенденцией эмансипации женщин в спортивной деятельности. Стали и женскими такие виды спорта как бокс, хоккей, борьба. Женский футбол среди них занял достойное место. [3, 4]

В то же время успешная соревновательная деятельность любой команды и отдельных игроков требует от них максимального проявления спортивного таланта, высоких моральных качеств, полной самоотдачи на всех этапах подготовительной учебно-тренировочной работы. Особое место в этих процессах занимает подготовка спортивного резерва, передачи ему творческого наследия в технике и тактике игры, нацеленности на максимальный спортивный результат. [3]

Функциональная подготовка - это планомерный, многофакторный процесс управления индивидуальными биологическими резервами организма человека с использованием разнообразных средств и методов физической, технической, тактической и психической подготовки. Целью функциональной подготовки при занятиях физической культурой и спортом является расширение границ функциональной адаптации, позволяющей без ущерба для здоровья переносить повышенные объемы тренировочных и соревновательных нагрузок, достигая при этом высокого мастерства. [7, 8]

Наиболее точно и полно понятие «функциональная подготовленность» применительно к спорту отражает следующее определение: «Функциональная подготовленность спортсменов - это относительно установившиеся состояния организма, интегрально определяемое уровнем развития ключевых для данного вида спортивной деятельности функций и их специализированных свойств, которые прямо или косвенно обусловливают эффективность соревновательной деятельности». [5, 6]

Цель исследования. Предполагается провести эмпирическое исследование функциональной подготовки юных футболисток, целенаправленно использовав средства функциональной подготовки юных футболисток с учетом игрового амплуа и с учетом половозрастных закономерностей возрастного развития организма девочек, занимающихся в секции футбола, что будет способствовать физическому развитию и повышению уровня физической подготовленности, а также спортивной ориентации девочек-футболисток.

Задачи исследования.

Для достижения поставленной цели решались следующие задачи:

1. Провести теоретическое исследование литературы, касающейся возрастных и половых особенностей физического развития детей, а также функциональной подготовки юных футболисток с учетом их игровых амплуа.
2. Определить тесты для оценки функциональной готовности юных футболисток.
3. Разработать методику функциональной подготовки юных футболисток, учитывая их игровые амплуа.
4. Оценить эффективность методики дифференцированной подготовки юных футболистов на этапе начальной специализации.

Педагогические контрольные испытания. На предварительном этапе исследования было проведено педагогическое наблюдение за общей и специальной физической подготовленностью юных футболистов в процессе тренировочных занятий. Данное наблюдение осуществлялось с целью выявления показателей общей и специальной физической подготовленности, а также определения уровня развития основных физических качеств.

В рамках данного этапа были тщательно изучены медицинские карты юных спортсменок для выявления возможных заболеваний. Кроме того, проводились измерения температуры тела и частоты сердечных сокращений (ЧСС) для оценки состояния здоровья и физической готовности участников исследования.

Основным методом контроля состояния тренированности в данном контексте является комплексный подход, включающий как педагогическое наблюдение, так и медицинский мониторинг.

Результаты исследования. Методика функциональной подготовки юных футболисток с учётом их игрового амплуа.

Данные тестирования позволили выявить средние величины показателей физического развития и функциональной подготовленности юных футболисток разной игровой специализации (Таблицы 1-2)

Таблица 1. Показатели развития юных футболисток 13-14 лет различных игровых специализаций (X ± m)

Показатели	Амплуа				Достоверность различий					
	нападающие	полузащитники	защитники	вратари	I-II	I-III	I-IV	II-III	II-IV	III-IV
	I	II	III	IV						
Длина тела, см	152,0±1,8	153,0±1,8	156,0±1,8	158,4±1,3			++		++	++
Масса тела, кг	41,9±1,8	44,4±1,4	48,5±1,6	49,5±1,6			++		++	++

Примечания: + - Достоверность различий при P < 0,05; + + - при P < 0,01
(t-критерий Стьюдента)

Сравнивая показатели физического развития (длина и масса тела), можно видеть, что по этим параметрам полевые игроки практически не отличаются друг от друга. В то же время вратари имеют статистически достоверно более высокий уровень этих показателей (P < 0,01).

Таблица 2. Показатели двигательного компонента функциональной подготовленности юных футболисток 13-14 лет различных игровых специализаций (X ± m)

Показатели	Амплуа				Достоверность различий					
	нападающие	полузащитники	защитники	вратари	I-II	I-III	I-IV	II-III	II-IV	III-IV
	I	II	III	IV						
15 м, с места	2,44±0,03	2,52±0,03	2,53±0,03	2,46±0,05		+				
15 м, с хода	2,02±0,03	2,27±0,04	2,29±0,04	2,17±0,06	++	++	+			
Бег 30 м, сек.	4,48±0,05	4,54±0,07	4,70±0,06	4,52±0,09		++				
Бег 7*50 м, сек.	63,3±0,3	63,2±0,3	69,1±0,9	71,2±1,0		++	++	++	++	
5-й прыжок, м	12,00±0,08	12,19±0,09	11,73±0,14	12,33±0,08			++	++		++

Примечания: + - Достоверность различий при P < 0,05; + + - при P < 0,01
(t-критерий Стьюдента)

Оценивая двигательный компонент функциональной подготовленности по показателям скорости бега (15 м с места, 15 м с хода и 30 м), скоростной выносливости (челночный бег 7 х 50 м), общей (аэробной) выносливости (12-ти мин бег) и скоростно-силовых качеств (5-й прыжок) можно отметить более обширные различия у представителей всех игровых амплуа.

Так нападающие по скоростным возможностям существенно превосходят представителей прочих амплуа. Полузащитники и защитники, напротив, имеют одни из самых низких показателей скорости.

Уровень скоростной выносливости относительно высок у нападающих и полузащитников в отличие от защитников и вратарей.

Наибольшие величины аэробной выносливости отмечаются у защитников и полузащитников, несколько меньший уровень наблюдается у нападающих. Самый низкий уровень, по сравнению с полевыми игроками зарегистрирован у вратарей (P < 0,01).

Скоростно-силовые возможности у нападающих и полузащитников находятся на одном уровне. Защитники имеют наименьший показатель.

Заключение.

По результатам проведенного исследования можно сформулировать следующие выводы.

Процесс подготовки юных футболисток представляет собой многоаспектную и сложную педагогическую задачу, включающую три взаимосвязанных компонента: обучение, тренировку и воспитание. Основной целью данного процесса является формирование двигательных навыков, умений и качеств, необходимых для освоения техники выполнения упражнений с мячом, а также достижение запланированных результатов, предусмотренных программой подготовки.

Подготовка юных футболисток основывается на системном и преемственном подходе к тренировочному процессу, направленном на эффективное становление спортивного мастерства, интенсификацию функциональных возможностей организма и их оптимальную реализацию. В связи с этим функциональная подготовка юных спортсменок должна осуществляться на основе комплексного и планомерного подхода с использованием широкого спектра разнообразных упражнений и средств, что способствует достижению поставленных целей и задач.

Функциональная подготовленность спортсменов представляет собой относительно устойчивое состояние организма, которое определяется уровнем развития ключевых функций и их специализированных свойств, непосредственно или косвенно влияющих на эффективность соревновательной деятельности. Функциональное состояние спортсменов, в свою очередь, является базовым, комплексным и многокомпонентным свойством организма, характеризующимся уровнем совершенства физиологических механизмов и их готовностью обеспечить проявление всех необходимых для спортивной деятельности качеств, что, в свою очередь, обусловливает физическую работоспособность в рамках специфического регламентированного двигательного акта.

В контексте футбола, в подготовительном периоде наблюдается более эффективное наращивание функциональных возможностей организма, а также развитие ведущих физических качеств, специфически значимых для данного вида спортивной деятельности.

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IJTIMOIY MEDIADAN FOYDALANISH ORQALI INGLIZ TILINI O‘QITISHGA QARATILGAN TAJRIBA-SINOV BOSQICHLARINI MAQSAD VA VAZIFALARI

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O‘zbekiston davlat jahon tillari universiteti mustaqil izlanuvchisi

Annotatsiya. *Mazkur maqolada ijtimoiy mediadan foydalanish orqali ingliz tilini o‘qitishga qaratilgan tajriba-sinov bosqichlarini maqsad va vazifalari haqida fikr yuritilgan. Shuningdek, maqolada zamonaviy ta’lim jarayonida chet tilini o‘qitishda innovatsion texnologiyalar, xususan, ijtimoiy media vositalaridan foydalanish o‘quvchilarning til o‘rganish motivatsiyasini oshirish, mustaqil faoliyatini kuchaytirish va kommunikativ kompetensiyasini rivojlantirishning samarali yo‘llaridan biri sifatida e’tirof etilishi ilmiy jihatdan yoritilgan.*

Kalit so‘zlar: *zamonaviy ta’lim, til, ijtimoiy media, axborot, innovatsion texnologiya, tafakkur, kommunikativ kompetensiya, platforma, metodika.*

ЦЕЛИ И ЗАДАЧИ ЭКСПЕРИМЕНТАЛЬНЫХ ЭТАПОВ, НАПРАВЛЕННЫХ НА ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ ПУТЕМ ИСПОЛЬЗОВАНИЯ СОЦИАЛЬНЫХ МЕДИА

Аннотация. *В данной статье рассматриваются цели и задачи экспериментальных этапов, направленных на обучение английскому языку с использованием социальных сетей. Также в статье с научной точки зрения освещается, что использование инновационных технологий, в частности средств социальных сетей, в обучении иностранному языку в современном образовательном процессе признано одним из эффективных способов повышения мотивации учащихся к изучению языка, усиления их самостоятельной деятельности и развития коммуникативной компетенции.*

Ключевые слова. *современное образование, язык, социальные сети, информация, инновационные технологии, мышление, коммуникативная компетенция, платформа, методика.*

GOALS AND TASKS OF THE EXPERIMENTAL STAGES AIMED AT TEACHING ENGLISH BY USING SOCIAL MEDIA

Annotation. *This article examines the goals and objectives of experimental stages aimed at teaching English using social networks. Furthermore, the article scientifically highlights that the use of innovative technologies, particularly social media tools, in foreign language teaching in the modern educational process is recognized as one of the effective ways to increase students’ motivation for language learning, strengthen their independent activities, and develop their communicative competence.*

Keywords. *modern education, language, social networks, information, innovative technologies, thinking, communicative competence, platform, methodology.*

Kirish(Introdustion). Zamonaviy ta’lim jarayonida chet tilini o‘qitishda innovatsion texnologiyalar, xususan, ijtimoiy media vositalaridan foydalanish o‘quvchilarning til o‘rganish motivatsiyasini oshirish, mustaqil faoliyatini kuchaytirish va kommunikativ kompetensiyasini rivojlantirishning samarali yo‘llaridan biri sifatida e’tirof etilmoqda. Ijtimoiy media platformalari (Facebook, X, Instagram, YouTube, TikTok va boshqalar) o‘zining interaktivligi, multimodal imkoniyatlari va tezkor axborot tarqatish xususiyati bilan chet tili o‘qitish jarayonida o‘qituvchi va talaba o‘rtasida yangi turdagi kommunikatsion muhitni yaratadi. Shu boisdan, ingliz tilini o‘qitishda ijtimoiy mediadan foydalanish asosida tashkil etilgan mashg‘ulotlar nafaqat til birliklarini o‘zlashtirishga, balki talabalarning kasbiy, ijtimoiy va tahliliy fikrlash kompetensiyalarini rivojlantirishga xizmat qiladi.

Ushbu tadqiqot doirasida tajriba-sinov ishlari aynan jurnalist talabalarga ingliz tilini ijtimoiy media asosida o‘qitish metodikasini takomillashtirishga qaratilgan bo‘lib, ilg‘or metodik yondashuvlar asosida mashqlar tizimi hamda taklif etilgan metodika amaliy sinovdan o‘tkazildi. Tajriba-sinov ishlari davomida talabalarning til materialini o‘zlashtirish dinamikasi, kommunikativ faollik darajasi, tahliliy fikrlash ko‘nikmalari hamda media savodxonligi darajasi tajriba va nazorat guruhlari ko‘rsatkichlari asosida baholandi.

Mazkur tajriba-sinov ishlari O‘zbekiston Respublikasi Oliy attestatsiya komissiyasi Rayosatining 2010-yil 25-fevraldagi 162/7-sonli qarorining 4-bandida belgilangan “Tajriba-sinov ishlarini tashkil etishning ilmiy-metodik talablari”da qayd etilgan mezonlarga tayanilgan holda amalga oshirildi. Ushbu talablar tajriba-sinov jarayonining ilmiy asoslanganligi, bosqichma-bosqichligi va nazorat mexanizmlarining mavjud bo‘lishini ta’minlaydi. Shu nuqtai nazardan, olib borilgan tajribalar o‘quv jarayonining mazmuni, o‘qitish usullari va texnologiyalarini sinovdan o‘tkazish, ularning samaradorligini aniqlash, shuningdek, o‘quvchilarning o‘zlashtirish darajasiga ilmiy baho berish imkonini berdi. Jarayon davomida tajriba-sinov ishlari ilmiylik, tizimlilik, nazorat va tahliliy yondashuv tamoyillariga tayangan holda olib borildi hamda natijalar taqqoslama tahlil asosida qayd etildi.

Tajriba-sinov ishlarining asosiy maqsadi - ijtimoiy media vositalari asosida jurnalist talabalarga ingliz tilini o‘qitish metodikasining samaradorligini amaliy jihatdan aniqlash, ishlab chiqilgan mashqlar tizimi va metodik yondashuvlarning o‘quv jarayoniga ta’sirini baholash hamda talabalarning kommunikativ, tahliliy va ijodiy kompetensiyalarini rivojlantirishdagi natijadorligini isbotlashdan iborat.

Tajriba-sinov ishlari 2025–2026 o‘quv yillari davomida respublikamizning yetakchi oliy ta’lim muassasalarida o‘tkazildi. Xususan, tajriba maydonlari sifatida ***O‘zbekiston davlat jahon tillari universiteti, Samarqand davlat chet tillari instituti hamda Berdaq nomidagi Qoraqalpoq davlat universiteti*** tanlab olindi. Ushbu ta’lim muassasalari ingliz tili va jurnalistika yo‘nalishida malakali kadrlar tayyorlashda yetakchi o‘rinni egallaydi, shuningdek, zamonaviy axborot-kommunikatsiya texnologiyalari va ijtimoiy media vositalaridan samarali foydalanish imkoniyatlariga ega.

Mavzuga oid adabiyotlarning tahlili (literature review). Tajriba-sinov ishlari mazkur tadqiqot doirasida to‘rt bosqichda izchil va tizimli ravishda tashkil etildi. Har bir bosqichda o‘quv jarayonining maqsad, mazmun va natijaviylik omillari inobatga olinib, ilmiy-metodik talablar asosida faoliyat amalga oshirildi.

1. Tashxis va bashorat qilish (prognostik) bosqichi;
2. Tashkiliy-tayyorgarlik bosqichi;
3. Amaliy bosqich;
4. Umumlashtiruvchi bosqich.

Tashxis va bashorat qilish (prognostik) bosqichi tajriba-sinov ishlarining boshlang‘ich va eng muhim bosqichlaridan biri bo‘lib, u tadqiqotning umumiy yo‘nalishini aniqlash, metodik asoslarini ishlab chiqish hamda keyingi bosqichlar uchun konseptual zamin yaratishga xizmat qiladi. Mazkur bosqichda tajriba-sinov ishlarining ilmiy-nazariy hamda amaliy asoslari shakllantiriladi, o‘rganilayotgan muammo doirasi aniqlandi va tadqiqot uchun dolzarb mavzular tanlandi.

Aynan shu bosqichda jurnalist talabalarga ijtimoiy media vositalari orqali ingliz tilini o‘qitish metodikasini takomillashtirishga oid tadqiqotning maqsadi, ilmiy farazi va asosiy vazifalari belgilab olindi. Talabalarning mavjud tayyorgarlik darajasi, ingliz tilida muloqot ko‘nikmalarining holati, ijtimoiy media resurslaridan foydalanish imkoniyatlari tahlil qilindi. Shuningdek, o‘rganilayotgan muammoning nazariy va amaliy jihatlari aniqlanib, tajriba-sinov dasturining yo‘nalishlari hamda baholash mezonlari ishlab chiqildi.

1.1-jadval.

Baholash mezoni

Mezon	Til va kommunikativ kompetensiya	Ijtimoiy media savodxonligi	Tahliliy fikrlash va refleksiya	Ijodkorlik va innovatsion yondashuv	Hamkorlik va kommunikatsiya madaniyati
Ko‘rsatkich	Talabaning ingliz tilida grammatik, leksik va fonetik jihatdan to‘g‘ri, izchil va ravon fikr bildirish darajasi	Ijtimoiy media vositalarini (YouTube, X, Instagram, Canva, Padlet va boshqalar) maqsadli va ijodiy qo‘llay olish darajasi	Ingliz tilidagi media matnlarni tahlil qilish, xulosalar chiqarish va o‘z fikrini asoslay olish qobiliyati	Ingliz tilida mustaqil kontent (post, maqola, video, infografika) yaratish qobiliyati	Guruhda ishlash, fikr almashish va ingliz tilida muloqotda madaniyatni saqlash qobiliyati
“5” a’lo	Fikr aniq, grammatik jihatdan to‘g‘ri, leksik boy; muloqot tabiiy va erkin kechadi	Media vositalaridan ijodkorlik bilan foydalanadi, mustaqil loyihalar yaratadi	Tahlil chuqur, dalillar asosli, xulosa aniq; refleksiya mavjud	Kontent original, mazmunli, ijodiy; uslub professional	Faol hamkor, boshqalarning fikrini tinglaydi, konstruktiv muloqot olib boradi

"4" yaxshi	Ba'zi grammatik yoki talaffuz xatolari bor, lekin muloqotga xalaqit qilmaydi	Media vositalaridan faol foydalanadi, lekin metodik yo'naltirish talab qiladi	Tahlil asosli, ba'zi dalillar noaniq; xulosa qisqa	Kontent aniq, lekin ijodiy elementlar cheklangan	Hamkorlik mavjud, ba'zan passivlik seziladi
"3" qoniqarli	Fikrni ifodalashda qiyinchilik seziladi, grammatik xatolar ko'p	Faoliyatda vositalarni qo'llaydi, lekin natija sust	Tahlil yuzaki, lekin mavzuga tegishli	Oddiy kontent, takroriy g'oyalar mavjud	Muloqot yuzaki, faollik past
"2" qoniqarsiz	Fikr notekis, grammatik va leksik xatolar muloqotni qiyinlashtiradi	Media vositalaridan foydalanish yuzaki va notizimli	Fikrlar umumiy, asos yo'q	Kontent sifatsiz, tahrirga muhtoj	Guruh ishlari sust, fikr almashish cheklangan

Tashkiliy tayyorgarlik bosqichi tajriba-sinov ishlarining muvaffaqiyatli tashkil etilishi uchun zarur bo'lgan metodik, tashkiliy va texnik shart-sharoitlarni yaratishga yo'naltirilgan bosqich hisoblanadi. Ushbu bosqichda tadqiqot jarayonining mazmuni aniqlanadi, ishtirokchilar tarkibi shakllantiriladi hamda tajriba-sinov uchun zarur o'quv muhitining yaratilishiga alohida e'tibor qaratiladi.

Birinchidan, tajriba-sinov ishtirokchilar tarkibini aniqlash bosqichida tadqiqot yo'nalishiga mos o'quv guruhlari tanlab olindi. Jurnalistlarga ingliz tilini ijtimoiy media asosida o'qitish metodikasini sinovdan o'tkazish uchun "Axborot xizmati va jamoatchilik bilan aloqalar" yo'nalishida tahsil olayotgan talabalar orasidan nazorat va tajriba guruhlari shakllantirildi. Ushbu guruhlar orasidagi bilim va ko'nikma darajalari muvozanatli bo'lishi uchun dastlabki diagnostik baholash o'tkazildi.

Ikkinchidan, metodik va didaktik ta'minotni ishlab chiqish bosqichida tajriba-sinov jarayonida qo'llaniladigan o'quv materiallari, mashq turlari va baholash mezonlari ishlab chiqildi. Shuningdek, CLT va TBL yondashuv va texnologiyalari asosida ijtimoiy media vositalari bilan ishlashga yo'naltirilgan mashqlar tizimi tayyorlandi. Bu tizim talabalarda ingliz tilida muloqot, media kontent tahlili hamda ijodiy mahsulot yaratish kompetensiyalarini shakllantirishni ko'zda tutadi.

Uchinchidan, tajriba-sinov jarayoniga zarur shart-sharoitlar yaratish ishlari amalga oshirildi. Jumladan, tajriba guruhlari zamonaviy o'quv resurslari – kompyuterlar, interfaol doskalar, multimediya vositalari hamda raqamli platformalar (YouTube, Padlet, Canva, Telegram-kanallar va Google Classroom) bilan ta'minlandi. Mashg'ulotlar uchun maxsus vaqt jadvali ishlab chiqilib, o'quv jarayonining uzluksizligini ta'minlashga e'tibor qaratildi.

To'rtinchidan, dastlabki diagnostika va tayyorgarlik ishlari bosqichida talabalarning boshlang'ich bilim, ko'nikma va kompetensiya darajalari aniqlanib, natijalarga ko'ra ularning ehtiyojlariga mos metodik materiallar tayyorlandi. So'rovnomalar, suhbatlar va tahliliy topshiriqlar yordamida talabalarining ijtimoiy media orqali til o'rganishdagi qiyinchiliklari va motivatsion omillari o'rganildi.

2.1-jadval.

Metodik va didaktik ta'minot tarkibi

Ta'minot turi	Didaktik ta'minot (talabalar uchun)	Metodik ta'minot (pedagoglar uchun)
Mazmuni	Ijtimoiy media vositalaridan (YouTube, X, Instagram, Telegram, Padlet) foydalanish orqali ingliz tilida kommunikativ kompetensiyani, tahliliy va ijodiy fikrlashni rivojlantirish.	Ijtimoiy media asosida ingliz tili mashg'ulotlarini loyihalash, mashq tizimini ishlab chiqish, va CLT hamda TBL yondashuvlariga asoslangan metodik ko'rsatmalarni yaratish.
Maqsadi	Talabalarda ingliz tilida media kontentni tushunish, tahlil qilish, sharhlash va o'z fikrini ifodalash ko'nikmalarini shakllantirish.	Jurnalist talabalarning ijtimoiy media asosida ingliz tilini o'zlashtirish jarayonini samarali boshqarish, mashg'ulotlarni tizimli tashkil etish va refleksiya qilish.
Tarkibi	Media-til mashqlari tizimi (video post tahlili, tvit yozish, blog post sharhi, podkast skript yaratish, interaktiv munozara); "Digital Journalism" va "Media English" modullari.	O'quv kurslari syllabusi, dars ishlanmalari, mashq namunalarini ishlab chiqish bo'yicha yo'riqnoma, baholash mezonlari, PDCA sikli asosidagi monitoring kartalari.
Asosiy vositalar	Multimediaviy platformalar (YouTube Shorts, Canva, Padlet, Google Classroom, TikTok Edu),	CLT-TBL integratsiyasi asosidagi dars ssenariylari, RADI (Research–Act–Discuss–Innovate) metodik

	raqamli topshiriqlar (infografika, stori-telling, media sharh).	modeli, ijtimoiy media darslik moduli.
Kutilayotgan natija	Talabalar ingliz tilida ijtimoiy media matnlarini tahlil qila oladi, professional media sohada muloqotga kirishadi, ijodiy va tanqidiy fikrlashni rivojlantiradi.	Pedagoglar ingliz tilini ijtimoiy media vositalari orqali o‘qitishning metodikasini amaliyotda qo‘llay oladi, reflektiv tahlil va natijadorlik monitoringini amalga oshiradi.

Amaliy bosqich – jurnalist talabalarga ijtimoiy mediadan foydalanish orqali ingliz tilini o‘qitish metodikasining samaradorligini amaliyotda sinab ko‘rish va uning natijalarini baholash bosqichi hisoblanadi. Ushbu bosqichda ishlab chiqilgan metodik yondashuv, mashqlar tizimi va didaktik materiallar bevosita o‘quv jarayoniga tatbiq etildi. Tajriba-sinov ishlari filologiya yo‘nalishida ta’lim olayotgan jurnalist talabalarning ingliz tilini ijtimoiy media vositalari yordamida o‘zlashtirish jarayonida qanday natijalar berishini aniqlashga qaratildi.

2.2-jadval.

Bu bosqichda quyidagi asosiy jarayonlar amalga oshirildi:

Jarayonlar	Faoliyat turi
Ta’kidlovchi tajriba-sinov ishlari:	– Talabalarning ingliz tilida ijtimoiy media kontentni (postlar, videolar, maqolalar) tahlil qilish, mazmunni anglash va fikr bildirish ko‘nikmalari dastlabki diagnostika orqali baholandi. – Mavjud ta’lim jarayonida qo‘llanilayotgan metodlarning zaif tomonlari va til o‘rganishda uchraydigan qiyinchiliklar aniqlab chiqildi.
Shakllantiruvchi tajriba-sinov ishlari:	– CLT (Communicative Language Teaching) va TBL (Task-Based Learning) asosida ishlab chiqilgan mashqlar tizimi talabalar bilan mashg‘ulotlarda qo‘llanildi. – PDCA (Plan–Do–Check–Act) sikli asosida o‘quv jarayoni monitoring qilinib, har bir bosqichda talabalarning til kompetensiyasi va media savodxonlik darajasi baholanib borildi.
Nazorat qiluvchi tajriba-sinov ishlari:	– Talabalarning ingliz tilida ijodiy ifoda, tahliliy fikrlash va muloqot ko‘nikmalari yakuniy test, suhbat, yozma topshiriq va refleksiya shakllarida baholandi. – Natijalar orqali ijtimoiy media asosida o‘qitishning samaradorligi va o‘quvchilarning motivatsion o‘sishi aniqlanib, tahliliy xulosalar tayyorlandi.

Amaliy bosqichning asosiy maqsadi - ishlab chiqilgan metodik yondashuvlarning samaradorligini real o‘quv muhitida sinab ko‘rish, jurnalist talabalarning ingliz tilini ijtimoiy media asosida o‘zlashtirishdagi kompetensiyalarini aniqlashdan iborat bo‘ldi.

Tadqiqot metodologiyasi (Researsh Methodology). Mazkur bosqichda besh bo‘limdan iborat tajriba-sinov testlari o‘tkazildi: 1) Tinglab tushunish, 2) O‘qish, 3) Yozish, 4) Gapirish, 5) Media tahlil va refleksiya. Har bir test ijtimoiy media konteksti (videoblog, maqola, tvit, sharh) asosida tuzilgan bo‘lib, talabalarning kommunikativ, kognitiv va ijodiy faoliyat darajasini aniqlashga qaratildi.

Natijalar shuni ko‘rsatdiki, ijtimoiy mediadan foydalanish ingliz tili o‘qitish jarayonida nafaqat lingvistik bilimni mustahkamlaydi, balki talabalarning kasbiy fikrlash, tanqidiy yondashuv va global axborot maydonida faol muloqot olib borish kompetensiyasini ham sezilarli darajada rivojlantiradi.

Umumlashtiruvchi bosqich – tajriba-sinov ishlarining yakuniy, natijaviy bosqichi bo‘lib, unda barcha amaliy jarayonlar tahlil qilinadi, qo‘llanilgan metod va strategiyalarning samaradorligi baholanadi hamda ishlab chiqilgan metodik va didaktik materiallar ta’lim jarayoniga tatbiq etiladi. Bu bosqichda olingan ilmiy ma’lumotlar, eksperimental kuzatuvlar va baholash natijalari tizimlashtiriladi, shuningdek, o‘quv jarayonida ijtimoiy mediadan foydalanishning afzalliklari aniqlanadi.

Umumlashtiruvchi bosqichning asosiy maqsadi bu ishlab chiqilgan metodik yondashuv va mashqlar tizimining ta’lim jarayonida qo‘llanilish samaradorligini keng miqyosda tahlil qilish hamda ijtimoiy media asosida ingliz tilini o‘qitish metodikasini takomillashtirish uchun ilmiy asos yaratishdan iboratdir.

Natijaviy xulosa shundan iboratki, ishlab chiqilgan ijtimoiy media asosida ingliz tilini o‘qitish metodikasi nafaqat til kompetensiyasini shakllantiradi, balki jurnalist talabalarning kasbiy fikrlashini, axborotni tanqidiy tahlil qilish, baholash va global media muhitda samarali muloqot qilish qobiliyatlarini ham rivojlantiradi. Shu bois, mazkur metodika oliy ta’lim muassasalarida ingliz tili o‘qitishning innovatsion yo‘nalishlaridan biri sifatida joriy etilishi maqsadga muvofiqdir.

Tahlil va natijalar (Analysis and results). Anketa-so‘rovnoma tahlili

Jurnalist talabalarga ijtimoiy mediadan foydalanish orqali ingliz tilini o‘qitish metodikasini takomillashtirishga qaratilgan tadqiqot doirasida o‘tkazilgan anketa-so‘rovnomada jami 270 nafar respondent ishtirok etdi. Ularning 95 nafari O‘zbekiston davlat jahon tillari universitetidan, 88 nafari Samarqand davlat chet tillari institutidan va 87 nafari Berdaq nomidagi Qoraqalpoq davlat universitetidan bo‘lib, ishtirokchilar 1–2-kurs bosqichidagi jurnalistika yo‘nalishi talabalari hisoblanadi. So‘rovnoma talabalarning ingliz tilini o‘zlashtirish jarayonida ijtimoiy media vositalaridan foydalanish holatini, motivatsiya darajasini va metodik ehtiyojlarini aniqlashga qaratildi.

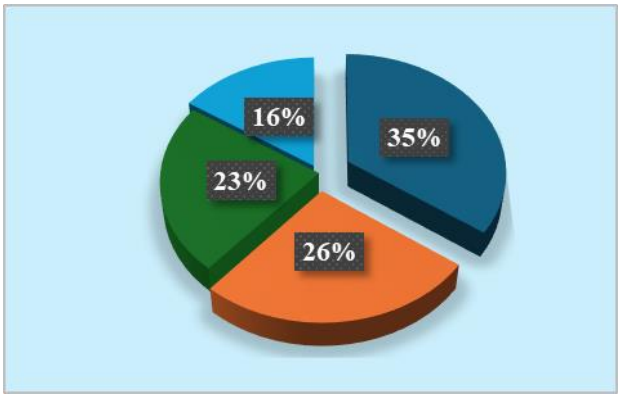
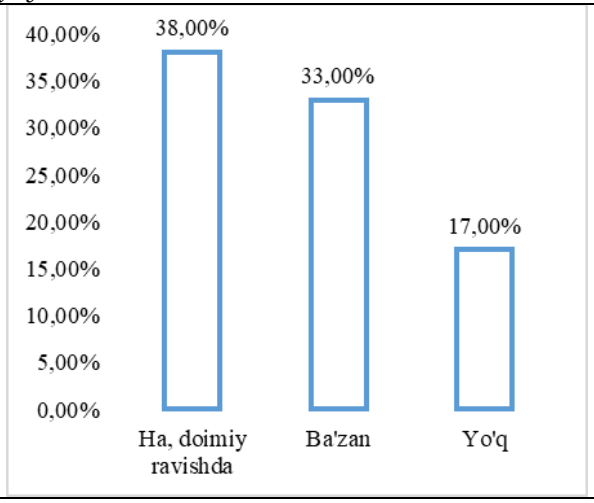
Anketa savollari mazmunan besh asosiy yo‘nalishga bo‘lindi:

– Talabalarning ingliz tili bo‘yicha tayyorgarlik darajasi va o‘rganish davomiyligi;
– Ijtimoiy media platformalaridan (YouTube, Telegram, Instagram, TikTok va boshqalar) foydalanish chastotasi va maqsadi;
– Til ko‘nikmalari (tinglab tushunish, gapirish, o‘qish, yozish)dagi ustuvorlik va o‘zini baholash darajasi;
– Ijtimoiy mediaga asoslangan mashq turlarining samaradorligi;
– Talabalarning jurnalistik kompetensiyani rivojlantirishga doir takliflari.

Ushbu anketa natijalari jurnalist talabalarining ingliz tilini o‘rganish jarayonida ijtimoiy media vositalaridan foydalanish samaradorligini tahlil qilish, shuningdek, tajriba va nazorat guruhlarining boshlang‘ich kommunikativ tayyorgarlik darajasini aniqlash uchun muhim empirik manba bo‘lib xizmat qiladi.

3.1-jadval.

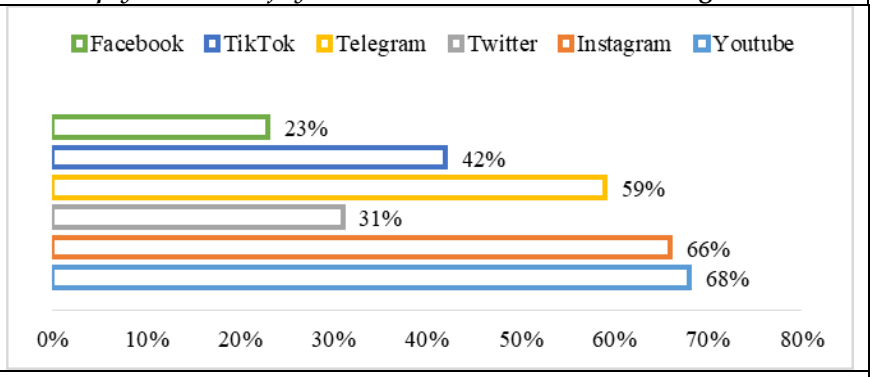
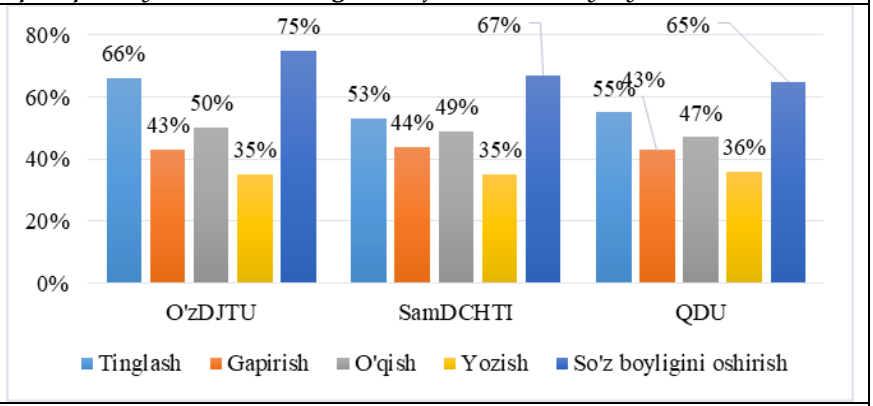
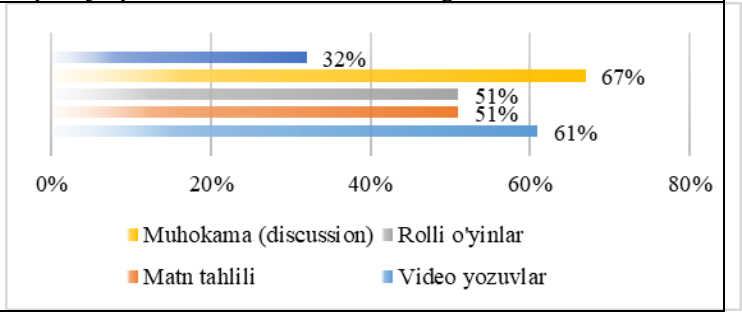
O‘qituvchilar uchun mo‘ljallangan anketa-so‘rovnoma savollari tahlil natijasi

Savollar	Tajriba-sinov maydonlari bo‘yicha respondentlar soni			
	O‘zDJTU	SamDCHTI	QDU	Umumiy ko‘rsatkichlar
Ijtimoiy media orqali foydalanishni qanday maqsadda samarali deb hisoblaysiz?				
○ Leksik zaxirani boyitish	38 *40%*	20 *35%*	25 *29%*	
○ Aktual mavzularda muhokama qilish	25 *26%*	18 *32%*	20 *23%*	
○ Muloqot kompetensiyasini shakllantirish	20 *21%*	10 *18%*	25 *29%*	
○ Axborot tanlash va tahlil qilish	12 *13%*	5 *15%*	19 *19%*	
Siz ijtimoiy media (masalan, Twitter, Instagram, YouTube, Telegram, Facebook) platformalaridan dars jarayonida foydalanasizmi?				
A. Ha, doimiy ravishda	55 *58%*	25 *44%*	22 *25%*	
B. Ba’zan	30 *32%*	20 *35%*	40 *46%*	
C. Yo‘q	10 *32%*	12 *21%*	25 *29%*	

Ikkinchi guruh savollari orqali jurnalist talabalarining LMS va boshqa raqamli o‘quv platformalaridan foydalanish bo‘yicha shaxsiy tajribasi, platformalarga bo‘lgan ishonchi, samaradorlik haqidagi qarzashi hamda texnik yoki funksional muammolarni aniqlash ko‘zda tutiladi.

3.2-jadval.

Talabalar uchun mo‘ljallangan anketa-so‘rovnoma savollari tahlil natijasi

Savollar	Tajriba-sinov maydonlari bo‘yicha respondentlar soni		
	O‘zDJTU	SamDCHTI	QDU
Sizning fikringizcha ingliz tilini o‘rganish jarayonida qaysi ko‘nikma sizda ustunlik qiladi?			
○ Gapirish ko‘nikmasi (Speaking)	78 *35%*	18 *32%*	20 *26%*
○ Tinglab tushunish ko‘nikmasi (Listening)	60 *38%*	15 *26%*	22 *29%*
○ O‘qish ko‘nikmasi (Reading)	50 *23%*	14 *25%*	18 *23%*
○ Yozish ko‘nikmasi (Writing)	33 *(15%)*	33 *(15%)*	33 *(15%)*
Quyidagi platformalardan qaysi birlarini foydalanasiz? (bir nechtasini tanlang)			
A. Youtube B. Instagram C. Twitter D. Telegram E. Tiktok F. Facebook			
Ijtimoiy media orqali qanday ko‘nikmalaringiz rivojlanadi deb o‘ylaysiz?			
Tinglash Gapirish O‘qish Yozish So‘z boyligini oshirish			
Sizga darsda qaysi mashqlar yoqadi? (bir nechtasini tanlang)			
A. Muhokama (discussion) B. Rolli o‘yinlar C. Matn tahlili D. Video yozuvlar			

Xulosa va takliflar (Conslusion/Resommendations). Mazkur bo‘limda o‘qituvchilar va talabalar uchun mo‘ljallangan anketa-so‘rovnomalarning ilgari tahlil qilinmagan savollarining natijalari tahlil qilindi. Avvalo, o‘qituvchilar uchun tuzilgan so‘rovnomadagi 5-savol – ***“Chet tili darslari integrativ yondashuvga asoslangan holda olib boriladimi yoki ko‘nikmalar alohida tarzda o‘tiladimi?”*** savoliga berilgan javoblar shuni ko‘rsatdiki, 71 foiz respondent integrativ yondashuvni afzal deb biladi. Bu natija bugungi ingliz tili ta’limida ko‘nikmalarni (tinglash, o‘qish, yozish, so‘zlash) o‘zaro bog‘liq ravishda rivojlantirish zarurligini ko‘rsatadi. 23 foiz o‘qituvchi esa ko‘nikmalarni alohida o‘rganishni tanlagan bo‘lib, bu usulda an’anaviylik elementlari saqlanib qolganini bildiradi.

7-savol – ***“Quyidagi platformalardan qaysi birlarini o‘qitishda foydalanishni afzal bilasiz?”*** degan band bo‘yicha esa YouTube (74%), Telegram (61%), va Instagram (57%) eng ko‘p tanlangan manbalar bo‘ldi. Twitter (19%) va TikTok (14%) kamroq ishlatilgan. Bu raqamlar o‘qituvchilarning ko‘proq vizual va interaktiv kontentga tayanayotganini ko‘rsatadi.

9-savol – ***“Ijtimoiy mediadan foydalanishda siz qanday metodlarni qo‘llaysiz?”*** javoblarida 44 foiz respondent kommunikativ yondashuvni, 32 foiz – loyiha (project-based) metodini, 29 foiz – muammoli ta’limni, 21 foiz esa CLIL yondashuvini qo‘llashini bildirgan. Shunga mos tarzda, 10-savolda – ***“Ushbu metodlarni qanday pedagogik tamoyillarga asoslab tanlaysiz?”*** degan savolda “faollik va mustaqillik”, “kontekstga moslik”, “motivatsiya va refleksiya” kabi tamoyillar ustuvor deb qayd etilgan.

11-savolda – ***“Siz jurnalist talabalarning qaysi nutq malakasi va kompetensiyalarini rivojlantirishga ko‘proq e’tibor qaratasiz?”*** degan bandda so‘zlashish (61%), yozish (48%) va media-savodxonlik (46%) kompetensiyalari eng muhim deb topilgan. Bu ko‘rsatkich jurnalistik yo‘nalishdagi talabalar uchun kommunikativ faoliyatning yetakchi rolini tasdiqlaydi.

Talabalarning anketasida esa 10-savol – ***“Ijtimoiy media kontentini tushunishda qiyinchilik sezasizmi?”*** savoliga 53 foiz talaba “Ba’zan”, 28 foiz “Ha”, 19 foiz esa “Yo‘q” deb javob bergan. Asosiy muammo sifatida tezkor nutq, autentik aksentlar va informatsion yuklama tilga olingan. 11-savolda – ***“Darsda o‘qituvchingiz ijtimoiy media kontentidan foydalanadimi?”*** degan savolda esa 67 foiz “Ha” deb javob bergan bo‘lib, bu o‘qituvchilarning yangi pedagogik texnologiyalarni faol qo‘llayotganini tasdiqlaydi.

Xuddi shuningdek, 13–16-savollar (matn tahlili mashqlari, manba turlari, foydalanish istagi va samaradorlik bahosi) natijalari ham ijtimoiy media asosidagi mashg‘ulotlar o‘quvchilarning motivatsiyasi, o‘zlashtirish sur’ati va ijodiy faolligini oshirayotganini ko‘rsatdi. Umuman, bu natijalar ingliz tilini o‘qitishda media integratsiyasi talabalar uchun dolzarb va samarali yondashuv ekanini ilmiy asosda tasdiqlaydi.

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BOLALAR VA O‘SMIRLAR UCHUN SPORT MASHG‘ULOTLARINI TASHKIL QILISHDA YOSH XUSUSIYATLARINING AHAMIYATI

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Annotatsiya. *Ushbu maqolada bolalar va o‘smirlar bilan o‘tkaziladigan sport mashg‘ulotlarida yosh xususiyatlarini hisobga olishning nazariy va amaliy jihatlari tahlil qilingan. Organizmning o‘sish va rivojlanish bosqichlari, jismoniy, fiziologik hamda psixologik o‘zgarishlarning mashg‘ulot jarayoniga ta’siri yoritilgan. Shuningdek, turli yosh davrlarida jismoniy sifatlarni rivojlantirish, yuklamalarni me’yorlashtirish va yosh sportchilarning sog‘lig‘ini muhofaza qilish masalalari ko‘rib chiqilgan. Maqolada bolalar va o‘smirlarning yosh xususiyatlariga mos ravishda tashkil etilgan mashg‘ulotlar ularning sport natijalari hamda umumiy jismoniy rivojlanishiga ijobiy ta’sir ko‘rsatishi asoslab berilgan.*

Kalit so‘zlar: *bolalar, o‘smirlar, jismoniy, sifat, sport, sport tayyorgarligi, rivojlanish, mashg‘ulot, me’yor, organizm, nazorat, natija, yuklama, hajm, shiddat, tizim, tadqiqot, tahlil.*

ЗНАЧЕНИЕ ВОЗРАСТНЫХ ОСОБЕННОСТЕЙ ПРИ ОРГАНИЗАЦИИ СПОРТИВНЫХ ЗАНЯТИЙ ДЛЯ ДЕТЕЙ И ПОДРОСТКОВ

Аннотация. *В данной статье проанализированы теоретические и практические аспекты учета возрастных особенностей при проведении спортивных занятий с детьми и подростками. Освещены этапы роста и развития организма, влияние физических, физиологических и психологических изменений на тренировочный процесс. Также рассмотрены вопросы развития физических качеств в различные возрастные периоды, нормирования нагрузок и сохранения здоровья юных спортсменов. Обосновано, что занятия, организованные с учетом возрастных особенностей детей и подростков, оказывают положительное влияние на их спортивные результаты и общее физическое развитие.*

Ключевые слова: *дети, подростки, физические качества, спорт, спортивная подготовка, развитие, тренировка, норма, организм, контроль, результат, нагрузка, объем, интенсивность, система, исследование, анализ.*

THE IMPORTANCE OF AGE CHARACTERISTICS IN ORGANIZING SPORTS TRAINING FOR CHILDREN AND ADOLESCENTS

Abstract. *This article analyzes the theoretical and practical aspects of considering age characteristics when organizing sports training for children and adolescents. The stages of growth and development of the organism, as well as the influence of physical, physiological, and psychological changes on the training process, are discussed. The issues of developing physical qualities at different age stages, regulating training loads, and preserving the health of young athletes are also examined. It is substantiated that training sessions organized in accordance with the age characteristics of children and adolescents have a positive impact on their sports performance and overall physical development.*

Keywords: *children, adolescents, physical qualities, sport, sports training, development, training, norm, organism, control, result, load, volume, intensity, system, research, analysis.*

Kirish. Bolalar va o‘smirlar organizmi o‘sish va rivojlanish jarayonida bo‘lgani sababli, sport mashg‘ulotlarini tashkil etishda ularning yosh xususiyatlarini hisobga olish muhim ahamiyatga ega. Har bir yosh bosqichida jismoniy, fiziologik va psixologik imkoniyatlar turlicha bo‘ladi. Shuning uchun mashg‘ulotlar mazmuni, yuklama hajmi va usullari yoshga mos ravishda tanlanishi lozim. Bu nafaqat sport natijalarini yaxshilashga, balki sog‘lom o‘sish, jismoniy kamolot va jarohatlarning oldini olishga ham xizmat qiladi. Shu jihatdan, bolalar va o‘smirlar uchun sport mashg‘ulotlarini tashkil etishda yosh xususiyatlarining ahamiyatini o‘rganish dolzarb masalalardan biri hisoblanadi.

Bolalar va yoshlar sportida sport tayyorgarligiga qo‘yiladigan zamonaviy talablarni modernizatsiya qilish, mashg‘ulot jarayonini tashkil etish tizimiga, asosiy talablar va yo‘nalishlarga yangi nazar bilan qarashni shakllantirmoqda — bu jarayon boshlang‘ich tayyorgarlik guruhlaridan boshlab, yuqori sport mahorati bosqichigacha

davom etadi. Sport tayyorgarligi, avvalambor, turli tayyorgarlik sohalariga oid modelli xarakteristikalarni ishlab chiqish va qo‘llashni talab qiladi. Bu esa, ayniqsa, bolaning organizmi shakllanayotgan davrda, tayyorgarlikning biror bosqichini majburiy tezlashtirishning oldini olish zarurati bilan bog‘liq.

Yosh sportchilarning sport tayyorgarligi mezonlari sport turi talablariga asoslanadi va mashg‘ulot dasturlari yuqori sport natijalariga erishish uchun asosiy yo‘nalishni belgilaydi. Bolalar va yoshlar sportidagi mashg‘ulot dasturlari mazmuni, shuningdek, mashg‘ulot jarayonini tashkil etishning asosiy talabi hisoblanadi.

Yosh sportchilarning tayyorgarlik ko‘rsatkichlarini tavsiflash ularning jismoniy tayyorgarligini sifat jihatdan baholashga asoslanadi, bu esa ularning nazorat-me’yor ko‘rsatkichlarini baholash jarayonida shakllanadi.

Yosh sportchilarning dasturiy tayyorgarlik bo‘yicha me’yor talablari har bir yosh davridagi sport tayyorgarligi bosqichlarini o‘tish davomiyligi va dasturiy materialni sifatli egallashiga asoslanadi.

Yosh sportchilar uchun mashg‘ulot jarayoni talablari tayyorgarlikning barcha jihatlarini asosiy klasterlarga muvofiq o‘rganishga qaratilgan bo‘lib, bu klasterlar yoshga mos keladigan cheklovlarga asoslanadi. Unda tayyorgarlik bosqichlari davomiyligi, mashg‘ulot yuklamalarini rejalashtirish, nazorat-me’yor ko‘rsatkichlardan foydalanish, tibbiy, pedagogik va psixofizik ta’minlash talablari inobatga olinadi.

Tadqiqotning maqsadi bolalar va o‘smirlar uchun sport mashg‘ulotlarini tashkil etishda ularning yoshga xos fiziologik, psixologik hamda jismoniy rivojlanish xususiyatlarini inobatga olgan holda samarali mashg‘ulot tizimini ishlab chiqish va takomillashtirish.

Tadqiqot vazifalari

1. Bolalar va o‘smirlarning yosh xususiyatlariga xos jismoniy, funksional va psixologik rivojlanish ko‘rsatkichlarini tahlil qilish hamda ularning sport mashg‘ulotlariga ta’sirini aniqlash.

2. Yoshga mos ravishda sport mashg‘ulotlarini tashkil etishning ilmiy-uslubiy asoslarini ishlab chiqish va amaliyotga joriy etish.

Tadqiqotni tashkil etilishi va usulari

Bolalar va yoshlar sportida sport tayyorgarligi bilan ta’minlash tizimi organizmning asosiy tizimlari funksional rivojlanishini shakllantiruvchi turli jihatlarni o‘z ichiga oladi. Bularga yurak-qon tomir, mushak, asab tizimlari, tayanch-harakat apparati, shuningdek, yosh sportchining morfofunksional rivojlanishi kiradi.

Organizmning biologik qonuniyatlari yosh sportchilarda qanday namoyon bo‘lishini kuzatish murabbiylar va mutaxassislarni mashg‘ulot jarayonining asosiy prinsiplariga rioya qilishga yo‘naltirib beradi.

Aniq tushuncha jihatidan olganda, bolalar va yoshlar sporti — bu sportning bir qismi bo‘lib, u 18 yoshga to‘lmagan fuqarolarni sport tayyorgarligiga yo‘naltirish va ularni sport musobaqalarida ishtirokini tashkil etish bilan bog‘liq. Bunda asosiy ishtirokchilar sifatida 18 yoshga to‘lmagan sportchilar olinadi.

Shu munosabat bilan 6-18 yoshdagi bolalarning jismoniy tayyorgarligi rivojlanishining biologik qonuniyatlarini o‘rganish alohida ahamiyatga ega.

Yosh sportchilarning jismoniy rivojlanishi yuzasidan turli tadqiqotlar olib borilgan va ularning sport bilan shug‘ullanish jarayonidagi biologik qonuniyatlar tahlil qilingan. Aytish kerakki, jismoniy sifatlarning rivojlanish darajasi tashqi ijtimoiy muhit, sport mashg‘ulotlari, ta’lim va tarbiya sifati hamda boshqa omillar ta’siriga bog‘liq. Bolaning rivojlanish dinamikasi morfofunksional ko‘rsatkichlar, asab, vegetativ va qon tomir tizimlarining shakllanishi yoshga mos bosqichlarini o‘z ichiga oladi.

Ilmiy-uslubiy adabiyotlar tahlilida bolalarning sport tayyorgarligi jarayonida va sport bilan shug‘ullanmaydigan bolalarda organizmning faol o‘sish va rivojlanish davridagi alohida biologik jarayonlar qonuniyatlari aniqlangan.

L.V.Volkovaning ishida yosh bosqichlari bo‘yicha korrelyasion tahlil (r=0,80–0,90) natijalari keltirilgan. Unda organizm turli tizimlari o‘rtasidagi o‘zaro bog‘liqlik 8-9 yoshda muvofiqligini saqlagani, 10 yoshda esa ayrim parametrlar keskin pasayishi kuzatilgani qayd etilgan; bu esa o‘sish va jinsiy yetuklik davriga to‘g‘ri keladi. Yoshlar rivojlanishida asab jarayonlari kuchayishi kuzatiladi, ammo 10 yoshda bolalarda pasayish, qizlarda esa 10–12 yoshlarda barqarorlashish qayd qilingan. Shuningdek, 9–10 yoshli bolalar va 10 yoshli qizlarda to‘xtatuvchi reaksiyalar ustunligi kuzatilgan.

Tadqiqot natijalari va samaradorligi

Eng yuqori nerv jarayonlarining harakatchanligi 8–11 yoshdagi o‘g‘il bolalarda va 8 yoshdagi qizlarda kuzatilgan. Ma’lumotni qayta ishlash tezligini va tanlov reaksiyasini aniqlashda eng ko‘p xatolar 10 yoshli o‘g‘il bolalarda va 8 yoshli qizlarda qayd etilgan. Tahlil natijalari shuni ko‘rsatdiki, 10 yoshli yosh sportchilarda asosiy nerv tizimini tartibga solish ko‘rsatkichlari pasayib, nerv tizimi sezgirligi va reaktivligi oshadi, harakatchanlik kamayadi va nerv jarayonlari balansi to‘xtatuvchi (tormoz) yo‘nalishiga og‘adi.

Shu bilan birga, 8–9 yoshli yosh sportchilar turli tuzilmaga ega mashqlarni farqlay olish va bir xil mashqni uzoq vaqt davomida diqqat bilan bajarish qobiliyatiga ega. Shuningdek, mashqlarning shakl va mazmun jihatidan xilma-xilligi diqqatni saqlash va ish qobiliyatini sezilarli darajada oshiradi.

Salomov R.S., F.X.Xodjayevning ishlarida esa ko‘p yillik tajriba asosida maktab o‘quvchilarida asosiy parametrlar bo‘yicha energiya ishlab chiqarish qobiliyatining yoshga qarab o‘zgarishi va turli harakat tarzidagi bolalarda maksimal kislorod sarf qilish qobiliyatini maqsadli ravishda yaxshilash imkoniyatlari tadqiq qilingan.

Ma’lum bo‘lishicha, 7 yoshli bolalarda nisbiy maksimal kislorod qarzi MKQ (MKQ/kg) o‘g‘il bolalarda 40,07±6,15 ml/min/kg, qiz bolalarda esa 38,9±4,5 ml/min/kg ni tashkil qiladi; 10–12 yoshga kelib bu ko‘rsatkich o‘g‘il bolalarda 12,3 %, qiz bolalarda 10,8 % ga ortishi kuzatilgan. Keyinchalik o‘g‘il bolalarda bu ko‘rsatkich bir darajada saqlansa, qizlarda biroz pasayish kuzatiladi.

Nisbiy maksimal kislorod qarzi (MKQ/kg) o‘g‘il bolalarda 7–9 yoshda bosqichma-bosqich ortib, 13 yoshda 117 ml/kg va 17 yoshda 129,2 ml/kg gacha yetadi. Qiz bolalarda u shunga yaqin darajadan (64 ml/kg) ortib, lekin sekinroq tempda o‘sadi – 12 yoshda 88,97 ml/kg gacha, keyin esa biroz pasayadi.

Sport o‘yinlari, jangovar sport turlari va akademik eshkak eshish, biatlon, triatlon bilan shug‘ullanuvchi sportchilarda boshlang‘ich tayyorgarlik bosqichi 13–14 yoshdan boshlanishi sababli, ushbu sezgir davrlardan maksimal darajada foydalanilmaydi.

Sportchilarning tanasi morfologik ko‘rsatkichlarini o‘rganish bolalarni muayyan sport turlariga yo‘naltirish va yuqori natijalarga erishish omillarini aniqlash imkonini beradi. Inson tanasi ko‘plab morfofunksional ko‘rsatkichlariga ega bo‘lib, ular orasida tananing o‘lchamlari, bo‘g‘im yuzasining tuzilishi, biologik yetishish tempi, somatotip va boshqalarning genetik asoslanganligi muhim ahamiyatga ega. Somatik statusni hisobga olish sportchini muayyan sport intizomiga yo‘naltirish, turli sport turlariga o‘tishda organ va tizimlar, ularning zahira funksiyalariga yo‘qotishsiz amalga oshirish, muayyan sport turiga mos ko‘rsatkichlarga e’tibor qaratish imkonini beradi. Shu munosabat bilan, sportchilarning somatik statusini sport turlari klassifikatsiyasiga muvofiq modellashtirish vazifasi qo‘yilgan (1-jadvalga qarang).

1-jadval

Sportchilarda turli harakat qobiliyatlarini maksimal darajada namoyon etishning yoshga nisbatan foizdagi ko‘rsatkichi (V. I. Lyax, 2006 yil).

Koordinatsiya qobiliyatlari	Jinsi	25%	50%	75%	100%
Kinestetik farqlash qobiliyati	O‘	7,9	9,3	12,3	17,0
	Q	8,4	9,1	12.1	17,0
Harakat ritmini his qilish qobiliyati	O‘	8,3	10,4	12,4	15,3
	Q	8,2	9,5	10,3	15,1
Fazoviy moslashish qobiliyati	O‘	8,2	11,1	13,3	15,5
	Q	7,7	10,5	13,1	15,4
Tana muvozanati	O‘	10,8	12,2	12,7	14,5
	Q	9,8	11,2	12,1	14,5
Murakkab harakat reaksiyasi	O‘	9,3	9,8	11,5	17,0
	Q	8,7	10,0	11,9	14,5
Chaqqonlik	O‘	8,1	9,1	10,5	17,0
	Q	8,2	9,6	11,4	17,0

Sportchining natijasi uning organizmdagi moslashuvchi mexanizmlar bilan bog‘liq. Bu mexanizmlar sport turi tomonidan qo‘yiladigan talablarga javob beradi. Agar organizm bu mexanizmlarni yaxshi amalga oshira olsa, sportchining tanasi mashg‘ulot va musobaqa talablariga mos keladi va u ishonchli hisoblanadi. Shuning uchun sportchilarning somatotipi (tanasi turi) ularni sportga tayyorlash va saralash jarayonida muhim ahamiyatga ega.

Somatotip- bu morfologik statusning ayni vaqtdagi namoyonligi hisoblanadi. Somatotipni baholash odatda B.X.Xit va Ye.L.Karter sxemasiga asoslanib o‘tkaziladi. Bu sxemada uch turdagi tana tuzilishi belgilanadi: endomorfiya (YeN) – semirish darajasini ko‘rsatadi; mezomorfiya (ME) – mushak va suyak tizimining nisbiy rivojlanishini ko‘rsatadi; ektomorfiya (YeK) – tananing nisbiy uzunligini ko‘rsatadi.

Tananing komponyentlari 0 dan 7 gacha bo‘lgan ballarda baholanadi. Ballarga qarab komponentning darajasi aniqlanadi: 1–2 – kamaytirilgan, 6–7 – yuqori darajada namoyon bo‘lishi. Tananing dominant komponenti muayyan somatotipga muvofiq keltiriladi.

Antropometrik ko‘rsatkichlarni o‘rganish yosh sportchilarda jismoniy komponentlar va organizmning biologik rivojlanishi o‘rtasidagi bog‘liqlikni hisobga olish imkonini beradi (2-jadvalga qarang).

2-jadval

12–17 yoshli yosh sportchilarda o‘sish dinamikasi

Yosh	O‘g‘il bolalar		Qiz bolalar	
	Bo‘yi	Vazni	Bo‘yi	Vazni
12	0,830	0,855	0,905	0,811
13	0,824	0,797	0,908	0,792
14	0,722	0,727	0,896	0,729
15	0,784	0,728	0,826	0,700
17	0,791	0,680	0,773	0,691

8 yoshdagi bolaning oyoq va qo‘l uzunligi va 17 yoshdagi kattalardagi uzunliklari orasida yaxshi bog‘liqlik bor. O‘g‘illar va qizlar uchun oyoq uzunligi bo‘yicha korrelyasiya koeffisiyenti mos ravishda 0,713 va 0,816, qo‘l uzunligi bo‘yicha esa 0,735 va 0,766 ni tashkil etadi. Olingan ma’lumotlar oyoq va qo‘lning tez rivojlanishini ko‘rsatadi, bu esa bolaning o‘sishini baholashda tananing o‘zidagi o‘sishdan ko‘ra qimmatliroqdir. Katta oyoq va uzun qo‘l bolaning baland bo‘yda o‘sishini oldindan bashorat qilish imkonini beradi.

Shu bilan birga, 8–17 yoshli qizlarda tana uzunligi uchun korrelyasiya koeffisiyenti (r=0,532) oyoq uzunligiga nisbatan (r=0,743) biroz past; akromial diametri uchun (qo‘l yelka uzunligi) r=0,699 tazo diametriga nisbatan (r=0,770) kamroq, lekin ko‘krak aylanasiga nisbatan (r=0,624) yuqori.

Bolalikda ko‘krak aylanasi ko‘rsatkichlarining prognostik ahamiyati boshqa antropometrik ko‘rsatkichlar bilan solishtirganda eng pastdir. Shu bois, 8 yoshda olingan ko‘krak aylanasi ma’lumotlari bo‘yicha bolaning kelgusidagi tana aylanasini aniq bashorat qilish qiyin. Yosh o‘sishi bilan tana o‘lchamlari o‘rtasidagi bog‘liqlik darajasi sekin-asta kamayadi. Qizlarda antropometrik ko‘rsatkichlar, ayniqsa tananing uzunlik o‘lchamlari, ko‘proq barqarordir.

Mushak kuchini o‘lchash qiziqarli. Yosh o‘sgan sari uning kelgusini taxmin qilish ishonchliroq bo‘ladi. 14–16 yoshda bu ko‘rsatkich yaxshi bog‘liq (r=0,582), lekin kichik yoshda ishonchli emas. Pubertatgacha bolalarda mushak kuchini taxmin qilish ehtimoli 40–50 % atrofida. 9–15 yoshda qo‘l egiluvchi mushaklari o‘g‘il bolalarda r=0,65, qizlarda esa r=0,45 bog‘liqlikka ega.

10–13 yoshda latent vaqtni baholash testida harakat tezligini o‘lchash ko‘rsatkichi (r=0,51) mushak kuchidan yuqori bog‘liqlikka ega. 10–17 yoshda 30 m masofaga yugurishda korrelyasiya koeffisiyenti o‘g‘illar uchun r=0,38, qizlar uchun r=0,72 ni tashkil etadi. Shu yoshlardagi sakrash testlaridagi tezlik-quvvat ko‘rsatkichlari (r=0,6±0,1) tennis to‘pini tashlashdagi ko‘rsatkichlardan (r=0,4±0,2) ko‘ra barqaror va ishonchliroqdir.

13 yoshdan boshlab bolalarda chidamlilik, xususan maksimal kislorod iste’moli (MKI), barqaror bo‘lib, 13–15 yoshda MKI ml/minda r=0,79 va ml/min/kgda r=0,74 ni tashkil etadi.

Step-test orqali aerob va anaerob chidamlilikni o‘rganish natijalari testdagi qisqa va uzoq muddatli topshiriqlar vaqtida barqarorlikni ko‘rsatdi. 9, 10, 11 yoshdagi o‘g‘illar uchun MKI (ml/min/kg) mos ravishda 46,8; 44,2; 44,6 ni tashkil etdi, 8, 9, 10, 11 yoshdagi qizlar uchun esa 38,4; 35,6; 38,0; 37,8 bo‘ldi (3-jadvalga qarang).

№	Nazorat qilinadigan ko‘rsatkichlarni baholash	Potensial imkoniyatlarning xususiyatlari
1	**Jismoniy sifatlarning yuqori boshlang‘ich darajasi va yuqori o‘sish sur’ati**	Juda yuqori qobiliyat
2	**Jismoniy sifatlarning yuqori boshlang‘ich darajasi va o‘rtacha o‘sish sur’ati**	Katta qobiliyatlar
3	**Jismoniy sifatlarning o‘rtacha boshlang‘ich darajasi va yuqori o‘sish sur’ati**	
4	**Jismoniy sifatlarning boshlang‘ich darajasi yuqori va o‘rtacha qobiliyatlar**	O‘rtacha qobiliyatlar
5	**Jismoniy sifatlarning o‘rtacha boshlang‘ich darajasi va o‘rtacha o‘sish sur’ati**	
6	Jismoniy sifatlarning past boshlang‘ich darajasi va yuqori o‘sish sur’ati	
7	**Jismoniy sifatlarning o‘rtacha boshlang‘ich darajasi va past o‘sish sur’ati**	Kam qobiliyat
8	Jismoniy sifatlarning past boshlang‘ich darajasi va o‘rtacha o‘sish sur’ati	
9	Jismoniy sifatlarning past boshlang‘ich darajasi va past o‘sish sur’ati	Juda kam qobiliyat

3-jadval. Yosh sportchilarning potensial harakat qobiliyatlarini bashorat qilish (P.Z. Siris bo‘yicha)

P.Z.Sirisning ilmiy tadqiqotlari yosh sportchilarning turli harakat qobiliyatlarini rivojlanishi va ularning kelajakdagi sport natijalari imkoniyatlarini oldindan taxmin qilishga qaratilgan. Uning usuli yuvenil ko‘rsatkichlar (yosh bolalardagi jismoniy va motor qobiliyatlar) va definitiv ko‘rsatkichlar (yaqin kelajakdagi rivojlanish natijalari) orasidagi korrelyasiyani tahlil qilishga asoslangan.

Bu tadqiqotda asosiy nazarda tutilgan jihatlar:

1. Yuvenil koʻrsatkichlar yosh sportchilarning kelajakdagi harakat qobiliyatlarini aniqlashda qimmatli maʼlumot beradi.

2. Turli jismoniy parametrlar va motor salohiyatlar orasidagi bogʻliqlikni oʻrganish orqali sportchilarni turli sport turlariga yoʻnaltirish mumkin.

3. Oldindan taxmin qilishning ishonchliligi yosh bilan ortishi, pubertatdan keyin esa baʼzi koʻrsatkichlarda aniqlik kamayishi mumkin.

Yaʼni, Siris usuli yosh sportchilarning jismoniy rivojlanishi va motor qobiliyatlarini kuzatish orqali ularning kelgusidagi sport salohiyatini aniqlash imkonini beradi (4-jadvalga qarang).

4-jadval

Yosh sportchilarda harakat koʻrsatkichlarining oʻsish surʼati

Morfofunksional koʻrsatkichlar	Jinsi	Oʻsish surʼati %		
		8 dan10 yoshgacha	9 dan11 yoshgacha	10 dan 12 yoshgacha
Boʻy uzunligi	oʻ	7	7	7
	q	8	5	8
Tana ogʻirligi	oʻ	23	18	15
	q	19	26	21
Koʻkrak qafasi aylanasi	oʻ	8	7	5
	q	6	10	8
Oʻpkaning tiriklik sigʻimi	oʻ	20	23	13
	q	16	31	23
Shtange sinamasi	oʻ	2	23	17
	q	12	21	14
Kuch qobiliyati	oʻ	26	24	35
	q	30	32	39
Harakat tezligi	oʻ	-19	-9	-5
	q	-8	-11	-10
Tezlik-kuch: turgan joydan uzunlikka sakrash	oʻ	3	14	17
	q	3	20	20
Balandlikka sakrash	oʻ	9	16	14
	q	21	6	15
Statik chidamlilik	oʻ	25	35	27
	q	50	30	4
Chaqqonlik	Oʻ	40	64	0
	q	11	3	9

Koʻrsatkichlarning oʻsish tempi quyidagi formula boʻyicha hisoblanadi:

W, % = 100 / V1 – V2

1 / 2 / V1 + V2

Bu yerda:

V1 va V2 — boshlangʻich va oxirgi (ikki yildan keyingi) koʻrsatkichlar, yaʼni yosh sportchilarni mashq jarayonida sinash natijalari oʻsish templari. Shu bilan birga: Yuqori koʻrsatkichlar- bolalarning oʻrtacha oʻsish templaridan yuqori boʻlgan oʻsish templari. Prognostik ahamiyat- boshlangʻich koʻrsatkichlar qiymati qanchalik yuqori boʻlsa, ushbu sifatning rivojlanishdagi konservativligi shunchalik yuqori hisoblanadi.

Xulosa

Bu tadqiqot tahlili yosh sportchilarning 6–18 yoshdagilarda jismoniy rivojlanish koʻrsatkichlari eng aniq namoyon boʻladigan yosh davrlarini ajratish imkonini berdi. Bu maʼlumotlar sport tayyorgarligida inobatga olinishi kerak:

8-9 yoshda bolalarda simpatik nerv tizimi faol tarzda nazorat qilinadi va nerv jarayonlari quvvati rivojlanadi;

Oʻgʻil bolalarda 7 yoshdan, qizlarda 9 yoshdan aerob funksiyalar rivojlanishi kuzatiladi;

7 yoshdan boshlab bolalar murakkab koordinatsiya mashqlarini oʻzlashtiradi, bu esa murakkab harakatlarning maqsadli oʻrgatilishi dasturiga kiradi;

9-10 yoshda vestibulyar apparat koʻrsatkichlari yuqori barqarorlikka ega;

9-10 yoshda tanani boshqarish regulyasiyalari faol takomillashadi;

8 yoshdan boshlab bolalarda yoshga xos neyrodinamika belgilari kuzatiladi;

6 yoshdan boshlab bolalarda tananing massa koʻrsatkichlari oʻzgarishi va 7 yoshda oʻsishning faollashishi qayd etiladi;

10 yoshdan boshlab tezlik-quvvat koʻrsatkichlari ortishi kuzatiladi.

Xulosa qilib aytganda, har bir yosh davrida belgilangan xususiyatlar sport mashgʻulotlarini maqsadli va samarali tashkil qilishda muhim ahamiyatga ega.

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DIZAYN TA'LIMIDA TALABALARNING KASBIY-AMALIY KOMPETENTLIGINI RIVOJLANTIRISHNING PEDAGOGIK ASOSLARI.

Axmedov G‘olibjon G‘ulomjonovich
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Annotatsiya. *Ushbu maqolada dizayn ta’limi yo‘nalishi talabalarining kasbiy-amaliy kompetentligini rivojlantirishning nazariy asoslari tahlil qilingan. Kompetentlik va kasbiy-amaliy kompetentlik tushunchalarining mazmuni ilmiy-pedagogik nuqtai nazardan yoritilgan hamda ularning tarkibiy komponentlari aniqlangan. Shuningdek, dizayn ta’limida kompetensiyaviy, faoliyatli, shaxsga yo‘naltirilgan va integrativ yondashuvlarning o‘rni asoslab berilgan. Tadqiqot natijalari bo‘lajak dizayner mutaxassislarning kasbiy tayyorgarligini takomillashtirish, ularning ijodiy salohiyati, raqamli kompetensiyasi va amaliy faoliyatga tayyorligini rivojlantirishda muhim ilmiy-metodik asos bo‘lib xizmat qiladi.*

Kalit so‘zlar: *dizayn ta’limi, kasbiy-amaliy kompetentlik, kompetensiyaviy yondashuv, dizayner, kasbiy tayyorgarlik, kreativlik, raqamli texnologiyalar, integrativ yondashuv.*

ПЕДАГОГИЧЕСКИЕ ОСНОВЫ РАЗВИТИЯ ПРОФЕССИОНАЛЬНО-ПРАКТИЧЕСКОЙ КОМПЕТЕНТНОСТИ СТУДЕНТОВ В ДИЗАЙН-ОБРАЗОВАНИИ

Аннотация. *В данной статье рассматриваются теоретические основы развития профессионально-практической компетентности студентов направления дизайнерского образования. Раскрывается содержание понятий «компетентность» и «профессионально-практическая компетентность», определяются их структурные компоненты. Особое внимание уделено компетентностному, деятельностному, личностно-ориентированному и интегративному подходам в системе дизайнерского образования. Полученные результаты могут служить научно-методической основой совершенствования профессиональной подготовки будущих дизайнеров, развития их творческого потенциала, цифровых компетенций и готовности к профессиональной деятельности.*

Ключевые слова: *дизайнерское образование, профессионально-практическая компетентность, компетентностный подход, профессиональная подготовка, креативность, цифровые технологии, интегративный подход.*

PEDAGOGICAL FOUNDATIONS FOR DEVELOPING THE PROFESSIONAL-PRACTICAL COMPETENCE OF STUDENTS IN DESIGN EDUCATION

Abstract. *This article analyzes the theoretical foundations for developing the professional-practical competence of students majoring in design education. The concepts of competence and professional-practical competence are interpreted from scientific and pedagogical perspectives, and their structural components are identified. Particular attention is paid to competency-based, activity-based, learner-centered, and integrative approaches in design education. The findings provide a theoretical and methodological basis for improving the professional training of future designers by enhancing their creativity, digital competence, and readiness for professional practice.*

Keywords: *design education, professional-practical competence, competency-based approach, designer, professional training, creativity, digital technologies, integrative approach.*

Zamonaviy jamiyatning jadal rivojlanishi, raqamli texnologiyalarning ta’lim va ishlab chiqarish sohalariga keng joriy etilishi hamda mehnat bozorida raqobatbardosh mutaxassislarga bo‘lgan ehtiyojning ortib borishi oliy ta’lim muassasalari oldiga yangi vazifalarni qo‘ymoqda. Bugungi kunda mutaxassislarni tayyorlash jarayoni nafaqat fundamental nazariy bilimlarni shakllantirish, balki ularning amaliy faoliyatga tayyorligini, ijodiy va innovatsion fikrlash qobiliyatlarini rivojlantirishni ham taqozo etmoqda. Shu bois, talabalarning kasbiy-amaliy kompetentligini shakllantirish va takomillashtirish zamonaviy ta’lim tizimining ustuvor yo‘nalishlaridan biri sifatida qaralmoqda.

Ayniqsa, dizayn ta’limi yo‘nalishida tahsil olayotgan talabalarning kelgusidagi kasbiy faoliyati yuqori darajadagi ijodiy yondashuv, badiiy tafakkur, texnologik savodxonlik va amaliy tajribaga ega bo‘lishni talab etadi. Dizayn sohasi mutaxassisidan nafaqat kompozitsiya, rangshunoslik, shakl va proporsiya qonunlarini bilish, balki mazkur bilimlarni

aniq loyihalarda samarali qo‘llay olish, zamonaviy dasturiy vositalardan foydalanish, estetik va funksional talablarga javob beradigan mahsulotlar yaratish kabi ko‘nikmalarga ega bo‘lish talab etiladi. Bu esa talabalarda nazariy bilimlar bilan amaliy faoliyat o‘rtasidagi uzviy bog‘liqlikni ta’minlash zaruratini yuzaga keltiradi.

Dizayn ta’limi jarayonining o‘ziga xos xususiyatlaridan biri shundaki, unda ijodiy faoliyat va amaliy mashg‘ulotlar ustuvor ahamiyat kasb etadi. Talabalarning professional shakllanishi faqatgina auditoriya mashg‘ulotlari bilan cheklanib qolmasdan, loyihaviy faoliyat, grafik ishlar, maketlar yaratish, kompyuter texnologiyalari asosida dizayn yechimlarini ishlab chiqish, mustaqil tadqiqot va ijodiy izlanishlar orqali amalga oshiriladi. Shu sababli dizayn sohasidagi mutaxassislarni tayyorlash jarayonida kasbiy-amaliy kompetentlikni rivojlantirish masalasi alohida ilmiy-pedagogik ahamiyatga ega hisoblanadi.

Bugungi kunda kompetensiyaviy yondashuv asosida tashkil etilayotgan ta’lim jarayoni talabalarning bilimlarni o‘zlashtirish darajasini emas, balki ularni real hayotiy va kasbiy vaziyatlarda qo‘llay olish qobiliyatini baholashga yo‘naltirilgan. Shu nuqtai nazardan, kasbiy-amaliy kompetentlik talabaning bilim, ko‘nikma va malakalarini integratsiyalashgan holda namoyon etishi, mustaqil qaror qabul qilish, muammoli vaziyatlarni hal qilish, innovatsion g‘oyalar ishlab chiqish va ijodiy faoliyatni amalga oshirish imkoniyatlarini aks ettiradi.

Shu bilan birga, dizayn ta’limi sohasida raqamli texnologiyalarning jadal rivojlanishi, sun’iy intellekt elementlari, 3D modellashtirish, multimedia va kompyuter grafikasi vositalarining keng qo‘llanilishi bo‘lajak dizaynerlarning kasbiy-amaliy tayyorgarligiga bo‘lgan talablarni yanada oshirmoqda. Bu esa ularda zamonaviy axborot-kommunikatsiya texnologiyalaridan samarali foydalanish, ijodiy g‘oyalarni vizual shaklda ifodalash va loyihaviy faoliyatni tashkil etish ko‘nikmalarini shakllantirishni taqozo etadi.

Shu nuqtai nazardan, dizayn ta’limi yo‘nalishi talabalarining kasbiy-amaliy kompetentligini rivojlantirishning nazariy asoslarini aniqlash, mazkur tushunchaning mazmun-mohiyatini ochib berish, uning tarkibiy komponentlari va shakllanish mexanizmlarini ilmiy-pedagogik jihatdan asoslash dolzarb vazifalardan biri hisoblanadi. Mazkur masalaning tadqiq etilishi bo‘lajak dizayner mutaxassislarning kasbiy tayyorgarligi sifatini oshirish, ularning ijodiy salohiyatini ro‘yobga chiqarish hamda zamonaviy mehnat bozori talablariga mos raqobatbardosh kadrlarni tayyorlash uchun muhim nazariy va amaliy ahamiyat kasb etadi.

“Kompetentlik” tushunchasi ilmiy-pedagogik adabiyotlarda keng qo‘llanilib, u zamonaviy ta’lim tizimining asosiy kategoriyalaridan biri sifatida e’tirof etiladi. Mazkur atama lotincha *competens* so‘zidan kelib chiqqan bo‘lib, “mos keluvchi”, “munosib”, “layoqatli”, “muayyan faoliyatni bajarishga qodir” kabi ma’nolarni anglatadi. Ilmiy manbalarda kompetentlik shaxsning muayyan sohadagi nazariy bilimlari, amaliy ko‘nikma va malakalari, tajribasi, qadriyatlari hamda shaxsiy sifatlarining o‘zaro uyg‘unlashgan integral tizimi sifatida talqin qilinadi. Shu jihatdan, kompetentlik faqat ma’lumotga ega bo‘lish bilan cheklanmay, balki uni turli hayotiy va kasbiy vaziyatlarda maqsadli va samarali qo‘llash qobiliyatini ham ifodalaydi.

Pedagogika va psixologiya sohasida kompetentlik tushunchasiga turli yondashuvlar mavjud bo‘lib, ularning aksariyati mazkur kategoriyaning integrativ xususiyatga ega ekanligini ta’kidlaydi. Jumladan, J. Raven kompetentlikni insonning muvaffaqiyatli faoliyat yuritishiga xizmat qiluvchi o‘zaro bog‘liq bilim, ko‘nikma, qobiliyat va qadriyatlar tizimi sifatida izohlaydi. A.V. Xutorskoy esa kompetentlikni shaxsning muayyan faoliyat sohasida samarali harakat qilishga tayyorligi va qobiliyati sifatida baholaydi. I.A. Zimnyayaning fikricha, kompetentlik shaxsning kognitiv, faoliyatli, qadriyatli va shaxsiy xususiyatlarini o‘zida mujassam etuvchi murakkab integral tuzilma hisoblanadi. Mazkur yondashuvlar kompetentlikning ko‘p qirrali va ko‘p komponentli tabiatini namoyon etadi.

Kompetensiyaviy yondashuv nazariyasiga ko‘ra, ta’lim jarayonining asosiy maqsadi talabalarni ma’lum hajmdagi bilimlar bilan qurollantirish emas, balki ularda mustaqil fikrlash, muammolarni hal qilish, qaror qabul qilish va o‘zlashtirilgan bilimlarni amaliy faoliyatda qo‘llay olish qobiliyatini shakllantirishdan iboratdir. Bunday yondashuvda ta’lim natijasi sifatida bilimlar yig‘indisi emas, balki shaxsning kasbiy va ijtimoiy faoliyatda namoyon bo‘ladigan kompetentliklari ustuvor ahamiyat kasb etadi. Shu bois zamonaviy ta’lim tizimida kompetentlikka yo‘naltirilgan o‘qitish modeli ustuvor yo‘nalish sifatida qaralmoqda.

YuNESKO, OECD va Yevropa ta’lim makoni konsepsiyalarida ham kompetentlik insonning bilim, amaliy ko‘nikma, munosabat va qadriyatlarining integratsiyalashgan majmuasi sifatida tavsiflanadi. Ushbu xalqaro yondashuvlarga ko‘ra, kompetentlik hayot davomida ta’lim olish, raqamli savodxonlik, ijodiy fikrlash, kommunikatsiya va hamkorlik qilish kabi universal qobiliyatlarni ham o‘z ichiga oladi. Demak, kompetentlik zamonaviy mutaxassisning raqobatbardoshligini ta’minlovchi muhim omillardan biri bo‘lib, uning kasbiy va shaxsiy rivojlanishining asosiy ko‘rsatkichi sifatida namoyon bo‘ladi.

Shunday qilib, kompetentlik tushunchasi shaxsning muayyan faoliyat sohasidagi nazariy tayyorgarligi, amaliy tajribasi, intellektual salohiyati, qadriyatlari va shaxsiy xususiyatlarining o‘zaro uyg‘unlashgan tizimini anglatadi. Kompetensiyaviy yondashuv esa ta’lim jarayonini ana shu integral sifatlarni shakllantirishga yo‘naltirish orqali bo‘lajak mutaxassislarning kasbiy faoliyatga tayyorligini ta’minlashga xizmat qiladi.

Kasbiy kompetentlik zamonaviy pedagogika va kasbiy ta’lim nazariyasida mutaxassisning kasbiy faoliyatni yuqori samaradorlik bilan amalga oshirishga tayyorligi va layoqatini ifodalovchi integral sifat sifatida talqin qilinadi. U shaxsning muayyan kasbiy sohada nazariy bilimlarga egaligi, amaliy ko‘nikma va malakalarni o‘zlashtirganligi, kasbiy tajribaga ega bo‘lishi, shuningdek, o‘z faoliyatiga mas’uliyat bilan yondashishi hamda doimiy ravishda o‘zini takomillashtirishga intilishi bilan tavsiflanadi. Kasbiy kompetentlik mutaxassisning o‘z oldida turgan vazifalarni mustaqil hal qilish, kasbiy muammolarni tahlil qilish, innovatsion yechimlar ishlab chiqish va o‘zgaruvchan mehnat bozori sharoitiga moslasha olish qobiliyatini ham qamrab oladi. Shu nuqtai nazardan, kasbiy kompetentlik mutaxassisning raqobatbardoshligini ta’minlovchi muhim omil sifatida namoyon bo‘ladi.

Kasbiy kompetentlikning muhim tarkibiy qismlaridan biri sifatida kasbiy-amaliy kompetentlik alohida ahamiyat kasb etadi. Mazkur tushuncha talabaning nazariy bilimlarni amaliy faoliyat bilan uyg‘unlashtirish, ularni real kasbiy vaziyatlarda qo‘llash, texnologiyalardan samarali foydalanish hamda mustaqil ijodiy faoliyatni tashkil etishga tayyorligini ifodalaydi. Kasbiy-amaliy kompetentlik mutaxassisning kasbiy vazifalarni bajarish jarayonida bilim, ko‘nikma va malakalarni integratsiyalashgan holda qo‘llay olishi, muammoli vaziyatlarda maqbul qaror qabul qilishi va kasbiy faoliyatning natijadorligini ta’minlay olishi bilan xarakterlanadi. Shu bois mazkur kompetentlik kasbiy tayyorgarlikning muhim ko‘rsatkichlaridan biri sifatida e’tirof etiladi.

Dizayn ta’limi sohasida kasbiy-amaliy kompetentlikning mazmuni boshqa ta’lim yo‘nalishlaridan ma’lum darajada farq qiladi. Chunki dizayn faoliyati ijodkorlik, badiiy did, estetik tafakkur va texnologik bilimlarning uzviy birligiga asoslanadi. Shu sababli dizayn yo‘nalishi talabalarining kasbiy-amaliy kompetentligi nafaqat nazariy bilimlar majmuasi, balki ularni amaliy loyihalash jarayonida qo‘llash, vizual fikrlash, kompozitsion yechimlarni ishlab chiqish va zamonaviy texnologiyalardan samarali foydalanish qobiliyatlarini ham o‘z ichiga oladi.

Dizayn ta’limi kontekstida kasbiy-amaliy kompetentlik talabaning badiiy tafakkuri, estetik didi, kompozitsiya va rangshunoslik qonunlarini anglashi, grafik va raqamli texnologiyalardan samarali foydalanishi, zamonaviy dizayn dasturlari bilan ishlash mahorati hamda loyihalash faoliyatini tashkil etish ko‘nikmalarining o‘zaro uyg‘unlashgan tizimi sifatida namoyon bo‘ladi. Bunda talabaning Adobe Photoshop, Adobe Illustrator, CorelDRAW, 3D Max, AutoCAD kabi dasturiy vositalar bilan ishlash qobiliyati, grafik modellashtirish, maket yaratish, vizual kommunikatsiya vositalarini tanlash va dizaynerlik yechimlarini amalga oshirish mahorati muhim ahamiyat kasb etadi.

Shu bilan birga, dizayn sohasidagi kasbiy-amaliy kompetentlik talabaning ijodiy salohiyati va innovatsion fikrlash qobiliyati bilan ham uzviy bog‘liq hisoblanadi. U talabaning yangi g‘oyalarni ishlab chiqish, mavjud muammolarga noan’anaviy yondashish, estetik va funksional jihatdan mukammal dizayn mahsulotlarini yaratish, buyurtmachi ehtiyojlarini tahlil qilish va ularga mos loyihaviy yechimlar taklif etish imkoniyatlarini belgilaydi. Bunday qobiliyatlar bo‘lajak dizaynerning kasbiy faoliyatida muhim o‘rin tutadi hamda uning raqobatbardosh mutaxassis sifatida shakllanishiga xizmat qiladi.

Bundan tashqari, dizayn ta’limida kasbiy-amaliy kompetentlikning muhim jihatlaridan biri talabaning estetik qadriyatlarni anglashi, milliy va jahon madaniy merosi asosida badiiy didni shakllantirishi hamda dizayn mahsulotlarida funksionallik va estetiklik uyg‘unligini ta’minlay olishidir. Mazkur kompetentlik talabaga ijodiy g‘oyalarni vizual shaklda ifodalash, loyihalarni amalga oshirish jarayonida texnologik, iqtisodiy va estetik talablarni hisobga olish, shuningdek, kasbiy muhitda samarali muloqot qilish va jamoada hamkorlikda ishlash imkoniyatini beradi.

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OLIY TA'LIM JARAYONIDA TALABALARNING ILMIY TAFAKKURINI RIVOJLANTIRISH MEXANIZMLARI

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Annotatsiya. *Ushbu maqolada oliy ta'lim jarayonida talabalarning ilmiy tafakkurini rivojlantirishga xizmat qiluvchi pedagogik, kognitiv, metodologik va tashkiliy mexanizmlar nazariy-amaliy jihatdan tahlil qilinadi. Tadqiqotning markaziy g'oyasi shundan iboratki, ilmiy tafakkur talaba shaxsida faqat ma'lumotlarni o'zlashtirish orqali emas, balki muammoni ko'ra bilish, dalillarni tanlash, gipoteza ilgari surish, empirik va nazariy asoslash, natijalarni tekshirish, tanqidiy baholash hamda akademik muloqotda asosli pozitsiya bildirish jarayonida shakllanadigan integrativ intellektual kompetensiyadir.*

Kalit so'zlar: *ilmiy tafakkur, oliy ta'lim, pedagogik mexanizm, tadqiqotchilik kompetensiyasi, tanqidiy fikrlash, muammoli ta'lim, refleksiya, akademik yozish, metodologik madaniyat, ilmiy bilish.*

МЕХАНИЗМЫ РАЗВИТИЯ НАУЧНОГО МЫШЛЕНИЯ СТУДЕНТОВ В ПРОЦЕССЕ ВЫСШЕГО ОБРАЗОВАНИЯ

Аннотация. *В данной статье с теоретико-практической точки зрения анализируются педагогические, когнитивные, методологические и организационные механизмы, способствующие развитию научного мышления студентов в процессе высшего образования. Центральная идея исследования заключается в том, что научное мышление является интегративной интеллектуальной компетенцией, формирующейся у личности студента не только посредством усвоения информации, но и в процессе умения видеть проблему, отбирать доказательства, выдвигать гипотезы, осуществлять эмпирическое и теоретическое обоснование, проверять результаты, критически оценивать их, а также выражать аргументированную позицию в академической коммуникации.*

Ключевые слова: *научное мышление, высшее образование, педагогический механизм, исследовательская компетентность, критическое мышление, проблемное обучение, рефлексия, академическое письмо, методологическая культура, научное познание.*

MECHANISMS FOR DEVELOPING STUDENTS' SCIENTIFIC THINKING IN THE PROCESS OF HIGHER EDUCATION

Abstract. *This article provides a theoretical and practical analysis of the pedagogical, cognitive, methodological, and organizational mechanisms that contribute to the development of students' scientific thinking in the process of higher education. The central idea of the study is that scientific thinking is an integrative intellectual competence formed in the student's personality not only through the acquisition of information, but also through the ability to identify a problem, select evidence, formulate hypotheses, provide empirical and theoretical justification, verify results, critically evaluate them, and express a well-reasoned position in academic communication.*

Keywords: *scientific thinking, higher education, pedagogical mechanism, research competence, critical thinking, problem-based learning, reflection, academic writing, methodological culture, scientific cognition.*

Kirish: Zamonaviy oliy ta'lim tizimida talabaning kasbiy tayyorgarligi faqat muayyan fan bo'yicha bilimlar majmuasini egallash bilan cheklanmaydi, balki uning voqelikni ilmiy anglash, muammolarni metodologik asosda tahlil qilish, nazariy bilimlarni amaliyot bilan bog'lash va dalillarga tayangan holda mustaqil xulosa chiqarish qobiliyati bilan belgilanadi. Shu ma'noda ilmiy tafakkur oliy ta'limning strategik natijasi sifatida talqin etilishi lozim[1]. Ilmiy tafakkur talabaning bilish jarayoniga ongli, tanqidiy va ijodiy munosabatda bo'lishini, mavjud axborotni mexanik qabul qilmasdan, uning manbasi, ishonchliligi, metodologik asosi va amaliy ahamiyatini baholay olishini anglatadi. Bugungi axborotlashgan jamiyatda ma'lumotlar oqimining keskin ortishi, raqamli platformalar orqali turli sifatdagi bilimlarning tez tarqalishi, sun'iy intellekt vositalarining ta'lim jarayoniga kirib kelishi talabalarda ilmiy asoslangan fikrlash madaniyatini rivojlantirishni yanada dolzarb vazifaga aylantirmoqda[2]. Oliy ta'lim jarayonida ilmiy tafakkurni

rivojlantirish masalasi pedagogik jarayonning mazmuniy, metodik va tashkiliy jihatlarini qayta ko‘rib chiqishni taqozo etadi. An’anaviy ta’lim modellarida ko‘pincha bilimni tayyor shaklda berish, talabadan esa uni qayta hikoya qilish yoki reproduktiv tarzda qo‘llash talab etilar edi. Bunday yondashuv ma’lum darajada bilimlarni mustahkamlashga xizmat qilsa-da, talabaning mustaqil ilmiy izlanishi, savol qo‘yishi, dalillar bilan ishlashi, qarama-qarshi fikrlarni solishtirishi va yangi xulosa ishlab chiqishi uchun yetarli imkoniyat yaratmaydi. Ilmiy tafakkurni shakllantiruvchi ta’lim esa talabani passiv qabul qiluvchi emas, balki bilish jarayonining faol subyekti sifatida ko‘radi. Bu jarayonda o‘qituvchi tayyor bilimni yetkazuvchi yagona manba emas, balki ilmiy muammoni qo‘yadigan, izlanish yo‘nalishini ko‘rsatadigan, bahs muhitini tashkil etadigan va talabaning refleksiv o‘sishini qo‘llab-quvvatlaydigan pedagogik fasilitatorga aylanadi[3]. Ilmiy tafakkurning pedagogik mazmuni bir nechta tarkibiy komponentlar uyg‘unligida namoyon bo‘ladi. Birinchidan, u gnoseologik komponentga ega bo‘lib, talaba bilimning paydo bo‘lishi, isbotlanishi va o‘zgarishi jarayonlarini tushunishga intiladi. Ikkinchidan, metodologik komponent talabaning tadqiqot metodlarini tanlash, qo‘llash va natijalarni asoslash salohiyatini belgilaydi. Uchinchidan, mantiqiy-kommunikativ komponent ilmiy fikrni izchil, dalilli va tushunarli ifodalash, akademik bahsda ishtirok etish, o‘z pozitsiyasini nazariy dalillar bilan himoya qilish qobiliyatini qamrab oladi[4]. To‘rtinchidan, aksiologik komponent ilmga halollik, haqiqatga intilish, akademik etikaga rioya qilish va intellektual mas’uliyat bilan yondashishni nazarda tutadi. Mazkur komponentlardan birortasi yetarlicha shakllanmasa, ilmiy tafakkur to‘liq va barqaror kompetensiya sifatida namoyon bo‘lmaydi[5]. Oliy ta’limda talabalarning ilmiy tafakkurini rivojlantirish mexanizmlari deganda maqsad, mazmun, metod, vosita, shakl, baholash va refleksiya elementlarining muayyan pedagogik tizimda uyg‘unlashgan holda amal qilishi tushuniladi. Bu mexanizmlar o‘zaro bog‘liq bo‘lib, ulardan biri faollashganda boshqalari ham o‘z ta’sirini ko‘rsatadi. Masalan, muammoli vaziyat yaratish talabada bilish ehtiyojini kuchaytiradi, tadqiqotga yo‘naltirilgan topshiriq uni manba va dalillar bilan ishlashga majbur qiladi, akademik muhokama esa olingan natijani mantiqiy asoslashni talab etadi[7]. Natijada talaba bilimni tayyor holda qabul qilishdan uni mustaqil qayta ishlash, sintez qilish va yangi ma’no hosil qilish bosqichiga o‘tadi. Shu sababli ilmiy tafakkurni rivojlantirish bir martalik metodik tadbir emas, balki uzluksiz, bosqichma-bosqich va maqsadli tashkil etilgan pedagogik jarayon sifatida qaralishi zarur. Mavzuning dolzarbligi, avvalo, oliy ta’limda raqobatbardosh, tadqiqotchilik madaniyatiga ega, innovatsion fikrlaydigan mutaxassis tayyorlash ehtiyoji bilan izohlanadi. Har qanday sohada zamonaviy mutaxassis faqat mavjud qoidalarni bajaruvchi ijrochi emas, balki yangi muammoni aniqlaydigan, uning sabab-oqibat aloqalarini ko‘ra oladigan, turli ma’lumotlar asosida dalillangan qaror qabul qiladigan va o‘z faoliyati natijalarini ilmiy baholaydigan shaxs bo‘lishi kerak. Bunday sifatlarning rivojlanishi ta’lim mazmunida tadqiqotchilik faoliyatini kuchaytirish, mustaqil ta’limni mazmunan boyitish, fanlararo bog‘liqlikni ta’minlash va talabalarni ilmiy kommunikatsiyaga jalb etish orqali amalga oshadi.

Talabalarning ilmiy tafakkurini rivojlantirishda auditoriya mashg‘ulotlari bilan bir qatorda mustaqil ta’lim, ilmiy to‘garaklar, loyihaviy seminarlar, konferensiyalar, maqola yozish, elektron ma’lumotlar bazalari bilan ishlash va tadqiqot natijalarini taqdim etish kabi faoliyat shakllari muhim ahamiyat kasb etadi. Ammo mazkur shakllar samarali bo‘lishi uchun ular umumiy pedagogik maqsadga bo‘ysundirilishi, talabaning bilish faoliyatini bosqichma-bosqich murakkablashtirishi va baholash mezonlari ilmiy fikrlash sifatlarini aniqlashga yo‘naltirilishi lozim[8]. Aks holda mustaqil ish nomiga berilgan topshiriqlar formal ko‘chirmachilikka, ilmiy maqola tayyorlash esa tayyor matnlarni mexanik yig‘ishga aylanib qolishi mumkin. Shu bois maqolada ilmiy tafakkurni rivojlantirishning ichki pedagogik mexanizmlarini aniqlash, ularning o‘zaro ta’sirini tahlil qilish va oliy ta’lim amaliyoti uchun metodik tavsiyalar ishlab chiqish maqsad qilib olindi.

Adabiyotlar tahlili: Oliy ta’limda talabalarning ilmiy tafakkurini rivojlantirish masalasini tahlil qilishda o‘zbek pedagogikasida ta’lim mazmuni, tarbiya nazariyasi, shaxs rivojlanishi, mustaqil bilish faoliyati va milliy pedagogik tafakkurga oid ilmiy qarashlar muhim metodologik asos bo‘lib xizmat qiladi. X.I.Ibragimov va Sh.A.Abdullayevaning “Pedagogika nazariyasi”ga oid ishlarida ta’lim jarayoni shaxsning bilish faoliyati, ijtimoiy tajribani o‘zlashtirishi va mustaqil fikrlash qobiliyatini rivojlantirish bilan bog‘liq murakkab pedagogik tizim sifatida izohlanadi. Bu yondashuv ilmiy tafakkurni faqat fanga oid bilimlar yig‘indisi emas, balki pedagogik jarayonda shakllanadigan ongli bilish usuli sifatida tushunish imkonini beradi. Mazkur olimlar ta’limning nazariy asoslarini yoritishda o‘quvchi va talabaning faolligi, o‘qituvchining yo‘naltiruvchi vazifasi, bilimni o‘zlashtirishning mantiqiy bosqichlari va ta’lim mazmunining tarbiyaviy-rivojlantiruvchi imkoniyatlarini alohida ta’kidlaydilar. Shu nuqtai nazardan ularning qarashlari talabalarda ilmiy tafakkurni rivojlantirish mexanizmlarini belgilashda muhim konseptual tayanch bo‘lib xizmat qiladi, chunki ilmiy fikrlash ham aynan faol bilish, tahlil, umumlashtirish, isbotlash va xulosa chiqarish jarayonlari orqali rivojlanadi[9]. M.Quronovning ijtimoiy pedagogika, milliy tarbiya va yoshlar ma’naviy-axloqiy kamolotiga oid tadqiqotlari ham ushbu mavzuni ilmiy jihatdan boyitishga xizmat qiladi. Uning pedagogik qarashlarida shaxsni ijtimoiy muhit bilan uyg‘un holda rivojlantirish, ta’lim-tarbiya jarayonida mas’uliyat, faollik, ijtimoiy ong va qadriyatli munosabatni shakllantirish masalalari keng yoritiladi. Ilmiy tafakkurning rivojlanishi ham axborotni bilish bilan birga unga mas’uliyatli, tanqidiy va qadriyatli munosabatda bo‘lishni talab qiladi. Shu jihatdan M.Quronovning shaxs tarbiyasiga doir ilmiy qarashlari

talabalarda ilmiy pozitsiya, intellektual halollik va ijtimoiy mas'uliyatni shakllantirish masalalari bilan bevosita bog'lanadi. Ushbu ikki yo'nalishni umumlashtirganda, o'zbek pedagog olimlarining ishlarida ilmiy tafakkurni rivojlantirishga bevosita yoki bilvosita xizmat qiluvchi muhim g'oyalar mavjudligi ko'rinadi: ta'limning rivojlantiruvchi xususiyati, mustaqil bilish faoliyatini kuchaytirish, shaxsning ijtimoiy mas'uliyatini tarbiyalash, bilimni hayotiy va kasbiy faoliyat bilan bog'lash hamda pedagogik jarayonda subyekt-subyekt munosabatlarini ta'minlash. Demak, ilmiy tafakkurni shakllantirish mexanizmlarini ishlab chiqishda milliy pedagogik meros, zamonaviy didaktika va talabalarning tadqiqotchilik faoliyatini integratsiyalash zarur[10].

Metodologik qism: Ushbu maqolada talabalarning ilmiy tafakkurini rivojlantirish mexanizmlarini aniqlash va nazariy jihatdan asoslash maqsadida tizimli-tahliliy, qiyosiy-pedagogik, muammoli-mantiqiy, modellashtirish, kontent-tahlil, pedagogik kuzatuv, ekspert baholash va refleksiv tahlil metodlari o'zaro uzviy bog'liq holda qo'llanildi. Tizimli-tahliliy metod yordamida ilmiy tafakkur oliy ta'lim jarayonining alohida natijasi emas, balki maqsad, mazmun, metod, vosita, baholash va refleksiya elementlari o'rtasidagi ichki aloqadorlikda shakllanadigan integrativ pedagogik hodisa sifatida o'rganildi. Qiyosiy-pedagogik yondashuv orqali an'anaviy reproduktiv ta'lim bilan tadqiqotga yo'naltirilgan faol ta'lim modellari o'rtasidagi farqlar ochib berildi va talabalarning ilmiy tafakkuriga ta'sir etuvchi didaktik shart-sharoitlar aniqlandi. Muammoli-mantiqiy tahlil metodi ilmiy tafakkurning ichki tuzilmasi, ya'ni savol qo'yish, gipoteza ilgari surish, dalillarni tanlash, sabab-oqibat munosabatlarini aniqlash, umumlashtirish va xulosa chiqarish jarayonlarini izchil tahlil qilish imkonini berdi. Modellashtirish metodi asosida oliy ta'lim jarayonida ilmiy tafakkurni rivojlantirishning shartli pedagogik modeli ishlab chiqildi; unda motivatsion-maqsadli, kognitiv-metodologik, amaliy-tadqiqotchilik, kommunikativ-refleksiv va baholovchi-natijaviy komponentlar bir butun tizim sifatida tasvirlandi. Kontent-tahlil metodi yordamida pedagogik adabiyotlarda ilmiy bilish, mustaqil fikrlash, tadqiqotchilik kompetensiyasi, tanqidiy fikrlash va akademik madaniyat tushunchalarining mazmuniy yaqinligi tahlil qilindi. Pedagogik kuzatuv metodi shartli ravishda talabalarning auditoriya mashg'ulotlarida savol qo'yish, dalil keltirish, fikrni asoslash, manbalar bilan ishlash va bahsda ishtirok etish faoliyatini baholashga yo'naltirildi. Ekspert baholash metodi orqali ilmiy tafakkurni rivojlantirishga xizmat qiluvchi topshiriqlar, baholash mezonlari va metodik yondashuvlar mazmunan saralandi. Refleksiv tahlil esa talabaning o'z bilish faoliyatini anglashi, yo'l qo'yilgan xatolarni ko'ra olishi, dalillar yetarliligini baholashi va kelgusi izlanish yo'nalishini belgilashi kabi jihatlarni nazariy jihatdan ochib berishga xizmat qildi. Shu tariqa maqolada qo'llanilgan metodlar bir-birini to'ldirib, ilmiy tafakkurni rivojlantirishni ham nazariy tushuncha, ham amaliy pedagogik mexanizm sifatida izohlash imkonini yaratdi.

Natijalar: Tahlillar shuni ko'rsatdiki, oliy ta'lim jarayonida talabalarning ilmiy tafakkurini rivojlantirish eng avvalo pedagogik jarayonning tadqiqotchilikka yo'naltirilganligi bilan belgilanadi. Talaba tayyor bilimni qabul qiluvchi emas, balki muammoni qo'yadigan, axborotni saralaydigan, dalillarni tekshiradigan, nazariy va amaliy ma'lumotlar o'rtasida aloqa o'rnatadigan faol subyektga aylanganida ilmiy tafakkurning real rivojlanishi kuzatiladi. Maqola doirasida aniqlangan birinchi natija shundan iboratki, ilmiy tafakkurni rivojlantirishning motivatsion mexanizmi talabada "nega?", "qanday asosda?", "qanday dalil bilan?" kabi savollarni tug'dirishdan boshlanadi. Agar o'quv vazifasi talabada ichki bilish ehtiyojini uyg'otmasa, u tadqiqotchilik harakatiga aylanmaydi. Shuning uchun o'qituvchi ma'ruza, seminar va amaliy mashg'ulotlarda tayyor javobni emas, balki ilmiy muammoni, qarama-qarshi nuqtai nazarlarni va dalillarni izlash zaruratini markazga qo'yishi lozim. Ikkinchi natija sifatida kognitiv-metodologik mexanizmning ahamiyati aniqlandi. Talabalar ilmiy tafakkurga ega bo'lishi uchun ular faqat ma'lumotni eslab qolmasdan, uni tahlil qilish, manbalarni solishtirish, asosiy va ikkinchi darajali dalillarni ajratish, nazariy tushunchalarni amaliyotga tatbiq etish va mustaqil xulosa chiqarishga o'rganishi kerak. Bu jarayonda fan mazmuniga tadqiqot metodlari, ilmiy maqola bilan ishlash, bibliografik madaniyat, iqtibos keltirish qoidalari va akademik halollik masalalari kiritilishi muhim. Uchinchi natija sifatida kommunikativ-refleksiv mexanizmning samaradorligi ochib berildi. Ilmiy tafakkur yakka holda shakllanadigan ichki jarayon bo'libgina qolmay, akademik muloqot, bahs, taqdimot, savol-javob va tanqidiy mulohaza orqali ham rivojlanadi. Talaba o'z fikrini ilmiy tilda ifodalash, boshqa nuqtai nazarni eshitish, e'tirozga javob berish va o'z pozitsiyasini qayta ko'rib chiqish orqali fikrlash madaniyatini takomillashtiradi. To'rtinchi natija esa baholash mexanizmini qayta yo'naltirish zarurligini ko'rsatdi: agar baholash faqat natijani yoki yodlangan ma'lumotni tekshirsa, ilmiy tafakkur yetarlicha rag'batlanmaydi; agar baholash jarayonni, dalillarning ishonchliligini, metod tanlovini, mustaqil xulosa va refleksiyani qamrab olsa, talaba ilmiy fikrlashga intiladi. Ushbu natijalar asosida oliy ta'limda ilmiy tafakkurni rivojlantirish mazmun, metod, muhit va baholashning yagona tizimi orqali amalga oshirilishi kerakligi asoslandi.

Muhokama: Talabalarda ilmiy tafakkurni rivojlantirish masalasi jahon pedagogik tafakkurida ham turli nazariy yondashuvlar orqali talqin qilinadi. Bu borada Jon Dyui va Karl Popper qarashlari o'rtasida muayyan ilmiy polemika kuzatiladi. Jon Dyui ta'limni tajriba, muammo va refleksiya orqali kechadigan faol jarayon sifatida tushuntirib, o'quvchi yoki talabaning fikrlashi real hayotiy vaziyatlarda yuzaga keladigan qiyinchilikni anglashdan boshlanishini ta'kidlaydi. Uning nuqtai nazariga ko'ra, ilmiy fikrlash ta'lim jarayonida sun'iy ravishda beriladigan tayyor qoidalar majmuasi emas, balki shaxsning tajribaga tayanadigan, muammoni hal qilishga qaratilgan va refleksiya bilan boyitilgan intellektual

harakatidir. Bu yondashuv oliy ta’limda muammoli vaziyat, amaliyotga yaqin topshiriq, jamoaviy muhokama va loyihaviy faoliyatning muhimligini asoslaydi. Karl Popper esa ilmiy bilishning markaziga tanqidiy tekshirish, falsifikatsiya va gipotezalarni sinovdan o‘tkazish g‘oyasini qo‘yadi. Uning nazariy pozitsiyasiga ko‘ra, ilmiylik bilimning tasdiqlanganligi bilan emas, balki uni tanqidiy tekshirish va rad etish imkoniyati bilan belgilanadi. Popperning bu qarashi Dyuining tajribaga tayangan refleksiv ta’lim g‘oyasini muhim jihatdan to‘ldiradi, biroq ular o‘rtasida farq ham mavjud: Dyui ta’lim jarayonida muammoni hal qilishning shaxsiy va ijtimoiy tajribaga bog‘liqligini kuchliroq ta’kidlasa, Popper ilmiy fikrlashda qat’iy tanqidiy mezon, dalillarni sinash va xatoni aniqlash madaniyatini birinchi o‘ringa qo‘yadi. Oliy ta’lim amaliyoti uchun ushbu ikki yondashuvni qarama-qarshi qo‘yishdan ko‘ra, ularni integratsiya qilish samarali hisoblanadi. Dyui talabani faol tajriba va muammoli vaziyatga jalb etish zarurligini ko‘rsatsa, Popper har qanday xulosa tanqidiy tekshiruvdan o‘tishi, dalillar bilan asoslanishi va muqobil fikrlar bilan solishtirilishi lozimligini ta’kidlaydi. Demak, talabalarning ilmiy tafakkurini rivojlantirishda tajribaga asoslangan faol o‘qitish bilan tanqidiy-falsifikatsion tekshiruv madaniyatini uyg‘unlashtirish zarur. Bunday integrativ yondashuv talabani ham ijodiy izlanuvchi, ham metodologik jihatdan mas’uliyatli tadqiqotchi sifatida shakllantiradi.

Xulosa: Oliy ta’lim jarayonida talabalarning ilmiy tafakkurini rivojlantirish zamonaviy pedagogikaning muhim strategik vazifalaridan biri hisoblanadi. Maqolada olib borilgan tahlillar ilmiy tafakkur talabaning oddiy bilimdonligi yoki axborotni eslab qolish qobiliyati bilan cheklanmasligini, aksincha, u muammoni anglash, dalillarni saralash, mantiqiy asoslash, gipoteza ilgari surish, natijani tekshirish, akademik muloqotda ishtirok etish va o‘z bilish faoliyatini refleksiv baholash kabi ko‘p qirrali intellektual harakatlar tizimidan iborat ekanligini ko‘rsatdi. Shu sababli oliy ta’limda ilmiy tafakkurni rivojlantirish o‘quv rejasiga alohida mavzu kiritish bilan emas, balki barcha fanlar mazmuni, o‘qitish metodlari, mustaqil ta’lim, baholash va ilmiy muhitni yagona maqsadga yo‘naltirish orqali amalga oshirilishi lozim. Tadqiqot natijalariga ko‘ra, ilmiy tafakkurni rivojlantirishning eng muhim mexanizmlari sifatida muammoli-tadqiqotchilik yondashuvi, kognitiv-metodologik tayyorgarlik, akademik kommunikatsiya, refleksiv tahlil, raqamli axborot madaniyati va mezonli baholash tizimi ajratib ko‘rsatildi. Ushbu mexanizmlar o‘zaro aloqador bo‘lib, ulardan birining zaifligi butun jarayon samaradorligiga ta’sir ko‘rsatadi. Masalan, talabaga muammoli topshiriq berilsa-yu, ammo manba bilan ishlash, dalillarni tekshirish va xulosa chiqarish metodikasi o‘rgatilmasa, topshiriq formal bajarilishi mumkin. Yoki baholash tizimi faqat tayyor javobni talab qilsa, talaba mustaqil tadqiqotga qiziqmaydi.

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MUHANDISLIK VA KOMPYUTER GRAFIKASI FANINI O‘QITISHDA SUN’IY INTELLEKT TEXNOLOGIYALARIDAN FOYDALANISH METODIKASI

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Annotatsiya. *Ushbu maqolada sun’iy intellekt texnologiyalarini “Muhandislik va kompyuter grafikasi” fanini o‘qitish jarayoniga integratsiya qilishning pedagogik imkoniyatlari hamda metodik asoslari tahlil qilingan. Sun’iy intellekt vositalari yordamida talabalarning grafik kompetensiyasi, fazoviy tasavvuri, mustaqil ta’lim olish ko‘nikmalari va ijodiy fikrlashini rivojlantirishga qaratilgan metodik yondashuvlar yoritilgan. Shuningdek, o‘quv jarayonida generativ sun’iy intellekt vositalaridan foydalanishning afzalliklari, didaktik imkoniyatlari va amaliy tavsiyalari bayon etilgan.*

Kalit so‘zlar: *Sun’iy intellekt, muhandislik va kompyuter grafikasi, generativ sun’iy intellekt, interaktiv ta’lim, raqamli ta’lim muhiti, grafik kompetensiya, mobil texnologiyalar, ijodiy fikrlash, CAD tizimlari, o‘qitish metodikasi.*

ПЕДАГОГИЧЕСКИЕ ВОЗМОЖНОСТИ ИСПОЛЬЗОВАНИЯ ТЕХНОЛОГИЙ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ПРЕПОДАВАНИИ ПРЕДМЕТА «ИНЖЕНЕРНАЯ И КОМПЬЮТЕРНАЯ ГРАФИКА

Аннотация. *В статье рассмотрены педагогические возможности и методические основы использования технологий искусственного интеллекта в преподавании дисциплины «Инженерная и компьютерная графика». Представлены методические подходы, направленные на развитие графической компетентности, пространственного мышления, навыков самостоятельного обучения и творческого мышления студентов с использованием инструментов искусственного интеллекта. Особое внимание уделено дидактическим возможностям генеративного искусственного интеллекта и практическим рекомендациям по его применению в образовательном процессе.*

Ключевые слова: *искусственный интеллект, инженерная и компьютерная графика, генеративный искусственный интеллект, интерактивное обучение, цифровая образовательная среда, графическая компетентность, мобильные технологии, творческое мышление, CAD-системы, методика обучения.*

PEDAGOGICAL POSSIBILITIES OF USING ARTIFICIAL INTELLIGENCE TECHNOLOGIES IN TEACHING THE SUBJECT “ENGINEERING AND COMPUTER GRAPHICS

Abstract. *This article examines the pedagogical potential and methodological foundations of integrating artificial intelligence technologies into the teaching of the course "Engineering and Computer Graphics." It presents methodological approaches aimed at developing students' graphical competence, spatial thinking, independent learning skills, and creative thinking through the use of artificial intelligence tools. The paper also highlights the didactic advantages of generative artificial intelligence and provides practical recommendations for its effective implementation in the educational process.*

Keywords: *artificial intelligence, engineering and computer graphics, generative artificial intelligence, interactive learning, digital learning environment, graphical competence, mobile technologies, creative thinking, CAD systems, teaching methodology.*

Kirish: Bugungi kunda oliy ta'lim tizimini raqamli transformatsiya qilish, ta'lim jarayoniga zamonaviy axborot-kommunikatsiya texnologiyalarini keng joriy etish hamda sun’iy intellekt imkoniyatlaridan samarali foydalanish ustuvor yo‘nalishlardan biri sifatida e'tirof etilmoqda. Ayniqsa, muhandislik ta'limi sifatini oshirish, talabalarni zamonaviy ishlab chiqarish va raqamli iqtisodiyot talablariga mos kasbiy kompetensiyalar bilan qurollantirish, ularning mustaqil fikrlashi, ijodiy yondashuvi va innovatsion faoliyatini rivojlantirish dolzarb ilmiy-pedagogik vazifalardan hisoblanadi. Shu nuqtai nazardan, “Muhandislik va kompyuter grafikasi” fanini o‘qitish metodikasini sun’iy intellekt texnologiyalari asosida takomillashtirish ilmiy va amaliy ahamiyat kasb etadi.

“Muhandislik va kompyuter grafikasi” fani texnika yo‘nalishidagi bakalavrlarni tayyorlashda fundamental fanlardan biri bo‘lib, u talabalarda grafik savodxonlikni, fazoviy tasavvurni, konstruktorlik tafakkurini, texnik hujjatlar

bilan ishlash koʻnikmalarini hamda loyihalash kompetensiyalarini shakllantirishga xizmat qiladi. Mazkur fanni oʻzlashtirish jarayonida talabalar murakkab geometrik shakllarni tahlil qilish, ikki va uch oʻlchamli modellarni yaratish, chizmalarni standart talablar asosida rasmiylashtirish hamda zamonaviy CAD dasturlaridan foydalanish boʻyicha zarur bilim va amaliy koʻnikmalarga ega boʻladilar. Biroq anʼanaviy oʻqitish metodlari talabalarning individual oʻzlashtirish sur'ati, oʻquv ehtiyojlari va ijodiy salohiyatini toʻliq hisobga olish imkonini har doim ham bermaydi.

Soʻnggi yillarda generativ sunʼiy intellekt texnologiyalarining jadal rivojlanishi ta'lim jarayonini tashkil etishning yangi imkoniyatlarini yuzaga keltirdi. Matn, tasvir, grafik va dasturiy yechimlarni avtomatik yaratish hamda tahlil qilish imkoniyatiga ega boʻlgan sunʼiy intellekt vositalari oʻquv materiallarini moslashtirish, individual ta'lim trayektoriyalarini shakllantirish, murakkab mavzularni interaktiv tarzda tushuntirish, tezkor qayta aloqa tashkil etish va oʻquv natijalarini monitoring qilishda samarali vosita sifatida namoyon boʻlmoqda. Natijada ta'lim jarayonining shaxsga yoʻnaltirilganligi, moslashuvchanligi va samaradorligini oshirish uchun yangi metodik yondashuvlarni ishlab chiqish zarurati yuzaga kelmoqda.

Muhandislik grafikasi fanining oʻziga xos xususiyati shundaki, unda nazariy bilimlar bilan bir qatorda amaliy loyihalash, grafik modellashtirish va vizual tafakkur ustuvor ahamiyat kasb etadi. Shu sababli sunʼiy intellekt vositalaridan foydalanish talabalarga murakkab grafik topshiriqlarni bosqichma-bosqich bajarish, uchraydigan xatolarni tezkor aniqlash, muqobil yechimlarni tahlil qilish hamda mustaqil ta'lim faoliyatini samarali tashkil etish imkonini beradi. Bunday yondashuv oʻqituvchining metodik faoliyatini qoʻllab-quvvatlash bilan birga, talabalarning ijodiy va innovatsion fikrlashini rivojlantirishga ham xizmat qiladi.

Shu bilan birga, sunʼiy intellekt texnologiyalarini oʻquv jarayoniga joriy etishda ularning pedagogik maqsadga muvofiqligi, didaktik imkoniyatlari, akademik halollik tamoyillariga mosligi hamda oʻqitish metodikasi bilan uyg'unlashtirilishi muhim ilmiy masala hisoblanadi. Sunʼiy intellekt vositalaridan faqat axborot qidirish yoki tayyor javob olish vositasi sifatida emas, balki talabaning tahliliy fikrlashi, muammoli vaziyatlarni hal etishi, loyihalash faoliyati va refleksiv koʻnikmalarini rivojlantirishga xizmat qiladigan pedagogik texnologiya sifatida foydalanish zarur.

Mazkur tadqiqotning maqsadi “Muhandislik va kompyuter grafikasi” fanini oʻqitishda sunʼiy intellekt texnologiyalaridan foydalanishning ilmiy-metodik asoslarini ishlab chiqish, ularning didaktik imkoniyatlarini aniqlash hamda talabalarning grafik kompetensiyasi, mustaqil ta'lim faoliyati va ijodiy-innovatsion salohiyatini rivojlantirishga xizmat qiluvchi metodik yondashuvlarni taklif etishdan iborat.

Sunʼiy intellekt texnologiyalarining ta'lim tizimiga jadal kirib kelishi oliy ta'lim metodikasini yangi bosqichga olib chiqmoqda. Ayniqsa, muhandislik ta'limida raqamli vositalar, adaptiv oʻqitish tizimlari va generativ sunʼiy intellekt platformalaridan foydalanish oʻquv jarayonini individuallashtirish hamda talabalarning kasbiy kompetensiyalarini rivojlantirishning samarali omili sifatida e'tirof etilmoqda.[9] Shu bois mazkur yoʻnalishda olib borilgan ilmiy tadqiqotlarni tahlil qilish sunʼiy intellekt asosidagi oʻqitish metodikasini takomillashtirish uchun muhim ilmiy asos hisoblanadi.

Nazariy asoslar va adabiyotlar tahlili: Xalqaro tadqiqotlarda sunʼiy intellektning ta'limdagi oʻrni asosan shaxsga yoʻnaltirilgan ta'limni tashkil etish, ta'lim natijalarini tahlil qilish, oʻquv faoliyatini monitoring qilish hamda individual oʻquv trayektoriyalarini shakllantirish bilan bog'liq holda oʻrganilgan. Soʻnggi yillarda generativ sunʼiy intellekt vositalari oʻqituvchi va talaba faoliyatini qoʻllab-quvvatlovchi intellektual yordamchi sifatida baholanmoqda. Ular murakkab nazariy tushunchalarni sodda izohlash, turli murakkablikdagi amaliy topshiriqlarni ishlab chiqish, oʻquv materiallarini moslashtirish va tezkor pedagogik qayta aloqani tashkil etishda samarali ekanligi qayd etilgan. Muhandislik ta'limi boʻyicha olib borilgan ilmiy izlanishlarda raqamli texnologiyalar va sunʼiy intellektning integratsiyasi talabalarning fazoviy tasavvuri, grafik tafakkuri hamda muhandislik loyihalash kompetensiyalarini rivojlantirishga ijobiy ta'sir koʻrsatishi ta'kidlanadi. Ayniqsa, uch oʻlchamli modellashtirish, avtomatlashtirilgan loyihalash (CAD) tizimlari, virtual laboratoriyalar va simulyatsiya vositalari bilan birgalikda sunʼiy intellektdan foydalanish oʻquv topshiriqlarining amaliy yoʻnaltirilganligini kuchaytiradi hamda talabalarning mustaqil ishlash samaradorligini oshiradi.

Pedagogik tadqiqotlarda interaktiv va adaptiv ta'lim texnologiyalarining rivojlanishi natijasida sunʼiy intellekt asosidagi oʻquv platformalari ta'lim mazmunini talabaning bilim darajasi, oʻzlashtirish sur'ati va individual ehtiyojlariga moslashtirish imkonini berishi asoslab berilgan. Bunday tizimlar oʻquv jarayonida differensial yondashuvni amalga oshirish, murakkab mavzularni bosqichma-bosqich oʻzlashtirish hamda oʻquv motivatsiyasini oshirishga xizmat qiladi.[4] Muhandislik va kompyuter grafikasi fanini oʻqitishga oid ilmiy ishlarda asosan CAD dasturlari, elektron ta'lim resurslari, masofaviy ta'lim texnologiyalari va mobil ilovalarning didaktik imkoniyatlari oʻrganilgan. Biroq generativ sunʼiy intellekt vositalarini mazkur fan mazmuniga integratsiya qilish, ularning grafik topshiriqlarni bajarish, konstruktiv fikrlashni rivojlantirish, grafik xatolarni tahlil qilish va individual tavsiyalar ishlab chiqishdagi metodik imkoniyatlari hali yetarli darajada tadqiq etilmagan.

Mamlakatimiz olimlari tomonidan muhandislik grafikasi fanini oʻqitishni takomillashtirish, raqamli ta'lim muhitini rivojlantirish, interaktiv metodlarni joriy etish va talabalarning kasbiy kompetensiyalarini shakllantirish

bo‘yicha qator ilmiy izlanishlar amalga oshirilgan.[6] Ushbu tadqiqotlarda zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanishning pedagogik afzalliklari yoritilgan bo‘lsa-da, generativ sun’iy intellekt texnologiyalaridan kompleks metodik tizim sifatida foydalanish masalalari hali to‘liq ishlab chiqilmagan. Adabiyotlar tahlili shuni ko‘rsatadiki, mavjud ilmiy tadqiqotlarning aksariyati sun’iy intellektni umumiy ta'lim jarayoniga tatbiq etish masalalariga bag'ishlangan bo‘lib, “Muhandislik va kompyuter grafikasi” fanining o‘ziga xos didaktik xususiyatlarini hisobga olgan holda metodik model ishlab chiqishga oid ilmiy ishlanmalar yetarli emas. Ayniqsa, sun’iy intellekt vositalarini grafik topshiriqlarni bajarish, fazoviy tafakkurni rivojlantirish, talabalarning ijodiy faoliyatini faollashtirish va o‘quv natijalarini baholash jarayoniga integratsiya qilish bo‘yicha ilmiy asoslangan metodik tavsiyalarni ishlab chiqish dolzarb ilmiy muammo bo‘lib qolmoqda.[7]

Mazkur tadqiqot aynan shu ilmiy bo‘shliqni to‘ldirishga qaratilgan bo‘lib, sun’iy intellekt texnologiyalaridan foydalanishga asoslangan metodik yondashuvni taklif etadi. Taklif etilayotgan metodika “Muhandislik va kompyuter grafikasi” fanini o‘qitishning didaktik imkoniyatlarini kengaytirish, talabalarning grafik kompetensiyasini rivojlantirish hamda ularning ijodiy va innovatsion faoliyatini qo‘llab-quvvatlashga xizmat qiladi.

Tadqiqot metodologiyasi: Mazkur tadqiqot “Muhandislik va kompyuter grafikasi” fanini o‘qitishda sun’iy intellekt texnologiyalaridan foydalanishning pedagogik va metodik asoslarini ishlab chiqishga qaratilgan. Tadqiqot jarayonida zamonaviy pedagogika, raqamli ta'lim va kompetensiyaviy yondashuv tamoyillari asos qilib olindi. Shuningdek, shaxsga yo‘naltirilgan ta'lim, konstruktivistik yondashuv hamda raqamli pedagogika konsepsiyalarining ilmiy g'oyalaridan foydalanildi.

Tadqiqotning metodologik asosini ta'limni raqamlashtirish, sun’iy intellekt texnologiyalarini o‘quv jarayoniga integratsiya qilish hamda bo‘lajak muhandislarning kasbiy kompetensiyalarini rivojlantirishga oid ilmiy-nazariy qarashlar tashkil etdi. Metodik yondashuvni ishlab chiqishda o‘quv jarayonining mazmuni, maqsadi, o‘qitish shakllari, metodlari va baholash vositalarining o‘zaro uzviy bog'liqligi hisobga olindi.[6]

Tadqiqot davomida quyidagi ilmiy tadqiqot metodlaridan foydalanildi:

ilmiy adabiyotlarni tahlil qilish – sun’iy intellekt, raqamli ta'lim, muhandislik grafikasi va pedagogik texnologiyalar bo‘yicha milliy hamda xorijiy ilmiy manbalarni o‘rganish va umumlashtirish; qiyosiy tahlil – an’anaviy va sun’iy intellekt asosidagi o‘qitish metodlarini taqqoslash hamda ularning pedagogik imkoniyatlarini aniqlash;

modellashtirish – sun’iy intellekt texnologiyalaridan foydalanishga asoslangan o‘qitish metodikasining tarkibiy modelini ishlab chiqish;

pedagogik kuzatish – talabalarning o‘quv faoliyati, grafik topshiriqlarni bajarish jarayoni va o‘zlashtirish dinamikasini tahlil qilish;

umumlashtirish va tizimlashtirish – olingan ilmiy natijalarni pedagogik nuqtai nazardan tahlil qilish hamda metodik tavsiyalar ishlab chiqish.[11]

Tadqiqotda sun’iy intellekt vositalarini tanlashda ularning didaktik imkoniyatlari, foydalanish qulayligi, interaktivligi, o‘quv mazmunini moslashtirish xususiyati hamda grafik topshiriqlarni bajarishga ko‘maklashish salohiyati asosiy mezon sifatida belgilandi. Shu asosda generativ sun’iy intellekt platformalari, intellektual muloqot tizimlari va raqamli yordamchi servislarning ta'lim jarayonidagi funksional imkoniyatlari tahlil qilindi. Taklif etilayotgan metodika to‘rt bosqichdan iborat holda ishlab chiqildi. Birinchi bosqichda talabalarning mavjud bilim darajasi aniqlanib, sun’iy intellekt vositalari bilan ishlash bo‘yicha dastlabki ko‘nikmalar shakllantiriladi. Ikkinchi bosqichda nazariy mavzular sun’iy intellekt yordamida interaktiv tarzda o‘zlashtiriladi hamda grafik tushunchalar vizual misollar orqali mustahkamlanadi. Uchinchi bosqichda talabalar CAD dasturlari va sun’iy intellekt vositalaridan foydalangan holda amaliy grafik topshiriqlarni bajaradilar. Yakuniy bosqichda esa bajarilgan ishlar tahlil qilinib, o‘z-o‘zini baholash, refleksiya va o‘qituvchining ekspert xulosasi asosida o‘quv natijalari baholanadi.

Xulosa: Tadqiqot natijalari shuni ko‘rsatdiki, sun’iy intellekt texnologiyalarini «Muhandislik va kompyuter grafikasi” fanini o‘qitish jarayoniga maqsadli integratsiya qilish ta'lim sifatini oshirish, o‘quv jarayonini individuallashtirish hamda talabalarning kasbiy kompetensiyalarini rivojlantirish uchun muhim pedagogik imkoniyatlarni yaratadi. Sun’iy intellekt vositalari nazariy bilimlarni o‘zlashtirishni yengillashtirish, murakkab grafik topshiriqlarni bosqichma-bosqich bajarish, tezkor teskari aloqani ta'minlash va mustaqil ta'lim faoliyatini qo‘llab-quvvatlashda samarali vosita sifatida namoyon bo‘ladi.

Ishlab chiqilgan metodik yondashuv talabalarning grafik kompetensiyasi, fazoviy tasavvuri, tahliliy va ijodiy fikrlash ko‘nikmalarini rivojlantirishga xizmat qiladi. Shuningdek, sun’iy intellekt texnologiyalaridan foydalanish o‘qituvchiga o‘quv materiallarini moslashtirish, individual yondashuvni amalga oshirish hamda o‘quv natijalarini samarali monitoring qilish imkonini beradi.

Shu bilan birga, sun’iy intellektdan foydalanish o‘quv jarayonida akademik halollik tamoyillariga rioya qilish, tanqidiy fikrlashni rivojlantirish va olingan natijalarni mustaqil tahlil qilish bilan uyg'un holda tashkil etilishi zarur.

Sun’iy intellekt o‘qituvchining o‘rnini bosuvchi vosita emas, balki uning pedagogik faoliyatini qo‘llab-quvvatlovchi zamonaviy raqamli texnologiya sifatida qaralishi lozim.

Kelgusida sun’iy intellekt asosidagi adaptiv o‘qitish tizimlarini ishlab chiqish, muhandislik grafikasi faniga mos intellektual o‘quv platformalarini yaratish hamda ularning talabalarning kasbiy va ijodiy-innovatsion kompetensiyalariga ta'sirini tajriba-sinov ishlari asosida baholash istiqbolli ilmiy yo‘nalishlardan biri hisoblanadi.

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INNOVATSION TALIM MUHITIDA BO‘LAJAK O‘QITUVCHILAR KREATIVLIGINI RIVOJLANTIRISHDA “KREATIV PEDAGOGIKA” FANINING PEDAGOGIK IMKONIYATLARI.

Ikromova Madinaxon Baxtiyorjon qizi
Qo‘qon DU mustaqil tadqiqotchisi

Annotatsiya. *Mazkur maqolada innovatsion ta’lim muhitida bo‘lajak o‘qituvchilarning kreativligini rivojlantirishda ”Kreativ pedagogika” fanining mazmuni, tamoyillari, innovatsion ta’lim texnologiyalari bilan integratsiyalashgan holda bo‘lajak o‘qituvchilarda kreativ fikrlash, muammolarni nostandart yechish, mustaqil qaror qabul qilish hamda kasbiy kompetensiyalarni rivojlantirishdagi o‘rni, shuningdek, kreativ ta’lim metodlari, raqamli vositalar, loyiha faoliyati, hamkorlikda o‘qitish va refleksiv yondashuvlarning pedagogik samaradorligi yoritilgan. Tadqiqot natijalari innovatsion ta’lim muhitida ”Kreativ pedagogika” fanini samarali tashkil etish bo‘lajak pedagoglarning kasbiy tayyorgarligi va ijodiy salohiyatini oshirishga xizmat qilishini ko‘rsatadi.*

Kalit so‘zlar: *innovatsion ta’lim muhiti, kreativ pedagogika, kreativlik, bo‘lajak o‘qituvchi, pedagogik imkoniyatlar, kreativ fikrlash, kasbiy kompetensiya, innovatsion texnologiyalar, ta’lim sifati.*

ПЕДАГОГИЧЕСКИЕ ВОЗМОЖНОСТИ ПРЕДМЕТА «КРЕАТИВНАЯ ПЕДАГОГИКА» В РАЗВИТИИ КРЕАТИВНОСТИ БУДУЩИХ УЧИТЕЛЕЙ В ИННОВАЦИОННОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ.

Аннотация. *В данной статье рассматриваются содержание и принципы дисциплины «Креативная педагогика» в развитии творческих способностей будущих учителей в инновационной образовательной среде, ее роль в развитии креативного мышления, нестандартного решения проблем, самостоятельного принятия решений и профессиональных компетенций будущих учителей в комплексе с инновационными образовательными технологиями, а также педагогическая эффективность креативных методов обучения, цифровых инструментов, проектной деятельности, совместного обучения и рефлексивных подходов. Результаты исследования показывают, что эффективная организация дисциплины «Креативная педагогика» в инновационной образовательной среде способствует повышению профессиональной подготовки и творческого потенциала будущих учителей.*

Ключевые слова: *Инновационная образовательная среда, креативная педагогика, креативность, будущий учитель, педагогические возможности, творческое мышление, профессиональная компетентность, инновационные технологии, качество образования.*

PEDAGOGICAL POSSIBILITIES OF THE SUBJECT OF "CREATIVE PEDAGOGY" IN DEVELOPING THE CREATIVITY OF FUTURE TEACHERS IN AN INNOVATIVE EDUCATIONAL ENVIRONMENT.

Abstract. *This article discusses the content and principles of the discipline ”Creative Pedagogy” in the development of creativity of future teachers in an innovative educational environment, its role in developing creative thinking, non-standard problem solving, independent decision-making and professional competencies in future teachers in an integrated manner with innovative educational technologies, as well as the pedagogical effectiveness of creative teaching methods, digital tools, project activities, collaborative learning and reflective approaches. The results of the study show that the effective organization of the discipline ”Creative Pedagogy” in an innovative educational environment serves to increase the professional training and creative potential of future teachers.*

Keywords: *innovative educational environment, creative pedagogy, creativity, future teacher, pedagogical opportunities, creative thinking, professional competence, innovative technologies, quality of education.*

KIRISH. Oliy ta'limning bugungi tamoyillaridan biri - bu innovasion ta'lim muhitini yaratish va isloh qilish uchun bo‘lajak mutaxassis va murabbiylarni yuqori malakali, ijodkor mutaxassislar tayyorlash bo‘yicha oliy ta'lim muassasalarining faoliyatini uyg‘unlashtirish, kreativ yondashuv asosida pedagogik innovasiyalarni ta'lim jarayoniga qo‘llash hisoblanadi.

Zamonaviy ta'lim jarayoni pedagogdan nafaqat chuqur nazariy bilim va amaliy ko‘nikmalarni, balki kreativ fikrlash, innovatsion yondashuv, muammolarga nostandart yechim topish hamda o‘quv jarayonini samarali tashkil etish

qobiliyatini ham talab etmoqda. Shu bois bo‘lajak o‘qituvchilarning kreativligini rivojlantirish oliy pedagogik ta'limning muhim vazifalaridan biriga aylanmoqda[2].

Bo‘lajak o‘qituvchilarda kreativlikni shakllantirish va rivojlantirishda "Kreativ pedagogika" fani alohida o‘rin egallaydi. Mazkur fan talabalarda ijodiy tafakkurni rivojlantirish, pedagogik vaziyatlarga kreativ yondashish, innovatsion g‘oyalarni ishlab chiqish va ularni ta'lim amaliyotiga tatbiq etish ko‘nikmalarini shakllantirishga xizmat qiladi.

METODLAR. Tadqiqotlar shuni ko‘rsatadiki, innovasion faoliyat – bo‘lajak mutaxassisning o‘z kasbini takomillashtirishdagi mavjud shakl va vositalarni egallashga ijodiy yondashuvini nazarda tutadi. Innovatsion ta’lim muhiti – bu ta’lim jarayonida zamonaviy pedagogik texnologiyalar, raqamli vositalar, interaktiv metodlar va ijodiy faoliyatni qo‘llab-quvvatlovchi shart-sharoitlar majmuasidir. Mazkur muhit talabaning mustaqil fikrlashi, tashabbuskorligi, ijodiy faolligi va kasbiy kompetensiyalarini rivojlantirishga xizmat qiladi. Innovatsion ta’lim muhitida bo‘lajak o‘qituvchilar kreativligini rivojlantirishning ilmiy-nazariy asoslari kreativlik nazariyalari, shaxsga yo‘naltirilgan va kompetensiyaviy yondashuvlar, innovatsion pedagogik texnologiyalar hamda raqamli ta’lim vositalariga tayanadi. Kreativlik bo‘lajak o‘qituvchining kasbiy kompetentligini belgilovchi muhim integral sifat bo‘lib, uni rivojlantirish innovatsion ta’lim muhitining asosiy vazifalaridan biri hisoblanadi. Mazkur jarayon ta’lim sifati va pedagogik faoliyat samaradorligini oshirishga xizmat qiladi [4].

Adabiyotlar tahlilidan ma’lumki, kreativ pedagogika - bu ijodiy ta’lim fani va san’atidir. Bu pedagogikaning majburlash pedagogikasi, hamkorlik pedagogikasi, tanqidiy pedagogika kabi pedagogika turlariga qarama-qarshi bo‘lgan pedagogikaning bir turi hisoblanadi, kreativ pedagogika talabalarni ijodiy fikrlashga, kelajagini yaratuvchisi bo‘lishga o‘rgatadi. Kreativ pedagogika, har qanday fanga, xoh matematika, xoh fizika, xoh tillar, xoh iqtisod bo‘lsin, qo‘llanilish mumkin bo‘lgan pedagogikadir. Ma’lum darajada aytish mumkinki, uning metodologiyasi o‘qitish va o‘rganish jarayonini o‘zgartiradi[1].

“Kreativ pedagogika” fanining maqsadi: talabalarni kreativ pedagogikaning umumiy asoslari, tamoyillari, pedagoglarda kreativlik sifatlarini rivojlantiruvchi metod, vosita va texnologiyalar bilan tanishtirish orqali ularda o‘quv va ma’naviy-ma’rifiy ishlar jarayonini, talabalarning ilmiy-tadqiqot faoliyatlarini samarali tashkil etishga nisbatan kreativ yondashish malakalarni rivojlantirish. Innovatsion ta'lim muhitini yaratish-kreativ pedagog o'qitish jarayoniga yangicha yondashuvlarni olib kiradi, standart tafakkurdan voz kechib, nostandart muammolarni yechishni o'rgatadi, o'quvchi-talabalarni faollashtirish esa kreativ yondashuv o'quvchilarni passiv tinglovchidan faol tadqiqotchiga aylantiradi, ularning motivatsiyasini oshiradi hamda kasbiy kompetentlikni oshirish, o'qituvchining kreativligi uning raqobatbardoshligini, o'z salohiyatini doimiy rivojlantirishga bo'lgan ehtiyojini ta'minlaydi[3].

Yuqoridagilardan kelib chiqib mualliflik ta’rifimizni keltirishimiz mumkin:

Innovatsion ta’lim muhiti — bo‘lajak pedagoglarning kreativligi va kasbiy kompetensiyalarini rivojlantirishga yo‘naltirilgan, zamonaviy pedagogik texnologiyalar, raqamli vositalar, interaktiv hamkorlik va innovatsion ta’lim metodlari integratsiyasi asosida tashkil etilgan pedagogik shart-sharoitlar tizimidir.

Pedagogik faoliyatda kreativlik — pedagogning ta’lim jarayonini loyihalash, pedagogik muloqotni samarali tashkil etish, innovatsion metod va texnologiyalarni qo‘llash, muammoli vaziyatlarga original yechimlar topish hamda pedagogik faoliyat natijalarini tahlil va refleksiya qilish jarayonlarida namoyon bo‘ladigan integrativ kasbiy-shaxsiy sifatdir.

Pedagogik faoliyatda kreativlikning quyidagi tarkibiy qismlari rivojlantirilishi zarur:

Nostandart fikrlash: An'anaviy bo'lmagan, yangi g'oyalarni o'ylab topish va muammolarga kutilmagan yechimlar taklif qilish.

Moslashuvchanlik: Turli vaziyatlarda turlicha yondashuvlarni qo'llay olish, o'zgaruvchan sharoitga tez moslashish.

Muammolarni yechish ko'nikmasi: Ta'lim jarayonida uchraydigan murakkab, noaniq vaziyatlardan ijodiy yo'llar bilan chiqib ketish.

Motivatsion yondashuv: O'qituvchi va talabada bilim olishga, izlanishga bo'lgan ichki ehtiyojni shakllantirish.

Pedagogikada kreativlikni rivojlantirish — bu ta'lim sifatini oshirish va kelajak uchun mustaqil fikrlaydigan, raqobatbardosh shaxsni tarbiyalashning asosiy shartidir.

HATIJALAR VA MUHOKAMA. Bo‘lajak o‘qituvchilar kreativligini rivojlantirishga xizmat qiluvchi innovatsion ta’lim muhiti quyidagi komponentlardan tashkil topadi:

Texnologik komponent – zamonaviy kompyuter texnologiyalari, internet resurslari, sun’iy intellekt vositalari, elektron ta’lim platformalari va multimedia vositalarini qamrab oladi.

Pedagogik komponent – muammoli ta’lim, loyiha metodi, hamkorlikda o‘qitish, tadqiqotga asoslangan ta’lim kabi innovatsion metodlarni o‘z ichiga oladi.

Axborot-kommunikatsion komponent – axborot almashinuvi, raqamli kommunikatsiya va virtual ta’lim makonini tashkil etadi.

Psixologik-pedagogik komponent – ijodiy fikrlashni rag‘batlantiruvchi, erkin muloqot va hamkorlikni ta’minlovchi muhitni shakllantiradi.

Innovatsion ta’lim muhiti bo‘lajak o‘qituvchilarning kreativligini rivojlantirish uchun qulay sharoit yaratadi. Bunday muhitda talaba: mustaqil ravishda bilimlarni izlaydi va tahlil qiladi; muammolarga turli nuqtai nazardan yondashadi; innovatsion g‘oyalarni ilgari suradi; raqamli vositalardan foydalangan holda yangi mahsulotlar yaratadi; hamkorlikdagi faoliyat orqali ijodiy tajriba orttiradi. Shu sababli innovatsion ta’lim muhiti kreativ fikrlash, moslashuvchanlik, tashabbuskorlik va innovatsion faoliyatning muhim omili hisoblanadi.

Bo‘lajak o‘qituvchilar kreativligini samarali rivojlantirish uchun innovatsion ta’lim muhitida quyidagi pedagogik shartlar ta’minlanishi zarur:

1. Raqamli ta’lim resurslaridan tizimli foydalanish.
2. Kreativ vazifalar va muammoli topshiriqlarni qo‘llash.
3. Talabalarning loyiha va tadqiqot faoliyatini tashkil etish.
4. Interaktiv va hamkorlikdagi ta’lim metodlaridan foydalanish.
5. Refleksiv faoliyatni rivojlantirish.
6. Innovatsion pedagogik texnologiyalarni integratsiyalash.

Innovatsion ta’lim muhiti bo‘lajak o‘qituvchilar kreativligini rivojlantirishning muhim pedagogik omili bo‘lib, u zamonaviy texnologiyalar, innovatsion metodlar va ijodiy faoliyatni qo‘llab-quvvatlovchi shart-sharoitlar majmuasi sifatida namoyon bo‘ladi. Mazkur muhitda tashkil etilgan ta’lim jarayoni bo‘lajak o‘qituvchilarning kreativ salohiyatini rivojlantirish, innovatsion faoliyatga tayyorlash hamda kasbiy kompetentligini shakllantirishga xizmat qiladi[5].

Kreativlik zamonaviy pedagogik tadqiqotlarda shaxsning yangicha fikrlashi, nostandart yechimlar topa olishi hamda ijodiy faoliyatni amalga oshirish qobiliyati sifatida talqin etiladi. “Kreativ pedagogika” fani talabalarda ijodiy fikrlashni shakllantirish, muammolarga yangicha yondashish, pedagogik vaziyatlarni tahlil qilish va samarali yechimlar ishlab chiqish ko‘nikmalarini rivojlantirishga xizmat qiladi. Mazkur fan innovatsion ta’lim muhitining asosiy talablari bilan uyg‘unlashgan holda talabalarning kreativ salohiyatini yuzaga chiqarish uchun qulay pedagogik sharoitlarni yaratadi. Fan doirasida qo‘llaniladigan muammoli ta’lim, loyiha metodi, dizayn fikrlash (Design Thinking), brainstorming, SCAMPER, sinkveyn, klaster, “Olti shlyapa”, case-study kabi metodlar talabalarning divergent va konvergent tafakkurini rivojlantiradi. Natijada bo‘lajak o‘qituvchilarda yangi pedagogik g‘oyalarni yaratish, mavjud muammolarga kreativ yechimlar topish hamda o‘quv jarayonini innovatsion tashkil etish qobiliyati shakllanadi.

XULOSA. Xulosa qilib aytganda, innovatsion ta’lim muhitida “Kreativ pedagogika” fanining pedagogik imkoniyatlari quyidagilarda namoyon bo‘ladi: y’ani, motivatsion imkoniyatlar-talabalarda ijodiy faoliyatga qiziqishni shakllantiradi; o‘zini namoyon qilish va o‘z imkoniyatlarini ro‘yobga chiqarishga undaydi; kreativ faoliyatga nisbatan ijobiy munosabatni rivojlantiradi.

“Kreativ pedagogika” fani innovatsion ta’lim muhitida bo‘lajak o‘qituvchilar kreativligini rivojlantirishning nazariy-metodologik va amaliy asoslarini ta’minlaydi. Fan orqali talabalarda kreativ fikrlash, innovatsion faoliyatga tayyorlik, pedagogik muammolarni samarali hal etish hamda zamonaviy ta’lim talablariga mos kasbiy kompetensiyalar shakllanadi. Natijada innovatsion ta’lim muhitida faoliyat yurita oladigan, kreativ va raqobatbardosh bo‘lajak o‘qituvchi modeli vujudga keladi.

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ORGANIZM QARISHI JARAYONIDA OVQAT HAZM QILISH TIZIMINING MORFOFUNKTSIONAL HOLATINI BELGILOVCHI OMILLAR

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Annotatsiya: *Organizmning qarishi endogen (genetik, neyroendokrin, immun) va ekzogen (ovqatlanish, dori-darmonlar, mikrobiota, turmush tarzi) omillarga bog'liq bo'lgan oshqozon-ichak trakti (OIT) ning morfologik va funksional o'zgarishlari majmuasi bilan kechadi. Ushbu tadqiqotning maqsadi qarish davrida MIY morfofunksional holatini belgilovchi omillarni tizimli tahlil qilishdan iborat. Oshqozon-ichak tizimining yoshga bog'liq o'zgarishlariga bag'ishlangan zamonaviy ilmiy nashrlar (2010-2025-yillar) tahlil qilingan. Olingan ma'lumotlar oshqozon-ichak traktidagi yoshga bog'liq o'zgarishlarning ko'p omilli tabiatini va ularni korreksiyalashga kompleks yondashuv zarurligini ko'rsatadi.*

Kalit so'zlar: *qarish, oshqozon-ichak trakti, morfofunksional o'zgarishlar, motorika, mikrobiota, immunitet, sekretsiya, keksalik.*

ФАКТОРЫ, ОПРЕДЕЛЯЮЩИЕ МОРФОФУНКЦИОНАЛЬНОЕ СОСТОЯНИЕ ЖЕЛУДОЧНО-КИШЕЧНОГО ТРАКТА ПРИ СТАРЕНИИ ОРГАНИЗМА

Аннотация: *Старение организма сопровождается комплексом морфологических и функциональных изменений желудочно-кишечного тракта (ЖКТ), которые обусловлены как эндогенными (генетические, нейроэндокринные, иммунные), так и экзогенными факторами (питание, медикаменты, микробиота, образ жизни). Целью настоящего исследования являлся системный анализ факторов, определяющих морфофункциональное состояние ЖКТ при старении. Проведен анализ современных научных публикаций (2010–2025 гг.), посвящённых возрастным изменениям ЖКТ. Установлено, что ключевыми факторами являются снижение моторики, изменение секреторной функции, дисбиоз микробиоты, иммунное старение и полифармакотерапия. Полученные данные свидетельствуют о мультифакторной природе возрастных изменений ЖКТ и необходимости комплексного подхода к их коррекции.*

Ключевые слова: *старение, желудочно-кишечный тракт, морфофункциональные изменения, моторика, микробиота, иммунитет, секреция, пожилой возраст.*

FACTORS DETERMINING THE MORPHOFUNCTIONAL STATE OF THE GASTROINTESTINAL TRACT DURING AGING

Abstract: *Aging is accompanied by a complex of morphological and functional changes in the gastrointestinal tract (GIT), which are caused by both endogenous (genetic, neuroendocrine, immune) and exogenous factors (diet, medications, microbiota, lifestyle). The aim of this study was to systematically analyze the factors determining the morphofunctional state of the GIT during aging. A review of current scientific publications (2010–2025) on age-related changes in the GIT was conducted. Key factors were found to include decreased motility, changes in secretory function, microbiota dysbiosis, immune aging, and polypharmacotherapy. The data obtained demonstrate the multifactorial nature of age-related gastrointestinal changes and the need for a comprehensive approach to their correction.*

Keywords: *aging, gastrointestinal tract, morphofunctional changes, motility, microbiota, immunity, secretion, old age.*

So'nggi o'n yillar davomida aholining umr ko'rish davomiyligi barqaror o'sib borayotgani kuzatilmoqda, bu esa jamiyat tarkibida keksa va qari yoshdagi shaxslar ulushining ortishiga olib kelmoqda. Jahon sog'liqni saqlash tashkiloti ma'lumotlariga ko'ra, 2050-yilga kelib 60 yoshdan oshgan aholi soni 2 milliarddan ortadi, bu 2020-yilga nisbatan deyarli ikki baravar ko'pdir. Mazkur demografik o'zgarish surunkali yuqumli bo'lmagan kasalliklar va funksional buzilishlar tarqalishining ortishi bilan kechmoqda, bunda metabolik gomeostaz, immun himoya va neyrogumoral boshqaruvni ta'minlashda muhim rol o'ynaydigan oshqozon-ichak tizimi alohida ahamiyat kasb etadi.

Ovqat hazm qilish tizimining yuqori moslashuv salohiyatiga qaramay, qarish jarayoni uning tarkibiy qismlarida asta-sekin morfologik va funksional qayta tuzilishlar bilan kechadi. Ushbu o‘zgarishlar hujayra va to‘qima darajasidan tortib tizim darajasigacha bo‘lgan barcha tuzilmalarga ta’sir ko‘rsatadi hamda geterogen xarakterga ega. Saffrey M.J. ma’lumotlariga ko‘ra, enteral asab tizimida yoshga bog‘liq o‘zgarishlar mushaklararo va shilliq osti chigallari neyronlarining degeneratsiyasi, neyrotransmitter faolligining pasayishi va motor jarayonlar muvofiqlashuvining buzilishi bilan ifodalanadi, natijada oshqozon-ichak traktining funksional zaxirasi kamayadi va stress omillariga sezuvchanlik ortadi [1].

Qarish davrida oshqozon-ichak trakti shilliq qavati darajasida ham muhim o‘zgarishlar yuzaga keladi. Hujayralar proliferatsiyasi va differensiatsiyasi jarayonlarining buzilishi, o‘zak hujayralar faolligining pasayishi hamda epiteliy regeneratsiyasining sekinlashuvi aniqlangan. Tadqiqotlar natijalariga ko‘ra, oshqozon shilliq qavatida atrofik o‘zgarishlar, jumladan pariyetal hujayralar sonining kamayishi va xlorid kislota sekretsiyasining pasayishi keksa yoshdagi shaxslarning 70–80 foizida kuzatiladi, bu holat ko‘pincha surunkali yallig‘lanish jarayonlari va *Helicobacter pylori* infeksiyasi ta’sirida kuchayadi [2].

Keksa yoshda oshqozon-ichak traktining funksional holati shilliq qavat, silliq mushak qavati va enteral asab tizimi elementlarida yuz beradigan ketma-ket o‘zgarishlar asosida shakllanadi. Me’da shilliq qavatida pariyetal hujayralar zichligining kamayishi xlorid kislota va ichki Kastl omili sekretsiyasining pasayishi bilan kechadi, bu esa B_{12} vitaminining so‘rilishini buzadi. Klinik kuzatuvlarga ko‘ra, 70 yoshdan oshgan shaxslarda gipoxlorgidriya chastotasi 20–30% ga yetadi [5]. Shu bilan birga, shilliq to‘siqning tuzilishi ham o‘zgaradi: mutsinlar (MUC2, MUC5AC) ekspressiyasi kamayadi, bikarbonatlar ishlab chiqarilishi pasayadi, natijada epiteliy himoya xususiyatlari zaiflashadi.

Agressiv va himoya omillari o‘rtasidagi muvozanat buzilishi shilliq qavatning shikastlanish ehtimolini oshiradi hamda yallig‘lanish jarayonlari rivojlanishiga zamin yaratadi. Epiteliy regenerativ faolligining pasayishi kripta hujayralarining proliferativ salohiyati kamayishi va Wnt/β-katenin signal yo‘llari faolligining susayishi bilan bog‘liq [6].

Motor funksiyasi darajasida ichak devori silliq mushak hujayralarining qisqarish amplitudasi va chastotasining kamayishi kuzatiladi. Ushbu o‘zgarishlar mushaklararo (Auerbax) chigal neyronlarining degeneratsiyasi hamda peristaltika peysmekerlari rolini bajaruvchi interstitsial Kahal hujayralari sonining kamayishi bilan izohlanadi. Natijada keksa yoshdagi shaxslarda ichak tranziti 48–72 soatgacha uzayadi, yosh shaxslarda esa bu ko‘rsatkich 24–48 soatni tashkil etadi [7]. Motor faolligining pasayishi qabziyat rivojlanishiga va ichak evakuatsiya funksiyasining buzilishiga olib keladi.

Sekretor faoliyatdagi o‘zgarishlar me’da osti beziga ham ta’sir ko‘rsatadi. Pankreatik fermentlar, jumladan lipaza va amilaza faolligining pasayishi yog‘lar va uglevodlarning parchalanish jarayonlarini yomonlashtiradi. Laugier va hammualliflar ma’lumotlariga ko‘ra, 65 yoshdan oshgan shaxslarda me’da osti bezining ekzokrin funksiyasi 10–20% ga pasayadi, bu esa maldigestiya sindromi shakllanishida muhim klinik ahamiyatga ega.

Ichak immuniteti tizimida sezilarli o‘zgarishlar kuzatiladi. Ichak shilliq qavatida GALT tarkibidagi limfotsitlar soni kamayadi, sekretor IgA ishlab chiqarilishi pasayadi, natijada mahalliy immun himoya zaiflashadi. Shu bilan birga proyallig‘lanish sitokinlari, jumladan interleykin-6 va o‘sma nekrozi omili-α darajasining ortishi surunkali past intensivlikdagi yallig‘lanish holati — *inflammaging* rivojlanishini aks ettiradi [8].

Ichak mikrobiotasidagi o‘zgarishlar *Bifidobacterium* va *Lactobacillus* avlodlari vakillari sonining kamayishi hamda shartli patogen mikroorganizmlar, xususan *Enterobacteriaceae* ulushining ortishi bilan tavsiflanadi. Ushbu siljishlar fermentatsiya jarayonlariga, qisqa zanjirli yog‘ kislotalari sinteziga va immun javobning regulyatsiyasiga ta’sir ko‘rsatadi. Kolonotsitlar uchun asosiy energetik substrat hisoblangan butirat ishlab chiqarilishining kamayishi shilliq qavat trofikasining yomonlashuviga va epiteliy o‘tkazuvchanligining ortishiga olib keladi [3]. Ichak baryer funksiyasining buzilishi epitelial hujayralar orasidagi zich kontaktlar — okklyudin va klodin oqsillari tuzilmasining o‘zgarishi bilan namoyon bo‘ladi. Ushbu jarayon ichak o‘tkazuvchanligining ortishiga, bakterial komponentlarning translokatsiyasiga hamda tizimli yallig‘lanish javobining kuchayishiga sabab bo‘ladi. Mazkur mexanizm yoshga bog‘liq metabolik buzilishlarning shakllanishida muhim patogenetik omillardan biri hisoblanadi.

Keksalik davrida oshqozon-ichak traktidagi o‘zgarishlar epitelial, mushak, asab va immun komponentlar, shuningdek ichak mikrobiotasi darajasida yuz beradigan ketma-ket strukturaviy va funksional qayta tuzilishlar bilan belgilanadi. Ushbu jarayonlar o‘zaro chambarchas bog‘liq bo‘lib, organizmning umumiy funksional holatiga sezilarli ta’sir ko‘rsatadi.

Materiallar va metodlar

Tadqiqot ilmiy adabiyotlarning tizimli tahliliy sharhi shaklida, natijalarni miqdoriy umumlashtirish elementlari bilan amalga oshirilgan. Manbalarni izlash va tanlash PubMed, ScienceDirect, SpringerLink va Wiley Online Library xalqaro ilmiy ma’lumotlar bazalarida amalga oshirildi va organizm qarishida oshqozon-ichak traktidagi morfofunksional o‘zgarishlar haqidagi zamonaviy ilmiy tasavvurlarni qamrab olish imkonini berdi.

Tahlil keksalik davrida oshqozon-ichak traktidagi morfologik va funksional o‘zgarishlarni aks ettiruvchi eksperimental va klinik ma’lumotlarni o‘z ichiga oldi[12].

Manbalarni tanlash ularning ilmiy ahamiyati va tadqiqot mavzusiga muvofiqligi hisobga olingan holda amalga oshirildi. Fiziologik jihatdan asoslangan ma'lumotlarni o'z ichiga olmagan nashrlar, shuningdek, yetarli darajada uslubiy ishlanmagan ishlar chiqarib tashlandi. Ko'rib chiqilayotgan muammoga aloqador tadqiqotlarni aniqlash uchun tanlangan maqolalarning bibliografik ro'yxatlari qo'shimcha ravishda tahlil qilindi.

Tadqiqot sifatini baholash ish dizayni, qo'llanilgan usullar, tanlov xususiyatlari va taqdim etilgan natijalarning ishonchliligi tahlili asosida amalga oshirildi. Turli tadqiqotlarda olingan ma'lumotlarning qiyosiyligiga alohida e'tibor qaratildi, bu esa oshqozon-ichak traktidagi yoshga bog'liq o'zgarishlarning barqaror qonuniyatlarini aniqlash imkonini berdi.

Material tahlili qiyosiy tahlil, ilmiy umumlashtirish va ma'lumotlarni talqin qilish usullaridan foydalangan holda amalga oshirildi. Harakat faolligi, shilliq qavatning sekretor funksiyasi va morfologik holatini tavsiflovchi miqdoriy ko'rsatkichlar turli yosh guruhlari o'rtasida taqqoslandi. Xulosalarning ishonchliligini oshirish uchun o'xshash tendensiyalarni aks ettiruvchi mustaqil tadqiqot ma'lumotlari hisobga olindi.

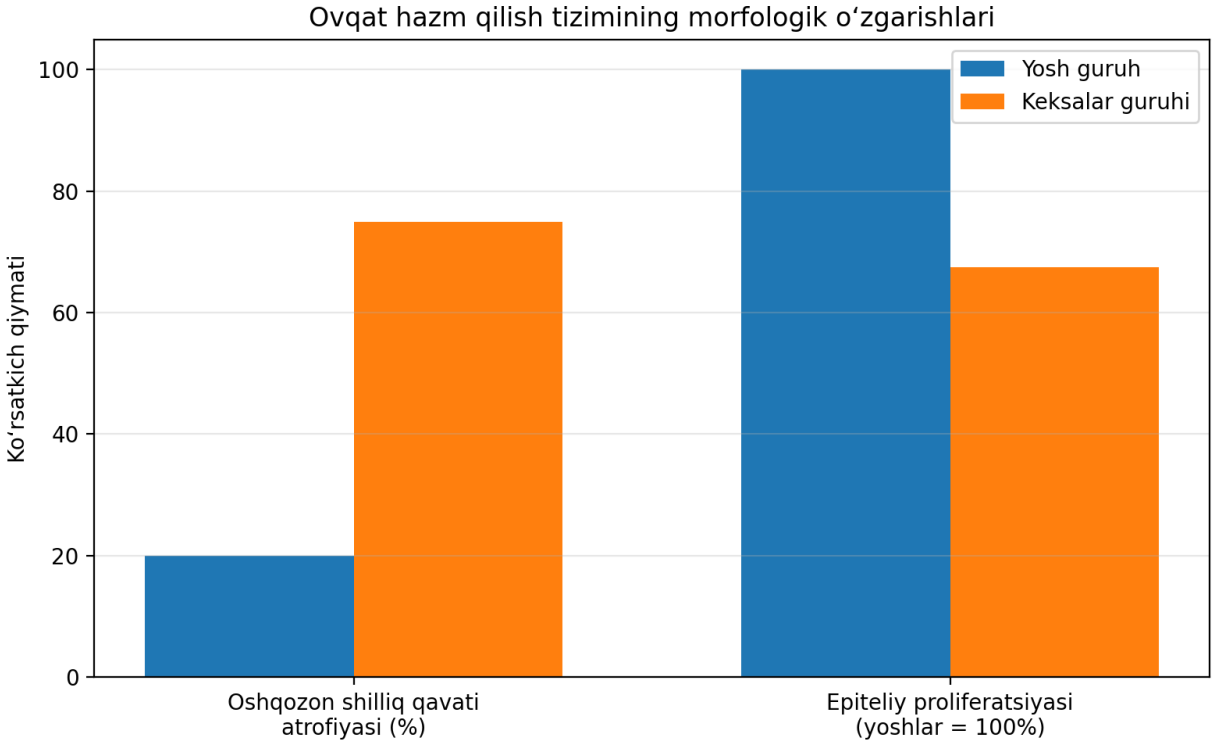
Olingan natijalarni tizimlashtirish asosiy funksional yo'nalishlar, jumladan, harakat funksiyasi, sekretor faollik, shilliq qavat holati, immun mexanizmlar va ichak mikrobiotasi bo'yicha amalga oshirildi, organizmning qarishida oshqozon-ichak traktining morfofunksional holatini kompleks tahlil qilish imkonini berdi.

Natijalar

Qarilik davrida oshqozon-ichak traktidagi funksional va morfologik o'zgarishlar tarkibiy tuzilishning bir necha darajalarida shakllanadi va shilliq qavat, hujayra tarkibi va sekretor faollikning yoshga bog'liq qayta qurilishi qonuniyatlarini aks ettiruvchi miqdoriy tahlil ma'lumotlari bilan tasdiqlanadi.

Ko'rsatkich	Yoshlik davri	Keksalik davri
Oshqozon shilliq qavati atrofiyasi chastotasi	<20%	70–80%
Epiteliy proliferatsiyasi	Normal	25–40% ga kamaygan
Pariyetal hujayralar soni	Me'yor	Kamaygan
Shilliq sekretsiyasi	Me'yor	Kamaygan

1-jadval. Qarish davrida oshqozon-ichak traktidagi morfologik o'zgarishlar



1-grafik. Qarish davrida oshqozon-ichak traktidagi morfologik o'zgarishlar

Olingan ma'lumotlar epiteliyning ham hujayraviy tarkibiga, ham funksional faolligiga ta'sir qiluvchi oshqozon shilliq qavatining sezilarli qayta tuzilishidan dalolat beradi. Epitelial hujayralarning proliferativ faolligining 25-40% ga pasayishi regenerativ jarayonlarning susayishini aks ettiradi, bu yosh o'tishi bilan kriptalarning o'zak hujayralari faolligining pasayishi va hujayra yangilanishini tartibga soluvchi signal yo'llarining buzilishi bilan bog'liq[13]. Shilliq

qavatning reparativ salohiyati cheklanishi shikastlangan sohalarning tiklanishi sekinlashishiga va to‘qimalarning agressiv omillar ta’siriga sezgirligi oshishiga olib keladi.

Pariyetal hujayralar sonining kamayishi xlorid kislota sekretsiyasining kamayishi bilan kechadi, bu esa oshqozonda kislotalilikning optimal darajasini saqlab turishga ta’sir qiladi. Kislota hosil bo‘lishining o‘zgarishi oqsillar denaturatsiyasi va hazm fermentlari faollashuvi jarayonlarini buzadi hamda me’da shirasining bakteritsid funksiyasini pasaytiradi. Ushbu fonda oshqozonda mikroorganizmlar kolonizatsiyasi va surunkali yallig‘lanish jarayonlari shakllanishi ehtimoli ortadi.

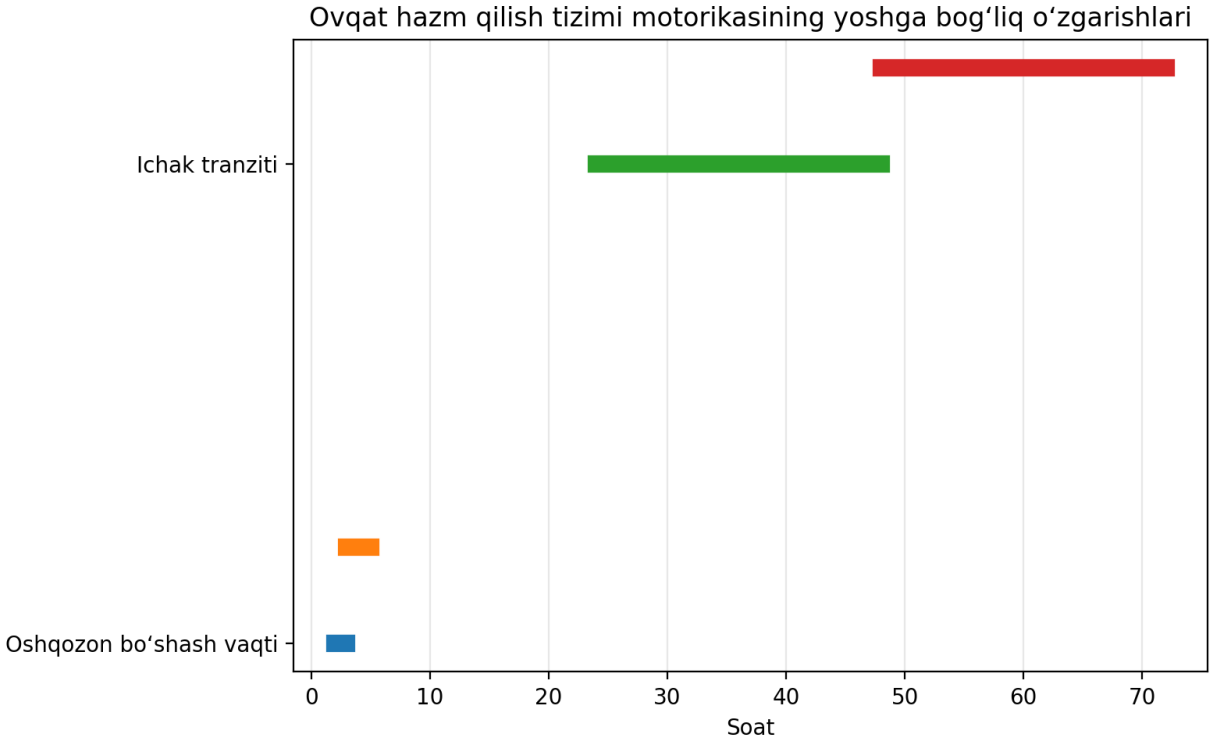
Shilliq va bikarbonatlar sekretsiyasining kamayishi shilliq qavatning himoya to‘sig‘ining zaiflashishiga olib keladi, bu uning kimyoviy va mexanik ta’sirlarga chidamliligining pasayishi bilan namoyon bo‘ladi[11]. Baryer funksiyasining buzilishi hujayralararo kontaktlar tuzilishining o‘zgarishi va epiteliy o‘tkazuvchanligining oshishi bilan kichadi va agressiv omillarning kirishiga hamda yallig‘lanish reaksiyalarining faollashishiga yordam beradi.

Keksa yoshda oshqozon shilliq qavatidagi atrofik o‘zgarishlarning yuqori chastotasi 70–80% ga yetishi, yosh va yondosh omillar ta’sirida uzoq vaqt davomida shakllanadigan strukturaviy buzilishlarning to‘planish xususiyatini aks ettiradi [9]. Mazkur o‘zgarishlar faqat mahalliy jarayonlar bilan cheklanib qolmay, ovqat hazm qilish tizimining keyingi bo‘g‘inlariga, jumladan, motor funksiyasi va ichak mikrobiotasi holatiga sezilarli ta’sir ko‘rsatadi.

Qarilik davrida oshqozon-ichak traktidagi morfologik o‘zgarishlar epiteliyning regenerator potensialining pasayishi, funksional faol hujayralar sonining kamayishi hamda shilliq qavatning himoya mexanizmlarining zaiflashishi bilan tavsiflanadi. Natijada ovqat hazm qilish tizimining zaifligi ortadi va funksional hamda yallig‘lanish buzilishlarining rivojlanishiga moyillik kuchayadi.

Ko‘rsatkich	Yoshlar	Keksalar	O‘zgarish
Oshqozon bo‘shash vaqti	2–3 soat	3–5 soat	↑
Ichak tranziti	24–48 s	48–72 s	↑ 30–50%ga
Peristaltik faollik	Normal	kamaygan	↓

2-jadval. Qarish bilan oshqozon-ichak tizimi motor funksiyasining o‘zgarishi



2-grafik. Qarish bilan oshqozon-ichak tizimi motor funksiyasining o‘zgarishi

Taqdim etilgan ma’lumotlar keksalik davrida oshqozon-ichak trakti motor faolligining qonuniy sekinlashishini aks ettiradi; ushbu holat strukturaviy va neyrofiziologik o‘zgarishlar bilan bog‘liq holda shakllanadi. Oshqozonni bo‘shatish vaqtining 3–5 soatgacha uzayishi evakuatsiya funksiyasining pasayganini ko‘rsatadi, bu silliq mushak hujayralarining gastrointestinal gormonlarga, jumladan gastrin va motilinga sezuvchanligining kamayishi, shuningdek vagus orqali boshqaruvning buzilishi bilan izohlanadi [12].

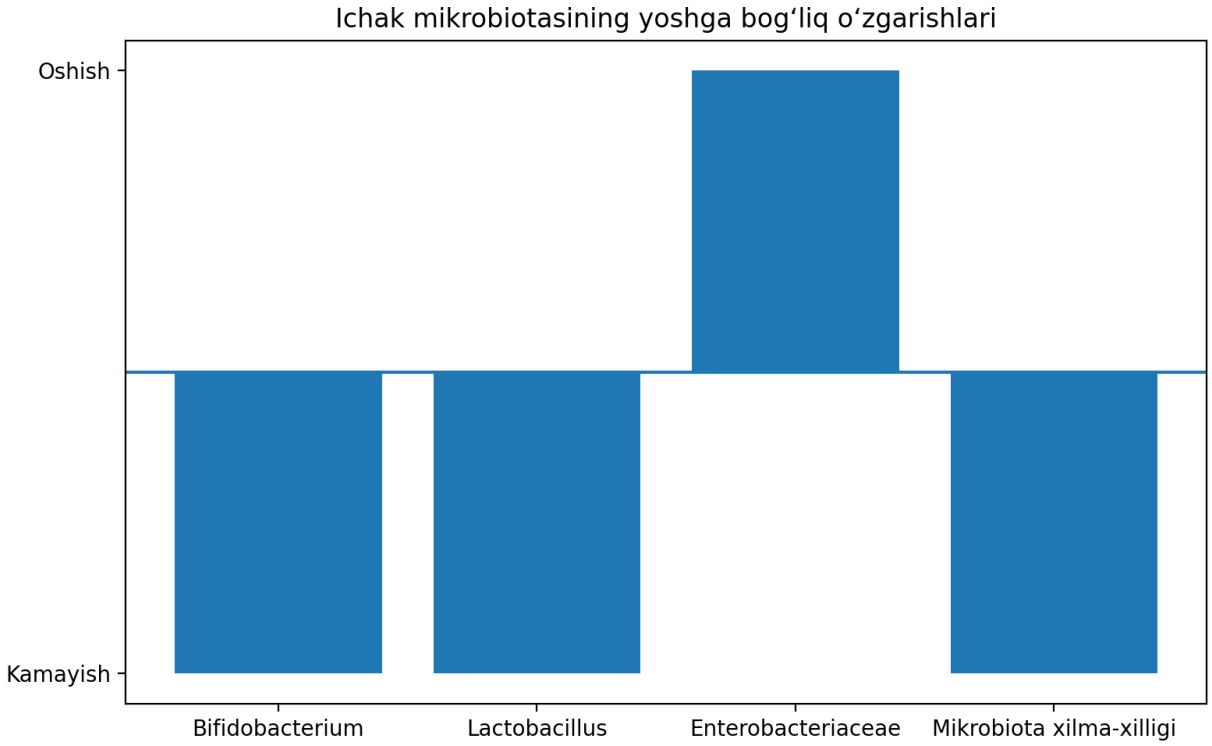
Ichak tranzitining 30–50% ga uzayishi ichakning turli bo‘limlarida motor jarayonlar koordinatsiyasining pasayganini aks ettiradi. Bunday o‘zgarishlar mushaklararo (Auerbax) chigal neyronlarining degeneratsiyasi, neyron tarmoqlari

zichligining kamayishi hamda neyromediatorlar, xususan atsetilxolin va azot oksidi sintezining pasayishi bilan bog‘liq. Qo‘zg‘atuvchi va tormozlovchi ta’sirlar o‘rtasidagi muvozanat buzilishi peristaltik to‘lqinlarning diskoordinatsiyasiga olib kelib, ularning samaradorligini pasaytiradi.

Ichak motorikasining peysmekerlari vazifasini bajaruvchi interstitsial Kahal hujayralari sonining kamayishi muhim ahamiyatga ega [15]. Ularning faolligining pasayishi sekin to‘lqinlar generatsiyasi va tarqalishining buzilishi bilan kechadi, natijada peristaltika zaiflashadi hamda ichak tarkibining harakatlanish vaqti uzayadi. Ko‘rsatilgan o‘zgarishlar majmuasi keksalarga xos bo‘lgan surunkali qabziyatlarning rivojlanishiga zamin yaratadi, shu bilan birga so‘rilish jarayonlari va ichak mikrobiotasi muvozanatining buzilishiga ham olib keladi.

Ko‘rsatkich	**Yoshlar**	**Keksalar**
Bifidobacterium	Yuqori daraja	kamaygan
Lactobacillus	Me’yor	kamaygan
Enterobacteriaceae	Past daraja	ko‘tarilgan
Mikrobiotaning xilma-xilligi	Yuqori	kamaygan

3-jadval. Qarish bilan ichak mikrobiotasining o‘zgarishi



3-jadval. Qarish bilan ichak mikrobiotasining o‘zgarishi

Keksayish davrida ichak mikrobiotasidagi o‘zgarishlar ichakning normal faoliyatini ta’minlovchi majburiy anaerob mikroorganizmlar sonining kamayishi hamda shartli patogen flora ulushining ortishi bilan tavsiflanadi [8]. Bifidobacterium va Lactobacillus avlodlari vakillarining kamayishi kolonotsitlarni energiya bilan ta’minlashda hamda epitelial to‘siq yaxlitligini saqlashda muhim ahamiyatga ega bo‘lgan atsetat, propionat va butirat kabi qisqa zanjirli yog‘ kislotalari sintezining pasayishiga olib keladi.

Butirat yetishmovchiligi shilliq qavat trofikasining buzilishi, yallig‘lanishga qarshi mexanizmlar faolligining kamayishi va hujayralararo aloqalarning zaiflashuvi bilan kechadi. Natijada ichak epiteliysi o‘tkazuvchanligi ortadi hamda bakterial komponentlar, jumladan lipopolisaxaridlar tizimli qon oqimiga o‘tishi kuzatiladi [16]. Natijada surunkali past intensivlikdagi yallig‘lanish holati shakllanadi, u nafaqat ichakdagi mahalliy jarayonlarga, balki tizimli metabolizmga ham ta’sir ko‘rsatadi.

Enterobacteriaceae ulushining ortishi proyallig‘lanish metabolitlari ishlab chiqarilishining kuchayishi hamda immun javobning faollashuvi bilan bog‘liq. Mikrob xilma-xilligining kamayishi mikrobiotaning tashqi omillarga, jumladan ovqatlanishdagi o‘zgarishlar va dori vositalari ta’siriga nisbatan barqarorligining pasayganini aks ettiradi, bu esa ichak ekotizimining beqarorligini kuchaytiradi.

Keksayish davrida ichak motorikasi va mikrobiotadagi o‘zgarishlar o‘zaro chambarchas bog‘liq bo‘lib, tranzitning sekinlashuvi mikrob tarkibining o‘zgarishiga olib keladi, disbioz esa, o‘z navbatida, neyroimmun va metabolik mexanizmlar orqali motor buzilishlarni yanada kuchaytiradi.

Muhokama

Olingan ma’lumotlar shuni ko‘rsatadiki, keksayish davrida oshqozon-ichak traktining morfofunktsional o‘zgarishlari o‘zaro bog‘liq neyronal, hujayraviy va molekulyar mexanizmlar o‘zaro ta’siri natijasida shakllanadi. Motor faollikning pasayishi enteral nerv tizimi neyronlarining degeneratsiyasi, neyromediatorlar muvozanatining buzilishi hamda peristaltik to‘lqinlarning generatsiyasi va koordinatsiyasini ta’minlovchi interstitsial Kahal hujayralari sonining kamayishi bilan bog‘liq [19]. Xolinergik uzatishning susayishi va nitrergik regulyatsiyaning o‘zgarishi silliq mushak hujayralari qisqarishlarining amplitudasi hamda sinxronligining pasayishiga olib keladi, bu esa gastrointestin tranzitning uzayishi va ichak tarkibining evakuatsiya funksiyasi buzilishlarining shakllanishida namoyon bo‘ladi.

Sekretor o‘zgarishlar oshqozon va me’da osti bezining bez apparati faolligining pasayishi bilan tavsiflanadi, bu esa xlorid kislota hamda ovqat hazm qilish fermentlari ishlab chiqarilishining kamayishida namoyon bo‘ladi. Mazkur o‘zgarishlar funksional faol hujayralarning yoshga bog‘liq kamayishi bilan bir qatorda, surunkali yallig‘lanish jarayonlari va infeksion omillar ta’siri bilan ham izohlanadi. Sekretor funksiyaning buzilishi oziq moddalarning parchalanish samaradorligining pasayishiga, oshqozon tarkibining kislotalilik darajasi o‘zgarishiga hamda oshqozon shirasining bakteritsid faolligi susayishiga olib keladi. Ushbu holatlar oshqozon-ichak traktida mikrobiota tarkibining o‘zgarishi uchun qulay sharoit yaratadi.

Yoshga bog‘liq o‘zgarishlarning shakllanishida ichak mikrobiotasi alohida ahamiyat kasb etadi, chunki u metabolik, immun va baryer jarayonlarini tartibga solishda ishtirok etadi. Obligat anaerob bakteriyalar sonining kamayishi hamda mikrobiota xilma-xilligining pasayishi qisqa zanjirli yog‘ kislotalari, ayniqsa epitelial hujayralarning energetik metabolizmini ta’minlashda muhim rol o‘ynaydigan butirat ishlab chiqarilishining buzilishi bilan kechadi [16]. Butirat yetishmovchiligi shilliq qavat trofikasining buzilishiga, zich kontakt oqsillari ekspressiyasining pasayishiga va ichak baryerining o‘tkazuvchanligi ortishiga olib keladi.

Ichak barer funksiyasining buzilishi bakterial komponentlar, jumladan lipopolisaxaridlarning tizimli qon oqimiga o‘tishi bilan kechadi, bu tug‘ma immun mexanizmlarning faollashuviga va surunkali past intensivlikdagi yallig‘lanish holatining shakllanishiga sabab bo‘ladi. Mazkur holat yoshga bog‘liq o‘zgarishlarning asosiy patogenetik omillaridan biri sifatida qaraladi va “inflammaging” termini bilan ifodalanadi. Proyallig‘lanish sitokinlari, xususan interleykin-6 va o‘sma nekrozi omili-α darajasining ortishi nafaqat ichakdagi mahalliy jarayonlarga, balki tizimli metabolizmga, jumladan uglevod va lipid almashinuviga ham ta’sir ko‘rsatadi.

Motor buzilishlar va ichak mikrobiotasidagi o‘zgarishlar o‘rtasidagi o‘zaro bog‘liqlik ikki tomonlama xarakterga ega. Ichak tarkibining tranziti sekinlashishi shartli patogen mikroflora ortiqcha ko‘payishi uchun qulay sharoit yaratadi, disbiotik o‘zgarishlar esa neyroimmun mexanizmlar hamda metabolik signal yo‘llari orqali motor buzilishlarni yanada kuchaytiradi. Shu tarzda oshqozon-ichak traktida funksional o‘zgarishlarning progressiyasini qo‘llab-quvvatlovchi yopiq patofiziologik kontur shakllanadi.

Qo‘shimcha ta’sirni ekzogen omillar, jumladan ovqatlanish xususiyatlari, jismoniy faollik darajasi va dori vositalari yuklamasi ko‘rsatadi [20]. Keksalar orasida keng tarqalgan polifarmakoterapiya ichak motorikasi, sekretor faoliyat va mikrobiota tarkibiga ta’sir etib, yoshga bog‘liq o‘zgarishlarning ifodalanishini kuchaytiradi. Nutritiv holat buzilishlari, xususan oziq tolalari va mikronutrientlar yetishmovchiligi ham mikrobiota muvozanatining o‘zgarishiga hamda oshqozon-ichak traktining funksional holati yomonlashuviga olib keladi.

Ko‘rib chiqilgan mexanizmlar yoshga bog‘liq o‘zgarishlarning tizimli xarakterga ega ekanligini ko‘rsatadi, bunda oshqozon-ichak trakti nafaqat hazm qilish organi, balki metabolik va immun jarayonlarni tartibga soluvchi muhim tizim sifatida namoyon bo‘ladi. Uning tuzilmalarida yuzaga keladigan morfofunktsional o‘zgarishlar organizmning umumiy holatiga ta’sir etadi va yoshga bog‘liq kasalliklarning rivojlanishiga hissa qo‘shishi mumkin.

Olingan natijalar keksayish jarayonida oshqozon-ichak traktining funksional holatini baholashda kompleks yondashuv zarurligini ko‘rsatadi. Bunday yondashuv neyronal, immun, metabolik va mikrobiologik omillarni, shuningdek ularning o‘zaro ta’siri va bog‘liqligini hisobga olishi lozim.

Xulosa

Yoshga bog‘liq o‘zgarishlar oshqozon-ichak traktining strukturaviy va funksional komponentlarining izchil qayta tuzilishi bilan tavsiflanadi; bu jarayon shilliq qavat, motor apparat, sekretor faoliyat hamda ichak mikrobiotasini qamrab oladi. Motor funksiyaning pasayishi gastrointestin tranzitning sekinlashuvi va peristaltik qisqarishlar koordinatsiyasining buzilishi bilan namoyon bo‘ladi, bu enteral nerv tizimidagi degenerativ o‘zgarishlar va interstitsial Kahal hujayralari faolligining kamayishi bilan bog‘liq. Shu bilan bir qatorda sekretor faollikning pasayishi kuzatiladi; bu funksional faol hujayralar sonining kamayishi va regulyator mexanizmlarning o‘zgarishi bilan izohlanadi hamda oziq moddalarning parchalanishi va o‘zlashtirilish jarayonlarining buzilishiga olib keladi.

Shilliq qavat tuzilmasidagi o‘zgarishlar epiteliy regenerativ potensialining pasayishi, himoya omillari ishlab chiqarilishining kamayishi va ichak baryerining o‘tkazuvchanligi ortishi bilan kechadi. Ushbu holat fonida yallig‘lanish jarayonlari faollashuvi va lokal immun himoyaning buzilishi uchun sharoit yuzaga keladi. Bu jarayonlarda ichak mikrobiotasi o‘zgarishlari muhim o‘rin tutadi; ular obligat anaerob mikroorganizmlar sonining kamayishi, mikrob xilma-xilligining pasayishi hamda shartli patogen flora ulushining ortishi bilan tavsiflanadi. Mikrob muvozanatining buzilishi qisqa zanjirli yog‘ kislotalari ishlab chiqarilishining kamayishi, shilliq qavat trofikasining yomonlashuvi va surunkali past intensivlikdagi yallig‘lanishning kuchayishi bilan kechadi.

Olingan natijalar keksayish jarayonida oshqozon-ichak traktida yuzaga keladigan morfologik va funksional o‘zgarishlar o‘rtasidagi yaqin bog‘liqlikni ko‘rsatadi. Ushbu buzilishlar neyronal, immun, metabolik va mikrobiologik mexanizmlar o‘zaro ta’siri natijasida shakllanadi, bu esa ularning tizimli xarakterini hamda organizm umumiy holatiga ta’sirini belgilaydi. Keksalik davrida oshqozon-ichak traktidagi o‘zgarishlar faqat mahalliy funksional buzilishlar bilan cheklanmay, metabolik va yallig‘lanish jarayonlarining rivojlanishiga ham hissa qo‘shadi.

Olingan ma’lumotlarning amaliy ahamiyati keksalar orasida oshqozon-ichak traktining funksional holatini baholashda kompleks yondashuv zarurligini asoslashdan iborat. Bunday yondashuv motor faoliyat, sekretor funksiya, shilliq qavat holati va mikrobiota xususiyatlarini hamda ularning o‘zaro bog‘liqligini hisobga olishi lozim. Kelgusidagi istiqbolli yo‘nalishlardan biri baryer funksiyani tiklash, motorikani me’yorlashtirish va ichak mikrobiotasi tarkibini barqarorlashtirishga qaratilgan korreksion usullarni ishlab chiqish hisoblanadi.

O‘tkazilgan tahlil natijalari oshqozon-ichak traktini organizmning yoshga bog‘liq o‘zgarishlar tizimida muhim bo‘g‘in sifatida ko‘rib chiqish imkonini beradi; mazkur tizim ko‘p darajali jarayonlar bilan tavsiflanadi va chuqur o‘rganish hamda maqsadli ta’sir choralarini talab etadi.

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PNEUMONIA: ETIOLOGY, PATHOGENESIS, CLASSIFICATION, AND CLINICAL FEATURES

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Abstract; *Pneumonia is an acute inflammatory disease of the lung parenchyma characterized by the accumulation of exudate in the alveoli and impaired gas exchange. It remains one of the leading causes of morbidity and mortality worldwide, particularly among children under five years of age and elderly individuals. This article systematically analyzes the etiological factors, pathogenetic mechanisms, clinical classification, and severity levels of pneumonia. The roles of bronchogenic, hematogenous, aerogenic, and contiguous routes of microbial entry into lung tissue are examined in detail. Special attention is given to the clinical features of the disease in pediatric and geriatric populations. The article substantiates the scientific and practical importance of early detection, complication prevention, and evidence-based principles of prophylaxis and treatment. The findings presented are of significant value for clinicians, medical educators, and public health professionals engaged in managing pneumonia and reducing associated morbidity and mortality rates.*

Keywords: *pneumonia, etiology, pathogenesis, clinical classification, severity level, bronchogenic route, respiratory system, alveolar inflammation, community-acquired pneumonia, nosocomial pneumonia, prevention, treatment*

ПНЕВМОНИЯ: ЭТИОЛОГИЯ, ПАТОГЕНЕЗ, КЛАССИФИКАЦИЯ И КЛИНИЧЕСКИЕ ПРИЗНАКИ

Аннотация. *Пневмония — это острое воспалительное заболевание легочной паренхимы, характеризующееся скоплением экссудата в альвеолах и нарушением газообмена. Она остается одной из основных причин заболеваемости и смертности во всем мире, особенно среди детей в возрасте до пяти лет и пожилых людей. В данной статье представлен систематический анализ этиологических факторов, патогенетических механизмов, клинической классификации и степеней тяжести пневмонии. Подробно рассматривается роль бронхогенного, гематогенного, аэрогенного и контактного путей проникновения микроорганизмов в легочную ткань. Особое внимание уделено клиническим особенностям заболевания у детей и лиц пожилого возраста. Обосновывается научная и практическая значимость ранней диагностики, профилактики осложнений, а также применения принципов профилактики и лечения, основанных на доказательной медицине. Представленные данные имеют важное значение для клиницистов, преподавателей медицинских дисциплин и специалистов в области общественного здравоохранения, занимающихся вопросами ведения пациентов с пневмонией и снижения показателей заболеваемости и смертности, связанных с этим заболеванием.*

Ключевые слова: *пневмония, этиология, патогенез, клиническая классификация, степень тяжести, бронхогенный путь, дыхательная система, альвеолярное воспаление, внебольничная пневмония, нозокомиальная пневмония, профилактика, лечение.*

PNEVMONIYA: ETIOLOGIYASI, PATOGENEZI, TASNIFI VA KLINIK BELGILARI

Annotatsiya: *Pnevmoniya - bu o'pka parenximasining o'tkir yallig'lanish kasalligi bo'lib, alveolalarda ekssudat to'planishi va gaz almashinuvining buzilishi bilan tavsiflanadi. Bu butun dunyo bo'ylab, ayniqsa besh yoshgacha bo'lgan bolalar va keksa odamlar orasida kasallanish va o'limning asosiy sabablaridan biri bo'lib qolmoqda. Ushbu maqolada pnevmoniyaning etiologik omillari, patogenetik mexanizmlari, klinik tasnifi va og'irlik darajalari tizimli ravishda tahlil qilinadi. O'pka to'qimalariga mikroblarning kirishining bronxogen, gematogen, aerogen va tutashgan yo'llarining roli batafsil ko'rib chiqiladi. Bolalar va geriatriya populyatsiyalarida kasallikning klinik xususiyatlariga alohida e'tibor qaratilgan. Maqolada erta aniqlash, asoratlarning oldini olish va profilaktika va davolashning dalillarga asoslangan tamoyillarining ilmiy va amaliy ahamiyati asoslanadi. Taqdim etilgan topilmalar pnevmoniyani boshqarish va unga bog'liq kasallanish va o'lim darajasini pasaytirish bilan shug'ullanadigan klinisyenlar, tibbiyot o'qituvchilari va sog'liqni saqlash sohasi mutaxassislari uchun katta ahamiyatga ega.*

Kalit so'zlar: *pnevmoniya, etiologiya, patogenez, klinik tasnif, og'irlik darajasi, bronxogen yo'l, nafas olish tizimi, alveolyar yallig'lanish, jamiyatda orttirilgan pnevmoniya, kasalxonada pnevmoniya, oldini olish, davolash.*

1. Introduction

Pneumonia is defined as an acute inflammation of the pulmonary parenchyma, typically involving the alveolar spaces and/or interstitial tissue of the lungs. It is caused by a wide variety of infectious agents including bacteria, viruses, fungi, and, less commonly, parasites. Pneumonia represents one of the oldest and most extensively studied diseases in medicine, yet it continues to pose a major global health burden in the 21st century [1, 2].

According to the World Health Organization (WHO), pneumonia is responsible for approximately 14% of all deaths in children under the age of five, accounting for 740,180 pediatric deaths in 2019 alone [4]. In adult populations, particularly the elderly and immunocompromised, pneumonia remains a leading cause of hospitalization and mortality [3]. Hospital-acquired (nosocomial) pneumonia carries a case fatality rate of 30–50%, making it one of the most lethal healthcare-associated infections [2, 6].

The clinical spectrum of pneumonia is broad, ranging from mild outpatient illness to life-threatening respiratory failure requiring intensive care. Accurate classification — based on epidemiological setting, causative organism, and severity — is essential for guiding empirical antibiotic therapy, determining the site of care, and predicting patient outcomes [3, 7].

This article provides a comprehensive review of the etiological agents, pathogenetic mechanisms, clinical classification systems, severity stratification, and symptomatology of pneumonia. Particular emphasis is placed on differences in clinical presentation across age groups, as well as current WHO and UNICEF recommendations for global pneumonia control. The aim of this study was to review and synthesize current evidence regarding the etiology, pathogenesis, clinical classification, severity assessment, and clinical manifestations of pneumonia and to highlight their implications for clinical practice and public health.

2. Materials and Methods

This article is based on a narrative review of published scientific literature, clinical guidelines, and epidemiological data pertaining to pneumonia. Sources were identified through systematic searches of PubMed, Google Scholar, and WHO publications using the following key terms: pneumonia, community-acquired pneumonia (CAP), hospital-acquired pneumonia (HAP), atypical pneumonia, pneumonia pathogenesis, severity scoring, and pediatric pneumonia.

Inclusion criteria encompassed peer-reviewed original research articles, systematic reviews, meta-analyses, and authoritative clinical guidelines published between 2000 and 2024. Publications from foundational reference textbooks in internal medicine and pulmonology were also included. Materials were evaluated for scientific relevance, methodological quality, and consistency with contemporary clinical practice.

The working classification proposed at the European Respiratory Society, the American Thoracic Society, and the 5th International Congress (Moscow, 1995) was adopted as the primary framework for categorizing pneumonia types. Severity stratification criteria were derived from established scoring systems including the PSI (Pneumonia Severity Index) and CURB-65 score, as well as clinical parameters described in the reviewed literature [3, 7, 8].

The literature search was conducted between January and March 2025. Publications were screened based on relevance to the study objectives, methodological quality, and consistency with current clinical recommendations. The selected literature was synthesized qualitatively to identify key themes related to the etiology, pathogenesis, classification, severity assessment, and clinical manifestations of pneumonia.

Data on global pneumonia burden, pediatric mortality, and public health interventions were sourced from WHO and UNICEF reports, including the Integrated Global Action Plan for Pneumonia and Diarrhoea (GAPPD) [4, 5]. No original experimental data were collected; this study represents a synthesized overview of existing knowledge.

3. Results

3.1 Etiology of Pneumonia

Pneumonia may be caused by a diverse range of infectious pathogens. The causative agent varies significantly depending on the patient's age, immune status, the epidemiological setting (community vs. hospital), and geographic region [1, 3].

Bacterial pneumonia is the most prevalent form and is most frequently attributed to Streptococcus pneumoniae (pneumococcus), which accounts for approximately 30–40% of community-acquired cases. Other important bacterial pathogens include Haemophilus influenzae, Staphylococcus aureus, Klebsiella pneumoniae, Moraxella catarrhalis, and Pseudomonas aeruginosa (particularly in hospital settings) [6, 9].

Viral pneumonia constitutes a significant proportion of cases, especially in children. Respiratory Syncytial Virus (RSV) is the most common viral etiology in infants and young children. Influenza viruses (A and B), parainfluenza virus, adenoviruses, and, notably, SARS-CoV-2 (the causative agent of COVID-19) are also important viral pathogens [5, 10].

Atypical pneumonia is caused by intracellular organisms that do not grow on standard bacteriological culture media. The principal agents include Mycoplasma pneumoniae, Chlamydophila pneumoniae (Chlamydia pneumoniae), and

Legionella pneumophila. These pathogens typically produce a milder, more indolent clinical course, though Legionella can cause severe disease [3, 11].

Fungal pneumonia, while less common in immunocompetent individuals, is an important consideration in immunocompromised patients, including those with HIV/AIDS, organ transplant recipients, and patients receiving prolonged corticosteroid or chemotherapy. Pneumocystis jirovecii (formerly carinii) is the most significant fungal pathogen in HIV-infected individuals, while Aspergillus species cause invasive pulmonary aspergillosis in profoundly immunosuppressed patients [1, 12].

In young patients, pneumonia is typically caused by a single pathogen (monoinfection). In elderly patients and those with comorbidities, mixed infections involving multiple organisms are frequently encountered, complicating both diagnosis and treatment [1].

3.2 Pathogenesis of Pneumonia

The development of pneumonia involves a complex interplay between microbial virulence factors and host defense mechanisms. The lung is normally protected from infection by a series of physical, immunological, and mucociliary defense systems. Pneumonia develops when these defenses are overwhelmed by the infectious inoculum or are compromised by underlying disease or external factors [2, 13].

The pathogenetic sequence in both community-acquired and hospital-acquired pneumonia involves four key stages:

- Entry of microorganisms into the respiratory sections of the lung;
- Development of local inflammation within lung tissue;
- Systemic dissemination of the inflammatory response;
- Formation of complications if the infection is not contained.

Microorganisms gain access to the lower respiratory tract via four principal routes:

Bronchogenic route: The most common mechanism, involving microaspiration of oropharyngeal secretions. The oropharynx is colonized by diverse microorganisms, and silent aspiration occurs in many individuals during sleep. When the bacterial inoculum is large, or when mucociliary clearance is impaired (e.g., by smoking, viral infection, or general anesthesia), colonizing organisms may reach the alveoli and initiate infection [2, 13].

Airborne droplet (aerogenic) route: Inhalation of aerosolized particles carrying infectious agents such as Streptococcus pneumoniae, Haemophilus influenzae, Legionella pneumophila, Mycoplasma pneumoniae, Chlamydia spp., and viruses. This route is particularly relevant for atypical pneumonia and pneumonia occurring in close-contact settings (hospitals, care homes) [11].

Hematogenous route: Spread of pathogens to the lungs via the bloodstream from distant septic foci, such as infective endocarditis, septic thrombophlebitis, or bacteremia. This mechanism is most relevant in nosocomial pneumonia caused by Staphylococcus aureus and gram-negative bacilli [2].

Contiguous route: Direct spread from neighboring infected structures such as the mediastinum (mediastinitis) or the liver (amebic or pyogenic hepatic abscess). This is an uncommon route but should be considered in appropriate clinical contexts [2].

Once microorganisms reach the alveoli, they trigger an inflammatory cascade involving activation of alveolar macrophages, recruitment of neutrophils, cytokine release, and ultimately exudation of protein-rich fluid and cellular debris into the alveolar spaces. This process impairs gas exchange and produces the clinical features of pneumonia [13].

3.3 Clinical Classification of Pneumonia

A standardized clinical classification of pneumonia was adopted at the European Respiratory Society, the American Thoracic Society, and the 5th International Congress on Infectious Diseases (Moscow, 1995). This classification is based on clinico-morphological, pathogenetic, epidemiological, and therapeutic considerations and remains widely used in clinical practice today [3, 7].

Type	Description
Community-Acquired (CAP)	Develops outside the hospital or within 48 hours of admission. Most common form; caused primarily by S. pneumoniae, H. influenzae, Mycoplasma, and viruses. Enables immediate empirical antibiotic therapy.
Hospital-Acquired (HAP/Nosocomial)	Develops ≥48–72 hours after hospital admission. Accounts for 10–15% of all pneumonia cases with a mortality rate of 30–50%. Frequently caused by multidrug-resistant organisms (e.g., P. aeruginosa, MRSA, Acinetobacter spp.).

Immunocompromised Pneumonia	Occurs in patients with congenital immunodeficiency, HIV/AIDS, or iatrogenic immunosuppression. Caused by opportunistic organisms including Pneumocystis jirovecii, Cryptococcus, CMV, and Aspergillus.
Atypical Pneumonia	Caused by intracellular pathogens (Mycoplasma, Chlamydophila, Legionella) that require special culture media. Typically presents with extrapulmonary features and requires macrolide or quinolone therapy.
Aspiration Pneumonia	Results from inhalation of oropharyngeal or gastric contents. Common in neurologically impaired patients (stroke, dysphagia, alcoholism). Often polymicrobial with anaerobic involvement.

Table 1. Clinical classification of pneumonia

3.4 Severity Levels of Pneumonia

Accurate assessment of pneumonia severity is critical for determining the appropriate site of care (outpatient vs. inpatient vs. ICU), guiding antibiotic selection, and predicting prognosis. The following four-tier severity classification, based on clinical and physiological parameters, is routinely used in clinical practice [3, 7, 8]:

Severity	Vital Signs	Clinical Features	Site of Care
Mild	RR < 25/min Pulse < 90/min Temp ≤ 38°C	1–2 segments affected; mild intoxication; no complications	Outpatient
Moderate	RR > 25/min Pulse ~100/min Temp ≤ 39°C	Lobar involvement; moderate intoxication; no life-threatening complications	Inpatient ward
Severe	RR > 30/min Pulse > 110/min Temp > 39°C	Marked intoxication with adynamia; respiratory and hemodynamic disturbances; possible pleuritis, myocarditis	Inpatient ward / HDU
Very Severe	RR > 30/min Pulse > 110/min Collapse	Cerebral and neurological disorders, pulmonary edema, respiratory and cardiovascular failure, massive infiltration and destruction	ICU

Table 2. Severity classification of pneumonia

3.5 Clinical Presentation and Symptoms

The clinical presentation of pneumonia is variable and depends on the causative pathogen, the patient's age and immune status, and the extent of pulmonary involvement. The classic presentation includes the following features [1, 3, 14]:

• Fever: Body temperature rises to 38–40°C in bacterial pneumonia. In viral pneumonia and atypical forms, fever may be lower or absent.

• Cough: Initially dry and unproductive; later becomes productive with purulent, mucopurulent, or blood-tinged sputum. A characteristic 'rusty' sputum is associated with lobar pneumococcal pneumonia.

• Pleuritic chest pain: Sharp or stabbing pain, typically unilateral, worsened by deep breathing or coughing; indicates involvement of the pleura.

• Dyspnea: Shortness of breath, particularly on exertion, reflecting reduced ventilatory capacity and impaired gas exchange.

• Chills and rigors: Particularly prominent at disease onset in bacterial pneumonia.

• Constitutional symptoms: Fatigue, malaise, anorexia, and myalgia are commonly present.

Physical examination may reveal tachypnea, tachycardia, decreased breath sounds, dullness to percussion, bronchial breathing, and crepitations over the affected lung areas. In severe cases, signs of cyanosis, hypoxemia, and hemodynamic instability may be present.

3.6 Special Populations: Children and Elderly

The clinical features of pneumonia differ importantly in children and elderly patients, and awareness of these differences is essential for timely diagnosis and management [4, 14, 15].

In children, particularly those under five years of age, pneumonia may present without typical symptoms. The WHO diagnostic criteria for childhood pneumonia include: cough, difficulty breathing (with or without fever), rapid breathing, and lower chest wall indrawing (subcostal retractions) — where the chest wall moves inward during inspiration. Wheezing is more commonly associated with viral pneumonia. In infants, feeding difficulties, lethargy, and hypothermia may be the predominant findings. The absence of classic features such as pleuritic chest pain or productive cough should not preclude diagnosis.

Pneumonia accounts for 14% of all deaths in children under five years of age globally. In 2019, it caused 740,180 deaths in this age group, making it the leading infectious cause of childhood mortality worldwide [4].

In elderly patients (≥65 years), the clinical presentation is frequently atypical. Classic symptoms such as high fever and pleuritic chest pain may be absent or blunted due to age-related immunosenescence and reduced inflammatory response. Instead, older patients commonly present with confusion, delirium, acute functional decline, falls, or worsening of underlying chronic conditions. Tachypnea may be the only early clinical sign. This atypical presentation contributes to delayed diagnosis and increased mortality in this population [15].

4. Discussion

Pneumonia remains a major global health challenge despite significant advances in antimicrobial therapy, vaccination, and supportive care. The diversity of causative agents, the variability of clinical presentations, and the increasing burden of antimicrobial resistance collectively demand a nuanced, evidence-based approach to diagnosis and management [3, 6, 9].

The etiological distribution of pneumonia is shifting. While Streptococcus pneumoniae remains the predominant pathogen in community-acquired disease, the emergence of viral pneumonias — exemplified by the COVID-19 pandemic — underscores the necessity for expanded diagnostic panels and flexible treatment algorithms. Atypical pathogens, often underdiagnosed due to their inability to grow on standard media, may account for up to 20–30% of CAP cases and require specific antibiotic coverage with macrolides or fluoroquinolones [10, 11].

The four-route pathogenetic model — bronchogenic, aerogenic, hematogenous, and contiguous — provides a clinically useful framework for understanding disease acquisition and informing infection control measures. Aspiration prevention, respiratory hygiene, and hand hygiene remain cornerstones of both community and institutional pneumonia prevention strategies [13].

Severity stratification using validated tools such as the CURB-65 score (Confusion, Urea, Respiratory rate, Blood pressure, age ≥65) or the Pneumonia Severity Index (PSI) enables clinicians to objectively triage patients, optimize antibiotic selection, and determine appropriate care settings. Patients with CURB-65 scores of 0–1 may be managed as outpatients, while scores of 3–5 indicate high mortality risk and necessitate inpatient or ICU-level care [7, 8].

The global burden of pediatric pneumonia demands intensified public health action. The WHO and UNICEF GAPPD framework addresses this through a three-pronged strategy of protection, prevention, and treatment. Key protective interventions include promotion of exclusive breastfeeding and reduction of household air pollution. Preventive measures encompass pneumococcal and Haemophilus influenzae type b (Hib) conjugate vaccination, influenza immunization, and handwashing with soap. Countries including Bangladesh, India, Kenya, Uganda, and Zambia have developed national plans to combat pneumonia and diarrhoea, demonstrating the feasibility of sustained global action [4, 5].

Nosocomial pneumonia deserves particular attention given its high attributable mortality (30–50%). Prevention strategies include strict adherence to hand hygiene protocols, appropriate use of personal protective equipment, elevation of the head of the bed in mechanically ventilated patients, and implementation of ventilator-associated pneumonia (VAP) bundles. Antimicrobial stewardship programs are essential to mitigate the emergence of multidrug-resistant organisms responsible for the most severe nosocomial infections [6, 16].

There are limitations to the present review. As a narrative synthesis rather than a systematic review with meta-analysis, potential selection bias cannot be excluded. The rapid evolution of the pneumonia landscape — particularly following the SARS-CoV-2 pandemic — means that certain recommendations may require updating as new evidence emerges. Future research priorities include the development of rapid point-of-care diagnostics, novel host-directed therapeutic strategies, and expanded pneumococcal vaccination programs in low- and middle-income countries.

5. Conclusion

Pneumonia is a clinically heterogeneous and epidemiologically significant disease that continues to cause substantial morbidity and mortality worldwide, particularly in children under five years and elderly individuals. A thorough understanding of its diverse etiology — encompassing bacterial, viral, fungal, and atypical pathogens — is fundamental to appropriate empirical therapy and infection control.

The four principal pathogenetic routes of infection (bronchogenic, aerogenic, hematogenous, and contiguous) provide a mechanistic basis for understanding disease acquisition and designing preventive interventions. The clinico-epidemiological classification — distinguishing community-acquired, hospital-acquired, immunocompromised, and atypical pneumonia — enables rational, evidence-based antibiotic selection and triage.

Severity stratification based on objective physiological parameters is essential for determining the site of care and guiding clinical decision-making. Special attention is required in children and elderly patients, in whom classical presentations are frequently absent, increasing the risk of delayed diagnosis.

Effective pneumonia control requires an integrated global strategy combining immunization programs, nutritional support, reduction of environmental risk factors, improved access to healthcare, and rational use of antimicrobial agents. Sustained international commitment — as embodied by the WHO-UNICEF GAPPD initiative — is indispensable for reducing the global burden of this preventable and treatable disease.

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МЕХАНИЗМЫ ВОЗДЕЙСТВИЯ КИШЕЧНОЙ МИКРОБИОТЫ НА МЕТАБОЛИЗМ ЛИПИДОВ В ПЕЧЕНИ

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Аннотация. *В данной статье рассматриваются механизмы воздействия кишечной микробиоты на метаболизм липидов в печени и её роль в поддержании метаболического гомеостаза организма. Кишечная микробиота является регулятором обменных процессов, участвует в расщеплении питательных веществ, синтезе биологически активных соединений и регуляции энергетического обмена. Продукты метаболической активности микроорганизмов, короткоцепочечные жирные кислоты и вторичные желчные кислоты, оказывают влияние на липидный обмен в печени, процессы липогенеза и окисления жирных кислот.*

Нарушение состава кишечной микробиоты является причиной повышения проницаемости кишечного барьера, усиленному поступлению микробных метаболитов и эндотоксинов в воротный кровоток, что приводит к развитию воспалительных реакций, инсулинорезистентности и накоплению липидов в гепатоцитах. Эти процессы рассматриваются как факторы патогенеза неалкогольной жировой болезни печени и гепатоза.

Цель обзорной статьи расмотреть современные представления о влиянии кишечной микробиоты на метаболизм липидов в печени, изучить основные механизмы взаимодействия между кишечником и печенью, а также оценить роль дисбиоза в развитии метаболических нарушений и заболеваний печени.

Ключевые слова: *кишечная микробиота, метаболизм липидов, печень, дисбиоз, липогенез, короткоцепочечные жирные кислоты, желчные кислоты, инсулинорезистентность, гепатоз, ось кишечник–печень.*

ICHAK MIKROBIOTASINING JIGARDA LIPIDLAR METABOLIZMIGA TA’SIR QILISH MEXANIZMLARI

Annotatsiya. *Mazkur maqolada ichak mikrobiotasining jigardagi lipid almashinuviga ta’sir mexanizmlari va organizm metabolik gomeostazini saqlashdagi roli ko‘rib chiqiladi. Ichak mikrobiotasi metabolik jarayonlarning muhim regulyatori bo‘lib, oziq moddalarning parchalanishi, biologik faol birikmalarning sintezi hamda energiya almashinuvining boshqarilishida ishtirok etadi. Mikroorganizmlarning metabolik faoliyati mahsulotlari bo‘lgan qisqa zanjirli yog‘ kislotalari va ikkilamchi o‘t kislotalari jigardagi lipid almashinuvi, lipogenez va yog‘ kislotalarining oksidlanish jarayonlariga ta’sir ko‘rsatadi.*

Ichak mikrobiotasi tarkibining buzilishi ichak to‘sig‘i o‘tkazuvchanligining oshishiga, mikrob metabolitlari va endotoksinlarning portal qon oqimiga ko‘proq tushishiga sabab bo‘ladi. Bu esa yallig‘lanish reaksiyalari, insulinrezistentlik va gepatotsitlarda lipidlarning to‘planishiga olib keladi. Ushbu jarayonlar alkogolsiz yog‘li jigar kasalligi patogenezining muhim omillari sifatida qaraladi.

Ushbu sharh maqolaning maqsadi ichak mikrobiotasining jigardagi lipid almashinuviga ta’siri haqidagi zamonaviy qarashlarni tahlil qilish, ichak va jigar o‘rtasidagi o‘zaro ta’sirning asosiy mexanizmlarini o‘rganish hamda disbiozning metabolik buzilishlar va jigar kasalliklari rivojlanishidagi rolini baholashdan iborat.

Kalit so‘zlar: *ichak mikrobiotasi, lipid almashinuvi, jigar, disbioz, lipogenez, qisqa zanjirli yog‘ kislotalari, o‘t kislotalari, insulinrezistentlik, alkogolsiz yog‘li jigar kasalligi, ichak–jigar o‘qi.*

MECHANISMS OF THE EFFECTS OF INTESTINAL MICROBIOTA ON LIPID METABOLISM IN THE LIVER

Abstract. *This article reviews the mechanisms by which the gut microbiota influences hepatic lipid metabolism and its role in maintaining metabolic homeostasis. The gut microbiota is an important regulator of metabolic processes, participating in nutrient digestion, the synthesis of biologically active compounds, and the regulation of energy metabolism. Microbial metabolites, including short-chain fatty acids and secondary bile acids, affect hepatic lipid metabolism, lipogenesis, and fatty acid oxidation.*

Alterations in the composition of the gut microbiota contribute to increased intestinal permeability and enhanced translocation of microbial metabolites and endotoxins into the portal circulation. These changes promote inflammatory responses, insulin resistance, and lipid accumulation in hepatocytes. Such processes are considered important factors in the pathogenesis of non-alcoholic fatty liver disease.

The aim of this review is to summarize current knowledge on the influence of the gut microbiota on hepatic lipid metabolism, to examine the main mechanisms underlying gut–liver interactions, and to evaluate the role of dysbiosis in the development of metabolic disorders and liver diseases.

Keywords: *gut microbiota, lipid metabolism, liver, dysbiosis, lipogenesis, short-chain fatty acids, bile acids, insulin resistance, non-alcoholic fatty liver disease, gut–liver axis.*

Жировая болезнь печени, также известная как жировой гепатоз или стеатоз печени, является одним из наиболее распространённых заболеваний печени в мире. Это состояние встречается у значительной части людей старше 40 лет, а в последние годы всё чаще диагностируется у молодых, включая тех, кто не страдает избыточным весом. Заболевание характеризуется накоплением жира в клетках печени, что приводит к замещению нормальной печёночной ткани жиром. В зависимости от этиологии повреждения печени выделяют две группы заболеваний: неалкогольную жировую болезнь печени (НАЖБП) и алкогольную болезнь печени (АБП). Каждое из этих заболеваний может ограничиться гепатозом, а может прогрессировать до гепатита или даже цирроза. Все это – стадии одного процесса. Неалкогольная жировая болезнь печени (НАЖБП) представляет собой распространённое хроническое метаболическое заболевание. В зависимости от степени повреждения печени НАЖБП подразделяется на два основных фенотипа: неалкогольная жировая болезнь печени, характеризующаяся изолированным стеатозом без значительного воспаления или фиброза и неалкогольным стеатогепатитом, сопровождающийся повреждением клеток печени, воспалительной инфильтрацией и повреждением гепатоцитов. НАСГ может прогрессировать до фиброза, цирроза и гепатоцеллюлярной карциномы **[1].**

Согласно обновлённому систематическому обзору и метаанализу, включившему 479 исследований с участием более 78 млн человек из 38 стран, глобальная распространённость неалкогольной жировой болезни печени (НАЖБП) составляет 30,2%. Авторы выявили значительные региональные различия: наиболее высокие показатели зарегистрированы в странах Азии и Южной Америки, тогда как наименьшая распространённость отмечена в Австралии. Установлено, что НАЖБП чаще встречается у мужчин по сравнению с женщинами (36,6% и 25,5% соответственно). Особенно высокая распространённость заболевания наблюдается среди лиц с ожирением как во взрослой, так и в детской популяции. Кроме того, выявлена обратная зависимость между индексом человеческого развития и распространённостью НАЖБП, что свидетельствует о **высокой распространённости заболевания** в странах с низким уровнем социально-экономического развития **[2].**

Развитие неалкогольной жировой болезни печени представляет собой сложный многофакторный процесс, включающий взаимодействие метаболических, иммунологических, генетических и внешне средовых факторов. Ранее патогенез заболевания объяснялся концепцией «двух ударов», согласно которой первоначальное накопление липидов в гепатоцитах, связанное с малоподвижным образом жизни, диетой с высоким содержанием жиров, инсулинорезистентностью и с ожирением это все создает условия для последующего развития воспаления, окислительного стресса и клеточного повреждения.

Однако современные исследования показали, что данная модель не в полной мере отражает механизмы развития заболевания. В настоящее время более широкое признание получила теория «множественных ударов», рассматривающая НАЖБП как результат одновременного воздействия нескольких патогенетических факторов. Среди них особое значение имеют инсулинорезистентность, нарушения липидного обмена, генетическая предрасположенность, факторы окружающей среды и изменения кишечной микробиоты.

Согласно данной концепции, избыточное накопление жира в печени сопровождается развитием хронического воспаления, нарушением функции митохондрий, усилением окислительного стресса и активацией стрессовых реакций эндоплазматического ретикулума. Эти процессы способствуют повреждению гепатоцитов и дальнейшему прогрессированию заболевания.

Важную роль в патогенезе НАЖБП играет состояние кишечного барьера. В норме кишечный барьер обеспечивает избирательное всасывание питательных веществ и препятствует проникновению микроорганизмов и

их токсинов во внутреннюю среду организма. Нарушение его целостности приводит к повышению кишечной проницаемости и усиленному поступлению бактериальных компонентов и эндотоксинов в воротную вену. Это способствует активации воспалительных процессов в печени и рассматривается как один из ключевых механизмов, связывающих дисбиоз кишечника с развитием и прогрессированием неалкогольной жировой болезни печени **[3].**

Кишечный барьер представляет собой сложную многоуровневую систему защиты, обеспечивающую поддержание гомеостаза между содержимым кишечника и внутренней средой организма. Он включает механический, химический, иммунологический и микробный компоненты, которые функционируют совместно и препятствуют проникновению микроорганизмов, токсинов и других потенциально вредных веществ в кровоток.

Механический барьер образован слизистым слоем, эпителиальными клетками кишечника, межклеточными плотными контактами и собственной пластинкой слизистой оболочки. Слизистый слой является первой линией защиты и препятствует контакту патогенных микроорганизмов с эпителием кишечника. Важную роль играют плотные контакты между эпителиальными клетками, которые регулируют проницаемость кишечной стенки и поддерживают её целостность. Под эпителием располагается кишечный сосудистый барьер, состоящий из эндотелиальных клеток, перицитов и энтеральных глиальных клеток, который ограничивает проникновение веществ бактериального происхождения в системный кровоток.

Химический барьер представлен желудочной кислотой, слизью, желчью, желчными кислотами, пищеварительными ферментами, лизоцимом и антимикробными пептидами. Эти вещества обеспечивают защиту слизистой оболочки кишечника от патогенных микроорганизмов и участвуют в регуляции состава кишечной микробиоты. Особое значение имеют желчные кислоты, которые обладают антимикробными свойствами и препятствуют чрезмерной колонизации кишечника бактериями.

Иммунологический барьер включает клетки врождённого и адаптивного иммунитета, расположенные в слизистой оболочке кишечника. Эпителиальные клетки, макрофаги, дендритные клетки, Т- и В-лимфоциты обеспечивают распознавание и элиминацию патогенных микроорганизмов, предотвращая их проникновение во внутреннюю среду организма. Важную роль в поддержании иммунного гомеостаза играет взаимодействие иммунных клеток с кишечной микробиотой и её метаболитами.

Микробный барьер формируется совокупностью микроорганизмов, населяющих кишечник. Нормальная микробиота препятствует колонизации патогенами, участвует в синтезе витаминов, метаболизме желчных кислот, регуляции иммунного ответа и поддержании целостности кишечного барьера. Кроме того, кишечные микроорганизмы продуцируют многочисленные метаболиты, включая короткоцепочечные жирные кислоты, желчные кислоты и другие биологически активные соединения, оказывающие влияние на функцию печени.

Нарушение структуры или функций любого из компонентов кишечного барьера приводит к повышению кишечной проницаемости. В результате бактериальные компоненты, эндотоксины и микробные метаболиты могут проникать в систему воротной вены и достигать печени. Это способствует активации воспалительных процессов, развитию метаболических нарушений и прогрессированию неалкогольной жировой болезни печени. Дисбиоз кишечника дополнительно усиливает повреждение барьера, способствует транслокации бактериальных продуктов и рассматривается как один из ключевых механизмов формирования оси «кишечник–печень» при НАЖБП **[11].**

Помимо нарушений кишечного барьера, важное значение в патогенезе НАЖБП имеют метаболические расстройства, приводящие к избыточному накоплению липидов в печени и развитию стеатоза.

Метаболизм триглицеридов в печени играет ключевую роль в развитии неалкогольной жировой болезни печени. Основными источниками печёночных триглицеридов являются циркулирующие свободные жирные кислоты, синтез липидов de novo и липиды, поступающие с пищей. Согласно современным данным, около 59 % печёночных триглицеридов образуются из свободных жирных кислот, поступающих из жировой ткани, около 26 % приходится на липогенез de novo, а примерно 15 % поступает с пищей. В норме триглицериды выводятся из печени в составе липопротеинов очень низкой плотности (ЛПОНП).

Развитие неалкогольной жировой болезни печени связано с нарушением энергетического баланса в организме, при нарушении липидного обмена котором поступление энергии в печень превышает её способность к окислению, утилизации и выведению липидов. В результате происходит избыточное накопление триглицеридов в гепатоцитах и формируется стеатоз печени.

Процесс липогенеза начинается с образования ацетил-КоА из углеводов. Под действием фермента ацетил-КоА-карбоксилазы (ACC) ацетил-КоА превращается в малонил-КоА, который служит основным субстратом для синтеза жирных кислот. Далее синтаза жирных кислот (FASN) катализирует образование пальмитиновой кислоты, являющейся предшественником большинства других жирных кислот. В дальнейшем синтезированные жирные кислоты используются для образования триглицеридов и накапливаются в гепатоцитах.

Ключевыми регуляторами липогенеза являются транскрипционные факторы SREBP-1c (sterol regulatory element-binding protein-1c) и ChREBP (carbohydrate response element-binding protein). Их активация приводит к усилению экспрессии генов, кодирующих основные липогенные ферменты, включая ACC, FASN и SCD1, что способствует увеличению синтеза жирных кислот и накоплению липидов в печени.

Важную роль в развитии данного процесса играет особенность питания. Избыточное потребление простых углеводов, особенно фруктозы и сахарозы, способствует активации липогенеза de novo в печени, что приводит к усиленному синтезу жирных кислот и накоплению липидов в клетках печени. Поскольку метаболизм фруктозы осуществляется в печени, её чрезмерное потребление рассматривается как один из факторов риска развития НАЖБП.

Инсулинорезистентность также способствует активации липогенеза de novo, сопровождающаяся нарушением обмена глюкозы и липидов. При этом увеличивается поступление свободных жирных кислот в печень, усиливается синтез триглицеридов и снижается эффективность их утилизации. Дополнительным источником жирных кислот служит висцеральная жировая ткань, которая при ожирении характеризуется повышенной липолитической активностью **[13]**

Наряду с метаболическими нарушениями, существенный вклад в развитие НАЖБП вносит кишечная микробиота, которая оказывает влияние на обмен веществ, состояние кишечного барьера и воспалительные процессы в печени. В последние годы особое внимание уделяется роли кишечной микробиоты в регуляции липидного обмена. Изменение состава микробиоты способствует нарушению кишечного барьера, повышению поступления бактериальных метаболитов и эндотоксинов в систему воротной вены, что приводит к развитию воспаления и метаболических нарушений в печени. Кишечная микробиота представляет собой совокупность микроорганизмов, населяющих желудочно-кишечный тракт человека и находящихся в тесном взаимодействии с организмом хозяина. Она играет важную роль в поддержании нормального функционирования пищеварительной системы, участвуя в процессах переваривания пищи, регуляции обмена веществ и обеспечении защитных механизмов организма. Результаты современных исследований свидетельствуют о том, что нарушения состава и функций кишечной микробиоты являются одним из значимых факторов, способствующих развитию и прогрессированию неалкогольной жировой болезни печени. В настоящее время описан ряд механизмов, посредством которых кишечная микробиота оказывает влияние на течение данного заболевания **[4].**

Неалкогольная жировая болезнь печени сопровождается изменениями состава кишечной микробиоты и снижением её разнообразия. У пациентов с НАЖБП и особенно с неалкогольным стеатогепатитом отмечаются нарушения соотношения основных бактериальных филумов Firmicutes и Bacteroidetes, хотя результаты различных исследований остаются неоднозначными. Это может быть связано с различиями в используемых методах анализа микробиоты и особенностями исследуемых популяций.

Для НАЖБП характерно увеличение численности представителей типа Proteobacteria, семейства Enterobacteriaceae и родов Escherichia и Klebsiella, связанных с повышенной продукцией эндотоксинов и усилением воспалительных процессов.

Одновременно отмечается снижение количества микроорганизмов, обладающих защитными свойствами, включая Faecalibacterium prausnitzii, Akkermansia и Bifidobacterium, которые участвуют в поддержании целостности кишечного барьера и синтезе короткоцепочечных жирных кислот.

Установлено, что изменения кишечной микробиоты связаны со стадией заболевания. Бактерии рода Bacteroides чаще обнаруживаются при стеатозе и воспалительных изменениях печени, тогда как представители рода Ruminococcus ассоциированы с развитием фиброза.

Кроме того, при прогрессировании заболевания возрастает количество бактерий, способных продуцировать эндотоксины и эндогенный этанол, что способствует усилению воспаления, развитию инсулинорезистентности и нарушению метаболического гомеостаза. В то же время снижение численности бактерий, продуцирующих короткоцепочечные жирные кислоты, приводит к ухудшению состояния кишечного барьера, повышению его проницаемости и усилению транслокации бактериальных компонентов в печень. Таким образом, дисбиоз кишечника при НАЖБП характеризуется уменьшением количества полезных микроорганизмов и ростом условно-патогенной микрофлоры, что способствует развитию воспалительных и метаболических нарушений и прогрессированию заболевания **[12].**

Взаимодействие между кишечником и печенью при неалкогольной жировой болезни печени (НАЖБП) реализуется через ряд взаимосвязанных механизмов. Одной из важнейших функций кишечной микробиоты является продукция различных метаболитов, включая короткоцепочечные жирные кислоты (КЖК), липополисахариды (ЛПС), желчные кислоты, триметиламин-N-оксид (ТМАО), аммиак, этанол и производные холина и аминокислот. Через систему воротного кровообращения эти вещества поступают в печень, где участвуют в регуляции метаболических процессов, иммунного ответа и воспалительных реакций.

Среди метаболитов кишечной микробиоты наиболее изученными являются короткоцепочечные жирные кислоты (КЖК), которые играют важную роль в поддержании метаболического гомеостаза и функционировании оси кишечник–печень. Короткоцепочечные жирные кислоты (КЖК), к которым относятся ацетат, пропионат и бутират, образуются в результате анаэробной ферментации пищевых волокон кишечной микробиотой. Основное их образование происходит в толстом кишечнике, где они участвуют в поддержании целостности кишечного барьера и регуляции метаболических процессов. После всасывания КЖК поступают в печень через воротную вену и используются как энергетические субстраты, участвуя в процессах глюконеогенеза и липогенеза. В норме они обеспечивают до 5–10 % энергетических потребностей организма. Помимо энергетической функции, КЖК выполняют роль сигнальных молекул. Они взаимодействуют с рецепторами GPR41 и GPR43 на энтероэндокринных клетках кишечника, стимулируя секрецию пептида YY (PYY) и глюкагоноподобного пептида-1 (GLP-1). Эти гормоны замедляют опорожнение желудка, усиливают чувство насыщения и уменьшают потребление пищи. GLP-1 также положительно влияет на печень, усиливая окисление жирных кислот и снижая накопление липидов в гепатоцитах. Важным механизмом действия КЖК является активация АМФ-активированной протеинкиназы (AMPK), регулирующей энергетический обмен. Активация AMPK способствует усилению аутофагии и β-окисления жирных кислот, что приводит к уменьшению накопления жира в печени. Кроме того, бутират и пропионат обладают противовоспалительным действием, влияя на экспрессию генов через ингибирование гистоновых деацетилаз. Исследования показывают, что при прогрессировании неалкогольной жировой болезни печени изменяется соотношение КЖК: при тяжёлых формах повышается уровень ацетата, тогда как при менее выраженных стадиях отмечаются более высокие уровни бутирата и пропионата. При этом концентрация бутирата обратно связана с выраженностью воспаления и уровнем эндотоксинов. Таким образом, КЖК играют важную роль в регуляции энергетического обмена, воспалительных процессов и функции кишечного барьера, участвуя в патогенезе НАЖБП **[5].**

Одним из важных метаболитов кишечной микробиоты, участвующих в развитии НАЖБП, является липополисахарид (ЛПС) — компонент клеточной стенки грамотрицательных бактерий. При нарушении целостности кишечного барьера и повышении его проницаемости ЛПС в повышенном количестве поступает в систему воротной вены и достигает печени. Это состояние, известное как метаболическая эндотоксемия, ассоциировано с развитием инсулинорезистентности, воспаления и нарушением липидного обмена.

Попадая в печень, ЛПС взаимодействует с Toll-подобными рецепторами, преимущественно TLR4, расположенными на клетках Купфера и других клетках врождённого иммунитета. Активация данных рецепторов запускает сигнальный путь NF-κB, что сопровождается усилением синтеза провоспалительных цитокинов и развитием хронического воспаления. В результате происходит повреждение гепатоцитов, прогрессирование стеатоза и формирование более тяжёлых форм НАЖБП **[6].**

Желчные кислоты являются важными компонентами пищеварения и сигнальными молекулами, участвующими в регуляции липидного, углеводного и энергетического обмена. Они синтезируются в печени из холестерина с образованием первичных желчных кислот, основными из которых являются холевая и хенодезоксихолевая кислоты. После секреции в кишечник первичные желчные кислоты подвергаются биотрансформации под воздействием кишечной микробиоты. В результате процессов деконъюгации и дегидроксилирования образуются вторичные желчные кислоты это дезоксихолевую и литохолевую кислоты.

После выполнения своих функций значительная часть желчных кислот обратно всасываются в дистальном отделе подвздошной кишки и через систему воротной вены возвращается в печень, формируя энтерогепатическую циркуляцию.

В последние годы установлено, что желчные кислоты выполняют роль сигнальных молекул, взаимодействуя с рецепторами FXR (farnesoid X receptor) и TGR5. Активация данных рецепторов регулирует синтез желчных кислот, обмен холестерина, чувствительность тканей к инсулину, процессы липогенеза и β-окисления жирных кислот. Через эти механизмы желчные кислоты оказывают существенное влияние на метаболизм липидов в печени и поддержание энергетического гомеостаза организма.

Нарушение состава кишечной микробиоты приводит к изменению процессов превращения желчных кислот и изменению их количественного и качественного состава. В результате нарушается сигнальная функция желчных кислот, усиливаются процессы накопления липидов в гепатоцитах, возрастает выраженность воспалительных реакций и инсулинорезистентности. Установлено, что у пациентов с неалкогольной жировой болезнью печени наблюдаются характерные изменения профиля желчных кислот, включая изменение соотношения первичных и вторичных желчных кислот, а также увеличение концентрации отдельных конъюгированных форм. При этом выраженность данных изменений коррелирует со степенью стеатоза, воспаления и фиброза печени **[7].**

Холин является важным пищевым компонентом, поступающим в организм преимущественно с мясом, яйцами, молочными продуктами и другими продуктами животного происхождения. Он необходим для синтеза

фосфатидилхолина и других фосфолипидов, входящих в состав клеточных мембран. В печени холин играет важную роль в образовании липопротеинов очень низкой плотности (ЛПОНП), обеспечивающих транспорт триглицеридов из гепатоцитов в кровоток. При дефиците холина нарушается синтез ЛПОНП, что приводит к накоплению липидов в печени и способствует развитию стеатоза.

Важную роль в обмене холина играет кишечная микробиота. Под воздействием кишечных бактерий холин превращается в триметиламин (ТМА), который после поступления в печень окисляется ферментами семейства флавин содержащих монооксигеназ до триметиламин-N-оксида (ТМАО). Установлено, что изменения состава кишечной микробиоты могут усиливать образование ТМА и снижать биодоступность холина для организма.

Современные исследования показывают, что повышенные концентрации ТМАО ассоциированы с нарушением углеводного и липидного обмена, инсулинорезистентностью и развитием неалкогольной жировой болезни печени. Кроме того, у пациентов с НАЖБП выявлены более высокие уровни ТМАО в сыворотке крови по сравнению со здоровыми лицами, а их повышение коррелирует с выраженностью стеатоза печени. Эти данные свидетельствуют о том, что нарушения метаболизма холина и образование ТМАО могут рассматриваться как один из механизмов участия кишечной микробиоты в развитии и прогрессировании НАЖБП **[8].**

Ещё одним метаболитом кишечной микробиоты, оказывающим влияние на функцию печени, является аммиак. Он образуется в кишечнике в результате бактериального метаболизма аминокислот и в норме обезвреживается в печени посредством цикла мочевины. Однако при НАЖБП способность печени к утилизации аммиака снижается вследствие нарушения активности ферментов цикла мочевины и ухудшения функции гепатоцитов.

Накопление аммиака в крови приводит к развитию гипераммониемии, которая рассматривается как один из показателей нарушения функции печени. Исследования показывают, что повышенные концентрации аммиака способны активировать звездчатые клетки печени, стимулируя процессы фиброзирования и способствуя прогрессированию заболевания. Кроме того, нарушение обмена аммиака связано с развитием воспалительных реакций и дальнейшим ухудшением метаболической функции печени.

Поскольку кишечная микробиота является одним из основных источников образования аммиака, изменения её состава могут оказывать влияние на уровень циркулирующего аммиака и течение НАЖБП. Таким образом, нарушения микробного метаболизма азотсодержащих соединений рассматриваются как дополнительный механизм участия кишечной микробиоты в патогенезе заболеваний печени **[9].**

Метаболит кишечной микробиоты, который способен оказывать влияние на печень, является этанол. В норме он образуется в кишечнике в небольших количествах в результате ферментации углеводов микроорганизмами и затем метаболизируется в печени. Однако при дисбиозе кишечника увеличивается численность бактерий, способных активно продуцировать этанол, включая представителей родов Escherichia, Klebsiella, Bacteroides и Clostridium.

Повышенное образование этанола способствует активации окислительного стресса, увеличению проницаемости кишечного барьера и развитию эндотоксемии. Кроме того, продукты его метаболизма способны усиливать воспалительные процессы и повреждение гепатоцитов, что способствует прогрессированию НАЖБП. Исследования показывают, что увеличение количества бактерий, продуцирующих этанол, коррелирует с тяжестью жировой болезни печени.

Помимо этанола, важное значение имеют метаболиты аминокислот, образующиеся под воздействием кишечной микробиоты. Особый интерес представляют производные триптофана и фенилаланина, которые способны влиять на целостность кишечного барьера, воспалительные процессы и липидный обмен. Нарушение метаболизма данных аминокислот ассоциировано с усилением липогенеза, инсулинорезистентностью и прогрессированием НАЖБП. Кроме того, изменения концентрации аминокислот с разветвлённой цепью (ВСАА) рассматриваются как маркеры метаболических нарушений и тяжести заболевания печени **[10].**

ЗАКЛЮЧЕНИЕ

В настоящее время неалкогольная жировая болезнь печени является одной из наиболее распространённых хронических патологий печени и представляет серьёзную медико-социальную проблему во всём мире. Современные научные данные свидетельствуют о том, что развитие заболевания обусловлено не только нарушениями липидного и углеводного обмена, но и тесно связано с изменениями состава и функциональной активности кишечной микробиоты. В связи с этим особое значение приобретает изучение механизмов взаимодействия в системе «кишечник–печень», обеспечивающей постоянную связь между кишечной микробиотой и метаболическими процессами в печени.

Проведённый анализ литературных данных показал, что кишечная микробиота играет важную роль в регуляции липидного обмена и энергетического гомеостаза организма. В норме микроорганизмы кишечника участвуют в расщеплении пищевых компонентов, синтезе биологически активных веществ, регуляции иммунных

реакций и поддержании целостности кишечного барьера. Нарушение состава микробиоты сопровождается развитием дисбиоза, повышением проницаемости кишечной стенки и усилением поступления микробных компонентов и эндотоксинов в систему воротной вены.

Установлено, что микробные метаболиты оказывают существенное влияние на функцию печени и процессы липидного обмена. Короткоцепочечные жирные кислоты участвуют в регуляции энергетического метаболизма, процессов липогенеза и β-окисления жирных кислот, а также поддерживают целостность кишечного барьера. Желчные кислоты выполняют не только пищеварительную, но и сигнальную функцию, регулируя липидный и углеводный обмен через взаимодействие с рецепторами FXR и TGR5. Важную роль также играют липополисахариды, триметиламин-N-оксид, аммиак и эндогенный этанол, которые при дисбиозе способны усиливать воспалительные процессы, способствовать развитию инсулинорезистентности и нарушать метаболический гомеостаз.

Одним из ключевых механизмов накопления липидов в печени является усиление липогенеза de novo. Повышенная активность данного процесса в сочетании с инсулинорезистентностью, избыточным поступлением свободных жирных кислот и нарушением их окисления способствует накоплению триглицеридов в гепатоцитах и формированию стеатоза. Существенное влияние на данные процессы оказывает кишечная микробиота, которая способна изменять метаболизм углеводов, продукцию микробных метаболитов и активность сигнальных путей, регулирующих липидный обмен.

Таким образом, кишечная микробиота является важным фактором, участвующим в регуляции метаболизма липидов в печени и развитии неалкогольной жировой болезни печени. Нарушение её состава и функций способствует развитию метаболических нарушений, воспаления и прогрессированию заболевания. Дальнейшее изучение механизмов взаимодействия между кишечной микробиотой и печенью позволит расширить представления о патогенезе НАЖБП и создать новые подходы к её профилактике и лечению, основанные на коррекции кишечной микробиоты и её метаболической активности.

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СОВРЕМЕННЫЕ БИОМАРКЕРЫ КОСТНОГО РЕМОДЕЛИРОВАНИЯ: ОТ ДИАГНОСТИКИ К ПРОГНОЗУ

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Аннотация. *Костное ремоделирование представляет собой сложный многоэтапный физиологический процесс, обеспечивающий структурную целостность, механическую прочность и метаболическую активность костной ткани. Нарушение баланса между процессами костной резорбции и костеобразования является ключевым патогенетическим механизмом развития остеопороза и других метаболических заболеваний скелета. В последние годы биохимические биомаркеры костного ремоделирования приобрели значительное клиническое значение как инструменты ранней диагностики, мониторинга эффективности терапии и прогнозирования риска остеопоротических переломов. В данной работе представлен анализ современных биохимических маркеров костного метаболизма, их патофизиологическое обоснование, диагностическая и прогностическая значимость, а также ограничения их применения в клинической практике. Особое внимание уделяется перспективам интеграции биомаркеров с современными инструментальными методами диагностики и подходами персонализированной медицины.*

Ключевые слова: *костное ремоделирование, биомаркеры костного метаболизма, остеопороз, диагностика, прогнозирование, костный обмен.*

SUYAK REMODELIRLANISHINING ZAMONAVIY BIOMARKERLARI: DIAGNOSTIKADAN PROGNOZGACHA

Annotatsiya*. Suyak remodelirlanishi (suyak to‘qimasining yangilanishi) suyak to‘qimasining tarkibiy butunligi, mexanik mustahkamligi va metabolik faolligini ta’minlaydigan murakkab, ko‘p bosqichli fiziologik jarayondir. Suyak rezorbsiyasi (so‘rilishi) va suyak shakllanishi jarayonlari o‘rtasidagi muvozanatning buzilishi osteoporoz va skeletning boshqa metabolik kasalliklari rivojlanishining asosiy patogenetik mexanizmi hisoblanadi. So‘nggi yillarda suyak remodelirlanishining bioximyoviy biomarkerlari erta tashxis qo‘yish, terapiya samaradorligini monitoring qilish va osteoporotik sinishlar xavfini prognozlash vositalari sifatida muhim klinik ahamiyatga ega bo‘ldi. Ushbu ishda suyak metabolizmining zamonaviy bioximyoviy markerlari tahlili, ularning patofiziologik asoslanishi, diagnostik va prognostik ahamiyati, shuningdek, ularni klinik amaliyotda qo‘llashning cheklovlari taqdim etilgan. Biomarkerlarni zamonaviy instrumental diagnostika usullari va personallashtirilgan tibbiyot yondashuvlari bilan integratsiyalash istiqbollariga alohida e’tibor qaratilgan.*

Kalit so‘zlar*: suyak remodelirlanishi, suyak metabolizmi biomarkerlari, osteoporoz, diagnostika, prognozlash, suyak almashinuvi.*

MODERN BIOMARKERS OF BONE REMODELING: FROM DIAGNOSIS TO PROGNOSIS

Abstract*. Bone remodeling is a complex, multi-stage physiological process that ensures the structural integrity, mechanical strength, and metabolic activity of bone tissue. A disruption in the balance between the processes of bone resorption and bone formation is a key pathogenic mechanism in the development of osteoporosis and other metabolic diseases of the skeleton. In recent years, biochemical biomarkers of bone remodeling have acquired significant clinical importance as tools for early diagnosis, monitoring therapeutic efficacy, and predicting the risk of osteoporotic fractures. This paper presents an analysis of modern biochemical markers of bone metabolism, their pathophysiological rationale, diagnostic and prognostic significance, as well as the limitations of their application in clinical practice. Special attention is paid to the prospects of integrating biomarkers with modern instrumental diagnostic methods and personalized medicine approaches.*

Keywords*: bone remodeling, biomarkers of bone metabolism, osteoporosis, diagnosis, forecasting (prediction), bone turnover.*

Введение

Костная ткань представляет собой высокоорганизованную динамическую систему, способную к постоянному обновлению на протяжении всей жизни человека. Процессы костного ремоделирования обеспечивают поддержание структурной целостности скелета, адаптацию к механическим нагрузкам, а также участие костной ткани в регуляции минерального и энергетического обмена.

Физиологическое ремоделирование кости осуществляется посредством строго координированного взаимодействия клеточных элементов костной ткани, включая остеокласты, остеобласты и остеоциты. Остеокласты обеспечивают резорбцию минерализованного костного матрикса, остеобласты участвуют в синтезе органической основы кости и последующей минерализации, тогда как остеоциты выполняют функцию механосенсоров и регулируют локальные процессы костного метаболизма.

Нарушение баланса между процессами костной резорбции и костеобразования приводит к развитию метаболических заболеваний костной ткани, среди которых остеопороз занимает одно из ведущих мест по распространенности и социально-экономической значимости. Согласно данным эпидемиологических исследований, остеопороз является одной из основных причин инвалидизации и смертности среди лиц пожилого возраста вследствие остеопоротических переломов.

В клинической практике для оценки состояния костной ткани традиционно используется двухэнергетическая рентгеновская абсорбциометрия (DXA), позволяющая определить минеральную плотность костной ткани. Однако данный метод отражает преимущественно статические характеристики костной ткани и не позволяет оценить интенсивность метаболических процессов, происходящих в костном матриксе.

В связи с этим в последние годы возрастает интерес к использованию биохимических маркеров костного ремоделирования, которые позволяют оценивать динамику костного обмена и выявлять нарушения костного метаболизма на ранних стадиях патологического процесса.

Костное ремоделирование представляет собой непрерывный циклический процесс, происходящий в специализированных структурных единицах костной ткани и включающий несколько последовательных фаз: активацию, резорбцию, реверсию и формирование новой костной ткани.

Ключевыми клеточными элементами, участвующими в данном процессе, являются остеокласты, остеобласты и остеоциты. Остеокласты представляют собой многоядерные клетки моноцитарно-макрофагального происхождения, обеспечивающие резорбцию минерализованного костного матрикса. Остеобласты, в свою очередь, отвечают за синтез органической основы кости, включая коллаген I типа и другие белковые компоненты костного матрикса.

Центральную роль в регуляции процессов костного ремоделирования играет сигнальная система RANK/RANKL/OPG, регулирующая дифференцировку и активность остеокластов. Дополнительное влияние на процессы костного обмена оказывают системные гормональные факторы, включая паратиреоидный гормон, витамин D, кальцитонин, половые гормоны и глюкокортикоиды, а также локальные медиаторы воспаления и цитокины.

Биохимические маркеры костной резорбции отражают активность остеокластов и процессы деградации органического матрикса костной ткани, прежде всего коллагена I типа. Наиболее изученными и клинически значимыми маркерами данной группы являются С-концевые телопептиды коллагена I типа (CTX) и N-концевые телопептиды (NTX), которые могут определяться как в сыворотке крови, так и в моче.

Дополнительными маркерами костной резорбции являются пиридинолин и дезоксипиридинолин — продукты деградации коллагеновых волокон, а также тартрат-резистентная кислая фосфатаза (TRAP-5b), отражающая количество и функциональную активность остеокластов.Определение уровней данных маркеров позволяет оценить интенсивность процессов костной резорбции и широко применяется для мониторинга эффективности антирезорбтивной терапии при остеопорозе.

Маркеры костеобразования характеризуют функциональную активность остеобластов и отражают процессы синтеза и минерализации костного матрикса. К числу наиболее распространённых маркеров данной группы относятся костно-специфическая щелочная фосфатаза, остеокальцин, а также N- и С-концевые пропептиды проколлагена I типа (PINP и PICP).Согласно современным международным рекомендациям, PINP рассматривается в качестве одного из наиболее информативных маркеров костеобразования благодаря высокой аналитической стабильности и относительно низкой биологической вариабельности. Данный показатель широко используется как в клинической практике, так и в научных исследованиях, посвящённых изучению метаболических заболеваний костной ткани.

Несмотря на значительную диагностическую и прогностическую ценность биомаркеров костного обмена, их использование сопровождается рядом ограничений. Уровень биохимических маркеров может существенно варьировать под влиянием различных факторов, включая возраст, пол, циркадные ритмы, физическую активность, приём пищи, сопутствующие заболевания и лекарственную терапию. В связи с этим для повышения достоверности результатов требуется строгая стандартизация условий забора биологического материала, а также использование унифицированных лабораторных методик и референсных значений.

Таким образом, биохимические маркеры костного ремоделирования являются важным компонентом комплексной оценки состояния костной ткани. Их использование позволяет расширить диагностические

возможности современной медицины, повысить эффективность мониторинга терапии и улучшить прогноз пациентов с метаболическими заболеваниями скелета.

Интеграция данных биомаркеров с инструментальными методами диагностики, клиническими шкалами оценки риска и современными молекулярно-генетическими технологиями открывает новые перспективы для развития персонализированной медицины и оптимизации лечебных стратегий у пациентов с заболеваниями костной ткани. Рациональное внедрение биомаркеров в клиническую практику имеет большое значение для профилактики осложнений и повышения качества медицинской помощи.

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NEW TECHNOLOGIES IN THE DIAGNOSIS OF VIRAL DISEASES

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Abstract. *This article examines modern methods of microbiological and virological diagnostics of infectious diseases, including serological, virological, sanitary-virological, molecular genetic methods, and rapid tests. It describes the principles of their implementation, diagnostic capabilities, sensitivity and specificity, as well as the advantages and limitations of each approach. Particular attention is paid to serological reactions (ELISA, RA, RNGA, RTGA, RSK, RN), immunological and molecular diagnostic methods (PCR, RT-PCR) used to detect viral hepatitis, influenza, acute respiratory viral infections, COVID-19, TORCH infections, and other socially significant diseases, as well as to assess the immune status of the population. The paper presents the results of the practical activities of the virology laboratory of the Namangan region for 2024-2025, reflecting the structure and scope of research conducted for diagnostic, preventive, and epidemiological purposes. The data obtained confirm the important role of laboratory diagnostics in the system of epidemiological surveillance, prevention of infectious diseases and assessment of the body's resistance to viral infections, including polio, measles and rubella.*

Keywords: *serological diagnostics, virological methods, PCR, ELISA, infectious diseases, laboratory diagnostics, epidemiological surveillance.*

VIRUSLI KASALLIKLAR DIAGNOSTIKASIDA YANGI TEXNOLOGIYALAR

Annotatsiya*. Ushbu maqolada yuqumli kasalliklarning mikrobiologik va virusologik diagnostikasining zamonaviy usullari, jumladan, serologik, virusologik, sanitariya-virusologik, molekulyar-genetik usullar va ekspress-testlar ko'rib chiqilgan. Ularni amalga oshirish prinsiplari, diagnostik imkoniyatlari, sezgirligi va o'ziga xosligi (spesifikligi), shuningdek, har bir yondashuvning afzalliklari va cheklovlari tavsiflangan. Virusli gepatit, gripp, o'tkir respirator virusli infeksiyalar (O'RVI), COVID-19, TORCH-infeksiyalari va boshqa ijtimoiy ahamiyatga ega bo'lgan kasalliklarni aniqlash, shuningdek, aholining immun statusini baholashda qo'llaniladigan serologik reaksiyalar (IFA, RA, RNGA, RTGA, RSK, RN), immunologik va molekulyar diagnostika usullariga (PZR, OT-PZR) alohida e'tibor qaratilgan. Ishda Namangan viloyati virusologiya laboratoriyasining 2024–2025-yillardagi amaliy faoliyati natijalari taqdim etilgan bo'lib, ular diagnostika, profilaktika va epidemiologik maqsadlarda o'tkazilgan tadqiqotlarning tarkibiy tuzilishi hamda hajmini aks ettiradi. Olingan ma'lumotlar laboratoriya diagnostikasining epidemiologik nazorat tizimida, yuqumli kasalliklarning oldini olishda hamda organizmning virusli infeksiyalarga, jumladan, polioomielit, qizamiq va qizilchaga qarshi chidamliligini (rezistentligini) baholashda muhim o'rin tutishini tasdiqlaydi.*

Kalit so'zlar: *serologik diagnostika, virusologik usullar, PZR, IFA, yuqumli kasalliklar, laboratoriya diagnostikasi, epidemiologik nazorat.*

НОВЫЕ ТЕХНОЛОГИИ В ДИАГНОСТИКЕ ВИРУСНЫХ ЗАБОЛЕВАНИЙ

Аннотация*. В данной статье рассматриваются современные методы микробиологической и вирусологической диагностики инфекционных заболеваний, включая серологические, вирусологические, санитарно-вирусологические, молекулярно-генетические методы и экспресс-тесты. Описаны принципы их реализации, диагностические возможности, чувствительность и специфичность, а также преимущества и ограничения каждого подхода. Особое внимание уделено серологическим реакциям (ИФА, РА, РНГА, РТГА, РСК, РН), иммунологическим и молекулярным методам диагностики (ПЦР, ОТ-ПЦР), применяемым для выявления вирусных гепатитов, гриппа, ОРВИ, COVID-19, TORCH-инфекций и других социально значимых заболеваний, а также для оценки иммунного статуса населения. В работе представлены результаты практической деятельности вирусологической лаборатории Наманганской области за 2024–2025 годы, отражающие структуру и объем исследований, проведенных в диагностических, профилактических и эпидемиологических целях. Полученные данные подтверждают важную роль лабораторной диагностики в системе эпидемиологического надзора,*

профилактики инфекционных заболеваний и оценки резистентности организма к вирусным инфекциям, включая полиомиелит, корь и краснуху.

Ключевые слова: *серологическая диагностика, вирусологические методы, ПЦР, ИФА, инфекционные болезни, лабораторная диагностика, эпидемиологический надзор.*

Laboratory diagnostics play a crucial role in modern medicine, providing essential information for the detection, prevention, and control of infectious diseases. Microbiological and virological diagnostic methods allow timely identification of pathogens, assessment of immune status, and evaluation of population resistance to infectious agents.

Viral infectious diseases are a large group of diseases that persist. Viruses can cause infections and epidemics through body fluids and airborne and contact transmission. Throughout history, they have significantly impacted global public health. Since the beginning of the 21st century, several major pandemics have emerged, such as influenza A (H1N1), Ebola virus disease (EVD), Middle East respiratory syndrome (MERS), severe acute respiratory syndrome (SARS), and COVID-19 [**1**].

Since its identification in December 2019, the novel severe acute respiratory syndrome–coronavirus 2 (SARS-CoV-2) has caused over 600 million confirmed cases and more than 6.6 million deaths globally as of 23 December 2022 [**2**]. The rapid spread and high incidence of the disease led to serious impacts in various fields such as the global economy, culture, and people's lives in recent years, and human health has been constantly threatened. Patients with novel coronavirus pneumonia exhibit a spectrum of clinical symptoms involving the gastrointestinal, respiratory, and neurological systems. In severe cases, individuals may experience unconsciousness, acute lung injury, acute respiratory distress syndrome (ARDS), and ultimately, multiple organ failure leading to death [**3**].

The SARS-CoV-2 virus has been observed to evolve over several years, with the emergence of multiple strains. This evolutionary trend has been noted to involve an increase in infectiousness and a reduction in vaccine sensitivity. Following the principle that mutant strains pose disparate levels of risk to human health, the World Health Organization (WHO) classifies strains into three categories: variants of concern (VOCs), variants of interest (VOIs), and variants under monitoring (VUMs) [**4**].

In the face of the many variants of the virus and its strong infective capacity, many countries have developed detection methods for SARS-CoV-2 based on existing virus detection technologies, and at the same time have produced preventive and therapeutic drugs. This is also a systematic response to most viral infectious diseases. Among these technologies, biosensing technology plays a significant part in a series of processes to deal with diseases. In addition to detecting viral pathogens and overcoming the limitations of traditional diagnostic methods for viral infectious diseases, it also facilitates disease monitoring and early warning, which represent powerful tools for combating diseases [**5**]. Additionally, it holds significant potential for broad applications in the medical field.

Currently, seven major microbiological diagnostic methods are distinguished: microscopic, cultural, serological, allergological, biological, molecular-genetic, and physico-chemical. Among them, serological, virological, and molecular-genetic methods are of particular importance due to their high sensitivity, specificity, and applicability in large-scale epidemiological monitoring.

The aim of this study is to analyze the application of serological, virological, sanitary-virological, molecular-genetic, and rapid diagnostic methods and to evaluate their effectiveness based on laboratory data from the Namangan Regional Virological Laboratory.

There are seven main methods of microbiological diagnostics: microscopic, cultural, serological, allergological, biological, molecular genetic and physicochemical .

Virological method. A sensitive biological model (laboratory animal, chicken embryo, or cell culture) is infected with the test material, followed by virus detection and identification. When infecting laboratory animals, virus detection is based on clinical presentation and pathological changes. In cell culture, virus presence is determined by cytopathic effects, intracellular inclusions, hemadsorption, plaque formation, and the absence of color change in the nutrient medium indicator. Virus identification is accomplished using immune reactions (RPHA, RIGA, RN, CSC, ELISA, etc.) or PCR. The virological method allows for precise determination of the pathogen's nature, but it requires a specialized laboratory and time (more than 7 days). The serological method involves determining the titers of specific antibodies or antigens in the blood serum. For this purpose, the agglutination reaction (AR), the indirect hemagglutination reaction (IHA), the hemagglutination inhibition reaction (HIR), the complement fixation reaction (CFR), the neutralization reaction (NR), the precipitation reaction (PR), radioimmunoassay (RIA), enzyme-linked immunosorbent assay (ELISA), and other immune tests are used. When detecting specific antibodies, their titer increase is determined by testing paired sera. The first serum is collected from the patient during the acute phase at the onset of the disease (stored at 4-8°C), and the second 10-14 days later. The sera are tested simultaneously. Disease presence is indicated by seroconversion, i.e., an increase in the antibody

titer in the second serum relative to the first by fourfold or more. Since the results of this test are known only after two weeks, it is used primarily for retrospective diagnosis. For some diseases, a single detection of high titers of specific antibodies is sufficient. The assignment of antibodies to specific immunoglobulin classes (IgM, IgG, IgA, etc.) helps differentiate infectious diseases from artificial immunizations, primary infections from recurrent infections, and the phase of the infectious process. During acute infections, IgM and other early antibodies (IgG to early viral proteins, low-avidity IgG) are detected in the patient's serum. During secondary infections, chronic infections, and carrier states, IgG and IgA are detected in the serum. If the disease is long-standing, consistently low IgG titers are recorded. In cases of severe immunosuppression, antibody synthesis may be suppressed, significantly complicating diagnosis. Detection of pathogen antigens using immune methods is of great importance. Rapid diagnostics are possible even at the earliest stages of the infectious process, and quantitative determination of antigens over time serves as a criterion for the effectiveness of treatment. When using immunological methods, false-positive results are associated with nonspecific binding of antibodies to antigens or cross-reaction of antigens with antibodies. False-negative results occur due to insufficient quantities of specific antibodies or antigens in the sample and insufficient sensitivity of the detection methods. The specificity of the method is 70–90%.

The serological method involves determining the titers of specific antibodies or antigens in the blood serum. This is done using the agglutination test (AT), the indirect hemagglutination test (IHA), the hemagglutination inhibition test (HIT), the complement fixation test (CFT), the neutralization test (NRT), and the precipitation test (PR). The molecular genetic method is based on the detection of specific nucleotide sequences of DNA and RNA of pathogens directly in the pathological material.

Molecular genetic methods include: polymerase chain reaction (PCR), reverse transcriptase polymerase chain reaction (RT-PCR), restriction analysis, sequencing, Southern blotting, plasmid profiling, etc. PCR is the most commonly used method. This method detects a small fragment of DNA (target) strictly specific to a particular pathogen. PCR testing systems can differentiate between genera, species, serotypes, and even pathogenic and nonpathogenic strains of microorganisms within a single species. Multiple pathogens can be simultaneously detected in a single clinical sample (multiplex assays). This method also allows for the detection of non-cultivated forms of pathogens. PCR methods are widely used in the diagnosis of viral, parasitic, and bacterial infections, often as a primary screening test, as well as for treatment monitoring in combination with other laboratory diagnostic methods. Real-time PCR can be used to determine the amount of nucleic acids. This is a highly sensitive method. The method's specificity is also high, but most test systems are not yet reliable enough to replace traditional methods in the diagnosis of even absolute pathogens. As for opportunistic infections, the value of molecular genetic diagnostic methods cannot yet be considered significant. Physicochemical methods radioimmunoassay (RIA), enzyme-linked immunosorbent assay (ELISA) and other immune reactions.

Immunofluorescence (ELISA). Immunofluorescence is a method based on the detection of antibodies in special preparations of cells or tissues labeled with a fluorochrome. This method is highly sensitive and specific, allowing its widespread use in the diagnosis of various infectious diseases. For example, in the diagnosis of viral hepatitis C, immunofluorescence can be used to detect antibodies to the virus in patient biological samples. This method is also of great importance in immunology and virology research, where it is used to study the mechanisms of interaction between viruses and cells and the body's immune system. Precipitation reactions allow the detection of antibodies and antigens in solutions. This method is often used to diagnose protein infectious agents such as bacteria, viruses, and fungi [4, p. 75]. Enzyme-linked immunosorbent assay (ELISA) is one of the most common and widely used methods of serological diagnostics. This method is based on the interaction of antibodies with antigens attached to special plates or microtiter wells. ELISA allows for the detection of antibodies to various infectious agents, such as hepatitis viruses, herpes simplex virus, viral hemorrhagic fevers, and others. A key advantage of ELISA is its high sensitivity and the ability to quantify the reaction, making it a useful tool for monitoring the progression of the infectious process and the effectiveness of treatment. Agglutination Reactions. Agglutination reactions are used to detect antibodies that cause agglutination (clumping) of bacteria or red blood cells. This method is widely used in the diagnosis of bacterial infections such as brucellosis, typhoid, salmonellosis, and others. Agglutination reactions rely on the ability of antibodies to bind to microbial surface antigens, resulting in the formation of visible agglutinates. This method can be used for rapid laboratory diagnosis of infections and is highly specific. Precipitation reactions. Precipitation reactions allow the detection of antibodies and antigens in solutions. This method is often used in the diagnosis of protein-based infectious agents such as bacteria, viruses, and fungi. Precipitation reactions can be qualitative or quantitative, allowing them to be used for a variety of purposes, including determining the presence of infection and assessing its severity. Serological reactions play an important role in the diagnosis of infectious diseases, providing a rapid and accurate assessment of a patient's immune status.

During the first 9 months of 2025, the virology laboratory of the Namangan region conducted the following studies in preventive , epidemiological and diagnostic purposes :

Total number of checks 15002 of them

Serological tests 8424

Virological tests 6578

Serological tests were performed using the ELISA method and included the following analyses :

1. Viral hepatitis A - anti- HAV Ig M 355 ;
2. Hepatitis B " - HBs Ag 1804 ;
3. Hepatitis "C" - anti HCV 1785 ;
4. Hepatitis "D" - anti HDV 284 ;
5. Measles diagnostics with anti-measles Ig M 688 ;
6. Immune stress against measles - anti-measles Ig G 136 ;
7. Antibodies to IgM antigens in infections caused by TORCH fungi (toxoplasma , chlamydia , cytomegalovirus , herpes virus types 1 and 2 , ureaplasma , mycoplasma , Epstein-Barr virus , candidiasis) 3372 ;

- Virological studies were carried out using ELISA , PCR and rapid tests , include

1. Flu and ARVI 2046 ;
2. Sanitary and virological examination 346 ;
3. Viral hepatitis (A, B, C) 3374;
4. TORCH PCR 16 ;
5. HPV-VKR 3 ;
6. Rapid test for COVID 19 793;

Table No. 1. Microbiological studies

No.	Types of research	Number of studies	
		2024	2025
1	For diagnostic purposes	8309	9949
2	According to epidemiological indications	147	37
3	For preventive purposes	5614	4670
4	Sanitary and virological	507	346
	Total	14577	15002

Table No. 2. Virological studies

No.	Types of research	Number of studies	
		2024	2025
1	For respiratory infection viruses (on cell culture)	0	0
2	Viruses of respiratory infections (fluorescence microscopy)	0	0
3	For influenza and acute respiratory viral infections (PCR)	2535	2046
4	Sanitary and virological	507	346
5	HAV antigen (from humans)	0	0
6	Enteroviruses (from humans)	0	0
7	Rotaviruses (from humans)	52	0
8	Studying the vaccine		
9	Viral hepatitis (PCR)	1303	3374
10	TORCH (PCR)	0	16
11	HPV-VKR	0	3
12	Others (COVID 19 Rapid Test)	0	793
13	**Total**	4397	6578

Table No. 3. Structure of microbiological studies of the virology laboratory of the Namangan region for 2025 .

Total number of studies	Virological		Serological		
	Total	V. T. Ch . sanitary virology	Total	From the sick	From healthy
15002	6578	346	8424	4910	3514

Table No. 3. Structure of virological studies of the virological laboratory of the Center for State Sanitary and Epidemiological Supervision of the Namangan Region 202 5 years.

Total number of studies	Respiratory infections								Intestinal infections						IOP (PCR)		HBV (PCR)		HCV (PCR)		San. virus.		PCR with quality (indicator 243)	
	Influenza (PCR)		ARVI (PCR)		ARVI (Covid-19)		HPV-VKR		HAV antigen		Rotavirus antigen		Torch PCR											
	Total	Put	Total	Put	Total	Put	Total	Put	Total	Put	Total	Put	Total	Put	Total	Put	Total	Put	Total	Put	Total	Put	Total	positively
6578	146	3	1500	127	1193	7	3	2					16	6	154	108	419	220	591	166	346	***0***	2210	827

Discussion

The results confirm that serological and molecular-genetic diagnostic methods are essential tools for detecting infectious diseases and evaluating immune status at both individual and population levels. ELISA remains a reliable and widely used method due to its high sensitivity, specificity, and suitability for large-scale screening.

PCR diagnostics provide rapid and accurate pathogen identification, including non-cultivable microorganisms, and allow differentiation between pathogen species and strains. However, despite their advantages, molecular-genetic methods should be used in combination with classical serological and virological techniques to ensure diagnostic accuracy.

Sanitary-virological studies contribute significantly to epidemiological surveillance and infection prevention. The integrated application of different laboratory methods enhances early detection of infectious threats and supports effective public health interventions.

Conclusion

Comprehensive laboratory diagnostics based on serological, virological, molecular-genetic, and rapid testing methods play a key role in the prevention, diagnosis, and control of infectious diseases. The experience of the Namangan Regional Virological Laboratory demonstrates the effectiveness of an integrated diagnostic approach for monitoring viral infections and assessing population immunity. Continuous development and implementation of modern laboratory technologies are essential for strengthening epidemiological surveillance and public health systems.

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SUN'IY INTELLEKTGA ASOSLANGAN TA'LIM VA KLINIK AMALIYOT INTEGRATSIYASINING TALABALAR KLINIK KOMPETENSIYALARINI RIVOJLANTIRISHDAGI SAMARADORLIGI

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Annotatsiya: *Ushbu tadqiqotda sun'iy intellektga asoslangan ta'lim va klinik amaliyot integratsiyasining talabalar klinik kompetensiyalarini rivojlantirishdagi samaradorligi baholandi. Tadqiqot kvasieksperimental dizayn ("oldin–keyin") asosida o'tkazildi va 5-kurs davolash yo'nalishi bo'yicha 60 nafar talaba ishtirok etdi.Ta'lim jarayonida sun'iy intellekt texnologiyalari (klinik ssenariylar generatsiyasi, adaptiv testlash, virtual bemorlar bilan ishlash) va real klinik amaliyot uyg'unlashtirildi. Talabalarning klinik kompetensiyalari uch yo'nalishda baholandi: nazariy bilimlar, klinik fikrlash va amaliy ko'nikmalar. Natijalar shuni ko'rsatdiki, barcha ko'rsatkichlar bo'yicha statistik jihatdan ishonchli ijobiy o'zgarishlar qayd etildi ($p < 0,001$). Nazariy bilimlar, klinik fikrlash va amaliy ko'nikmalar sezilarli darajada oshdi. Qo'shimcha ravishda talabalar orasida o'z-o'zini baholash natijalari ham ijobiy dinamikani ko'rsatdi.Olingan natijalar sun'iy intellekt va klinik amaliyot integratsiyasi tibbiy ta'lim sifatini oshirishda samarali yondashuv ekanligini tasdiqlaydi va klinik kompetensiyalarni rivojlantirishda muhim ahamiyatga ega ekanligini ko'rsatadi.*

Kalit so'zlar: *sun'iy intellekt, klinik amaliyot, tibbiy ta'lim, talabalar, klinik kompetensiya, klinik fikrlash, amaliy ko'nikmalar, kvasieksperimental tadqiqot, ta'lim samaradorligi.*

ИНТЕГРАЦИЯ СИСТЕМЫ ОБУЧЕНИЯ НА ОСНОВЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА И КЛИНИЧЕСКОЙ ПРАКТИКИ В РАЗВИТИИ КЛИНИЧЕСКИХ КОМПЕТЕНЦИЙ СТУДЕНТОВ

Аннотация: *В данном исследовании оценивалась эффективность интеграции обучения на основе искусственного интеллекта и клинической практики в развитии клинических компетенций студентов. Исследование было проведено по квазиэкспериментальному дизайну («до–после») с участием 60 студентов 5 курса лечебного факультета. В образовательный процесс были интегрированы технологии искусственного интеллекта (генерация клинических сценариев, адаптивное тестирование, работа с виртуальными пациентами) и реальная клиническая практика. Клинические компетенции студентов оценивались по трем направлениям: теоретические знания, клиническое мышление и практические навыки. Результаты показали статистически значимое улучшение всех показателей ($p < 0,001$). Отмечено существенное повышение уровня теоретических знаний, клинического мышления и практических навыков. Дополнительно выявлена положительная динамика самооценки студентов. Полученные данные подтверждают, что интеграция искусственного интеллекта и клинической практики является эффективным подходом в повышении качества медицинского образования и играет важную роль в развитии клинических компетенций.*

Ключевые слова: *искусственный интеллект, клиническая практика, медицинское образование, студенты, клиническая компетенция, клиническое мышление, практические навыки, квазиэкспериментальное исследование, эффективность обучения.*

THE INTEGRATION OF ARTIFICIAL INTELLIGENCE-BASED EDUCATION AND CLINICAL PRACTICE IN DEVELOPING STUDENTS' CLINICAL COMPETENCIES

Abstract: *This study evaluated the effectiveness of integrating artificial intelligence-based education with clinical practice in developing students' clinical competencies. A quasi-experimental (pre–post) design was used, involving 60 fifth-year medical students. Artificial intelligence technologies (clinical scenario generation, adaptive testing, and virtual patient simulations) were integrated with real clinical practice during the educational process. Students' clinical competencies were assessed in three domains: theoretical knowledge, clinical reasoning, and practical skills. The results demonstrated statistically significant improvement across all indicators ($p < 0.001$). A marked increase was observed in theoretical knowledge, clinical reasoning, and practical skills. Additionally, students' self-assessment results showed a positive trend. The findings confirm that the integration of artificial intelligence and clinical practice*

is an effective approach to improving the quality of medical education and plays an important role in the development of clinical competencies.

Keywords: *artificial intelligence, clinical practice, medical education, students, clinical competence, clinical reasoning, practical skills, quasi-experimental study, educational effectiveness.*

Kirish

Zamonaviy tibbiy ta'lim modeli klinik amaliyot, dalillarga asoslangan tibbiyot va raqamli texnologiyalar integratsiyasiga yo'naltirilgan. Sun'iy intellekt (SI) tizimlarini o'quv jarayoniga joriy etish talabalarda klinik fikrlash va qaror qabul qilish ko'nikmalarini rivojlantirishda muhim yo'nalishlardan biri hisoblanadi. 2023–2025 yillarga oid tizimli sharhlar shuni ko'rsatadiki, intellektual o'quv tizimlari, virtual bemorlar va dialog asosidagi modellar talabalarning akademik natijalari hamda klinik kompetensiyalarini sezilarli darajada yaxshilaydi [8]. Biroq aksariyat tadqiqotlar simulyatsion yondashuvlar bilan cheklanib, real klinik amaliyotning roli yetarlicha yoritilmagan[2]. Gipertenziv buzilishlar fonida homiladorlik va tug'ruqni yuritish akusherlik amaliyotida eng murakkab va xavfli holatlardan biri bo'lib, tezkor klinik qaror qabul qilish, differensial yondashuv va yuqori darajadagi klinik fikrlashni talab qiladi. Shu sababli ushbu patologiya kombinatsiyalangan ta'lim texnologiyalarining samaradorligini baholash uchun mos klinik model sifatida tanlandi.

Tadqiqot maqsadi: Sun'iy intellekt va klinik amaliyotni integratsiyalashgan o'quv modeli samaradorligini baholash.

Materiallar va usullar: Tadqiqot dizayni "Oldin–keyin" sxemasi asosida kvasieksperimental tadqiqot o'tkazildi. Tadqiqotga 60 nafar 5-kurs davolash fakulteti talabalari jalb etildi.

Klinik baza va amaliyot tashkil etilishi: Klinik tayyorgarlik Yangi Namangan tuman 2- tug'ruq kompleksining akusherlik bo'limida amalga oshirildi.

Talabalar quyidagi holatlarda ishtirok etdilar:

- preeklampsiya;
- gestatsion arterial gipertenziya;
- og'ir kechuvchi gipertenziv holatlar (shifokor nazorati ostida).

Talabalar quyidagi amaliy ko'nikmalarni bajardilar:

- anamnez yig'ish va tahlil qilish;
- klinik holatni baholash;
- xavf omillarini aniqlash;
- tug'ruqni yuritish taktikasini ishlab chiqish;
- klinik muhokamalarda ishtirok etish.

Sun'iy intellektdan foydalanish. Ta'lim jarayoniga quyidagi SI vositalari integratsiya qilindi:

- klinik ssenariylar generatsiyasi;
- diagnostik algoritmlarni modellashtirish;
- adaptiv testlash tizimi;
- virtual klinik simulyatsiyalar.

Strukturallashtirilgan promptlar klinik fikrlashni rivojlantirish uchun qo'llanildi.

Natijalarni baholash

Samaradorlik uch yo'nalishda baholandi:

- nazariy bilimlar (0–100 ball);
- klinik fikrlash (klinik keyslar);
- amaliy ko'nikmalar (klinik kuzatuv).

Qo'shimcha ravishda talabalar qoniqishi va o'z-o'zini baholash anketasi o'tkazildi. Ma'lumotlar M ± m ko'rinishida berildi. Statistik ahamiyatlilik $p < 0,05$ deb qabul qilindi.

Natijalar

Kombinatsiyalangan o'qitish modeli joriy etilgandan so'ng barcha ko'rsatkichlar bo'yicha statistik jihatdan ishonchli ijobiy o'zgarishlar aniqlandi:

Ko'rsatkich	O'qishdan oldin	O'qishdan keyin	p
Nazariy bilimlar	63,1 ± 2,0	78,4 ± 1,7	<0,001
Klinik fikrlash	59,2 ± 2,2	75,8 ± 1,9	<0,001
Amaliy ko'nikmalar	61,0 ± 2,1	79,3 ± 1,6	<0,001

Anketa natijalari: 88% talabalar klinik qaror qabul qilishda ishonch oshganini qayd etdi; 81% klinik tahlil qilish va differensial tashxis qo‘yish ko‘nikmalari yaxshilanganini bildirdi.

Muhokama

Olingan natijalar sun’iy intellekt va real klinik amaliyot integratsiyasining yuqori samaradorligini tasdiqlaydi. Aksariyat xorijiy tadqiqotlardan farqli ravishda, ushbu ishda talabalar real klinik jarayonda faol ishtirok etdi. Kombinatsiyalangan yondashuv klinik fikrlashni rivojlantiradi, murakkab akusherlik holatlarida qaror qabul qilishni yaxshilaydi, mustaqil klinik faoliyatga tayyorlikni oshiradi.

Xulosa

Umuman olganda, sun’iy intellektni klinik amaliyotga asoslangan tayyorgarlik jarayoni bilan integratsiya qilish tibbiy ta’limni rivojlantirishda istiqbolli yo‘nalish hisoblanadi. Ushbu yondashuv zamonaviy tibbiyot va sog‘liqni saqlash tizimining raqamlashtirilishi sharoitida talab etiladigan yuqori malakali va kompetent mutaxassislarni shakllantirishga xizmat qiladi.

Foydalanilgan adabiyotlar

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MUNDARIJA * СОДЕРЖАНИЕ *** CONTENTS**

FIZIKA-MATEMATIKA FANLARI
01.00.00 - ФИЗИКО-МАТЕМАТИЧЕСКИЕ НАУКИ
PHYSICS AND MATHEMATICS

Yarimo'tkazgich-dielektrik chegara sohasidagi SiO_2 oraliq qatlamining zaryad tutish va oqish toki mexanizmlariga ta'siri
A.Abdulxayev, O.Mamatkarimov, S.Fazliddinov **4**
Ikki zarrachali panjara schrödinger operatorlari uchun kritik sirtlar va spectral o'tishlari
Sh.Axmatova **8**
2D P-N-o'tish vax ning yorug'lik chastotasiga bog'liqligi
M.Qosimova, K.Boltiboyeva **13**
Polimer quyosh elementlarning samaradorligiga faol qatlamlar qalinligining ta'siri
Sh.Saidqulova, Z.Isaxanov, B.Umirzakov, A.Saparbayev **19**
Buziladigan parabolik tenglama uchun boshlang'ich-chegaraviy masala
N.Hoshimova **26**
Suyuqliklarning ichki ishqalanish koeffitsiyentini aniqlash usullarining fafmatsevtikada qo'llanilishi
N.Sadikova **29**
Indekslari ko`p o`lchovli bog`liq bo`lmagan tasodifiy miqdorlar yig'indisi uchun katta sonlar qonunida yaqinlashish tezliklari
M.Xolmurodov **33**
S-bloklarning kriptografik tahlilini kompleks tahlili: metrikalar, usullar va xavfsizlik oqibatlari
M.Berdimurodov, K.Xudoyqulov **36**
Исследования и моделирование для прогнозирования распределения вредных веществ в атмосфере с учетом факторов окружающей среды
А.Кабулов, А.Кудайбергенов, И.Ярашов, А.Маджидов **44**
Yuqori energiyali Pb+Pb to'qnashuvlarida birlamchi zaryadlangan zarrachalar ko'ndalang impuls spektrlarining markaziylikka bog'liq evolyutsiyasi
Sh.Xudoyberdiyeva, X.Olimov, Q.Musayev **54**
Plazma sharoitida po'lat sirtini tozalash va fazaviy holatini baholash
B.Kahramonov **61**
Natural radionuclides and radiological hazard indices in soils of a technogenic radioactive waste storage area
U.Haydarov, A.Muzafarov, G.Allaberganova, M.Kuvvatova, G.Asadova, M.Fayzullayeva **66**
Uchinchi tartibli bitta singulyar koeffitsiyentga ega bo'lgan differensial tenglama uchun chegaraviy masala
K.Karimov, N.Ahmadjonova **74**
Статистический анализ спектров флуоресценции для построения классификатора растений
А.Мухамедов, Ш.Эрназаров, Ф.Исаев **78**
Эволюция электрофизических свойств и механизмов переноса заряда в гетероструктурах CU_2O/CUO/ZNO/кварц
Ф.Арзикулов, А.Мустафакулов, Ш.Хожиев, Б.Игамов, И.Косимов, Б.Бобомуродов **83**
Tor zonali kvant o'raning ta'qiqlangan zona kengligini harorat va magnit maydonga bog'liqligi
M.Dadamirzayev, U.Erkaboyev, N.Sayidov, S.G'ayratev **90**
Magnetron changlatish rejimining NiV yupqa plyonkalar mikrotuzilishi va sirt topografiyasiga ta'siri
S.Kucharov, A.Tashatov **95**
DMF muhitida C70 fullerenning konsentratsiyaga bog'liq optik xususiyatlari
D. Sidig'aliyev, Z.Bekmurodov , D. Bozorova, U. Maxmanov **103**
Termovakuumli bug'latish usuli bilan olingan ZNO:AL yupqa plyonkalarining elektr xossalari
D.Xidirov, O.Nurmatov **109**
G_3^2-периодические P -адические обобщённые меры гиббса для модели изинга с двухпериодическим внешним полем на дереве кэли третьего порядка
З.Абдукахорова, И.Дадамирзаева **113**
Engineering Single-Layer TiO_2 Photoanodes for Enhanced Charge Transport and Reduced Recombination in Dye-Sensitized Solar Cells
N.Sharibayev, A.Ergashev, Z.Yo'ldoshaliyev **120**
$por - Si/n^+ - c - Si$ strukturani ko'p qatlamli fotoaylantirgichlarning hossasiga ta'sirini o'rganish
U.Babaxodjayev, A.Nabiyev, M.Usmanov, R.Abdumuxtorova, A.Botirjonov **124**
Sup metrik idempotent tekislikda giperbola va parabolaning kanonik tenglamalari hamda geometrik xossalari
D.Eshqobilova **127**
Kremniy monokristaliga GE kirishma atomlarni konsentratsiyasini o'zgartirish orqali taqiq zona energiyasini boshqarish va hosil bo'ladigan nuqsonlarni tahlil qilish

A.Botirjonov, M.Imomov, A.Botirjonov, H.Yusufjonov 134
N-SI–P-$(GE_2)_{1-x-\gamma}(ZNSE)_x(GAAS_1\text{-}\Delta BI\Delta)_\gamma$ geterotuzilmalarining fotoelektrik xossalari
A.Boboyev, U.Karimberdiyev, G'.Tojiboyev, M.Arabboyeva, M.Isroilov, G.Numonjonova 138
RH va B kirishmalari ta'sirida kremniy kristall panjarasining strukturaviy o'zgarishlari
A.Boboyev, Z.Ibrohimov, A.Boboyev, G'.Tojiboyev, M.Arabboyeva 144
n-Si<P,Rh> kristallarida zaryad tashuvchilarning konsentratsiyasi va harakatchanligiga ta'sir etuvchi tuzilmaviy va omillar
A.Boboyev, M.Toshmetov, A.Boboyev, Sh.Mahmudov, Z.Ibrohimov, F.Abdulkhaev 150
Uch va to'rt qatlamli geterostrukturali fotoelementlarni modellashtrish natijalari tahlili. I–V xarakteristikalar tahlili
B.Quchqarov, X.Izzatillayev 155
***n^+-p-p^+* strukturali kremniy asosli ikki tomonlama quyosh elementining chiqish parametrlariga yorug'likning ta'sirini tadqiq etish**
M.Komilov, N.Mirzaalimov, J.Ziyoitdinov, A.Mirzaalimov, B.Rashidov 162
Qatlamli silikat materiallar asosida yuqori darajada to'ldirilgan organo-noorganik polimer materiallar spektrlarini Raman spektroskopiya usulida o'rganish
A.Abdurasulova, A.Qosimov, N.Karimova, B.Xurramov 166
Raqamli tasvirlarni yaxshilash usullarining obyekt aniqlashga ta'siri tahlili
S.Beknazarova, R.Abduraxmanova 173

KIMYO FANLARI
02.00.00 - ХИМИЧЕСКИЕ НАУКИ
CHEMICAL SCIENCES

Synthesis of sulfonated cellulose from cotton lint and its properties
S.Nurmonov, U.Asranova 179
Phlomoides labiosa o'simligi tarkibidagi biologik faol maddalarning kimyoviy tahlili
Z.Xatamova, Sh.Sulaymanov, D.Xaydarova 185
Meva-sabzavot chiqindilarini qayta ishlash asosida resurslardan samarali foydalanish imkoniyatlari
O.Ergashev, A.Egamberdiyev, M.Meliboyev 191
G'o'za o'simligi tarkibidan kislotali usulda sellyuloza ajratib olish va uni iq tahlili
M,Yoqubjonova, G'.Mamajanov 195
Polisaxarid komplekslarining sorbsion faolligi
M.Qodirxonov, N.Abdullayev 200
Rangli metallarni cho'zish uchun mahalliy xomashyolar asosida moyli emulsiya olish
Q.Rejabboyev, G'.Doliyev, A.Nodirov, A.Abdulxayev 204
Yangi trisiklik izoksazolopirimidinon hosilalarining sintezi va ularning vegfr ingibitorlari sifatida molekulyar doking tahlili
A.Nasrullayev, Z.Murtazayeva 210
Schoenoplectus lacustris subsp. hippolyti ekstraktlarining umumiy fenol miqdori va antioksidantlik faolligini qiyosiy tahlili
I.Yusupov 214
Ayrim biogen 3d-metallarning N, O va S saqlagan tridentat ligandlarning para-almashingan hosilalari tuzilishi
A.Jo'rayev 218
Tovuq tuxumi po'stlog'ining antioksiantlik xususiyatini *in vitro* usulida o'rganish
X.Fayziyev 224
Etilen glikol asosida benzin oktan sonini oshirish
N.Eshonqulov 227
Modern technologies for the separation of heterocyclic compounds from local coal tar: A review and technological assessment
X.Erkinov, V.Juraev, M.Norpulatov 231
Akrilatlar asosida adgeziv qoplamalar sintezi va ularining termik tahlili
G.Sattorova, Sh.Shoyimov, K.Xo'jaqulov 239
Olxo`ri danagi chiqindisini termokimyoviy faollashtirish orqali uglerodli adsorbentlar olish
D.Salihanova, Z.Usmonova, N.Ubaydullayeva 246
Brassica rapa l. barglarining makro-mikroelement tarkibi va oziqaviy qiymatini baholash
I.Asqarov, N.Atakulova, G.Madaminova 250
Pollution assesment of the Karadarya river using water physicochemical parameters and toxicity test with indicator organisms from different trophic levels
F.G'apporov, D.Sharobidinov, Sh.Buranova 253

Benzoilatseton asosidagi shiff asosi va uning CU(II) kompleksining sintezi, monokristall tuzilishi hamda epr xarakteristikasi
M.Nigora, Q.Avezov **260**
Determination of heavy metal ions in environmental objects by sorption-spectroscopic methods.
M.Mamedova, Z.Smanova..... **265**

BIOLOGIYA FANLARI
03.00.00 - БИОЛОГИЧЕСКИЕ НАУКИ
BIOLOGICAL SCIENCES

O‘zbekistonning kauchukli endemi *taxtajanantha tau-saghyz* (lipsch. & g.g.bosse) *zaika , suxor. & n. kilian* turining tabiiy populyatsiyalari sonini tiklash.
D.Nuridinov, D.Dexqonov, K.Tojibaev..... **269**
***In vitro* sharoitida olingan *philadelphus* l. turkumi turlarining gruntga adaptatsiya muammolari va yechimlari**
H.Jo‘rayeva, A.Xazratov, M.Inoyatova, F.Mustafina, S.Abdinazarov..... **275**
Kuzgi bug‘doy (*triticum aestivum* l.) tuplanish fazasida suv almashinuvi jarayonlariga resurs tejamkor texnologiyalarning ta’siri.
D.Ermatov, Sh.Fozilov..... **279**
Orol yonsuzarining (*turkogammarus aralensis*) morfologik va molekulyar tavsifi.
M.Madumarov, A.Kuchboyev, A.Mukhammadjonov, N.Mirzametov, A.Musaev..... **283**
Международные стандарты устойчивого развития в рыбной отрасли узбекистана: применение, текущее состояние и перспективы внедрения.
Н.Каримов, М.Атамуратова, А.Куватов..... **292**
Farg‘ona vodiysida oq laylaklarning yashash muhiti va ularni muhofaza qilish masalalari.
T.Ikramov, A.Nazarov, S.Abduraxmanov..... **296**
Toshkent botanika bog‘i kolleksiyasidagi ignabargli o‘simliklarning mikroklonal ko‘paytirish texnologiyasi.
A.Xazratov, H.Jurayeva, M.Inoyatova, F.Mustafina, S.Abdinazarov..... **302**
***Xestia* hubner, 1818 avlodi turlarning (lepidoptera, noctuidae) farg‘ona vodiysida tarqalishi.**
E.Botirov..... **306**
In vitro* sharoitida olingan o‘simliklarning gruntga moslashish muammolari: *m. rubra, p. trifoliata* va *f. Neomexicana.
F.Mustafina, H.Jo‘rayeva, A.Xazratov, M.Inoyatova, S.Abdinazarov..... **310**
Pomidor (solanum lycopersicum l.) istiqlol navining kotiledon eksplantlarida o‘sish regulyatorlari ta’sirida kallus induktsiyasi.
M.Sodiqova, S.Abdirahimova, R.Atamirzayeva, F.Teshayeva, M.Nazirov, O.Turayev..... **314**
Janubiy zarafshon tog‘ tizmasida yetishtirilgan turkiston ayugasi (*ajuga turkistanika (regel) briq.)* ning fitokimyoviy tahlili.
D.Ulashov..... **319**
Meloidogyne nematodalariga qarshi kurashda qo‘llaniladigan metodlar.
S.Abduqayumova,F.To‘xtasinov..... **323**
Anjir daraxtining asosiy zararkunandalari va ularga qarshi kurash choralari
F.Yuldashev, A.Ahmedov, O.Zokirov, M.Mahammatibrohimmova..... **327**
Bakteriofag terapiya: zamonaviy tibbiyotda antibiotiklarga muqobil yondashuv.
S.Mirzayeva, M.Tursunov..... **330**
***Bassia hyssopifolia* (pall.) kuntze ning o‘zbekistonda tarqalishi, ekologiyasi va biogeografik tavsifi.**
K.Aliyeva, Orazzaqova, F.Madaminov..... **334**
“Namangan viloyatida tarqalgan ayrim fabaceae vakillarining dorivorlik xususiyatlari vaekologiyasi”.
N.Ilxomiddinova, A.Najmiddinov, A.Batoshov..... **337**
Farg‘ona vodiysi sharoitida dorivor gulxayri (althaea officinalis l.) urug‘larining laboratoriya va dala sharoitidagi unuvchanligini.
M.Baratova, O‘.Boratova..... **341**
Orolbo‘yi hududidagi ekstremal sho‘rlangan ekotizimlarning geokimyoviy va fizik-kimyoviy ko‘rsatkichlari.
J.Alimov, N.Sultanov, S.Abdusamatov, K.Davranov..... **345**
Zamburug‘larning ekologik va biotexnologik xususiyatlari.
D.Jambilov..... **352**
G‘o‘zada miqdor va sifat belgilarining korrelyatsiyasi.
A.Mamajonov..... **356**
Hazm qilish a’zolari.
M.Bahtiyorova, M.Maxsudova..... **358**
Tuz stressi sharoitida *azotobacter chroococcum* shtammlarida alg genlarining ifodalanishi va makromolekulyar tuzilma o‘zgarishlari: adabiyotlar sharhi.

M.Soliyeva, M.Pattayeva, B.Rasulov..... 363
Eksperimental o'tkir pankreatit modelida polifenol birikmalarning gematologik ko'rsatkichlarga ta'sirini baholash.
Ch.Djalilova, Z.Mamatova, G.Raxmonova, Q.Baratov, N.Abdulladjanova..... 368
Biologik xilma-xillikni saqlashda ekologik ta'limning ahamiyati.
E.Voxidov, S.Gafurova..... 372
Atrof muhitni muhofaza qilishda ekologik madaniyatning o'rni.
S.Azamova, R.Alimova..... 375
Gamma-nurlanish ta'sirida so'lak bezlari sekretor epiteliysidagi ultrastruktur o'zgarishlar va erta apoptoz belgilarining morfologik tahlili.
I.Mirzabekov, Sh.Isayeva..... 378
Kalamushlar so'lak bezlari gomogenati tarkibidagi amiloitik faollikka quyi dozadagi gamma nurlanishning ta'siri va ularni bioflavonoidlar bilan korreksiyalash.
I.Mirzabekov, Sh.Isayeva..... 383
Manzarali daraxtlarning ksilofag hasharotlar bilan zararlanishiga moyilligi va *chlorophorus faldermanni* (faldermann, 1837) turining bioekologik tahlili.
Sh.Babadjanova, M.Doschanova, M.G'aniyeva..... 389
M-39 avtomagistral yo'li atrofidagi tuproqlarda harakatchan misning tarqalishi.
X.Nematov..... 392
Shimoliy och tusli bo'z tuproqlarining shakillanishi va morfologik tuzilishi.
G'Yuldashev, S.Maxramxujayev, Z.Azimov, M.Boboyeva, Z.Vohobjonova..... 396
Effect of zinc and manganese stress on exopolysaccharide production and biomass accumulation in azotobacter strains.
M.Soliyeva, M.Pattayeva, B.Rasulov..... 399
Regenerativ bug'doy yetishtirishda azotabakteriyalar shtammlarining uglevodlar miqdoriga ta'siri.
N.Mehmonova, F.Ergasheva..... 407
Kversetin Flavonoidi va uning hosilasini aorta qon tomiri silliq muskullariga vazorelaksant ta'sirini o'rganish
T.Qodirov, M.Isroilova..... 412
O'zbekiston Respublikasi ''qizil kitobi'' (2019) asosida yalpizdoshlar (lamiaceae) oilasi vakillarining floristik tahlili.
M.Tojiboyev, Z.Xaydarova, D.Usmanov..... 417
Sug'oriladigan o'tloqi tuproqlarning ekologik-meliorativ holati va degradatsiya jarayonlarini agroiqlimiy omillar asosida baholash (nukus tumani misolida)
J.Turdaliyev, A.Jumabaeva..... 423
Yog'da eriydigan vitaminlar va ularning xossalari.
M.Yuldasheva..... 428
Qashqadaryo viloyati hududida libellulidae oilasi vakillarining faunistik tarkibi va tarqalishi.
Z.Norqobilova, A.Raxmatullayev 433
Ayrim manzarali xona o'simliklarining biologik xususiyatlari.
H.Zokirjonova..... 438
Tritikale navlarida barg sathi shakllanishiga azot me'yorlarini ta'siri.
M.Raimqulova, A.Sanakulov..... 444
Исследование способности активных эндофитных грибов ингибировать денатурацию альбумина.
Р.Мадаминов..... 447
Сравнительный анализ мембраностабилизирующей активности лекарственных растений.
Р.Мадаминов..... 451
Применение ультразвука в медицине.
Ф.Топилова, Х.Рустамова, Ф.Абдувалиева..... 455
Allium viridiflorum pobed. senopopulyatsiyalarining morfologik o'zgaruvchanligi, ontogenetik strukturasi va vitaliteti.
Sh.Saribayeva, O.Abduraimov, X.Shomurodov, U.Qodirov..... 459
Распространённость сахарного диабета в городе ургенче.
А.Абдурашидов, М.Болтабоева, Х.Жайловова, М.Сапарбаева..... 465
Distribution and significance of collembolans in vineyard soils (a case study of khorezm region).
G.Khusinova..... 468
Citrus limon (l.) osbeck genotiplarida fotosintetik pigmentlar miqdorining qiyosiy tahlili.
X.To'lqinova, A.Azimov..... 471

TECHNICAL SCIENCES

To‘qimachilik materiallariga tabiiy antibakterial moddalar bilan ishlov berish jarayonida uning koloristik ko‘rsatkichlarini o‘zgarishi.
I.Nabiyeva, S.A’zamjonova..... 476
Fotovoltaik elektr stansiyalarda prognozli texnik xizmat ko‘rsatishning AI modelini ishlab chiqish.
Sh.Kuchkanov, A.Fayzulloyev, Q.Qambaraliyev..... 481
Algoritmik tafakkurning matematik modeli va uni blokli dasturlash muhitlarida amalga oshirish.
R.Islombekov..... 485
Quyosh elektr stantsiyalarining ishlash ko‘rsatkichlarini bashoratlash va monitoring qilish platformasini ishlab chiqish.
A.Sotivoldiyev..... 490
Optimization of digital signature generation and verification time using a public group key based on GOST R 34.10-2001.
H.Mamatova..... 495

07.00.00 - TARIX FANLARI / ИСТОРИЧЕСКИЕ НАУКИ / HISTORICAL SCIENCES

Mirzo Ulug’bek – qomusiy olim, ilm-fan homiysi.
G.Mamuraliyeva..... 499
Sovet hukumatining 20-30 yillarda amalga oshirilgan targ‘ibot-tashviqot ishlari tarixidan.
B.Muhammadiyev..... 503
“Fatovo at-Taftozoniy” nashri xususida.
Z.Najmiddinov..... 506
XIX asrning ikkinchi yarmi – XX asr boshlarida Turkiston matbuotining shakllanishi va rivojlanishi.
B.To‘xtasinov, H.Mavlanov..... 509

08.00.00 - IQTISODIYOT FANLARI / ЭКОНОМИЧЕСКИЕ НАУКИ / ECONOMIC SCIENCES

Kichik va o‘rta biznesni moliyalash va kredit mexanizmini takomillashtirish.
A.Nishonov..... 513

09.00.00 - FALSAFA FANLARI / ФИЛОСОФСКИЕ НАУКИ / PHILOSOPHICAL SCIENCES

Tarixiy meros va innovatsion taraqqiyot integratsiyasi: o‘zbekiston ijtimoiy rivojlanishining falsafiy modeli.
A.Maxmudov..... 517
Globallashuv sharoitida ekologik muammolarning ijtimoiy determinatsiyasi: ijtimoiy-falsafiy tahlil va metodologik yondashuvlar.
D.Xudoyberdiyev..... 522
Shaxsiy ma'lumotlarni himoya qilishning fuqarolik-huquqiy va falsafiy asoslari.
Z.Abdulhamidova..... 528
O‘zbekistonda huquqiy ta’limni rivojlantirishning falsafiy masalalari.
Sh.Turg’unov..... 531
Oilaviy zo‘ravonlikning inson qadriga ta’siri.
G‘.Karimov..... 536
Meta olam sharoitida virtual manqurtlashuv fenomeni: ijtimoiy degradatsiya tahdidlari va ularni bartaraf etish mexanizmlari.
N.Xusanova..... 539
Muhammad Sharif jurjoniyning mantiq ilmiga qo‘shgan buyuk hissasi.
G.Bozorova..... 543
Frensis Bekon falsafasida yangi ilmiy metodlarning shakllanishi va ularning fan rivojidagi ahamiyati.
G.Kabulniyazova..... 547
Alisher Navoiy ontologik qarashlarida nomoddiy borliq talqini.
T.Norov..... 551
Naqshbandiya tariqati mutasavviflarining oila farovonligi haqidagi ta’limotining ijtimoiy-falsafiy tahlili.
D.G‘afurov..... 556
Urush tushunchasiga oid yondashuvlarning ijtimoiy-falsafiy tahlili
F.Shaymanov..... 561
Sun’y intellekt va global jarayonlar: ijtimoiy-falsafiy tahlil
N.Mirzaxolov..... 564

Argumentativ kompetentlik – talaba-yoshlarda ratsional bahs yuritish malakasini takomillashtirishning innovatsion modeli.
S.Turabova..... **569**
Mavlono jaloliddin rumiy falsafiy ta'limotida bilish va uning manbalari.
J.Samadov..... **573**
Ijtimoiy jarayonlar modernizatsiyasi proksiologik omil sifatida.
F.Taylyakova..... **576**
Yangi o'zbekistonda qonun ustuvorligi prinsipi qaror topishining falsafiy-huquqiy jihatlari.
S.Berdikulov..... **584**
Oila – ma'naviyatni shakllantiruvchi asosiy mexanizm.
A.Lutfullayev..... **588**
Yangi o'zbekistonda yoshlar ijtimoiy faolligini yuksaltirishning institutsional mexanizmlari: muammo va yechimlar.
Sh.Mamatqulov..... **593**
Raqamli dunyo sharoitida ma'naviy immunitetni shakllantirish mexanizmlari.
S.Abduvaitova..... **596**
O'zbekistonda elektron hukumat tizimining ijtimoiy-falsafiy tahlili va istiqbollari.
S.Rasulov..... **600**
Shaxs ma'naviy qiyofasini shakllantirishda haqiqat va adolat tushunchasining ahamiyati.
S.Panjiyev..... **604**
Raqamli sivilizatsiya davrida ta'lim va ijtimoiy ong evolyutsiyasi.
J.Aslonov..... **607**
Huquqiy ongda ijtimoiy normalarning aks etishida ijtimoiy reglamentatsiya va shaxsning rolining ijtimoiy-falsafiy tahlili.
A.Mo'ydinov..... **611**
Jamiyat va shaxs rivojida innovatsion tafakkurning roli.
A.Sayitxonov..... **616**
O'zbekistonda ijtimoiy tadbirkorlikni rivojlantirishning mavjud muammolari va ularni bartaraf etish mexanizmlari.
A.Abdulboqiyev..... **619**
Aholining ijtimoiy himoyaga muhtoj qatlamlarini qo'llab-quvvatlashda ijtimoiy tadbirkorlikning imkoniyatlari.
A.Abduraxmonov..... **622**
Adolat va tenglik: falsafiy jihatdan tahlil va ularning farqlari.
D.Isroilov..... **625**
Yangi o'zbekistonda tadbirkorlar uchun berilayotgan imkoniyatlarning ijtimoiy-falsafiy ahamiyati.
B.Ganiyev..... **630**
Ekologik muammolarni hal qilish va barqaror rivojlanishnig falsafiy tahlili.
J.Miraxmedov..... **633**
Demokratik transformatsiya sharoitida ijtimoiy konsensus va fuqarolik birdamligining tinchlikni ta'minlashdagi ijtimoiy-falsafiy ahamiyati.
I.Ergashev..... **637**
Raqamli davrda sun'iy intellektning shaxs ijtimoiy mas'uliyatining rivojlanishiga ta'siri.
O.Abdazov..... **640**
Raqamlashtirish davrida yoshlar ijtimoiy mas'uliyatini rivojlantirishning ijtimoiy-falsafiy mexanizmlari.
I.Erkinov..... **644**
Shaxs estetik madaniyatini yuksaltirishda milliy va umuminsoniy o'ziga xoslik muammosi.
Sh.Ortikov..... **649**
Globallashuv: yoshlar tafakkuri va ma'naviyat uyg'unligi.
B.Tillayev..... **653**
Sun'iy intellekt tushunchasi va uning shakllanish asoslari.
I.Toirov..... **656**
Flantropik faoliyatning yuksalib borish jarayonlari.
I.Toshpo'latov..... **661**
Yangi o'zbekistonda diniy bag'rikenglik siyosatining ijtimoiy-falsafiy jihatlari.
I.Orziyev..... **664**
Gender tengligi tushunchasining ontologik ildizlari: sharq va g'arb falsafiy an'analari.
M.G'aniyeva..... **669**
Yangi o'zbekistonni barqaror rivojlantirishda ekologik madaniyat va bioetika muammolari.

M.Turayev..... 672
Yangi taraqqiyot strategiyasida ma’naviyatli insonni tarbiyalash va uni rivojlantirish yo‘nalishlari.
A.Qambarov..... 677
Kiber makonda shaxsiy ma’lumotlarni himoya qilish va ijtimoiy nazoratning axloqiy muammolari.
M.Rahmatullayev..... 681
Jamiyat barqarorligiga tahdid soluvchi jinoyatchilik: tinchlik va xavfsizlik muammolari.
N.Safarov..... 685
Oliy ta’lim tizimida ma’naviy-axloqiy tarbiyaning hozirgi holati va muammolari.
U.Qalandarov..... 688
Yangi o‘zbekistonda adolat g‘oyasining ijtimoiy-falsafiy talqini.
O.Xoldarova..... 692
Методологические подходы к анализу концепта «семья» в пословицах и поговорках.
М.Икромова, Р. Рафиковна..... 696
Axborotlashgan jamiyatlarning axborot xurujlariga oid mulohazalar.
A.Rasulov..... 701
Ya’qubi charxiy merosida ontologik g‘oyalar va ularning qiyosiy tahlili.
E.Zoyirov..... 705
Qadriyatlarning bozorlashuvi sharoitida ma’naviy xavfsizlikning dialektik tabiati.
N.Musinov..... 709
Narkomaniya fenomenining ijtimoiy-falsafiy va aksiologik talqinlari.
N.Oxunov..... 713
Ijtimoiy-siyosiy tizimlar barqarorligida vaqt va makon o‘lchovlarining dialektik uyg‘unligi.
J.Pulatov..... 716
Koevolyutsiya nazariyasi va agrar islohotlar: ijtimoiy-falsafiy tahlil.
N.Rahmatov..... 719
Jamiyat boshqaruvining tarixiy-falsafiy asoslari.
S.Yuldashev..... 723
Madaniy saviya-madaniy borliqning ijtimoiy-falsafiy ko‘rsatkichi
S.Choriyev..... 726
Abdurauf Fitrat falsafiy merosida milliy o'zlik va millat taraqqiyoti masalalari.
Sh.Rashidova..... 731
Ayollar tadbirkorligida milliy an’ana va modern qadriyatlar uyg‘unligi.
U.Maksumova..... 734
Qishloq turmush madaniyatini yuksaltirishning ijtimoiy-falsafiy mohiyati.
I.Xolbekov..... 737
Kiber tahdidlar sharoitida shaxs ma’naviy xavfsizligini ta’minlashning ijtimoiy-falsafiy mexanizmlari.
O.Yoqubov..... 740
Inson borlig'ining noklassik-subyektiv talqini: kyerkegordan sartrgacha.
T.Yuldashev..... 743
Yoshlar ijtimoiylashuvi jarayonida kiber tahdidlar va ularning ijtimoiy oqibatlari.
B.Yusupov..... 748
Концептуализация самопознания горгуд ата в свете исламской духовности.
Ф.Алиева..... 750
Oila rivojlanishini rejalashtirish.
A.Turayeva..... 754
Baxt indekslari va ularning transformatsiyasi.
O.Abdusalamovich..... 758
Zamonaviy sharoitda harbiy xizmatchilarining ijtimoiy himoyasi, uning faol shakllari va mexanizmlari.
G.Hashimova..... 763
Amir Temur ijtimoiy-siyosiy qarashlarida insonparvar va adolatli jamiyat g‘oyasi.
N.Tog‘ayev..... 767
Zamonaviy o‘zbek jamiyatida harbiy vatanparvarlik madaniyatining shakllanishi va istiqbollari.
X.Talipov..... 770
Mustaqillik yillarida ma’naviy-axloqiy, gumanistik fikrlar tarixiga yangicha yondashuvlar.
O.Ortiqov..... 773
Barqarorlik va beqarorlik jarayonlariga oid metodologik yondashuvlar va ular mutanosibligining dialektik tahlili.
S.Ashurova..... 778
Sa’diddin Hamaviyning “vahdat ul-vujud” falsafasi va ta’limotiga qo‘shgan hissasi. 783

A.Rajabov.....
Globallashuv va global mafkura fenomenlarining ijtimoiy mohiyati.
X.Amriddinova..... **787**
Futbol va sport diplomatiyasi.
A.Turaqulov..... **791**
Zamonaviy ta'lim tizimini modernizatsiyalashning ijtimoiy-falsafiy tamoyillari va rivojlanish istiqbollari.
A.Jurayev..... **795**
Erkinlik fenomenining ijtimoiy-falsafiy hamda ontologik talqinlari.
G.Mannobova..... **798**
Xotin-qizlarning qadriyatlarni saqlashi va ijtimoiy moslashuv faolligi.
Sh.Rasulova..... **804**
O'zbekistonda huquqiy ta'limni rivojlantirishning ijtimoiy masalalari.
Sh.Turg'unov..... **807**
Fuqarolik huquqida yuridik faktlar: ontologik mohiyat, tasnif tizimi va huquqiy falsafiy tahlil.
Z.Akmaljonqizi..... **811**
O'rta osiyoda axloqiy munosabatlarning ijtimoiy taraqqiyotga ta'siri.
D.Normatova..... **813**
"As-savod al-a'zam" asarining dunyo fondlarida saqlanayotgan nusxalari, asarga yozilgan sharh va tarjimalar.
M.Abduxamidov..... **817**
Qadimgi yunonistonda fuqarolik jamiyatining tarixiy rivojlanish yo'llari.
M.Umarov..... **823**
Zamonaviy tahdidlar sharoitida inson qadrini mustahkamlash: huquqiy madaniyat va fuqarolik jamiyati rivoji.
M.Sodiqova..... **826**
Markaziy Osiyoda mintaqaviy sub'yektlik shakllanishining ijtimoiy-falsafiy asoslari.
D.Toshkenboyev..... **832**
Raqamli jamiyatda kiberjinoyatlarga qarshi kurashishning ijtimoiy-ma'naviy determinantlari.
S.Baxromov..... **836**
Mediasavodxonlik va ma'naviy refleksiyaning yoshlar mafkuraviy immunitetini rivojlantirishning zamonaviy bilish mexanizmlari sifatidagi ahamiyati.
K.Inakov..... **841**

10.00.00 - FILOLOGIYA FANLARI
ФИЛОЛОГИЧЕСКИЕ НАУКИ
PHILOLOGICAL SCIENCES

"Boburnoma"da takroriy so'zlarning leksik-grammatik tahlili.
M.Usmonov..... **848**
Xurshid Davronning ona tili mavzusidagi she'rlarining semantik va lingvostilistik xususiyatlari.
Z.Musaboyeva..... **854**
Магический реализм и гротеск в современной женской прозе.
Д.Сиддикжонова..... **857**
Shukur Xolmirzayev nasrida xalqona til va badiiy individuallik.
M.Hamidova..... **861**
Qur'oni Karim ma'nolarining o'zbekcha tarjimalarida metafora va ramzlarning tarjima qilishdagi muammolar.
M.Mirsadullayev..... **864**
O'zbek xalq dostonlari va ingliz utopiyalarida ideal jamiyat konsepsiyasining lingvokognitiv talqini.
A.Davranov..... **866**
Опыт литературно-творческой работы со студентами: от "Литературных Вторников" к клубу "Заветная Лира"»
Н.Нарзуллаева..... **869**
A comparative analysis of teacher-centered vs. learner-centered approaches in developing argumentative writing among university undergraduates.
D.Inomjonova..... **872**
Ingliz bolalar folklor qo'shiqlarida onomastik birliklar qo'llanilishining lingvokulturologik xususiyatlari.
G.Rozikova, G.Yoqubova..... **876**
Особенности обучения русскому языку студентов направления инженерии разными стилями обучения.
Ш.Рахматова..... **880**
Problems of intensive teaching of English.
A.Aliyeva..... **883**
Фразеологические единицы компонентов «флора» и «фауна» в узбекском и русском языках.

Ш.Бобаева…….. 885
Tilshunoslik kognitiv fanlar tizimida.
N.Qazaqova…… 888
О специфике мифопоэтического дискурса прозы Тимура Зульфикарова.
Н.Мадярова……... 892
Ingliz va o‘zbek tillaridagi maqollarda qarindosh-urug‘chilik birliklarining qo‘llanilish ahamiyati.
A.Bo‘riyeva…… 895
O‘zbek tilida video lavhalar uchun avtomatik subtitr yaratish: nutqni matnga o‘girish asosidagi yondashuv.
X.Mullaboyeva……... 898
O‘zbek tili elektron lug‘atlarida frazeologik birliklarni sun‘iy intellekt asosida semantik tavsiflashning zamonaviy usullari.
H.Alimboyeva…… 901
Theoretical and practical problems of distance learning and foreign language teaching.
Sh.Jalolova…….. 907
Ibratning o‘zbek matbaachiligiga qo‘shgan hissasi.
G.Qayumova…….. 910
В ногу со временем: сингапурское образование.
К.Абдурахманова…… 913
«Codex Cumanicus»ning florentsiyaning «Medicea Laurenziana» kutubxonasida saqlanayotgan nusxasi: qo‘lyozmaning venetsiyadan parijga «sayohat»i tarixi.
B.Jafarov…….. 917
Jurnalistikaning ta’sir funksiyasi va matbuot samaradorligi masalalari.
H.Madolimov, O.Abdivaliyev, S.Odilov…… 921
“Xamsa” dagi ayollar suhbatlarida ijtimoiy identifikatsiya va madaniy kodlarning sotsiopsixolingvistik ifodasi.
B.Polvonova,
G.Zaylobiddinova…… 924
Kriminal diskursning semantik strukturasi (Tohir Malikning “Shaytanat” romani misolida).
M.Dedaxanova…… 929
“Qanotli so‘zlar”ning turli til birliklari asosida namoyon bo‘lishi xususida.
N.Baratova…….. 933
“Alpomish” dostonida o‘xshatishlarning baholovchi-semantik talqini.
B.Yunusova…… 936
Lingvokulturologiya terminining o‘zbek, ingliz va rus tilshunosligida qo‘llanilishi.
Sh.Nosirova…… 940
Sinonimiya haqidagi ilmiy qarashlarning tarixiy rivoji va ularning o‘zbek tilshunosligidagi talqini.
G‘.Rahmonov…….. 943
Raqamli diskursda emojilarning tematik-semantik guruhlari (ingliz va o’zbek tillari materiallari asosida).
N.Jalilova…… 948
Relyatsion predikatlar va ularning ma’nolari.
H.Usmonova…….. 952
Maqollarning til va nutqdagi o‘rni hamda ularning diskursiv tabiati.
L.Ibragimova…….. 956
Badiiy matnda subyektivlik va muallif poziysiyasi masalasi.
M.Hamidova…….. 960
O‘zbek va ingliz adabiyotida o‘smir qahramon obrazida “ajnabiylik” tuyg‘usining ifodalanishi (O‘. hoshimov va U. Golding asarlari misolida).
Y.Kasimova…… 963
Qiyosiy adabiyotshunoslikda adabiy ta’sir va tipologik o’xshshlik masalalari. O’zbek va ingliz adabiyoti misolida
D.Mamadaliyeva……... 966
Лингвокультурологический аспект концепта “счастье” в литературе.
Р.Асанов, Д.Кодирова…… 971
Bernard Shou va A. Qahhor dramalari tematikasi va davr muammolarining tahlili.
J.Najmiddinov…… 974
Huquqiy diskursda pragmatik implikatura va yashirin normativ ma‘no.
D.Elova…… 976
Umar Xayyom ruboiylarining edward fitzgerald tarjimasida domestikatsiya va forenizatsiya strategiyalari: Lawrence Venuti nazariyasi asosida tahlil.
D.Mamatova…..…….. 981

Sharq va g‘arb badiiy tafakkurida adabiy qahramon evolyutsiyasi.
M.Ismonaliyeva…… **985**
Ted Hughesning “Tales from Ovid” (Ovidiydan afsonalar) asarida antik obrazlarning modifikatsiyasi va psixologik dekonstruksiyasi.
M.Yo‘ldasheva…….... **990**
Chustiyning tarjimai holiga doir.
M.Otaxanova…….. **993**
Boshlang‘ich matnlar korpusi – tilshunoslik tadqiqotlarining empirik bazasi sifatida.
P.Olimzoda…….. **997**
Ingliz va o‘zbek tillaridagi lingvokulturologik birliklari “yumor” konseptlari misolida.
N.Ismoiljonova…….. **1000**
Tijoriy muloqot tavsifi.
I.Muzaffarova……. **1002**
Badiiy tarjimada psixologik tasvirlarning stilistik transformatsiyasi (Jek London asarlarining o‘zbek tiliga tarjimalari misolida).
V.Mirzanazarova……... **1005**
Beruniyning “Qadimgi xalqlardan qolgan yodgorliklar” asari – tarixiy onomastikaning noyob manbasi.
O.Mirzaxmedova **1008**
Turli tizimli tillardan o‘zlashgan leksik birliklarning tematik va leksikografik talqini.
Sh.Nishonova…… **1012**
Ingliz va o‘zbek tillarida tub maza-ta’m ifodalovchi birliklarning lingvokognitiv tahlili.
M.Toshmatova…… **1017**
Factors and causes of violating maxims of conversation.
D.Kholikova, D.Ganiyeva……. **1021**
Ertaklar diskursining leksik-stilistik jihatlari.
M.Nizomiddinova…… **1024**
Makon va zamonlararo inson qadri (Xolid Husayniy va Malala Yusufzoy asarlari misolida).
D.Ollaberganova…… **1027**
Badiiy tarjimada uslub va uslubiy moslashtirishning lingvistik asoslari.
D.Sadriddinova…… **1031**
Yashil energetika va iqlim terminlarining lingvistik xususiyatlari.
S.Mustafoyeva…… **1033**
Sharq ijodkorlarining asarlarida ayol obrazi.
Z.Sattorova……. **1037**
Zamonaviy lingvistik semantika yo‘nalishlari hamda ulardagi tillararo mutanosib muqobillik muammosi.
F.Tlektesov…….. **1040**
The category of modality in linguistics and its essence.
S.Abdujalilova…… **1046**
Anglo-Amerika adabiyotida campus novel taraqqiyoti: satira, akademik muhit va gender diskursi.
N.Tuxtamurodova……. **1049**
Ingliz tili o'qitishda AI o'rni.
Sh.Umirzakova…….. **1053**
The ideal woman as discourse: power, purity, and patriarchy in the victorian age.
M.Xoshimova…… **1058**
Theoritical and practical problems of distance learning and foreign language teaching
Sh.Jalolova…….. **1061**
Исследование концепта «менталитет» в теории перевода и межкультурной коммуникации.
У.Косимов…….. **1064**
Электронные словари в обучении русскому языку и техническому переводу.
М.Каримов…… **1068**
Bolalar nutqida genderga xos farqlarning ingliz va o‘zbek tillarida lingvistik jihatdan ifodalanishi.
D.Shokirova……. **1071**
Nofilologik ta’lim yo‘nalishi talabalariga ingliz tilida sohaviy leksikani o‘rgatish metodikasi.
N.Umuxanov…….. **1074**
Bobur g‘azallarida frazeologik birliklarning lingvokulturologik tahlili.
M.Xolboyeva…….. **1079**
Derivatsion morfemalarning tarjimadagi o‘rni.
U.Yokubbayeva, M.Ne’matullayeva……... **1084**

PEDAGOGIKA FANLARI
13.00.00 - ПЕДАГОГИЧЕСКИЕ НАУКИ
PEDAGOGICAL SCIENCES

Bo'lajak o'qituvchilar pedagogik amaliyotini tashkil etishda elektron ta'lim platformalarining adaptiv imkoniyatlari
M.Djuraboyev…… 1087
Umumiy o'rta ta'limda fizika fanini o'qitishda o'quvchilarning tadqiqotchilik kompetentligini shakllantirishning mavjud holati va muammolari
U.Jurayeva…….. 1093
Raqamli axborot muhitida talaba-yoshlarning tarixiy tafakkuri va mafkuraviy immunitetini rivojlantirish metodikasini takomillashtirish
E.Sharipov……... 1100
Mediakompetentlikni rivojlantirishda integratsiyalashgan media-axborot muhiti modelining samaradorligi
A.Umarov……..... 1106
Globallashuv sharoitida talabalarning mediafalsafiy dunyoqarashini rivojlantirishning pedagogik mexanizmlari
I.Mirabdullayev……. 1111
Jismoniy madaniyat fakultetlari talabalarida voleybol vositalari yordamida kasbiy ko'nikmalar va shaxsiy sifatlarini shakllantirish.
E.Quvatov..... 1117
Yengil atletikachi talaba-yoshlarini funksional tayyorgarligini rivojlantirish usullari.
B.Ro'ziqulov 1121
Innovatsion faoliyat va texnologik jarayonlarni modellashtirishning zamonaviy usullari va metodlari.
S.Shoyimov 1125
Raqamli ta'lim muhitida o'zbek adabiy tilini o'qitishda sun'iy intellekt va interfaol texnologiyalar integratsiyasi.
U.Abdurasulova 1128
Методика развития критического мышления младших школьников при изучении грамматических понятий.
Ф.Солохиддинова 1131
Boshlang'ich sinf o'quvchilarida ekologik ta'lim-tarbiya orqali meta kognitiv ko'nikmalarini shakllantirish texnologiyalari.
D.Nazarova..... 1134
Bo'lajak o'qituvchilarning kommunikativ kompetensiyalarini rivojlantirish metodikasi: nazariy yondashuvlar va amaliy sinfiylar.
M.Ismoilov…….. 1139
Sun'iy intellektga asoslangan ovozli texnologiyalarning xorijiy tillar talaffuzini takomillashtirishdagi ahamiyati
M.Abduxalilova……. 1142
Gender yondashuv asosida sog'lom turmush tarzini shakllantirish
X.Satimov, N.Karimov……..... 1145
Oliy ta'limda iqtisod fanlarini o'qitishda kompetensiyaviy yondashuvning metodologik va didaktik asoslari.
R.Risqimov…… 1149
Maxsus ehtiyojli o'quvchilarga ingliz tilini o'qitishda differensial metod va texnologiyalardan foydalanish metodikasi
N.Yakibova…… 1152
Tasviriy san'atda kompozitsiyaning tarixiy rivojlanish bosqichlarini o'rganishning nazairiy asoslari
A.Amanullayev…….. 1155
Communicative risk in legal english: a sociolinguistic perspective.
D.Abdurakhmonova 1159
Разработка системы критериев, показателей и дескрипторов для уровневого оценивания профессиональных компетенций специалистов нефтегазовой отрасли.
Х.Асадова, С.Азимов 1162
Игровая деятельность как средство преодоления речевых трудностей при изучении русского языка как иностранного.
П.Валижонова, Ш.Набиев 1169
Tabiiy fanlarni o'qitishda ta'lim shakllari, o'qitish metodlari va didaktik vositalardan foydalanish metodikasi.
B.Boymatov..... 1173
Issues of methodology for teaching english in STEM education. 1178

A.Axmuratov.....
Bo‘lajak tarbiya fani o‘qituvchilarning amaliy tayyorgarligini takomillashtirish.
D.Rafikova **1182**
“Avtomobillarning elektr tizimlari” fanini o‘qitishda https://autoelectrosystem.uz/ platformasidan foydalanish istiqbollari.
I.Saydaliyev, N.Rustamova **1186**
Boshlang‘ich sinf o‘quvchilarining ijtimoiy-hissiy ta’lim va akademik natijalari o‘rtasidagi bog‘liqlik.
M.Abdullayeva..... **1189**
“Yarimo‘tkazgich asboblar va integral sxemalar texnologiyasi” fanini o‘qitishga mos yangi interfaol metodlar ishlab chiqish.
N.Muzaffarova **1195**
Mediatsiya tushunchasining lingvodidaktik mohiyati va uning CEFR doirasidagi talqini.
D.Karimova..... **1199**
Raqamli ta’lim muhitida pedagogik oliy ta’lim tashkilotlarida o‘quv jarayonlarini tashkil etish va boshqarishning innovatsion mexanizmlarini takomillashtirishning nazariy-metodologik asoslari.
M.Xusaynov..... **1203**
Bo‘lajak o‘qituvchilarda texnik fikrlash kompetensiyasini rivojlantirishning didaktik asoslari.
M.Ibragimov…… **1207**
Adaptiv pedagogik tizimlarning funksiyalarining mohiyati.
T.Kudenov…… **1211**
Autizm spektr buzilishiga ega bo‘lgan bolalarda ABA terapiyaning qo‘llanilishi va samaradorligi.
N.Usmanova……..... **1216**
Autizm spektri buzilishi bo‘lgan bolalarda senso-motor korreksiya usuliga asoslangan korreksion ishlar.
X.Saydaliyeva……..... **1219**
Sun‘iy intellekt muhitida talabalarning metokognitiv kompetentini rivojlantirishni tashkil etishning metodik tizimi.
N.Botirova…… **1223**
O‘quvchilarning kreativ kompetentligini rivojlantirish bosqichlari, shakllari, va usullari
M.Madaminova…….. **1227**
O‘yin texnologiyalarining jismoniy tarbiya darslarida qo‘llanilishi: o‘quvchilar qiziqishini oshirishning samarali yo‘li
A.Toshpulatova……..... **1230**
Yosh kurashchilarning mashg‘ulotlarida maxsus jismoniy sifatlarni rivojlantirish uslubiyati
U.Choriyev…… **1234**
Bo‘lajak mutaxasislarda mantiqiy fikrlash qobiliyatini rivojlantirishda steam yondashuvning o‘rni va ahamiyati
S.Hamroyeva…….. **1237**
Elektron kitoblar asosida 3–4-sinf o‘quvchilarining o‘qish kompetensiyasini shakllantirish (*ingliz tili misolida*)
T.Jo‘raboyeva……..... **1242**
Oliy ta’lim tizimida talabalarda tanqidiy fikrlash va mustaqil ta’limni rivojlantirishda veb-ilovalarning o’rni
G.Joldasova…… **1245**
Tibbiy ta’lim talabalarida stress-menejment kompetentligini rivojlantirishning didaktik ahamiyati.
S.Toshpulatova……... **1249**
Bo‘lajak pedagoglarda g‘oyaviy-mafkuraviy kompetentlikni rivojlantirish mazmuni va metodlari
O.Hujakulov…….. 1253
Ehtimollar nazariyasini o‘qitishning nazariy va metodologik asoslari
A.Abdumumin……... **1256**
Chet til o‘rgatish metodikasi tarixida didaktik kommunikativ yondashuvning nazariy asoslari
Z.Abdusattorova……..... **1262**
O‘qituvchi kasbiy deformatsiyasini oldini olishda tizimli-funksional yondashuvning pedagogik imkoniyatlari.
G.Avazbekova…… **1267**
Milliy identitet tushunchasi va uning talqini
G.Eshquvvatova, M.Isoyeva…… **1270**
Talabalarning harakat faolligini jismoniy tarbiya vositalari orqali oshirishning zamonaviy yondashuvlari.
G.Muratova…… **1275**
Tarix ta’limini raqamli transformatsiyalash: texnologik-pedagogik yondashuvlar integratsiyasi va tanqidiy fikrlashni rivojlantirish istiqbollari
S.Murodillayev……..... **1278**
Bo‘lajak boshlang‘ich sinf o‘qituvchilarida familistik madaniyatni rivojlantirishning pedagogik shart-sharoitlari. 1283

N.Nagmetova……..
O‘quvchilarda o‘z-o‘zini tarbiyalashga individual yondashuv mohiyat va tamoyillar.
S.Jakbarova…… **1288**
Generativ sun’iy intellekt texnologiyalari asosida nofilologik yo‘nalish talabalari uchun ingliz tili darslarining moslashuvchan (adaptive) o‘quv materiallarini loyihalash.
N.Nigmatova…….. **1292**
Bo‘lajak boshlang‘ich sinf o‘qituvchilarining raqamli kompetensiyasini kreativ takomillashtirishning metodologik asoslari.
M.Omonboyeva…….. **1296**
Umumta‘lim maktablarida jismoniy tarbiya darslarini tashkillanishi va o‘quvchilar jismoniy tayorgarligidagi ahamiyati.
A.Parmonov……... **1299**
Ko‘p yillik tayyorgarlikning sport takomillashuv bosqichidagi bosqon uloqtiruvchilarni texnikasini rivojlantirishga qaratilgan jismoniy sifatlarni rivojlantiruvchi mashqlarni tutgan o‘rni.
I.Ruzimatov, M.Axmadaliyeva……..... **1302**
Ingliz tiliga ixtisoslashmagan oliy ta’lim talabalari orasida o‘qish ko‘nikmalarini rivojlantirish uchun Analitik rubrika asosida baholashning samaradorligi.
O.Safarmatova…… ... **1308**
Podkast texnologiyasi yordamida talabalarning auditiv kompetensiyasini rivojlantirish (Qoraqalpog‘iston respublikasi misolida)
S.Baymuratova…….. **1312**
Talabalarni kasbiy faoliyatga tayyorlashda ijtimoiy-emotsional ko‘nikmalarni rivojlantirishning innovatsion metodlari.
M.Samandarova…… **1316**
Sun'iy intellekt yordamida talabalarning madaniyatlararo kommunikativ kompetensiyasini rivojlantirish.
G.Musayeva…… **1321**
Boshlang'ich sinf o'quvchilarining kommunikativ kompetsiyasini rivojlantirishning nazariy asoslari.
A.Suyarova……... **1327**
Milliy qadriyatlarni o‘zlashtirish jarayonida boshlang‘ich ta’limning tarbiyaviy imkoniyatlari.
Sh.Davlatova…….. **1330**
Respublika miqyosida maktabdan tashqari ta’lim tizimi: tarixi, hozirgi holati, yutuqlari va muammolari.
B.Xalilov…….. **1334**
Qishki olimpiya o‘yinlari: tarixiy rivojlanishi, tashkiliy asoslari va zamonaviy tendensiyalari.
M.Xaydarova…… **1341**
Texnologiya fani mashg‘ulotlarida o‘quvchilarning tadbirkorlikka oid tayanch kompetensiyalarini shakllantirish metodikasi.
S.Yeshenova…… **1345**
Boshlang‘ich ixtisoslashuv bosqichida 13-14 yoshli qiz bola futbolchilar uchun funktsional tayyorgarlik.
T.Ishanov…… **1350**
Ijtimoiy mediadan foydalanish orqali ingliz tilini o‘qitishga qaratilgan tajriba-sinov bosqichlarini maqsad va vazifalari.
B.Suleymanova…….. **1354**
Bolalar va o‘smirlar uchun sport mashg‘ulotlarini tashkil qilishda yosh xususiyatlarining ahamiyati.
G.Salixova……... **1361**
Dizayn ta'limida talabalarning kasbiy-amaliy kompetentligini rivojlantirishning pedagogik asoslari.
G‘.Axmedov……... **1367**
Oliy ta’lim jarayonida talabalarning ilmiy tafakkurini rivojlantirish mexanizmlari.
N.Mirabdullayev……..…… **1370**
Muhandislik va kompyuter grafikasi fanini o‘qitishda sun’iy intellekt texnologiyalaridan foydalanish metodikasi.
M.Ikromov…….. **1374**
Innovatsion talim muhitida bo‘lajak o‘qituvchilar kreativligini rivojlantirishda “Kreativ pedagogika” fanining pedagogik imkoniyatlari.
M.Ikromova…… **1378**

TIBBIYOT FANLARI
14.00.00 - МЕДИЦИНСКИЕ НАУКИ
MEDICAL SCIENCES

Organizm qarishi jarayonida ovqat hazm qilish tizimining morfofunktsional holatini belgilovchi omillar.

G.Yusupjonova, G‘.Abdullayev…….. **1381**
Pneumonia: etiology, pathogenesis, classification, and clinical features.
M.Bobokhonov…….. **1389**
Механизмы воздействия кишечной микробиоты на метаболизм липидов в печени.
Г.Кимсанова, М.Юсупова, Н.Абдукадырова, Г.Умарова, Ф.Нурмаматова…….. **1396**
Современные биомаркеры костного ремоделирования: от диагностики к прогнозу.
О.Ким……... **1404**
New technologies in the diagnosis of viral diseases.
K.Kakhorova, M.Kurbanova…… **1407**
Sun’iy intellektga asoslangan ta’lim va klinik amaliyot integratsiyasining talabalar klinik kompetensiyalarini rivojlantirishdagi samaradorligi.
D.Tillabayeva……... **1413**