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IQTISODIY SAMARADORLIKDA TASHQI SAVDO AYLANMASI TUSHUNCHASI VA MOHIYATI

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Mamlakatimiz mustaqil taraqqiyot davrida bozor iqtisodiyotini rivojlantirish va milliy ishlab chiqarishni modernizatsiya qilishni ustuvor vazifa sifatida qabul qilib, uzoq muddatli strategik maqsadlarga erishish va xalqaro iqtisodiy tizimda mustahkam mavqega ega bólish uchun tashqi iqtisodiy aloqalar va jahon hamjamiyatiga integratsiyalashuvni muttasil ravishda chuqurlashtirib kelinmoqda.

Tashqi savdo aylanmasi iqtisodiy samaradorlik uchun katta ahamiyatga ega, chunki u mamlakatlarga eksportdan daromad olish, bozorlarni kengaytirish, ishlab chiqarishni ko'paytirish va import xarajatlarini kamaytirish imkonini beradi. Ushbu maqolada tashqi savdo aylanmasining kontseptsiyasi va mohiyati, shuningdek, iqtisodiy samaradorlikni oshirishdagi roli ko'rib chiqilgan. Tashqi savdo aylanmasiga ta'sir etuvchi asosiy omillar, shuningdek, uni tartibga solish usullari ko'rib chiqilgan. Shuningdek, tashqi savdo aylanmasining mamlakat iqtisodiy o‘sishi va rivojlanishiga ta’siri tahlil qilingan. Ish natijasida tashqi savdodan iqtisodiy samaradorlikni oshirish va milliy iqtisodiyotni rivojlantirishda qanday foydalanish mumkinligi haqida xulosalar chiqarilgan.

Mamlakatimizning savdo masalasida global miqyosda faoliyat olib borayotgan Jahon savdo tashkilotiga a’zo bólish uchun tayyorgarlik kórayotgani ham ichki, ham tashqi iqtisodiy munosabatlar samaradorligi bóyicha liberalizmni kuchaytirish, proteksionizmni cheklashni taqozo qiladi. Umuman, tashqi savdo aylanmasi va unda eksport bilan importdagi vaziyatlar umumlashgan tarzda tahlil qilinishi bilan bir qatorda milliy tashqi savdo aylanmasi va uning taqsimlanishini geografik jihatdan ham tadqiq qilish talab etiladi. Chunki har qanday davlatning tashqi savdo sherigi bólgan mamlakatlarning rivojlanganlik darajasi va geografik joylashgan mintaqasi iqtisodiy samaradorlik kórsatkichlarini shakllantirish va kuchaytirishga zamin hozirlaydi.

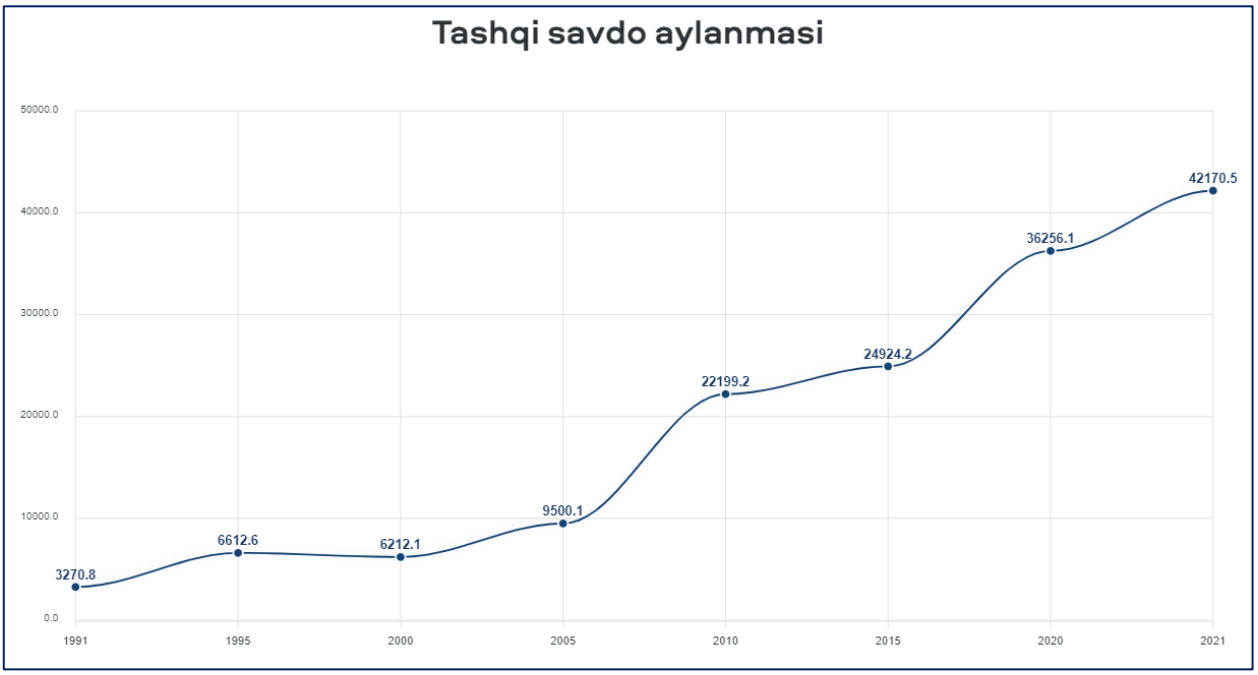
Tashqi savdo aylanmasi - bu mamlakatlar o'rtasidagi tovar va xizmatlar eksporti va importining yig'indisidir. U har qanday mamlakat iqtisodiy tizimining muhim elementi bo‘lib, uning rivojlanishi va gullab-yashnashida katta ahamiyatga ega.

Ózbekiston Respublikasi tashqi savdosi[1]

[1] Stat.uz ma’lumotlari asosida

Kórsatkichlar	2015	2016	2017	2018	2019	2020	2021
mln.AQSH doll.: Tashqi savdo aylanmasi	**24 924,2**	**24 232,2**	**26 566,1**	**33 429,9**	**41 751,0**	**36 256,1**	**42 170,5**
eksport	**12 507,6**	**12 094,6**	**12 553,7**	**13 990,7**	**17 458,7**	**15 102,3**	**16 662,8**
import	**12 416,6**	**12 137,6**	**14 012,4**	**19 439,2**	**24 292,3**	**21 153,8**	**25 507,7**
savdo balansi saldosi	**91,0**	**-43,0**	**-1 458,7**	**-5 448,5**	**-6 833,6**	**-6 051,5**	**-8 844,9**
shu jumladan: MDH davlatlari bilan	**9 548,9**	**8 388,1**	**9 084,6**	**12 144,4**	**14 461,8**	**11 826,4**	**15 920,4**
eksport	**5 230,3**	**4 338,3**	**4 080,1**	**5 003,1**	**6 234,0**	**4 106,4**	**5 433,8**
import	**4 318,6**	**4 049,8**	**5 004,5**	**7 141,3**	**8 227,8**	**7 720,0**	**10 486,6**
savdo balansi saldosi	**911,7**	**288,5**	**-924,4**	**-2 138,2**	**-1 993,8**	**-3 613,6**	**-5 052,8**
Boshqa davlatlar bilan	**15 375,3**	**15 844,1**	**17 481,5**	**21 285,5**	**27 289,2**	**24 429,6**	**26 250,1**
eksport	**7 277,3**	**7 756,3**	**8 473,6**	**8 987,6**	**11 224,7**	**10 995,8**	**11 229,0**
import	**8 098,0**	**8 087,8**	**9 007,9**	**12 297,9**	**16 064,5**	**13 433,8**	**15 021,1**
savdo balansi saldosi	**-820,7**	**-331,5**	**-534,3**	**-3 310,3**	**-4 839,9**	**-2 437,9**	**-3 792,1**
Ótgan yilga nisbatan,% da: Tashqi savdo aylanmasi	**90,5**	**97,2**	**109,6**	**125,8**	**124,9**	**86,8**	**116,3**
eksport	**92,3**	**96,7**	**103,8**	**111,4**	**124,8**	**86,5**	**110,3**
import	**88,8**	**97,8**	**115,4**	**138,7**	**125,0**	**87,1**	**120,6**
shu jumladan: MDH davlatlari bilan	**79,0**	**87,8**	**108,3**	**133,7**	**119,1**	**81,8**	**134,6**
eksport	**77,2**	**82,9**	**94,0**	**122,6**	**124,6**	**65,9**	**132,3**
import	**81,2**	**93,8**	**123,6**	**142,7**	**115,2**	**93,8**	**135,8**
Boshqa davlatlar	**99,6**	**103,0**	**110,3**	**121,8**	**128,2**	**89,5**	**107,5**

bilan							
eksport	**107,4**	**106,6**	**109,2**	**106,1**	**124,9**	**98,0**	**102,1**
import	**93,5**	**99,9**	**111,4**	**136,5**	**130,6**	**83,6**	**111,8**



Mamlakat iqtisodiy o‘sishi va rivojlanishiga ta’sir kórsatuvchi tashqi savdo aylanmasiga ta'sir qiluvchi asosiy omillar quyidagilardir:

1. Iqtisodiy omillar, masalan, mamlakatning iqtisodiy rivojlanish darajasi, inflyatsiya darajasi, valyuta kursi, savdo to'siqlari va bojxona to'lovlarining mavjudligi, jahon bozorlaridagi raqobat darajasi va boshqalar.

2. Siyosiy omillar, masalan, mamlakatdagi siyosiy vaziyatning barqarorligi, xalqaro shartnoma va kelishuvlarning mavjudligi, xalqaro hamkorlar tomonidan mamlakatga ishonch darajasi va boshqalar.

3. Texnologik omillar, masalan, texnologiya va ilmiy tadqiqotlarning rivojlanish darajasi, innovatsion mahsulot va texnologiyalarning mavjudligi, ilmiy-texnik xodimlarning malaka darajasi va boshqalar.

4. Ijtimoiy omillar, masalan, aholi turmush darajasi, ta'lim va madaniyat darajasi, tovar va xizmatlarga iste'molchi talabining mavjudligi va boshqalar.

Tashqi savdo aylanmasiga ta'sir qiluvchi asosiy omillardan kelib chiqib tashqi savdo aylanmasini tartibga solishning quyidagi usullari kórib chiqilgan, jumladan:

1. Importdan himoya qilishning tarif va notarif choralari, masalan, bojxona bojlarini joriy etish, import kvotalari va litsenziyalari, dempingga qarshi choralar va boshqalar.

2. Valyuta kursini tartibga solish, bu mamlakat markaziy banki orqali foiz stavkalarini o‘zgartirish, valyuta kursi yo‘laklarini joriy etish va hokazolar orqali amalga oshirilishi mumkin.

3. Tashqi savdoni tartibga soluvchi va mamlakatlar o'rtasidagi savdo qoidalarini o'rnatishi mumkin bo'lgan xalqaro shartnomalar va kelishuvlarni ishlab chiqish va amalga oshirish.

4. Tovar va xizmatlarni tashishni tezlashtirish va narxini pasaytirish imkonini beruvchi portlar, aeroportlar, temir yo‘llar va avtomobil yo‘llari kabi eksport-import infratuzilmasini rivojlantirish.

5. Tashqi savdo operatsiyalari jarayonini tezlashtirish va soddalashtirish imkonini beruvchi sug‘urta, moliyalashtirish va logistika kabi eksport-import operatsiyalarini rivojlantirish.

6. Tashqi savdo aylanmasi hajmini oshirish va sotish bozorlarini kengaytirishga yordam beradigan xalqaro hamkorlik va sheriklikni rivojlantirish.

Tashqi savdo aylanmasining asosiy roli shundaki, u mamlakatlarga eksportdan daromad olish, bozorlarni kengaytirish, ishlab chiqarishni ko'paytirish va import xarajatlarini kamaytirish imkonini beradi. Bu mamlakatimizning iqtisodiy samaradorligi va jahon bozorlarida raqobatbardoshligini oshirishga xizmat qilmoqda. Tashqi savdo aylanmasi, shuningdek, mamlakatlarga aholi turmush sifatini yaxshilash va milliy iqtisodiyotni rivojlantirish uchun ishlatilishi mumkin bo‘lgan yangi texnologiyalar, mahsulot va xizmatlardan foydalanish imkonini beradi. Shu bilan birga, tashqi savdo aylanmasi turli xil xavf-xatarlarga duch kelishi mumkin, masalan, valyuta kursining o'zgarishi, importni tarif va tarifsiz himoya qilish choralarining o'zgarishi, xalqaro shartnoma va kelishuvlarning o'zgarishi va boshqalar. Shuning uchun tashqi savdo aylanmasini samarali boshqarish uchun tegishli strategiyalar va tartibga solish choralarini ishlab chiqish va amalga oshirish zarur.

Xulosa

Umuman olganda, tashqi savdo aylanmasi iqtisodiy samaradorlikni oshirish va milliy iqtisodiyotni rivojlantirishning muhim vositasi hisoblanadi. Shu bois eksport tarkibini, hajmini va geografiyasini milliy iqtisodiyotimiz salohiyati va qudratini kuchaytiradigan yónalishda uzoq muddatga móljallangan dasturlar ishlab chiqish va amaliyotga joriy etish orqali rivojlantirish maqsadga muvofiq bóladi. Bu mamlakatlarga eksportdan daromad olish, bozorlarni kengaytirish, ishlab chiqarishni ko‘paytirish va import xarajatlarini kamaytirish imkonini beradi, bu esa aholi turmush sifatini yaxshilash va umuman iqtisodiyotni rivojlantirishga xizmat qiladi.

Foydalangan adabiyotlar:

1. O'zbekiston Respublikasi Prezidentining 2022 yil 28 yanvardagi “2022 – 2026 yillarga mo'ljallangan yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida”gi PF-60-sonli farmoni https://lex.uz/docs/5841063

2. Tashqi savdoni statistik tadqiq etishning nazariy asoslari Norkulov.Sh.Sh. «O’zbekiston statistika axborotnomasi» ilmiy elektron jurnali. 2022-yil, 3-son.

3. Чаленко А.Ю. Методика определения экономического потенциала Экономика Украины. –2013.– №. 8. – С. 4054.

DEVELOPMENT TRENDS AND PERSPECTIVES OF ISLAMIC INSURANCE COMPANIES IN UZBEKISTAN

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Abstract: In this article, Islamic insurance companies in Uzbekistan: their conditions, problems and development perspectives are covered. The Decrees of the President on this sphere are illuminated, all insurance companies are listed. Detailed information is given, mainly, about 2 Islamic insurance companies – Uzaro and Apex Takaful operating in Uzbekistan. Their activities, products and services they are offering are listed. Furthermore, problems for developing Islamic insurance sphere in Uzbekistan and their possible solutions are presented.

Key words: Insurance system, Islamic insurance, Insurance premiums, Insurance payments, UZARO, Uzaro aid, Uzaro invest, Uzaro consultancy, Apex Takaful.

In the process of gradual formation and development of market relations, high level of economic independence and freedom of economic subjects in our country, there are always risks. Insurance deals with the special service of re-distribution of risks that may harm their interests and is constantly recurring. The upper limit of the price of the insurance service is determined by the volume of demand and the amount of bank interest. When there is a sufficient demand for a certain type of insurance service, the insurance organization can maintain the price of this service at a high level. However, with the increase in the number of insurance service providers in the market over time, the tariff rates will automatically decrease.

In accordance with the Decree of the President of the Republic of Uzbekistan No. 5464 dated April 5, 2019, it is planned that the creation of conditions aimed at the development of the mutual insurance institution should be reflected in the new version of the Civil Code of the Republic of Uzbekistan.[2] A number of measures are being implemented in order to bring the funds of international Islamic financial institutions to Uzbekistan. For this, it is necessary to have an appropriate infrastructure and legal framework. Several legal documents in terms of insurance sector have been adopted such as, Law of the Republic of Uzbekistan, No. ORQ-730 dated 23.11.2021 "On insurance activities"[3], Decree of the President of the Republic

[2] "Action strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021", 2017.
[3] "On insurance activities", https://lex.uz/docs/-5739117

of Uzbekistan, No. PQ-5265 dated 23.10.2021 "On additional measures for digitalization of the Insurance market and development of life insurance field"[4], Decree of the President of the Republic of Uzbekistan, No. PQ-4412 dated 02.08.2019 "On reform of the insurance market of the Republic of Uzbekistan and measures to ensure its rapid development"[5]. These all documents serve as legal base for the development of the Insurance market in Uzbekistan.

Today, there are a total of 41 insurance companies in Uzbekistan, of which 33 (because not operating of "Garant incurance group") are operating in general insurance and 8 in life insurance. Also, 7 insurance brokers and 5 certified actuaries provide their services in the local insurance market.[6] In the Table 3.1 given below, we will look through the structure of the Insurance market of the Republic of Uzbekistan.

Table 1.1

The structure of the insurance market of the Republic of Uzbekistan[7]

The structure of the Insurance market	31.12.2021	31.12.2022	Change (+, -)
Number of insurance companies (including life insurance companies)	42 (8)	41 (8)	-2,4%
Total authorized capital of insurance organizations (in millions of soums)	1 589 808	1 884 111	+18,5%
Number of insurance brokers	5	7	+40,0%
Number of actuaries	5	5	0%
Number of insurance agents (including legal entities)	9581 (2820)	9155 (2625)	-4,4% (-6,9%)

Table 1.2

Insurance premiums and Insurance payments data[8]

Insurance premiums (2022)	**Insurance payments (2022)**
Compulsory insurance - 8%	Compulsory insurance - 9%
Optional insurance - 68%	Optional insurance - 33%
Life insurance - 24%	Life insurance - 58%

[4] "On additional measures for digitalization of the Insurance market and development of life insurance field", https://lex.uz/docs/-5692504

[5] "On reform of the insurance market of the Republic of Uzbekistan and measures to ensure its rapid development", https://lex.uz/docs/-4459802

[6] "Register of licenses of insurance companies", https://imda.uz/oz/sugurtalovchilar-reyestri/

[7] "General indicators of the insurance market of the Republic of Uzbekistan by the end of 2022", https://imda.uz/wp-content/uploads/2023/02/2022-yillik.pdf

[8] "General indicators of the insurance market of the Republic of Uzbekistan by the end of 2022", https://imda.uz/wp-content/uploads/2023/02/2022-yillik.pdf

Total - 6,2 bln soums	Total - 2,6 bln soums

Insurance premiums of life and general insurance companies' information can be seen in the tables 3.3 and 3.4 given below accordingly.[9]

Table 3.3

№	Name of the Company	Net insurance premiums		
		31.12.2021	31.12.2022	Change, %
General		**728 569**	**1 551 516**	**+113,0 %**
1	"New Life insurance" JSC	274 844	720 758	**+162,2%**
2	"Alfa Life insurance" JSC	54 121	170 283	**+214,6%**
3	"Agros Life insurance" JSC	129 427	161 835	**+25,0%**
4	"Kafolat Life insurance" JSC	65 737	146 516	**+122,9%**
5	"Euroasia life insurance" JSC	54 545	133 453	**+144,7%**
6	"Uzbekinvest Life insurance" JSC	80 452	101 399	**+26,0%**
7	"Apex Life insurance" JSC	55 027	100 708	**+83,0%**
8	"Farovon insurance" JSC	14 417	16 563	**+14,9%**

Table 3.4

№	Name of the Company	Net insurance premiums		
		31.12.2021	31.12.2022	Change, %
General		**2 264 496**	**3 527 083**	**+55,8 %**
1	"Apex insurance" JSC	184 536	576 972	**+212,7%**
2	"Uzbekinvest" JSC	303 655	565 642	**+86,3%**
3	"Uzagrosugurta" JSC	141 101	276 748	**+96,1%**
4	"Kafolat insurance" JSC	174 137	252 510	**+45,0%**
5	"Gross insurance" JSC	195 720	216 784	**+10,8%**
6	"My-insurance" JSC	184 123	194 840	**+5,8%**
7	"Kapital insurance" JSC	99 462	126 439	**+27,1%**
8	"Asko-vostok" JSC	59 408	121 992	**+105,3%**
9	"Euroasia insurance" JSC	108 780	110 939	**+2,0%**

[9] "General indicators of the insurance market of the Republic of Uzbekistan by the end of 2022", https://imda.uz/wp-content/uploads/2023/02/2022-yillik.pdf

10	"Kafil insurance" JSC	94 500	107 149	**+13,4%**
11	"Alfa invest insurance" JSC	74 164	92 827	**+25,2%**
12	"Alskom insurance" JSC	49 999	90 938	**+81,9%**
13	"Temiryol insurance" JSC	65 192	89 446	**+37,2%**
14	"Inson" JSC	31 816	81 056	**+154,8%**
15	"Impex insurance" JSC	4 873	73 601	**>+1000%**
16	"SQB insurance" JSC	61 626	64 765	**+5,1%**
17	"Imkon insurance" JSC	76 441	63 783	**-16,6%**
18	"Asia insurance" JSC	50 419	53 763	**+6,6%**
19	"Global insurance group" JSC	30 587	40 715	**+33,1%**
20	"Xalk insurance" JSC	37 988	36 817	**-3,1%**
21	"Omad insurance" JSC	11 597	34 016	**+193,3%**
22	"Ishonch insurance" JSC	32 426	32 112	**-1,0%**
23	"DD general insurance" JSC	20 048	30 100	**+50,1%**
24	"Semurg insurance" JSC	17 889	29 078	**+62,5%**
25	"Hamkor insurance" JSC	33 674	25 414	**-24,5%**
26	"Trust insurance" JSC	15 607	24 895	**+59,5%**
27	"Ingo Uzbekistan" JSC	28 237	24 778	**-12,3%**
28	"Aria insurance organization" JSC	12 249	17 118	**+39,8%**
29	"Universal insurance" JSC	21 430	15 705	**-26,7%**
30	"Perfect insurance" JSC	20 444	15 349	**-24,9%**
31	"Sharq insurance" JSC	8 022	15 252	**+90,1%**
32	"Mosaic insurance" JSC	1 420	11 259	**+693,1%**
33	"Unipolis" JSC	1 688	8 934	**+429,3%**
34	"Garant insurance group" JSC	11 238	5 346	**-52,4%**

From the information given above, it is visible that there are only two Islamic insurance companies operating in Uzbekistan – "UZARO" and "APEX TAKAFUL". All detailed information about these two Islamic insurance companies will be demonstrated below.

"UZARO" BILATERAL INSURANCE COMPANY

"UZARO" Mutual Insurance Company ("UZARO" MIC) is the first mutual insurance company established in the Republic of Uzbekistan. The society was

established in order to meet the needs of individuals interested in participating in the non-commercial form of insurance relations and thereby contribute to the further development and improvement of the mutual insurance industry in Uzbekistan. "UZARO" is a non-profit organization in the form mutual insurance publication society and operates on the basis of articles 73 and 960 of the Civil Code and other legal documents of the Republic of Uzbekistan. The main purpose of the society is to insure the property and other property interests of its members by pooling funds necessary for mutual insurance.[10]

After many years of research, and finally in 2017 (17.11.2017), our long-term dream, in the hope of finding Allah's approval, Allah Himself made it possible to implement the first Shariah mutual insurance, that is, takaful, in Uzbekistan with our partners. This direction is currently operating under the name of UZARO AID.

Over time, during the quarantine period of 2020, we had some planned projects, which were also founded in September in the UZARO INVEST project. In this case, it was possible to sell housing to our people on the basis of mudarabah (trusted management) with the condition of paying in installments on the basis of murabaha (buying property and selling it at a premium), and cars are given on the basis of a one-to-one rental agreement. In accordance with the principles of Islamic finance and the legislation of the Republic of Uzbekistan, the company provides services for investment, financial lease (rental muntakhiya bit-tamlik), sale of housing with the condition of payment in installments.

At the end of 2020, applications began to arrive from our businessmen asking them to draft their contracts in accordance with the law and Sharia, or to check their compliance, thus the UZARO CONSULTANCY direction was established based on the consulting activity.

APEX TAKAFUL INSURANCE COMPANY

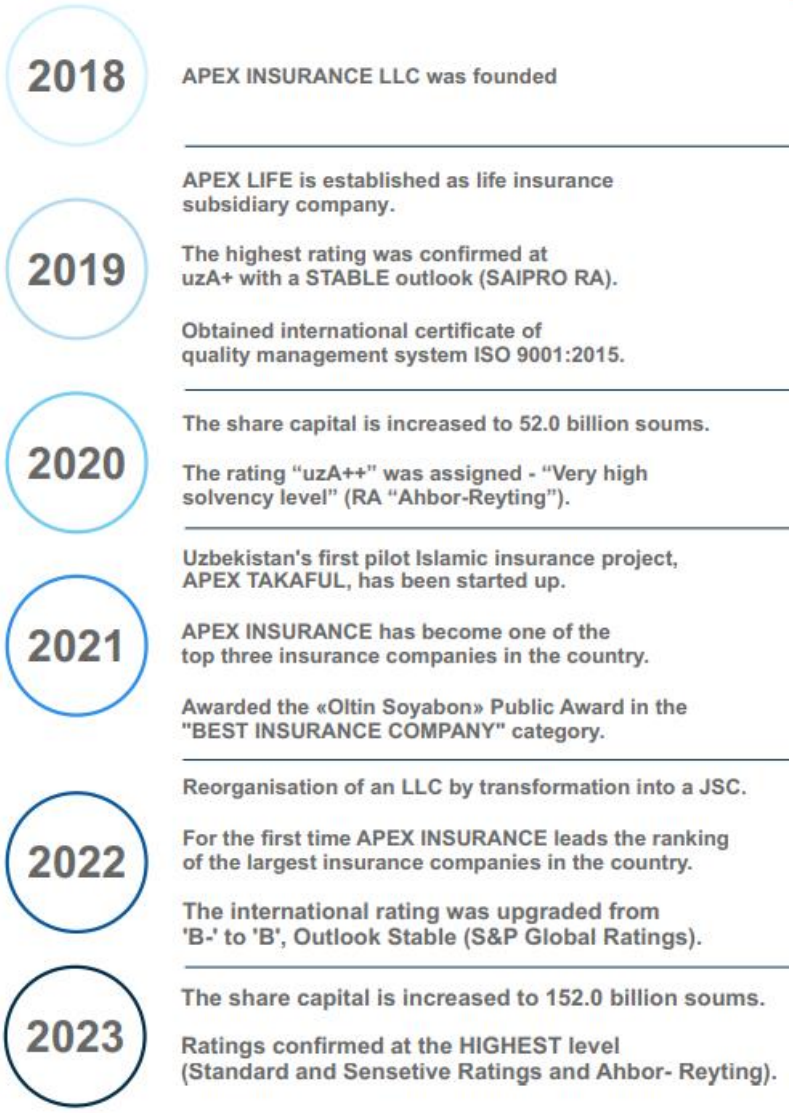
Apex Takaful insurance company was established in 2021 by the Apex insurance company.

Graph 1.1

Stages of development of the Apex insurance company[11]

[10] "About the Society", https://yordam.uzaro.uz/About

[11] "Apex insurance company: presentation materials for 2022", https://apexinsurance.uz/storage/app/media/uploaded-files/%D0%9F%D1%80%D0%B5%D0%B7%D0%B5%D0%BD%D1%82%D0%B0%D1%86%D0%B8%D1%8F%202023%20A%D0%BD%D0%B3.pdf

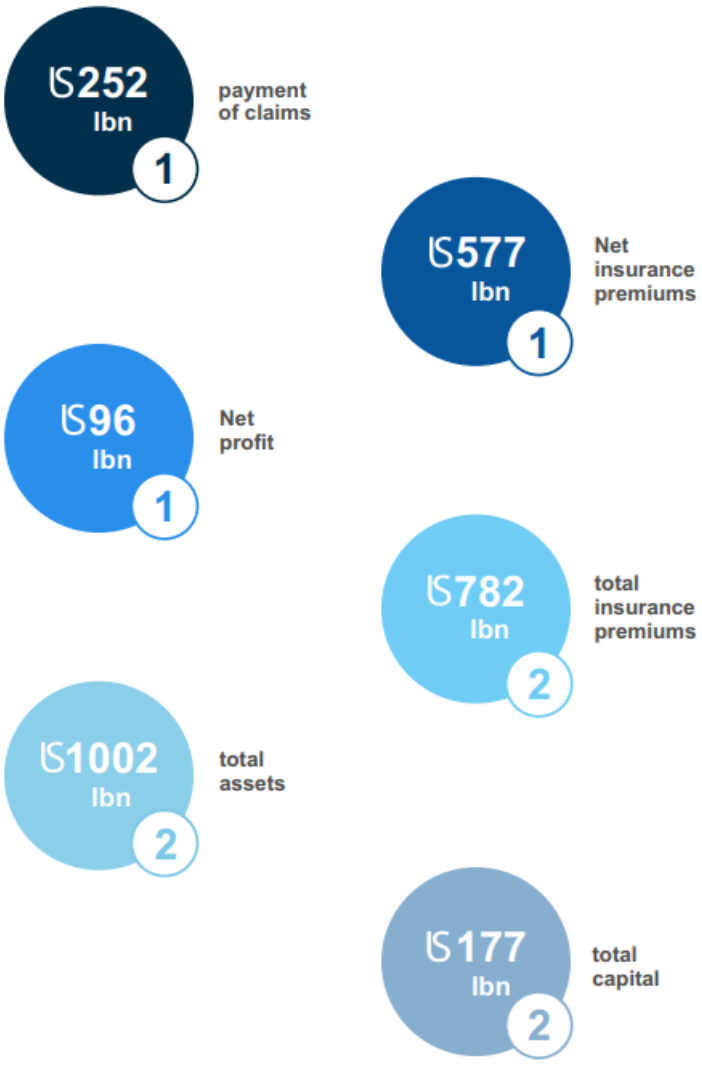


In the Graph 1.2 below, there is economic data of the Company.

Graph 1.2

Economic indicators of the Company[12]

[12] "Apex insurance company: presentation materials for 2022", https://apexinsurance.uz/storage/app/media/uploaded-files/%D0%9F%D1%80%D0%B5%D0%B7%D0%B5%D0%BD%D1%82%D0%B0%D1%86%D0%B8%D1%8F%202023%20A%D0%BD%D0%B3.pdf



Sharia compliance function is a key element of the company structure and is responsible for ensuring that all products and services offered by ApexTakaful are fully Sharia compliant. The Shariah Compliance Service reviews and provides guidelines and approvals for all potential new product offerings. With the demand for Sharia compliant takaful services growing at a faster pace, the Sharia Compliance function plays a vital role in developing new procedures and products to enable the company to adapt to industry trends and customer expectations.

APEX INSURANCE LLC received the Shariah Certificate of the Center for Islamic Banking and Economics "AlHuda" for the provision of Islamic insurance services. According to this certificate, the Company operates as a Takaful Operator. All kinds of Islamic insurance products are available. In addition, the Company received a positive opinion from the Fatwa Department of the Muslim Board of Uzbekistan on a package of documents.

Takaful Operator (LLC "Apex Insurance") has chosen a "Hybrid Model" (Wakala+Mudarabah) for the management of Takaful operations. According to this

model, the Operator receives a commission in the amount of 35% of the insurance premiums (the remaining 65% of the insurance premium goes to the Takaful Fund) and 30% of the investment income in case of profit from investing free funds of the Takaful Fund in accordance with the principles and norms of Shariah (the remaining 70% of the investment income is also sent to the Takaful Fund). At the end of the Takaful insurance period, the Operator calculates the balance of funds, and they are distributed among the participants (insured) of the Takaful Fund. At the same time, the Takaful operator (Company) does not have any rights to the funds of the Takaful Fund.

Company's products include General takaful and Family takaful. Within General takaful involves:

- Accident insurance
- Insurance of vehicles
- Property insurance
- Automotive liability insurance
- Insurance of property pledged
- Cargo insurance
- Insurance for traveling abroad

Family takaful involves:

- Long-term life insurance with payment of investment income
- Accident insurance

As a result of studying the issues of insurance market development in our country, the following conclusions were formed:

First, although the national insurance market of our country is developing relatively quickly, today it cannot fully meet the world's requirements. In the insurance market, it is necessary to increase its types and develop new mechanisms. In this case, it is necessary to use Islamic insurance-takaful mechanisms.

Secondly, the majority of the population who use and can use insurance services do not have complete information about insurance. However, the increase in demand for this type of insurance makes a significant contribution to the improvement of the insured's financial situation. In order for legal entities to provide insurance, first of all, they need trust. Correct information for individuals. The fact that the information is correct and complete will attract them to the correct and targeted use of insurance. To implement this process, the insurance market requires qualified specialists. Most employees working in insurance companies are not insurance experts. An employee of one department does not have information about the activities of the employee of the other department. Agents have the same problem. As a result of the incomplete and correct delivery of insurance services to the person who wants to be insured, there is a decrease in the demand for insurance and lack of trust in the activity.

Thirdly, more than 90% of the population of Uzbekistan are Muslims. They practice Islam religion which requires using Sharia' compliant operations. As a result of this, although they have money to use insurance services they cannot. A lack of Islamic insurance services in the country makes it difficult for them to be consumers of this service. If this issue will be solved, it creates a great opportunity not only for developing insurance market but investment sphere as well.

Last but not least, in order to create fully-fledged Islamic banks, it is necessary to improve the Islamic insurance market in Uzbekistan. According to experts, takaful can function without an Islamic bank, but Islamic bank cannot function without takaful. Because in Islam, it is permissible to avoid risks and prevent them, but this activity should be carried out according to the permitted forms and principles, and in the field of banking and finance, there are a number of risks related to its own, including the ability to pay. Therefore, the development of takaful is of great importance in order to attract the funds of Islamic banks and financial institutions to our country.

In order to overcome the problems mentioned above, the following suggestions can be made:

We believe that in order to introduce mutual Islamic insurance in the country, first of all, it is necessary to establish its legal support, to provide privileges and preferences related to this field in order to develop mutual insurance. In such a case, mutual insurance as a separate form of insurance develops in parallel with commercial insurance and increases the material well-being of citizens while attracting a large number of potential policyholders to insurance, serves as an important factor in guaranteeing risks, and in the stable operation of enterprises and organizations.

Secondly, one of the most important and main factors of delivery the insurance market of our country at the level of developed countries is the introduction of mutual insurance in Uzbekistan based on the experience of foreign countries, especially Malaysia, Singapore, the UAE, Turkey, and the use of the initiative of the state in the field of insurance is an urgent issue of today.

Thirdly, for the development of insurance activities, advertising insurance services on a large scale will give effective results. Providing information about insurance services and their benefits on the most popular social networks: Telegram, Instagram and other social networks. For example, by opening a Telegram channel for insurance services and sending information about it to other channels, it is possible to subscribe to the insurance channel and regularly inform the population about the news of insurance activities. That is, to increase the legal literacy of the population in relation to insurance in order to ensure the increase of the population's

trust in insurance, the adopted law on insurance, on decisions and insurance customers can be regularly informed about the legal protection of their activities.

Furthermore, it is highly important to increase the number of Islamic insurance specialists. To do so, educational institutions should teach and prepare young cadres this knowledge and necessary skills.

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TA'LIM MUASSASALARIDA TALABALAR JISMONIY TARBIYA VA SPORT SOG`LOMLASHTIRISH MASHG`ULOTLARINI TASHKIL ETISH

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Annotatsiya: Talabalar jismoniy rivojlanishi, jismoniy qobiliyatlari va shaxsiy xususiyatlari xilma-xil bo`lganligi uchun o`qituvchilardan mashg`ulotlarni tashkil etish va boshqarishda talabalarga individual yondashish hamda kasbiy pedagogik va amaliy tayyorgarlik darajasi yuqori bo`lishligini talab etadi. Maqolada ta'lim muassasalarida talabalar jismoniy tarbiya va sport sog`lomlashtirish mashg`ulotlarini tashkil etish taxlil qilindi.

Kalit so'zlar: Talabalar, sport, jismoniy rivojlanishi, jismoniy qobiliyatlar, sport sog`lomlashtirish mashg`ulotlari, jismoniy harakatlar, uloqtirish, estafetalar.

Abstract: Since students' physical development, physical abilities and personal characteristics are diverse, it is necessary for teachers to have an individual approach to students in the organization and management of classes, as well as a high level of professional pedagogical and practical training. The article analyzed the organization of physical education and sports training for students in educational institutions.

Key words: Students, sports, physical development, physical abilities, sports health training, physical activities, throwing, relays.

Аннотация: Поскольку физическое развитие студентов, физические возможности и личностные особенности разнообразны, педагогам необходим индивидуальный подход к студентам в организации и проведении занятий, а также высокий уровень профессиональной педагогической и практической подготовки.В статье проанализирована организация физкультурно-спортивной подготовки студентов в общеобразовательных учреждениях.

Ключевые слова: Студенты, спорт, физическое развитие, физические возможности, спортивно-оздоровительная подготовка, двигательная активность, метания, эстафеты.

KIRISH

Jismoniy tarbiya darslarining maqsadi talabalarni sog`lomlashtirish, jismoniy rivojlantirish va har tomonlama etuk inson qilib tarbiyalashdir. Jismoniy tarbiya darslarining vazifalari esa shu darsda o`rgatiladigan jismoniy mashqlar va harakatlar texnikasini va taktikasini egallash bo`ladi. Shuning uchun har bir dars maqsadi o`zgarmasa ham dars vazifasi o`zgarib boradi. Jismoniy tarbiya darslarining xususiyatlari shuki, talabalar dars jarayonida jismoniy amaliy harakatlarda bo`lishib, buning uchun ular maxsus sport kiyimlarida bo`lishlari hamda mashg`ulotlar maxsus

joylarda va zaruriy jihozlar bilan o`tkazilishi ta'minlanadi. Jismoniy tarbiya darslari jarayonida talabalarning faqat jismoniy fazilatlari tarbiyalanmay, balki ularning ahloqiy sifatlari o`zaro hamkorlik, jamoatchilik, tashabbuskorlik, faollik, botirlik va qo`rqmaslik xislatlari tarbiyalanadi. Shuningdek, jismoniy tarbiya darslari jarayonida talabalarda Vatan tuyg`usi va vatanparvarlik ruhi shakllantirish kerak.

MUXOKAMA VA NATIJALAR

Talabalar jismoniy rivojlanishi, jismoniy qobiliyatlari va shaxsiy xususiyatlari xilma-xil bo`lganligi uchun o`qituvchilardan mashg`ulotlarni tashkil etish va boshqarishda talabalarga individual yondashish hamda kasbiy pedagogik va amaliy tayyorgarlik darajasi yuqori bo`lishligini talab etadi.

Jismoniy tarbiya darslariga qo`yiladigan talablar: jismoniy tarbiya darslari yoshlarni tarbiya jarayoni hisoblanib bir qator pedagogik, psixiologik, tibbiy biologik va amaliy talablarga rioya qilinishi kerak. Ta'lim vazifalari tarbiya va sog`lomlashtirish vazifalari bilan birga olib boradi. Jismoniy tarbiya darslarida tartib intizom, diqqat, iroda, saranjomlik, do`stlik, hamkorlik, jamoatchilik, tashabbuskorlik, mustaqillik hamda qiyinchiliklarni engishda botirlik va qo`rqmaslik sifatlarni tarbiyalanadi. Ahloqiy siftlarni tarbiyalash uchun albatta shu fazilatlar talab etiladigan jismoniy mashqlar, harakatlar yoki o`yinlar va musobaqalar tashkil etiladi. Jismoniy tarbiya darslari jarayonida Vatan tuyg`usi va vatanparvarlik hissi sifatlarini tarbiyalashda katta e'tibor qaratiladi. Bu tadbir milliy qahramonlar, o`zbek mashhur sportchilari hayoti, O`zbekistonning sport bo`yicha jahon hamjamiyatida tutgan o`rni haqida suhbatlar,

Jismoniy tarbiya darslarini o`tish jarayonlari: jismoniy tarbiya darslari samaradorligi ularni tashkil etish sharoitlari va talablariga bog`liq. Ochiq havoda o`tkazilganda dars davomida jismoniy rivojlanish bilan birga tabiat omillari ta'sirida chiniqish muolajalari ham amalga oshadi. Jismoniy tarbiya darslariga iqlim va fasllarning ham ta'siri katta bo`ladi. Dars o`tish joylari, sport maydonlari, sport zallarining holati va jihozlar bilan ta'minlanganlik talabalarni sport kiyimida bo`lishligi jismoniy tarbiya darslari jarayoniga o`z ta'sirini ko`rsatadi. Ochiq havoda sport maydonlarida dars o`tkazilganda talabalarni sport maydoniga kelishlari maydon bo`yicha dars davomida taqsimlanishi va dars yakunida mashg`ulotdan ketishi holatlarini nazorat qiladi. Sovuq kunlarida qizdirish mashqlariga katta e'tibor beriladi. Talabalarni bekor holda qolishlari bartaraf etiladi. Ochiq havoda o`tkaziladigan mashg`ulotlarda xilma-xil jismoniy harakatlar, uloqtirish, tez yugurish, estafetalar, uzunlikka va balandlikka sakrashlar bajarish imkoniyati keng bo`ladi.

Sovuq kunlarda va qish vaqtida jismoniy tarbiya darslari tashkil etishda bolalarni issiq kiyimda bo`lishlari, mashg`ulot joylari va jihozlar qor va muzdan tozalangan, bo`lishi kerak. Yopiq inshootlar va sport zallarida jismoniy tarbiya darslarini o`tkazish muhim ahamiyatga ega. Jismoniy tarbiya dasturida keltirilgan

o`quv materiallari iqlim va fasllar hisobga olingan holda taqsimlanishi zarur. Sport zallarida jismoniy tarbiya darslari kerakli jihozlar yordamida o`qituvchi nazorati ostida olib boriladi. Jismoniy tarbiyada o`quv materiallari shakliga ko`ra choraklarga va o`quv yili qismlariga taqsimlanadi. Kuz oylarida engil atletika va sport o`yinlari darslari o`tiladi. Qish oylarida gimnastika va kurash, musiqiy gimnastika darslari sport zallarida tashkil etiladi. Bahor oylarida kross tayyorgarligi va yana engil atletika, sport o`yinlari sport maydonlarida o`tish mumkin. Bahor oyininig oxiri yoki yoz oylarida suzish mashg`ulotlari tashkil etiladi. Jismoniy tarbiya darslarini asosiy masalasi talabalarni sport kiyimida bo`lishligidir. Sport kiyimi talabalarni jismoniy mashqlar bajarish malaka va ko`nikmalari egallashga mone'lik qilmaydi. Qish oylarida issiq sport kiyimlari va qalpoq kiyilsa yozda ancha engil sport kiyimlari kiyish mumkin. Kross tayyorgarligi va sport o`yinlarida maxsus oyoq kiyim kiyilsa, gimnastika mashg`ulotlarida engil tapochkada kiyish maqsadga muvofiq. Suzish va kurash mashg`ulotlarida sport turiga mos bo`lgan kiyimlar kiyish talab etiladi. Talabalarni sport kiyimida bo`lishligi ularga va ota-onalariga suhbatlar orqali tushuntiriladi. Shu bilan birga jismoniy tarbiya darslarida kiyimlarni almashtirish uchun o`g`il bolalar va qiz bolalar uchun alohida xonalar bo`lishi shart. Jismoniy tarbiya darslari asosan so`nggi o`quv soatlarga qo`yilgani ma'qul. Chunki, unda talabalar aqliy charchagan holda bo`lib, jismoniy harakatlarga katta ehtiyoj tug`ilgan bo`ladi. Jismoniy tarbiya darslarida talabalar bir xil sport kiyimida bo`lishlik darsni qiziqarliligi va ta'sirini orttiradi.

Jismoniy yuklamalarni me'yorlash: har bir jismoniy tarbiya darslarida talabalarni harakat malaka ko`nikmalarini shakllantirishda ularga jismoniy yuklamalar ta'sir etadi. Jismoniy yuklamalarni talabalar organizmiga salbiy ta'sirini bartaraf etib, ijobiy ta'sirini orttirish o`qituvchining kasbiy pedagogik mahoratiga bog`liq. Jismoniy yuklamalarni dars davomida to`g`ri me'yorlash, talabalarning to`g`ri jismoniy rivojlanishini ta'minlaydi.

Talabalarning bo`sh vaqtlarini jismoniy tarbiya bilan o`tkazish uchun ularning ixtiyoriy harakatlanishi ta'minlanadi. Bu tadbirlar talabalar yotoqxonalarida tashkil etiladi. Jismoniy tarbiya tadbirlarini talabalar yotoqxonalarida umumiy jismoniy tayyorgarlik, sport va harakatli o`yinlar, musobaqalar va bellashuvlar shaklida tashkil etiladi. Shuningdek, oilada va yashash joylarida ijtimoiy foydali mehnat ham jismoniy tarbiya shakllaridan hisoblanadi. Uy xo`jaligi va dala ishlarida, mahallani obodonlashtirish va ko`kalamzorlashtirish, hashar ishlarida yoshlarni faol ishtirok etishi ularni jismoniy rivojlantirish bilan birga ahloqiy fazilatlari, jamoatchilik, hamkorlik, do`stlik va vatanparvarlik tuyg`ulari tarbiyalanadi.

Mustaqil mashg`ulotlar: Talabalarning bo`sh vaqtlarini jismoniy tarbiya bilan o`tkazish uchun ularning ixtiyoriy harakatlanishi ta'minlanadi. Bu tadbirlar jismoniy mashqlar va harakatlar bilan shug`ullanish malaka va ko`nikmasi shakllangandan

so`ng mustaqil mashg`ulotlar shaklida o`tkazilishi mumkin. Talabalarni jismoniy tarbiya va sport bilan shug`ullanishlarining mustaqil shakli mazmunini umumjismoniy tayyorgarlik mashqlari, umumiy rivojlantiruvchi mashqlar, jismoniy fazilatlarni rivojlantirish mashqlari, buyumlar, jismlar va sport jihozlaridagi mashqlar, sport va harakatli o`yinlar shaklida o`tilishi mumkin. Tabiat qo`yniga sayrlar, sun'iy va tabiiy suv havzalarida cho`milish hamda quyoshda toblanish muolajalari ham mustaqil mashg`ulotlar shaklida tashkil etilishi mumkin.

Jismoniy tarbiyadan talabalar turar joylarida tashkil etiladigan jismoniy tarbiya tadbirlari yosh avlodni jismonan barkamol hamda ma'naviy etuk inson qilib tarbiyalashning bosh omili bo`lib xizmat qiladi. Shu bilan birga fanlardan o`zlashtirishini yuqori bo`lishini ta'minlaydi.

Talabalarining jismoniniy rivojlanishi hamda jismoniy tayyorgarligini va yosh, jins xususiyatlarini hisobga olgan holda ular ta'lim muassasalarilardagi va maxsus sport muassasalaridagi jismoniy tayyorgarlik va sport to`garaklariga jalb etiladi. Sport mashg`ulotlarini to`g`ri tashkil etish va boshqarishda, talabalarni sport turlari bilan shug`ullanishida organizmi rivojlanishining hamda sportda ijobiy natijalariga erishish mumkin.

Umumiy jismoniy tayyorgarlik to`garaklari talabalarni jismoniy rivojlantirishni ta'minlab to`garak mashg`ulotlari ish faoliyati, yil davomiga quyidagicha rejalashtirish mumkin. Kuzda harakatli va sport o`yinlari, engil atletika, qishda-qishki sport turlari, gimnastika, kurash mashg`ulotlari, bahorda kross tayyorgarligi, sport o`yinlari, yozdasuzish mashg`ulotlari o`tkaziladi. Umumiy jismoniy tayyorgarlik mashug`lotlari jismoniy tarbiya asosida tashkil etiladi. Musobaqalar va sport bayramlarida talabalarning umumiy jismoniy tayyorgarligi nazorat qilib boriladi.

Ommaviy jismoniy tarbiya va sport tadbirlari talabalar hayotida katta o`rin egallaydi. Birinchidan, talabalarni jismoniy tayyorgarligini rivojlantirib, foydali ko`nikma va malakalarini tarbiyalab, ularning jismoniy tarbiya bilan shug`ullanganishiga zamin yaratadi. Ikkinchidan, o`yinlarning tayyorgarligi va qiziqishni hisobga olib, bellashuvlar sharoitini tug`diradi. Har xil tayyorgarlikdagi sport musobaqasi qatnashuvchilarning musobaqa qoidalarini bajarib ballar, ochkolar to`plashi shu institutda jismoniy tarbiya va sportga bo`lgan qiziqishni kuchaytiradi.

Talabalarni jismoniy tarbiya va sport turlariga ommaviy jalb etishda jismoniy tarbiya va sport mutaxassislarining xizmatlari keng o`rin tutadi. Talabalarni jismonan sog`lom va ma'naviy barkamol inson qilib tarbiyalashda to`g`ri tashkil etilgan jismoniy tarbiya va sport, sog`lomlashtirish tadbirlarining roli katta. Jismoniy tarbiya va sport, sog`lomlashtirish tadbirlari talabalarni etuk mutaxassis kadr bo`lib etishishlarida, nazariy va amaliy bilimlari takomillashib borishlarida hamda axloqiy sifatlarni shakllanishida muhim ahamiyatga ega.

Ommaviy jismoniy tarbiya va sport tadbirlari o`zining yo`nalishiga qarab, o`quv mashg`ulot, tashviqot va targ`ibotchi, sport musobaqalariga bo`linadi. Sport musobaqalari katta foyda beruvchi tashkiliy-ommaviy, sog`lomlashtirish, jismoniy tarbiya va sport tadbirlaridan biridir. Badan-tarbiya elementlari belgilari o`zga tadbirlar bilan birga to`g`ri ishlatilsa odamlar sog`lig`ini mustahkamlaydi, umrini uzaytiradi va kayfiyatini yaxshilaydi.

Inb Sino qayd qilib o`tgan badan-tarbiya turlariga o`zaro tortish, musht bilan turtish, kamondan o`q otish, tez yurish, nayza otish, irg`ib osilish, bir oyoqda sakrash, qilichbozlik va nayzabozlik, otda yurish, ikki qo`lini silkitish, bir vaqtda oyoq uchlarida turib qo`llarini oldiga va orqaga cho`zib tez harakat qilish mashqlari kiradi.

Mana, ko`rib turibsizki, buyuk olim Ibn Sino tavsiya qilgan badan-tarbiya mashqlarining turlari bugun bizga etib kelibgina qolmay, balki shu turlardan halqaro musobaqalar o`tkazilib kelinayapti, ushbu harakat o`yinlari Osiyo va Olimpiada o`yinlari dasturidan ham o`rin olgan.

Jismoniy tarbiya mutaxassislari yosh avlodni jismoniy tarbiyalash va jismoniy rivojlantirish mehnatga va hayotga tayyorlash hamda aholini sog`lomlashtirish vazifalarini bajaradilar. Shuning uchun ular o`z sohalarini etuk mutaxassislari va mohir sportchilar bo`lishlari kerak. Ular jismoniy tarbiya jarayonida harakatlarga o`rgatish, harakat malaka va ko`nikmalarni shakllantirish hamda jismoniy mashqlar texnikasiga o`rgatishda o`zlari nazariy va amaliy jihatdan yuksak darajada tayyorgarligi bilan o`rnak bo`lishlari kerak. Shu bilan birga tarbiyachi mutaxassislar ahloqiy va ma'naviy etukligi shug`ullanuvchilarga har qanday yordamga tayyorligi ularda iroda va ruhiy fazilatlarni tarbiyalashda mohir do`st ekanligi bilan ajralib turishlari kerak. Tarbiya jarayonining ko`p qirraliligi va murakkabligi jismoniy tarbiya mutaxassisi zimmasiga ko`p mas'uliyat yuklaydi. Jismoniy tarbiya mutaxassislarning pedagogik mahoratlari ularni o`tiladigan o`quv materiallarini nazariy va amaliy jihatdan to`liq egallagan bo`lishlari bilan belgilanadi. Shug`ullanuvchilarni jismoniy mashqlarga o`rgatishda pedagogik ta'lim uslublari va texnologiyalardan foydalanish darajasi ham jismoniy tarbiya mutaxassislari mahoratli darajasini belgilaydi.

XULOSA

Jismoniy tarbiya mutaxassislari shug`ullanuvchilarda faqatgina jismoniy fazilatlarni, mashqlar texnikasi va taktikasini tarbiyalabgina qolmay, ularda vatanparvarlik tuyg`ularini, milliy istiqlol g`oyalarini, sport yutuqlari bilan Vatanni dunyoga tanitish ma'suliyatini hamda ahloqiy va estetik fazilatlarni shakllantirib tarbiyalab boradilar. Shug`ullanuvchilarning harakat tajribalarini shakllantirish va jismoniy qobiliyatlarni rivojlantirish bilan bir vaqtda ularning vatan taraqqiyotidagi g`oyaviy maqsadlarini tarbiyalash ularni yangi jamiyat qurishning faol ishtirokchilari

qilib etishtirish ham jismoniy tarbiya mutaxassislarining asosiy vazifalaridan hisoblanadi.

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IT APPLICATIONS AND PROSPECTS IN EDUCATION

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Annotation: The integration of Information Technology (IT) applications in education has brought about transformative prospects, revolutionizing the way we learn, teach, and interact within educational settings. This annotation explores the impact of IT applications in education, highlighting the potential benefits and opportunities they offer to students, educators, and institutions.

IT applications have opened up new avenues for education, expanding access to learning opportunities beyond traditional classroom settings. E-learning and online learning platforms have made education accessible to a broader audience, enabling individuals to pursue education at their own pace and convenience. Distance education programs have bridged geographical barriers, allowing students to engage in high-quality education remotely.

Keywords: IT applications, prospects, education, e-learning, online learning, distance education, educational technology, learning management system (lms), virtual classrooms, blended learning, gamification, mobile learning, digital textbooks.

In today's world, information technology (IT) is playing an increasingly important role in education, opening up new opportunities for both students and educators. The use of IT allows for more interactive, accessible, and personalized methods of learning, which can support individual needs and abilities.

One example of IT use in education is online learning, which enables students to study various subjects at any time and from any location. This is particularly useful for those who do not have the opportunity to attend traditional classes, such as those who live far away or are too busy. Additionally, online courses often provide access to supplementary materials, such as video lessons, e-books, and discussion forums, which can improve understanding and retention of the material.

Another example of IT use in education is interactive learning materials, such as computer graphics and animation software, virtual laboratories, and educational games. These tools allow students to learn by doing and engage with the material in a more interesting and memorable way.

Furthermore, the use of IT in education can help educators better adapt to the individual needs and abilities of their students. With the help of IT, educators can create more personalized learning programs that take into account each student's level of knowledge and interests. This can help improve motivation and learning outcomes, as well as enhance the overall learning process.

IT can also increase the accessibility of education for people with disabilities. For example, individuals with visual or hearing impairments can use special programs and devices to access educational materials.

However, in addition to the advantages, the use of IT in education also presents some challenges. One of the main concerns is the potential for increased isolation and reduced interaction between students and educators. Additionally, there is a risk of over-reliance on technology, which can lead to a lack of critical thinking and problem-solving skills.

Another concern is the potential for unequal access to technology and resources, which can create disparities in educational opportunities between students. Therefore, it is important to ensure that IT is used in an inclusive and equitable manner.

Despite these challenges, the prospects for the use of IT in education are promising. With continued development and innovation in technology, there is potential for even more personalized and engaging learning experiences. Additionally, the use of IT can help address the growing demand for remote and flexible learning options.

In conclusion, the use of IT in education has the potential to revolutionize the way we learn and teach. While there are challenges and concerns to address, the benefits are clear. By leveraging technology to create more interactive, accessible, and personalized learning experiences, we can help ensure that education remains a vital tool for personal growth and societal progress.

Furthermore, the use of IT in education can also enhance collaboration and communication among students and educators. With the help of video conferencing tools and online collaboration platforms, students can work together on projects, participate in group discussions, and receive feedback from their peers and instructors.

Additionally, IT can help educators better assess student progress and provide timely feedback. With the use of online quizzes and assessments, educators can quickly identify areas where students may be struggling and adjust their teaching strategies accordingly. This can help improve learning outcomes and support student success.

Another area where IT is making an impact in education is in the development of adaptive learning systems. These systems use data analytics and machine learning algorithms to personalize learning experiences for each student. By tracking

individual progress and adjusting the difficulty level and pace of the material accordingly, these systems can help ensure that students are consistently challenged and engaged.

Moreover, the use of IT in education can also prepare students for the digital workforce of the future. With the increasing demand for technology skills in almost every industry, students who have experience with IT in their education will have a competitive advantage in the job market. This can lead to better job prospects and higher salaries.

In conclusion, the use of IT in education is transforming the way we learn and teach. While there are challenges and concerns to address, the benefits are significant. By creating more personalized, engaging, and accessible learning experiences, IT is helping to make education more inclusive and equitable. Moreover, by preparing students with the technology skills they need for the digital workforce of the future, IT is helping to ensure that they have the tools they need to succeed in their careers. As technology continues to evolve, the prospects for the use of IT in education are endless, and the future of education looks brighter than ever.

However, as with any use of technology, there are also potential drawbacks to consider when it comes to IT in education. One of the most significant concerns is the potential for increased screen time and reduced physical activity among students. Excessive screen time can lead to eye strain, fatigue, and other health problems, while a lack of physical activity can lead to obesity and other health issues. Therefore, it is important to ensure that the use of IT in education is balanced with other physical activities and healthy habits.

Another concern is the potential for cybersecurity threats, such as hacking or data breaches, which can compromise sensitive information about students and educators. This risk highlights the importance of implementing strong security measures, such as firewalls, antivirus software, and secure password policies, to protect against cyber threats.

Moreover, the use of IT in education may also require significant investments in infrastructure and resources, which can be a challenge for schools and educators with limited budgets. Therefore, it is important to ensure that adequate resources are available to support the integration of IT in education, including access to high-speed internet, up-to-date hardware and software, and trained IT staff.

Despite these challenges, the future of IT in education looks promising. With continued advances in technology, there are endless possibilities for new and innovative ways to enhance the learning experience. Whether through the use of virtual reality, artificial intelligence, or other cutting-edge technologies, the potential for IT to transform education is vast.

In conclusion, the use of IT in education is a rapidly growing trend with significant potential to improve the learning experience for students and educators. While there are challenges to consider, the benefits are clear, including more personalized and engaging learning experiences, enhanced collaboration and communication, improved assessment and feedback, and preparation for the digital workforce of the future. As we continue to explore new ways to integrate IT into education, we can help ensure that students are equipped with the skills and knowledge they need to succeed in a rapidly changing world.

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PEDAGOGIKA INSTITUTI TALABALARINING ADAPTIV JISMONIY MADANIYAT VOSITALARIDAN FOYDALANISH TAYYORLIGINI RIVOJLANTIRISH (GIMNASTIKA VA UNI O'QITISH METODIKASI FANI MISOLIDA)

DEVELOPING THE READINESS OF THE STUDENTS OF THE UNIVERSITY OF PEDAGOGICS TO USE THE MEDIA OF PHYSICAL CULTURE (IN THE EXAMPLE OF THE SCIENCE OF GYMNASTICS AND ITS THERAPEUTIC METHODOLOGY)

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Annotatsiya. Ushbu maqolada malum bir nuqsoni bo'lgan talaba yoshlarni adaptiv jismoniy tarbiyalashda ommaviy sog'lomlashtirish tizimini qo'llash orqali ularda jismoniy tarbiya sifatlarini tarbiyalash vositasiga aylantirish kabi vazifani amalga oshirish ko'zda tutilgan. Pedagogika institutlari sharoitida talabalarning harakat faoliyatini rivojlantirish texnologiyasining nazariy asoslari va usuliy yo'llarini aniqlash, hamda maqsadga erishish jarayonida pedagogika institutlari sharoitida talabalarning harakat faoliyatini rivojlantirish uchun olib borilayotgan jismoniy tarbiya hamda gimnastika sog'lomlashtirish tadbirlari tashkillashtirish bo'yicha tadqiqot olib borish haqida fikr yuritilgan.

Annotation. This article provides for the implementation of such a task as transforming the qualities of physical education in them into a means of education by applying a mass wellness system in the adaptive physical education of student youth with a known impairment. It was thought about determining the theoretical foundations and methods of technology for the development of students 'movement activities in the conditions of pedagogical institutes, as well as conducting research on the organization of physical education and gymnastic wellness activities carried out to develop students' movement activities in the conditions of pedagogical institutes in the process of achieving the goal.

Kalit so'zlar: adaptiv jismoniy tarbiya, gimnastika mashqlari, adaptiv vositalar, harakat faoliyati, jismoniy tarbiya, jismoniy rivojlanish, jismoniy qobiliyat, sog'lomlashtirish, qobiliyat, fiziologik omil, mushak.

Keywords: adaptive physical education, Gymnastics exercises, adaptive tools, movement activity, physical education, physical development, physical ability, wellness, ability, physiological factor, muscle.

Barchamizga ma’lumki, bugungi kunda jismoniy tarbiya va sportni ommalashtirish ijtimoiy siyosatning muhim yo‘nalishlardan bir sanaladi. Chunki sport aholi salomatligini mustahkamlash, millat genofondini asrash hamda yosh avlodni sog‘lom va barkamol etib tarbiyalash orqali jamiyatda sog‘lom turmush tarzini barqarorlashtiradi. Yoshlarimizni jismoniy tarbiya va sport bilan muntazam shug‘ullanishga jalb etish, sport turlari bo‘yicha iste’dodli sportchilarni tanlash, tayyorlash va mahoratini oshirish, kadrlar tayyorlash, sohaga zamonaviy texnologiyalarni joriy etish hamda xalqaro aloqalarni kengaytirish, moddiy-texnik bazalarni mustahkamlash hamda jismoniy tarbiya va sportni rivojlantirish muhim vazifalardan biridir.

Davlatimizning 2015-yil 4-sentyabrdagi “Jismoniy tarbiya va sportni to‘g‘risida”gi O‘RQ-394-sonli Qonuni, O‘zbekiston Respublikasi Prezidentining 2017-yil 3-iyundagi “Jismoniy tarbiya va ommaviy sportni yanada rivojlantirish chora-tadbirlari to‘g‘risida”gi PQ-3031-sonli qarori, O‘zbekiston Respublikasi Prezidentining 2018-yil 5-martdagi “Jismoniy tarbiya va sport sohasida davlat boshqaruvi tizimini tubdan takomillashtirish chora-tadbirlari to‘g‘risida”gi “PF-5368-sonli Farmoni, Vazirlar Mahkamasining 2018 yil 16 iyuldagi “Davlat ta’lim muassasalari huzurida sport klublarini tashkil etish chora-tadbirlari to‘g‘risida”gi 542-sonli qarori, Vazirlar Mahkamasining 2019-yil 13-fevraldagi “2019-2023 yillar davrida O‘zbekiston Respublikasida jismoniy tarbiya va ommaviy sportni rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi 118-sonli qarorlarida ko‘rsatilgan maqsad va vazifalar ta’lim muassasalarida darsdan tashqari jismoniy tarbiya-sog‘lomlashtirish va ommaviy-sport tadbirlarini rivojlantirishga e’tibor qaratilgan.

Adaptivlikni rivojlantirish uchun quyidagi o‘qitish usullari qo‘llaniladi: dinamik faol va passiv mashqlar, statik mashqlar va estrodiol mashqlar. Ularning barchasi harakatning zarur diapazonini ta'minlashga, shuningdek kasalliklar, jarohatlar va boshqalar natijasida bo‘g‘imlarda yo‘qolgan harakatchanlikni tiklashga qaratilgan. Stretching mashqlari asosan biriktiruvchi to‘qimalarga - tendonlarga, fastsiyalarga, ligamentlarga qaratilgan, chunki ular Adaptivlikni rivojlanishiga xalaqit bermaydi. yengillik xususiyatiga ega.

Muvofiqlashtirish qobiliyatlarini rivojlantirish uchun tananing ayrim qismlari harakatlarini muvofiqlashtirishni yaxshilash va muvozanatlash, tananing individual qismlari harakatlarini muvofiqlashtirish, nozik harakatli ko‘nikmalar, ritmik harakatlar va hk.

Ikkala oddiy va murakkab mashqlar muvofiqlashtirishni talab qiladi: bir holatda, siz har qanday harakatni yoki holatni aniq takrorlashingiz kerak, boshqa holatda, masofani vizual ravishda o‘lchab, kerakli maqsadga urishingiz kerak, uchinchidan, harakatni hisoblang va to‘rtinchidan, berilgan harakat ritmini aniq takrorlashingiz kerak. Muvofiqlashtirishning namoyon bo‘lishi ko‘p qirrali va har doim mashqning sifati, ya'ni vazifaga qanchalik to‘g‘ri mos kelishi sifatida namoyon bo‘ladi. Ammo jismoniy mashqlar texnikasida bittadan emas, balki bir nechta xususiyatlar mavjud: vaqtinchalik (reaktsiya vaqti, harakat vaqti, sur'ati), fazoviy (boshlang‘ich pozitsiyasi, pozitsiyasi, tananing harakati va yo‘nalishi, amplitudasi, traektoriyasi bo‘yicha farqlanadigan) kosmosdagi aloqalari, fazoviy vaqtincha (tezlik) tezlashtirish), dinamik (harakatlar), ritmik (vaqt va makonda harakatlarning mutanosibligi).

Sensor, harakat va aqliy qobiliyatlari bo‘lgan odam barcha xususiyatlarni bir vaqtning o‘zida boshqarishga qodir emas, chunki nuqson natijasida turli xil funksiyalar o‘rtasidagi kelishmovchilik, yoki sensatsion ma'lumotlarning yo‘qligi yoki yo‘qligi yoki tananing tartibga solish va ijro etuvchi tizimlari o‘rtasida kelishmovchilik mavjud edi. Buzilish qanchalik og‘ir bo‘lsa, muvofiqlashtirishda xatolar yanada kattaroq bo‘ladi.

Biror kishining muvofiqlashtirish qobiliyatlari ishlab chiqaruvchi vosita faoliyatini ta'minlaydigan ko‘p sonli vosita koordinatsiyasining yig‘indisini anglatadi, ya'ni harakatni qurish, boshqarish va kerak bo‘lganda uni tezda tiklash qobiliyati.

Ertalabki gimnastika insonda diqqatni, maqsadga intiluvchanlikni tarbiyalaydi, aqliy faoliyatini oshishga yordam beradi, emotsiya va quvonch tuyg‘ularini uyg‘otadi. Ayniqsa malum bir nuqsoni bo‘lgan talaba yoshlarni adaptiv jismoniy tarbiyalashda jismoniy mashqlarni ochiq havoda yoki derazalari ochiq xonada o‘tkaziladi. Ertalabki gimnastika majmuasi uchun maxsus mashqlar tanlanadi. Tanlab olingan mashqlar har kuni foydalanish uchun kompleks holda tuziladi. Kompleks uchun mashqlarni tanlash organizmning hayot faoliyatini va maxsus tana azolari imkoniyatini oshirishni ko‘zda tutadi.

Sog‘lomlashtirish va tarbiyaviy vazifalarni amalga oshirish uchun ertalabki gimnastika aniq belgilangan vaqtda o‘tkazilishi zarur. Ertalabki gimnastika birinchi kichik kam sonli shug‘llanuvchilar guruhidan boshlab, joriy etiladi.

Har kuni ertalabki gimnastika majmui odatda 7 kun davom etadi. Bu vaqt ichida majmuaga mashq vazifalariga yaqin variantlar kiritilishi, foydalaniladigan qo‘llanmalar o‘zgartirilishi mumkin.

Ma’lum bir nuqsoni bo‘lgan talaba yoshlarni adaptiv jismoniy tarbiyalashda umumiy chidamliligini aniqlashga doir tadqiqotlar (yugurish hamda sakrashga oid mashqlar misolida) bu yoshdagi shug‘ullanuvchilarning yurak-qon tomir va nafas sistemasini qo‘shimcha imkoniyatlari yetarli darajada ekanligini ko‘rsatdi.

Insoniyat taraqqiyotining hozirgi bosqichida, ilmiy-texnik taraqqiyot yutuqlaridan keng foydalanib kelinayotgan bir paytda onalar xastaliklari, bolalar o’limi, zaif, nogiron bolalarning tug’ilishi miqdorining ortib borayotganligi, onalar va bolalar salomatligining yomonlashuvi kabi noxushliklarning ham kuzatilayotganligi bevosita oila masalalariga, onalar va bolalar salomatligiga, sog’lom onalardan sog’lom farzandlarning tug’ilishi masalasiga alohida e’tibor berishni, yoshlarni, hali oila qurib ulgurmasdanoq ularni oilaviy hayotga har tomonlama tayyorlash bilan bir qatorda ularda oilada farzandlarning dunyoga kelishi va shu bilan bog’liq masalalarga oid ilmiy asoslangan bilimlarini o’z vaqtida va yuqori saviyada berishni taqozo etadi. Bunday noxush holatlarning oldini olishda ayniqsa, talaba xotin-qizlar orasida jismoniy tarbiya tadbirlari ertalabki badantarbiya, tanaffusdagi o‘yinlar, darslardagi jismoniy tarbiya daqiqalari, sport to‘garaklari mashg‘ulotlari, kun tartibidagi jismoniy tarbiya tadbirlari, sport musobaqalari va bayramlardan iborat bo‘lishi samarali hisoblanadi.

Ertalabki badantarbiya bilan shug‘ullanish oqibatida talabalarda darslarga nisbatan jismoniy tayyorgarlik va faollik shakllanadi. Yuqori sinf o’quvchilari bilan darslarda jismoniy tarbiya daqiqalar o‘tkazish ular tana qomatini to‘g‘ri shakllanishini ta’minlaydi hamda aqliy va ruhiy charchashlarini tarqatadi.

Darslardagi yoki mashg‘ulotlardagi harakatli o’yinlar talabalarni jismoniy harakatlarga bo’lgan ehtiyojlarini qondirib boradi. Sport to‘garaklaridagi mashg‘ulotlar yordamida o’quvchilarda sport turlari harakatlarni malaka va ko‘nikmalari shakllanadi. Sport musobaqalari va bayramlarida o‘quvchilar o‘zaro bellashib sport turlari bo‘yicha jismoniy, texnik va taktik tayyorgarliklarini namoyon qiladilar.

Jismoniy tarbiya o‘qituvchilari nuqsoni bo‘lgan talaba yoshlarni adaptiv jismoniy tarbiyalashda jismoniy tarbiya mashg‘ulotlarini zamonaviy uslublarda tashkil etishish talaba yoshlarni jismoniy tarbiya mashg’ulotlariga ommaviy jalb etilishini hamda sog’lom tumush tarzini shakllantirishni ta’minlaydi.

Xulosa sifatida aytishimiz mumkinki, bugungi kunda ta’lim bilan tarbiya birligini, yoshlarning g‘oyaviy siyosiy, mehnat, axloqiy, estetik tarbiyasi va jismoniy rivojlanishiga alohida yondashish, nuqsoni bo‘lgan talaba yoshlarni adaptiv jismoniy tarbiyalashda jismoniy tarbiya jarayonini takomillashtirish amaliyotida mashg‘ulotni samarali o‘tkazishda mutaxasislarning qo‘llab-quvvatlashlari juda muhim, ko‘tarinki kayfiyat bardamligi, faol harakatlarni to‘g‘ri ko‘rsatmalar yoshlar faolligini oshiradi, tez tolqishlarni oldini olish g‘oyat muhim vazifadir. Bu vazifalarni amalga oshirishda nuqsoni bo‘lgan talaba yoshlarni adaptiv jismoniy tarbiyalashda pedagoglar, muabbiylar, jismoniy tarbiya instruktoridan katta ma’suliyat va malaka talab qiladi.

FOYDALANILGAN ADABIYOTLAR

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STATISTICAL INDICATORS FOR ASSESSING INDUSTRIAL PRODUCTION IN THE REGION

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Annotation: The article discusses the problems and tasks of forming a system of indicators for assessing the competitiveness of industrial enterprises. The main principles of constructing a system of indicators for assessing the competitiveness of industrial enterprises in a highly competitive environment are presented. An algorithm for compiling indicators for assessing the competitiveness of industrial enterprises in any industry is proposed.

Keywords: system of indicators, industrial enterprises, level of competitiveness, assessment parameters, competitive advantages, cause-and-effect relationships.

The assessment of industrial production in a region is crucial for understanding its economic performance, identifying areas of strength and weakness, and formulating effective policies for sustainable development. Statistical indicators play a vital role in providing quantitative measures and insights into the various aspects of industrial production. By analyzing these indicators, policymakers, researchers, and analysts can gain a comprehensive understanding of the structure, trends, and dynamics of industrial production in a specific region.

The objective of this article is to explore the use of statistical indicators for assessing industrial production in a region. By examining a range of indicators, including output levels, employment patterns, productivity measures, investment trends, and technological advancements, this study aims to provide a comprehensive assessment of the industrial sector's performance and its contribution to the regional economy.

Understanding the structure of industrial production involves analyzing the composition and distribution of economic activities across different sectors and sub-sectors within the region. This analysis helps identify the relative importance of various industries, their interdependencies, and their contributions to the overall economic performance. By examining the sectoral composition of industrial production, policymakers can identify areas of specialization, potential for diversification, and opportunities for promoting innovation and competitiveness.

Furthermore, studying the trends and dynamics of industrial production involves tracking changes in output levels, employment patterns, and productivity growth over time. These indicators provide valuable insights into the drivers of industrial performance, such as technological advancements, market conditions, and policy interventions. By understanding the factors influencing industrial production, policymakers can design targeted strategies to enhance productivity, attract investments, and create employment opportunities.

Statistical indicators also enable benchmarking and comparisons across regions, allowing policymakers to identify best practices and learn from successful experiences. By analyzing the performance of industrial production in relation to other regions, policymakers can identify areas for improvement and implement policies that have proven effective elsewhere.

Assessing industrial production in a region is a complex task that requires the use of robust statistical methods. These methods provide valuable tools for analyzing and interpreting data, enabling policymakers, researchers, and analysts to gain insights into the performance, trends, and dynamics of the industrial sector. By employing statistical methods, stakeholders can make informed decisions, identify areas for improvement, and design effective policies to promote sustainable industrial development in the region.

One of the fundamental statistical methods used in assessing industrial production is time series analysis. This method involves analyzing data collected over time to identify patterns, trends, and seasonality in industrial production. Time series analysis enables the identification of long-term growth trends, cyclical fluctuations, and short-term variations in industrial output. By understanding these patterns, policymakers can make informed decisions regarding resource allocation, capacity planning, and policy interventions.

Another statistical method commonly used in assessing industrial production is regression analysis. Regression analysis allows for the identification of relationships between industrial production and various factors such as investment, employment, technological advancements, and market conditions. By quantifying these relationships, policymakers can assess the impact of different variables on industrial production and design targeted strategies to enhance performance.

Furthermore, statistical methods such as index numbers and composite indicators are employed to measure and compare industrial production across different regions or time periods. Index numbers provide a summary measure of industrial production relative to a base period, allowing for comparisons and benchmarking. Composite indicators, on the other hand, combine multiple variables into a single measure, providing a comprehensive assessment of industrial production performance.

Additionally, statistical methods such as cluster analysis and factor analysis can be used to identify patterns and groupings within industrial production data. Cluster analysis helps identify similar regions or industries based on their industrial production characteristics, facilitating targeted policy interventions and regional development strategies. Factor analysis, on the other hand, allows for the identification of underlying factors that drive industrial production, providing insights into the key determinants of performance.

Statistical assessment of the competitiveness of industrial products begins with a statistical assessment of patent purity, which reflects the degree of implementation of scientific and technical solutions in products that do not correspond to the effect of patents issued in the consumer country. However, this description only makes it possible to judge the presence of obstacles to the sale of the goods and does not determine the level of its consumer characteristics from the point of view of the buyer. There are the following main statistical indicators characterizing the competitiveness of industrial products (Table-1.).

1-Table

A system of statistical indicators that determine the competitiveness of industrial products[4]

Competitive indicators	Normative (INP)	International requirements
		State requirements
		Regional requirements
		Consumer requirements
	Technical (ITP)	Task indicators
		Ergonomic indicators
		Constructive and technological indicators

		Aesthetic indicators
	Economical (IEP)	Commodity price
		Transportation costs
		Personnel training costs
		Others

The integrated indicator of competitiveness is calculated based on the group of indicators for the group of regulatory, technical and economic parameters:

$$K_{ИП} = I_{НП}\frac{I_{ТП}}{I_{ЭП}}, \quad (1.1.)$$

where: K_{IP} – is the integrated indicator of competitiveness of the analyzed product compared to the sample; I_{NP}, I_{TP}, I_{EP} – group indicators according to regulatory, technical and economic parameters .

$$I_{ТП} = \sum_{i=1}^{n} q_i * a_i, \quad (1.2.)$$

There: q_i - i- individual indicator on a technical parameter; a_i- i-parameter weight in the total set (determined by expert evaluation).

$$I_{ЭП} = \frac{C}{C_o}, \quad (1.3)$$

There: C – consumer price of the analyzed product; C_o – consumer price of the sample product.

K_{IP}- that the product complies with state standards, i.e I_{NP}=1 is calculated.

The integrated indicator reflects the difference between comparable goods in the consumption efficiency per unit of consumption costs related to the purchase and use of the product. If K_{IP}< 1 If the analyzed product is inferior to the sample product, if K_{IP}> 1 if so, it will be competitively superior to the sample product.

The indicator of competitiveness is a derived indicator, which depends both on the quality of the industrial product and on the price of the product and the costs of its use.

$$K = \frac{P_k}{C + S}, \quad (1.4.)$$

There: P_k – integral (qualimetric) indicator of product quality (or useful effect); S - the purchase price of the goods; C is the total cost of using the product.

The parameters included in formula (1.4) should be determined for the product life cycle.

It is necessary to choose quality indicators for statistical evaluation and forecasting of the quality and competitiveness of industrial products. The optimal choice is a difficult task, because the parameters should not only reflect the technical characteristics of the product, but also meet social needs, consumer tastes and fashion.

The problem of the rational choice of parameters characterizing the quality of industrial products is one of the most important technical and economic problems. Incorrect selection of parameters leads to high non-manufacturing costs in the production and use of an industrial product.

In domestic and foreign literature, there are many interpretations of market competition factors that affect the competitiveness of an industrial enterprise. If we group them within the framework of market entities whose activities create conditions for competition, we can distinguish the following main factors of the competitive environment in the market:

- the state and its policy in the field of competition regulation;
- entry of industrial enterprises into the market and increased competition;
- consumers of products affecting enterprises in the industrial sector;
- suppliers of raw materials, materials and components to the market of the production chain;
- manufacturers of substitute goods occupying a part of the production network market;
- enterprises that directly produce (sell) industrial products.

In world practice, the competitiveness of an industrial enterprise is determined by the following factors:

- compliance of the quality of industrial products with the market and specific requirements of consumers;
- general expenses for the purchase, delivery and use of industrial products;
- the ability of an industrial enterprise to deliver products at a convenient time for the consumer;
- the reputation of the industrial enterprise in the market, the availability of evidence confirming the reliability of the enterprise as a partner and the possibility of providing this evidence.[3]

In conclusion, this article aims to provide a comprehensive analysis of statistical indicators for assessing industrial production in a region. By examining a range of

indicators, this study seeks to enhance our understanding of the structure, trends, and dynamics of industrial production. The findings of this research will contribute to the existing body of knowledge on regional economics, inform policy decisions, and support efforts to promote sustainable and inclusive industrial development in the region.

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NATIONAL SPECIFICS OF SPEECH ETIQUETTE OF ENGLISH, RUSSIAN AND UZBEK LANGUAGES

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НАЦИОНАЛЬНАЯ СПЕЦИФИКА РЕЧЕВОГО ЭТИКЕТА АНГЛИЙСКОГО, РУССКОГО И УЗБЕКСКОГО ЯЗЫКОВ

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Abstract: The article considers speech etiquette as the most important component of communication, analyzes common speech norms used in communication situations when establishing and maintaining contact with an interlocutor of different cultures. The article shows **the differences** between the speech etiquette of different nations. It also provides a comparative analysis of the rules of speech behavior in English, Russian and Uzbek society. So, knowledge of national etiquette and national character helps to study the principles of speech etiquette of nations.

Аннотация: В статье рассматривается речевой этикет как важнейшая составляющая общения, анализируются общеупотребительные речевые нормы, используемые в ситуациях общения при установлении и поддержании контакта с собеседником разных культур. В статье показаны различия между речевым этикетом разных народов. Также проводится сравнительный анализ правил речевого поведения в английском, русском и узбекском обществе. Так, знание национального этикета и национального характера помогает изучать принципы речевого этикета народов.

Keywords: national specifics, speech etiquette, speech norms, speech formulas, communicative situations, communication culture.

Ключевые слова: национальная специфика, речевой этикет, речевые нормы, речевые формулы, коммуникативные ситуации, культура общения.

Any language, being an important part of people's lives, plays a great role in shaping relationships between people. An important regulator of human behavior in

society is connected to speech etiquette which is unique norms and rules common to all the nations of the world. Speech etiquette is needed to establish and maintain communication with the interlocutor. Thus, we can conclude that a successful communication process is impossible without following the rules of speech etiquette.

In modern linguistics, a great attention is being paid to language as a verbal code of culture, since *"language does not exist outside of culture, that is, outside of a socially inherited set of practical skills and ideas that characterize our way of life."***[1]**. With the changes occurring both in language and society which eventually lead to some changes in national speech etiquette we can say that the study of speech etiquette is actual at the present time.

Thus, we can state that any language influences on shaping the society and personality, as well as the society and people in their turn, influence the language. In this respect, the relationship between language and culture is being redefined, and special attention is being focused on the reflection of the specific features of mentality in a language and to the identification of national cultural consciousness.

Norms of speech etiquette differ in every culture and each nation has its own characteristics of communication culture. The difference in culture in its term reveals **the problem** of successful communication, as what is considered to be polite in a particular nation can be a sign of disrespect and vice versa. There is no doubt that the speech etiquette is closely connected to the process of communication, without elements of which there is not even a single conversation. Observing the rules of speech etiquette, the speaker has the ability to competently convey his/her thoughts to the interlocutor and quickly achieve the communicative function of the utterance. Thus, the formulas of speech etiquette are at the heart of the successful implementation of skills of a culture of communication.

The speech etiquette of any nation has its own unique features associated with the historical development of the language, during which words acquired special weight and significance, but it should be noted that at the same time, speech etiquette in different languages has some features that differ only in the forms of implementation of speech norms. In every language there are fixed expressions of greeting and farewell, formulas for respectful interaction with people older by age or higher in position.

When communicating in a foreign language, it is important to keep in mind rules of speech behavior that exist in every society and are associated with the laws of the situational use of language units. Speech etiquette is necessary at different stages and levels of communication, but is especially important when establishing contact with the interlocutor and maintaining this contact.

Speech etiquette formulas are learned at an early age, when parents teach the child to say hello, to thank and apologize for actions. With the years, a person gets

more aware of intricacies of communication, masters various styles of speech and behavior. It is closely related to the mentality and culture of society. The ability to correctly assess the situation, start and maintain a conversation with a stranger, correctly express one's thoughts are indicators of a person high culture and education.

Each country has made one or another contribution to the development of etiquette. As for England, it is the place where the concept of a "real gentleman" appeared and all over the world the British are famous for their restraint, politeness, equanimity and manners. The polite form of conversation with the British is reflected in small talk about the weather. That is why, in their conversations, besides greetings, they often exchange phrases about the weather, too. They are ritual greetings, conversation starters or default 'fillers'. [2]

The following thematic groups of speech etiquette became the material of the study:

1) Greeting;
2) Addressing;
3) Gratitude.

National specifics of speech etiquette are clearly manifested in **greetings** which people exchange when meeting. In accordance with Spolsky, greetings are considered to be *"the basic oil of social relations"* [3]. Referring to the etiquette speech genre of *greeting* let us give some examples.

In an English-speaking society, communication between cultured people is based in accordance with the principles of politeness according to three levels: official, neutral and familiar.

Each level of politeness has its own style of speech, and therefore words and expressions can be classified on stylistic features and are classified according to official, neutral and familiar styles of speech. In general, depending on the situation and level of politeness, the following greeting formulas can be used: *How are you? How are you doing? Hello! Hi! Good morning/afternoon/evening.*

The Russian greets each other with etiquette formula: *"Здравствуйте! Добрый день/вечер, утро! Привет!"* In addition to these, as in case with the English, you can use other phrases depending on the principles of politeness, circumstances, place, and time of meetings. A person entering the house is greeted with the words *"Добро пожаловать! Чувствуйте себя как дома."*

The greeting may depend on the situation, too. For example, a person who came back from a long trip is welcomed by *"Добро пожаловать!"*. A long-awaited meeting with a person who has not been seen for many years is accompanied by a greeting *"Сколько лет, сколько зим!"*.

In Uzbek greeting formulas while meeting we can hear *"Assalomu aleykum", "Salom", "Xayrli kun/oqshom"*. Immediately after the greeting there is a sequence of

other questions: *"Yaxshimisiz?", "Salomatingiz qanday?", "Bolalar katta bo'lyaptimi?".* So, unlike the greetings in Russian and English cultures, Uzbek greetings are much longer and it is considered impolite not to ask about the way a person lives. But in English and Russian mentality excessive attention towards interlocutor is considered curiosity or an invasion of privacy. This is an obvious example of how these three cultures differ in terms of greeting.

Regarding *addressing*, it is one of the main means of universal nature which is developed by the language to serve human communication and to establish a connection between the subjects of communication. The specifics of addressing are that it attracts the attention of the interlocutor and at the same time names him/her. In the three given cultures, the most used form of addressing is calling people by particular form of their names. The choice of a form of the name depends on various signs: the degree of acquaintance with the addressee, the formality or informality of the situation, the nature of the relationship and the status-role positions.

In English mentality, in most cases, the official form of addressing a person whose last name is known, is addressing by surname in combination with the words *Mister (Mr.), Missis (Mrs.) and Miss:*

Mr + surname, e.g. Mr Brown - addressing to a man.

Mrs + husband's last name, e.g. Mrs Smith- addressing to a married woman.

Miss + maiden name, e.g. Miss Strait- an addressing to an unmarried woman.

The forms of addressing *Mr (Mrs, Miss) + surname* are used not only in the official, but also in neutral level of courtesy when addressing middle-aged and elderly people.

In some cases, official addressing is carried out using the words *Sir and Madam*, and sometimes just by last name (without a combination with the words Mr, Mrs and Miss). At the familiar level of politeness, a familiar person is addressed by name. English names have abbreviated forms, which are used more often than full ones in oral circulation forms: William - Will, Christopher - Chris, Albert - Bert, Alexander - Alex, Elizabeth-Liz, etc. English names often have diminutive forms, for example: *William - Willy (Billy), Elizabeth - Libby etc.*

In Uzbek culture one can distinguish both the most universal formulas of addressing which are independent of the proximity of acquaintance and degree of kinship and specific ones.

For representatives of the Uzbek language, the most characteristic is the use of formulas of address using the terms of kinship *"aka"* and *"opa"*, where the word *"aka"* means *"brother"*, while when referring to a sister, the word *"opa"* - *"sister"* is used. What's more, Uzbek people often add suffixes like *–xon, -jon* to make their addressing even more polite.

With regard to more specific forms of address, they can be divided into three main categories: addressing to strangers; addressing acquaintances/friends; addressing to relatives. In all these groups, age and gender characteristics of the use of forms of address are taken into account.

When a representative of the younger generation addresses a stranger or an older person, the following forms of speech etiquette should be used: in addition to the universal forms "aka" and *"opa",* if there is a difference in age, but not very large, there is also a form of addressing *"birodar"* in the Uzbek language (comrade) to an unfamiliar man, but as a rule only a man can address in this way.

Elderly strangers can be addressed with the words *"otaxon" (grandfather),* which is also typical when a man addresses a man, while a woman can address him *"buvajon, bobojon" (grandfather);* to address an elderly woman use the form *"buvijon"," biyijon" (grandmother).*

In the opposite situation, that is, when an older, and more often an elderly interlocutor addresses a younger one, he can use such forms of address as *"bolam" (my child),* which is also typical when addressing a young man and a girl; *"o'g'lim" (son),* when referring to a young man, or *"qizim" (daughter),* when referring to a girl.

In Russian culture addressing is rather common and simple. There are not so many special addressing titles. Russian people usually say the addressee's first and last name *(Petrovich, Samsonovich),* or add their social position before the name in formal places or special institutions *(Профессор, Доктор, Господин ..., Госпожа ..., Дамы господа).* In the public places or in a family atmosphere they usually use the titles like *Молодой человек, Девушка, Мальчик, Товарищ.*

In Russian culture addressing is of two types: official addressing and non-official. Unlike the type of addressing in English mentality (Mister, Missis and Miss), Russian people do not use such titles in addressing. If initials are known to the speaker, then the name and the middle name (sometimes surname can be used too) is considered as official addressing. Also in official situations addressing using the plural form of pronoun "you" (« вы») is used.

Besides a formal setting of communication, the plural forms of "you" is used when the person speaks to an unfamiliar addressee; when he/she wants to show emphatically polite and restrained attitude towards the addressee; while addressing to an equal and senior (by age or by position) addressee.

Referring non-official situations, in this culture, like in English one names have diminutive meaning, e.g.: *Lizochka, Katyusha.* But if we do not know how to address a person, it is advisable to take advantage of the words*: "Молодой человек", "девушка" or "женщина" etc.*

At the moment of address and dialogue, non-verbal etiquette forms common to the two languages (Uzbek and Russian) will be a handshake, facial expressions, and

gestures. A handshake between men is firm, between a man and a woman is soft. Hugs are possible only with close acquaintances. The face should show joy from the meeting. The handshake among Uzbeks can be accompanied by the application of the left hand to the middle of the chest to the heart or stomach. However, the handshake can be replaced by the application of the right hand to the stomach, middle of the chest or heart.

Among Russian men, the eldest man is the first to extend his hand, between women a handshake is not accepted, between persons of two sexes - the woman takes the initiative first (if she wishes), among Uzbeks all this is unprincipled.

Gratitude plays a vital role in maintaining relations between interlocutors. Being a speech act, it possesses its own cultural specificity. In order to understand the role of gratitude as a speech act it is crucial to get the meaning of this word.

According to the explanatory dictionary of the English language "gratitude" is "the feeling of being grateful and wanting to express your thanks". [3]

In the English culture, gratitude is an essential part of daily communication. Gratitude is a manifestation of mutual respect and concern for others. As it is said in the English proverb: "It's a good day when your thank you bag is full"- we can state that the English use words of gratitude much more often, in spite of the situation of communication compared to the Russian and the Uzbek. (for example, at work, at home, while communicating with friends, etc.)

Being aware of the weakness of the semantic formula of "thank you", the English use various formulas (intensifiers) to strengthen it . So, apart from thank you, thanks other words like: *"Thank you so much"; "Thank you very much"; "Thank you ever so much"; "Thanks a lot"; "Many or a million thanks".*

Also in English speech there are the following reinforced speech formulas: *"I have no words to express my gratitude"; "I can't find words to express my thanks"; "I really appreciate it" or "I am very or so appreciative"; "I don't know how I can thank you enough"* and others.

It is important to emphasize that the Russian do not often express their gratitude for assistance which was provided in the family or circle of friends in certain situations. They can thank often for services rendered, help, presents and etc.

In Russian culture, thanksgiving remarks are not so various. They are : *"Я очень признателен/признательна", "Большое/ огромное спасибо", "Я благодарен/ благодарна тебе/вам"*.The peculiarity of expressing gratitude in the Uzbek language is in the fact that through this process all the positive emotions of the thanks giver (his/her joy, gratitude, inspiration, etc.) are expressed. And these phrases as: *"Rahmat" (thank you), "Katta rahmat" (thank you very much), "Kam bo'lmang"* (literally: stay at the same level).

The last phrase is mostly used to indicate one's admiration for someone's work, gratitude for its fulfillment, for example, for a delicious dinner or for a warm welcome and this phrase expresses the expectation of the same attitude towards oneself in the future.

Summing up, speech etiquette are all the rules of speech behavior, all speech permissions and prohibitions, on the one hand, associated with the social characteristics of the speakers and the situation and on the other, with the stylistic resources of the language. Speech etiquette sets the framework of speech rules within which meaningful communication should take place. However, even the use of generally accepted formulas requires sincere, benevolent attention to the interlocutor.

The national specificity of speech etiquette in each country is extremely bright, because the unique features of the language here are superimposed by the features of rituals, habits, everything accepted and not accepted in behavior, permitted and prohibited in social etiquette.

Thus, the education of conscious etiquette behavior involves knowledge of the rules of polite behavior and speech, their national specifics, knowledge of etiquette formulas (stereotypes, taboos) in accordance with communication situation.

In the process of education, a person becoming a personality and more perfect mastering the language learns the ethical norms of relationships with others, including speech relationships, in other words, masters the culture of communication with the help of linguistic means.

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OKMK RUX ZAVODI SHAROITIDA JAHON RUX ISHLAB CHIQARISH TEXNOLOGIK USULLARINI TADBIQ QILISH

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[1]Toshkent davlat texnika universiteti Olmaliq filiali assistenti
[2]Toshkent davlat texnika universiteti Olmaliq filiali talabasi

Annotatsiya: Ushbu maqolada Olmaliq kon-metallurgiya kombinatiga tegishli Rux zavodida rux ishlab chiqarishdagi rux keklarini qayta ishlashning jahon miqyosidagi usullari o‘rganildi. Rux ishlab chiqarishning optimal usullari gematit, yarozit va getit jarayonlari bir-biri bilan solishtirildi.

Kalit so‘zlar: Vels, kek, koks, Yarozit, Getit, Gematit, optimal, uchirmalar, vodorod sulfid, tiklovchi, sfalerit, avtoklav.

Kirish qismi: Olmaliq Kon metallurgiya konbinati qimmatbaho metallar ishlab chiqarish bo‘yicha yetakchi o‘rinda turadi.

So‘ngi yillarda yurtboshimiz metallurgiya sohasiga katta e’tibor qaratgan. Ayniqsa ishlab chiqarish jarayonidan hosil bo‘lgan chiqindilarni qayta ishlash bo‘yicha juda ko‘p islohatlar olib borilgan. Rux ishlab chiqarish jarayonida tanlab eritishdan so‘ng qoldiqda rux keklari hosil bo‘ladi. Bu rux keklari vels pechida qayta ishlanadi.

Asosiy qism: *Biz bilamizki har bir ishlab chiqarishning o‘z kamchiliklari mavjud bo‘ladi. Aynan Rux ishlab chiqarishdagi Velslash jarayonining kamchiliklari bir qancha. Bular:*

- klinkerni hosil bo‘lishi;
- uchirmalarni ushlab qolishning murakkabligi;
- jarayonga ishlatiladigan koks sarfining yuqoriligi;
- mahsulot tarkibidagi zararli qo‘shimchalarni kamaytirish maqsadida qo‘shimcha jarayonlarni qo‘llanilishi;
- mahsulot sifatining doimo bir xil bo‘lmasligi.

Rux kekini gidrometallurgik usulda qayta ishlab velslash jarayonidan voz kechish orqali bu kamchiliklarni anchagina bartaraf etish mumkin. Gidrometallurgik qayta ishlashni amalga oshirishda quyidagilarni amalga oshirish kerak bo‘ladi.

- ✓ rux keki tarkibidagi *Fe* ni cho‘kmaga o‘tkazish;
- ✓ ruxni to‘liq eritmaga o‘tkazish;
- ✓ qo‘rgoshin va nodir metallarni qoldiqga o‘tkazish.

Rux kekini pirometallurgik qayta ishlash.

Pirometallurgik usulda rux keklari aylanma quvursimon pechda qayta ishlanadi. Kek aylanma quvurli pechda harorat 1000-1200˚C da qayta ishlanadi. Rux kekiga

tiklovchi sifatida koks qo‘shiladi. Berilgan haroratda kuchli tiklovchi pech atmosferasida rux, qo‘rg‘oshin va uning birikmalari, noyob metallarning past oksidlari va sulfidlari bug‘ ko‘rinishida yuqori muvozanat bosimidan foydalangan holda uchiriladi, gaz fazasida esa ularning oksidlanishi yuz beradi. Bunda asosan rux, qo‘rg‘oshin va noyob kadmiy, indiy, talliy, germaniy, tellur metallarini oksidlaridan tarkib topgan uchirma olinadi. Qattiq qoldiq- klinkerda mis, nodir metallar va bo‘sh tog‘ jinslari qoladi. Rux keklari OKMK da Rux zavodining Velsevlash pechida qayta ishlanadi

Keyingi boshqichda Zn keki suv bug‘i bilan birgalikda termik ishlovga uzatiladi. Ayni damda Olmaliq KMK tarkibidagi rux zavodida rux keklari pirometallurgik usulda qayta ishlanib kelinmoqda. Rux kekini velslash pechida koks yordamida qayta ishlanadi. Velslash jarayonining asosiy kamchiligi quyidagilar: koks sarfining yuqoriligi va oltin, kumush, mis, temir, qo‘rg‘oshin va boshqa metallarni yo‘qolishi, uchirmalarni ushlab qolishning murakkabligi. Shuning uchun so‘nggi yillarda rux kekini gidrometallurgik qayta ishlash texnologiyasi yaratish uchun ilmiy tadqiqotlar olib borilmoqda. Rux zavodining asosiy vazifasi ayni xom-ashyo tarkibida foydali komponentlarning hammasini ajratib olish hisoblanadi. Rux boyitmalarini gidrometallurgik qayta ishlashning asosiy usuli bu tanlab eritish jarayonidir.

Rux oksidi sulfat kislotaning kuchsiz eritmasida yaxshi eriydi, rux sulfati esa yaxshi eriydi:

$$ZnO + H_2SO_4 = ZnSO_4 + H_2O$$

Rux sulfidi qizitilgan kuchli sulfat kislotasida erishi mumkin:

$$ZnS + H_2SO_4 = ZnSO_4 + H_2S\uparrow$$

bunda zaharli Vodorod sulfid gazi ajralib chiqadi.

Bugungi kunga rux kekini gidrometallurgik qayta ishlashdan oldin qizigan suv bug‘i ishtirokida kuydirish yaxshi natija birb kelmoqda. Zn kekni suv bug‘i ishtirokida termik ishlov berish jarayonining kimyosi birlamchi, oraliq va yakuniy mahsulotlar hosil bo‘lishi bilan tushuntirib beriladi. *ZnS* li sfaleritning sezilarli oksidlanishi boshlang‘ich haroratidan 900°C gacha birlamchi qattiq oksidlanish mahsuloti ZnO ekanligi aniqlandi.

Tadqiqotlar davomida turli metallarning eritmaga o‘tish darajasiga suv bug‘i ishtirokida termik ishlov berish haroratning ta’siri o‘rganildi. Tajribalar 500-950°C haroratlar oralig‘ida olib borildi. Harorat 900°C bo‘lganda suv bug‘i ishtirokida termik ishlov berish sulfat kislotasi eritmasiga ruxning o‘tish darajasi ijobiy ta’sir qiladi, harorat 900°C dan yuqori bo‘lganda suv bug‘i ishtirokida termik ishlov berishdan hosil bo‘lgan mahsulotdagi rux va misning eritmaga o‘tish darajasi biroz ortadi.

Jahon amaliyotida rux kekini gidrometallurgik qayta ishlashning bir nechta usullarini o‘zaro solishtirib chiqamiz. Rux kekini gidrometallurgik usul bilan qayta

ishlash rux ferritni yuqori haroratda sulfat kislotasida eritishga asoslangan. Bunda rux va temir eriydigan sulfat holatiga o‘tkaziladi. Keyinchalik temir eritmadan har xil qiyin eriydigan birikmalar shaklida (gidrooksid, getit, yarozit) cho‘ktiriladi. Rux ferriti yuqori konsentratsiyali sulfat kislotasida yuqori haroratlarda eriydi.

Rux kekini getit usulida qayta ishlash.

Rux kekini gidrometallurgik qayta ishlash hozirgi kunda keng tarqalayotgan jarayondir. Bu usullardan asosan gematit, getit va yarazit jarayonlar qo‘llanilmoqda. Getit jarayoni. Ushbu jarayon hozirgi kunda Belgiyaning Balen shahridagi rux ishlab chiqarish zavodida qo‘llaniladi. Bunda dastlab rux keki qayta ishlangan elektrolit bilan 6-8 soat davomida, 95°C haroratda tanlab eritiladi. Jarayon erkin sulfat kislotasining qoldiq miqdori 50 g/l bo‘lguncha davom ettiriladi. Olingan qo‘rg‘oshin - kumush keki tarkibida 25% Pb va 3-4 % Zn bo‘ladi, so‘ngra kek qo‘rg‘oshin ishlab chiqarishga yuboriladi. Pb-Ag kekining ajralib chiqishi umumiy rux kekining 1/3 qismini tashkil etadi.

Rux kekini yarozit usulida qayta ishlash. Ushbu jarayon hozirgi kunda Norvegiyaning Oddo shahridagi rux ishlab chiqarish zavodida qo‘llaniladi. Bu yerda rux keki 150-200 g/l sulfat kislota eritmasida 80-90 ℃ da 4-6 soat davomida qayta ishlanadi. Qoldiq tarkibida asosan qo‘rg‘shin sulfat, kremniy oksidi temir oksidlari va oltin, kumush bo‘lib, eritmadan ajratib olinadi va qo‘rgoshin zavodiga yuboriladi. Jarayonnig kamchiligi: eritmani qizdirish va sovitish uchun qo‘shimcha jihozlar ishlatilishi, yarazitning cho‘ktirsh vaqtining ko‘pligida

Rux kekini gematit usulida qayta ishlash. Jarayon Yaponiyaning “Akita zink” firmasining “Induzima” zavodi sharoitida rux keki qayta ishlanadi. Gematit jarayonida rux keklari avtoklavda qayta ishlanadi. Bunda harorat 110-180℃ ni tashkil etib, 150-180 g/l konsentratsiyali sulfat kislotasida tanlab eritiladi. Sulfat kislotasi konsentratsiyasi 40-50g/l bo‘lguncha tanlab eritiladi. Bu jarayon sanoatda asosan ikkita korxonada ishlatiladi: Yaponiyaning “Akita Zink” firmasining induzima zavodida va Germaniyaning Datelh zavodida qo‘llaniladi.

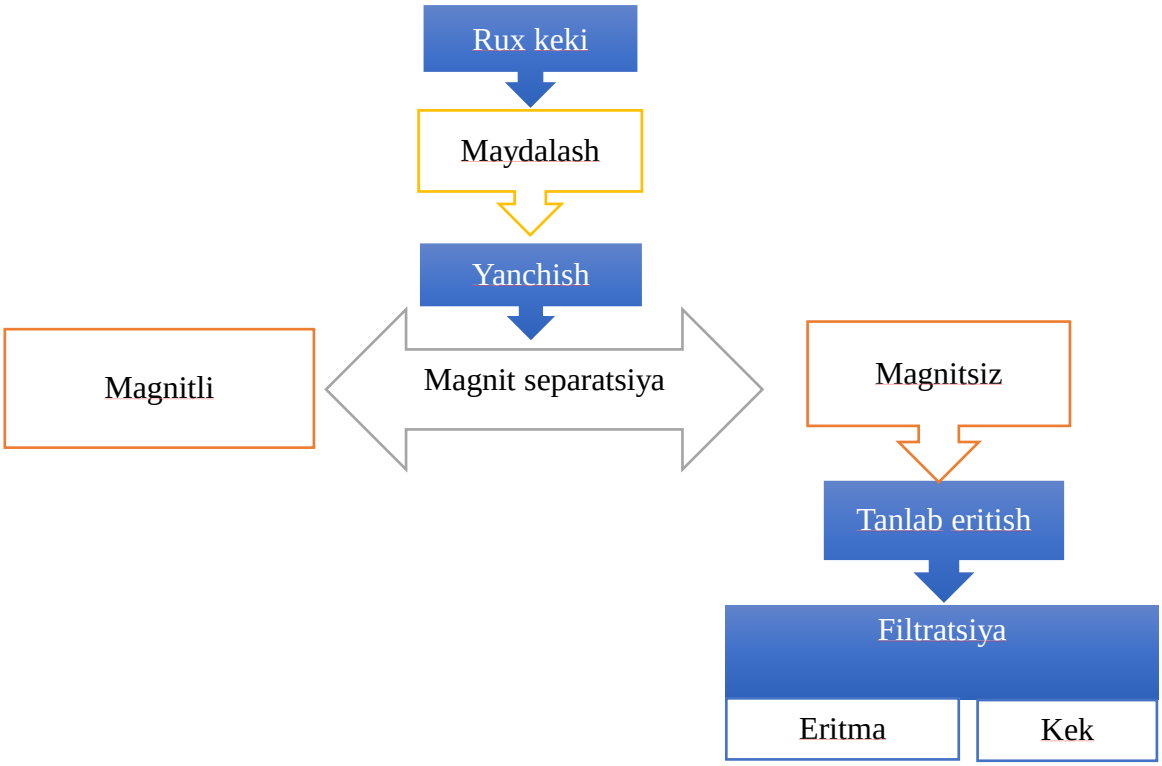
Keklarni gematit usulida qayta ishlaganimizda cho‘kmaga ko‘p miqdorda temir o‘tadi. Gematit jarayoni boshqa jarayonlardan avzalligi shundaki ko‘p miqdordagi temirni ajratish bilan birga yuqori temir tarkibli mahsulot olinadi va po‘lat eritish zavodiga yuboriladi. Jarayonning kamchiligi shundan iboratki jarayonning murakkabligi va yuqori qiymatli dastgoh avtoklavning ishlatilishidir. Gematit jarayonining kimyoviy tarkibi quydagicha:

$$Zn\ 0{,}8\%;\ Fe\ 63{,}5\%;\ S\ 1{,}5\%;\ Pb\ 0{,}02\%;\ As\ 0{,}03\%.$$

Yarozit, getit va gematit jarayonlarida rux kekini qayta ishlashning texnologik ko‘rsatkichlari quyidagicha:

Metallar	Metallarni ajralib olish darajasi, %		
	Yarozit jarayoni	Getit jarayoni	Gematit jarayoni
Zn	97,3	97,1	96
Pb	85	85	85
Ag	80	80	80
Au	80	80	82
Cu	94	70	94
Cd	94	80	94

Zn kekini tanlab eritish uchun erituvchi sifatida eng qulay, arzon va yetarlicha zaxirasi mavjud bo‘lgan H2SO4 da foydalanish kerak. Kekni maydalab, yanchib hajmini 0,1 mm kattalikkacha keltirib, hosil bo‘lgan massani magnit separatoridan foydalanib separatsiyadan o‘tkazish kerak. Bu jarayonda magnitli va magnitsiz boyitma chiqindisi hosil bo‘ladi. Magnitli boyitma chiqindisi kislotada tanlab eritishga uzatiladi.

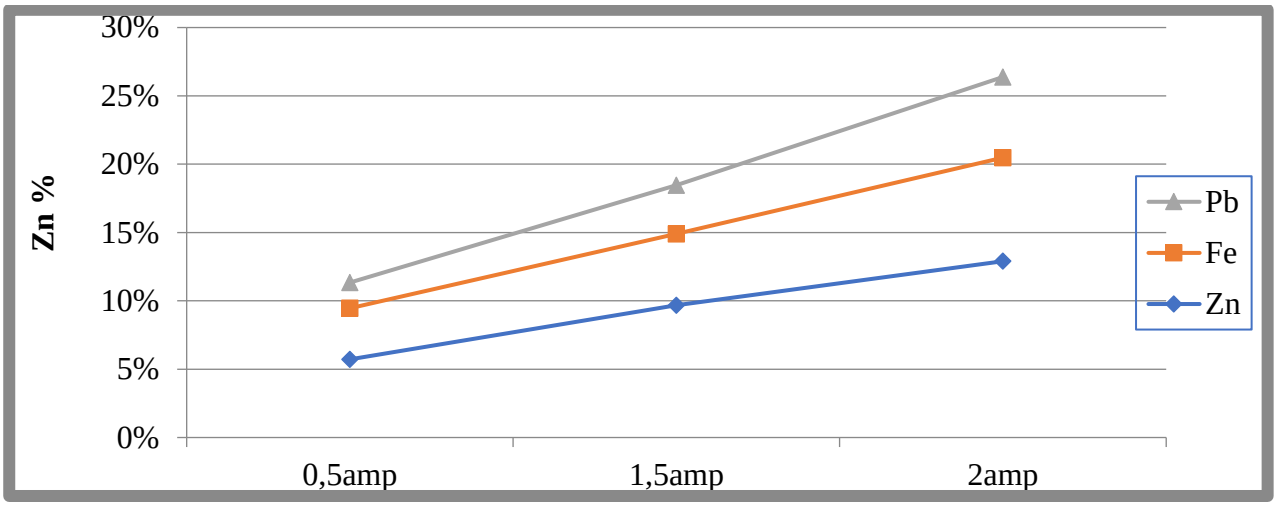


Rux keki magnitli separatsiyadan o‘tkazilgandan so‘ng magnitli va magnitli boyitma chiqindisiga ajraladi. Bundan magnitli boyitma chiqindisini olib sulfat kislotasi yordamida magnitli tanlab eritish uskunasida tanlab eritiladi.

Tanlab eritish jarayoni tugagandan so‘ng, eritma filtrlanadi. Filtratda qolgan kek quritilib tarozida tortiladi. Bunday tanlab eritish jarayonlari har xil temperaturada, har xil konsentratsiyali sulfat kislota eritmalarida va har xil vaqt oralig‘ida jarayon takrorlanadi.

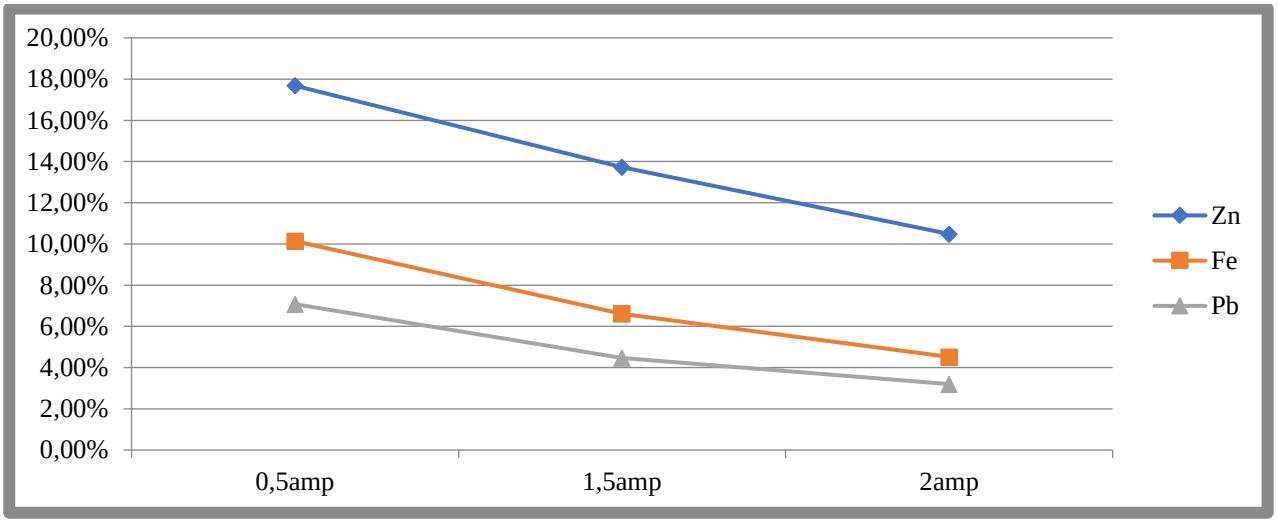
Muhitlarning o'zgarishi orqali turlicha natijalar tanlab olinadi va eng afzal va rentabelligi balandroq bo'lgan usuldan foydalanish tavsiya etiladi.

Rux kekini magnitli separatsiyadan o'tkazilgandagi magnitli fraksiyasi:



Ushbu grafikdan ko'rishimiz mumkinki magnitli fraksiyada Fe birlashgan metallar ancha tez ajralishi kuzatiladi va separatsiyaning ushbu usuli metallarni ajratishda yuqori natija berishi separatsiyaning boshqa usullaridan magnitli usulga o'tishga turtki beradi.

Rux kekini magnitli separatsiyadan o'tkazilgandagi magnitli boyitmaning chiqindisini fraksiyasi.



Ushbu grafikdan ko'rinib turibdiki, magnitli separatsiyada magnitli boyitma ciqindisi tarkibidagi metallar miqdori anchagacha kamaygan. Bu esa magnitli separatsiyalash jarayoni boshqa usullarga nisbatan eng optimal uslligini bildiradi.

Tajribalar natijasida olingan grafikda biz asosiy Zn ruxning 2 amplitudali magnit separatsiyasidan so'ng chiqindining miqdori 17,8% dan 11,4% gacha kamayganini ko'rishimiz mumkin.

Xulosa

Xulosa qilib shuni aytish mumkinki, rux ishlab chiqarishning uchala usulining o‘ziga xos xususiyatlari mavjud. Shuning uchun ham bu usullardan haligacha foyadalanib kelinmoqda. Lekin tajribalar shuni ko‘rsatdigi gematit usulining optimallik darajasi qolgan ikkala usulga nisbatan foydaliroq. Chunki boshqa metallarga nisbatan Ferritni ajratib olish osonroq kechadigan jarayon hisoblanadi.

Lekin Gematit jarayonida qo‘llaniladigan avtoklavga ishlatiladigan energiya qimmatligi bu jarayonning ishlab chiqarish harajatlarini oshirib yuboradi. Shuning uchun bundanda mukammalroq ishlab chiqarish yo‘llarini ishlab chiqish kerak va sanoatga joriy etish lozim.

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STRUCTURE OF THE LEVEL OF PREPARATION OF LONG-DISTANCE RUNNERS

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Abstract: The specific features of the training of long-distance running student-athletes studying in higher educational institutions were considered in this article. The need to improve individual training, the role of running training in the anaerobic mode, and the theoretical basis of using an individual approach in the training of athletes among students participating in athletics competitions are presented.

Key words: running, physical training, physical abilities, methodology of middle and long distance running.

INTRODUCTION

Athletics occupies a vanguard position in the activities of students of general secondary educational institutions, academic lyceums and higher educational institutions. Many people who are involved in physical training like to run in different ways, because running is a natural movement and a popular sport among the population. Therefore, it is possible to run at any time of the year, in different weather conditions and terrain.

The effectiveness of running is that it strengthens the state of health with a complex organizational system, and at the same time, the authors mentioned below have purposefully solved these problems [L.P. Matveev 1994, 1997; N.G. Ozolin, 1965; 1980; V.P. Filin 1979; 1995; V.N. Platonov, 1980; 1997; V.G. Nikitushkin, 1999; V.G. Nikitushkin et al., 2005 et al.].

A long-term system of training runners and periodization of training is interrelated with interacting training tools and methods, as a whole, physiological, rehabilitation, theoretical and integral (selected sports) unites directions.

In the methodology of the multi-year training cycle, all these types of training are carried out in parallel and more effectively when systematic training, training, performance of the planned task, participation in various sports competitions and maintaining health in a high-temperature environment are observed. . At the same time, with long-term preparation and periodization of educational cycles, global tasks are set, such as increasing people's interest and activity in physical education and sports, as well as choosing a specialty, and then gradually developing general and special physical education. Preparation, mastering and improvement of the techniques and tactics of the chosen sport, improvement of moral-volitional, psychological and

physiological qualities, acquisition of theoretical and practical knowledge, skills and qualifications in order to effectively implement the methods and systems of sports training. .

All these tasks are solved systematically by years during all training of the athlete. It is known that for athletes specializing in long-distance running, the whole process of the long-term training cycle from the beginning to the master of sports of the international class (XTSU) consists of several important stages: initial sports training, initial specialization, deep training, improvement of training and high sportsmanship.

Each stage takes 2-3 years. In this regard, the stages and long-term training of athletes require a flexible approach, taking into account age, maintaining health and increasing the number of people based on the interests of training and sports. Naturally, such an initial stage of adaptation to sports, especially running, is mainly manifested in childhood and adolescence. Therefore, a long-term training system and for athletes, a scientifically based approach to periodization and implementation of the training cycle is required. Scientific studies of scientists and research of experienced trainers have shown that the dynamics of training load parameters and other indicators in middle and long-distance runners differ depending on the age of the athletes during the long-term cycle of sports training.

Therefore, regular increase in training load volume according to age, as well as stabilization of the total load volume in (CUN) and (SU) with reasonable increase of its intensity, allows to optimize sports.

In this regard, in our opinion, with a long-term periodic plan for training long-distance runners, it is appropriate to classify athletes, as far as possible, in the volume of cyclic exercises performed in aerobic and anaerobic exercises.

In general, the problem of the training methodology and the long-term system of periodization by sports requires in-depth study, taking into account the hot climate of the Central Asian region.

In higher education institutions, great attention is paid to increasing the level of physical fitness of students, as well as to training the moral and willful qualities of future coaches. One of the leading areas of the Faculty of Physical Culture is improving the sports skills of students, as they are considered future specialists in physical education and sports.

Sports are an integral part of student activities. Sports training helps students to develop skills related to quick orientation in different situations, timely decision making, etc.

In addition, we should not forget that student-athletes of higher educational institutions take part in national and international competitions. Running is given a lot of time and importance in higher education institutions.

Thus, running is one of the integral parts of students and is one of the endurance control exercises. Recently, the experience of leading foreign specialists in sports physiology, sports medicine, sports psychology, including the training of athletes, has been used.

A large number of scientific articles and studies have appeared devoted to the study of the specific characteristics of sports training.

These studies describe the characteristics of running technique, various methods of preparing for competitions, the importance of tactics in long-distance running, and other components that allow to achieve decent results in this sport.

The analysis of the literature showed that issues affecting the specific characteristics of the training of long-distance runners during their studies in higher education have so far been neglected. Based on the main points of the training process and activities of long-distance runners during the study of scientific literature, the most important and basic components of achieving a good result in this type of athletics are technical and tactical training, as well as the methodology of training runners, including two main directions includes: improving running technique and increasing the functional capabilities of the athlete's body.

Therefore, the basis of technical training is the educational process, in this regard, there should be consistency between the teaching methodology and modern trends in education. Approaches to teaching in departments, studying the theory and methodology of physical education helped to identify the following modern trends:

1. During training, the main emphasis should be on natural accelerations in the development of individual elements of the athlete's ability to move.

2. Training should be carried out depending on the type of moral and psychological characteristics of athletes.

It should be noted that students studying at the faculty of physical culture, unlike students of other higher educational institutions, devote their time to the educational process and sports activities.

When studying methodological recommendations for the training of long-distance runners, innate and acquired individual abilities and characteristics of athletes, as well as their level of special training, psychological development, education and specific characteristics of sports are often noted.

The way to achieve success and positive results in any sport, including athletics, is to perform a large number of different exercises and exercises.

In order to achieve high results in RUNNING, it is necessary to devote a lot of time to daily training throughout the academic year in middle and long distances.

It should be remembered that such sports activities should be planned wisely to ensure the physical load on the body and the recovery of the body.

Taking into account the above characteristics of higher educational institutions training sports coaches, an individual approach should be used to train student-athletes participating in athletics competitions. At the same time, during the period of studying at the university, training should be strictly cyclical at all stages of the development of the athlete's sports form. Thus, each cycle represents the next stage of the athlete's training, which means that the amount of load that is physiologically justified for a certain stage of the development of his training level is absorbed.

Low-quality planning of training of runners, first of all, relatively low intensity of the training process or uneven distribution of competition loads, are the shortcomings made by some coaches in higher education institutions. As a result, such incompetence does not allow athletes to achieve high results.

The coach determines which method of development of speed and endurance in running is most suitable for the athlete.

As for the specifics of one or another distance running method, for example, middle and long distance running belongs to the "submaximal power" zone of work. That is, one of the indicators characterizing this work is the "oxygen debt", which increases during competitive running and reaches a significant value by the end of the distance, and physical capacity is one of the most important factors in the physical fitness of runners.

An athlete is largely dependent on the level of development of basic motor qualities such as speed, flexibility, strength, endurance, and the improvement of the athlete's technical and tactical preparation.

Thus, increasing the level of physical fitness is the main task of sports training.

Endurance is important in long-distance running, which is the body's ability to resist fatigue. The leading special quality is speed endurance, that is, the ability to maintain speed during the race. In order to develop speed endurance among student-athletes specializing in running, the educational process should be structured in such a way that the tasks of developing general and then speed endurance are systematically solved.

In the special literature on athletics, it has been repeatedly emphasized that it is possible to increase special endurance by increasing the average intensity of training, that is, by using different training loads and increasing their variability. In addition, the development of the speed qualities is always helped by sports games that require special endurance from the athlete to perform short and long swings at maximum speed. Anaerobic running training plays an important role in training an athlete.

Improving the technical and tactical skills of the athlete should be done at a speed close to competition. In this regard, the volume of anaerobic running should be significant in the general structure of training students.

CONCLUSION

In fact, the training strategy is to gradually increase the proportion of special training as the athlete's sports skills grow. Due to the use of new and effective methods of training, a stable growth of sports results in long-distance running is ensured.

The methodology of developing the functional capabilities of athletes includes various approaches, and the priorities of the classical school are noted in technical training. It seems necessary to improve the technical training of middle and long-distance runners by searching for new effective and high-quality methods to achieve high sports results in the training of students of higher educational institutions of the faculty. In addition, in order to improve the individual running technique of a certain athlete, it is important to determine his physiological characteristics, which should have an effective effect on the essence of the training process, and it is important to choose a pedagogical methodology.

The use of an individual approach to the training of athletes among student-athletes participating in athletics competitions, the improvement of the individual running technique based on the determination of the athlete's unique capabilities, as well as the use of the main components, the training of athletes allows to achieve positive results in middle and long distance running.

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"BOBURNOMA"DA BOBURNING PORTRET VA SIYRAT TASVIRIDA MAHORATI

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Annotatsiya: Adabiyotimiz tarixida “Boburnoma” singari portret va peyzaj tasviriga keng o‘rin berilgan asarni kam uchratamiz. Portret bir kishining bo‘y-basti, yuz-ko‘zlari, kiyim-kechagi, yurish-turishi, xatti-harakati, axloq-atvoridir. Asarda ko‘plab odamlarning aniq, betakror portretiga duch kelamiz: xon, amir, beklar haqida gap ketganda uning valodat va nasabi, shakl va shamoyili, axloq va atvori, masof va urushlari, umarosi haqida qisqa, aniq ta‘rif-tasvirlar beriladi. Bunday tasviriy vositalar esa asar badiiyligini ta‘minlovchi muhim poetik birlikdir.

Bobur portret yaratishda odamlarning tashqi ko‘rinishi bilan birgalikda, ichki dunyosiga ham nazar soladi, tarixiy shaxslarning faqat yaxshi tomonlarini tasvirlab o‘tmasdan, balki ularning salbiy xislatlarini ham aytib o‘tadi. Portret tasvirini shunchalik real tasvirlaydi, tasviriy vositalar o‘z funksiyalarini shunchalar aniq va to‘la ifoda etadiki, bu muallifning qancha mahorati borligidan dalolat beradi.

Kalit so‘zlar: Bobur, Boburnoma**,** Portret**,** tasvir**,** Umarshayx mirzo**,** Sulton Ahmad mirzo**,** Sulton Ahmad mirzo**.**

Abstract: In the history of our literature, we rarely find such a work as "Boburnoma" in which portraits and landscapes are given a wide place. A portrait is a person's height, face, eyes, clothes, behavior, manners. In the work, we come across clear, unique portraits of many people: when it comes to khans, emirs, and begs, short, clear descriptions are given about their status and lineage, appearance and appearance, morals and behavior, distance and wars, and their family. Such pictorial means are an important poetic unit that ensures the artistry of the work.

While creating portraits, Babur investigates the inner world of people along with their external appearance, not only describes the good aspects of historical figures, but also mentions their negative qualities. It depicts the image of a portrait so realistically; visual tools express their functions so clearly and fully that it shows how much skill the author has.

Keywords: Babur, Baburnama, Portrait, image, Umarshaikh Mirza, Sultan Ahmad Mirza, Sultan Ahmad Mirza.

Kirish

Zahiriddin Muhammad Boburning “Boburnoma” asari uning aqliy salohiyati, tafakkuri, sinchkov tabiatining yorqin ifodasi sifatida maydonga kelgan va

kitobmuxlislarni hayratga solgan bemisol tafakkur mahsuli hisoblanadi. Asarning qomusiy xarakteri nihoyat ko‘p ta‘kidlanib kelingan. Darhaqiqat, asarda ijtimoiy hayotning muhim sohalariga oid arzishli ma‘lumotlar jamlangan. boshdan Sharq xalqlari madaniyati va tarixida saxovat, ochiqqo‘llik insonning eng yaxshi xususiyati sifatida qadrlanib kelingan. Boburning “Boburnoma” asarida ham muallif o‘zining atrofidagi oddiy olamdan boshlab otasi Umarshayx, temuriy hukmdorlar va beklar xususiyatidagi oqko‘ngillik, xayr-u saxovatni olqishlagan. Bu xususiyat ularning ijobiy jihatlarini to‘ldirgan, desak xato bo‘lmaydi. “Boburnoma”da muallif mushaxxas bir davrni tasvirlashda butun bir fan olamiga: hayvonot, nabotot, o‘simliklar dunyosi, tarixiy geografik hududlar, harb ishiga, harbir ulkaning milliy madaniyatiga, urf-odatlariga alohida to‘xtalib, mumtoz adabiyotimizning nodir namunasini yaratdi. Bobur uzoq yoshga kirmagan bo‘lsada, ba’zi podshohlardek hayoti sermazmun va saodatli kunlarga boy bo‘lmasada, ammo, qisqa bir davrda misli ko‘rilmagan ilmiy yangiliklarning buyuk kashfiyotchisiga aylandi.

Bobur, birinchi navbatda, shoh, boburiylar sulolasining asoschisi bo‘lsa, keyingi o‘rinda uning iste’dod sohibi ekanligining ko‘ramiz. U buyuk podshoh, mumtoz shoir, nazariyapardoz adabiyotshunos, tarixchi, faqih, tilshunos, san‘atshunos, etnograf, hayvonot va nabotot olamining bilimdoni sifatida ko‘pqirrali faoliyat va ijod sohibi edi. Birgina “Boburnoma” asarida uning 20 dan ortiq sohalarga qiziqqanligiga guvoh bo‘lamiz. Bu asar Boburga jahoniy shuhrat keltirgan. Har bir asar kitobxon qalbiga kirib borishi, uning xotirasi muqim o‘rnashib qolishi uchun yozuvchidan tasvirlayotgan voqea-hodisasini ta‘sirchan qilib tasvirlashni talab qiladi. Chunki kitobxon tanishgan voqea-hodisa, qahramonlar qanchalik ishonarli bo‘lsa, qanchalik jonli qilib tasvirlansa, yozuvchining ilgari surayotgan g’oyasi unga shunchalik kuchli ta‘sir qiladi.

“Boshqa tasvir vositalaridek, portretning ham badiiy asarda o‘rni va azifasi bor. Portretga ajratilgan o‘rin, yuklangan vazifa bir mantiqqa, ma’lum bir badiiy qonunga bo‘ysundirilgan bo‘lishi shart. Portret asarning g‘oyaviy yo‘nalishidan chetda bo‘lishi mumkin emas”

Yozuvchi portretning qaysi turini qo‘llamasin, u qahramonning ruhiy dunyosini ochishga, uning o‘ziga xos xususiyatlari aks ettirishga intilsa, kitobxon ko‘z o‘nggida jonli odam namoyon bo‘ladi.

Demak, adabiy portret asar qahramonining faqatgina zohiriy qiyofasi, ko’rinishini tasvirlash uchungina emas, qahramonning botiniy olamini ochib berishga, o‘ziga xos belgilarini ko‘rsatishga ham xizmat qilar ekan. Har bir yozuvchi portret yaratishda o‘ziga xos, betakror xususiyatlarga ega. Boburning portret yaratish mahorati shundan iboratki, u qisqa portret chizgilaridan foydalanishni lozim topadi va shu qisqa jumlalar orqali tasvirni haqqoniy ko‘rsatib beradi. “Boburnoma”da tasvirlangan shaxslar real voqelikda harakat qiladi. “Boburnoma” yozuvchi

xotirotlari, esdaliklaridan tashkil topgan. Shu sababdan uning asl nomini muallifning o‘zi “Vaqoyi‘noma”, ya‘ni “Voqealar kundaligi” deb atagani ham bejiz emas. Chunki bu voqealarning asosiy ishtirokchisi va bosh qahramoni Boburning o‘zi bo‘lib, bu haqda u shunday yozadi:

Bu olam aro ajab alamlar ko‘rdum,
Olam elidin turfa sitamlar ko‘rdum,
Har kim bu “Vaqoyi’ni o‘qur, bilgaykim,
Ne ranju mehnatu ne g‘amlar ko‘rdum
(V. Rahim, E. Husniddin, 2006, 473).

Bobur shoh va shoir, teran fikrli, adolatpeshalikning timsoli bo’lgan. U o‘zining qisqa hayoti davomida ko‘pgina buyuk ishlarni bajara olgan.

Muallif “Vaqoyi‘noma”ni yozishga boshlagan kunidan olib voqea-hodisalar talqini va kishilar shaxsiyatiga doir fikr-mulohaza va ma‘lumotlarning haqiqiy va tug‘ri yozishga ahd qilgan va quyidagi fikrlarni aytgan: “Bo‘lgan voqealarni rost yozganman. Chunki bu asarda shu narsa lozim topilganki, har so‘zning rosti bitiladi va har ish qanday voqe bo‘lgan bo‘lsa, shunday aytiladi”. Shu bois Bobur har bir shaxsga baho berganda uning barcha muhim fazilatlari va fe‘l-atvoridagi nuqsonlarini aytishga harakat qiladi. Bunda u mustasnolikka yo‘l qo‘ymaydi, hatto otasi bo‘lsa ham o‘sha ikki zaruriy o‘lchovga amal qiladi. Faqat otasigina emas, o‘ziga nisbatan ham xolis baho berib kamchiliklarini aytib bergan.

“Boburnoma”da muallif obrazidan tashqari ko‘plab tarixiy shaxslar, temuriy hukmdorlar, ayollar, beklar, amirlar, amaldorlar, muxoliflar, ilm-fan va san‘at namoyondalari va boshqalarning tashqi va ichki portretlari mohirona chizilgan, ularning xatti-harakatlari, faoliyati xarakter xususiyati ochiq ko‘rsatilgan. Tarixiy shaxslar portreti, xarakter xususiyatlarini yoritishda muallif ularga obektiv munosabatda bo‘lishga, ularning yashash tarzi va yashash sharoitidan kelib chiqib, portret va xarakterni eng muhim va qisqa iboralarda tasvirlab berishga harakat qilgan.

Movarounnahrlik hukmdorlar to‘g‘risidagi ma‘lumotni muallif, dastavval, otasi Umarshayx mirzo haqida beradi. Shu o‘rinda, Boburning hukmdorlar hayoti va faoliyatini tasvirlashda o‘ziga xos usuldan foydalanadi. Birinchidan, u hukmdorlarning nomini tilga olib, “Valodat va nasabi”, “Shakl va shamoyili”, “Axloq va atvori”, “Masof va urushlari”, “Viloyati”, “Avlodi”, “Xavotun va sarori”, “Umarosi” kabi sarlavhalar ostida ular to‘g‘risidagi ma‘lumotlarni haqqonilik bilan bayon qiladi. Bobur asarida Umarshayx mirzo, Sulton Ahmad mirzo, Sulton Mahmud mirzo, Boysunqur mirzo hamda Sulton Husayn Boyqaro haqidagi ma‘lumotlarni bayon qilishda yuqorida sanab o‘tilgan tartibga asoslanadi. “Boburnoma”da ishtirok etgan shaxslarni ularning asarda tutgan o‘rniga ko‘ra 3 guruhga ajratish mumkin:

1. Tarixda nomqoldirgan shaxslar obrazi.
2. xotin-qizlar obrazlari.

3. Ijodkor shaxslar obrazi.

“Boburnoma”da berilgan obrazlar asar matnida turli munosabatlarga daxldor bo‘lib tilga olinadi. Har bir obrazga berilgan xos munosabat asarning qimmat va arzishini yanada oshirgan.

“Boburnoma”da tarixiy siymolar obrazi asosiy o‘ringa ega dir. Tarixiy shaxslarni ham asardagi ishtiroki, egallab turgan vazifalari, kasbi va ijtimoiy vaziyatiga ko‘ra, bizning nazarimizga ko‘ra, besh guruhga ajratish maqsadga muvofiq keladi:

1. Hokimlar obrazi: Umarshayx mirzo, Badiuzzamon mirzo, Abdulaziz mirzo, Boysunqur mirzo, Husayn Boyqaro, Sulton Ahmad, Sulton Mahmud, Ulug’bek mirzo, Shayboniyxon va boshqalar.

2. Amirlar obrazi: Darvesh Alibek, Jahongir Barlos, Nuyonbek, Zunnun arg‘un, Muhammad Burunduq barlos va boshqalar.

3. Vazirlar obrazi: Majdiddin Muhammad, Shayxulislom Sayfuddin Ahmad, Mullozodayi Mullo Usmon, Mavlono Shayx Husayn, Mir Murtoz, Mullo Mas‘ud Shirvoniy va boshqalar.

4. Din olimlari obrazi: Xoja Ubaydulloh Ahror, Kamoliddin Husayn Gozurgoxiy, Mir Sarbaraxna va boshqalar.

5. Harbiy amaldorlar obrazi: Dilovarxon, Qosimbek va boshqalar.

Bular orasida hukmdorlar obrazlari asar voqealarning asosiy ishtirokchisi va asar kompozitsiyasida yetakchi mavqe egallagani uchun ular haqida izchil ma‘lumot berishga harakat qilindi.

“Boburnoma”da mingdan ortiq turli toifadagi kishilar haqida so‘z yuritilar ekan, asarda tasvirlangan har bir obraz, personaj, shaxs o‘zining tashqi ko‘rinishi, xulq-atvori bilan alohida ajralib turadi. Eshontirarlisi, muallif kim haqida so‘z yuritmasin, uni ham ijobiy, ham salbiy tomonlarini boricha kitobxonga ko‘rsatib o‘tadi. Bobur asarning boshdan oxirigacha voqeliklarni, shaxslarni tasvirlashda, shaxsiy munosabatidan qat‘i nazar haqiqiy baho berishga harakat qilgan. Asarda yorqin tasvir etilgan personajlardan biri Boburning otasi Umarshayx mirzodir. U otasi Umarshayx mirzoni tasvirlar ekan: “past bo‘yluq, tegirma saqolliq, qo‘ba yuzluq tanbal kishi edi. To‘nni bisyor tor kiyar edi, tortib bog‘latur edi, andog‘kim, bog‘-bog‘laturda qornini ichiga tortib bog‘latur edi, bog‘-bog‘lag‘ondin so‘ng o‘zini qo‘ya bersa, bisyor bo‘lur edikim, bog‘lari uzulur edi. Dastorni dastor pech chirmar edi. Ul zamonda dastorlar tamom chorpech edi, bechin chirmab, aloqa qo‘yar edilar. Yozlar g‘ayri devonda aksar mo‘g‘uliy bo‘rk kiyar edi” (bobur, 2008, 8 bet). der ekan, hatto otasi haqida fikr yuritganda ham xolis baho berganini ko‘rishimiz mumkin. “Past bo‘yluq” iborasi orqali Bobur otasining uzun emas, o‘rta bo‘ylik ham emas balki past bo‘ylik inson ekanligini ko‘rsatadi. Ustidagi kiyim, to‘nga berilgan ta‘riflardan esa Umarshayx mirzo keng yelkali inson bo‘lganini anglaymiz. “Tegirma saqolliq” va “qo‘ba

yuzluk” iboralari orqali esa qalin soqollik, keng yuzli kishi bo‘lganidan dalolat beradi. “Dastorni dastor pech chirmar edi” iborasida Umarshayx mirzoning sallasini maxsus salla o‘raydigan kishi o‘rab qo‘yishi nazarda tutilmoqda. O‘sha davrda salla ko‘pincha mahkamalar, siyosiy jarayonlarda o‘ralgan. Bobur Umarshayx mirzo portretini chizganda yoz paytlarida mahkamadan boshqa yerlarda mo‘g‘ulcha qalpoq kiyishini ham alohida ta‘kidlaydi. Bu tasvirda qahramonning asosiy va xarakterli tomonlari, uning fiziologik ko‘rinishi ham, kiyimlari ham, bu kiyimlarni kiyish xususiyatlari ham qamrab olingan. Bu detallar shunday birikmada keltirilganki, ular mazkur shaxsning xarakterini va ichki dunyosini bilib olishga katta yengillik tug‘diradi.

Bobur otasining xarakteri va xulq-atvori haqida so’z yuritar ekan: “hanafiy mazhabliq, pokiza e’tiqodliq kishi edi, besh vaqt namozini tark qilmas edi, umriy qazolarini tamom qilib edi, aksar tilovat qilur edi” (bobur, 2015, 16 bet) deb, uning hanafiy mazhablik, pok, e‘tiqodli shaxs bo‘lganini va namozlarini to‘liq ado etishini, hatto butun umrlik qazolarini ham tugatib bo‘lganligini alohida ta‘kidlab, shu xislatlarini Umarshayxning ijobiy fazilatlariga kiritadi. Demak, Umarshayx mirzo iymonli, e’tiqodli shaxs bo‘lgan.

Namoz islomning shartlaridan biri va islom dinida har bir musulmonga farz qilingan. Umarshayx mirzo ham islomning shartlariga amal qilib besh mahal namozlarini to‘liq ado etgan, hattoki butun umrlik qazolarini ham tugatib bo‘lgan. Bu uning ijobiy xislatlaridan dalolat qiladi.

Bobur otasining ahli ilm va ularning ijodiga qiziqishini aytadi: “Ravon savodi bor edi. “Xamsatayn” va masnaviy kitoblarni o‘qur edi. Aksar Shohnoma o‘qur edi” (bobur, 2008, 8 bet), - der ekan, otasining Alisher Navoining ijodini hurmat qilishi, fors adabiyoti ayniqsa, Abulqosim Firdavsiy ijodiga mehri borligini aytadi. “Tab’i nazmi bor edi, vale she’rg‘a parvo qilmas edi” der ekan, uning she‘riyatga tab‘i nazmi borligini, lekin she‘r yozmaganligini tasvirlaydi. Muallif otasining adolatli, omonatga xiyonat qilmaydigan inson sifatida qadrlaydi. Haqiqatdan ham Umarshayx Mirzo odil podshoh bo‘lgan. Quyidagi tasvirda fikrimizning isboti sifatida muallif aniqroq tasvirni bayon etgan: “Adolati bu martabada ediki, Xitoy korvoni keladurganda, Andijonning sharqiy tarafidag‘i tog‘larning tubida ming o‘yluk korvonni andog‘ qor bostikim, ikki kishi qutuldi. Xabar topib muhasillar yiborib, korvonning jami’ jihotini zabt qildi. Har chandikim vorisi hozir yo‘q erdi, bovujudi ehtiyoj saxlab, bir ikki yildin so‘ngra Samarqand va Xurosondin vorislarini tilab kelturub, mollarni solim topshurdi” (bobur, 2008, 12 bet).

Birovning omonatiga bunday munosabat, Umarshayx mirzoning ibrat olsa arziydigan xislatlari, bugun uchun ham ahamiyatlidir.

Muallif otasining ijobiy xislatlarini bayon qilar ekan, shunday so‘z yuritadi: “Bisyor saxovati bor erdi. Xulqi dag‘i saxovaticha bor erdi, xushxulq va harrof va fasih va shirin zabon kishi eri, shujo’ va mardona kishi edi” (bobur, 2008, 8 bet).

Demak, tasvirlardan ko‘rinadiki, Umarshayx Mirzo saxovatda tengsiz, yaxshi xulqli, hazilkash, so‘zamol va shirinso‘zli kishi bo‘lgan.“Boburnoma”da Umarshayxning salbiy jihatlariga ham alohida o‘rin berilgan. Bobur Umarshayx beklari haqida fikr yuritar ekan, uning o‘z odamlarini tanimasligi va shuning uchun ko‘p shikast topganini aytadi. U otasini “badmaosh”, ya‘ni odamlar bilan til topisha olmasligini, odamlarning tabiatini yaxshi bilmasligini va shu jihati sababli ko‘p pand yeganligini aytadi: “Necha navbat qoyin otasi Yunusxonnikim, Chingizxonning ikkinchi o‘g‘li Chig‘atoyxon naslidindur, Chig‘atoyxonning yurtida mo‘g‘ul ulusining xoni ul fursatta ul erdikim, mening ulug‘ otam bo‘lg‘ay, istid’o qilib kelturdi. Har qatla kelturganda viloyatlar berur erdi. Chun Umarshayx mirzoning muddaosidek bo‘lmas erdi, gohi Umarshayx mirzoning badmaoshlig‘idin, gohi mo‘g‘ul ulusining muxolafatidin viloyatga turolmay yana Mo‘g‘ulistonga chiqar erdi” (bobur, 2008, 14 bet).

“Boburnoma”ning Umarshayx Mirzo ta’rifi va faoliyati haqidagi sahifalaridan otaning quyidagi ijobiy fazilatlarini sezish mumkin: Umarshayx mardona kishi, oqko‘ngil, shoirlikka ham mayli bor, jismonan kuchli, qo‘li ochiq, himmati baland shaxs va hokazo. Biroq o‘g‘il ta’rifida otaning salbiy xislatlari, tarozi pallasini bosib ketadi: chunonchi, Umarshayx Mirzo tanbal (dangasa, erinchoq), ichkilikboz, badfe’l, urushqoq, do‘stlikni dushmanlikka almashtirishga moyil fe’li bor va hokazo. Umarshayx Mirzo ko‘p ichar ekan. Biroq, keyincha ichkilikdan ma’jun (xushbo‘y dorivor giyohlardan aralashtirib tuyub asal va bir oz afyun qo‘shib tayyorlangan, kishi kayfiyatini ko‘taradi) iste’mol qilishga o‘tgan. Umarshayx qimorboz va kaptarboz edi. Bobur Mirzo kinoyasiga qaraganda, urushqoq bo‘lsa ham janglarda ko‘pincha mag‘lubiyatga uchrardi. Umuman, tarixda o‘tgan shaxslarga baho berishda, ular hozirgi zamon talab darajasida qanday ish qilganliklariga qarab emas, balki o‘zidan ilgarigi davrga va o‘z zamonasiga nisbatan qanday ijobiy ish qilganiga qarab yondashiladi. Agar mana shu xolisona ilmiy o‘lchov bilan qaralsa, Umarshayx Mirzo xalqimiz tarixida durustgina faoliya ko‘rsatmagan tarixiy shaxslardan bo‘lib chiqadi. Bizningcha, faqat o‘g‘li tufayli buyuk Bobur Mirzoga ota bo‘lgani uchungina tarixda nomi saqlanib qolgan.

Xulosa qilib aytganda, Bobur o‘z asarida otasi tasviri orqali tarixiy haqiqatni haqqoniy bayon qilib bergan. Ayniqsa, personajlar xulq-atvori borasidagi tasvirlar e‘tiborga molik. “Boburnoma”da ko‘plab shaxslar, personajlar tasviri berilganki, ular Umarshayx mirzoning ana shunday xarakter xususiyatlarini yanada to’ldiradi. Bobur shunchalik sinchkov shaxs bo‘lganki, hech narsani e’tiboridan chetda qoldirmagan va har bir shaxsga xos bo‘lgan eng nozik jihatlarini egalagan, uni munosib so‘z, ibora

orqali o‘quvchiga mahorat bilan yetkazib bergan. Shuni alohida qayd etish lozimki, qadimdan musulmon xalqlarida yetti ajdodni, ya‘ni «haft pusht»ni aniq bilish keyingi avlodlarga urf bo‘lgan. Bobur shu an‘anaga muvofiq asarida bir qator tarixiy shaxslar haqida to‘xtalib o‘tar ekan, ularning o‘tgan yetti ajdodi haqida, nasabi to‘g‘risida aniq ma‘lumot berishga harakat qiladi.

Muallif “Boburnoma”da avval oilasi, keyin boshqa o‘ziga yaqin, taniqli kishilar haqida fikr yuritadi, ularning shakl-shamoyil va xarakterlarini tasvirlaydi. Bobur bu asarda 1494 yildan 1529 yilgacha bo‘lgan, butun hayot davomida o‘zi ko‘rgan, eshitgan, bilgan voqealarni izchillik bilan, xronologik tartibda bayon qiladi. Bobur o‘z hayotida kechirgan voqealarni tasvirlash jarayonida Farg‘ona, Movaraunnahr va Xurosonda XV asrning oxiri va XVI asrning boshlarida yashagan yirik davlat arboblari, temuriy hukmdorlar, bek va amaldorlar, ilm ahli va ijodkorlar, rassom va xattotlarning o‘z zamondoshlarining ya‘ni tarixiy shaxslarning tashqi qiyofalari, xatti-harakatlarini, fe’l-atvorlarining, ish va amallarini, muhim va xarakterli xususiyatlarini, jamiyat hayotida tutgan o‘rnini, mavqelarini ham tasvirlaydi.

Demak, “Boburnoma”da qator kishi obrazlarini ham ko‘rishimiz mumkin. Hatto ular asarda belgili bir qahramon “obrazi” Boburning o‘z obrazi tevaragida aylanadilar. Asarning markaziy obrazida turgan Boburning xarakter va xususiyatlar, uning kishilarga, o‘z atrofini o‘rab olgan voqea va hodisalarga bo‘lgan munosabati asardagi barcha voqealarni bir-biriga bog‘laydi. Asarda tasvirlangan boshqa shaxslar ko‘pincha epizodik tarzda beriladi va ular asosiy obrazga biror voqea yoki hodisa munosabati bilan bog‘lanadilar. Lekin asarga muallifning xarakteri eng ko‘p joziba bag‘ishlaydi. Asar memur xarakterga ega bo‘lganligi uchun, unda tasvirlangan kishilarning qiyofasi, portreti ham, ularga berilgan xarakteristika ham, ularning voqealar jarayonidagi xatti-harakatlar, xarakterli xususiyatlari ham muallifning o‘zi tomonidan so‘zlaydi.

Bobur temuriy hukmdorlarni tasvirlar ekan, ularning “viloyati”, “shaklshamoyili”, “xulq-atvori”, “avlodi”, “xotinlar”, “kanizlari” ulardan tug‘ilgan zurriyotlar haqida ham fikr bildiradi.

Muallif temuriy hukmdorlardan biri, amakisi Sulton Ahmad mirzoni tasvirlar ekan: “baland bo‘yluq, qunqor soqollik, qizil yuzluk, tanbal kishi erdi. Soqoli engakida erdi. Ikki yangoqida soqoli yo’q edi. Bisyor xushmuhovara kishi erdi. Dastorni ul zamon dasturi bila chahorpech chirmab, aloqasini ilgarrak qoshining ustiga qo‘yar edi(bobur, 2008, 8 bet)”. ya’ni, “baland bo‘yli, qo‘ng‘ir soqolli, qizil yuzli, norg‘il kishi edi. Soqoli engagiga tushardi. Ikki yonog‘ida soqoli yo‘q edi. Juda shirinso‘z kishi edi” deydi. Yuqoridagi ta‘riflardan ko‘rinadiki, Sulton Ahmad mirzo baland bo‘yli, qizil yuzli, dangasa kishi bo‘lgan. Suhbatda juda shirinso‘z bo‘lgan. Bunday xislatlar Sulton Ahmad mirzoning ijobiy sifatlaridir.

Muallif Sulton Ahmad mirzoning xarakterini esa quyidagicha izohlaydi: “hanafiy mazxabliq, pokiza e’tiqodli kishi erdi, besh vaqt namozini betark o‘tar edi. Ichkilik mahallarida ham namozi tark bo‘lmas edi”. Demak, Sulton Ahmad mirzo hanafiy mazhabida, pok e’tiqodli shaxs bo‘lgan va besh vaqt namozlarini tark etmagan, hattoki ichgan paytlarida ham namozni kanda qilmagan. Bobur Sulton Ahmad mirzoning faqir bir inson ekanligini va harakatlarini, qarorlarini beklarsiz amalga oshira olmasligini quyidagicha tasvirlaydi: “Sulton Ahmad mirzo kamgap, faqir va odmi kishi edi. Biror muhim maslahat va ish-harakat beklarsiz qaror topmas edi” (bobur, 2o15, 74 bet).

Temuriy amir va beklar ko‘plari islom e’tiqodiga e’tiborli bo‘lganliklari tarixdan yaxshi ma’lum. Xususan, Xoja Ahror Valiydek ulug‘ alloma va avliyoga Sulton Ahmad mirzo ham murid bo‘lgani va Xoja Ahror Valiy suhbatida juda odob saqlagani buning dalilidir: “Hazrati Xoja Ubaydullohga murid edi. Hazrati Xoja unga murid va homiy edi. Juda odobli edi, xususan, Xoja suhbatida. Aytishlaricha, hargiz Xoja yig‘inida bir tizzasini ikkinchi tizzasiga chalishtirib o‘tirgan emasdi. Bir safar hazrati Xoja suhbatida, odatga xilof tarzda, oyoqlarini uzatib o‘tiribdi. Mirzo o‘rnidan turgandan so‘ng, hazrat Xoja mirzo o‘tirgan yerni qarab ko‘rishni buyuribdi: bir suyak bor ekan” (bobur, 2008, 22 bet).

Bobur Sulton Ahmad mirzo haqida fikr yuritar ekan, uning hech nima o‘qimaganligini, savodi yo‘qligini, ammo, sodda va to‘g‘riso‘z shaxs bo‘lganini aytadi. Sulton Ahmad mirzo iste’doddan bebahra inson, lekin adolatli, bir so‘zli, ahdiga vafodor bo‘lgan. Bobur fikricha, u shijoatli inson bo‘lib, o‘qni juda yaxshi otgan, bundan tashqari u qush ovlash bilan ham shug‘ullangan. Hayoda tengsiz bo‘lgan, biroq tabiatida xasislik ustun bo‘lgan, kam gapiradigan oddiy inson bo‘lib, barcha inon-ixtiyori beklar qo‘lida bo‘lganligini muallif quyidagicha tasvirlaydi: “Hech nima o‘qigan emas, savodsiz kishi edi. Shaharda ulg‘aygan bo’lishiga qaramay, to‘g‘riso‘z va sodda edi. Iste’doddan bebahra edi. Odil kishi edi. Ahd va so‘ziga barqaror kishi edi. Hargiz undan ahdga xilof ish yuz bermadi. Shijoati bor edi. O‘qni juda yaxshi otar edi. Qushchi edi, qush bilan qush ovlar, yaxshi ovlardi. Juda hayoli edi. Deydilarki, hilvatlarda mahram va ichkilaridan ham oyoqlarini bekitar ekan. Tabiatida xasislik ustun qilar, kamso‘z va odmi kishi edi, ixtiyori beklar qo‘lida edi” (bobur, 1989, 46 bet).

Bobur Abusaid mirzoning uchinchi o‘g‘li Sulton Mahmud mirzoning portretini chizar ekan, “past bo‘yluq, suyuq soqolliq, tanbal, sinchisizroq kishi edi” (bobur, 2008, 32 bet), deb atigi bir jumlada Sulton Mahmud mirzoning tashqi ko‘rinishigina emas, xarakteriga xos muhim jihatlarni ham aks ettirgan. “Past bo‘yluq” va “tanbal” iboralari Sulton Mahmud mirzoning ham xuddi Umarshayx mirzo kabi chorpaxldan kelgan baquvvat kishi ekanidan dalolat beradi. Tasvirdagi “sinchisizroq kishi edi” iborasidan esa psixologik nuqtai nazardan kam e’tiborroq, beg‘amroq kishi

tushunilgan. Xalq tilida “boqi beg‘am” iborasi bu tushunchaga nisbatan to‘g‘ri keladi. Xulq-atvori haqida fikr yuritar ekan, “yaxshi edi. Namozni tark qilmas edi. Tuzuki va zabti bisyor yaxshi edi. Siyoq ilmini xo‘b bilur edi” (bobur, 2008, 33 bet).

Ba’zi o‘rinda esa, “bad e’tiqod kishi edi. Hazrati Xoja Ubaydullohni qadrlamas edi. Yuraksiz kishi edi. Hayosi kamroq edi, Bir necha masxara va bebok tegrasida bor edi. Devon boshida va xaloyiq qoshida zisht va shane’ harakatlar qilurlar edi. Badkalom edi. So‘zini filhol anglab bo‘lmas edi” (bobur, 2008, 33 bet), deb uning yomon e’tiqodli, yuraksiz, hayosi kamroq kishi ekanligini, so‘zini darhol anglab bo‘lmasligini tasvirlaydi. Sulton Mahmud Mirzo fahsh ishlar bilan haddan tashqari ko‘p shug‘ullangan, aholiga nihoyatda qattiq zulm o‘tkazgan, aholi to‘lay olmaydigan majburiyat va soliqlar joriy qilgan, mamlakatni shafqatsiz darajada xonavayron qilgan, aholini talagan, natijada, tabiiyki, fuqaro ham, uning o‘z odamlari ham unga nisbatan jirkanib va dushmanlik bilan qaraydigan bo‘lib qoladilar, deb yozadi Bobur. U ana shularni tasvirlar ekan, shunday deydi: “Lojaram zulm va fisqning shomatidin Samarqandda besh-olti oydin ortiq hukumat qilmadi”. Yuqorida ko‘rib chiqilgan misollarda yaxshi sifatlar talqin qilingandi. Berilgan misolda esa yomon sifatlar ketma-ketligi uchramoqda. Demak, xalqqa zulm qilganligidan Samarqandda besh-olti oydan ko‘p hukmronlik qilmagan.

Bobur Sulton Mahmudning ijtimoiy, davlat boshqaruv faoliyatiga ham qisqa Ta’rif berib o‘tgan. Qisqa ta’rif bilan ushbu qahramon portretining yanada yorqinroq, to‘laroq namoyon bo‘lishini ta’minlaydi. “Bazm va hadyasi, ziyofati va devoni juda yaxshi edi. Shunday tartib va intizom o‘rnatgan ediki, lashkar ham, xalq ham uni suiiste’mol qila olmas edi. Oldinlari qush oviga juda o‘ch ekan. So‘ngra ko‘proq hayvon ovlaydigan bo‘ldi. Tasvirlardan ko‘rinib turibdiki, Sulton Mahmud qo‘li ochiq inson bo‘lgan, mamlakatda shunday tartib o‘rnatgan ekanki, lashkari ham, xalqi ham uni suiiste’mol qila olmagan. Oldin qush ovlashga o‘ch bo‘lgan va so‘ngralar hayvon ovlaydigan bo‘lgan. Muallif Sulton Mahmud mirzodan so‘ng uning ikkinchi o‘g‘li Boysung‘ur mirzoni quyidagicha ta‘riflaydi: “ulug‘ ko‘zluk, qo‘ba yuzluk, o‘rta bo‘yluq, Turkman chehralik, malohatliq yigit edi” (bobur, 2020, 98 bet). Demak, Boysunqur mirzoning ko‘zlari katta-katta bo‘lgan, bo‘yi o‘rtacha bo‘lgan, ko‘rinishidan turkmanlarga o‘xshagan va xushsurat shaxs bo‘lgan. Asarda ushbu obraz 57 marotaba tilga olinadi. Muallif Boysunqur mirzoning xulq-atvori haqida ham quyidagi fikrlarni bildiradi: “adolatpesha va odami va xushtab’ va fazilatliq podshohzoda edi. Ustozi Sayid Mahmud shiiy ekandur” (bobur, 2008, 92 bet). Adolatpeshalikda tengsiz, oddiy inson va fazilatli podshoh bo‘lgan. Aytishlaricha, uning ustozi shia mazhabli Sayid Mahmud bo‘lgan va sababli Boysunqur mirzoga ham ta‘na qilishgan. “So‘ngra dedilarkim, Samarqandta ul yamon aqidadin yonib, pok e’tiqod bo‘lubtur” (bobur, 2008, 92 bet). Demak, Boysunqur mirzo Samarqandga borganda bu yomon aqida, shia mazhabidan voz kechgan va e‘tiqodda poklangan.

“Xeyli chog‘irg‘a xirsi bor edi” (bobur, 2008, 92 bet). Boburning bu fikridan ko‘rinib turibdiki, Boysunqur mirzo may ichishga hirs qo‘ygan. “Chog‘ir ichmas mahalda namoz o‘tar edi” (bobur, 2008, 92 bet). Mirzoning ichmagan vaqtlarida esa, namozlarini to‘liq ado etishi tasvirlangan. Tarixiy asarlarni o‘qir ekanmiz, birortasida “Boburnoma”dagidek Husayn Boyqaro shaxsiyatiga jiddiy, adolatli va aniq baho berilganini uchratmaymiz. Bunga avvalo, asar muallifining Husayn Boyqaroga nisbatan betarafligi, ikkalasi ham temuriy hukmdor, shoh, adib, shoir ekani va ikkalasi ham Amir Temur barpo etgan saltanatni yaxlitligicha asrab qolish uchun harakat qilganligi sabab bo‘lgan.Va albatta, Bobur har bir shaxsga baho berishda obyektiv yondashishni o‘z oldiga maqsad qilib qo‘yadi va bu maqsadiga erishganiga biz “Boburnoma”dek memuar asarni o‘qiganimizda guvoh bo‘lamiz.

Bobur amakisi Sulton Husayn mirzoning portretini quyidagicha tasvirlaydi: “qiyiq ko‘zluk, sher andom bo‘yluq kishi edi. Belidin quyi ingichka edi. Bovujudkim, ulug‘ yosh yashab, oq soqolliq bo‘lub edi, xushrang, qizil, yashil abrishimni kiyar edi” (bobur, 2008, 226 bet). Muallif Husayn Boyqaroning shaklshamoyili, so‘zlashuv odobi, xalq bilan munosabati, qo‘l ostida xizmat qilgan askarlarining soni va ularni boshqarish uslubi, boyligi, sarkardaligi va jang qilish qobiliyati, farzandlari va oilasiga bo‘lgan munosabati, ilm ahliga homiyligi kabi jihatlariga ham alohida ahamiyat beradi. “Boburnoma”da Sulton Xusayn Boyqaronomi 108 marotaba tilga olingan.

Bobur Husayn Boyqaroning davlat qurilishidagi rahbarligini ijobiy baholaydi va quyidagicha yozadi: “Sulton Husayn mirzoning zamoni ajab zamone edi, ahli fazl va benazir eldin Xuroson, bataxsis Hiriy shahri mamlu edi. Har kishiningkim bir ishga mashg‘ulligi bor edi, himmati va g‘arazi ul edikim, ul ishni kamolg‘a tegurgay”.

Xorijlik boburshunos U.Erskin Boburg xos fazilatlarni quyidagicha izohlaydi: “Bobur biror shaxs haqida so‘z yuritadigan bo‘lsa, uning shakl shamoyili, kiyinishi, didi, odatlarini shunday haqqoniy tafsilotlar bilan tasvirlab beradiki, biz xuddi bu odamni hayotda ko‘rganday, u bilan birga yashaganday bo‘lamiz. Bobur o‘z ko‘zi bilan ko‘rgan mamlakatlar manzarasini, iqlimini, o‘ziga xos hayot tarzini, sanoati va iqtisodini, san‘at obidalarini shunchalik aniq va tugal tasvirlab berganki, maxsus shu joylarni kezgan sayyohlar ham ular haqida bunchalik mukammal tasavvur bera olmasalar kerak” (v, 1995, 105 bet).

“Boburnoma”da Husayn Boyqaro bevosita tasvirlangan o‘rinlarda tarixiy shaxs portretida tarixan reallik va badiiy tasvir vositalari uyg‘unlashib ketganiga guvoh bo‘lamiz. Boburning Husayn Boyqaroga bergan ta‘rifidan, uning ko‘z, yuz va gavda tuzilishi, qay paytda qanday libos kiyishi va yoshi bilan bog‘liq o‘zgarishlar haqida aniq ma‘lumotlarga ega bo‘lishimiz mumkin. “Qiyiq ko‘zli” iborasi orqali biz Husayn Boyqaroning turkiy-barlos qavmiga oid, tom ma‘noda temuriyzoda ekanidan, sher gavdali ekani nihoyatda baquvvat, kelbatli va xushbichim odam bo‘lganidan

dalolat beradi. Belidan pasti ingichka kishi edi. “Qora qo‘zi bo‘rk kiyar edi yo qalpoq. Ahyonan iydlarda kichik sepech dastorni yap-yassi yamon chirmon chirmab, qarqara o‘tag‘asi sanchib, namozg‘a borur erdi” (bobur, 2008, 226 bet). Husayn Boyqaroning ba‘zi paytlarda qorako‘l qo‘zi terisidan qilingan bo‘rk kiyishi, zarurat yuzasidangina bezakdor salla o‘rashini ta‘kidlash orqali uning shohona hashamatga e‘tiborsiz, sodda va oddiy ish odami ekaniga e‘tibor qaratadi.

Muallif shu tariqa mashhur bir tarixiy shaxs portretiga xos sifatlarni tasvirlaydi va o‘quvchida u haqda mukammal tasavvur uyg‘otishga erishadi. Bularning barchasida portret tamoyillaridan biri tarixiy haqqoniylik bilan tasvirlashni ko‘ramiz. “Ulug‘ yoshga yetib, soqoli oqargan bo‘lsa-da, xushrang, qizil-yashil ipak matolardan kiyim kiyardi”. Demak, mirzo yoshi bir joyga borgan paytda ham qizil, yashil rangli kiyimlar kiyganligi yuqoridagi tasvirda keltirilgan. Xarakteri haqida fikr yuritar ekan: “harrof va xush xulq kishi edi, Xulqi bir nima guzaroroq voqe bo‘lub edi, so‘zi ham xulqidek edi. …shujo’ va mardona kishi edi”. Bobur ta‘rificha, Husayn Mirzo “so‘zamol va xushxulq kishi edi. Xulqi biroz tezroq, so‘zi ham xulqidek o‘tkir edi. …shijoatli, mard kishi edi” (bobur, 1989, 275 bet), deb xolis baholaydi “Boburnoma”da muallif Husayn mirzoning ijodiga tanqidiy yondashib, fikr bildiradi. Uning devon tartib qilgani, turkiyda va forsiyda she‘r yozganini esa quyidagicha tasvirlaydi: “G‘aribiy taxallus qilur edi, devon ham tartib qilib edi, turkiy va forsiy she’r aytur edi. Bu bayt aningdurkim:

Dar guzar didam pariro‘ye shudam devonaash,
Chist nomi, o‘, kujo boshad nadonam xonaash.
(bobur, 2008, 229 bet).

Ya‘ni, Guzarda bir pari yuzni ko‘rib, devona bo‘ldim, uning ismi nima, uyi qayerda ekanini bilmadim.

Muallif Xusayn Boyqaro tasviri orqali Xuroson, xususan, Hirot adabiy, siyosiy, ijtimoiy muhiti, saroy hayoti haqidagi ma‘lumotlarni umumlashtirgan.

Xullas, Bobur Temuriy hukmdorlarga baho berar ekan, avvalo, ularning Jangovarlik qobiliyatiga, yurt olish va yurt saqlashiga, e‘tiqodi va insoniyligiga e‘tiborini qaratadi. Muallif har bir hukmdorni tasvirlashda holis yondashgani, so‘z va iboralarni o‘z‘rnida qo‘llagani asarning qimmatini yanada oshirgan. Bundan tashqari, muallifning temuriy hukmdorlar shaxsiyatiga odilona, jamiyat, vatan, yurt manfaati nuqtai nazaridan baho berishda, temuriy hukmdorlarga bo‘lgan davr mezonini belgilashda Boburning bayoni, rostbayonligi va haqiqatga tayangani, ayniqsa, alohida ahamiyatga molikki, bu davr tarixi va shaxs mavqeini belgilashda juda muhimdir.

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KURASHILARNING TEXNIK HARAKATLARNI AMALGA OSHIRISHNING UMUMIY ASOSLARI

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Annotatsiya: Maqolada kurashilarning texnik harakatlarni amalga oshirishning umumiy asoslarining muxim jixatlari taxlil qilindi.

Kalit so‘zlar: kurashilar, texnik harakatlar, kurash maktablari, texnik tayyorgarlik, jismoniy rivojlantirish, maxsus jismoniy sifatlar.

Annotation: The article analyzed the important aspects of the general principles of the implementation of technical actions of wrestling.

Key words: wrestling, technical movements, wrestling schools, technical training, physical development, special physical qualities.

Аннотация: В статье проанализированы важные аспекты общих принципов выполнения технических действий борцов.

Ключевые слова: борьба, технические движения, школы борьбы, техническая подготовка, физическое развитие, специальные физические качества.

KIRISH

Kurash millatni bir-biriga yaqinlashtiruvchi, birlashtiruvchi, yaxshi yo'lga ergashtiruvchi ham ma'naviy, ham jismoniy sog'lomlashtiruvchi kuchdir. Bu esa shubhasiz hammamizning yutug'imizdir. Kurashnig shunchaki sport turigina emas, balki insonning u orqali jamiyatning nafaqat jismoniy, man'aviy kamolotga erishishda ham salmoqli omil ekanligini inobatga olib, ulug' bobokalonlarimiz uni tarbiya maktabi deb ataganliklari bejiz emas.

Kurash maktablari xar bir a'zosi, o'z hayotiga va amaliy faollyatini muayyan ilmiy, ma'naviy-ma'rifiy odob tamoyillari asosida qat'iyan amal etmog'i kcrak bo'ladi. Boshqacha qilib aytganda, kurashchilar - polvonlar axloq-odob qoidalariga qatiy rioya qilishi kerak. Kurash ahloqiy-odobiy sifatlarni o'zida mujassam ctgan muayyan qonun-qoidalar va me'yoriy normallarni taqozo etadi.

Modomiki kurash polvonlardan mardlik, jasuriik, qat'iylik, halollik, to'g'riiik, mardlik va poklik singari yuksak fazilatlarni namoyon etishni talab etarkan, bu o'z navbalida ularning zimmasiga katta mas'uliyat hissoni ham yuklaydi. Zero, boshqalarga ibrat-narnuna ko'rsatadigan bu toifaga mansub kishilar avvalo o'z shaxsini jismonan va ruhan takomillashtirib, yetuklik va komillik sari doimiy harakatlanib borishlari zarur boldi.

Asrlar davomida amal qilinib kelgan va bugungi kunda ham o'z ahamiyatini yo'qotmagan XV asrning buyuk mutafakkiri Husayn Voiz Koshifiyning kurashchilar odobi borasida o'g‘itlari bugungi kun kurashchilarining ham zaruriy odob tamoyillari etib qabul qilingan.

Bundan ko'rinadiki, Kurash o'ziga xos nozik hunar, ilmu- odob qorishmasi, uyg'unlashuvi bo'lib, bunda ustoz va shogirdlar o'rtasidagi o'zaro samimiylik, hamkorlik, hamrozillk, beg'arazlik, do'stona munosabat ko'p narsani belgilaydi.

Kurashni to'liq o'rganishni istagan har bir yjgit yoki qiz uning qonun-qoidaiariga, elikasi va ahloq-odob tamoyillariga rioya qilmoqlari zarur. U o'z hatti- ; harakatlari va ahloqi bilan hyech qachon o'z vatanining va albatta kurashning obro'sini to'krnasllgl kerak, hamda hayotining oxirgi daqiqasigacha xalqiga, yurtiga, kurashga xar qanday holatda ham sodiq qolishi kerak.

Shu bilan bir qatorda kurashchilar mashg'ulot vaqtida yoki olishuv paytlarida ortiqcha gapirmasliklari (agar bunga zaruriyat bo'lmasa), diqqatlarini bir joyga to'plab, boshqa narsalarga qaralmasliklaii, bir-birlariga shikast yetkazmasliklari, biror usulni o'rganish uchun shug‘ullayotgan vaqtlarida ham bir-birovlarini kurash yaktaklarida biror kamchilik bo'lsa darrov sheriklariga bildirishlari zarurdir.

MUXOKAMA VA NATIJALAR

Kurashning texnik tayyorgarligi sportchi tomonidan yuqori sport natijalariga erishishni ta’minlovchi harakatlar tizimining egallaganlik darajasi bilan tavsiflanadi. Kurashchining umumiy va maxsus texnik tayyorgarligi ajratiladi. Umumiy texnik tayyorgarlik yordamchi sport turlaridagi har xil harakat malakalari hamda ko’nikmalarini egallashga, maxsus texnik tayyorgarlik sport kurashida texnik mahoratga erishishga qaratilgan.

Kurashda texnik tayyorgarlik bir qator murakkab vazifalarni hal etishga yo’naltirilgan:

- maksimal kuchlanishdan foydalanish samaradorligini oshirish;
- ish kuchlanishini tejash;
- musobaqa faoliyatini o’zgaruvchan holat sharoitlarida harakatlanish tezligi, aniqligini oshirish.

Sport texnikasini takomillashtirish kurashchilarning ko’p yillik tayyorgarligi davomida amalga oshiriladi va u tanlangan kurash turida texnik mahoratni oshirishga qaratiladi.Texnik mahorat deganda keskin sport kurashi sharoitlarida eng oqilona harakat texnikasini mukammal egallash tushuniladi.

Kurash texnikasi - bu musobaqa qoidalarida ruxsat etiladigan usullar, qarshi usullar va himoyalanishlar yig’indisidir. Kurashchining texnik tayyorgarligi kurashchi tomonidan yuqori sport natijalariga erishishni ta’minlovchi harakatlar tizimining egallaganlik darajasi bilan tavsiflanadi.

Kurashchilarning umumiy va maxsus texnik tayyorgarligi mavjud.

Umumiy texnik tayyorgarlik yordamchi sport turlaridagi har xil harakat malakalari hamda ko‘nikmalarini egallashga, maxsus texnik tayyorgarlik milliy kurashda texnik mahoratga erishishga qaratilgan.

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Kurash texnikasini takomillashtirish kurashchilarning ko‘p yillik tayyorgarligi davomida amalga oshiriladi va u milliy kurashda texnik mahoratni oshirishga qaratiladi.

Texnik mahorat deganda, keskin bellashuv sharoitlarida eng oqilona harakat texnikasini mukammal egallash tushuniladi.

Texnik mahoratni takomillashtirish uchta bosqichdan iborat:

-izlanish;

-barqarorlashtirish;

-moslashishni takomillashtirish.

Birinchi bosqichda texnik tayyorgarlik musobaqa harakatlarining yangi texnikasini shakllantirishga, uni amaliyotda egallash shart-sharoitlarini yaxshilashga, musobaqa harakatlari tizimiga kiruvchi ayrim harakatlarni o‘rganishga (yoki qayta o‘rganishga) qaratilgan.

Ikkinchi bosqichda texnik tayyorgarlik, musobaqa harakatlarining butun malakalarini chuqur o‘zlashtirish va mustahkamlashga qaratilgan.

Uchinchi bosqichda texnik tayyorgarlik shakllangan malakallarni takomillashtirish, ularning asosiy musobaqalar sharoitlariga mos holda maqsadga muvofiq variantliligi, barqarorligi, ishonchliligi chegaralarini kengaytirishga qaratilgan.

Har bir texnik tayyorgarlik bosqichining asosiy vazifalari quyidagilardan iborat:

1. Kurash texnikasi asosini tashkil etadigan harakat malakalarining yuqori barqarorligi hamda oqilona variantivligiga erishish, musobaqa sharoitlarida ularning samaradorligini oshirish.

2. Harakat malakalarini qisman qayta ko‘rish, musobaqa faoliyati talablarini hisobga olgan holda usullarning ayrim qismlarini takomillashtirish.

Birinchi vazifani hal etish uchun tashqi vaziyatni murakkablashtirish uslubi, organizmning turli holatlarida mashqlarni bajarish uslubi qo‘llaniladi. Ikkinchi vazifani hal etish uchun texnik harakatlarni bajarish sharoitlarini yengillashtirish uslubi, birga ta’sir ko‘rsatish uslubi qo‘llaniladi.

Texnik usullarni bajarishda tashqi vaziyatni murakkablashtirish uslubi quyidagi bir qator usullarda amalga oshiriladi:

1. Shartli raqib qarshiligining uslubiy usuli kurashchiga texnik harakatni bajarish tuzilmasi va maromini takomillashtirishga, barqarorlik va natijalilikka tezroq erishishga yordam beradi.

2. Qiyin dastlabki holatlar va tayyorgarlik harakatlarining uslubiy usuli. Masalan, yelkadan oshirib tashlashni takomillashtirishda ushlab olish joyi va kurashchilar o‘rtasidagi masofani o‘zgartirish lozim.

3.Usullarni bajarish uchun joyni cheklash uslubi, malakani takomillashtirishga mo‘ljallangan shartlarini murakablashtirishga yordam beradi. Milliy kurashda, kichraytirilgan o‘lchamdagi gilamlar qo‘llaniladi.

Texnik harakatlarning bajarilishini qiyinlashtiruvchi kurashchi organizmining turli holatlarida mashqlarni bajarish uslubi ham turli xildagi usullarda amalga oshiriladi:

Harakatni ancha toliqqan holda bajarishning uslubiy usuli. Bu holda katta hajm va shiddatdagi jismoniy yuklamadan keyin kurashchiga texnikani rivojlantirishga qaratilgan mashqlar taklif qilinadi.

Nazorat o‘quv-mashg‘ulot bellashuvlari o‘tkazilgandan so‘ng katta emotsional zo‘riqish holatida harakatlarni bajarishning uslubiy usuli. Musobaqa vaziyatida ayrim usullar yoki harakatlarni majburan bajarish usuli malakani takomillashtirish jarayonida kurashchi faolligini rag‘batlantiradi. O‘quv-mashg‘ulot bellashuvlarida kurashchi himoyaning texnik usullari yoki aksincha, hujum usullariga ko‘proq diqqatni to‘plashga ko‘rsatma oladi.

Texnik harakatlarni bajarish shartlarini yengillashtirish uslubi bir qator uslubiy usullardan iborat:

1. Harakat elementini ajratish uslubi. Masalan, milliy kurashda belbog‘dan va qo‘ldan ushlab olishni amalga oshirish.

2. Mushak zo‘riqishini pasaytirish uslubi kurashchiga harakatlanish malakasidagi ayrim harakatlarga yanada aniq tuzatishlarni kiritishga yordam beradi. Texnik harakatlarni takomillashtirish uchun kurashchiga ancha yengil vazn toifasidagi raqib tanlanadi.

3. Tezkor axborot uslubi zarur harakat kengligi, maromi, sur’atini tez egallab olishga yordam beradi, bajariladigan harakatni anglash jarayonini faollashtiradi.

Texnik harakat to‘g‘risidagi tezkor axborot uchun videokamera va kompyuterlardan foydalanish qulaydir.

Birga ta’sir ko‘rsatish uslubi sport mashg‘ulotida o‘zaro birgalikda jismoniy sifatlarni rivojlantirish va harakat malakalarini takomillashtirishga asoslangan uslubi yordamida amalga oshiriladi. Bu holda usullarni takomillashtirishda kurashchiga ancha og‘ir vazn toifasidagi raqib tanlanadi.

Kurash texnikasi bu musobaqa qoidalarida ruhsat etiladigan usullar, qarshi usullar va himoyalanishlar yig‘indisidir.

Usullar bu maqsadga yo‘naltirilgan hujum harakatlari bo‘lib, ular yordamida kurashchi raqibidan ustunlikka erishadi. Har bir usul ikki qismdan iborat. Birinchi qism - usul qo‘llash uchun ushlab olish. Ushlab olishlar yuqoridan, pastdan, orqadan, oldindan, yon tomondan va boshqa ushlab olishlarga bo‘linadi. Ushlash usulni muvaffaqiyatli bajarishda katta ahamiyatga ega. Butun usullarni bajarish sifati ushlab olishning qay darajada oqilona amalga oshirilganligiga bog‘liq. Ikkinchi qismda turli xildagi harakatlar: tashlashlar, chalishlar, uloqtirishlar bo‘lishi mumkin.

Milliy kurashda usullarni amalga oshirish paytida bir vaqtning o‘zida oyoqlar bilan turli harakatlar ham bajariladi, ya’ni chalishlar, qoqishlar, ilishlar, oldindan ilib otishlar, orqadan ilib otishlar. Bu harakatlarning ko‘pchiligi orqadan, oldindan, yondan, ichkaridan, tashqaridan bajarilishi mumkin.Bir xildagi ushlash bilan bir qator harakatlarni bajarish mumkin va aksincha, bir xil harakatning o‘zi turli ushlashlar bilan bajarilishi mumkin. Masalan, qo‘ldan va gavdadan ushlab tashlashni, zarba bilan ag‘darishni amalga oshirish mumkin. Lekin raqibni egilib qo‘l, gavda, qo‘l va bo‘yindan ushlab tashlash ham mumkin.

XULOSA

Kurashchi har qanday usulni hujum va qarshi hujum uchun qo‘llashi mumkin. Usul yoki uning bir qismini aldamchi harakat sifatida qo‘llab, kurashchi haqiqiy niyatidan raqib diqqatini chalg‘itish va boshqa usul bilan hujumni amalga oshirish uchun qulay sharoitlarni tayyorlashi mumkin.

Qarshi usullar raqib hujumiga javob tariqasida bajariladigan maqsadli harakatlar bo‘lib, ular yordamida kurashchi raqibi ustidan ustunlikka erishadi.

Qarshi usullar murakkab texnik harakatlarga kiradi. Qarshi hujum uyushtirayotgan kurashchi bir zumda to‘g‘ri qaror chiqarishi va raqibi usulni amalga oshirishga ulgurmasligi uchun o‘z harakatlarini hujum qilayotgan raqib harakatlari bilan aniq moslashtirishi lozim.

Himoyalanishlar raqibning usullarni (qarshi usullarni) bajarishiga to‘sqinlik qiluvchi maqsadli harakatlardir.

Himoyalanishlar dastlabki va bevosita himoyalanishlarga ajratiladi. Dastlabki himoyalanish oldindan, ya’ni raqib usulni amalga oshirishdan avval bajariladi. Bevosita himoyalanish raqib hujumini to‘xtatishga qaratilgan. Bunday himoyalanish samaradorligi uning o‘z vaqtida bajarilishiga bog‘liq. Bevosita himoyalanish usul boshida, usulni bajarish davomida yoki usulni bajarish oxirida amalga oshirilishi mumkin.

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ENGLISH DETECTIVE NOVEL OF THE 21ST CENTURY: FEATURES AND PROSPECTS FOR THE DEVELOPMENT OF THE GENRE

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Abstract. The purpose of the article is to make a synopsis of modern "spy" literature and determine what transformations are taking place in the genre. As a "reference point", the author uses the findings of researchers who studied the spy novel of the 20th century. The novelty of the work lies in the fact that now, according to the author's data, there are no studies on the characteristic features of the English spy novel of the 21st century in domestic and foreign literary criticism.

Keywords: Detective; genre; genre dominant; genre matrix; modern English literature; spy novel; genre modification.

INTRODUCTION

In the 21st century, after some "lull" in the 80s and 90s of the last century, the spy novel genre is gaining popularity again. The authors write 20-40 novels, which immediately become bestsellers, are translated into 40 languages and have a circulation of 6 million copies worldwide (for example, M. Connelly, J. Rollins, S. Wads, etc.). Moreover, the number of researchers covering the development of the "young" genre of the spy novel, according to our data, is increasing. We also assume that this genre has the potential to manipulate the minds of the masses of people, it can be an effective tool for "information warfare". In view of the foregoing, the topic under study seems relevant to us.

MATERIALS AND METHODS

It should be noted that the study of the genre began with the authors of spy novels, who supplied their works with comments on the features of the genre. Consequently, such authors can be attributed to a special group of researchers (J. Conrad, L. Dayton, J. Fleming, Gr. Green, J. Le Carre, J. Buchan, C. McCurry, W. Buckley, D. Hagberg). Among the theoreticians of the genre, one can single out the work "The Spy Novel" (1987) by J. G. Cavelti and B. A. Rosenberg [5] (hereinafter, the translation of the titles of the author of the article. - A. S.), dedicated to the analysis of the works of prominent authors (J. Baken, E. Ambler, I. Fleming, etc.), a number of which were agents of the secret services. As well as the book The Special

Section: A British Spy Novel, 1890-1980 (1981) by L. Panek [1], which presents seventeen of the most popular authors of spy novels.

RESULTS AND DISCUSSION

As we mentioned earlier, the genre of the spy novel is a relatively "young" genre in literary criticism: the first novel is considered to be The Spy by the American author F. Cooper (1821). However, in the 19th century the genre did not become widespread, and the following works appeared only at the turn of the 19th-20th centuries in Britain. The "youth" of the genre is also evidenced by the fact that the described phenomenon does not have an established term. Researchers call the works "spy detective", "spy novel", "spy-detective novel", "spy thriller" and the like [4]. Hereinafter, we will use the term "spy novel", because, firstly, we are of the opinion that a spy novel is significantly different from a detective story, although it arose on its basis; secondly, according to our data, this term is the most frequent in modern literary criticism.

According to the genre matrix, in a spy novel, unlike in a detective story, the protagonist's activity is motivated by the state. Based on the fact that the hero is following the order, he does not feel guilty for the crimes committed. Another difference is that the protagonist has a high social status, which is necessary to cover up espionage activities. The antagonist of a spy novel must serve the rival state, also have a high status, the opposing sides have no personal motives. One of the most striking features of the spy novel is that the author describes his own experience in the secret service. The number of characters in a spy novel is not limited, among them there is always a female protagonist, and his interaction with her (confrontation, rescue) is an obligatory storyline. The above features show the fundamental differences between a spy novel and a detective story, the main of which is the confrontation between "friends and foes" at the state level in order to appeal to the reader's patriotism, to show how the hero defends national interests [6]. As can be seen from the abundance of previously named dominants, the spy novel genre is multifaceted and able to satisfy readers with different literary tastes. However, the true reason for the popularity of the genre should presumably be associated with its acute problems and with the influence of these factors on the genre. It is not surprising that the active development of the spy novel falls on times of political instability and contradictions ("bursts" in the publication of "spy" literature were recorded on the eve of world wars, and the peak of the genre development falls on the period of the "cold" war). This is the time we are living in right now.

Looking back at the first wave of popularity of the spy novel in modern times, we have noticed that interest in writing was sparked by the September 11, 2001 terrorist attack on the United States and the subsequent War on Terrorism. This is understandable: in fiction, the hero, as a rule, manages to find and neutralize the

terrorists. The classics of the genre, J. Le Carré and F. Forsythe, resumed their work. Thus, according to our assumptions, there is a new "ground" for the development of the genre. But, if in the United States the literary "reaction" was almost instantaneous (B. Thor's novel "The Lions of Lutsenra" came out immediately after the attack on the twin towers), then Britain needed more time to comprehend. So, the starting point for the development of spy novels about the fight against international terrorism was the historical factor (the September 11, 2001 terrorist attack in the United States) and the subsequent reaction to it, both from society and from the authorities. If we are talking about the perception of the terrorist attack by society, then we are dealing, among other things, with reflection, which is reflected in the spy novels of British authors, whose work we will briefly consider below. However, in our opinion, it would be incorrect to speak only about the influence of historical and social factors in this case, because this event caused a significant resonance in society, therefore, there is a psychological factor here. The psychological factor, in our opinion, serves to concretize the image of the "enemy", and international terrorism (at least officially) is considered the enemy of all countries, no matter what political bloc of the bipolar world they belong to. However, it is well known that the United States, with the help of terrorism, changed political regimes in a number of countries. In particular, they financed Bin Laden, who, as part of the Mujahideen, fought against the Soviet troops in Afghanistan. Later, on this basis, Al-Qaeda (an organization banned on the territory of the Russian Federation) appeared in 1988, which participated in the creation of ISIS in 2006 (an organization banned on the territory of the Russian Federation). An anti-terrorist orientation appears in the works of almost all modern authors of spy novels, especially those written since 2006.

CONCLUSION

The article does not pretend to fully cover the layer of the modern English spy novel, a detailed disclosure of its problems. We are only making an attempt to search for some general phenomena that are characteristic of the genre in the current era.

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CLASSIFICATIONS OF EMPLOYMENT OBLIGATIONS

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Abstract: this article discusses the classification of labor duties.

Key words: contractual labor obligations, contractual labor obligations, violation of labor legislation, labor legal obligations with and without the participation of third parties, obligations from centralized and decentralized legal acts.

КЛАССИФИКАЦИИ ТРУДОПРАВОВЫХ ОБЯЗАТЕЛЬСТВ

Аннотация в данной статье рассматриваются классификации трудовых обязанностей.

Ключевые слова: договорные трудоправовые обязательства, договорные трудоправовые обязательства, нарушение трудового законодательства, трудоправовые обязательства с участием и без участия третьих лиц, обязательства из централизованных и децентрализованных юридических актов.

MEHNAT MAJBURIYATLARINING TASNIFLARI

Annotatsiya: ushbu maqolada mehnat majburiyatlarining tasniflari muhokama qilinadi.

Kalit so'zlar: tasniflash, shartnomaviy mehnat majburiyatlari, shartnomadan tashqari mehnat majburiyatlari, mehnat qonunchiligidagi huquqbuzarlik, uchinchi shaxslar ishtirokidagi va ishtirokisiz mehnat majburiyatlari, markazlashtirilgan va markazlashmagan huquqiy hujjatlardan kelib chiqadigan majburiyatlar.

Tasniflash bilishning hosila usuli hisoblanadi va uning yordamchi funksiyasi o'rganilayotgan hodisalar majmuasini bir necha o'lchovlarda ko'rib chiqishga va shu orqali o'rganilayotgan obyektning mohiyatini tavsiflovchi yangi xususiyatlarni o'rnatishga imkon beradi. Ushbu maqolada eng muhim universal tasniflarni ko'rib chiqamiz.

Majburiyatlarning tasnifi Rim huquqi davridan beri ma'lum bo'lgan yuridik fan uchun an'anaviy hisoblanadi. Uning asosi majburiyatni yuzaga keltiradigan yuridik fakt turi hisoblanadi. Shuning uchun mehnat huquqi asosida majburiyatlar quyidagilarga bo'linadi:

shartnomaviy mehnat majburiyatlari - ikki tomonlama va ko'p tomonlama shartnomalardan kelib chiqadigan majburiyatlar;

shartnomadan tashqari mehnat majburiyatlari - shartnomalardan tashqari yuridik faktlardan kelib chiqadigan majburiyatlar.

Majburiyatni yuzaga keltiradigan shartnomaning huquqiy tabiatiga ko'ra, shartnomaviy mehnat majburiyatlari quyidagi majburiyatlarga bo'linadi:

mehnat qonunchiligi bilan tartibga solinadigan shartnomalardan: mehnat shartnoma, jamoa shartnomasi va boshqalar;

huquqning boshqa sohalari normalari bilan tartibga solinadigan shartnomalardan (mediativ kelishuv, kelishuv bitimi va boshqalar);

Shartnomadan tashqari mehnat majburiyatlari quyidagilarga bo'linishi mumkin:

mehnat qonunchiligining bir tomonlama aktlaridan kelib chiqadigan majburiyatlar;

bir tomonlama ma’muriy hujjatlardan kelib chiqadigan majburiyatlar;

sud hujjatlaridan kelib chiqadigan majburiyatlar;

boshqa huquq sohalarining bir tomonlama aktlaridan kelib chiqadigan majburiyatlar;

huquqbuzarlikdan kelib chiqadigan majburiyatlar;

boshqa yuridik faktlardan kelib chiqadigan majburiyatlar.

Mehnat huquqining bir tomonlama aktlaridan kelib chiqadigan mehnat huquqiy majburiyatlari qatoriga xodimlarning vakillik organi bilan kelishish tartibidan tashqari qabul qilingan mahalliy normativ-huquqiy hujjatlardagi majburiyatlarni ko'rsatish mumkin.

Mehnat qonunchiligidagi huquqbuzarliklarni quyidagilarga bo'lish mumkin:

shartnoma shartlarini buzish – shartnoma shartlarini lozim darajada bajarmaslik yoki noto'g'ri shartnoma yoki u tegishli bo'lgan boshqa hujjat shartlarini bajarish;

shartnomadan tashqari huquqbuzarlik – sodir etilishi bilan bog‘liq bo‘lgan huquqbuzarlik hisoblanib, qonun va boshqa huquqiy hujjat talablarini bevosita buzish;

huquqbuzarliklarning alohida turlari - alohida huquqiy xarakterdagi huquqbuzarliklar: huquqni suiiste'mol qilish, shartnoma tuzish qoidalarini buzish, shartnomaga shartlar kiritish; qonun talablariga zid (yaroqsiz sharoitlar), axloqsiz huquqbuzarlik va boshqalar.

Shuningdek, mehnat qonunchiligini bajarishda ishtirok etishiga qarab uchinchi shaxslarning majburiyatlarini ajratib ko'rsatish mumkin:

uchinchi shaxslar ishtirokisiz mehnat majburiyatlari;

uchinchi shaxslar ishtirokidagi mehnat majburiyatlari.

Uchinchi shaxslarning ishtirokisiz mehnat majburiyatlari zamonaviy mehnat qonunchiligi uchun eng xarakterli hisoblanadi. Unga bir qator klassik misollar mavjud, masalan: mehnat shartnomasi bo'yicha majburiyatlar va javobgarlik bo'yicha majburiyatlar vakolatli shaxs foydasiga majburiyatli shaxs tomonidan shaxsan amalga oshiriladi.

Uchinchi shaxslar ishtirokidagi mehnat majburiyatlari quyidagilarga bo'linadi:

regress majburiyatlar;

uchinchi shaxs foydasiga bo‘lgan majburiyatlar;

xodim uchun uchinchi shaxs ko’magida bajariladigan majburiyatlar.

Regress majburiyati - bir shaxsning boshqa shaxsga to'lashi natijasida kelib chiqadigan, garchi qonuniy asoslantirilgan bo'lsa-da, lekin uchinchi shaxsning aybi bilan birinchi shaxsning aybisiz yuzaga kelgan va to'langan summani ushbu uchinchi shaxsga o'tkazishga qaratilgan majburiyat. Bir misol **O’zbekiston Respublikasi Mehnat kodeksining 154-moddasiga ko’ra,** agar xodim ish beruvchi tomonidan qonunga xilof ravishda ishdan chetlashtirilgan bo‘lsa, bunday xodimga yetkazilgan moddiy zararning o‘rnini qoplash va ma’naviy ziyonni kompensatsiya qilish majburiyati ish beruvchining zimmasiga yuklatiladi. Agar xodim vakolatli davlat organlarining talabiga ko‘ra qonunga xilof ravishda ishdan chetlashtirilgan bo‘lsa, O‘zbekiston Respublikasi Davlat budjeti mablag‘lari hisobidan xodimga yetkazilgan moddiy zararning o‘rni qoplanadi hamda ma’naviy ziyon kompensatsiya qilinadi, keyinchalik aybdor shaxslardan regress tartibida undiriladi.

Uchinchi shaxs foydasiga majburiyat - qarzdor huquqiy munosabatlarning vakolatli shaxsiga emas, balki majburiyat shartlariga muvofiq belgilanadigan uchinchi shaxsga, ya’ni o'z foydasiga bunday bajarilishini talab qilish huquqiga ega bo'lgan huquqiy munosabatlarning vakolatli tarafga bajarishi shart bo'lgan majburiyat. Xususan, **O’zbekiston Respublikasi Mehnat kodeksining 327-moddasiga muvofiq,** Boquvchi bo‘lgan xodim (bundan buyon matnda boquvchi deb yuritiladi) mehnat majburiyatlarini bajarishi bilan bog‘liq bo‘lgan mehnatda mayib bo‘lganligi, kasb kasalligi yoki sog‘liqqa yetkazilgan boshqa shikast tufayli vafot etgan taqdirda ish beruvchi quyidagi shaxslarga ziyonning o‘rnini qoplashi shart:

marhumning qaramog‘ida bo‘lgan mehnatga qobiliyatsiz shaxslarga, shuningdek o‘n sakkiz yoshga to‘lmagan shaxslarga yoki uning vafot etgan kuniga qadar undan ta’minot olish huquqiga ega bo‘lgan shaxslarga;

marhumning vafotidan keyin tug‘ilgan farzandiga;

ota-onasidan biriga (ota-onaning o‘rnini bosuvchi shaxsga), eriga (xotiniga) yoki boshqa oila a’zosiga, agar u ishlamayotgan bo‘lsa hamda marhumning o‘n to‘rt yoshga to‘lmagan yoki bu yoshga to‘lgan bo‘lsa-da, ammo tibbiy muassasalarning

xulosasiga ko‘ra sog‘lig‘i holati bo‘yicha o‘zgalarning parvarishiga muhtoj bo‘lgan bolalarini, aka-ukalarini, opa-singillarini yoki nabiralarini parvarish qilish bilan band bo‘lsa.

Xodim uchun uchinchi shaxs ko’magida bajariladigan majburiyatlar haqida gap ketganda bu mehnat qonunchiligi prinsiplari va xarakteristikasidan biroz chekinilganini ko’rishimiz mumkin, chunki odatda ish va xizmatlar xodim tomonidan shaxsan bajariladi. Masalan, **O’zbekiston Respublikasi Mehnat kodeksining 447-moddasiga binoan,** kasanachi tomonidan ishlarni bajarish ish beruvchining roziligi olinmagan holda kasanachining oila a’zolari ishtirokida (yordamida) amalga oshirilishi mumkin. Bunda kasanachining oila a’zolari va ish beruvchi o‘rtasida yakka tartibdagi mehnat munosabatlari yuzaga kelmaydi. Kasanachi o‘ziga yordam beradigan oila a’zolari tomonidan bajariladigan ishlarning (xizmatlarning) sifati uchun ish beruvchi oldida javobgardir.

Qolaversa, manba bo'lgan huquqiy aktlarning ierarxiyasiga ko'ra mehnat majburiyatlarini quyidagilarga bo'lish mumkin:

markazlashtirilgan huquqiy hujjatlardan majburiyatlar;

markazlashmagan huquqiy hujjatlardan olingan majburiyatlar;

shaxsiy huquqiy hujjatlardan kelib chiqadigan majburiyatlar.

Markazlashtirilgan huquqdan kelib chiqadigan majburiyatlarni bajarish shartlari me'yoriy-huquqiy hujjatlar normalarida nazarda tutilgan aktlar - qonunlar, qonun osti hujjatlari me'yoriy-huquqiy hujjatlarda ko’rinadi.

Markazlashtirilmagan huquqdan kelib chiqadigan majburiyatlarda hujjatlar mehnat huquqining bir nechta subyektlari tomonidan qabul qilinib, unga shartnomalar bo'yicha majburiyatlar, jamoa shartnomalari va boshqa mahalliy normativ hujjatlar kiradi.

Shaxsiy huquqiy hujjatlardan kelib chiqadigan majburiyatlar, ularning shartlarining manbayi tomonlar tomonidan kelishilgan individual kelishuvlardir. U mehnat huquqining huquqiy munosabatlari shaxsning huquqiy hujjatlari tartibga solishdagi mehnat shartnomasi, shogirdlik shartnomasi, kelishuvlar, individual mehnat nizolarini hal qilish jarayonida erishilgan; bo'lib-bo'lib to'lash orqali zararni qoplash to'g'risidagi shartnomalar va boshqalarda o’z aksini topadi.

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THE IMPORTANCE OF ACTIVITY GAMES IN IMPROVING THE PHYSICAL QUALITIES OF VOLLEYBALL PLAYERS

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Abstract: Action games are used as an auxiliary tool in volleyball training. The article highlights the important aspects of volleyball players' movement games in improving their physical qualities.

Key words: Action games, volleyball, physical qualities, game, coach, sport, training of quickness, training of strength, training of agility.

INTRODUCTION

Today, in economically developed countries, physical education and sports are not only a means of strengthening the health of the nation and introducing the country to the whole world, but have also become a significant profitable sector of the economy, as well as the sports industry. In our republic, which is gaining a stronger place in the world community, special attention is paid to physical education and sports, among other fields. From time immemorial, our country has been famous for its world-famous wrestlers, riders who surprised everyone, and handsome young men and women. Starting with our great grandfather Alisher Navoi, all our writers, poets, scientists and philosophers created wonderful and immortal works, wrote epics and sang songs about them. It is enough to remember the character of Farhad, who has incomparable power, which is included in the treasury of world literature of Alisher Navoi. Remembering the heroes of folklore masterpieces, Goro;gii, Alpomish, Avazkhan, Sherali, shows that Turonzamin has been a land of sherbilak and sheryuraks since ancient times.

DISCUSSION AND RESULTS

Action games are used as an auxiliary tool in volleyball training. Because the game increases the interest of the participants, gives them pleasure, ensures faster recovery of work skills. They forget to get tired because of the game, volleyball players do their exercises carefully.

All games have a complex effect on the organisms of the participants. Therefore, it is necessary to consider games as an exercise that has a general physical effect. Games are a means of developing physical qualities. For example, those who engage in the simple game "Cross the line in order" become not only strong, but also resilient and willful.

When training strength, the coach should play games that have a positive effect on the development of the necessary muscle groups. In strength-building games,

athletes overcome their own body weight, an external weight, or the weight of an opponent. The following games are recommended for developing strength. "Cockfight", "Pull in the circle", "Who is stronger", "Pushing out of the circle" and others.

Cultivating speed. Games that require a quick response to a signal, perform many actions within a certain time unit, and move the whole body or a part of it quickly in space develop the quality of agility in students. Exercises should be performed as much as possible to train volleyball players to be quick. That's why it is better to play matches that lead to active competition between the two sides. Games that train the reaction to the object in motion give a good result in this place.

Games that develop speed and strength of volleyball players help a lot in solving a specific task. These games should be played in the first part of training sessions before the participants get tired.

The following games are recommended to train speed: "Calling numbers", "Attack", "Hunters and ducks", "Battle for the ball" and others.

Cultivating agility. Agility should be well developed in sports with changing performance conditions, where precise movements are required. Based on this, the following games are recommended to train agility: "Two camps", "Fortress defense", "Running with teams" and others.

Cultivating resilience. In most games, the qualities of speed and endurance are cultivated due to the extremely fast-paced exercises. In such games, the weights are gradually increased. For example: enlarging the field: reducing the number of players without making the field smaller: increasing the number of sports equipment: increasing the running distance: increasing the number of obstacles: using complex exercises and increasing their number, etc.

The goal will be achieved faster if the above methodical methods are used consistently.

In order to train flexibility, games are selected that affect certain muscle groups and joints. These games are mainly played using special sports equipment. Those who exercise in place of weights can also participate.

Active flexibility depends on muscle strength. The elasticity properties of muscles change under the influence of the central nervous system. Therefore, flexibility is high when participating in games with pleasure and enthusiasm. Appropriate exercises should be performed before games that require flexibility.

"Ball transfer" and other exercises are recommended to train flexibility.

Taking into account the didactic ways of teaching in order to successfully master the program materials and increase the activity of the players during the game, while knowing the pedagogical requirements for the organization and conduct of action games in various forms of the lesson and should be able to use them correctly.

Choosing a game, preparing it, leading the game, and ending it require great pedagogical skill from the teacher.

The following are taken into account when choosing a game:

1. Where and in what form the lesson will be held (in physical education class, during recess, in the sports section, on a holiday night, etc.).

2. Physical education tasks set before the lesson.

3. When choosing a game, one more important element should be taken into account, that is, the part of the lesson. It is known that the lesson consists of 4 parts: introduction, preparation, main and final parts.

The first part, the introduction, uses simple, low-effort games to help organize players.

In the second - preparatory part, it is necessary to prepare the bodies of the players for the main part of the lesson. For this purpose, general physical training exercises are used, that is, moderately demanding games performed with wrestling and jumping. The third - the main part uses games that improve movement skills, train physical and psychological qualities and improve the functional readiness of the body, as well as games that require a lot of movement. In the fourth and final part, games that require moderate and low effort are used, which help to actively rest after intense activities, to bring the body of the participants to a relatively calm state, and to concentrate their attention.

4. Availability of the conditions and equipment of the place where the game is held to solve a pedagogical task.

5. To use mobile games in volleyball training together with other tools of the volleyball game, in this case, to correctly determine their place among other exercises.

Methodologically correct preparation for the game, creative thinking of the players, development of their organizational skills are very important in solving the training tasks, and finally, in increasing the effectiveness of the training. is of great importance.

We recommend the following action games to improve the physical qualities of volleyball players.

Volleyball players pass the ball.

Place of game equipment: playground, corridor, 1-2 volleyballs.

Preparation for the game. Players line up in a circle at a distance of 1-2 meters from each other. The starter stands between the ball and the circle. When the number of participants is large, players are divided into two independent groups.

The progress of the game. The starter throws the ball up and then hits one of the players. That player passes the ball back to the starter or another player, and so on. The ball is passed only according to the rules of the volleyball game with paws.

The goal of the game is to keep the ball in the air as much as possible without dropping it, and as soon as the ball hits the ground, the player who lost the ball replaces the starters. And the previous presenter takes a place in the circle. The game will continue for the specified time. Players who have never played the role of a starter will win.

The game can be played as a competition between two groups. The team that keeps the ball in the air longer wins.

The rule of the game.

1. The ball can be returned only once.

2. A ball hit outside the circle can be returned to the circle without hitting the ground.

3. The ball can be returned with paws, head and shoulders.

Relay with volleyball elements.

Playground, equipment, volleyball court, hall, two volleyball balls, two poles.

Preparation for the game. The players are divided into two teams and the starting line is held at a distance of 3-4 meters from each other. At a distance of 10-15 meters from the starting line, poles or other objects are placed in front of the other team. Volleyball balls are given to the first pair of players in the rows.

The progress of the game. At the leader's signal, the first pair of players of the teams pass the ball to each other, rush to their posts and return to their backs in the same direction. As soon as they return to the starting line, they pass the ball to the next pair of players. Players who have completed the exercise go to the back of the line. The game ends when all players have completed the exercise. The team that finishes the exercise first wins.

The rule of the game

1. During running, the ball should be passed only in accordance with the rules of the volleyball player. The ball can be caught just before the run.

2. If the ball is dropped during the run, the player must pick it up and continue the exercise.

3. The ball can be passed to the next pair of players only after returning to the sports line.

4. Penalty points are given to the team for mistakes.

5. The team that completed the exercise faster and received fewer penalty points wins the game.

Volleyball shoes

Playground, equipment. Volleyball court, 3-4 volleyballs. Preparation for the game. The players are divided into two teams: hitters and volleyball receivers. The players who hit the ball are placed behind the line of the volleyball court, and the receivers of the ball are placed inside the court line.

The progress of the game. Signaling, the first player throws the ball to the opponent, and he himself runs around the field and comes back to his place. The players of the opposing team pass the ball to each other until the first player runs to his place. As soon as the running player comes to the spot, the pass is stopped. The game continues until all players of the team take turns hitting the ball and running around the field. After that, it was determined how many times the players of the receiving team passed the ball to each other. The teams change places and the game continues.

The rule of the game.

1. 10 passes are added to the opposing team for a ball-hitting error.

2. If a running player crosses the field line or makes other mistakes, the opposing team is awarded five points.

3. The players of the receiving team must pass the ball to each other following the rules of the volleyball game. When these rules are violated, five passes will be deducted from the team's score.

Running up and long jump games.

Don't go - go jump

Playground, equipment. Field, hall, ropers.

Preparation for the game. Players are divided into two teams, each of them is lined up in two rows. The distance between the rows is 2 meters. Each pair of players holds the ropes at a height of 50-60 cm from the floor.

The progress of the game. After the leader's signal, the first pair of players of each team quickly put the ropes on the floor, run along their lines, one right, the other left, and do not go around the rows - go to the arg lying on the ground. they jump over the cunt. Then they hold the ropes in their hands at a height of 50-60 cm. As soon as the first pair of players lifts the ropes off the ground, the players of the second pair continue the game. The previous players go to the end of the line without interfering with the volleyball players who are playing. The game continues as follows.

The rule of the game.

1. The next pair of players can start training only after the players run up and raise the rope on the floor.

2. The players should run from the other side of the rows - each one should run from the side close to him.

3. Participants can jump over the ropes at the same time.

4. It is forbidden to demean ropers. For this, the team will be awarded penalty points.

Jumpers and catchers.

Playground. Square, hall, hallway.

Preparation for the game. Players are divided into two teams: "Shakrovchilar" and "Hatchers". Each team lines up behind the sidelines.

The first sports line is drawn at one end of the field. A second sports line will be held 3 meters away from it. A lane 1.5-2 meters wide is drawn 10-12 meters away from the second line.

The progress of the game. "Start!" with the team's signal, the four players of the "team" of the jumpers go to the second starting line, and the four players of the catchers' team stand in front of the second line behind them.

"Attention!" when the order is given, all players go up and take a high starting position on the lane.

When the command "March" is given, the jumpers run quickly and jump over the corridor, and the catchers try to catch them. In this case, the catchers can catch the jumpers until they jump off the sidewalk. Each player who jumps across the lane without being caught scores one point for his team. After that, the next players take part in the game. After everyone has finished competing, the teams switch roles. The team with more points wins the game.

The rule of the game.

1. Catchers can catch as many jumpers as they want.

2. It is possible to catch a player who is diving for a jump, but not.

3. A jumper who does not jump over the lane or oversteps the line delimiting it is also considered caught in the game.

CONCLUSION

Children's physical fitness improved as a result of the use of the right tools to improve the physical qualities of volleyball players. Their age characteristics, physical development and training should be taken into account when improving the physical qualities of volleyball players. Development of separate methods for each of the physical qualities.

Development of special exercises to improve the physical qualities of the participants. The correct use of various tools, including movement games, in improving the physical qualities is also of great importance in increasing the mobility of children.

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THE ORIGINALITY OF THE FABULOUS PROSE OF V. KRAPIVIN

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Resume: Fairy tale prose by V. Krapivin occupies a special place in modern literature. His works, filled with fantastic elements and deep philosophical reflections, address the most important issues of human existence. This article presents an analysis and interpretation of the originality of V. Krapivin's fairy tale prose, revealing his unique artistic techniques, themes and symbols.

Key words: fabulousness, prose, artistic space, cyclization, literary fairy tale, fairy-tale-mythological world.

СВОЕОБРАЗИЕ СКАЗОЧНОЙ ПРОЗЫ В. КРАПИВИНА

Аннотация: Сказочная проза В. Крапивина занимает особое место в современной литературе. Его произведения, наполненные фантастическими элементами и глубокими философскими размышлениями, обращаются к самым важным вопросам человеческого существования. В данной статье представлен анализ и интерпретация своеобразия сказочной прозы В. Крапивина, выявляя его уникальные художественные приемы, тематику и символику.

Ключевые слова: сказочность, проза, художественное пространство, циклизация, литературная сказка, сказочно-мифологический мир.

Сказочная проза В. Крапивина отличается своеобразием и уникальностью. Его произведения являются глубокими философскими размышлениями, позволяющими читателям задуматься над важными вопросами жизни. Сочетание фантастических элементов, ярких образов, социальной актуальности и особых языковых особенностей делает его сказочную прозу увлекательной и проникновенной. Работы В. Крапивина оказывают значительное влияние. Сказочная проза В. Крапивина оказывает глубокое и значительное влияние на развитие детской литературы, на молодое поколение, помогая развивать их воображение и осознанность. Его произведения стали классикой детской литературы и являются неотъемлемой частью литературного наследия, прочно укоренившись в сердцах множества читателей.

Одной из основных причин такого влияния является уникальность и своеобразие стиля В. Крапивина. Его сказочная проза отличается от классических сказок, предлагая читателям новые сюжеты, нестандартные образы и оригинальные идеи. Он провоцирует читателей на размышления,

побуждая их видеть мир и проблемы с необычных ракурсов. В. Крапивин открыл новые горизонты детской литературы, позволяя ей стать более современной, актуальной и интеллектуально насыщенной.

Одной из важных характеристик сказочной прозы В. Крапивина является ее философский подтекст. Он часто вкладывает в свои сказки глубокие философские идеи, способные затронуть детскую аудиторию. Темы, такие как добро и зло, справедливость, моральные выборы, самоопределение и место человека в мире, представлены через увлекательные и захватывающие сюжеты. В. Крапивин учит детей мыслить критически и размышлять о глубоких вопросах, способствуя их интеллектуальному и духовному развитию.

Еще одна значимая черта сказочной прозы В. Крапивина - это использование экологических мотивов. Он активно обращает внимание на проблемы окружающей природы и призывает к бережному отношению к ней. Через свои произведения, автор внушает детям понимание важности экологической осведомленности и ответственности. Он показывает последствия экологического равнодушия и подчеркивает необходимость бережного обращения с природой для сохранения ее красоты и баланса.

В. Крапивин также изменил представление о героях в детской литературе. Он создает образы, которые не всегда соответствуют традиционным представлениям о героях сказок. Его персонажи не всегда идеализированы и безупречны. Они имеют свои слабости и недостатки, что делает их более реальными и приближенными к реальной жизни. Это помогает детям лучше понимать и принимать различия в людях и учиться сопереживанию.

Сказочная проза В. Крапивина стимулирует развитие воображения и творческого мышления детей. Его яркие и непредсказуемые истории захватывают внимание и воображение читателей, помогая им развивать свои мыслительные способности и творческий потенциал. Взаимодействие с персонажами и сюжетами В. Крапивина расширяет границы детского воображения и вдохновляет их на создание собственных историй и идей.

Сказочная проза В. Крапивина оказывает глубокое и значимое влияние на развитие детской литературы. Его уникальный стиль, философский подтекст, экологические мотивы, новаторские образы и стимуляция творческого мышления сделали его произведениями классикой детской литературы. Он помогает детям учиться мыслить критически, осознавать свою роль в мире и бережно относиться к окружающей среде. Влияние В. Крапивина на детскую литературу будет продолжать оставаться значимым и вдохновлять новые поколения писателей и читателей.

Один из характерных приемов В. Крапивина - использование магического реализма, который позволяет ему сочетать реальность и фантазию, создавая

особую атмосферу в своих произведениях. Он вводит элементы магии и волшебства в повседневную жизнь, делая ее более загадочной и удивительной. Такой прием позволяет автору обратить внимание на скрытые смыслы и глубокие идеи через символические и фантастические образы.

Еще одной особенностью сказочной прозы В. Крапивина является многоплановость сюжета. Он создает параллельные и переплетающиеся сюжетные линии, что позволяет ему раскрывать различные аспекты и темы в своих произведениях. Это создает ощущение глубины и сложности сюжета, заставляя читателей вникать в его произведения и воспринимать их на разных уровнях.

В. Крапивин создает яркие и запоминающиеся образы, которые оживают на страницах его произведений. Он придает своим героям особую индивидуальность и характер, делая их реальными и узнаваемыми. Его образы часто являются символами и аллегориями, способными передать сложные идеи и эмоции. В. Крапивин также отличается мастерством создания живописных описаний природы и окружающей среды, что помогает читателям окунуться в мир его произведений.

Еще одним уникальным художественным приемом В. Крапивина является философская глубина, присутствующая в его произведениях. Он задает сложные вопросы о жизни, смысле существования, морали и человеческих ценностях. Его сказочная проза позволяет читателям задуматься над этими вопросами и искать ответы внутри себя. В. Крапивин привлекает внимание к важным аспектам человеческой жизни и вносит глубокие размышления в свои произведения.

В. Крапивин отличается богатым и выразительным языком. Он использует разнообразные стилистические приемы, такие как метафоры, аллитерации, риторические вопросы и др., чтобы создать особую музыкальность и ритмичность текста. Это позволяет ему передать эмоции, настроение и атмосферу своих произведений, делая их более привлекательными и яркими для читателей.

Уникальные художественные приемы В. Крапивина делают его сказочную прозу особенной и привлекательной для читателей. Магический реализм, многоплановость сюжета, построение ярких образов, философская глубина и особенности языка - все это создает уникальный стиль автора, оставляющий неизгладимый след в сердцах и воображении своих читателей.

Сказочная проза В. Крапивина отличается необычными художественными приемами, которые делают его произведения особенными и запоминающимися. Один из таких приемов - использование смешения реального и фантастического мира. Автор ловко переплетает реалии современности с

фантастическими элементами, создавая своеобразную атмосферу и уникальный контекст для повествования.

Сказочная проза В. Крапивина обогащена глубокими философскими размышлениями о смысле жизни, природе человеческой души и ценностях, которые помогают нам понять мир вокруг нас. Он ставит перед читателем сложные этические и моральные вопросы, помогая им размышлять и искать ответы в самих себе.

В. Крапивин создает яркие и запоминающиеся образы и персонажи в своих сказках. Часто он воплощает различные архетипы, такие как юный герой, мудрый старец, злодей и добродетельные герои. Образы в его произведениях обладают глубиной и многогранностью, позволяя читателям узнавать их и отождествляться с ними.

Сказочная проза В. Крапивина отличается особым стилем и языковыми особенностями. Его тексты обладают богатым языком, с использованием метафор, сравнений и описаний, что создает живые и наглядные образы. Он также часто использует поэтические элементы, рифмовку и игры слов, придавая своим произведениям музыкальность и эстетическое наслаждение.

Сказочная проза В. Крапивина актуальна и значима с точки зрения социальных проблем и вызовов, с которыми сталкивается современное общество. Его произведения затрагивают такие темы, как экология, социальное неравенство, технологический прогресс и многие другие. Он внушает своим читателям осознанность и ответственность за окружающий мир и призывает к активному участию в его изменении.

Сказочная проза В. Крапивина получила признание, как у критиков, так и у читателей. Его произведения часто награждались престижными литературными премиями и переводились на различные языки. Критики отмечают его оригинальность, глубокий смысл и актуальность его идей. Он считается одним из великих современных сказочников, способных затронуть сердца и разум читателей.

Сказочная проза В. Крапивина также отражает культурные и исторические контексты, в которых она создается. Автор умело использует элементы народной мудрости, фольклора и мифологии, вкладывая их в свои сказки. Это позволяет читателям увидеть связь между современностью и традиционными ценностями, обогащая их понимание культурного наследия.

Одна из ключевых тем в сказочной прозе В. Крапивина - это экологическая осознанность. Он привлекает внимание к проблемам окружающей природы, выражает беспокойство по поводу экологических катастроф и призывает к бережному обращению с природными ресурсами. Эта экологическая

осведомленность делает его произведения актуальными и значимыми для современного общества.

Сказочная проза В. Крапивина также исследует социально-психологические аспекты человеческой природы. Он обращает внимание на взаимоотношения людей, их эмоции, мотивации и стремления. Через своих персонажей и сюжетные линии он показывает сложность межличностных отношений и внутренние конфликты, что делает его сказки реалистичными и узнаваемыми.

Сказочная проза В. Крапивина оказывает значительное влияние на современную литературу и других писателей. Его уникальный стиль, глубокие идеи и актуальные темы вдохновляют других авторов на создание собственных произведений. Он становится примером творчества, которое сочетает литературную качественность и социальную значимость.

Сказочная проза В. Крапивина - это не только источник литературного наслаждения, но и средство для размышления и общественной осознанности. Его произведения вдохновляют, пробуждают воображение и задвигают границы восприятия. Сочетание философии, экологии, социальных вопросов и художественного мастерства делает его сказочную прозу уникальной и неотъемлемой частью литературного наследия.

Крапивин умело использует аллегории и символы в своих сказках, что придает им дополнительные глубину и многозначность. Аллегорические элементы позволяют ему скрыто обращаться к социальным и политическим проблемам, предлагая аналогии с реальным миром и вызывая у читателей задуматься о них. Символы, такие как ключи, двери, пути и преграды, используются для передачи философских и этических идей, а также для развития сюжета и символического пути

Сказочная проза В. Крапивина остается актуальной и современной благодаря постоянному обновлению и внесению новых тематик. Он откликается на вызовы современности и обращается к актуальным проблемам, таким как технологический прогресс, социальная несправедливость, насилие и т. д. Автор не боится затрагивать сложные вопросы и вызывать дискуссии, что делает его произведения релевантными для современных читателей.

Сказочная проза В. Крапивина обладает универсальным характером и способна пересекать границы культур и национальностей. Его истории и идеи могут быть поняты и оценены людьми разных культур и возрастов. Он стимулирует межкультурный диалог и позволяет читателям расширить свое культурное понимание и перспективы.

Сказочная проза В. Крапивина оказывает значительное влияние на развитие детской литературы. Его произведения стали классикой детской

литературы и используются в школах и детских садах в качестве учебного материала. Он побуждает других писателей к созданию более качественной и значимой литературы для детей, расширяя границы детской фантазии и воображения.

Сказочная проза В. Крапивина является уникальным и значимым явлением в литературе. Его произведения отличаются своеобразием, глубиной и актуальностью, оставляя долговременный след в сердцах и разумах читателей. Он продолжает вдохновлять и восхищать новые поколения авторов и читателей, и его литературное наследие продолжает жить и развиваться.

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НАҚШБАНДИЯ - ҲУШЁРЛИК ЙЎЛИ

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Аннотация: Мақолада тасаввуфдаги икки оқим – ҳушсизлик ва ҳушёрлик ҳақида маълумот берилади. Баҳоуддин Нақшбанд асослаган Нақшбандия тасаввуфий камолот йўли ҳушёрлик йўли эканлиги асосланади. Бу таълимотдаги “Ҳуш дар дам” тамойилининг фалсафий таҳлили асосида бу фикр асосланади.

Калит сўзлар: Тасаввуф, ҳушёрлик, ҳушсизлик, Жунайд Бағдодий, Боязид Бистомий, Нақшбандия, “Ҳуш дар дам”.

НАКШБАНДИЯ –ПУТЬ ТРЕЗВОСТИ

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Аннотация: В статье представлена информация о двух течениях в суфизме - бессознательном и сознательном. Накшбандия, основанная Бахауддином Накшбандом, основана на вере в то, что путь суфиского совершенства — это путь трезвости. Это мнение основано на философском анализе принципа «Хуш дар дам» в этом учении.

Ключевые слова: Тасаввуф, трезвость, бессознательность, Джунайд Багдади, Баязид Бистоми, Накшбандия, «Хуш дар дам».

NAKSHBANDIA - THE PATH OF SOBRIETY

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Annotation: The article provides information about two currents in Sufism - the unconscious and the conscious. Naqshbandiya, founded by Bahauddin Naqshband, is

based on the belief that the path of Sufi perfection is the path of sobriety. This opinion is based on a philosophical analysis of the principle "Khush dar dam" in this teaching.

Key words: Tasawwuf, sobriety, unconsciousness, Junayd Baghdadi, Bayezid Bistomi, Naqshbandiya, Khush dar dam.

Кириш

Тасаввуф оламида вужудга келган турли сулуклар комил инсон бўлишнинг турли йўл ва ўзига хос услубларини топганлар. Манбалар таҳлили кўрсатадики, барча йўлларни умумий бўлган хусусият - ҳушёрлик ва ҳушсизликка муносабатига қараб иккига бўлиш мумкин. Тасаввуфда ҳушсизлик - сукр ва ҳушёрлик - саҳв - йўли деб аталади ва манбаларда Боязид Бастомий ва Жунайд Бағдодий йўли ёки ишқ ва маърифат йўли деб ҳам ёзилади.

Бу икки йўлдан бирини танлаган мутасаввифларни шартли равишга аҳли маърифат ва аҳли муҳаббат деб ажратадилар. Маърифат аҳли - маърифат масалаларига кўпроқ аҳамият бериб, инсонни ўз-ўзини англаш ва маънавий маърифатни эгаллаш йўлларини таҳқиқ этадилар, макро ва микро олам алоқалари, комил инсон масалаларига кўпроқ тўхталадилар. Нақшбандия таълимоти ҳам шу йўлни танлаган.

Тасаввуфшунос олимлар нақшбандия тариқатини жунайдия-ҳушёрлик йўлининг энг изчил давомчилари деб тан оладилар. Дарҳақиқат, бу тариқат комил инсон даражасига юксалиш учун таълимотдаги ўн битта талаблари орасида энг зарур ва аҳамиятлиси "ҳуш дар дам" - "ҳар бир дамда ҳушёрлик" деган талабни қўйганлар. Шунинг учун нақшбандия тариқати жаҳонда жуда кенг ёйилган ва у ҳақида "ақраб-ут-тариқ" - энг яқин йўл - деган таъриф мавжуд. Яъни бу тариқат олам моҳиятини англаш ва комил инсон даражасига юксалишнинг энг яқин йўлини кўрсатади деганлар.

Муҳокама ва натижалар

"Ҳуш дар дам"-"ҳуш" ва "дам" сўзларидан олинган бўлиб, ҳар бир инсон ўз ўтаётган умрининг ҳар бир лаҳзаси, онида ҳушёр, зеҳнли, огоҳ бўлишини англатади. "Дам"- ибораси бу ерда лаҳза, фурсат, он, нафас маъносида келмоқда. Тадқиқотларда"ҳуш" ни баъзида"хуш" деб ёзиб, ҳар онни хурсанд, хушвақт ўтказиш маъносини англатади деган талқинлар учрайди. Лекин нақшбандияда у ҳушёр маъносида келган. Ҳушёрлик ғафлат тушунчасига қарама-қарши бўлиб, инсон ўз умрининг бирор нафаси, берилган бирор фурсатини ҳам ғафлат билан, уйқу ҳолатида ўтказишга ҳаққи йўқлиги айтилади.

"Ҳуш дар дам" тамойилини шаклланиши чуқур илдизга эга. Бу тамойилни шаклланишида Саъдий қарашларининг таъсири бор. Бу ҳақда Иброҳим

Мўминов ҳам ўз фикрини билдирган эдилар. Бизнинг фикримизча, Саъдийнинг машҳур "Гулистон" асаридаги қуйидаги ғоялар бунга асос бўлган. "Ҳар нафасе, ки фурў меравад мумидди ҳаёт аст ва чун бармеояд фараҳи зоти ҳаст, пас ба ҳар нафаси ду неъмате мавжуд аст ва ба ҳар неъмат шукре вожиб аст" [6:3а]. Мазмуни: ҳар бир ютиладиган нафас одам умрини узайтирувчидир, у чиққанида зотга фарах бахш этади. Шунинг учун ҳар бир нафасда икки неъмат мавжуд ва ҳар бир неъмат учун шукур вожибдир. Яна Саъдийнинг шу мазмундаги қуйидаги назмий парчалари бор:

Ҳар дам зи умр меравад нафасе,
Чун нигаҳ микунй намонад басе.
Эй ки, панчоҳ рафта дар хобй,
Магар ин панч рўз дар ёбй.
Хижил он кас, ки рафту кор насохт,
Кўўси реҳлат заданду бор насохт [6:4 б].
Мазмуни:
Ҳар дамда умрдан нафаслар кетади,
Улар умуман тугаб қолади.
Эй, сен элликка кириб, ғафлатда қолган,
Сен беш кунни ҳам ўзинг топа олмайсан.
Умрини беҳуда ўтказганга хижилдир,
Кетиш вақти бўлди, аммо у охиратга озуқаси йўқ.
Ёки:
"Бияндеш ва он гаҳ баровар нафас,
Ва з-ин пеш бас кун, ки гўянд бас"[6:4а]
Мазмуни:
Андеша қилгину нафасингни чиқар,
Бўлди бас дейишидан олдин оғзингни юмгин.
Яна:
"Абру, боду, маҳу хуршеду фалак дар коранд
То ту ноне ба каф орию ба ғафлат нахўри"[6:4 б].
Мазмуни:
Булут, шамол, ой, қуёш фалакда доим ҳаракатдадир.
Токим сен нонни кафтинга олсангу, лекин ғафлат билан емасанг.

"Ҳуш дар дам" талаби Юсуф Ҳамадонийдан қолган. Уни Абдулхолиқ Ғиждувоний хожагон тариқатига тамойил қилиб олган эди. У бу ғояни ривожлантирди. Абдулхолиқ Ғиждувоний ҳушёрликка чақириб, ҳар бир нафасни охирги ва умр сармояси деб билган ва қуйидагича таърифлаган:"Ҳар доим охирги нафасга тайёр бўл! Яъни ҳар бир нафасни охирги деб ўйла! Ҳар

ишни ўз вақтида қилки, ғафлат юз тутмасин" [9:18 а]. "Умр нафасларнинг сармоясидир. Бу сармоядан туну кун, уйқу ва бедорликдан огоҳликда харж қилиш керак. Уни жавоҳир каби асраш лозим. Агар у зое кетса катта зарар кўрилади. Худди бу асл жавоҳир бир хазинаю, беҳуда нафас хазинани ўғирлаган билан баробардир. Шунинг учун ҳам ҳар бир фурсатни ғанимат билиш керак ва уни эътибор ва истиғфор билан ўтказиш керак" [8:22 б].

Хожагон тариқатининг йирик намояндалари Ҳазрат Азизон ҳам бу маънода фикр билдирган: "бир кунда мингдан минг карра нафас оласиз. Ҳар бир нафас учун савол берилади. "Нега нафас олдинг ва нега нафасни чиқардинг?

Рубоий

Зи ҳар нафас ба қиёмат шумор ҳоҳад бад,
Гунаҳ макунки, гунаҳқор хоҳад буд.
Басе савор, ки фардо пиёда хоҳад шуд,
Басе пиёда, ки фардо сазовор хоҳад шуд[8:23 б].
Мазмуни:
Қиёматда ҳар бир нафас санокдадир,
Гуноҳ қилмагин, гуноҳкор бўласан.
Суворийлар эртага яёв бўладилар,
Яёв юрганлар эса суворий бўладилар.

У "Рисолаи Азизон"да Ҳаққа етишнинг ўн шартини кўрсатган ва унинг 9 чиси деб уйғоқликни таъкидлаган:

"Гуфтам: "ба чи хизмат ба висолат бирасам?"
Гуфто: "ба таллуқи халоқ Оллоҳ" [8:23 б].
Мазмуни:
Айтдим "Не хизмат билан сенга етаман ?"
Айтди "Ҳамма вақт Оллоҳ билан боғланишда бўлишинг билан

Яссавия тариқатининг асосчиси Аҳмад Яссавий ҳам ғофил бўлмасликни уқтиради ва ёзади. Унинг ғоялари ҳам нақшбандия таълимоти учун асос бўлган.

Оллоҳ ёдин айтур қуллар маъно бирлан
Бемаънога ҳаргиз қулоқ солмас бўлур.
Оллоҳ деган ошиқ қуллар доим мудом
Ҳақ ёдидин зарра ғофил бўлмас бўлур[3:154 б].

Ҳазрат Баҳоуддин Нақшбанд "ҳуш дар дам"ни шундай изоҳлаганлар: "банои кор дар ин роҳ бар нафас мебояд кард, чунонки, иштиғол ба вазифа ба

ҳама замону ҳол, аз тафаккури мози ба тафаккури мустақбил машғул гардонад, нафасро нагузаронанд ва дар хуруж ва духули нафас бе хифзи мобайни нафас саъй намояд, ки бо ғафлат фуруъ нараваду бар наояд". Мазмуни: барча ишларнинг асоси нафасдадир. Йўл юрувчи ишида ҳаракат қилиши лозимки, замоннинг муҳим вазифаси билан шуғулланишда хаёлни ўтмишдан ва фикрни келажакдан озод этсин ва ҳар бир нафасни зое этмасликка уринсин. Нафаснинг кириши, чиқиши ва икки нафас ўртасини эхтиёт қилсинки, нафас ғафлат билан кириб чиқмасин.

Баҳоуддин Нақшбанд огоҳликка ҳамма ерда, хусусан таом тановвулида риоятни шарт, деганлар.

Агар дарвешлардан бир киши луқмани ғафлат ичра егучи бўлса, Баҳоуддин дарҳол уларни шафқат ва тарбият қилиб айтарди: "бир луқмани ғафлат билан ема. Агар бир таом ғазаб, кароҳат ва душворлик билан табақ бўлган бўлса, уни егин демаймиз" [5:47 б]. Ўзлари ҳам мудом шунга амал қилганлар. Ғадют деган жойда у киши уларга келтирган таомни емайдилар ва айтадиларки:

- бизга бу таомни ейиш мумкин эмас. Бунга сабаб шуки, у ғазаб билан пиширилгандир.

Баҳоуддин мудом шогирдларига таъкидлардиларки, агар таомнинг бир капгири ғазаб ва кароҳат билан пиширилган бўлса, бизлар емаймиз. Ҳар ишқи ғазаб ва нафрат қароҳат ва душворлик билан бўлса, унда хайру баракот йўқдур, ҳавойи нафс ва шайтон унга йўл бўлишадир. Ҳосили аъмоли ҳасана таоми ҳалолдадир, уни ғафлатда емаймиз[5:47 б].

Баҳоуддин Нақшбанддан сўрадилар:

- Ҳузури қалб намозда нимадан ҳозир бўлур?

буюрдилар:

- Таомни ҳалол егул. Доим воқиф ва огоҳликда бўл [5:48 б].

Юқоридаги сўзлардан бу тариқат аҳли орасида ҳалол луқма ва огоҳлик асосий талаб эканлиги маълум бўлади.

"Ҳуш дар дам" талабини кўп мутасаввифлар таҳлил этганлар. Абдурахмон Жомий ҳам бу масалага оид махсус рисола ёзган. Унинг шундай мисралари бор:

Туро як панд бас аст дар ду олам,
Ки аз жонат наояд бе худо дам.
Агар ту пос дори поси анфос,
Ба султони расонандат аз он пос [1:12 б].

Мазмуни:

Икки олам учун сенга бир панд, ўгит басдур,

Жонингдан Оллоҳсиз бирор нафас (дам) чиқмасин.
Агар сен нафсларингни қўриқласанг, сақласанг,
Бу муҳофазанг сени султонликка етказади.

Жомийнинг яна шу мазмундаги қуйидаги мисралари мавжуд:

Сарриштаи давлат, эй бародар, ба даст ор,
Ин умри гироми ба хасорат магузор.
Доим ҳама жо, бо ҳама кас, дар ҳама ҳол,
Медор нуҳуфта чашми дил жониби ёр [4:139 б].
Мазмуни:
Эй дўстим, давлатинг бошини қўлга ол,
Бу қимматбаҳо умрингни беҳуда ўтказма.
Доим ҳар ерда, ҳамма билан, ҳамма ҳолатда,
Қалб кўзингни яширин ёр томон сақла.

Яна Жомий айтган:

"Аз зиндагиям бандагии туст ҳавас,
Бар зиндадилон бе ту ҳаром аст нафас.
Хоҳад зи ту мақсуди дили худ ҳама кас,
Жомий аз ту ҳамин туро хоҳад бас [10:5 б].
Мазмуни:
Менинг яшашимдан сенинг банданг бўлиш ҳавасдир,
Қалби тириклар учун сенсиз бир нафас ҳаромдир.
Сендан ҳар бир киши ўз мақсудини сўрайди,
Жомий учун фақат ўзинг басдур.

Буюк ўзбек мутафаккири Алишер Навоий ҳам "Лисон ут-тайр" номли фалсафий асарида "Ҳуш дар дам" моҳиятини қуйидагича очади:

Эрмас у Симурғдан айру даме
Васлидин кўнглиға ўзга оламе [2:81 б].

Демак, ҳақиқий изловчи толиб бирор дам ҳам Симурғ, яъни Аллоҳдан айру эмас, унинг васлидин бошқа, яъни олий ҳақиқат олам моҳиятини англашдан ўзга мақсади йўқ, деганидир.

"Васлдин мамлу, вале дам асрабон,
Ғайрдин ҳолини мубҳам айлабон[2:81б].

деган мисралари билан Алишер Навоий "дам асрабон" иборасини ишлатиб, "ҳуш дар дам"нинг яна бир янги қиррасига ишора этган ва ички сирни ошкор қилмаслик, тилга эҳтиёт бўлиш, деган маънода ишлатган.

Тадқиқотларда "ҳуш дар дам"нинг моҳиятини турлича талқин этганлар. Масалан: Дж. С. Тримингэм "Ҳуш дар дам"ни "ҳабси дам" деб талқин этади. У маърифат йўли (Аллоҳни билиш)га албатта мушоҳада, хабси - дам ва зикр киради. Буларнинг мақсади инсон руҳиятини юксалтириб, оламдаги энг латиф қатлам даражани кўтаришдир, дейди. Дж. С. Тримингэм" хожагон-нақшбандия тариқати учун хос нарса хабси - дам "нафасни сақлаш" [7:61 б] деб таъкидлайди. У "ҳуш дар дам" рашҳасига изоҳ беришда ҳам "нафас олишни назорат этиш йўллари" [7:167 б] дейди.

Хулоса

Юқоридагилардан шундай хулосага келиш мумкин:

- нақшбандия таълимоти ва тариқати ҳушёрлик ила бутун олам билан уйғунлашиб, комил инсонни тарбиялашнинг энг мақбул йўлини танлаган.

- "ҳуш дар дам" рашҳаси инсонни Гўзал, Уйғун тарзда энг яқин йўл билан камолотга етказади.

- "ҳуш дар дам" рашҳаси нақшбандия таълимотини тасаввуфдаги мўътадил, меъёрий оқимга мансуб эканлигини кўрсатади.

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РЕГУЛИРОВАНИЕ ГЕНЕТИЧЕСКИХ ИССЛЕДОВАНИЙ ИСЛАМСКИМ ПРАВОМ И НОРМАМИ ШАРИАТА

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Аннотация: При внедрении генетических исследований ученые убеждаются, что глубокое изучение и использование генной инженерии может облегчить состояние и здоровье миллиардов человек нашей планеты, так как может предотвратить наследственные болезни. Но, не все страны могут дать согласие на внедрение генетических исследований, некоторые из них ссылаются на недостачу средств, вторые на религиозные нормы. К ряду вторых относятся исламские государства, которые тщательно изучают эту тему и вопросы применения исламского права по отношению к генетике и дать ответ согласно шариату. Согласно статистике населения в нашей стране Узбекистан проживает 96.8% [13] мусульман. Следовательно, для весомой части населения выступает разрешение шариата и фетва на применение генной инженерии. В данной статье, мы рассмотрим вышеприведенные вопросы, ссылаясь на опыт зарубежных исламских стран.

Ключевые слова: ислам и генетика, разрешение шариата, генетические исследования, мусульманские страны.

Annotation: When introducing genetic research, scientists are convinced that in-depth study and use of genetic engineering can alleviate the condition and health of billions of people on our planet, as it can prevent hereditary diseases. However, not all countries can agree to the introduction of genetic research, some of them refer to a shortage of funds, the second to religious norms. The second group includes Islamic States that carefully study this topic and the application of Islamic law in relation to genetics and give an answer according to Sharia. According to population statistics, 96.8% of Muslims live in Uzbekistan. Consequently, for a significant part of the population, the permission of sharia and fatwa for the use of genetic engineering is in favor. In this article, we will consider the above questions, referring to the experience of foreign Islamic countries.

Keywords: Islam and genetics, Sharia law resolution, genetic research, Muslim countries.

[13] https://countrymeters.info/ru/Uzbekistan. Pew Research Center. The Global Religious Landscape (дата обращения 17.05.2023)

Аннотация: Генетик тадқиқотларни жорий етишда олимлар генетик муҳандисликни чуқур ўрганиш ва улардан фойдаланиш сайёрамиздаги миллиардлаб одамларнинг аҳволи ва соғлиғини енгиллаштириши, чунки ирсий касалликларнинг олдини олишига ишонишади. Бироқ, барча мамлакатлар генетик тадқиқотларни жорий етишга рози бўла олмайди, уларнинг баъзилари маблаг ъ етишмаслигига, иккинчиси диний меъёрларга ишора қилади. Иккинчи гуруҳга ушбу мавзуни ва Ислом қонунларининг генетикага нисбатан қўлланилишини синчковлик билан ўрганадиган ва шариатга мувофиқ жавоб берадиган Исломий давлатлар киради. Аҳоли статистикасига кўра, Ўзбекистонда мусулмонларнинг 96,8 фоизи истиқомат қилади. Бинобарин, аҳолининг катта қисми учун ген муҳандислигидан фойдаланиш учун шариат ва фатвонинг рухсати фойдалидир. Ушбу мақолада биз хорижий Исломий давлатлар тажрибасига мурожаат қилиб, юқоридаги саволларни кўриб чиқамиз.

Калит сўзлар: Ислом ва генетика, шариат қонунларини ҳал қилиш, генетик тадқиқотлар, мусулмон мамлакатлари.

Быстрый рост и достижения в области науки и техники дают людям возможность жить лучше. В результате за последние десять лет генетические и геномные исследования значительно продвинулись вперед, вызвав споры среди богословов, а также врачей, юристов и других специалистов. Правовые системы стран Ближнего Востока в настоящее время занимают четкую позицию по вопросу геномики и генетических исследований. Что касается этических норм ислама с привязкой к геномике (человека, животных, растений, т.д.) проводятся изучения данной сферы и правового поля генетики по шариату.

Сложные законы о генетике уже вступили в силу или находятся в процессе вступления в силу в различных странах, где население проповедует ислам. В некоторых юрисдикциях рассмотрение вопросов геномики отдано в правовых актах органов исполнительной власти, а в некоторых государствах ведущим медицинским центрам, где приняты локальные акты регулирования. Также выделяется ряд восточных стран, где некоторые правовые нормы, регулирующие генетические исследования, функционируют как законодательные новшества в сфере здравоохранения. Задачи генетики входят в число первоочередных задач государства в наиболее экономически развитых странах Ближнего Востока, где уже разработаны национальные стратегические планы развития, учитывающие использование передовых технологий секвенирования генома, биоинформатики и генной инженерии в целом.

Следует отметить, что почти все страны Ближнего Востока приняли международные соглашения, касающиеся генетических исследований и связанных с ними проблем. Узбекистаном подписан Протокол в Монреале

2000 году к Конвенции о биологическом разнообразии. А к самой Конвенции присоединилась в 1995 году. Данный документ был подписан для соблюдения мер безопасности при обработке, упаковке и транспортировке генно-модифицированных организмов. Но самим государством документы не приняты.

Кроме того, исламские государства разработали собственное представление о регулировании геномики, принимая во внимание принципы первоисточников исламского права. Это делается в рамках единого религиозного ответа на достижения в области науки и техники. Наша страна, при составлении документа о регулировании генной инженерии должно ссылаться на них, мы считаем.

Религию ислам исповедуют в настоящее время более 1,7 миллиарда человек во всем мире, следовательно, она является одной из мировых религий. Важно отметить, что она имеет свои собственные принципы, согласно которым регулируются все аспекты нашей социальной жизни. Кроме того, к 2050 году число мусульман не только значительно увеличится, но и достигнет численного паритета с мировым населением христиан, прогнозирует американский исследовательский институт Pew Research Center [14] на основе анализа демографического исследования, проведенного в 2015 году.

Пророк Мухаммед издал заповеди относительно всех устоев нашей жизни, включительно обычаи, традиции, сунны [15] . Эти заповеди составляют фундаментальные и непоколебимые основы ислама. Коран и Сунна пророка Мухаммеда, два основных источника исламского права, определяют пять принципов, которые каждый мусульманин должен соблюдать, к ним относятся такие понятия как, собственность, жизнь, интеллект, продолжение рода, религия и жизнь.

Физическое состояние и физиологический рост человека в первую очередь определяются такими незыблемыми ценностями, как жизнь, разум, продолжение рода. Ислам предлагает четкие религиозные и правовые принципы того, как вести себя и свое отношение к каждому из этих идеалов.

С точки зрения исламской доктрины многие хадисы[16] содержат правила, регулирующие не только религиозно-правовые, но и этические аспекты жизни людей. Например, в аяте 23 суры 4 «Ан-Ниса» (Женщины) Корана говорится: «Запретны вам в качестве жен матери ваши, дочери, сестры, тетки со стороны

[14] The Future of World Religions: Population Growth Projections, 2010-2050. Why Muslims Are Rising Fastest and the Unaffiliated Are Shrinking as a Share of the World's Population. Available at: https://www.pewforum.org/2015/04/02/religious-projections-2010-2050/ (Accessed 8 August 2019).
[15] Подробнее о фетвах/фатвах см.: (Islam: Entsiklopedicheskiy slovar', 1991:252).
[16] Хадис — с араб. «новость», «известие». Это придания о славах и действиях Пророка Мухаммада, затрагивающие религиозно-правовые стороны жизни мусульман. Подробнее см.: (Islam: Entsiklopedicheskiy slovar', 1991:262–263).

отца, тетки со стороны матери, матери молочные, сестры молочные…» Браки между людьми, которые связаны кровным родством, запрещены в соответствии с основными источниками исламского права. (2011): 79 (Османов).

Строгое соблюдение этого пункта подчеркивали представители высших религиозно-правовых школ, занимавшихся толкованием религиозно-правовых норм на основе Корана (Ван ден Берг, 2005. С. 135; Саидов, 2010. С. 112). Правда в том, что у потомков инцеста наблюдалась значительная генетическая заболеваемость, и дети рождаются как с физическими, так и с психическими проблемами. Близкородственные браки были популярны в доисламскую эпоху среди жителей Аравийского полуострова с целью сохранения чистоты и материального благополучия рода. Инцест должен был быть остановлен исламскими законами о браке, но в соответствии с национальными нормами такие союзы не только допускались, но и поощрялись[17]. Важно отметить, что и сегодня в ближневосточных странах кровнородственные браки часто заканчиваются разводом, и есть целые регионы, где этот процент достигает 2/3. Кроме того, в разных местах были обнаружены различные генетические заболевания, типичные для населения, проживающего в определенных районах (Monies, Abouelhoda, AlSayed, Alhassnan, Alotaibi, 2017:921–939).

Таким образом, незаконность проведения генетических исследований людей, растений и всего остального, имеющего биологическую основу, вызывает пылкий интерес у юристов и теологов в исламских странах. Это связано с тем, что генетические исследования затрагивают богословские, правовые и моральные стандарты, признанные исламом, как вечный и неизменный, что является сложным вопросом для исламских государств и тех, кто исповедует ислам.

Так, многие современные «толкователи исламского права» (Власенко, Новикова, 2018: 346-348) наиболее известных богословских центров исламской юриспруденции интерпретируют и ищут рациональные решения вопросов адаптации нововведений (не руководствуясь классическими устоями исламского права) соблюдать положения священной книги мусульман, на основании чего делается важный вывод о допустимости «внедрения» новшества.

Эти институты, такие как Международная академия исламского фикха (юриспруденции) в Саудовской Аравии[18], Университет Аль-Азхар[19] в Египте и

[17] Здесь же стоит сказать, что заключение брака между кровными лицами характерно и для лиц, исповедующих зороастризм, а также некоторых еврейских общин и племен в странах Африки к югу от Сахары. Подробнее см.: Genetic Counseling in the Muslim World: The Challenges, available at: http://www.cags.org.ae/e10alaqeel.pdf (Accessed 18 May 2023).

[18] Международная академия исламского фикха — высшее научное учреждение теоретикопрактического профиля в г. Джидда Королевства Саудовской Аравии. Ведущие теологи, юристы, ученые — представители различных областей и дисциплин 57 государств мира занимаются правотворчеством (иджтихад) с целью

т. д., публикуют фетвы[20], представляющие собой общие суждения, сделанные выдающимися богословами и юристами по целому ряду современных проблем, а также толкование различных положений, встречающихся в первоисточниках права. Например, выслушав обоснования врачей в пользу экстракорпорального оплодотворения, Совет Исламской академии фикха (юриспруденции) пришел к выводу, что в некоторых обстоятельствах это допустимо[21], и из множества вариантов были выделены методы ЭКО, которые были приемлемо с точки зрения исламских религиозных принципов.

Первая международная конференция по исламской медицине была проведена в Кувейте в январе 1981 года с целью проведения медицинских исследований и поиска ответов на медицинские вопросы. Исламский кодекс медицинской этики и охраны здоровья был принят на данном мероприятии представителями мусульманского Востока с учетом исламского учения и конкретных отрывков из мусульманской священной книги. В частности, одним из руководящих принципов является: «как и все аспекты знания, медицинское знание является частью знания Всевышнего, Который научил человека тому, чего человек никогда не знал...»; «…изучение медицины влечет за собой откровение Божьих знамений в Его творении…» «…медицинская практика приносит Божью милость Его подданным. Поэтому медицинская практика — это акт поклонения и милосердия, а не карьера, благодаря которой зарабатывают на жизнь...»[22].

В целом важно отметить, что Кувейт в настоящее время является одним из крупнейших исламских государств, которое вносит значительный вклад в развитие идеи биоэтическую сферу путем слияния исламских религиозных ценностей с ценностями медицинских и междисциплинарных вопросов, таких как геномика и генетические исследования. Категорию вопросов по геномике он помещает в раздел «Постоянные дискуссии» при выступлении с докладами по биоэтике на различных симпозиумах и конференциях. Исламская организация медицинских наук базируется в Кувейте и была официально создана еще в 1984 году.

предоставления решений на основе исламских первоисточников и прогрессивной правовой мысли. Академия основана согласно решению, принятому на саммите стран-участниц Организации исламской конференции (ныне — Организация исламского сотрудничества) в 1974 г., открытие состоялось в 1981 г.

[19] Университет является самым большим ВУЗом на всем арабском Востоке, исторически появился в качестве медресе (школы) при мечети Аль-Азхар в 970 году и назван в честь одной из дочерей Пророка Мухаммада — Захры. Значение Аль-азхар столь велико, что о нем даже упоминается в конституции арабского государства Египет.

[20] Подробнее о фетвах/фатвах см.: (Islam: Entsiklopedicheskiy slovar', 1991:252).

[21] О детях из пробирок. Постановление № 16 (4/3). // Постановления и рекомендации Совета Исламской академии правоведения (фикха). — М., 2003. С. 43–44.

[22] Официальный сайт IOMS, Available at: http://www.islamset.net/arabic/index.html (Accessed 18 May 2023).

Например, в конференции «Генная инженерия между шариатом и законом» 5-7 мая 2002 г. приняли участие представители большинства арабских стран. Это было на тему «Этические последствия современных исследований в области генетики». Так, основные правила и рекомендации «Генетика, генная инженерия, геном человека и генетическая терапия: исламская перспектива» были разработаны в ходе симпозиума, состоявшегося 13–15 октября 1998 г., и до сих пор являются наиболее влиятельными в области регулирования генетических исследований (Al Hosani, Czeizel, 1996:61; Tadmouri, 2003:1766; El-Hazmi, Warsy 1996:108–123; Al Talabani, Shubbar, 1998:62; 411–418; Khlat, Halabi, Khudr, Der Kaloustian, 1986: 299–306; Abou-Zeid, Silverman, Shehata, Shams, Elshabra, 2010:539–547; Benatar, 2004:574–582; El-Dessouky, Abdel-Aziz, Ibrahim, Moni, Abul Fadl, Silverman, 2011:1–13; Hyder A.A., Wali S.A., Khan A.N., Teoh N.B., Kass N.E., Dawson, 2004:68–72; Kandeel, El-Nemer, Ali, Kassem, El-Setouhy, Elgharieb, 2011:99–108; Kirigia, Wambebe, Baba-Moussa, 2005:6; 10; Moodley, 2007:8; 1–8; Rashad, Phipps, Haith-Cooper, 2004:394–399; Ar-Abdallah, Al Khitamy, Binsumeit, 2001:60–63)[23].

Эти руководящие принципы были расширены на последующих заседаниях симпозиума, в частности, на шести заседаниях, проведенных в 2002 г., где обсуждались, среди прочего, возможности исследования отпечатков пальцев и ДНК, а также запрет на продажу данных, содержащих информацию о геноме человека. Юристы и богословы из Академии фикха рассматривали случай, произошедший в Саудовской Аравии, в рамках уголовного дела об изнасиловании при обсуждении темы «вмешательства в дела Всевышнего» или о геномике.

Важно отметить, что в настоящее время нет единых критериев унификации законодательства в области геномики, генетических исследований и тому подобных вопросов, начиная обсуждение правовых регуляторов исламских правительств. Важность создания правовых основ для конкретного вопроса, касающегося генетических исследований, решается каждым из национальных правительств Арабского Востока по-своему. Исламский кодекс медицинской этики и охраны здоровья, постановления и предложения Совета Исламской академии фикха и других богословских учреждений служат ориентирами при формировании законодательства этих правительств в этой области.

Принимая во внимание Арабскую Республику Египет, следует подчеркнуть, что не существует специального закона, касающегося этических основ генетических исследований. Однако важно отметить, что в настоящее

[23] Новикова Р.Г., 2019. This work is licensed under a Creative Commons Attribution 4.0 International License https://creativecommons.org/licenses/by/4.0 (дата обращения 18.05.2023 г.)

время ведется работа над законом «О биоэтике», а Министерство здравоохранения и народонаселения является главным органом исполнительной власти Египта в сфере проведения клинических исследований и издания основных правил в этой сфере. В 1996 г. впервые был создан Национальный комитет Египта по биоэтике вместе с профессиональным сообществом врачей.

Над будущим законом Египта работают ведущие исследователи из университетов и научно-исследовательских институтов по всей стране, в том числе Айн-Шамс в Каире, Научно-исследовательский институт Теодора Билхарца в Гизе, Национальный исследовательский институт гепатологии и тропической медицины в Каире и т. д. в целом В целях обеспечения согласованности между комитетами по этике при рассмотрении предложений об исследованиях и улучшения обмена информацией и интеллектуальными ресурсами в Египте существует около 30 институциональных комитетов, которые являются членами сетевой организации комитетов по исследовательской этике. Положение «О профессиональной этике в области медицинских исследований человека»15 было специально разработано в 2003 году.

Интересен опыт Исламской Республики Иран, страны, твердо придерживающейся шиитского исламского права. «Свод правил защиты человека как объекта медицинских исследований» был создан в 1999 году Министерством здравоохранения и медицинского образования Ирана в сотрудничестве с Департаментом изучения гуманитарных и исламских наук в области медицины и медицинской этики. Он состоит из 27 пунктов, касающихся информированного согласия, прав человека при проведении исследований, сертификации исследований с учетом всех рисков, конфиденциальности информации и других тем. В частности, в настоящее время действуют 85 научных центров, занимающихся исследованиями в области биотехнологии, молекулярной и клеточной биологии и смежных областях, которые разрабатывают предложения по проведению генетических исследований с целью разработки единого руководства. Министерство здравоохранения и медицинского образования Ирана приказало всем университетам и биомедицинским исследовательским центрам создать институциональные комитеты по биоэтике на основе единого положения.

В настоящее время на Ближнем Востоке применяется разнообразный подход к регулированию геномики и смежных областей. Значительное внимание уделяется этическим регуляторам в связи с геномикой (люди, животные, растения, т.е. все живые существа), на основе которых постепенно

развиваются широкие контуры правовых норм, принимая во внимание религиозную ориентацию правительств.

Узбекистан является светским государством, но, в силу того, что большая часть населения составляют мусульмане, как мы указали выше, при внедрении генетических исследований, правительству необходимо обратить внимание на разрешение исламского права. И при составлении необходимого законодательного источника по генной инженерии ссылаться на опыт других исламских государств. В качестве примера документации можно взять Иранское законодательство, Саудовской Аравии, Египта по генной инженерии. Данная разработка осуществляется в силу того, что пациенты при лечении были спокойны из-за разрешения ислама проводить генетические исследования.

Учитывая внедрение генной инженерии на территории Республики Узбекистан, можно добиться масштабных открытий в сфере медицины и излечения многих наследственных болезней еще в утробе матери, устранение неизлечимых болезней такие как рак, эпилепсия и т.д. На сегодняшнее время в нашей стране 4500 больных с онкогематологическими заболеваниями, 1849 больных с гемофилией; 204 больных с талассемией; 33 больных с апластической анемией и 110 больных с гемолитической анемией[24]. Путем внедрения согласно религиозным нормам Этический кодекс генной инженерии, можно устранить многие заболевания и улучшить качество население.

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ANTIBACTERIAL AND ANTIFUNGAL PROPERTIES OF THE N, N`-BIS ((E)-3-(4-DIMETHYLAMINE) PHENYLALLYLIDENE)-PHENYLEN-1, 2-DIAMINE LIGAND AND SOME ZINC SCHIFF BASE COMPLEXES

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Abstract: Metals in pharmaceuticals have been widely used in recent years for their antibacterial and antifungal properties. Antibacterial activity of the ligand and its related complexes on groups of bacteria including Gram-negative bacteria and Gram-positive bacteria as well as two fungi Disc diffusion method was studied. The antibacterial property of the ligand was less due to the complexes associated with it. Regarding E. coli and P. aeruginosa and the least activity against Staphylococcus aureus. As a result, the effect of all these compounds on experimental gram-negative bacteria was similar. Compared to other complexes, ZnLCl2 complex had the most effect against B. subtilis and Staphylococcus coccus, and its activity against E. coli and P. aeruginosa was good compared to S. coccus and B. subtilis. ligand, had a moderated antifungal effect against Candida albicans and later aginst Aspergilus oriza. All synthesized Zn (II) complexse had higest antifungal effect against Candida albicans and then against Aspergilus oriza. DNA cleavage potential of ligand and compounds was investigated by electrophoresis method and good results were obtained.

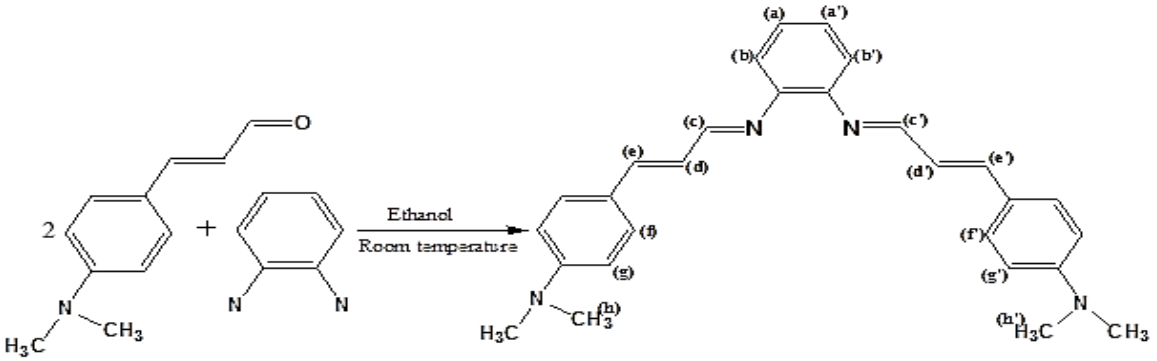
Keywords: Antifungal, Antibacterial, properties, DNA cleavage.

I. INTRODUCTION

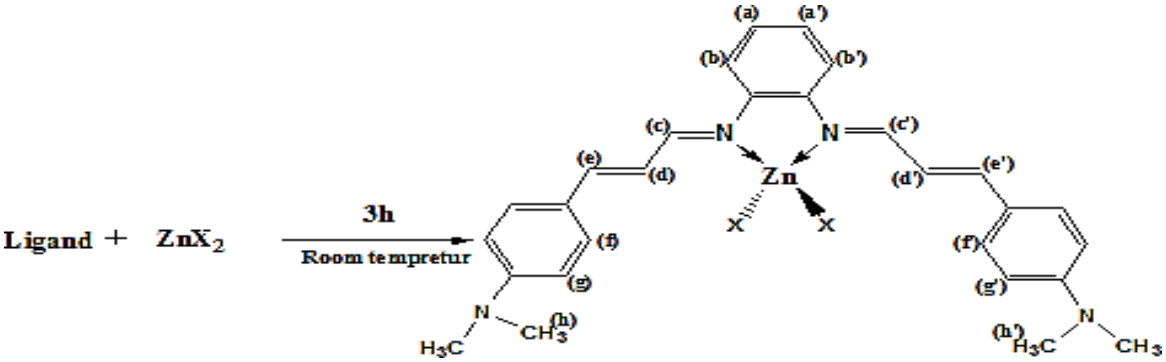
Research work focusing on the important biological functions of metalloenzymes and metallotherapeutics in the living world shows the bactericidal activity of interesting Zn-Schiff base complexes, antibacterial study has also been done against few clinical pathogens (Bacillus SP), enterococcus and E. coli) [1][2][3][4]. Scanning electron microscopy and EDAX analysis for the pathogen with a low dose of zinc complex confirms the destruction of the bacterial cell membrane with 1.44% occurrence of zinc in the selected zone of inhibition. These observations hold great promise for future antibacterial agent production [5]. Effects of biological screening in laboratory conditions of studied compounds on bacterial species Staphylococcus aureus, Escherichia coli, Klebsiella pneumoniae, Proteus vulgaris and

Pseudomonas aeruginosa and fungal species Aspergillus niger, Rhizopus stolonifer, Rhizopus stolonifer, Aspergilluh. The further at JRASB. Define all symbols used in the abstract.

Publication method of the comparative study of the inhibition values of Schiff base ligands and their complexes shows that the complexes show higher antimicrobial activity than the free ligands. Zinc ion has been shown to be essential for the growth inhibitory effect. The extent of inhibition appears to be highly dependent on initial cell density and growth medium [6]. These ligands have biological activities and cytotoxic [7]. DNA degradation [8]. Antioxidant [8] and anthelmintic [9]. Tridentate chelate complexes M [LX · 2H2O], where M = Zn (II) have been synthesized from the Schiff base L = N-[1-(3-aminopropyl) imidazole] salicylaldimine and X = Cl. Biological activities of the ligand and metal complexes have been studied on Staphylococcus aureus, Escherichia coli, Pseudomonas aeruginosa, and Candida albicans by the well diffusion method [10] [11] [12]. The activity data show the metal complexes to be more potent than the parent ligand against two bacterial species and one fungus [12]. In this way we have focused on the Antibacterial and antifungal properties of the ligand and some zinc Schiff base complexes which can be seen in the Shamia 1.



Ligand (L)



$ZnLX_2$ Where in X=Cl^-, Br^-, I^-, SCN^-, N_3^- and NO_3^-

Scheme 1: Synthetic route from ligand to zinc(II)

II. EXPERIMINTAL

2. 1. Material and methods

All material for the synthesis of these compounds were purchased from Merck, Aldrich and/or BDH companies in high purity and used as received. Muller Hinton agar (Merck), Muller Hinton broth (Scharlab) and pure sodium chloride were used for bacteria culture medium. To investigate the antimicrobial activity of all compounds, *Escherichia coli* (25922ATCC), *Pseudomonas aeruginosa* (9027ATTCC), *Staphylococcus aueaus* (6538ATTCC), *Bacillus subtilis* (6635ATTCC) bacteria and *Aspergillus overeza*, *Candida abikens* fungi were used.

2.2. Antibacterial activity

The antibacterial activity of ligand and all synthesized complexes on to groups of bacteria including gram-negative bacteria (*Escherichia coli* and *Pseudomonas aeruginosa*) and gram-positive bacteria (*Staphylococcus aureus* and *Bacillus subtilis*) as well as two fungi (*Aspergillus oversea* and *Candida albicans)* were studied disk diffusion method. Experimental biological agents were evaluated at three concentrations of 50, 25 and 12.5 mg/ml of ligand and all synthesized complexes tested were prepared in DMSO solvent in micro tubes all bacterial and fungal culture medium solutions were sterilized, and raw antibi gram disks were prepared in solution. then three wells were drilled on the plates at regular intervals, and 0.1mL of Muller Hinton broth with under the tested bacterial its prepared solutions were added to each well respectively. Finally, the plates stored at 37℃ temperature in the incubator for 4 hours. After 24 hours, the interval lack of bacterial growth was measured and recorded in mg/ml. this activity was performed for and ligand all complexes as above.

2.3. Well diffusion method (WDM)

The trial samples were prepared in specific concentrations (50, 25 and 12.5 mg/mL in DMSO) in the sample tubes and the wells of each concentration were poured into the respective plate in which the bacterium or fungus was cultured. Plates were then incubated. Finally, after the lapse of time, the desired growth zones were measured.

2.4. DNA failure test

The breaking potential of DNA ligand and its synthesized complexes in the presence of H_2O_2 as oxidant was determined by agarose gel electrophoresis. According to the articles, DNA extraction was performed as a substrate [13]. To test for DNA failure, was performed by incubating species containing 4µl of solution, which was dissolved by dissolving 5mg of the sample in1ml of DMSO and 4µl of extracted DNA. The mixtures were incubated at 37℃ for two hours. After from incubation, the test compounds were mixed with blue bromophenol dye and mixed with DNA separately, a mixture of DNA and hydrogen peroxide and the ladder was

carefully laded in to the wells. Gel electrophoresis was performed at a constant voltage of 100 volts for half an hour. The DNA derived peaks were then exposed to the ultraviolet light and then photographed

III. RESULTS AND DISCUSSION

3.1. Antibacterial activity

For study the biological properties of ligand and zinc complexes.two groups of bacteria have been used the first group of gram-negative bacteria (*Escherichia coli* and *Pseudomonas aeruginosa*) and second group gram-positive bacteria (*Staphylococcus aureus* and *Bacillus subtilis*) which were studied by disk diffusion

method, the size of ability of these complexes as antibacterial agents the result is shown in Table 1. To perform the disk diffusion method, solutions with three concentrations (50, 25 and 12/5 mg/mL) of complexes in DMSO solvent were prepared. The antibacterial property of the ligand was less due to its related complexes. According to the E. coli and P. aeruginosa and the lowest activity against *S. aureus*. As a result, the effect of all these compounds on gram-negative experimental bacteria was similar. $ZnLCl_2$ complex had the greatest effect against *S. coccus* compared to other complexes and had the highest activity of this compound against *B. subtilis* and its activity against *E. coli* and P. aeruginosa was less compared to *S. coccus* and *B. subtilis.* $ZnLBr_2$ complex showed the highest activity against *S. coccus* and then on *B. subtilis* and its activity was low against *E. coli* and P. aeruginosa respectively. The highest antibacterial properties of the $ZnLI_2$ complex against *S. coccus* and in the second step against P. aeruginosa and *E. coli* and showed the lowest activity against *B. subtilis.* The highest effect of $ZnL(SCN)_2$ complex was on *S. coccus* and in the second step, greatest effect P. aeruginosa was high and then affected *B. subtilis* and *E. coli* respectively. The highest number of effects of the $ZnL(N_3)_2$ complex was on the parity of *S. coccus* and then on *B. subtilis* and antibacterial activity was less against *P. aeruginosa* and then *E. coli* respectively. The highest antibacterial properties of the $ZnL(NO_3)_2$ complex is in the presence of *B. subtilis* and the second step in the presence of *S. coccus* and then inhibits the growth of *P. aeruginosa.* Finally, they had the lowest effect on *E. coli.*

3. 2. Antifungal activity

The anti fungal activty of the ligand and all synthesized complexes by well diffusion aganst Aspergilus oriza and Candida albicans was studied. In this study, consentration of 50, 25 and 12.5 mg/ml of ligand and compuonds in DMSO solvent were prepared and tested. In this resurch, the bidentet Schiff base ligand, had a moderated antifungal effect against Candida albicans and later aginst Aspergilus oriza. All synthesized Zn (II) complexse had higest antifungal effect against Candida albicans and then against Aspergilus oriza. In general among these complexese $ZnLI_2$ showed a greater antifungal and $ZnL(N_3)_2$ showed alower effect against C.

albicans. $ZnLCl_2$ also showed the highest antifungal and $ZnL(SCN)_2$ showed weakest effect against A. oriza Table 2.

Table1: Antibacterial activities of ligand and its complexes as diameter of zone of Inhibition

Compound (mg/disc)	*Gram negative*					
	Pseudomonas aeruginosa			***Escherichia coli***		
	50[a]	**25[b]**	**12.5[c]**	**50[a]**	**25[b]**	**12.5[c]**
Ligand	13. 1	7. 7	6. 0	13. 1	7. 6	6. 0
$ZnLCl_2$	25. 0	13. 65	8. 2	25. 0	13. 64	8. 2
$ZnLBr_2$	16. 73	12. 6	8. 32	16. 71	12. 5	8. 31
$ZnLI_2$	17. 2	11. 8	6. 35	17. 2	11. 7	6. 35
$ZnL(N_3)_2$	12. 0	6. 4	6. 0	12. 0	6. 4	6. 0
$ZnL(NO_3)_2$	12. 6	9. 1	7. 4	12. 5	9. 0	7. 3

Table.2: Antifungal activities of ligand and its complexes as diameter of zone of Inhibition

Compound (mg/disc)	*Candida albicans*			*Aspergillus oryzae*		
	50[a]	**25[b]**	**12.5[c]**	**50[a]**	**25[b]**	**12.5[c]**
Ligand	16. 4	14. 34	9. 04	8. 2	17. 12	6. 01
$ZnLCl_2$	15. 7	14. 14	10. 62	19. 16	17. 9	6. 0
$ZnLBr_2$	13. 5	12. 2	10. 02	8. 5	6. 2	6. 01
$ZnLI_2$	17. 7	15. 52	7. 9	12. 7	9. 6	6. 0
$ZnL(NCS)_2$	15. 4	12. 7	10. 32	6. 02	6. 01	6. 0
$ZnL(N_3)_2$	13. 2	11. 72	7. 52	12. 5	6. 03	6. 0
$ZnL(NO_3)_2$	16. 9	14. 9	11. 68	12. 55	7. 6	8. 0

3. 3. DNA cleavage potential

In this study, it was found that the ligand has the lowest percentage of DNA failure. also, among the synthesized compounds, zinc chloride complex has the greatest effect on DNA failure. Then has a moderate effect on thiocyanate and bromide, respectively, with the least effect of azide and nitrate on DNA failure

respectively Figure1, the gel electrophoresis photograph of DNA under affected is the ligand and compounds of zinc. In this figure, the Li(ligand) are later respectively to (n6) compounds of $ZnLCl_2$, $ZnLBr_2$, $ZnLI_2$, $ZnL(SCN)_2$, $Zn(N_3)_2$ and $ZnL(NO_3)_2$, respectively neg (negative sample), L, ladder (sign) and P (positive sample) is oxygenated water of DNA.

Compound (mg/disc)	*Gram positive*					
	Bacillus subtilis			*Staphylococcus aureus*		
	50[a]	**25[b]**	**12.5[c]**	**50[a]**	**25[b]**	**12.5[c]**
Ligand	7. 8	6. 0	6. 0	6. 02	6. 01	6,0
$ZnLCl_2$	27. 98	23. 18	8. 28	31. 41	20. 19	17. 64
$ZnLBr_2$	20. 22	11. 52	8. 50	22. 71	15. 43	17. 71
$ZnLI_2$	13. 2	8. 1	6. 0	24. 83	13. 43	8. 41
$ZnL(N_3)_2$	21. 2	14. 52	8. 8	19. 32	14. 22	11. 9
$ZnL(NO_3)_2$	19. 5	9. 7	7. 56	14. 3	12. 23	9. 33



Figure 1: electrophoresis photograph for DNA cleavage activities of free ligand and its zinc complexes.

3. 3. DNA cleavage potential

In this study, it was found that the ligand has the lowest percentage of DNA failure. also, among the synthesized compounds, zinc chloride complex has the greatest effect on DNA failure. Then has a moderate effect on thiocyanate and bromide, respectively, with the least effect of azide and nitrate on DNA failure respectively Figure1, the gel electrophoresis photograph of DNA under affected is the ligand and compounds of zinc. In this figure, the Li(ligand) are later respectively.

IV. CONCLUSION

the antimicrobial properties of the ligand and its complexes against two types of bacteria and fungi were studied. The results showed that the ligand and its related compounds have antibacterial and antifungal properties. Also, the study of the DNA degradability of synthesized compounds showed that these compounds have little effect on DNA except for zinc chloride and zinc thiocyanate complexes.

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THE ROLE OF DIRECTNESS LEVEL AND SOCIAL FACTORS IN THE REALIZATION OF COMPLAINING SPEECH ACT: A CROSS-CULTURAL STUDY

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Abstract: This paper presents a cross-cultural study investigating the role of directness level and social factors in the realization of the complaining speech act. Complaining is a common communicative behavior used to express dissatisfaction or negative emotions. The degree of directness and the influence of cultural and social factors on the expression of complaints vary across cultures. This study aims to examine the interplay between directness level, cultural backgrounds, and social factors in the complaining speech act.

The study employed a mixed-methods approach, utilizing both qualitative and quantitative methods. A diverse sample of participants from multiple cultural backgrounds was selected to capture variations in complaining strategies across cultures. Data collection involved elicitation tasks, interviews, and surveys, enabling a comprehensive exploration of participants' perceptions, attitudes, and preferences in complaining situations.

The implications of the findings have practical relevance for intercultural communication, language teaching, and multicultural settings. Understanding the dynamics of complaining speech acts can enhance cross-cultural understanding, facilitate effective communication, and promote intercultural competence.

Keywords: complaining speech act, directness level, cross-cultural communication, social factors, intercultural competence.

Introduction

Communication is a fundamental aspect of human interaction, allowing individuals to express their thoughts, feelings, and needs. Within the realm of interpersonal communication, speech acts play a crucial role in conveying intentions and achieving specific communicative goals. One such speech act is complaining, which serves as a means to express dissatisfaction or negative emotions regarding a particular situation or event.

Complaining behavior is influenced by various factors, including cultural norms, social dynamics, and individual preferences. The degree of directness in expressing complaints varies across cultures, with some cultures valuing indirectness and politeness, while others prioritize directness and explicitness. Additionally, social

factors such as power distance, social hierarchy, and individualism/collectivism have been found to shape the way complaints are formulated and received.

Understanding the interplay between directness level, cultural backgrounds, and social factors in the realization of complaining speech acts is crucial for effective cross-cultural communication. However, the majority of existing research has focused on specific cultural contexts, often neglecting the broader cross-cultural perspective. Thus, there is a need for a comprehensive cross-cultural study to explore how directness level and social factors influence the manifestation of complaining behavior across different cultures.

The primary objective of this study is to examine the role of directness level and social factors in the realization of complaining speech acts through a cross-cultural lens. By analyzing the complaining strategies employed by individuals from diverse cultural backgrounds, we aim to shed light on the variations and similarities in how complaints are expressed across cultures. Furthermore, we seek to investigate the influence of social factors on the manifestation of complaining behavior.

To achieve these objectives, we employ a mixed-methods approach that combines qualitative and quantitative data collection methods. By utilizing elicitation tasks, interviews, and surveys, we can gather rich data regarding participants' perceptions, attitudes, and preferences in complaining situations. This mixed-methods approach allows for a comprehensive exploration of the complexities underlying complaining speech acts. The findings of this study have practical implications for intercultural communication, language teaching, and multicultural settings. Understanding the dynamics of complaining behavior can enhance cross-cultural understanding, facilitate effective communication, and promote intercultural competence. Moreover, the insights gained from this research can assist second language learners in adapting their complaining strategies when interacting in a foreign language and within a new cultural context.

In the following sections, we will present an in-depth analysis of the role of directness level and social factors in the realization of complaining speech acts. By examining cross-cultural variations and identifying the underlying factors influencing complaining behavior, we aim to contribute to the existing literature on intercultural communication and promote a deeper understanding of communicative acts in diverse cultural contexts.

Literature Review

Directness Level in Complaining Speech Acts:

The degree of directness in expressing complaints is a key aspect of cross-cultural communication. Cultural norms and values greatly influence the preferred level of directness in different cultures. Hofstede's cultural dimensions theory suggests that cultures high in uncertainty avoidance tend to employ more indirect

strategies, while cultures low in uncertainty avoidance tend to utilize direct strategies. For example, East Asian cultures, such as Japan and China, tend to favor indirectness and employ politeness strategies when complaining, whereas Western cultures, such as the United States and Germany, exhibit a higher degree of directness in their complaints (Olshtain & Weinbach, 1993; Matsumoto, 1988).

Cultural Variations in Complaining Strategies:

Cross-cultural studies have highlighted significant variations in complaining strategies across cultures. Researchers have examined cultural differences in the use of mitigating devices, such as hedges, indirect requests, and euphemisms, to soften the impact of complaints. These variations often stem from differences in face-saving concerns and cultural values. For instance, collectivist cultures prioritize maintaining harmonious interpersonal relationships and saving face, leading to the use of more indirect complaint strategies (Liu, 2012; Ide, 1989).

Social Factors and Complaining Behavior:

Social factors, such as power distance, social hierarchy, and individualism/collectivism, play a significant role in the manifestation of complaining behavior. Power distance refers to the extent to which individuals accept and expect unequal power distribution in society. In high power distance cultures, complaints might be less frequent due to respect for authority figures, whereas in low power distance cultures, individuals may feel more empowered to voice their dissatisfaction (Leung, 2007). Social hierarchy and individualism/collectivism also influence complaining behavior, with individuals from more egalitarian and individualistic cultures being more assertive in expressing complaints (Mao, 2014; Chen & Xu, 2012).

Pragmatic Competence and Complaining Speech Acts:

Pragmatic competence, encompassing the ability to use language appropriately in social contexts, plays a vital role in the realization of complaining speech acts. Cross-cultural studies have explored the relationship between pragmatic competence and complaining behavior, investigating the acquisition and development of pragmatic skills in different cultural contexts (Bardovi-Harlig & Hartford, 1993; Félix-Brasdefer, 2007).

Methodology

This study employs a mixed-methods research design, combining qualitative and quantitative data collection methods. The integration of these approaches allows for a comprehensive exploration of the role of directness level and social factors in the realization of complaining speech acts across cultures.

A diverse sample of participants from various cultural backgrounds will be selected to capture cross-cultural variations in complaining behavior. The sample will include individuals from both high and low context cultures, representing a range of

cultural dimensions such as individualism/collectivism, power distance, and uncertainty avoidance. The sample size will be determined based on the principles of saturation, ensuring sufficient data saturation is achieved for in-depth analysis.

Data collection will involve multiple methods to gather rich and comprehensive data on participants' perceptions, attitudes, and preferences in complaining situations.

a. Elicitation Tasks: Participants will be presented with written or audio-based scenarios that elicit complaining responses. They will be asked to respond to the scenarios, expressing their dissatisfaction or negative emotions in a way they consider appropriate. This task aims to capture participants' natural complaining strategies and the level of directness employed.

b. Interviews: Semi-structured interviews will be conducted with participants to gain deeper insights into their cultural backgrounds, communication norms, and the factors influencing their complaining behavior. The interviews will explore participants' perspectives on directness level, cultural influences, social factors, and language proficiency in relation to complaining speech acts.

c. Surveys: Participants will complete surveys that assess their cultural values, social orientations, language proficiency, and intercultural competence. These surveys will provide quantitative data to support and complement the qualitative findings.

The qualitative data collected from interviews and elicitation tasks will be analyzed using thematic analysis. The recorded interviews and transcriptions will be carefully reviewed, and recurring themes and patterns related to directness level, cultural factors, and social dynamics in complaining speech acts will be identified. Data analysis will involve coding, categorizing, and identifying key themes and subthemes.

The quantitative data obtained from surveys will be analyzed using appropriate statistical techniques. Descriptive statistics and inferential statistics will be employed to examine relationships and associations between variables, such as directness level, cultural dimensions, and social factors.

Ethical Considerations:

Ethical guidelines will be followed throughout the research process. Informed consent will be obtained from all participants, ensuring confidentiality and anonymity. The study will also comply with ethical standards regarding data storage, protection, and dissemination.

Results and Discussion

Language proficiency and cultural adaptation played a significant role in the realization of complaining speech acts among second language learners. Participants who were less proficient in the target language exhibited challenges in understanding and appropriately expressing complaints. Language learners tended to rely on their

native cultural norms and complaint strategies, which might not align with the cultural expectations of the target language and culture. However, as language proficiency and cultural adaptation improved, participants demonstrated greater adaptability in their complaining strategies, incorporating cultural nuances of the target language (Cohen & Olshtain, 1993; Kasper, 1990).

The findings of this study contribute to the existing literature by providing empirical evidence on the interplay between directness level, cultural factors, and social dynamics in the realization of complaining speech acts. The results highlight the importance of considering cultural norms, social factors, and language proficiency when examining complaining behaviors across diverse cultures.

The implications of these findings have practical relevance for intercultural communication and multicultural settings. Understanding the cultural variations in directness and complaining strategies can enhance cross-cultural understanding and facilitate more effective communication. It is crucial for individuals to develop intercultural competence, which includes the ability to adapt their communication styles and understand the cultural expectations of their interlocutors. Language teachers and intercultural trainers can incorporate these findings into their curriculum to prepare individuals for effective communication in diverse cultural contexts.

Further research could explore additional social and contextual factors that may influence complaining behavior, such as gender roles, social norms, and situational factors. Additionally, longitudinal studies tracking the development of intercultural competence and pragmatic skills in language learners could provide valuable insights into the long-term adaptation of complaining strategies in cross-cultural communication.

Conclusion

In conclusion, this paper has examined the role of directness level and social factors in the realization of complaining speech acts through a cross-cultural study. The findings highlight significant variations in the directness level of complaining across cultures, with some cultures favoring indirect strategies while others prioritize directness. These variations are influenced by cultural norms, including uncertainty avoidance and individualism/collectivism.

Moreover, social factors such as power distance and social hierarchy were found to shape complaining behavior. High power distance cultures exhibited more indirect complaint strategies, reflecting respect for authority figures, while low power distance cultures demonstrated a greater willingness to express complaints directly. Additionally, individualistic cultures emphasized assertiveness in complaining, whereas collectivist cultures focused on maintaining harmonious interpersonal relationships.

The study also emphasized the impact of language proficiency and cultural adaptation on complaining speech acts. Second language learners faced challenges in understanding and appropriately expressing complaints in a new language and cultural context. However, as language proficiency and cultural adaptation improved, learners demonstrated increased adaptability in their complaining strategies.

The findings have practical implications for intercultural communication and multicultural settings. Understanding and respecting cultural variations in directness and complaint strategies can enhance cross-cultural understanding and effective communication. It is crucial for individuals to develop intercultural competence, which includes the ability to adapt their communication styles and understand the cultural expectations of others.

Future research could explore additional factors influencing complaining behavior, such as gender roles, social norms, and situational contexts. Longitudinal studies tracking the development of intercultural competence and pragmatic skills among language learners would provide valuable insights into the long-term adaptation of complaining strategies.

In summary, this study contributes to the understanding of complaining speech acts by examining the interplay between directness level, cultural factors, social dynamics, and language proficiency. By recognizing and navigating these factors, individuals can engage in successful cross-cultural communication, promoting mutual understanding and effective interpersonal interactions in diverse cultural contexts.

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